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The Effect of Online Training Through ERISE: On the Competence of Managing Letters in Yogyakarta Special Region Vocational School Teachers

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Abstract

This research is to find out whether there is a significant influence on online training management through Erise on the competencies of MPLB Vocational School teachers in the Special Region of Yogyakarta. This study uses an experimental method with a quantitative approach. The experimental design used is pre-experimental with one group pretest-posttest. Data collection in research using instrument tests, the sample of this study amounted to 26 people with purposive sample techniques. The results of this study are: (1) there is an increase in the results of the cognitive aspect training by 67.47%; (2) there is an increase in the mastery of the skills of participants in the management of letters through Erise; and (3) There are differences on line. Therefore, it can be concluded that online training in managing letters through Erise influences significantly on the competence of MPLB Vocational School teachers in the Special Region of Yogyakarta.

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INTRODUCTION

The teacher is the main pillar in the education process in schools. They have an important role in guiding, directing, and developing students' potential so that they can achieve the desired educational goals (Sopian, 2016). The role of teachers is very important in the education process in schools. They must be the facilitator of learning, motivators, supervisors, character educators, assessments, self-development facilitators, and communication facilitators. Therefore, the quality of teachers greatly affects the success of learning in the educational process. Competent teachers will be able to encourage students to be motivated in learning. This is in accordance with the findings by some previous researchers about the positive and significant influence between teacher competencies on motivation at the level of basic education (Krisnawati et al., 2022) as well as at the level of secondary education both junior high school (junior high school), high school (high school) as well as vocational middle school (SMK) (Husnul Muhammad Fadly, 2022), (Rizqi et al., 2019), (Munawir et al., 2023). Learning motivation has long been trusted as one of the main factors in learning success (Jainiyah et al., 2023).

With the strong influence of the teacher on learning success, the teacher must be required to improve his competence. In Indonesia, teacher competencies are divided into personality competencies, pedagogical competencies, social competencies, and professional competencies (Leonard, 2016). In fact, teacher competencies in Indonesia are still relatively low, this can be seen from the value of the teacher competency test that is always held every year nationally is still below <70 for all levels of education (Maulipaksi, 2021). In addition, according to (Leonard, 2016) indeed in the field shows that teachers do not have adequate competence, especially in terms of designing learning, research, and also mastery of foreign languages.

One of the competencies that must be mastered by the teacher is pedagogical compe-

tence, the teacher's pedagogical competence refers to the teacher's ability to plan, implement, and evaluate learning using various effective and efficient approaches, techniques, and strategies (Rosyada & Haqiqi, 2022). SMK is one type of formal education at the middle level. Learning at SMK will direct students to get skills so that after graduation can work according to their respective competencies (Lorenza et al., 2023). One field of expertise in SMK is the Vocational School Management Office and Business Services. The condition of teachers at the Office Management Vocational School and Business Services in the Special Region of Yogyakarta is not much different from national data.

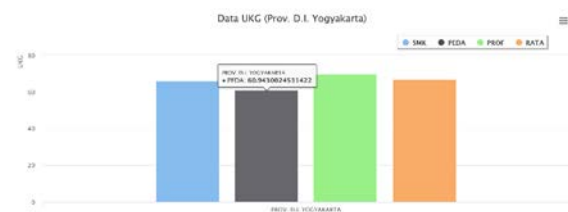


Figure 1. Teacher Competency Test Data Province D.I. Yogyakarta
Source: (Kemdikbud, 2021)

Based on the Figure 1, can be seen that the value of the SMK teacher competency test in the Special Province of Yogyakarta in 2021 is the lowest value in pedagogical competencies which is 60.94. This is very worrying because pedagogical competencies are the main competencies that must be possessed by teachers in carrying out their functions as educators. This fact is reinforced by research conducted by (Dwihartanti et al., 2021) which states that most of the teachers in SMK MPLB do not master the use of information technology -based learning media. One of the efforts made to improve the competence of educators at this time is the holding of education and training (Leonard, 2016).

Education and Training According to (Notoatmodjo, 2012) is an effort to improve the quality, ability that involves work abilities, thinking, and vapor. Another opinion was expressed by (Rosidah, 2009) which states that

education and training (training) is a process of purchasing in the organization to direct changes internal or externally. Through HR training in an organization, its performance will increase. Many studies have been conducted to prove that the training was positive for the performance of employees including (Artina Mayunita & Kania Ratnasari, 2023), (Eliana, 2023), (Hidayat & Nurasyiah, 2017), (Pojoh & Kindangen, 2019) who had examined the effect of training and training on human resource performance in the organization government.

The development of the Industry Revolution 4.0 has changed various human habits in carrying out daily activities. In the current era with the help of the latest technology human life can be easier, faster and cheaper. For example, we can order food from home without having to go anywhere, we can order a hotel before we leave only from a smartphone, we can watch entertainment wherever we are with an internet connection (Sutrisno, 2018). Industrial Revolution 4.0 has changed human views on the concept of education, this basically will also affect the learning process to be applied. Therefore the current era of every stakeholder in the field of education is required to prepare an innovative learning system that adjusts the needs, adjusting the technology used and the progress of ICT (Benjamin T. Brauer, 2010).

In its development the industrial revolution 4.0 also has an impact on the implementation of education and training in the development of human resources in the organization. Along with the condition of post Covid-19 Pandemic many institutions/organizations that are held to hold online training. Online training participants were satisfied with their implementation even though the conditions were not face to face directly. Training is also felt to have good quality (Teng et al., 2022). However, there are many factors that influence the transfer of knowledge in online training, namely the emotional aspects of training participants who cannot be controlled by the

instructor, the condition of the training participants who are still working or influenced by work situations because they access from the workplace, the strategy implemented by the instructor, the feedback Given by instructors, self-management and self-regulation, the technology used, the work environment and the sustainability of training activities (Fauth & González-Martínez, 2023).

MPLB Vocational School teachers in the Special Region of Yogyakarta are mostly women (Bappeda DIY, 2021). With the ability to master a low technology will cause the online training process to be because the mastery of technology is one of the factors that can affect the quality of training. In addition, the habits of training activities that have been mature post Covid-19 era and the Industry 5.0 revolution are luring or offline training where training and instructors meet at the same time and place. Based on the problem above, researchers are interested in studying whether there is a significant influence on online training management through Erise on the competence of MPLB Vocational School teachers in the Special Region of Yogyakarta. The purpose of this study is to find out whether there is a significant influence on online training management through Erise on the competence of MPLB Vocational School teachers in the Special Region of Yogyakarta.

METHODS

This study uses an experimental method with a quantitative approach. The experimental design used is pre-experimental with one group pretest-posttest. Data collection in research using test instruments with multiple choice forms grouped in pretest and posttest. The population of this study was all members of the Majelis Subject Teacher of the Office of Office and Business Services in the Special Region of Yogyakarta while the sample in this study used purposive sample techniques with the condition that the teacher was a participant in the management of the letter using the

Erise application with a total of 26 teachers. Data analysis in research uses descriptive analysis and non-parametric analysis. The place of research is the subject teacher council (MGMP) of the Office of Office and Business Services in the Special Region of Yogyakarta. The study was conducted in July 2023.

RESULTS AND DISCUSSION

Description of mail management training participants using the ERISE application based on gender is presented in Table 1.

Table 1. Number of Respondents Based on Gender

Gender	Amount	Percentage
Man	2	6.69%
Woman	24	92.31%
Amount	26	100%

Source: (Bappeda, 2020)

Based on Table 1, it can be seen that 6.69% of students are male and 92.31% are female. This data is in accordance with data from Bappeda DIY which states that the majority of vocational school teachers in DIY are dominated by women (Bappeda, 2020). To determine the impact of online training on the results of training participants, the pretest posttest table for aspects of knowledge and training skills is presented in the Table 2.

Table 2. Pretest-Posttest Results of Knowledge Aspects

Aspect	Knowledge
Pretest	47.31
Posttest	79.23
Enhancement	31.92
% Enhancement	67.47%

Source: Processed primary data, 2023

Based on Table 2, it can be seen that there was an increase in teacher knowledge in managing letters using the ERISE application after online training was held via zoom meeting by 31.92 or 64.45% from the previous score in the pretest, namely 47.31 to 79.23 in the posttest. This shows that online training is able to facilitate participants to learn optimally without meeting face to face. Meanwhile, the effect of online training via zoom meetings on participants' cognitive aspect achievement was 67.47%. Meanwhile, the process of measuring skill aspects is also measured by researchers by comparing practice results before and after the test. The results for the skills aspect are presented in Table 3.

Table 3. Level of Trend in Skill Aspects

Aspect	Before	After
Highly Proficient	6.41%	12.82%
Proficient	8.97%	71.79%
Competent	-	15.38%
Not Proficient	-	-
Barely	84.62%	-
Amount	100%	100%

Source: Processed primary data, 2023

Based on Table 3, it can be seen that there has been an increase in skills in managing letters using the ERISE application, initially as many as 84.62% of participants did not really master it, then in the post-test it increased to a mastery level of 100%. After the training was held, participants were asked to fill out a questionnaire regarding the attractiveness and usefulness of the training. The results of this management are presented in Table 4.

Based on Table 4, it can be seen that all participants found the training material interesting even though it was held online. And all participants agreed that the material about managing letters using the ERISE application was very useful.

Table 4. Level of Interest and Usefulness of Material

Aspect	Attractiveness	Usefulness
Very High	92.31%	73.08%
High	7.69%	26.92%
Sufficient	-	-
Low	-	-
Very Low	-	-
Amount	100%	100%

Source: Processed primary data, 2023

Hypothesis Testing

To test the hypothesis, researchers used the SPSS version 27 application. The results of the hypothesis test are presented in the Table 5.

Table 5. Statistical Test Results

	Online Training
Mann-Whitney U	98.500
Wilcoxon W	303.500
Z	-4.314
Asymp. Sig (2-tailed)	.000
Groping Variable: training result	

Source: Processed primary data, 2023

Based on the results of statistical tests, it can be seen that the value of Asymp. Sig (2-tailed) < 0.05 then the hypothesis is accepted. So, there are differences in the results of the cognitive aspect training before and after the mail management training using the ERISE application which was held online. Based on these calculations, it can be concluded that online training has a significant effect on the training results on the cognitive aspects of the trainees.

Increasing teacher competency is one effort that can be made to improve the quality of teacher professionalism. With the increasing challenges and rapid changes in the

industrial revolution 4.0 era, teachers are required to be able to develop following developments in information and communication technology (Lubis, 2022). One way that can be done to improve the teaching profession is by participating in education and training. In the era of the industrial revolution 4.0, education and training activities have transformed in terms of their implementation from offline training to online training (Devi et al., 2022). With the advantages of online training, it makes it easier for participants to take part in training while working, without needing to spend time at the training location, online training is also not limited by space and time so participants can access the material using the internet (Prasetyo & Gintoro, 2010).

To increase the achievement of online training, each participant must be able to operate devices in the form of hardware and software including zoom meetings and other supporting applications. Based on the research results, there was an increase in participants' knowledge before and after implementing online training by 67.47%. This proves that online training is able to facilitate teachers to learn, practice and develop in accordance with the objectives of the training. These results contradict the results of research from (S. Sutirman & Utami, 2016). Ministry of Education and Culture stated that the majority of MPLB Vocational School teachers are unable to utilize technology-based learning media and teachers' professional abilities in teacher competency tests, especially in the professional field, are still at a medium level. Several things that influence these results are participants' commitment to participating in training activities from start to finish, interesting training materials, training materials that are very useful for participants. Online training (Nf. Sutirman et al., 2022). Based on the hypothesis test, it was concluded that online training can have a significant effect on the training results on the cognitive aspects of the trainees. Increasing the knowledge of training participants has an impact on increasing competence. These results are supported by data regard-

ding increasing teacher skills in the practice of managing incoming letters using ERISE after online training activities increased to 100% mastery. The results of this research support and are in accordance with previous findings regarding teacher training conducted by Aryani & Suparmi (2023), Fajriana et al. (2020), Wicaksono et al. (2022) have succeeded in increasing teacher competence, especially in utilizing information and communication technology in the learning process held online. This research has successfully tested that there are differences in training results before and after online training activities for teachers.

CONCLUSION

Based on the results and discussion, it can be concluded that online training on mail management through ERISE has a significant effect on the competency of MPLB Vocational School teachers in the Special Region of Yogyakarta. Therefore, online training must be the main choice in activities to increase teacher competence, both with the aim of increasing pedagogical, social and professional competence.

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