# Management Of Education and Training for School Principals in Jakarta.

**Agus Dudung[1]**
Universitas Negeri Jakarta, Indonesia
agusdudung@unj.ac.id

**Uswatun Hasanah[2]**
Universitas Negeri Jakarta, Indonesia
uswatun-hasanah@unj.ac.id

**Ajat Sudrajat[3]**
Universitas Terbuka, Indonesia
ajats@ecampus.ut.ac.id

**Lisa Dwi Ningtyas[4]**
Universitas Pancasila
lisadwiningtyas5@gmail.com

**Ahmad Rifqy Ash-Shiddiqy[5]**
Universitas Negeri Jakarta, Indonesia
ahmadrifqy@unj.ac.id

**Vania Zulfa**
Universitas Negeri Jakarta, Indonesia
vaniazulfa@unj.ac.id

## Abstract

The school principal plays an important role in school management. Therefore, the government made various strategic efforts through education and training for those prospective principals. The Principal Development and Empowerment Institution have been held a training program since 2010. In 2019, they collaborate with higher education institutions to organize training for principals in Jakarta and surrounding. Universitas Negeri Jakarta as the only education-based university in Jakarta was chosen as one of the organizers for this training. This study aims to find out, observe, and analyze the management of principal training to improve the competency of principals held by Universitas Negeri Jakarta. This research uses a qualitative approach with descriptive studies. The data collection techniques used are interviews, observation, and documentation. The research subjects consisted of principals as training participants, training speakers, and training organizers. The results of the study are mention below: (1) 46 of 865 trainees graduated excellence (above 71) and 584 participants graduated with honors (above 86); (2) the average rating of the training speakers is 98.25 with the highest value on the indicator of material mastery, and; (3) the average rating of the training organizers is 91.45. The education and training for School Principals provided by Universitas Negeri Jakarta run smoothly and produce the expected competencies for school principals. This activity has a major impact on improving science, improving the quality of learning, and improving the performance of school principals.

# Introduction

The principal has a very strategic role in improving the quality of education, especially in striving for school development and its role as implementing national education standards (Durand et al. 2016; DiPaola and Wagner 2018; Apriana et al. 2019). The workload of the head of the education unit is entirely for the implementation of managerial tasks, entrepreneurship development, and supervision of teachers and education staff. Increasing the competency of school principals through education and training programs will strengthening the competency of school principals. Related to the implementation of principals' main tasks and functions, as mention in the policy of the Minister of Education and Culture Regulation No. 6 of 2018 about the assignment of teachers as headmasters (Solichin and Kutsi 2019; Yusuf 2020).

In connection with the stipulation of the Minister of Education and Culture Regulation No. 6 of 2018, the government through work units and several training organizers held training programs for strengthening principals funded through the Government Assistance Fund. Mentioned in Minister of Education and Culture Regulation No. 13/2007 concerning competency standards for school principals through 5 dimensions: personality, managerial, academic, entrepreneurial, and social competency (Harsoyo et al. 2018; Bafadal et al. 2019; Lambert and Bouchamma 2019; Larochelle-Audet et al. 2019). The existing conditions and situations are the reason for each school principal having differences in the mastery of the required competencies. Competence is a certain prerequisite that must be met by someone before doing something work (Jani et al. 2016; Sergeeva and Nikitina 2016). Competence is the implementation of knowledge and attitudes that are effectively mobilized in any situation. Competence also a combination of various internal and external resources in various situations. This implies that internal resources such as knowledge and attitudes will enable individuals to effectively deal with various situations in their work.

There are professional competencies related to specific tasks of the principal's function that considered theoretical and practical. On the other hand, there are behavioral competencies related to attitudes and values that are useful in the context of the function. Professional and behavior competence are expected for the principal's function to identified in the competency standard so that it becomes a guide for the future principals' initial training to develop competencies that give them benefit. Therefore, this school principal education and training is very important to carry out.

The success in implementing leadership training for prospective principals cannot be separated from the management of education and training carried out by Universitas Negeri Jakarta (UNJ) Training Center. Universitas Negeri Jakarta as the only state education-based university in Jakarta takes the role to be one of the principals' education and training organizers to meet the various competencies that the school principal must-have. UNJ Training Center is demanded to improve the quality of the principal as well as possible, to provide provisions for competent school principals. However, in the implementation of leadership training for school principals in the UNJ Training Center, there are still various issues that need attention including (1) preparation of the program is not by the competency requirements required by prospective school principals, including the curriculum that is used based on the instruction manual of the candidate's training school principals issued in 2011, so that they are no longer relevant to the need to meet the competencies of prospective principals (2) implementation: not all of the learning process can run well, because there are some inexperienced master trainers, learning infrastructure is less supportive, such as the need for standardized learning simulations. (3) the evaluation has not been carried out specifically. Based on the above problems, it is necessary to have a more in-depth study of the management of education and training in UNJ Training Center.

# Methodology

The activity was carried out for 8 days for each batch in the Center for Development and Empowerment of Educators and Education Personnel whose address is at Jalan Gardu, Srengseng Sawah, Special Capital Region of Jakarta. Target participants in training and education of school principals in the UNJ Training Center are 865 school principals divided into 4 batches. The Implementation strategy of the Principal Training Program through Government Assistance in the UNJ Training Center is implemented using the andragogy approach by applying higher-order thinking skills and optimizing the use of information technology. Scenarios for the training are carried out using face-to-face methods in a pattern of 71 hours of study each of 45 minutes. The

training speakers are regional and national master trainees or authorized officials who are involved in the activities of organizing Education and Strengthening Principals that related to government policies in the field of education. Speakers in this training consist of experts, lecturers, or school supervisors who have experience in educating, teaching, and training adult learners (andragogy approach); willing to carry out learning with a willingness and high commitment.

Evaluation of the implementation of the Principal Education and Training is carried out comprehensively, including assessment of training participants, assessment of training speakers, and evaluation of the training organizers. Assessment of training participants is carried out by looking at the process and evaluation. The assessment process includes 13 assessment items; Management Analysis Techniques, Work Plan Development, Requirements and Reporting, Financial Management, Curriculum Management, Student Management, Educator and Education Personnel Management, Infrastructure Management, Supervision and Evaluation of Education Personnel Performance, Supervision and Teacher Performance Assessment, Sustainable Professional Development Plan, Change of Leadership, Entrepreneurship Development, and School Development based on 8 National Education Standards (Phillips and Phillips 2016; Gelmon et al. 2018; Glogger-Frey et al. 2018; Dinius et al. 2019). While the evaluation was carried out on the last day with 30 multiple-choice questions about the assessment mention above.

The assessment of the training speakers was conducted to see the ability of resource persons and instructors in delivering the material. Some important components that become the contents of the evaluation are mastery and development of the material, the relevance of the material to the objective, systematic presentation, ability to present, use of learning methods and media, use of language, tone, ways, and sound, the accuracy of answering participant questions, ability to motivate participants, style, attitude, and behavior, neatness in dress/appearance, timeliness, attendance and presentation of the material, and cooperation between speakers (Bartolomé 2019; Beninghof 2020).

An assessment of the activities and training organizers carried out to find out the performance of organizers. The elements assessed include administration of the implementation of activities, the infrastructure supporting activities, activity materials, duration of implementation of activities, and menu services (Bezrukova et al. 2016; Steele et al. 2016; Sitzmann and Weinhardt 2019). Principals who have passed the training are given a Certificate of Completion of Education and Training which is signed by the General Director of Teachers and Education Personnel. Whereas for principals who are declared not to pass, they will be allowed to re-participate in the next training at most 2 times.

# Result and Discussion

## Assessment of Participants

Participant's assessment can be seen from the cognitive, affective, and psychomotor aspects. Cognitive was assessed from the results of the pre-test and post-test. Affective is assessed from the character values. Psychomotor assessed from the results of worksheets that have been done by participants, individual assignments, and group assignments. The results showed there was an increase in the knowledge and skills of the participants in terms of graduation scores. 46 of 865 participants graduated excellence (above 86), and 584 participants graduated with honors (above 71), 235 graduated good, and 2 participants did not pass. The value of each batch is in the following figure:

Based on these results, it appears that 3rd batch activities have the best results where 46 trainees get very satisfying grades (excellence). In 3rd batch, the participants are dominated by the principals from the vocational high school, and the speakers also the supervisor of the vocational high school. This linearity has a real impact on the acquisition of the trainee's final grade. The main speaker is also the head of the Center for the development and empowerment of educators and education personnel. This seemed to provide very significant changes for the participants. The training instructor greatly influences the training participants because the instructor is the main learning resource that will provide material as well as a role model for the training participants (Shawer 2017; Ruijgrok-Lupton et al. 2018).
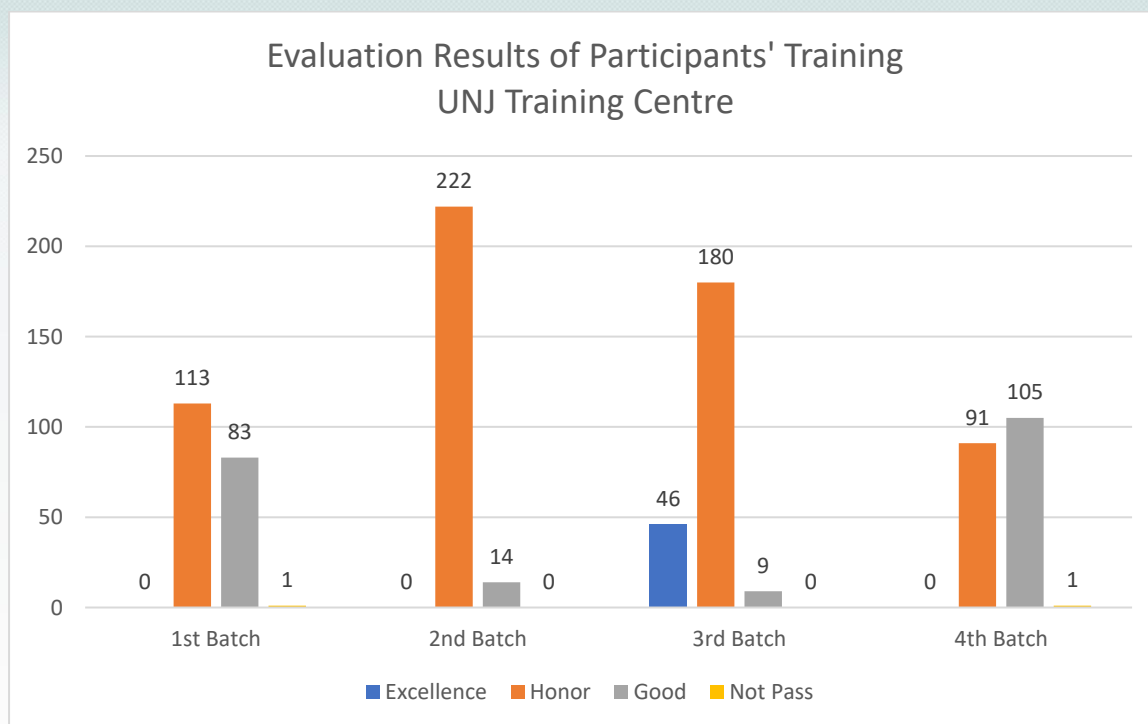
**Fig. 1.** Evaluation Results of Participants' Training UNJ Training Center

On the other side, the 4th training, the majority of participants are kindergarten-level principals. Some of the material in the module cannot be applied directly to this level. Because early childhood education management is not as complex as primary and secondary education. Some participants experienced difficulties in applying the material. This problem solves by providing examples in modules with the video format. After rechecking to the training speakers, we found that the training speakers also found difficulties to deal with kindergarten-level principals. This became a limitation in this training. Mixing the level of training participants in subsequent activities may be able to minimize similar incidents. The heterogeneity of a class can make the atmosphere more pleasant. The varied composition of training participants can add color to the class, participants who have higher education can help other participants so that the training can run more effectively (Keijsers et al. 2016; Jungert et al. 2018).

## Assessment of Resource Persons

Evaluation of resource persons can be seen from the aspects of mastery and material development, the relevance of the material to the objectives, the systematic presentation, the ability to present, the use of learning methods and media, the use of language, tone and voice, the way and accuracy of answering participant questions, the ability to motivate participants, style, attitude, and behavior, neatness in dress/appearance, timeliness, attendance and presentation of material, and cooperation between teachers. Based on the results of the evaluation, the resource person of the Training of Strengthening Principals by LPD UNJ is always in a very good range. The resource persons with the best average are in 3rd batch with an average value of 99.07 (very good). The results of the evaluation of speakers from each batch are in the following picture:
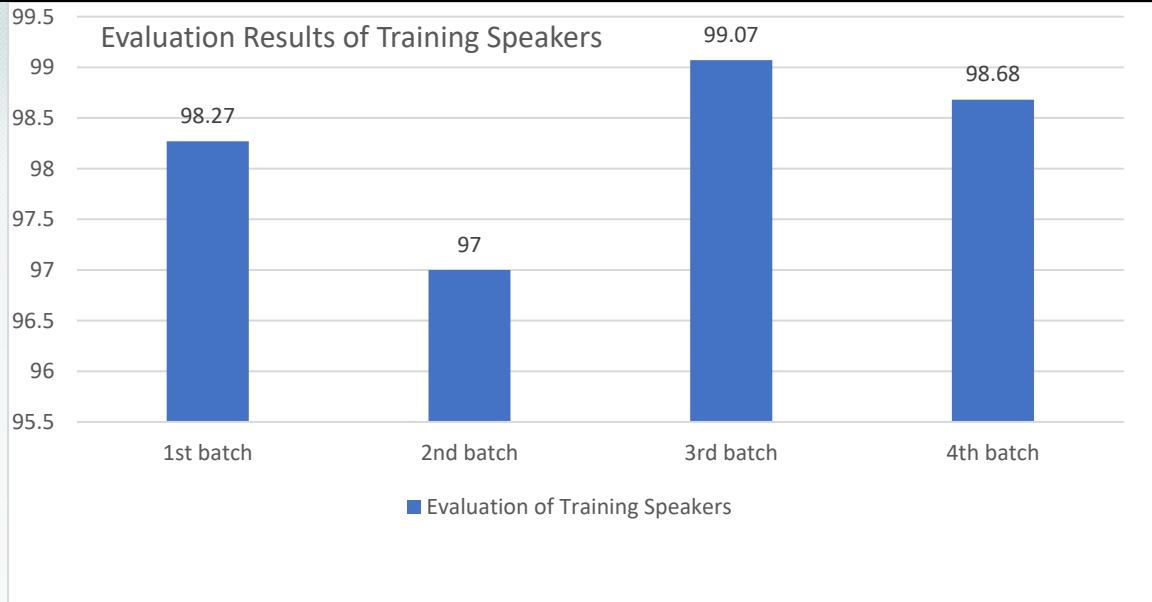
**Fig. 2.** Evaluation of Training Speakers

Based on the final results, Fig. 2., the assessment of the 3rd batch training speaker also received the highest score. This is in line with previous research which states that the role of speakers in an event is essential (Borowska 2016; Weatherall and Edmonds 2018; Niebuhr et al. 2019). In the 3rd batch, the speakers consisted of lecturers, experts, school supervisors, and the main speaker who were the head of the Center for the development and empowerment of educators and educational staff as mentioned earlier. The high average scores at this batch are also caused by one of the classes at the 3rd batch getting an almost perfect assessment of the training speakers at 3.98 out of 4.00. This is caused by good collaboration between teachers. While the majority of other classes get high marks on mastery of the material aspects, systematic presentation, and use of language. Whereas in the 2nd batch of training, the assessment of training sources got the lowest score compared to the other batches. Although it still in the very good category (above 86). The implementation of the 2nd batch gets a low score because there is an error in the online education and training system which results in an error in the participant's final grade. Some participants were declared to have failed because of this system error. This ultimately affects the assessment of the speakers. Tawafak et al. (2018) stated that training participants' satisfaction was determined by several factors including the delivery of material by the speakers, the facilities offered, and the assessment obtained (Aelterman et al. 2016; Jordanov 2016; Skues et al. 2019).

## Assessment of the Organizer

An assessment of the UNJ Training Center can be seen from the administrative aspects of organizing activities, supporting infrastructure for activities, material for activities (modules), duration of activities, and menu services. Based on the evaluation results, the implementation of education and training by the UNJ Training Center is also always in a very good range. Implementation with the best average is in 3rd batch with an average value of 93.00 (very good). The results of evaluating the implementation of education and training for each batch are in the following figure:
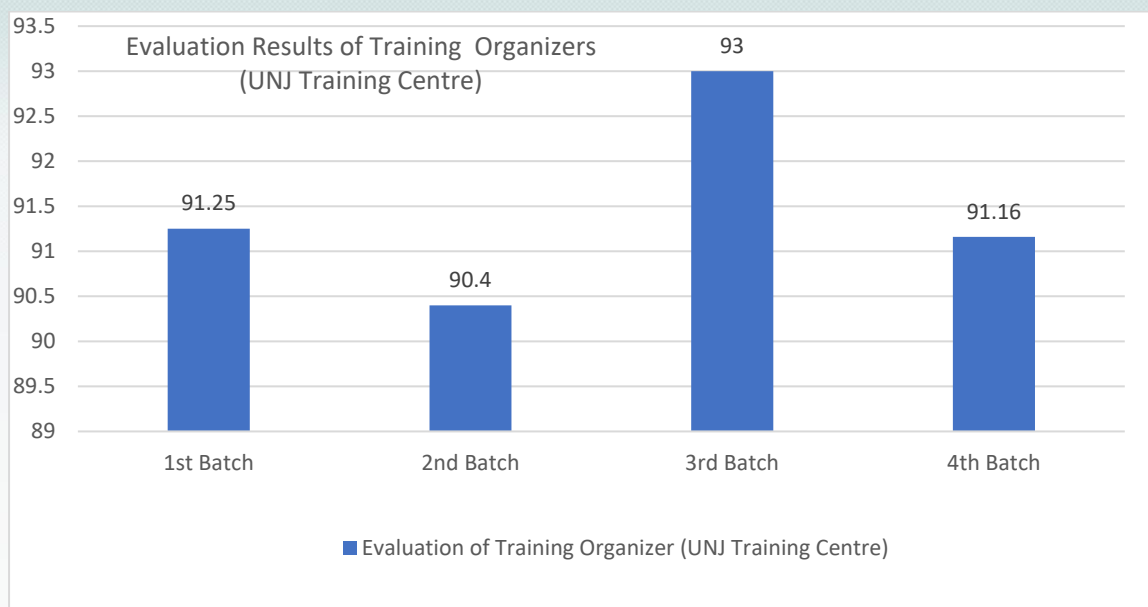
**Fig. 3.** Evaluation of Training Organizer (UNJ Training Center)

The participants' assessment of the training organizers is related and correlated with the two previous assessments. The highest assessment is 3rd batch and the lowest assessment is in 2nd batch. The highest assessment is in the module quality. The modules provided in this training are standard modules provided by the General Director of Teachers and Education Personnel. This module has gone through several improvements to produce maximum results. Besides, the organizer also always tried to improve the quality of the organization in each batch, as evidenced by the time, results of the assessment continue to increase. In the 4th batch, the different arrangement of activities is due to the location of the training which cannot accommodate participants on the last day. This results in the changing of several activity schedules which causes the assessment in 4th batch to decrease. Based on the overall assessment, participants gave positive comments and felt helped by the organizing committee in each class. The closing of the 4th batch of the training activities was held solemnly on the last night of the September 2019 training program. Based on the results of evaluations of participants, speakers, and organizers, it was found that the implementation of training by the UNJ Training Center had good results. The implementation of education and training must be supported by good resources. These 4 batches of the training are the beginning and forerunner of the UNJ Training Center to hold similar activities in the future. UNJ Training Center is ready to improve the quality of education and training implementation, both in terms of training resources, the location of the education and training committee, and the organizing committee which is better from time to time. Thus, we expect the greatest improvement in our team behavior regarding teamwork, error management, and the development of an optimal implementation training strategy. Consequently, the intervention could be used continuously and comprehensively for advanced training of the UNJ Training Center.

## Conclusion

Based on the results of the discussion above, the activity implementation process can be concluded that (1) the Implementation of school principal training through in the UNJ Training Center runs smoothly; (2) the results of the evaluation of the participants obtained a pass with the average predicate satisfactory; (3) the results of organizer evaluations with an average value of 3.80, and (4) evaluation of resource persons and quality, with an average value of 3.98.

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