Increasing The Capacity Building of UNJ Labschool Educators in Facing Educational Changes in Accordance with The Challenges of The Times And Government Policies

Achmad Sofyan Hanif, Uswadin Usman, Suparno Sastro, Yati Suwartini

.

1. FIO, Jakarta State University (UNJ), Jakarta, Indonesia
   Email: hanifsofyan.achmad@unj.ac.id. ,
2. Labschool, UNJ
   Email: dinuswa15@gmail.com,
3. Labschool UNJ
   Email : suparnosastro@gmail.com,
4. Labschool UNJ
   Email :yatisuwartini77@gmail.com

Abstract

This study aims to determine the capacity building of educators in the UNJ Labschool in facing the challenges of the times and government policies. Good capacity building is needed by educators in carrying out the daily duties of educating children and in carrying out professional duties as educators. Good capacity is always improved by Labschool through various ways and models, whether carried out by the UNJ School Board (BPS) or through activities in schools, it will make it easier for educators to carry out their duties properly. Capacity building can also advance the school so that the school can excel and serve its students or customers well. This research was carried out with a Qualitative Method with Case Studies with data collection through interviews, observations and questionnaires. This research involved leaders, educators in four Labschool locations (Rawamangun, Kebayoran, Cibubur and Cirendeu). Good capacity building makes Labschool a school that is trusted by the government and the community and has proud achievements both academic and non-academic. Thus educators are ready to face the challenges of the times and government policies.

Keywords: *Capacity Building, Educator, Labschool, Challenges*

I. Background

The pandemic that lasted more than two years had a tremendous impact on the implementation of education in the world, including in Indonesia. These changes involve approaches to learning, learning methods and even have an impact on changes to the curriculum or the content of the given curriculum. In the latter case, the government of the Republic of Indonesia through the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) has made a decision for a change in the curriculum in Indonesia. As stated on one of the ministry's pages, among others, it is stated that: The Ministry of Education and Culture (Kemendikbud) issues the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions. Education units in special conditions can use a curriculum that is in accordance with the learning needs of students. The Minister stated that

"The curriculum in educational units in special conditions provides flexibility for schools to choose a curriculum that is in accordance with the learning needs of students."

The implementation of the curriculum in special conditions aims to provide flexibility for educational units to determine a curriculum that is in accordance with the learning needs of students. Education units in special conditions in the implementation of learning can 1) still refer to the National Curriculum; 2) use the emergency curriculum; or 3) make curriculum simplification independently. "All levels of education in special conditions can choose from the three curriculum options."
(https://www.kemdikbud.go.id/main/blog/2020/08)

In addition to having an impact on the curriculum changes above, this pandemic also provides new challenges and demands for teachers and education implementers. The ability to deal with the pandemic requires teachers to master new skills such as mastering Information Technology for learning and learning platforms which previously were not a big demand in the implementation of learning.

During the pandemic, learning changes that are usually carried out directly have turned into indirect learning, Face-to-face Learning has changed to Distance Learning (DL) and students are doing Learning from Home (LFH). This condition makes the teacher must be able to quickly adjust to the situation through the mastery of new learning methods. These adjustments are naturally born and arise because of real challenges and must be faced immediately. Labschool teachers and employees must continuously improve their capacity so that they can face the challenges of the times as well as the challenges of changing policies, changing curriculum and changing government policies.

II. RESEARCH PROBLEM

Changes in times and changes in policy certainly lead to several consequences and responsibilities as well as different and new problems that are different from the previous period. This problem must be responded to properly, among others, with sufficient readiness and knowledge as well as the necessary new abilities. In this case, the problem formulated is: "How is the capacity development of appropriate teachers to face the challenges of curriculum and government policies?

III. RESEARCH METHODS

The method used in this research is qualitative method with case study. In this approach, researchers can collect data from teachers and principals as leaders in schools. Data was collected through interviews, documentation studies and observations. This study collected data from 168 informants from teachers and 8 principal informants.

IV. RESEARCH PURPOSES

The research purposes are:

Knowing the capacity development of YP UNJ Labschool teachers.

Knowing the right teacher capacity development model to do better capacity building for teachers to face the challenges of curriculum and government policies.

V. LITERATURE REVIEW

Capacity building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and societies need to survive, adapt and thrive in a rapidly changing world. An important ingredient in capacity building is the transformation that is generated and sustained over time from within; this kind of transformation goes beyond doing the task of changing mindsets and attitudes. Sustainable Development Goal 17: Revitalize the Global Partnership for Sustainable Development, the United Nations is committed to transformation from within. Goal 17 includes targets for capacity building, including leveraging technology and innovation in least developed countries and improving data collection and monitoring for the achievement of the SDGs themselves. Universities in particular can serve as centers for capacity building through research, innovation and data collection and analysis.

Grindle in Bambang Santoso Haryono, et al. said that capacity building is an effort intended to develop various strategies that can increase the efficiency, effectiveness, responsiveness of government performance.

Edralin in Bambang Santoso Haryono, et al. there are five emphases: human resource development, organization, network, organizational environment, and wider activity environment. Meanwhile, according to UNDP, there are 3 focuses in capacity building, namely Manpower, Capital and Technology.

Quote from the journal Science Research and Development Volume 02, Number 2, May 2017 if capacity building is a series of strategies aimed at increasing efficiency, effectiveness and responsiveness, then the capacity building must focus on the dimensions: (1) human resource development, (2) organizational strengthening, and (3) institutional reform. From these three elements, it appears that the development of human resources comes first before efforts to strengthen organizations and reform institutions. This implies that the element of human resources has a great influence on

the strength and progress of the organization. In the context of schools, the development of teacher capacity is a key and strategic matter.

Factors affecting Capacity teachers are in progress the performance of Civics teachers at the Wonosari District Junior High School Boalemo Regency, namely the ability Factor Human resources, schools principal, motivation, and school facilities.

Capacity building activities building can upgrade: Skill in problems solving and fast and precise in decision making based on ability to identify "key problem". Research from the Faculty of Social Sciences, State University of Semarang with the title Capacity Building for the Academic Community of FIS UNNES, which was delivered by Eko Handoyo, Noviani Achmad Putri, Mariam. (Journal of Harmony volume 3 no 2)

Research report on human capital management towards superior universities (Studies in the Department of Teacher Education at Madrasah Ibtidaiyah (PGMI) Faculty of Tarbiyah IAILM Suryalaya Kortais Region II West Java) by prof. Dr. H. A. Rusdiana, MM, and Drs. Nasihudin, M.Pd.

Capacity-building is an approach to development not something separate from it. It is a response to the multi-dimensional processes of change, not a set of discrete or pre-packaged technical interventions intended to bring about a pre-defined outcome. In supporting organisations working for social justice, it is also necessary to support the various capacities they require to do this: intellectual, organisational, social, political, cultural, material, practical, or financial. (Deborah, 1997)

The organization strives to optimize employees through comprehensive human capital development, the program is not only to achieve organizational (Rusdiana, 2002)

VI. RESEARCH RESULTS AND DISCUSSION

The results of this study can be explained from the data obtained in this study. That the informants of this research have a balance between the number of male and female informants, this shows the equality of respondents in this study. Based on research data,

female respondents turned out to be 53% or as many as 89 informants and 47% male informants or 79 informants. The data can be seen in the table below.

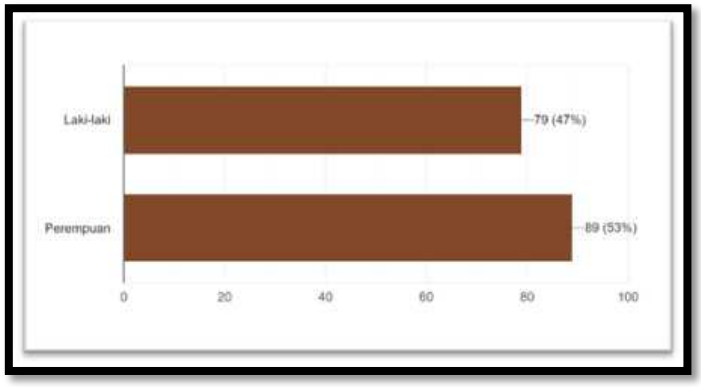


Figure 1: Informant compotition

Based on the data, it is also revealed that teachers strongly agree with the capacity building carried out by schools and school management bodies. A total of 95.8% of informants agreed that schools and school management bodies should carry out capacity building for teachers. This means that there is an awareness of the teachers to always be able to develop their capacity well so that they can carry out their duties properly.

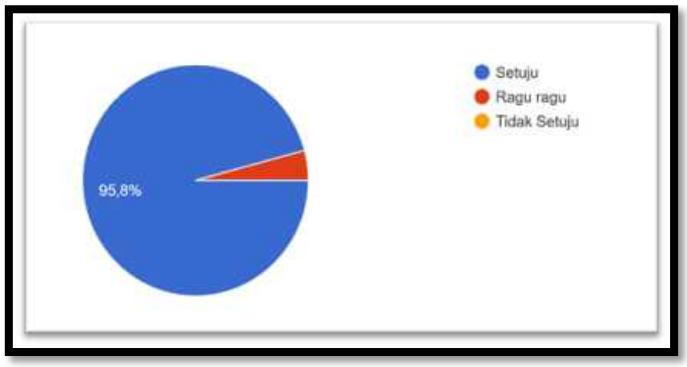


Figure 2 : agree and not agree capacity building carried out by school

From these other data, teachers understand the importance of capacity building, which is capacity building for teachers and school staff. A total of 94.6% of the informants answered agree. This means that teachers feel and need capacity building while carrying out their professional duties.

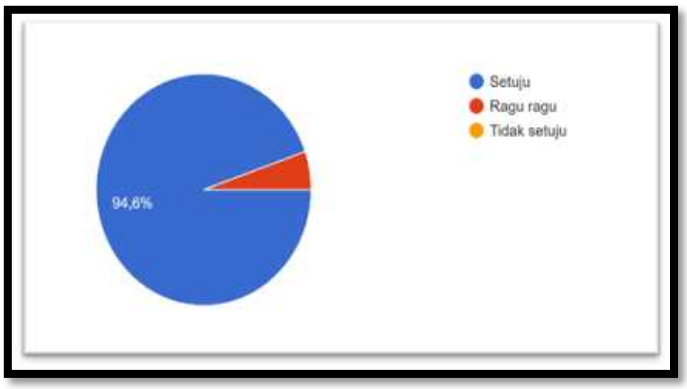


Figure 3 importance of capacity buliding for teacher and staff

From the informant's data, it is known that the longest serving teacher at Labschool is 30 years and the shortest is 1 year, with an average teacher serving for 10.8 years. This shows that on average Labschool teachers already have a long experience as a teacher, which is more than 10 years. This experience allows teachers to be able to utilize their knowledge and skills in serving students, especially with the capacity building carried out by schools or school board (BPS). Based on the data of capacity building research conducted by schools or BPS to teachers, it has been able to increase the score of teachers' abilities in developing their competencies and abilities as teachers.

The data states that the increase was at 64.84 to 81.55 or there was an increase at 16.70. The highest increase is at 75 and the lowest increase is at 0.

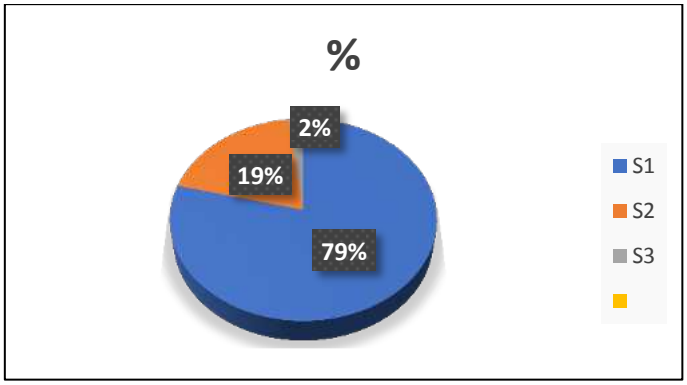


Figure 4 : Education background of teachers

There are 370 teachers in eight schools based on their educational background, with a very dominant undergraduate education background of 293 or 79% of the existing teachers, while those with a master's degree are 71 people or 19 % and there are 6 teachers with doctoral background or 2%. From this data, it can be concluded that the number of teachers who have taken master's degree is still small, especially for doctoral degree. This is an opportunity for schools to be able to develop teacher capacity through further education. It is hoped that in the next five years there will be a change in the percentage of master's education to 50% and doctoral degree to 10%. So that teachers with an undergraduate education background are only 40%. This is indeed considering the number is due to new teachers who work for 1 year or more. As it is known that the Labschool Cirendeu Middle School and High School are new schools which are currently only going to be 3 years old.

The pandemic has provided valuable lessons and lessons for teachers, the capacity of teachers in mastering Information Communication and Technolgy (ICT) has developed very quickly, teachers have quickly adapted to using existing learning platforms. Because learning is done on line, teachers are forced by circumstances to use digital learning platforms. Apart from being carried out by teachers personally, at the beginning of the pandemic, School board and schools provided supplies for teachers to use various existing platforms. One of them is by inviting lecturers who are experts in Educational Technology from UNJ. The debriefing opened horizons and provoked teachers to use existing learning models provided by digital platforms. Coupled with the policy of the agency that provides guidance in the implementation of mixed learning which requires schools and all teachers to receive online training consisting of several modules. If the teacher has completed the module and followed the evaluation well, the teacher will be declared passed and get a certificate. Provisions for schools that can carry out mixed learning (in this case allow students to enter school) are given to schools that have more than 80% achievement for their teachers to pass online training. If it does not meet then the school cannot do mixed learning. This is intended to determine the readiness of schools in addition to knowing the readiness of teachers to face the learning transition from online to offline.

The pandemic has provided valuable lessons and lessons for teachers, the capacity of teachers in mastering ICT has developed very quickly, teachers have quickly adapted to using existing learning platforms. Because learning is done online, teachers are forced by circumstances to use digital learning platforms. Apart from being carried out by teachers personally, at the beginning of the pandemic, School board and schools provided supplies for teachers to use various existing platforms. One of them is by inviting lecturers who are experts in Educational Technology from UNJ. The debriefing opened horizons and provoked teachers to use existing learning models provided by digital platforms. Coupled with the policy of the agency that provides guidance in the implementation of mixed learning which requires schools and all teachers to receive online training consisting of several modules. If the teacher has completed the module and followed the evaluation well, the teacher will be declared passed and get a certificate. Provisions for schools that can carry out mixed learning (in this case allow students to enter school) are given to schools that have more than 80% achievement for their teachers to pass online training. If it does not meet then the school cannot do mixed learning. This is intended to determine the readiness of schools in addition to knowing the readiness of teachers to face the learning transition from online (online) to offline (offline).

Based on existing data, teachers have mastered several digital learning platforms. There are at least fifteen digital learning platforms controlled by teachers. From these data, the most widely used by teachers are applications

- Google Forms,
- Zoom Meeting/ Googlemeet,
- Google classroom,
- Youtube, dan
- Canva.

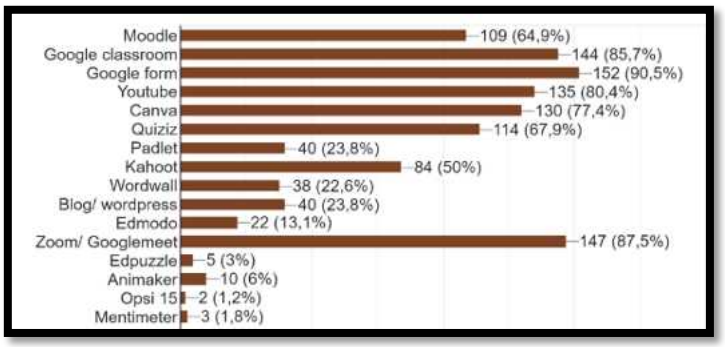


Figure 5: Digital Platform controlled by the teacher

From the data, there are 168 teachers who have achieved achievements related to their profession in the last three years, there are 56 teachers, or 33.33%, meaning that only a third of Labschool teachers have achieved achievements. This data shows that there are still many teachers who still do not have achievement or as much as 66.66%. The achievements of teachers from graduating from Teacher Professional Education (TPE), Masters and Doctoral Degrees, National Teacher Olympiad Competition Winners, Creative Teachers from Google, Received Scholarships from the Ministry for further education. Achievements as champion of Best Practice at Jakarta province level, Champion of Learning Media Compilation during the Pandemic, Champion of Indihome Digital Teacher Competition, Graduated as Principal of School model, and so on.

Capacity Building and School Achievement

Regarding the capacity of good teachers, it turns out that the school has won many achievements, according to informants from eight school principals, these achievements ranging from local, national and international levels. The achievements include international folklore champions, provincial level poetry winners, national flag hoists in commemoration Indonesian independence, school accreditation obtained a perfect score of 100, champion in the National Science Olympiad, Champion in national art competition, athletic champion at provincial level, increasing number of students

accepted at State Universities, and becoming the best national private high school in State University enrollment by computer based written exam, and so on.

In increasing capacity, the informant said that capacity building efforts had been carried out by schools and school board (BPS) in various ways, including training on the use of school learning management system (LMS), workshops on making teaching tools, teacher research training, book writing training, learning video making training, motivational seminars, outbound training, comparative study, give permission to study, participate in seminars, English courses, improved collaboration projects between teachers. These activities need to be improved in terms of the frequency and quality of their implementation so that the benefits can be felt well by the teachers.

VII. CONCLUSION

Capacity building needs to be continuously carried out by schools in following and dealing with the times and changes in government policies. Good capacity development will be able to have an impact on increasing school quality and achievement so as to create satisfaction for parents and students as well as school residents. Good capacity building for teachers will produce more competent and professional teachers.

The development of teacher capacity in terms of educational background needs to be increased so that the number of teachers with master's and doctoral backgrounds can increase. In addition, training related to the use of learning and research technology needs to be improved.

Capacity building provides positive results with the achievements of schools and teachers.

VIII. REFERENCESS

Anneli Millen, Capacity Building Meningkatkan Kinerja Sektor Publik. Pembaruan, Jogjakarta, 2006.

Bambang Santoso Haryono.CAPACITY Building / Drs. Bambang Santoso Haryono, MS [et Al.]. 2012.

Eade, Deborah, Capacity Building an Approach to People-Centred Development. Oxfam. Oxford. 1997.

Handoyo, Eko; Putri, Noviani Achmad; Mariam. Capacity Building for the Academic Community of FIS UNNES, delivered by (Journal of Harmony volume 3 no 2).

https://www.kemdikbud.go.id/main/blog/2020/08/kemendikbud-terbitkan-kurikulum-darurat-pada-satuan- Pendidikan-dalam-kondisi-khusus).

Rusdiana, and Nasihudin, Manajemen Human Capital menuju Perguruan Tinggi Unggul, Pusat Penelitian dan Penerbitan, UIN Sunan Gunung Djati. 2002.