

School Digital Education and Training Management Relationships in Order to Improve Teacher Literacy Skills During the Pandemic

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Abstract. Modification of the current Education management in learning activities has increased so rapidly. The integration of information technology into learning procedures has become a necessity that must be tried in order to accommodate curriculum requirements and the spirit of changing times. Learning activities are no longer limited to the context of space and time that take place in conventional learning management, but in this 4.0 revolution period, virtual or online activities are becoming a trend. Teacher training is no exception, which today is a demand for teacher professional development in terms of mastering technology. Especially during the pandemic, it is almost so difficult for teachers to develop themselves by participating in several trainings without technological skills. The public junior high school teachers in North Konawe are proof that technology is being used and utilized. The results of descriptive analysis show that there is a difference in the average pretest and posttest of the training participants with a pretest value of 66.43 with a standard deviation of 5.37 and a posttest value of 81.22 with a standard deviation of 6.00, then correlation analysis with the paired sample t test shows a correlation value. its value is 0.715 with $\text{sig} = 0.00 < 0.05$ which means that the results of the pretest and posttest before being used and after being used by the management have a positive and significant correlation.

Key words: training; management; digital; pandemic.

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INTRODUCTION

Basically education is a process of disseminating information from educators. The information conveyed must be accurate and up-to-date information so that students can receive and understand information correctly and clearly. One way is by using and utilizing technology, the rapid development of information technology today has changed the paradigm of society in seeking and obtaining information, where no longer limited to newspapers, television and radio, but also other sources of information, one of which is through the internet. The field of education is one of the fields that has had a huge impact with technological developments.

New technologies, especially in the field of ICT, have an increasingly important role in learning. Many people believe that multimedia will be able to bring us to a learning situation where "learning with effort" will be replaced with "learning with fun". Currently, teachers are encouraged to be able to use and utilize digital-based learning and information technology. However, in improving this, not all teachers are able to implement it, so that one of the efforts to improve this is with an education and training (education and training) which is believed to increase teacher knowledge, it is realized that in

this era pandemi, it feels like education and training. will be more difficult to implement with various constraints and limitations. So with virtual training and blended learning, it is hoped that this increase can be realized.

LITERATURE REVIEW

Educational Human Resource Management

Maswansyah in Rohmah (2019) states that there are a number of human resource management functions, namely planning, recruitment and selection, development, compensation, occupational safety and health, industrial relations, and human resource research. Human resource bearers include work performance research, counseling, discipline, training, management development, and organizational development. The progress of an organization is closely related to the development of its human resources, so HR development programs are needed to improve the knowledge, skills, attitudes and performance of individuals, groups and the entire organization.

Training Management

Training programs are usually held to address performance problems faced by companies. Specifically, the training program is implemented

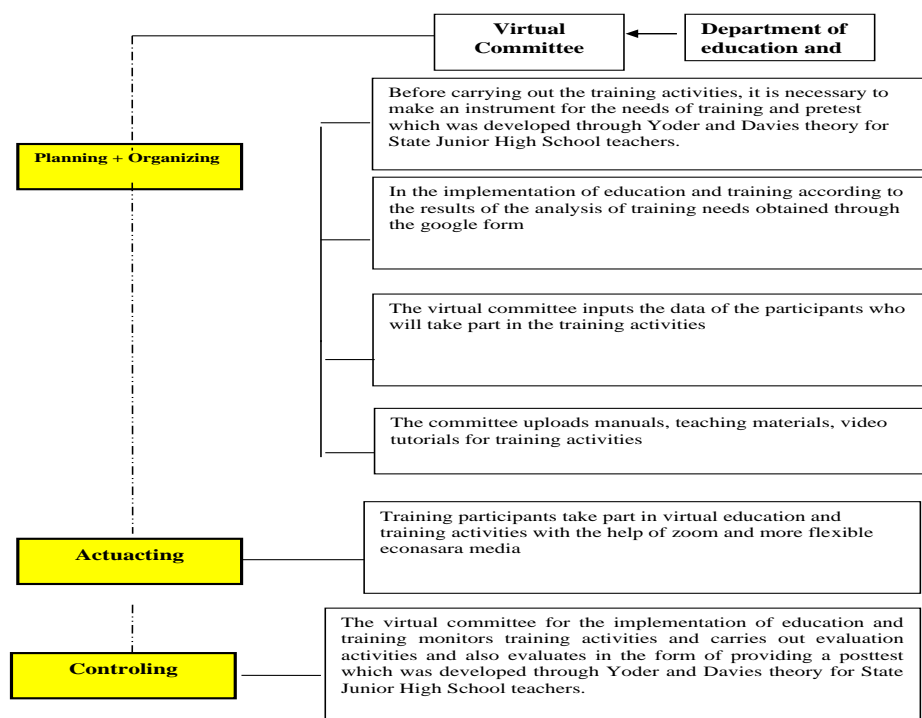
to improve the knowledge, skills and attitudes required by employees to perform their duties and work more effectively and efficiently. Not only that, the training program is also implemented to address external changes that affect the company's performance and to realize the aspirations of the company's stakeholders in welcoming new business opportunities.

Yoder in Budiarti (2006) suggests that there are 9 principles of education and training, namely: (1) individual differences; (2) relation to job analysis (connection with job analyst); (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 method); (9) principles of learning from these 9 principles must contain and accommodate education and training activities so that education and training can be managed perfectly.

Activities are more effective or can produce actions in achieving success when Management is present and appropriate for each individual or group activity within the organization to achieve the desired goals. Process-oriented management means that management requires human resources, knowledge, and skills. In using good management, researchers adopted George R. Terry's 1958 book (Sukarna, 2014) dividing 4 basic functions of management, namely Planning (Planning), Organizing (Organizing), Actuating (Implementation), and Controlling (Supervision).

When it has been managed properly by combining a technology with the principle of using and utilizing what is known as Davies (1989) the Technology Acceptance Model (TAM) is a model that adopts the theory of reasoned action developed by Fishbein and Ajzen (1975). TAM is a model that links cognitive beliefs with individual attitudes and behavior towards technology acceptance. TAM was then used to explain the behavior of 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. (2019) said that the application of the WEB-based E-Training model can improve the professional competence of PAUD-Dikmas teachers, including improving learning design skills, implementing learning, designing and evaluating learning. Sutarto et al. (2021) also said that planning and implementation virtually or electronically will have a significant effect on 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 (2020) obtained the results that in professional development someone in an organization must take part in e-training activities because it has a significant impact on user behavior, other advantages are cost effectiveness, accessibility, and practicality in an organization. Soederberg Miller et al. (2019) also said that E training can increase knowledge to understand information or a conceptual and training also narrows the risk of gaps between groups. Dilshad and Kanwal (2019) also said that during training teachers in Pakistan faced the same problems as identified namely, difficulty of housing during the training, training centers far from their homes, unavailability of training materials by instructors, lengthy duration of training, and a long journey. Coupled with this covid condition, Akram Alrubaie (2020) 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 the use of learning software, there is a significant correlation between e-learning and the training process, and there is a strong influence between supportive (Blended) E-training and the training process in continuing education centers this means that any change in the E-training method leads to a change in the training process. Fansury (2020) Based on the results of information analysis, it is concluded that digital content is used, namely in terms of learning.



Pretest-Posttest Indicators Management model for digital school & digital literacy for teachers a developed model, we take indicators from 9 Yoder theories and 2 TAM theories (technology acceptance model) from Davies.

In looking at the correlation or relationship of

NO	Indicator	Statement
1	individual differences (perbedaan individu)	With digital training the School is able to understand the abilities of each training participant
2	<i>relation to job analysis</i> (hubungan dengan analisis jabatan)	A teacher is able to use digital in learning after attending digital school training
3	<i>motivation</i> (motivasi)	A teacher is very enthusiastic about participating in digital school training through virtual (non-face-to-face)
4	<i>active participation</i> (partisipasi aktif)	In the implementation of digital school training, teachers participate in the activities from the beginning to the end of the training through virtual (non-face-to-face).
5	<i>selection of trainees</i> (seleksi peserta diklat)	The implementation of digital school training has gone through the selection of participants with various considerations
6	<i>selection of trainer</i> (seleksi pelatih)	The implementation of digital school training has gone through instructor selection with various considerations
7	<i>trainer training</i> (diklat pelatih)	Choose a digital school training structure that has previously gone through training experiences that match the material content
8	training methods (metoda diklat)	Digital school education and training held through appropriate methods based on needs
9	principles of learning (prinsip belajar)	The need for digital school education and training is fundamental in providing treatment to training participants
10	Persepsi Manfaat (Perceived Usefulness)	Teachers optimize services in the form of digital-based classroom learning
11	Persepsi Kemudahan Penggunaan (Perceived Ease of Use)	Teachers are much more effective and efficient in reaching the entire learning process in the classroom

Scoring scale :

Each respondent gives a Likert scale rating of 1-5 to see the effectiveness and efficiency, where the assessment is as follows:

score 5: Very good
score 4: good
score 3: pretty good

score 2: good

score 1: very not good

METHODS

This research method is a type of quantitative research, by making an instrument to measure the level of correlation or relationship between

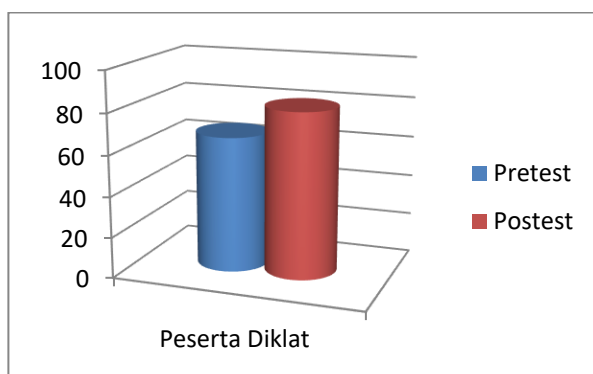
education and training management and the improvement of teacher digital literacy, with the number of respondents or the number of participants as many as 37 teachers, and carried out with pretest-posttest related to digital school education and training management. and improvement of teacher digital literacy.

RESULTS AND DISCUSSION

Pretest and Posttest Descriptive Analysis

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
Pretest	37	56.36	74.55	66.4373	5.37987
Posttest	37	70.91	92.73	81.2285	6.00052
Valid N (listwise)	37				

From the table above descriptively, it shows that there is a difference in the average pretest and posttest of the training participants with a pretest value of 66.43 with a standard deviation of 5.37 and a posttest value of 81.22 with a standard deviation of 6.00. Thus it can be explained that with the application of the digital model Addie-based schools that have been developed have increased, are effective, and are in accordance with research objectives.



Pretest and Posttest Inferential Analysis

Data Normality Test

Assumption :

Ho : data is normally distributed

H1 : data is not normally distributed

One-Sample Kolmogorov-Smirnov Test				
		Pretest	Posttest	
N		37	37	
Normal Parameters ^{a,b}	Mean	66.4373	81.2285	
	Std. Deviation	5.37987	6.00052	
Most Extreme Differences	Absolute	.156	.164	
	Positive	.128	.164	
	Negative	-.156	-.121	
Kolmogorov-Smirnov Z		.951	.995	
Asymp. Sig. (2-tailed)		.327	.276	

a. Test distribution is Normal.

b. Calculated from data.

The table above shows that for the pretest data from 37 people with a significance value of $0.32 > 0.05$ so that H_0 is accepted, thus the pretest data is normally distributed. for posttest data from 37 people with a significance value of $0.27 > 0.05$ so that H_0 is accepted, thus the posttest data is normally distributed.

Correlation of pretest and posttest in education and training

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	37	.715	.000

Based on the table above, it shows that the correlation value is 0.715 with $\text{sig} = 0.00 \leq 0.05$ which means that the results of the pretest and posttest before the management model is used and after using the ADDIE-based digital school education and training management model has a positive correlation. and significant with a contribution of 71.5%, 28.5% is another factor.

CONCLUSION

From the analysis results obtained, it can be concluded as follows: (1) descriptively shows that there is a difference in the average pretest and posttest of the training participants with a pretest value of 66.43 with a standard deviation of 5.37 and a posttest value of 81.22 with a standard deviation of 6.00. Addie that has been developed is increasing, effective, and in accordance with research objectives. (2) School digital education and training management has a significant correlation to the increase in teacher digital literacy with a contribution of 71.5%, 28.5% is another factor, and it shows that the value of $\text{sig} = 0.00 \leq 0.05$ which means that the results of the pretest and posttest before using the training management model and after using the digital school education and training management model have a positive and significant correlation.

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