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Analysis of Factual Model of Training Management for Junior High School Teachers North Konawe Regency in the COVID-19 Era

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Abstract: Success of education is very dependent on the strategic role of teachers, therefore along with the times, teacher competence is a mandatory requirement that must be improved. This study aims to analyze the factual model of training management for state junior high school teachers in North Konawe district in conditions of COVID-19. Data collection results through closed and open interviews: some teachers in North Konawe said that their competencies were a legal requirement that must always be improved. Teachers wanted training activities still being carried out. Still, during the pandemic, some activities which used to have been routinely carried out at the P&K service are no more carried out at all. The training activities carried out were classical or face-to-face activities. So far, it has been done face-to-face, but in the era of COVID-19, it is no longer done, so it needs a special model so that it can be done or implemented. It has been more or less 2 years that the education and training activities are no longer carried out. In the implementation of the training, it is carried out for 5 days of activities, with the training participants being given permission to temporarily not carry out their main tasks and staying in a hotel where it has been agreed to carry out the training even though the activities must be carried out considering demand the teachers must master 4 teacher competencies. In closed interviews, it was found that respondents who had been carrying out face-to-face training, experienced obstacles. It is believed that the Technology Acceptance Model from Davis can solve this, so it is necessary to hold a training development management to accommodate training participants in the COVID-19 era.

Keywords: education & training management, technology acceptance model, COVID-19.

新冠肺炎时代北科纳威县初中教师培训管理的事实模型分析

摘要：教育的成功与否很大程度上取决于教师的战略作用，因此与时俱进，教师能力是必须提高的强制性要求。本研究旨在分析新冠肺炎条件下北科纳威地区国立中学教师培训管理的事实模型。必须始终改进。教师希望继续开展培训活动。尽管如此，在大流行期间，一些过去在普凯服务中例行进行的活动根本不再进行。开展的培训为经典或面对面的活动。到目前为止，它是面对面完成的，但是在新冠肺炎时代，它不再被完成，因此它需要一个特殊的模型，以便它可以完成或实施。不再开展教育培训活动已经差不多 2 年了。在培训实施过程中，进行了为期 5 天的活动，培训参与者被允许暂时不执行其主要任务，并在同意进行培训的酒店住宿，即使教师必须掌握 4 项教师能力。在封闭式访谈中，发现进行过面对面培训的受访者遇到了障碍。相信戴维斯的技术验收模型可以解决这个问题，因此有必要举办培训发展管理，以容纳新冠肺炎时代的培训参与者。

关键词：教育培训管理、技术接受模型、新冠肺炎。

1. Introduction

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The increasingly dynamic development of education in the twenty-first century brings challenges for each individual. Students' tough demands and challenges in the current education system are very complicated and complex due to the rise; few students feel depressed and stressed in learning activities in schools. Human development needs to be done in its entirety, including the development of bodies, intellect, and character [1], [2]. The provision mandates that every Indonesian person is a person of high quality intellectually, emotionally, and spiritually. It is also following the intention of the Ministry of Education to build competent human resources (HR) with a strong personality as mentioned above. To achieve this goal, there needs to be a transformation tool, appealing to education. Education is a fundamental and strategic wise business that can be implemented both formally and informally. Specifically, formal education, the purpose of education is one of them if getting a quality education.

Teachers are a pillar of education; teachers' strategic role strongly influences the success of a country; therefore, along with the development of the times, the competence of teachers' mandatory requirements must be improved. Teachers have a very heavy duty burden, responsible to the learners and the State. Teachers even have a central role in efforts to realize national educational goals. According on law no.14 of 2005 on teachers and lecturers, articles 8 and 10, there are 4 competencies of teachers that must be fulfilled including educational, professional, personality, and social [3]. To improve both educational and professional aspects, one of the alternatives is teacher training activities.

Sulaeman [4] said that in improving the professional competence of teachers must follow various training (educational and professional) related to the field of science. Pedagogic training can be a practical effort in improving the understanding and mastery of teachers to various models of learning and implementation. Training is also proven to improve mastery of teacher concepts than before the following training. Walter Dick defines training as: "...A pre-specified and planned experience that enables a person to do something that he or she could not do before" [5]. Training is a learning experience deliberately designed to help participants in mastering competencies they did not own before. Diklat is an appropriate alternative to improve the ability of teachers. Still, it must be destroyed due to the pandemic that struck so that during the pandemic, teachers do not carry out training activities in the north Konawe district.

To be able to find a solution in addressing the problem, researchers must be able to see data and facts in the field such as what and also researchers must be able to see the needs of trainees or teachers of public junior high school in north Konawe so that it becomes effective and efficient in the decision-making process.

To be effective and efficient, a training that is with good management.

2. Literature Review

2.1. Human Resource Management Education

Constant external changes, either directly or indirectly, affect human resources' readiness and work capabilities in an organization. Dessler stated that "human resource management is the process of obtaining, training, assessing, and compensating employees, paying attention to their working relationships, health, security, and justice issues" [6]. Changes in customer demands, intense competition, and rapid technological developments demand human resources with high competence and quality. Human resource management includes activities carried out so that human resources can be used effectively to achieve goals.

Rohmah [7] mentioned that there are several human resource management functions, namely planning, recruitment and selection, development, compensation, occupational safety and health, industrial relations, and human resource research. Human resources development includes job pretense, counseling, discipline, training, management development, and organizational development. An organization's progress is closely related to human resources development, so it is necessary to develop human resources programs to improve the knowledge, skills, attitudes, and performance of individuals, groups, and the entire organization.

2.2. Training Management

Training programs are usually organized to address performance problems faced by companies. Specifically, training programs are implemented to improve employees' knowledge, skills, and attitudes to perform tasks and jobs more effectively and efficiently. Not only that but training programs are also implemented to overcome external changes that affect the company's performance and to realize the aspirations of the company's stakeholders in meeting new business opportunities.

Budiarti [8] mentioned that each form of training should contain as many as 9 principles, namely: (1) individual differences; (2) relation to job analysis; (3) motivation; (4) active participation; (5) selection of trainees; (6) selection of trainer (selection of trainers); (7) trainer training (training trainers); (8) training methods; (9) principles of learning.

Management is a system and has components. According to Terry: "management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives using human beings and other resources" [9].

Management is very important for every individual or group activity in the organization to achieve the desired goals. Management is process-oriented, which means that management needs human resources, knowledge, and skills to be more effective or achieve success. Therefore according to Torang [10], there will be no successful organization if it does not use good management. In using good management, researchers adopted the book George R. Terry [9]. Sukarno [11] divides 4 basic functions of management, namely Planning, Organizing, Actuating (Implementation), and Controlling (Supervision).

When it has been managed properly by combining technology with the principle of using and utilizing what is known as the Technology Acceptance Model (TAM), it adopts the theory of reasoned action developed by Fishbein and Ajzen [12]. TAM is a model that links cognitive beliefs with individual attitudes and behavior towards technology acceptance. TAM was then used to explain individual recipients of information technology which concluded that perceived usefulness and perceived ease of use were the main determinants of technology use. According to Sutarto et al. [13] the application of the WEB-based E-Training model could improve the professional competence of PAUD-Dikmas teachers, including improving learning design skills, implementing learning, designing, and evaluating learning. Sutarto et al. [14] also said that planning and implementation virtually or electronically will significantly affect training results, so it needs to be managed as well as possible. The results show that the exogenous variable on the training outcome variable is the highest, and the strongest influence is the training planning variable with a value of 0.393. Ismail [15] found out that in professional development, someone in an organization must participate in e-training activities because it significantly impacts user behavior. Other advantages are cost-effectiveness, accessibility, and practicality in an organization. Soederberg Miller et al. [16] also said that E training could increase knowledge to understand information or a conceptual and training also narrows the risk of gaps between groups. Dilshad and Kanwal [17] also said that during training, teachers in Pakistan faced the same problems as identified, namely, the difficulty of housing during the training, training centers being far from their homes, unavailability of reaching training materials by instructors, lengthy duration of the training, and a long distances. Considering these pandemic circumstances, Akram Alrubaie [18] obtained the results that the training participants agreed on the importance of E-training support (blended) to improve the training process and instill skills in learning software. There is a significant correlation between e-learning and the training process. There is a strong influence between supportive (Blended) E-training and the training process in continuing education centers. That means that any

change in the E-training method leads to a change in the training process. Based on the results of data analysis, it is concluded that teaching the use of digital content is very helpful for students in understanding material during the pandemic, especially the millennial generation [19]. By using digital content, learning becomes easier because it can be directly integrated into various applications such as WhatsApp groups, Zoom, and Google Meet. Bondar et al. [20] said that when the situation becomes an emergency, each country is competing to plan, fight, and mitigate risks due to the COVID-19 conditions. On 65 higher education institutions in Ukraine, Poland, and Belarus, an online survey was conducted to see the crisis conditions so that the right decisions could be taken, accommodating training participants during the covid 19 pandemics. That is ultimately due to covid 19, the teachers in North Konawe Regency are unable to carry out training activities.

3. Research Methods

This research method is a type of research R&D (research and development) or development research to find the fact of training that has been implemented and also the needs of teachers as participants of the training. The method of conducting research activities in teachers of SMP Negeri In North Konawe and the P &K office of North Konawe Regency consisted of closed and open interviews, lectures, and FGD the number of participants as many as 37 teachers, 2 p&k officials and other parties involved, at the initial observation in conducting a data retrieval to obtain the needs and facts (factual model) in the field where researchers conduct research, and researchers do not forget to do an evaluation, this is done by giving a final quiz in the form of post-test.

3.1. Data Analysis

3.1.1. Qualitative Descriptive Analysis

Qualitative descriptive analysis is used in the preliminary, development, and implementation stages of the model, among others, to explain the results of concept evaluation, limited trial results, and validation of training models. Descriptive analysis is also used to narratively explain the data of the analysis results, such as percentages, frequency distribution tables, graphs, foreign exchange standards, or other data calculation results. Data in the form of comments and suggestions were described qualitatively, while the accuracy, clarity, and usefulness of training models used descriptive statistical analysis percentage.

3.1.2. Triangulation

Steps of data analysis techniques in qualitative research/triangulation include: (1) Reducing data. The answers obtained are analyzed by reducing the data by summarizing all the data and then selecting, sorting,

and taking the main things focused on the problems studied based on the indicators developed in the interview guidelines. (2) The presentation of data (Display Data) is done to understand the phenomena that occur; after this is done, the researchers plan what next actions should be taken based on understanding these phenomena. (3) Verify the data. Draw preliminary conclusions that are temporary and subject to change when strong and supportive evidence is found at the next data collection stage. If the data that has been submitted has been supported by valid and consistent evidence, then conclusions can be drawn.

Data analysis in this study using qualitative data analysis techniques of Miles & Huberman interactive model, in Gunawan [21] by going through four interactive stages between: (1) data collection, (2) data reduction, (3) presentation of data, and (4) Withdrawal of Conclusions/verification. The analysis model can be described as below:

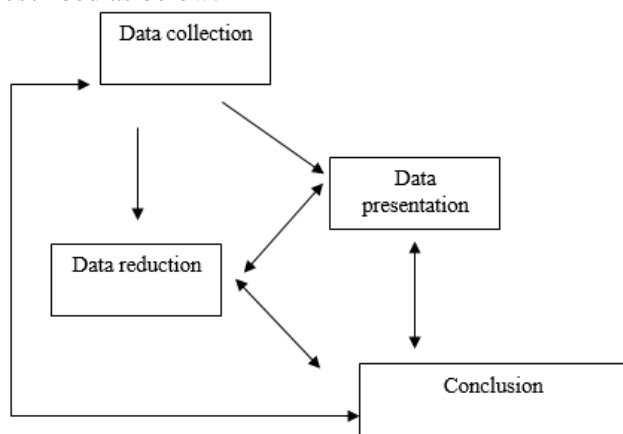


Fig. 1 Model quadratic data analysis [25]

The validity, reliability, and objectivity of the findings can be achieved by testing four criteria: credibility, dependability, confirmability, and transferability. These principles and criteria are also applied to see the level of trust in the results of this study.

Credibility: In this study, the following activities were carried out: field researching by conducting documentation studies, interviews, and observations carried out for a long time.

The dependability criteria of the results of this study are expected to be reliable (reliability). Therefore, this study conducted research activities while maintaining consistent data collection techniques and consistency of concepts, propositions, and theories during the research conducted, including at the stage of interpretation and conclusion drawing process.

The affirmability criteria of this study is an effort to increase confidence in the research data obtained. Therefore, discussions were conducted with colleagues about the findings and drafts of the research results.

The external validity of the results of this study should not be measured in the form of statistical calculations but rather a form of description under the

context of time. Thus, the external validity in this study depends largely on the identification and description of the dominant aspects of a phenomenon to be compared to other similar studies.

3.1.3 Quantitative Descriptive Analysis

Quantitative descriptive data analysis techniques are carried out to analyze data on: (1) training that have been held; (2) the feasibility and availability of the model; (3) the feasibility and availability of the material; (4) the feasibility and availability of manuals and guidelines. Statistical techniques used are quantitative descriptive analysis obtained from the percentage of answers to the Likert scale questionnaire against the product in a number score.

Data on the condition and needs of training models are analyzed with technical percentages, evaluated through questionnaires by Likert scale. Closed questionnaires are analyzed using average analysis techniques. The data of open questionnaire results and focused discussion recording (FGD) will be analyzed with qualitative descriptive analysis techniques. Criteria for the average evaluation of development product drafts are: (1) 80 -100 very important / very needy, (2) 60 - 80 important / need, (3) 40 -60 quite important / needless, (4) 20-40 not important / do not need (5) 0 - 20 Very in crucial / need

The statistical techniques used in the quantitative descriptive analysis are average and percentage. Calculation procedure to obtain the average and percentage as follows:

$$\text{Percentage} = \frac{\text{Number of scores}}{\text{Total number of participants}} \times 100\%$$

Analysis of different test data to find out the differences in the competency of junior high school teachers specifically for digital school after being given treatment/training and after the following training through analysis, design, development, implementation, evaluation (ADDIE). Data analysis techniques used post-test treatment analysis only. The test is intended to determine if there is an improvement in using digital school after training.

4. Result and Discussion

The results of the interview: Some of the teachers in Konawe Utara said that improving their competence is a legal requirement; it must always be improved, and the training activities are wanted to be carried out again. Still, during the pandemic, some activities have been routinely carried out at the P&K service. They stopped being carried out because carried out training activities are classical or face-to-face ones which are contrary to the health protocol law, one of which does not allow to gather and meet face to face, which conflicts with the fact that teacher training activities gather many people in one place, this should not be done during a pandemic. The question arises here,

"What kind of training do teachers need?" even though during the pandemic, the teachers in North Konawe were still able to carry out training activities to improve pedagogy and professionalism, which were the competencies of the teachers themselves.

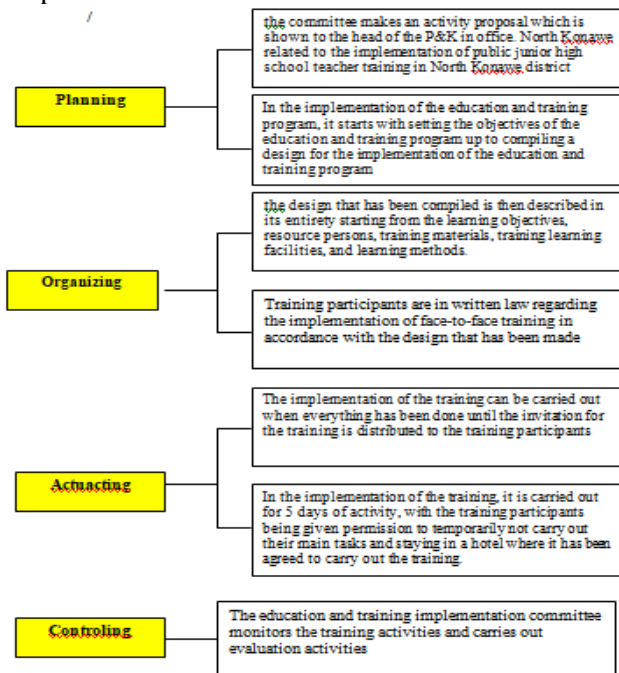


Fig. 2 Teacher training that has been conducted in north Konawe (factual model)

According to [8], each form of education and training should contain as many as 9 principles, namely: (1) individual differences (individual differences); (2) relation to job analysis (relation with job analysis); (3) motivation (motivation); (4) active participation (active participation); (5) selection of trainees (selection of training participants); (6) selection of trainers (selection of trainers) (7) trainer training (trainer training); (8) training methods (training methods); (9) principles of learning.

In a different place, the researcher conducted interviews with the head of the GTK department, who revealed that the implementation of the training had been done face-to-face. Still, in the era of covid 19, it was no longer carried out, so a special model was needed to manage that. It has been more or less 2 years that training activities have not been carried out. In the implementation, training activities are carried out for 5 days, with training participants permitted to temporarily not carry out basic tasks and stay in hotels where it has been agreed to carry out training even though activities must be carried out considering demands of the teachers about the 4 teacher competencies they must master. It is in contrast to [8] stated that education and training must meet 9 basic principles, one of which is not fulfilled is the absence of active participation in education and training, plus the pandemic era has made the implementation of the education and training worse. So to accommodate the needs of teachers, namely through the TAM model,

namely by utilizing technology which is seen in theory can overcome the needs of teachers.

Table 1 Face-to-face training barrier table - need for training for teachers in North Konawe nowadays

No. question	Percentage (%)	
	yes	not
1 Time-consuming because you have to leave your job as a teacher when attending training	92	8
2 Training held sometimes does not meet the needs of teacher competency development	32	68
3 The distance of the training place with the place of duty is too far	89	11
4 The cost of accommodation and transportation is too large	73	27
5 It's hard to leave your family for a long time when you're in face-to-face training	68	32
6 Activities and duration of face-to-face training activities sometimes interfere with health	81	19
7 Tends to be one-way that is centered on the source	62	38
8 Limited time compared to the material to be studied	76	24

The table above shows that of the 37 respondents who have been carrying out face-to-face training experienced obstacles - obstacles that ultimately did not run optimally, with the largest percentage of respondents agreed agreeing that "Time-consuming because they have to leave their duties as teachers at the time of training" with a percentage value of 92% and disagree as far as 8%. Of the 8 questions, 7 of them agreed that face-to-face training experienced many shortcomings so that the training they did so far is not optimal with an average value of 72% percentage and disagree 28%.

According to Davis [22], Technology Acceptance Model (TAM) is a model that adopts the theory of reasoned action developed by Fishbein and Ajzen [12]. TAM is a model that links cognitive beliefs with individual attitudes and behaviors towards the acceptance of technology. TAM is then used to describe the behavior of individual recipients towards information technology which concludes that perceptions of usability and perception of ease of use are the main determinants of the use of technology. TAM has been recognized as a powerful model for explaining and predicting individual acceptance of technology. Technology Acceptance Model (TAM) predicts acceptance of using technology based on the influence of two cognitive factors, namely perceived usefulness and perceived ease of use.

Perceived Usefulness and Perceived Ease of Use affect an individual's Attitude toward Using technology. The increase in Perceived Ease of Use instrumentally affects the rise of Perceived Usefulness because an easy-to-use system does not take long to learn so that individuals have the opportunity to work on something else so that it relates to performance effectiveness [22]. Attitude toward Using in TAM is conceptualized as an attitude towards using systems in acceptance or rejection as an impact when a person uses technology in their work. Behavioral Intention to Use is a behavioral tendency to keep using a technology. The use of technology can be seen from the user's attitude towards the technology, such as motivation to keep using and motivating other users.

So collaborating between Yoder Theory and the TAM Model regarding accommodating the needs of teachers through the implementation of educational and professional training is relevant not only during a pandemic; this is expected to be useful when a pandemic or other disaster occurs. This collaboration is also useful and today's trends related to technology are very important because they are effective and efficient. Based on data and facts in the field, researchers see that digital literacy is important from the 20 statements which contain 8 elements of digital literacy [23] In Digital Literacy Across the Curriculum [24], it is explained that there are 8 components of digital literacy; Functional Skill and Beyond, Creativity, Collaboration, Communication, The Ability to find and select Information, Critical Thinking and Evaluation, Cultural and Social Understanding, E-Safety received a score of 87.70 This is proof that digital literacy is important and necessary for teachers.

The instrument used in collecting data is by using the google form, which has proven to be very effective and efficient in use during this pandemic and the source of data from this research is the teachers of SMP Negeri in North Konawe, which consists of 37 teachers from various scientific fields, tools, and equipment. The analysis is used through an ADDIE-based approach, where when analyzing the training needs, it uses the first stage in ADDIE, namely analysis. In contrast, the training that will be carried out cannot be separated from the training that has been carried out so far, namely k-13. Still, in this training, it is specialized, namely with ICT-based classroom learning activities, considering that in this era, teachers are not required to be technologically literate, not only in the training process in terms of utilizing digital but digital content until the teacher realizes it in the classroom.

The conclusion is the final, overall summary of the entire paper. The conclusions should generally be listed in the order of 1), 2), 3), etc. or structured as paragraphs.

Completely, accurately, and concisely point out the principles and their universality revealed by the results of investigations or experiments on the research subjects; whether there are any exceptions found in the research or problems that are difficult to explain and solve in this paper; The similarities and differences of research work (including others or authors themselves); the theoretical and practical significance and value of this paper; suggestions for further research on this topic.

5. Conclusion

Based on the results and discussion, it can be concluded that:

1. Teachers of SMP Negeri in North Konawe have a training model that is still conventional so that as a result of covid 19, the training activities are not carried

out so that it has an impact on teachers who, in the demands of the profession, still have to carry out professional improvement in this case 4 teacher competencies

2. The theory of TAM (Technology Acceptance Model), which is believed to be able to overcome these problems by presenting the use and utilization of digital so that one of the 9 principles of training and education, in this case, the active participation of training participants can be carried out even during the Covid 19 era.

3. The data obtained through google form from 37 respondents who have been carrying out face-to-face training have encountered obstacles that ultimately did not run optimally, with the largest percentage value of respondents agreeing to agree that "It takes time because they have to leave their duties as a teacher when attending training" with a percentage value of 92% and disagree as much as 8%. Of the 8 questions, 7 of them agreed that face-to-face training has many shortcomings, so that the training they have done so far is not optimal with an average percentage value of 72% and disagree 28%.

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