



Evaluation Results of the Implementation of Training and Education for Principal in Jakarta

Evaluasi Pelaksanaan Diklat Kepala Sekolah di Jakarta

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Abstract

Universitas Negeri Jakarta, as one of the Universities mandated by the Institute for Principal Development and Empowerment strives to provide the best possible training for School Principal in Jakarta. Under the supervision of the Center for Development and Empowerment of Educators and Education Personnel, Universitas Negeri Jakarta successfully held four batches of School Principal Training at the end of 2019. This study aims to analyze the implementation of principal training organized by Universitas Negeri Jakarta. This study uses a qualitative approach with data collection techniques in the form of interviews, observations, and documentation. The research subjects consisted of training participants, committee, and training resource persons. The results of the study include: (1) The evaluation of participants is dominated by cognitive assessments sourced from pre-test and post-test with an average difference of 19 points; (2) The evaluation of the training resource persons is dominated by an assessment of the indicators of mastery of the material and the accuracy of the resource persons in answering participants' questions; (3) the evaluation of the training organizer is dominated by an evaluation of the administrative aspects of the implementation of activities. The Principal Training Activities organized by Universitas Negeri Jakarta went well and in accordance with the expectations of supervisor of the activity. The implementation of this good activity has a major impact on improving the quality of school principals' performance and will have an impact on the education sector at large.

Keywords: Andragogy, Education, Management of Education and Training, Principal Competency, Principal Performance

Abstrak

Universitas Negeri Jakarta sebagai salah satu Perguruan Tinggi yang diamanatkan oleh Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LPPKS) berupaya memberikan pelatihan terbaik bagi kepala sekolah di Jakarta. Di bawah bimbingan Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (P4TK), Universitas Negeri Jakarta berhasil menyelenggarakan empat gelombang diklat kepala sekolah pada akhir tahun 2019. Penelitian ini bertujuan untuk menganalisis pelaksanaan diklat kepala sekolah yang diselenggarakan oleh Universitas Negeri Jakarta. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Subyek penelitian terdiri dari peserta pelatihan, panitia, dan nara sumber pelatihan. Hasil penelitian meliputi: (1) Evaluasi peserta didominasi oleh penilaian kognitif yang bersumber dari pre-test dan post-test dengan selisih rata-rata 19 poin; (2) Evaluasi narasumber diklat didominasi oleh penilaian terhadap indikator penguasaan materi dan ketepatan narasumber dalam menjawab pertanyaan peserta; (3) evaluasi penyelenggara diklat didominasi oleh evaluasi aspek administrasi pelaksanaan kegiatan. Kegiatan diklat kepala sekolah yang diselenggarakan oleh Universitas Negeri Jakarta berjalan dengan baik dan sesuai dengan harapan pemberi mandat kegiatan. Pelaksanaan kegiatan yang baik ini berdampak besar pada peningkatan kualitas kinerja kepala sekolah dan akan berdampak pada sektor pendidikan secara luas.

Kata Kunci: Andragogi, Kinerja Kepala Sekolah, Kompetensi Kepala Sekolah, Manajemen Pendidikan dan Pelatihan, Pendidikan

1. INTRODUCTION

School principals who are currently in office and do not yet possess a Certificate of Graduate Education and Training for Principal Candidates are required to attend and pass the Education and Training for Principal [1], [2]. according to Regulation of the Minister of Education and Culture (Permendikbud) Number 6 of 2018 Article 21. According to this regulation, education and training for school principals at all levels are carried out by the Directorate General of Teachers and Education Personnel through the Directorate of Professional Education and Coaching of Teachers and Education Personnel. The purpose of the principle training is to develop the understanding, knowledge, attitudes, values, and leadership abilities of school principals. [3]. Based on the Education Principal Data (DAPODIK) of the Ministry of Education and Culture in 2019, 38,688 school principals still have to attend school principal training. In accordance with the Circular of the Secretary-General of the Ministry of Education and Culture Number 6 of 2020 concerning education and training of school principals, it is stated that training for principals is given a transition period of two years since Permendikbud Number 6 of 2018 was enacted.

The success of school principals in improving the quality of education cannot be separated from their competence and ability to carry out their duties, roles, and functions as school principals. In an effort to improve the quality of education and to teach in education units, the main focus that needs to be considered by a school principal is to improve the teaching and learning process of teachers through the roles of the Principal himself, namely being able to improve the quality of learning carried out by teachers, guiding students, providing motivation and good teaching examples, as well as making various efforts to improve the learning process. This PKS training was developed by integrating the principle of independent learning with 4 (four) pillars of embodiment of students wellbeing [4], [5] namely: (1) instructional leadership, which is leadership that focuses on learning which includes curriculum components, learning processes, assessments, teacher assessment and development, excellent service in learning, and building learning communities inside and outside the school [6], [7]; (2) differentiated instruction is the teacher's ability when teaching material to all students by using various strategies that adapt to the needs and characteristics of students [8]; (3) Teachers engage in social emotional learning, which is a process that helps students understand and manage their emotions, create and achieve positive objectives, feel empathy for others, develop and sustain positive relationships, and make responsible decisions. [9]–[11]; (4) community of practice which is an organized community and its members have different abilities and come from various backgrounds [12]. The teacher community works together to share knowledge and learn from one another in order to accomplish a common objective. The goal of Training and Education for Principals is to increase school principals' competence in accordance with their responsibilities and functions and to motivate them to found autonomous schools in order to enhance student learning outcomes that result in the realization of student wellness.

The Minister of National Education's Regulation No. 13 of 2007 about the Competency Standards for Principals/Madrasah lists five competency dimensions—personality, managerial, academic supervision, entrepreneurial, and social—that a school principal must possess. The tasks and responsibilities of school principals are determined by two different sorts of competences. For the role of Principal, there are certain professional competencies associated to particular activities (Harsoyo et al., 2018; Lambert & Bouchamma, 2019; Larochelle-Audet et al., 2019). These competencies are considered "theoretical and practical." On the other hand, there are behavioural competencies related to attitudes and values that are useful in the context of functioning [15], [16]. In order for the competency standards to serve as a guide for future principals' initial training and help them acquire abilities that will be helpful to them, professional and behavioural competencies are expected for the primary functions listed in those standards [17]–[19]. Therefore, this principal training must run well in order to produce qualified principals in accordance with their competencies. Universitas Negeri Jakarta is trying as optimally as possible to organize this training based on the training implementation guidelines issued by the Institute for the Development and Empowerment of School Principals. This study aims to analyse the implementation of principal training organized by the Universitas Negeri Jakarta in terms of assessing the training participants, training instructors, and general education and training. The success in implementing this principle training is very important for improving the quality of school principals in DKI Jakarta.

2. METHOD

The implementation of the principal training is done in person over the course of 71 lessons, each lasting 45 minutes and spread out over eight days. Participants were grouped into four activity stages and included 865 principals from various school institutions. By incorporating higher-order thinking abilities and making the best use of information technology, the training is delivered utilizing an andragogy method. Teachers in the Principal Training activities are professors and school administrators with experience in instructing, training, and educating adult learners (andragogy method); they are eager to engage in learning with a high level of dedication (as evidenced by the Statement of Ability to Implement Education and Training for Principal for 71 JP).

A thorough assessment and evaluation of the Training and Education for Principal implementation is done, including evaluations of the training participants, resource persons, and training instructors, as well as evaluations of the activities themselves. By examining the procedure and evaluation, training participants are assessed. The process assessment consists of 13 assessment items, including Management Analysis Techniques, Development of Work Plans and Requirements and Reporting, Financial Management, Curriculum Management, Student Management, Management of Educators and Education Personnel, Infrastructure, Supervision and Performance Assessment of Education Personnel, Teacher Performance Assessment, Continuing Professional Development Plans, Change Leadership, and Entrepreneurship. At the same time, the evaluation was carried out on the last day with 30 multiple-choice questions [20]–[23].

The assessment of Education and Training Resources and Teachers is viewed from several important components that are the contents of the evaluation of national resource persons and education and training teachers, including mastery and development of material, the relevance of the material to objectives, systematic presentation, ability to present, use of learning methods and media, use of language, tone and voice, manner and accuracy of answering participant questions, ability to motivate participants, style, attitude, and behavior, neatness in dress/appearance, punctuality, attendance and presentation of material, and cooperation between teachers [24], [25].

The administration of the implementation of the activities, facilities and infrastructure supporting the activities, activity materials, duration of the implementation of the activities, and menu services are just a few of the components included in the assessment of the implementation of the activities [26]–[28]. A Certificate of Completion of Education and Training for Principal, authenticated by the Director-General of Teachers and Education Personnel, is presented to principals who have successfully completed the Education and Training for Principal program. School principals who are found to have failed will receive a diploma and the chance to retake the Principal Education and Training program a maximum of twice.

3. RESULTS AND DISCUSSION

3.1. Evaluation of Participants

Participants' assessment can be seen from the cognitive, affective, and psychomotor aspects. Cognitive assessed from the results of the pre-test and post-test. Affective is assessed from the character values contained in each training eye. Psychomotor are assessed from the results of assignments/worksheets that have been done by participants, individual assignments, and group assignments. The results showed that there was a significant increase in participants' knowledge seen from the pre-test and post-test scores. It can be seen that the average difference between the pre-test and post-test scores is 19 points. As for the affective and psychomotor aspects, there was no significant difference. Of the total 865 participants who took part in the activity, 46 people graduated with a very satisfactory predicate, 584 people graduated with a satisfactory predicate, 235 people graduated with quite a satisfactory predicate, and two people were declared unsuccessful. The increase in the pre-test and post-test scores of each stage is shown in the following Figure 1.

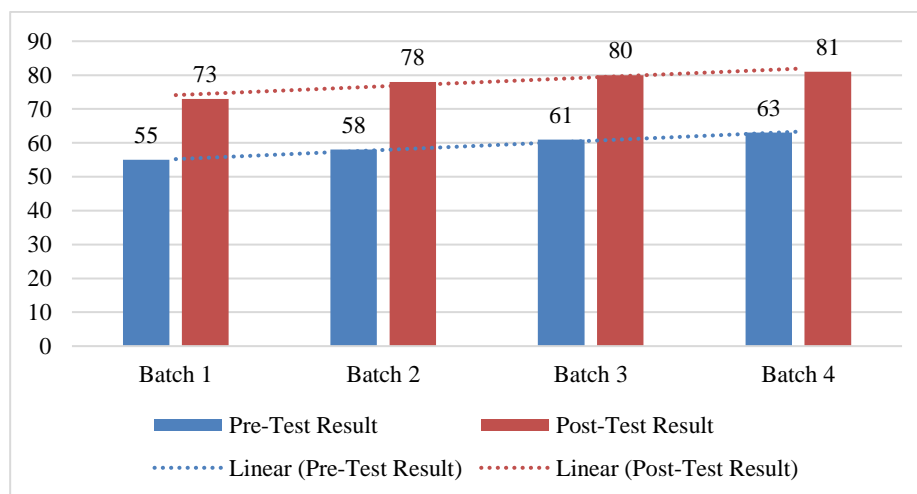


Figure 1. Evaluation Results of Principal Training Participants based on Cognitive Aspects

Based on Figure 1, it can be seen that batch 2 activities have the biggest difference in test results where there is a difference of 20 points between pre-test and post-test. In this second stage, participants were dominated by high school and vocational school principals. The resource persons involved also came from high school and vocational school supervisors. This linearity has a significant impact on the difference in the

pre-test and post-test scores as well as the final score of the trainees. The main resource person is also the head of the center for the development and empowerment of educators and education personnel [29]. This seems to have a very significant impact on the participants. Based on the results of an interview from one of the training participants on hold 2, "the training teacher greatly influences the learning ethos of the trainees because the teacher is the main learning resource who will provide material as well as role models for the training participants." Based on the results of an interview from one of the instructors in stage 2 stated that, "the majority of the training participants from stage 2 came from superior schools which were indeed used as pilots so that the practice in managing schools had looked good from the beginning of the training until the final test.

The greatest difficulty was experienced by the training participants in stage 4 because the majority of the participants were early childhood education teachers. Some participants had difficulty in applying the material due to a lot of material in the module that cannot be applied directly at this level. Management of early childhood education is not as complex as primary and secondary education. The solution to the problem above is to provide examples of the application of the material in modules in the form of videos. The teacher at stage 4 also stated the same thing. Teachers find it difficult to deal with school principals at the early childhood education level who are the majority in stage 4 training [17], [30]. This is a limitation of this training. This problem becomes an evaluation note for the organizers that in conducting the next training, heterogeneous participants are needed from early childhood education, basic education, to vocational high school education so that a similar incident does not occur in the next training implementation.

3.2. Evaluation of the Resource Person

The following 12 criteria were used to evaluate the resource persons: knowledge of the subject matter, development of the subject matter, relevance of the subject matter to the objectives, systematic presentation, ability to present, use of learning techniques and media, use of language, tone, and voice, manner and accuracy of participant questions, ability to motivate participants, style, attitude, and behavior, neatness in dress and appearance, punctuality, attendance, and presentation [27], [31].

Based on the results of the evaluation, the assessment of the indicators of mastery of the material and the accuracy of the resource persons in answering participants' questions became the most influential indicators on the assessment of participants with percentages of 98% and 95%. The overall assessment of the training instructors is always in the very good range. The results of the resource person evaluation from each stage are shown in the following Figure 2.

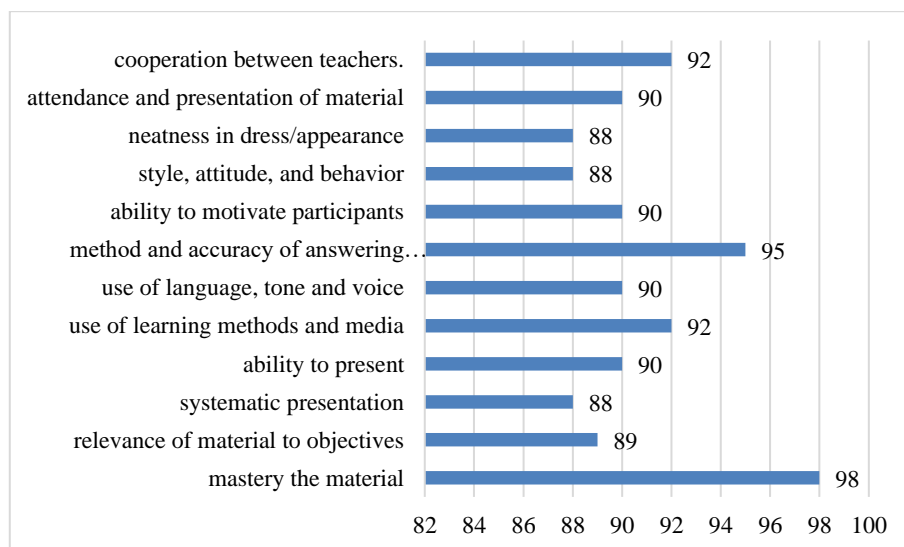


Figure 2. Percentage of The Resource Person Evaluation Results

The batch 3 resource person assessment likewise achieved the highest score, as shown in Fig. 2. This is consistent with research A, which found that mastering the process of educating teachers about instructional materials is crucial. The study found that when a student teacher can interpret and apply the subject-matter knowledge they've learned in class, it has a significant influence on the learner and allows them to contribute to changing their environment for the better [32]–[34].

A high percentage of 95% was also given to the informants' accuracy in responding to participants' queries. The fourth place was won by effective teacher collaboration (92 percent) and media utilization. The study specifically established the value of student instructors mastering the subject matter to teaching quality. The effectiveness of subject matter mastery in raising teaching quality was also established by the study. The study also examined the challenges student teachers faced in understanding the material they were teaching.—

The foundation of a teacher's education is subject-matter mastery. The resource person needs to be an expert in the field and be able to develop the connections between various topics, among other things. These are essential bases for the professional [33].

3.3. Evaluation of the Training Organizer

The administrative facets of activity implementation, facilities and infrastructure supporting activities, activity materials (modules), period of activity implementation, and menu services can all be used to evaluate the training organizer. According to the evaluation's findings, a 90 percent rating for the administrative aspects of activity implementation dominated the evaluation of the education and training organizer. The way in which Universitas Negeri Jakarta implements education and training is excellent. The following graphic displays the findings of the assessment of how the Principal's training was put into practice on Figure 3.

Based on Figure 3, it may be determined from a variety of factors if a person has a warrior mentality or not. According to the findings of the evaluation of participants, resource people, and education and training organizers, it was determined that Universitas Negeri Jakarta's implementation of training produced positive outcomes. According to A, qualified personnel must support the execution of education and training. The UNJ will host similar events in the future, and these four training cohorts are the launchpad and models for those events. In terms of education and training resource personnel, training implementation site, and a much better organizational committee, UNJ is prepared to raise the caliber of instruction and training.

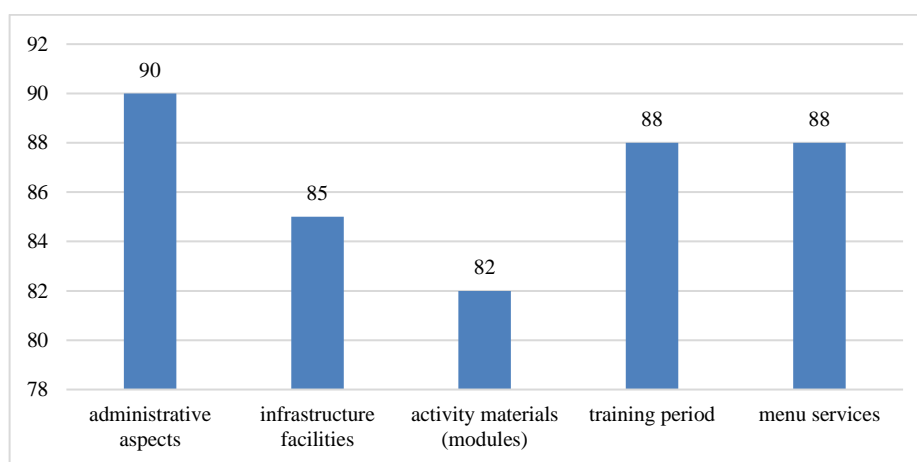


Figure 3. Evaluation of Training Organizer

4. CONCLUSION

Based on the results of the discussion above, the process of implementing the activities can be concluded that (1) The assessment of participants is dominated by cognitive assessments sourced from the pre-test and post-test with an average difference of 19 points; (2) The assessment of the training resource persons is dominated by an assessment of the indicators of mastery of the material and the accuracy of the resource persons in answering participants' questions; (3) the evaluation of the education and training provider is dominated by an assessment of the administrative aspects of the implementation of activities.

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