FUNCTIONAL TRAINING MANAGEMENT
IN AN EFFORT TO IMPROVE THE PERFORMANCE OF SCHOOL PRINCIPALS

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Abstract

This research is motivated by policies that do not fully place school principals in a profession that prioritizes the principles of professionalism. This research aims to determine and analyze "Functional Training Management in an Effort to Improve the Performance of School Principals in BKPSDM Training in Tangerang City, Banten Province." This research uses a qualitative approach with descriptive methods and data collection techniques using observation, interviews, documentation studies, and predictions or trend studies. Research results: (1) Functional training planning in an effort to improve the performance of school principals, including: training planning mechanisms, training participation, training education staff, training curriculum, training facilities, and funding for training activities. (2) Organizing includes: meeting for the distribution of tasks for organizing training; distribution of implementation schedules, including field study participants and field study organizers; schedule and time for field studies; (3) Implementation includes: coordinating training implementation plans; targets to be achieved by training; field study learning; training learning scenarios; training learning design; and assessment, including substance assessment and field study assessment. 4) Assessment includes the quality of the principal's performance, attitude/behavior assessment, final assessment of participants, and assessment of follow-up plans. (5) Constraints include aspects of training participants, training organizers, the head of BKPSDM, leadership policies, facilities and infrastructure, and aspects of training financing. (6) Solutions include aspects of training participants, training organizers and heads of BKPSDM, leadership policies, infrastructure, and training financing aspects. (7) Impact includes: competency of training participants; quality of the principal's performance; school excellence; graduate excellence; and school image. The conclusion is that functional training management has been effective in efforts to improve the performance of school principals in the BKPSDM training in Tangerang City, Banten Province, based on competency, which emphasizes the acquisition of knowledge, skills, and professional attitudes to prepare themselves to be able to carry out their duties and functions as active learners.

Keywords: management, functional training, school principal

Introduction

School principals are educational staff who have a strategic role in efforts to improve the quality of education, especially in schools where they are responsible for coaching, but have not fully placed and positioned school principals as a profession that prioritizes the principles of professionalism in carrying out their duties and responsibilities. When he plays a role as an educator who is "recognized" as a profession, he is obliged to apply the principles of

professionalism in planning, implementing, evaluating, and following up on learning programs in the subjects he teaches.

School principal competency is generally defined as a set of abilities that contain knowledge, attitudes, values, and skills that must be mastered, possessed, and displayed by the principal in carrying out his duties at the school he oversees. Sujana said;

> There are three main characteristics of competence, namely: (a) there is substance or material that must be mastered in relation to the implementation of the main task; (b) there is a performance or display of real behavior in carrying out the main task from the material mastered; and (c) there are results as a result of the performance displayed in carrying out the main task (Sudjana, 2009).

Basically, these competencies must be possessed before taking up a position as a school principal. These competencies can be obtained while being a teacher, deputy principal, or through education and training programs (in-service training) for prospective school principals as part of the management of developing teacher personnel who have met the academic, administrative, and position qualification requirements to become a school principal. So that when you become a school principal, you will be able to lead and manage the school.

To create competent school principals, before becoming a school principal, it is necessary to take part in education and training for prospective school principals. According to SANKRI in Harsono, 2011: 162, civil servant training is an effort made by civil servants to improve their personalities, knowledge, and abilities in accordance with the demands of their position and job requirements as civil servants (Harsono, 2011). Training is a learning process in an organization that leads to changes in employee attitudes and behaviors toward meeting job qualification expectations and organizational development demands, both internal and external. To find out changes in the behavior of alumni participating in training, management activities need to be held.

Management theory is focused only on planning, implementation, and evaluation. To create competent school principals, before becoming a school principal, they must first participate in the education and training of prospective school principals. According to Hasono, that:

> Education and training (training) is a learning process that involves the acquisition of skills, concepts, rules, or attitudes to improve performance. Education and training can be interpreted as a teaching and learning process using certain techniques or methods in order to improve the skills of a person or group of people in handling tasks and functions. through systematic and organized procedures that take place in a relatively short period of time (Harsono, 2011).

One of the commitments to maintain the quality of education and training in the Tangerang City BKPSDM Training Sector is to implement functional management of education and training (training) for prospective school principals in an effort to improve the performance of school principals in the Tangerang City BKPSDM Training Sector with the aim that the training attended is able to contribute to improvement by organizing and improving the quality of training participant alumni. Good and accountable management is needed.

The transition of the government system from centralized to decentralized since 1999 was confirmed in Law No. 32/2004 concerning: Regional government has had fundamental implications in national development policy, including in the field of education and training in the regions (UU No. 32/2004, 2004). In the era of decentralization of education and training and efforts to improve the quality of performance of school principals as training participants, it is necessary to have training management as a spearhead in the success of education and training because training management concepts always pay serious attention to the formulation of organizational goals and objectives, factors that are its strengths and weaknesses, as well as the opportunities and challenges that every organization always faces.

In the process of training activities, interaction occurs between training participants and training material providers. Providers of learning materials at government training institutions are called widyaiswara, or more fully, what is meant by widyaiwara according to the Minister of State Apparatus Empowerment Regulation Number PER/66/m.PAN/6/2005 concerning the functional position of widyaiswara and their credit numbers. Article 1 states that widyaiswara is a functional official responsible for educating, teaching, and/or training State Civil Apparatus (ASN) at government training institutions (ministerial regulation for the utilization of State apparatus Number PER/66/m.PAN/6/2005, 2005).

The existence of education and training as pioneers and drivers of the nation's progress must be a common concern of the community and government. However, employee performance is still worrying, so this condition increasingly positions employee performance as the second choice whose identity continues to be questioned. Apart from a number of other factors that influence it, this fact is clearly very worrying.

In this case, education and training management research contains three important elements, namely: (1) systematic activities; (2) data; and (3) decision-making. First, systematic activities mean that program evaluation is carried out through orderly procedures based on scientific principles. Second, the data collected is the focus of program evaluation through collection, processing, analysis, and presentation activities using scientific approaches, models, methods, and techniques. Third, decision-making means that the data presented will be valuable if it becomes valuable input for the decision-making process regarding alternatives to be taken for the program.

In their journal, Isjuandi et al. (2017) stated that the results of research on education and training management can be seen from three aspects, including: (1) planning with relevant results for the legal basis, management design, and training program objectives. (2) Implementation of training, suitability of curriculum, and financing with results. (3) Evaluation of training. Relevant for sub-aspects of program organizers in the very good category (82.50%), resource persons/facilitators in the very good category (79.69%), and infrastructure in the good category (71.74%). (4) process results: 77.92% with a very good category for time allocation; results of suitability of curriculum and teaching materials in the good category (74.40%); results of suitability of procedures and methods; monitoring and evaluation; and process assessment relevant to technical instructions and educational and training guidelines for prospective school principals. (5) product evaluation results related to achieving goals, which include competencies in the form of relevant knowledge, attitude, and behavior competencies in the good category (84.04%), skills in the good category (74.89%),

and appointment as school principal in the high category (86.30%). (6) the results of the outcomes evaluation related to the impact of the program, namely: the performance of graduates after being appointed has a positive effect in the very good category (75.93%) (Isjuandi, 2017).

With functional training management, it is hoped that the Tangerang City Education Office, especially policymakers, can use it as material for consideration and literature in the context of appointing school principals and improving the quality of programs in the future.

Method
This research was conducted using a qualitative approach and the case study method. According to Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from the behavior of people that can be observed (Moleong, 2019). The data collection techniques are documentation studies, interviews, observations, predictions, or trend studies. Data validity techniques include credibility, transferability, reliability, and confirmability tests. As Sugiono states, "examination or testing techniques and the level of confidence in qualitative research results are determined by the following criteria: (1) credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity)" (Sugiyono, 2015).

Results and Discussion
a. Planning

The training process must be preceded by a thorough planning process, with the first step being to carry out a needs assessment together with PNF staff institutions and organizations, and the results are synergized with PP No. 19 of 2005 (Government of the Republic of Indonesia, 2005).

This training planning is planned by developing training planning mechanisms, training participants, training education staff, training curriculum, training facilities, and funding for training activities. The preparation of program planning at the Tanggerang City Education Quality Assurance Institute begins with the preparation of Terms of Reference (TOR), which is one of the supporting data in budget allocation. The proposed activity plan must be accompanied by a TOR as a reference for the budget planner to test the feasibility of funding for the activity in question. The TOR is not just an administrative requirement for the budget allocation process but is used as a means to control the implementation of the activity; the examiner is a reference in carrying out inspection. The selection of prospective principals is, of course, not the only way to produce competent prospective principals. As an ongoing process, it is supported by other activities that form a single unit, namely the existence of an education and training program (training) for prospective school principals who have passed the selection. In accordance with Minister of National Education Regulation Number 13 of 2007, "This training program is an activity that provides theoretical and practical learning experiences aimed at developing knowledge, attitudes, and skills in personality, managerial, entrepreneurial, supervisory, and social dimensions" (NASIONAL & INDONESIA, 2007).

One way to improve the performance and develop the competence of school principals is to carry out education and training programs (Diklat). The relationship between training and performance is a mutually influencing relationship, where it is assumed that training is a response to an

organizational need that can improve abilities and skills. The school principal has responsibility for implementing educational activities, school administration, coaching educational staff, and maintaining various facilities and infrastructure (Mulyasa, 2018). Having the integrity to make improvements (Mukhtar, 2009).

According to Terry, "the basic function of planning refers to the activities of selecting and connecting facts and making and using assumptions about the future that are formulated to obtain desired results" (Terry, George R., and Rue, 2019).

b. Organizing

Organizing all resources so that they can be maximally effective to support the achievement of predetermined targets. Thoha (2004: 168) says that "organizing is a process for designing formal structures, grouping, organizing, and dividing tasks or work among members of an organization so that organizational goals can be achieved efficiently." Organizing for the principal includes the activities of: 1) determining the tasks that must be done, 2) the personnel who must do them, 3) grouping tasks, 4) determining who reports to whom, and 5) where decisions must be made. Some experts argue that organizing is closely related to staffing. Staffing, or workforce utilization, is selecting people to carry out work, placing and providing orientation to carry out work, as well as training and assessing staff performance (Agus Dharma, 2001: 5).

Based on the results of research findings in the field, the organization of functional training for prospective school principals in an effort to improve the quality of school principal performance is as follows:

1) Meeting for the Distribution of Tasks for Organizing Training
   Officials, practitioners, ASN employees, academics, instructors, or lecturers who are assigned as lecturers must meet the following requirements: occupy the lowest structural position of head of training and training or equivalent, and/or have skills or expertise in certain fields in accordance with the learning needs of the CKS training, and must obtain written approval from the BKPSDM Training Division of Tangerang City, the training organizer.

2) Distribution of the Training Implementation Schedule
   The distribution of this schedule is intended to review the progress of achievements and identify obstacles encountered in the implementation of CKS Training Development Activities for the previous generation, while at the same time formulating strategies to be taken to overcome problems, constraints, and obstacles and support the achievement of targets.

3) Field Study Participants
   Based on the findings in the field, before the implementation of the CKS training began, a readiness meeting for the implementation of the training was directed. The meeting was chaired directly by the head of the Tangrang City BKPSDM and attended by all structural staff at the Tangerang City BKPSDM to find out about the implementation of the training that would be held.

4) Field Study Organizer
   The application of field studies aims to increase competitive advantage by improving organizational performance through increased productivity and improving the quality of products and services by adapting and adopting best practices into the duties of a school principal, namely coaching, guiding, and observing students in learning and development activities. personality, leadership, and physical opportunities.

c. Implementation

Implementation of functional training for prospective school principals in an effort to improve the quality of school principal performance is as follows:

1) Coordinate the CKS Training Implementation Plan
2) Targets to be achieved
3) Field Study Learning
4) Learning Scenario
5) Learning Design

The implementation of this functional training involves coordinating the CKS Training Implementation Plan, targets to be achieved, field study learning, learning scenarios, and learning design. Implementation is creating and encouraging all group members to have the will and work hard to achieve the goals sincerely and in harmony with the planning and organizing efforts of the leadership.

According to Rivai (1999), selection is an activity in human resources (HR) management that is carried out after the recruitment process has been completed. In other words, selection refers to having a number of applicants who meet the requirements and then selecting which ones can be designated as employees in a company.

The Ministry of Education and Culture, as the state agency responsible for professional development programs for educational staff, has taken various steps to regulate the recruitment, selection, and training process for prospective school principals throughout Indonesia. Among these is the implementation of the Professional Development for Educational Personnel (ProDEP) project. ProDEP itself is one of the educational partnership programs between the Indonesian government and the Australian government in a forum called Australia's Education Partnership with Indonesia (AEPI), which will be implemented for three years.

Implementation of education and training for prospective school principals. This stage is entirely the duty and authority of the Tanggerang Regency Education Office as the organizer, in partnership with the Banten Province LPMP and LPPKS as resource persons and facilitators in implementing this education and training program for prospective school principals. The education and training program for preparing prospective school principals is carried out in stages: 1) Implementation of In-Service Learning 1 (Training). 2) Implementation of on-the-job learning (internship) 3) In Service Learning 2 (Delivery of Results).

d. **Evaluation**

Assessment of functional training for prospective school principals in an effort to improve the quality of school principal performance includes substance assessment, field study assessment, action assessment for changes in public service performance, attitude and behavior assessment, and final assessment of participants. Evaluation of training programs can be carried out optimally so that the training program that is assessed can be corrected if there are deficiencies and can be changed if it is not in accordance with the needs and developments in the school principal's performance needs.

The success or failure of the school principal can be seen in the achievement of the principal's success indicators in carrying out their roles, duties, and functions. The main duties of the principal are to carry out the main duties of managerial, entrepreneurial development, and supervision of teachers and educational staff. The principal's workload aims to develop the school and improve school quality based on eight (eight) national education standards.

The competence of the school principal greatly influences the quality of education in schools. Therefore, school principals master five dimensions of competency, including personality, management, entrepreneurship, supervision, and social, as contained in the Minister of National Education Regulation Number 13 of 2007 concerning school/madrasah principal standards. School principals who have these competencies will be able to manage, develop, empower themselves, and spur improvements in the performance of the schools they lead (NASIONAL & INDONESIA, 2007).

This is in line with the duties of the school principal as stated in Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers Article 54 paragraph (1) 1, which confirms that "the workload of the head of the Education Unit is entirely to carry out managerial and development duties, entrepreneurship, and supervision of teachers and educational staff" (Government of the Republic of Indonesia, 2008).
The principal's task in achieving managerial education is related to school management, so that all resources can be utilized optimally. These tasks include preparing school plans, managing learning programs, managing students, managing facilities and infrastructure, managing school personnel, managing school finances, managing school and community relations, managing school administration, managing school information systems, evaluating school programs, and leading the school. Judging from their duties, school principals are very much needed in educational organizations. We can imagine a school or educational institution without a principal or a principal who is unable to fulfill his duties properly, so both the learning system and educators and students will be in disarray and neglected. Regulation of the Minister of Education and Culture number 40 of 2021 concerning the Assignment of Teachers as School Principals states that "School Principals who will be appointed as School Principals must take part in the Education and Training for Prospective School Principals to obtain the Candidate's Education and Training Completion Certificate (STTPP)." (Kemdikbudristek, 2021).

The training evaluation stage needs to be carried out to determine the extent to which the implementation of the training has met the expectations or objectives of the previously planned training or whether the training is able to address personnel or organizational performance problems. There are several evaluation stages, including: 1) reaction, 2) learning, 3) behavior, and 4) results.

Another approach is to measure with simulation or role-playing. Usually, this test is carried out immediately after the material is given. At the third level of assessment of behavior, namely whether the training participants experience changes in their behavior at work, To find out the extent of changes in behavior, data is collected through a supervision program, which includes how much improvement there has been resulting from the training program and the extent to which the training program has influenced changes in work behavior. The final stage is an evaluation of the results, namely an investigation of how the training program has influenced the organization.

For public organizations, evaluation results that can be traced include decreasing employee absenteeism, improving employee attitudes, and increasing work production and work morale. The evaluation of the results is also related to the extent to which the training program has met the stated organizational goals. If there is a gap or discrepancy between the existing reality and the organization's expected goals, it is necessary to filter out the causes of failure; if possible, a re-evaluation stage is necessary.

Other alternatives carried out at the evaluation stage include design, 1) posttest, 2) pretest/posts test, and 3) multiple pretest/multiple post-test. The post-test is carried out at the end of the training program. This is to determine the reaction of training participants to the training material they have just received from the learning process during training. Evaluation focuses on participants' feelings towards the training process and resource persons (trainers). A pre- and post-test can also be carried out to measure the effect or difference in the level of knowledge or work skills through participants' responses before and after participating in the training program. Multiple pretests and multiple posttests This design can eliminate the weaknesses of the post-test and pretest/post-test. In this case, participants were measured several times before and after the training program was implemented. If positive changes occur, it can be said that the training program is successful.

e. Constraint

Based on research findings, the obstacles to implementing functional training in an effort to improve the quality of school principal performance include:

1) Participant aspect
   The motivation of participants in participating in CKS training is limited to gaining career advancement in their position; they are not optimal in implementing their knowledge in order to improve the quality of school principal performance.

2) Leadership Aspect
   Not all leaders or mentors in the Training and Training Sector at BKPSDM Tangerang City or other departments understand the objectives of CKS training in accordance with the applicable curriculum.

3) Organizational Aspects
   Leadership changes or rotations, especially in the Training Sector at BKPSDM Tangerang City, are moving relatively quickly, which has an impact on ongoing CKS training participants in implementing the knowledge they have gained while attending CKS training within their organization.

4) Policy aspects
   Transfers or function experts, especially participants with training who were transferred by the leadership of their organization in the middle of participating in CKS training in the BKPSDM Training Sector, Tangerang City, resulted in incomplete completion of the CKS training.

f. Solution

Solutions to facing obstacles to implementing training include determining the steps that need to be taken as a solution, including:

1) Determine the focus of the evaluation.

The evaluator needs to determine what components of the training program must be evaluated. This needs to be done so that the implementation of the evaluation is more focused and in accordance with the evaluation objectives that have been set.

2) Determining respondents

Respondents are the main source of data and information that will later be processed. Respondents can come from participants, teaching staff, or training staff.

3) Determine data collection methods and instruments.

There are many different methods for collecting the necessary data and information, such as surveys, observations, interviews, or document analysis, as well as various types of data collection instruments such as check lists, value scales, or interview guides. The selection and use of appropriate methods and instruments will help in obtaining accurate and comprehensive data.

4) Carrying out data collection and analysis

Data and information collection needs to be systematic and objective so that it can avoid "bias" in decision-making. The data and information that have been collected are then analyzed either qualitatively or quantitatively. Data triangulation can be used to analyze the data that has been collected, which will later help the evaluator make recommendations as the final result of the evaluation.

5) Prepare evaluation results reports.

The report is prepared based on the data analysis that has been carried out. The report must be prepared in a systematic, complete, and easy-to-understand form for report readers. The results of the evaluation in the form of recommendations must be expressed completely, logically, and comprehensively so that they can be used as consideration in making decisions regarding the improvement and sustainability of the training program.

g. Impact

The impact of implementing functional training management includes having the ability to reflect knowledge and skills in learning leadership, supervision, management, and entrepreneurship through deepening the material; identify learning problems in schools. Professional Development Needs Analysis (AKPK) Prospective school principals have the ability to identify initial abilities; explain the policy direction relating to the independent learning program, the pillars of realizing student wellbeing, and the training mechanism for prospective school principals; reflect on character training assignments by linking them to the principal's duties; analyzing school management to solve learning problems; carry out supervision of teachers and staff to solve learning problems; formulate solutions to learning problems in the context of school development; have the ability to carry out leadership project activities according to plans that have been prepared; carry out monitoring and evaluation of leadership project activities; analyze the results of monitoring and evaluation of leadership project activities; carry out competency improvement activities at internship schools; prepare RTL implementation reports, create presentation materials, and work on implementing leadership projects and increasing competence.

This is the impact, according to the Head of BKPSDM, of training management in efforts to improve the performance of school principals, as follows:

1) Have the ability to reflect knowledge and skills in learning leadership, supervision, management, and entrepreneurship through in-depth study of the material; identify

learning problems in participant schools; involve stakeholders; prepare a formulation of ideas and innovations based on real experiences carried out in participating schools; mapping the competencies of school principals possessed by participants by filling out the Professional Development Needs Analysis (AKPK) instrument for prospective school principals.

2) Have the ability to identify initial abilities; explain the policy direction relating to the independent learning program, the pillars of realizing student wellbeing, and the training mechanism for prospective school principals; reflect on character training assignments by linking them to the principal's duties; analyze school management to solve learning problems; carry out supervision of teachers and staff for solving learning problems; formulate solutions to learning problems in the context of school development.

3) Have the ability to carry out leadership project activities in accordance with the plans prepared; carry out monitoring and evaluation of leadership project activities; analyze the results of monitoring and evaluation of leadership project activities; carrying out competency improvement activities at internship schools; preparing RTL implementation reports; creating presentation materials; and working on implementing leadership projects and increasing competence.

In relation to school management, the principal is a strong indicator of school management, so he must be prepared as well as possible to be able to manage his work unit creatively and productively. As per Minister of National Education No. 13 of 2007, school principals are expected to have personality, managerial, entrepreneurial, supervisory, and social competencies. In accordance with Minister of National Education Regulation Number 13 of 2007 (NASIONAL & INDONESIA, 2007), a school principal must have personality, managerial, entrepreneurial, supervisory, and social competencies.

Even though prospective school or madrasah principals have passed the recruitment stage, it is believed that their mastery of competencies is not perfect. Therefore. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 40 of 2021 concerning the Assignment of Teachers as School Principals: Teachers assigned as School Principals must meet the following requirements: a. have academic qualifications of at least a bachelor's degree (S-1) or a fourth diploma (D-IV) from an accredited tertiary institution and study program; b. have an educator certificate; c. have a driving teacher certificate; d. have the lowest rank of junior administrator level I, class III/b for teachers with civil servant status; e. have the lowest level of position as the first expert teacher for government employee teachers with a work agreement; f. have teacher performance assessment results with the lowest rating of good for the last 2 (two) years for each assessment element; -5- jdih.kemdikbud.go.id g. have managerial experience of at least 2 (two) years in an educational unit, educational organization, and/or educational community; h. physically and mentally healthy and free from narcotics, psychotropics and other addictive substances based on a certificate from a government hospital; i. never been subject to moderate and/or severe disciplinary punishment in accordance with statutory provisions; j. is not currently a suspect, defendant, or has never been convicted; and K. a maximum of 56 (fifty six) years of age to obtain a school principal certificate, prospective school principals must go through 2 stages, namely: the recruitment stage and the education and training stage for prospective school/madrasah principals. Recruitment includes the process of nominating candidates, administrative selection, and academic selection. Meanwhile, education and training is the process

of providing theoretical and practical learning experiences to candidates who have passed recruitment (Kemdikbudristek, 2021).

Conclusion
The conclusion is that functional training is competency-based training that emphasizes the acquisition of knowledge, skills, and professional attitudes of prospective school principal training participants in order to prepare themselves to become professional school principals. This is so that it can carry out its duties and functions. This training for prospective school principals can be utilized by training participants and master trainers both as learning resources, teaching materials, and learning media, as well as being carried out in all stages of training, and is directed at becoming active learners.

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