

# Limited Training Through E-Training To Improve Competency of the Head of School at the Head's Working Meeting Schools for SMP and MTs in Bengkulu City

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## Abstract

*Limited training through e-education aims to improve the competence of school principals in the work consultations for principals of SMP and Mts Bengkulu City. The target audience for this service is the Principals of the Bengkulu City Middle School and MTs who are members of the School Principal Working Consultation as many as 18 people. The implementation method is carried out by three methods namely training, orientation, and practice. This Principal Strengthening Training uses the MOOCs-based E-Training system. The training referred to here consists of activities providing orientation on what teachers need in order to improve the competence of school principals in accordance with the Regulation of the Minister of National Education. Limited Training Through E-Training to improve the competence of school principals at the Bengkulu City Junior High School Headmaster's Working Meeting is the right activity and is very in line with current learning needs. This training has been well implemented and received a positive response from the trainees.*

**Keywords:** training, e-training, head's working meeting schools

## A. Introduction

As concerns mount over the COVID-19 outbreak, many education leaders have taken the difficult decision to close schools. Since the decree from the Minister of Education and Culture was issued regarding efforts to prevent and spread Corona, all conventional learning activities have been temporarily closed [1]–[3]. Educational activities such as experiencing a lockdown as well as training or training organized by the Ministry of Education and Culture in the context of improving the quality of education. The conventional learning system implemented by some teachers is slowly being eroded and replaced with various online learning applications that can provide a space for direct interaction between teachers and students without having to meet in person [4]. Currently, technological advances allow a lot of learning interactions do not need to be done face-to-face [5], [6]. E-Learning technology or online lectures or e-training are now starting to be widely offered. Distance education has several advantages over the face-to-face lecture method. Education by E-Learning or E-Training is carried out by utilizing information and communication technology [7]–[9]. The learning system is carried out through a computer or laptop device that is connected to an internet connection [10], [11]. A well-integrated system enables students or training participants to obtain all required lecture/training information and be able to carry out the learning/training system properly [12]. The output obtained from this system is also not inferior to conventional lectures/training.

There are many advantages offered by this online learning system, including: (1) flexible study schedule. The E-Learning system or e-training allows participants to set their own schedule. This flexible study schedule is supported by access to materials that can be done from anywhere and anytime. (2) The rhythm of learning according to the ability of the participants. Individual learning activities allow participants to adapt to their individual abilities. Participants can repeat the material up to several times according to participants' needs. This is something that cannot be obtained from the face-to-face learning system in the classroom. (3) Participants can understand the material better. Each participant usually has its own times when their concentration and focus are at their most optimal. The flexible learning time can be used by participants to carry out the learning process at the right times so that understanding the material can occur faster and easier. (4) More energy, cost and time saving. Online lectures/training can be done from anywhere such as at home, in the office or elsewhere. This training/lecture model will greatly save

transportation costs, energy and time which is usually required to travel to conventional lecture/training places.

The lack of technological knowledge of principals, teachers, students and parents is one of the problems in applying this online method. Even though as principals, teachers must always enrich and upgrade their knowledge. However, being asked to adapt and master various applications that support online learning quickly is not easy. Not only teachers, students too. Maybe for junior high school, high school or vocational students, learning and mastering this online application quickly, can be done. But for elementary school students, this is quite difficult to do. Finally, like it or not, parents are asked to be involved in this online learning. This will be a very difficult challenge for teachers if they want to apply this online method.

If the principles of learning are aligned with the 4 pillars of education compiled by UNESCO, namely Learning to Know (learning to know), Learning to Do (learning to do something), Learning to Be (learning to be something), and Learning to Live Together (learning to be something). to live together), then now is the most appropriate opportunity to rearrange the direction of our education world which has strayed far from the goal [13]. The world of education must again teach how to learn (Learning How to Learn), not Learning What to Learn (learn about something). All of this is reflected in the online learning content this week where teachers are still struggling with content or materials created to inform students rather than leaving them to find out on their own.

With the internet students can learn to know, learn to do, learn to be something, and learn to live together with a very different approach in the pre-internet era where the teacher was the only source of learning. Educators simply facilitate how students can find out reliable learning sources. If educators and parents understand that these skills are needed to be developed in participants in facing challenges in the 21st century, then the training/learning model can be directed to lead to e-training.

Based on field observations, one of the efforts to improve the quality of school principal strengthening learning/training is to create e-training using moocs-based e-learning to improve the competence of school principals in accordance with the Regulation of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture Number 26017/B .B1.3/Hk/2018 Regarding Technical Instructions for Assignment of Teachers As School Principals, School Principals are teachers who are assigned the task of leading and managing educational units. As stated in the Regulation of the Minister of National Education Number 13 of 2007 concerning the standards of Principals/Madrasahs, it is stipulated that there are five competencies, namely: Personality, Managerial, Entrepreneurship, Supervision and Social. The issuance of the Minister of Education Regulation Number 13 of 2007 concerning the Standards of Principals/Madrasahs, the impact on the Principal as the highest leader in the school must have five dimensions of competence, namely the dimensions of personality, managerial, entrepreneurial, supervisory, and social competencies [14], [15]. The operationalization of PP No. 13 of 2007 is regulated through the regulation of the minister of education and culture of the republic of Indonesia number 6 of 2018 concerning the assignment of teachers as principals which explains the requirements and stages that teachers must go through in order to be given additional duties as Principals/madrasahs (Kemendiknas, 2018 ). In reality, not all Principals/Madrasahs master all competencies as a whole. There is a tendency for the principal to only master a few competencies. From the results of the competency mapping of principals/madrasahs conducted nationally by the Institute for the Development and Empowerment of Principals (LPPKS) and the Institute for Quality Assurance of Education (LPMP) throughout Indonesia, in 2010 there was an increase, where the level of mastery of school principal competency standards for personality dimensions: 85%, managerial; 74 %, supervision: 72%, entrepreneurship: 74 %, and social: 63 %. The average mastery of the five competency dimensions nationally has only reached 76% (source: 2012 LPPKS data in Ratmawati et al 2020: 46).

We are currently entering a digital era which is often referred to as the Era of Disruption or the Era of the Industrial Revolution 4.0. The Industrial Revolution 4.0 that is happening today cannot be separated from the existence of innovative products. According to (Sasongko & Sahono, 2016) innovation can be defined as a creative activity that can generate new ideas, ideas, activities, objects or objects so that they are useful for humans. The conclusion is that innovation is a positive, creative effort to produce new and useful things for life (Risdianto, 2019). The rapidly increasing integration of technology has brought about strong changes to the education/training system and can improve the digital skills of both students and lecturers (Laurillard, Diana: 2014). The application of the right blended learning model can facilitate educators and students in the process of understanding several possible disciplines by optimizing teaching and learning. The integration of the Blended learning method is divided into face-to-face learning and distance learning by utilizing technology such as e-learning can be a wise solution to overcome problems during the learning

process. The application of the right blended learning model can facilitate educators and students in the process of understanding several possible disciplines by optimizing teaching and learning.

Based on the background above, we are interested in doing community service with the title "Limited Training Through E-Training to Improve the Competence of Principals at the Work Deliberation of Headmasters of SMP / Mts Bengkulu City"

## B. Methods

The target audience for this service is the Principals of the Bengkulu City Junior High School and MTs who are members of the School Principal Working Consultation (MKKS). The number of target audience is 18 people. The implementation method is carried out by three methods namely training, orientation, and practice. Training can be defined as a learning process to master certain competencies which is carried out programmatically and systematically. This time the Principal Strengthening Training uses the MOOCs-based E-Training system. The training referred to here consists of activities to provide orientation regarding what teachers need in order to improve the competence of school principals in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning the standards of principals/madrasahs, it is stipulated that there are five competencies, namely: Personality, Managerial, Entrepreneurship, Supervision and Social. The issuance of the Minister of National Education Regulation Number 13 of 2007 concerning Standards for Principals / Madrasahs, has an impact on the Principal as the highest leader in the school must have five dimensions of competence, namely the dimensions of personality, managerial, entrepreneurial, supervision, and social competence. The operationalization of PP No. 13 of 2007 is regulated through the regulation of the minister of education and culture of the republic of Indonesia number 6 of 2018 concerning the assignment of teachers as principals which explains the requirements and stages that teachers must go through in order to be given additional duties as Principals/madrasahs. Principals receive an orientation on how to use an interactive MOOCs-based E-training system so that they can facilitate the Principal in the training process. The next activity is the practice of using MOOCs-based E-training for online learning. The last activity is feedback by conducting tests to the target audience to see their understanding of this activity. Evaluation to measure the level of success of the training. Training techniques can be varied with various methods. For example, by implementing Synchronous and Asynchronous with the Zoom meeting method or through the Learning Management System (LMS).

The level of success and sustainability of this community service activity program is evaluated using various techniques as shown in the following table.

**Table 1.** Service Program Evaluation and Sustainability

No	Activity	Evaluation	Indicator	Continuity
1	Orientation using MOOCs-based E-Training	Question and answer	The target audience understands using - based E-Training <i>MOOCs</i>	Assistance in delivering practice in class
2	Practice using MOOCs-based E-Training	Performance Test	The target audience can use MOOCs-based E-Training for one meeting to study the material synchronously	Assistance to use MOOCs-based E-Training for one meeting to study material synchronously

3	Continued Practice using MOOCs-based E-Training for the next meeting to study material synchronously and asynchronously until finished all materials	Observation	E-learning process	Evaluation and improvement for MOOCs-based E-Training
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The schedule of activities can be seen in the following table

**Table 2.** Schedule of activities

No	Activity	The ..... month												Achievement Indicator	
		Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec				
1	Situation analysis and training needs	■													Draft proposal
2	Preparation of service proposals	■													Final proposal
3	Preparation and training invitation		■												Determination schedule of activities
4	Training orientation activities			■											Training documentation
5	The practice of using MOOCs-based e-training				■										Training documentation
6	Advanced practice of using e-training MOOCs based					■									Training documentation
7	Continued practice of using MOOCs-based e-training until done independently						■								Training documentation
8	Monitoring and evaluation							■							Report Draft
9	Preparation of reports									■					Report

**C. Results and Discussion**

Since the decree from the Minister of Education and Culture was issued regarding efforts to prevent and spread the Corona virus, all conventional learning and training activities have been temporarily closed. Education and training activities are replaced by various online learning applications that can provide a space for direct interaction between teachers or instructors and students or training participants without having to meet in person. Currently, technological advances allow a lot of learning interactions do not need to be done face-to-face. E-Learning/E-Training Technology or online lectures are now being offered a lot. The lack of technological knowledge of the principal, teachers, students and parents is one of the problems

in applying this online method. Although as a teacher must always enrich and upgrade knowledge, but being asked to adapt and master various applications that support online learning quickly is not easy. Not only teachers, students too. This will be a very difficult challenge for teachers if they want to apply this online method. Of course, the teacher will work extra hard so that students want to follow this online class model.

The results of the study (Johnson in Sasongko. 2003) provide an indication that in-service training activities are varied, but the most appropriate is to conduct training. The training referred to in this case is through the following steps: 1. Identifying the needs of teachers in the implementation of online learning. 2. Material orientation according to the field of study. 3. Exercises in making electronic-based teaching materials, participating in online learning implementation simulations, and making learning evaluation designs based on authentic assessments. 4. Feedback.

Referring to the pattern that has been conveyed in the problem-solving framework, in order to socialize online training innovations, an e-training on the Strengthening of Principals of SMPN Bengkulu City with MOOCs-based E-training Applications with materials that have been determined by the Institute for Quality Improvement of Principals (LPKKS) in Solo.



Figure 1. Photo With Trainees

At the end of the activity, the training participants were asked to fill out a questionnaire regarding their response to the training activities they had participated in. From the results of filling out the questionnaire, most of the participants answered strongly agree on all the statements in the questionnaire sheet. In more detail can be seen in the following table.

Table 3. Results of Filling Out Response Questionnaires by Training Participants

No Item	Number of Respondents per Answer Category			
	Strongly agree	Agree	Don't agree	Strongly Disagree
1	18	0	0	0
2	18	0	0	0
3	15	3	0	0
4	13	5	0	0
5	17	1	0	0
6	13	5	0	0
7	15	3	0	0
8	17	1	0	0
9	12	6	0	0
10	14	4	0	0
11	14	4	0	0
12	16	2	0	0
13	17	1	0	0
14	18	0	0	0

15	18	0	0	0
16	18	0	0	0
17	13	5	0	0
18	15	3	0	0
19	15	3	0	0
20	15	3	0	0

The statements are that the material presented in the training activities is easy to understand, the material presented is clear, the material delivered is in accordance with the objectives of the training, the method of delivering the material is easy to understand, the method used in delivering the material is in accordance with current learning needs, the delivery of the material carried out in a structured manner, practical activities are easy to follow, practice activities are well guided, the platform that will be used to develop MOOCs-based e-training according to them will be more accessible, the platform that will be used to develop e-training will make it easier for them, the platform used to developing MOOCs-based e-training is a platform that is updated with the times, e-training will be developed This does not make it difficult for users because it can be accessed with various devices, from this training they gain new knowledge about the importance of e-training, this training activity can indirectly encourage them to be more creative in innovating education and training activities, this training activity can improve their digital literacy, this training activity makes them aware of the importance of technology in the modern era as it is today, so the MOOCs-based E-Training system like the one that will be developed is one of the right choices to be used in New Normal conditions like now, the MOOCs-based E-Training system that will be developed is the right choice for use in the current era where everything is technology-based, MOOCs-based E-Training system What will be developed is Adaptive, meaning that it adapts to the development of science and technology, sMOOCs-based E-Training system which will be developed is User friendly, meaning that it can make it easier for users when they want to use it and can be accessed anywhere.

Participants' responses to the training activities indicated that the training had been carried out well, both in terms of materials, methods of delivering materials, platforms used, and the suitability of the training theme with current learning needs.

#### D. Conclusion

Limited Training Through E-Training to improve the competence of school principals at the work meeting of the headmasters of SMP/Mts Bengkulu City is an appropriate activity and is in accordance with current learning needs. This training has been well implemented and received a positive response from the training participants.

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