The Role Technology Education in Conducting Online-Based Training to Improve the Competence of Principals in West Java 2020

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ABSTRACT. Education technology will be used as an approach to improve the competence of the principal in the quality of the learning process. Human resource development is indispensable to meet the needs of the industrialized world 4.0 and the era of technological disruption. The human resources needed are those who think critically, communicatively, creatively, and innovatively and have technological literacy. This research uses qualitative approach with descriptive study. The data collection techniques used are interviews, observations and documentation. The implementation of the headmaster's training aims to improve the competence of the headmaster in accordance with his duties and functions, and encourages the headmaster to create an independent school to improve the learning achievements of learners which boils down to the realization of students' happiness (students wellbeing). Training on Strengthening principals online mode utilizing technology and the internet in full, where at each stage of training participants will learn the material, discuss, share experiences with other participants, learning system that has been provided, namely Learning Management System (LMS). The School Principal Competency Improvement Program through Education and Training strengthening the Principal in the Network in accordance with the cooperation agreement between LPD University Ibn Khaldun Bogor and PPPPTK TK and PLB.
Keywords : Application of Educational Technology (LMS), Competence of the Principal.

1. INTRODUCTION

Technology has been an integral part of every community's life since thousands of years ago. In the stone age there has been technology, such as those used to build pyramids, to make fires etc. The more advanced a society, the more and more sophisticated the technology is found and used. There are even those of us who argue that technology has become an integral part of every life of society since thousands of years ago. In the stone age there has been technology, such as those used to build pyramids, to make fires etc. technology is just a tool that is meaningless when not used. These two opinions are incorrect, because none of the "drugs" (technologies) can overcome all kinds of "diseases" (problems). Except that no technology is created just for something meaningful and for a particular person, because the meaning itself is part of a particular series.

Human resource development is indispensable to meet the needs of the industrialized world 4.0 and the era of technological disruption. The human resources needed are those who think critically, communicatively, creatively, and innovatively and have good technological literacy. Education plays an important role in preparing intelligent and competitive human resources in meeting these challenges.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 concerning the Assignment of Teachers as Principals states that one of the requirements following the appointment process to become a principal is a candidate for the principal must have a Letter of Completion of Education and Training (STTPP) of the Prospective Principal. For the headmaster who was appointed before the enactment of Permendikbud and does not yet have STTPP, the headmaster must follow and pass the education and training (Training) of The Strengthening of the Principal. This is reinforced by the Circular Letter of the Director General of Teachers and Education Personnel.Number:

19998/B.B1.3/Gt/2018 concerning The Governance of Principals and School Superintendents point 4 which states that for principals who are in office prior to the issuance of Regulation of the Minister of Education and Culture No. 6 of 2018 concerning the Assignment of Teachers as Principals, but do not yet have the STTPP of Prospective Principals, they still have the right to follow and pass the training on strengthening the headmaster.

Directorate General of Teachers and Education Personnel has organized a national Principal Strengthening Program in 2019. However, not all principals can participate in this activity. Based on The Main Data of Education (DAPODIK) of the Ministry of Education and Culture of the principal who has not attended the School Principal Strengthening Training numbered 38,688 people. Thus, the number is targeted by the Headmaster Strengthening Training in 2020 to 2021.

In accordance with the Circular Letter of the Secretary General of the Ministry of Education and Culture Number 6 of 2020 concerning Education and Training of principals, stated that the training for strengthening the principal was given a transition period of 2 (two) years since Permendikbud No. 6 of 2018 was invited. This policy is then strengthened by the Circular Letter of the Secretary-General.

Considering the demands of the industrial revolution, the era of technological disruption, and the above policy, a redesign of the headmaster strengthening training model is needed until the end of June 2021. This year's headmaster strengthening training design combines offline and online learning, and uses innovative new learning strategies. The Headmaster Strengthening Training aims to improve the competence of the headmaster in accordance with his duties and functions, and encourages the headmaster to create an independent school to improve the learning achievements of students who are based on the realization of students wellbeing.

The Training on Strengthening the Principal was designed by the Institute for The Development and Empowerment of Principals (LPPKS) of the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture in collaboration with institutions such as P4TK, LPMP and universities that are considered credible and meet the requirements that have been determined by LPPKS, one of which is Training Institutions (LPD) of Ibn Khaldun University Bogor.

2. THEORETICAL STUDIES

The Role of Education Technology in organizing Education and Training.

In 2004, AECT published a new definition of educational technology. The definition of Education Technology is issued again by AECT, namely "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (AECT, 2004). The definition concept of AECT 2004 version of Educational technology is ethical studies and practices in an effort to facilitate learning and improve performance by creating, using or utilizing, and managing appropriate technology processes and sources. Clearly, the main objective remains to facilitate learning to be effective, efficient and attractive and improve performance.

Based on the explanation above about the formal object of educational technology and the profession of education technologists, it can be conveyed that the field of directing or also called the practice of educational technology includes everything where there are learning problems that need to be solved, including problems related to education and training. Therefore, the role of Education Technology is a form of various patterns of education and training with the development and utilizing of various sources, processes, and learning systems in accordance with the conditions and needs, towards the formation of learning communities.

Transformative Training Institutions will be able to develop and manage multi-source learning programs. These resources are everything that was deliberately developed, or that was available, and contained the potential for use in learning organizations, including education and training.

Training is a series of activities designed to improve the skills, knowledge, experience, or attitude changes of an individual Henry Simamora (1995: 287). Furthermore Friedman and Yarbrough (1985) in Sudjana (2007: 4) stated that: Training is a process used by organization to meet their goals. It is called into operation when a discrepancy is perceived between the current situation and a frefered state of affairs. The trainer's role is to facilitate trainee's movement from the status que toward the ideal.

From the above understanding training is a program that aims to increase knowledge and expertise in learning activities, organized by educational institutions or government agencies and so on, in the achievement of an organization.

3. RESULTS AND DISCUSSION

The School Principal Competency Improvement Program through Education and Training strengthening the Principal in the Network in accordance with the cooperation agreement

between LPD University Ibn Khaldun Bogor and PPPPTK TK and PLB.

There are 2 (two) modes in the Principal Strengthening Training, namely online and offline modes. The School Principal Strengthening Training online mode utilizes technology and the internet in full, where at each stage of training participants will learn the material, discuss, share experiences with other participants, and get guidance through a learning system that has been provided, namely learning management system (LMS) training strengthening the principal.

While offline mode is intended for participants who are in areas with limited internet connection or absolutely no internet connection, so it is not possible to do training activities online, and therefore carried out face-to-face between training teachers and participants.

Headmaster Strengthening Training is designed with a pattern of 71 (seventy-one) hours of lessons (JP) @ 45 minutes and carried out in 3 (three) stages, namely: 1. On-the Job Training (OJT) 1, held for 10 (ten) JP. 2. In-Service Training (IST), conducted for 40 (forty) JP. 3. On-the Job Training (OJT) 2, conducted for 21 (twenty-one) JP.

IST activities are carried out outside the workplace and take place when participants do not do routine work, while OJT 1 conditioned participants to carry out training activities in real conditions at the same time when participants perform routine tasks with guidance from training teachers. Therefore, at the OJT 1 and OJT 2 stages participants will conduct real practices related to learning in their schools and get guidance from training teachers for at least 2 (two) JP/day.

The scenario of The Strengthening Training of Principals was organized by LPD UIKA with the number of participants 139 from West Java Province including (Kab, Bandung 44, Kab Indamayu 40, Kab Pangandaran 11, Kab Purwakarta 2, Banjar City 2, Bekasi District 40) the target level of kindergarten, elementary and junior high school. Training is conducted in 21-24 days in November 2020. Online mode in a pattern of 71 (seventy-one) hours of lessons @ 45 minutes. In the online mode of mentoring by training teachers is done synchronously in the LMS Principal Strengthening

Training using video conference and chat media.

4. CONCLUSION

Education Technology is a form of various patterns of education and learning with the development and utilization of various sources, processes, and learning systems in accordance with the conditions and needs, towards the formation of human resources (HR) to meet the needs of the industrial world 4.0 and the era of technological disruption. The human resources needed are those who think critically, communicatively, creatively, and innovatively and have good technological literacy. Education Technology plays an important role in preparing competitive intelligent human resources in meeting these challenges. During the current pandemic, the role of Education Technology in the implementation of The School Principal Strengthening Training in online mode is considered very effective and efficient to narrow the scope of the spread of the covid-19 virus, with the online mode of mentoring by training teachers conducted synchronously in the LMS Training Strengthening Principals using video conference media and chat.

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