

## Development of the Use of Online Training in an Effort to Increase the Understanding of Educators and Education Staff towards ISO 21001: 2018 at the Kreativa School in Bogor City during the Pandemic Era

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**Abstract:** This study aims to analyze: the procedure for developing online-based training learning with a blended learning method with a flipped classroom approach in increasing the understanding of educators and education staff to ISO 21001: 2018 at Kreativa School in the pandemic era. The problems in this study are formulated as follows: (1) What is the procedure for developing training learning in increasing the understanding of educators and education staff towards ISO 21001: 2018 in Kreativa Schools in the pandemic era?; (2) How is the feasibility of training in training to increase the understanding of educators and education staff towards ISO 21001: 2018 in Kreativa Schools in the pandemic era? ; (3) How is the effectiveness of training in training to increase the understanding of educators and education staff towards ISO 21001: 2018 in Kreativa Schools in the pandemic era? This research method is development research or also called Research and Development (R&D). By using the Dick and Carey development model integrated with the PEDATI development model. The results shown in this study through the results of feasibility tests by experts, including: material experts obtained a score of 79.8 (feasible). The feasibility assessment by the media expert obtained a score of 85.8 (feasible) and the feasibility assessment by the learning design expert obtained a score of 81 (feasible). Based on the feasibility assessment of experts, it is concluded that the training learning development model is categorized as good while the results of the model effectiveness test with one to one tests with an average score of 85.75. In the small group trial, it showed an average value of 85.48 which was categorized as Good. The results of the review of the performance of the trainees obtained an N-Gain value of 85.48 which is in the range of >76 with a good category so that it can be concluded that the development of online-based training procedures for the blended learning method of the flipped classroom approach in the ISO 21001: 2018 understanding training course is able to effectively improve the learning outcomes of trainees effectively.

**Keywords:** Online-based ISO 21001:2018 comprehension training, educators, education staff

### Introduction

The ongoing spread of the Covid-19 virus infection in Indonesia is a challenge for education managers to maintain the quality of education. The teaching and learning process, which was originally carried out through direct interaction in the classroom between educators and students, must be limited and even eliminated altogether in order to prevent the spread of the virus. This situation is not easily accepted and carried out by educators and students, because they are used to carrying out the learning process of direct interaction in the classroom.

In a short period of time, they must immediately accept, adjust and carry out a distance learning system as an alternative to the traditional learning process through face-to-face. 2 In the context of this pandemic, there are statements of doubt about the quality of kbm and even the quality of national education which will later decline until there is a learning loss. This situation is strengthened by a number of schools in several regions in Indonesia ranging from kindergarten (TK), elementary school (SD), junior high school (SMP), to senior high school (SMA) and equivalent reportedly experiencing several obstacles, both technical and nontechnical obstacles in the

implementation of distance learning. Technical obstacles to the implementation of remote KBM are related to the availability of hardware or software facilities.

Nontechnical obstacles that are a challenge in itself, including in some regions, especially remote areas in Indonesia, only some educators and students have communication devices that meet the eligibility requirements for the implementation of online learning, other challenges in the form of support for stable internet network facilities to ensure access to unequal availability in all corners of the country, and other obstacles in the form of the ability to adapt manpower educators and students towards the use and mastery of technology and remote teaching methods are very diverse, and the competence of students or educators towards the application of distance learning technology is also very varied including the obstacles faced. 3 Creativity Schools located in the city of Bogor, West Java province are among the schools experiencing the impact due to the spread of the Covid-19 virus in Indonesia.

However, the manager of Kreativa School, Bogor City must ensure that the learning process continues during the pandemic by replacing the face-to-face learning method with Distance Learning (PJJ). This situation forces educators and education staff to prepare and design distance learning including learning media to be effective, efficient, and fun learning.

In addition, educators and education staff need to have qualified digital literacy competencies and skills and even need to be strengthened by the competence of educators and education staff in managing educational organizations in order to be able to organize quality learning processes and educational services. Based on several considerations, such as the results of the evaluation of face-to-face quality management system training that has not met the optimal training objectives, utilizing the advantages of the online training system, the efforts of the Kreativa School management in anticipating the readiness of educators and education staff to adapt to the conditions of the Covid-19 pandemic.

Therefore, researchers are interested in conducting research with the title "Development of the Use of Online Training in an Effort to Increase Understanding of Educators and Education Personnel towards ISO 21001: 2018 in Kreativa Schools in the Pandemic Era".

### *Problem Identification*

In order for this research to be more directed and in-depth and can achieve the specified targets, there needs to be a limitation of the problem. The focus of the problems in this study is as follows:

1. The procedure for developing ISO 21001: 2018 training learning in increasing the understanding of educators and education staff towards ISO 21001: 2018 in Kreativa Schools in the pandemic era.
2. Feasibility of ISO 21001:2018 training in training to increase the understanding of educators and education staff towards ISO 21001:2018 at Kreativa School in the pandemic era.
3. The effectiveness of ISO 21001:2018 training in training to increase the understanding of educators and education staff towards ISO 21001:2018 in Kreativa Schools in the pandemic era.

### *C. Problem Formulation*

Based on the description above, the formulation of the problem in this study is:

1. What is the procedure for developing training learning in increasing the understanding of educators and education staff towards ISO 21001: 2018 in Kreativa Schools in the pandemic era?
2. How is the feasibility of training in training to increase the understanding of educators and education staff towards ISO 21001: 2018 at Kreativa School in the pandemic era.
3. How is the effectiveness of training in training to increase the understanding of educators and education staff towards ISO 21001: 2018 at Kreativa School in the pandemic era.

### *A. Model Development Concept*

#### *1. Model Development Committee*

Seel & Richey, 1994 in Ardhana,2002 gives the understanding that, development is the process of translating design specifications into physical form. Development or often referred to also as development research, is carried out to bridge between research and educational practice (Ardhana, 2002) (Tegeh & Kirna, 2013) .

Based on the opinions mentioned above, the notion of development in learning is a process of designing or designing learning into physical form by following the stages of needs analysis, carrying out a specific analysis of the learning environment, developing learning materials, implementing, and carrying out formative and summative assessments where the development process must focus on the condition of students so that it is expected to be able to increase learning motivation Learners.

## 2.Relevance of Learning Models

Gustafson and Branch (2009: 213), define learning development as a procedure organized by including the stages of analyzing, designing, developing, implementing and evaluating learning (R. M. Branch, 2009a). Furthermore, Gustafson and Branch (2009: xii-xiii), explained that learning development includes at least five main activities, namely (1) Analyzing the background (setting) and needs of learners; (2) Design a set of specifications for an effective, efficient and relevant student environment; (3) Develop learning materials; (4) Implementation of the results of the learning design; and (5) Evaluating development outcomes, both formative evaluation and summative evaluation (R. M. Branch, 2009a).

## 3.Development Model Classification

The classification of learning development models according to (Branch, R. M., & Dousay, 2015) based on the orientation of model use is: (1) the learning development model focuses on the classroom, (2) the learning development model focuses on the product, (3) the learning development model is system-oriented.

## 4. Types of Learning Development Models

Some learning development models include:

a. Model Heinich, Molenda, Russel, and Smaldino (ASSURE).

b. Learning Models of Kemp, Morrison, and Ross (1994).

c. Model Leshin, Pollock, & Reigeluth (1990)

d.Dick and Carey models

e. ADDIE models

f. PEDATI

## B. Theoretical Studies

The concept of developing online training to increase the understanding of educators and education staff towards ISO 21001: 2018 in Kreativa Schools in the Pandemic Era in this study is based on consideration of several concepts including:

### 1.The Nature of Training

According to Greenberg (2010:116) (Kusumadewi, 2021) training is a process by which people systematically acquire and improve the skills and abilities needed to improve their performanceFrom the above definition has been described training as a planned effort by an organization to facilitate the learning of related work-related behaviors that are part of HR.

### 2.Training Design

Noe & Kodwani, 2018 (Kusumadewi, 2021) argue that the training design process refers to a systematic approach to developing training programs. Training design relates to the preparation of training programs that take into account organizational, occupational, and individual aspects. Training design is related to the preparation of training programs that consider organizational, work and individual aspects (Hariyanto, Purnomo, & Bawono, 2011 in (Kusumadewi, 2021).

From the opinions of the experts above, it can be seen that training activities are a planned and systematically organized arrangement to achieve learning goals or a development to be achieved (Kusumadewi, 2021).

### 3. ISO 21001:2018, Quality Management System of Educational Institutions (SMOP)

ISO (International Organization for Standardization) was founded in Geneva Switzerland in 1946. The term ISO comes from the Egyptian isos which means Oneness, an international standard of quality assurance and quality management. The ISO Quality Management System (QMS) has been utilized by several countries and has even become a requirement for industry and some non-profit institutions. The term QMS ISO 9000 in America is called the Q90 series ANSI (American Nation Standards Institute) /ASQC (American Society for Quality Control), in the UK it is called BS 5750. SMM ISO is the latest international standard for quality management for quality system certification.

ISO 9001 sets up a framework for establishing consistent practices, containing standards governing product design, development, production, installation and servicing. ISO 9001 incorporates a cycle of continuous improvement as can be seen from the clauses of management review, internal audit and corrective actions. SMM ISO according to Kadir helps institutions in planning, managing, producing and developing human resources to provide services and products according to customer requests (Asy'ari, 2015) (Tohet & Eko, 2020).

### 4. Study

Learning is something that can increase new understanding, competence, and deeds. The meaning of learning can also be defined as a process that can produce a.

### 5. Learning Style

Adi W. Gunawan explained the meaning of learning style, which is the preferred way for humans to carry out thinking activities, processing and understanding information (Gunawan, 2004).

According to De Potter & Hernacki (1999), in general, it divides human learning styles into three (3) large groups, namely a) visual learning styles; b) auditorial learning styles, and c) kinesthetic learning styles. The definition of visual learning style is a learning style by means of seeing, observing, looking, and the like. The strength of this learning style lies in the sense of sight. For people who have this style, the eye is the most sensitive tool to capture any symptoms or stimulus (stimuli) of learning.

### 6. Thinking style

Thinking style is the preferred way a person processes and organizes information obtained from others. According to DePorter and Hernacki (2015) (Firdaus et al., 2019) concluded that thinking style is a combination of how a person receives and processes the information he obtains in the brain. Therefore, a person's thinking style will vary according to the habits in processing and organizing the information he obtains. The ability to think and process information from each person is different, which will affect everyone's critical thinking ability.

### 7. Learning

Learning is an activity to create a situation in order to achieve learning objectives by students or efforts so that students follow the learning process. Sadiman, 1999 explained that learning is a planned effort in manipulating learning resources so that the learning process occurs in students (Arif S. Sadiman et. al., 1984).

Learning according to Miarso, 2016 is an effort that is carried out intentionally, purposefully, and controlled, so that others learn or there is a real change in others (Miarso, 2016).

### 8. Definition of Online Learning

Online learning is learning that is delivered through electronic devices using computers and other computer-based media. In some references there are many definitions of online learning.

### 9. Characteristics of Online Learning

Online learning is learning that utilizes the internet as a means of managing the entire learning process and is part of electronic learning (e-learning).

According to Jolliffe, et. all, 2001, the characteristics of online learning include:

- a. Learning materials consist of text, graphics, and other multimedia elements such as audio, visual, video, and animation;
- b. Synchronous or asynchronous communication applications such as mailing lists, video conferences, chat rooms, or discussion forums are available;
- c. Utilize available web servers as a place to store, maintain, and manage administration;
- d. Using TCP/IP and HTTP protocols to facilitate learners to communicate with each other with learning materials and other learning resources (Jolliffe, Allan; Ritter, Jonathan; and Stevens, 2001).

#### 10. Online learning

Online learning must be presented in an interesting and communicative manner, so that it is not just delivered online. In order for trainees to be interested in focusing on participating in learning, online learning materials and resources need to be designed so that their participants feel learning in the classroom and the needs of participants in learning training materials can be fulfilled completely.

#### 11. Online Learning Concepts

The virtual learning environment was created by online learning. Several facilities whose use is combined have been provided by the web to support the learning process. Traditional learning environments equipped with virtual learning environments have the same function in conventional learning environments to convey information to students, for example, students can communicate and collaborate with each other. No matter how great the web facilitates learning, the main focus to note is the learners because web technology is only as a means to facilitate the learning process.

## **Method**

### **Research Objectives**

Based on the elaboration of theoretical studies, the purpose of this study is to analyze:

1. Procedures for developing ISO 21001: 2018 training learning in increasing the understanding of educators and education staff towards ISO 21001: 2018 at Kreativa Schools in the Pandemic Era.
2. Feasibility of online training for understanding ISO 21001: 2018 for educators and education staff at Kreativa Schools in the Pandemic Era.
3. The effectiveness of online-based media for ISO 21001:2018 comprehension training for educators and education staff at Kreativa Schools in the Pandemic Era.

### *Place and Time of Research*

This research was conducted at the Kreativa School kbtK unit, elementary, and junior high schools. The KBTK unit is located at Jl. Johar Raya No.38, RT.02 / RW.04, Kedung Waringin, Kec. Tanah Cereal, Bogor City, West Java Province 16163, while the location of the elementary school unit is on Jl. Kranji Blok T No.14, RT.7 / RW.03, Sukaresmi, Tanah Cereal District, Bogor City, West Java Province 16165, and the junior high school unit is located at Jl. Raya Munjul Kayu Manis, RT.03 / RW.06, Cinnamon, Tanah Cereal District, Bogor City, West Java 16169. The subjects of his research are educators and education staff within the Kreativa School.

The timing of the study is planned as follows:.

### *Research Methods*

Dick and Carey's model has detailed, systematic, and flexible stages in determining learning strategies are some of the considerations for researchers to choose dick and Carey models as the basis for the research development

model used and integrate with the PEDATI model which in addition to having clear and detailed steps and guidelines, and specifically the PEDATI model was created to develop blended learning.

	Agenda	Bulan/Pekan															
		Sept 2021				Okt. 2021				Nov. 2021				Des. 2021			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Penelitian Pendahuluan	■															
2	Penyusunan Proposal Penelitian		■														
3	Pembuatan Materi Pelatihan dan Sumber Belajar			■	■												
4	Validasi Ahli (Judgment Expert)					■	■										
5	Pengumpulan Data							■	■								
6	Pengolahan Data									■	■						
7	Penyusunan Laporan Hasil Penelitian											■	■				
8	Seminar Hasil															■	
9	Ujian Sidang Tesis																■

### Data Analysis Techniques

The last step in a study is data analysis techniques. due to data analysis. Data analysis is important because it can be used in answering solutions to existing problems. The results of data analysis after being studied are the data needed to determine the success rate of implementing a study. Data that has been generated from a study after being analyzed into qualitative data. , The data analysis technique used by researchers in this study is Qualitative Descriptive Analysis.

According to (Tegeh & Pudjawan, 2015) qualitative descriptive analysis techniques are data analysis techniques carried out by collecting and grouping qualitative assessment data such as comments, suggestions, criticisms, inputs, improvements or revisions contained in questionnaires or questionnaires distributed (Tegeh et al., 2015).

To manage the advice data, the input of experts in the process of reviewing experts in a study is used data analysis techniques The data is data about comments, suggestions and suggestions improvement and improvements from the results of questionnaires or questionnaires submitted to material experts, media experts, and learning design experts. The results of the data analysis from these experts will then be used to revise the prototype of online-based training learning utilizing blended learning with the flip classroom approach that is being made.

## Results and Discussion

In the results of this study, it discusses two main parts, namely the results of the development of ISO 21001: 2018 comprehension training learning for educators and education staff at Kreativa School, Bogor City in the Pandemic Era in the form of training designs and discussions.

### Model Development

The development of blended learning-based training learning using the flipped classroom model in the ISO 21001: 2018 comprehension training course for educators and education staff at Kreativa School, Bogor City is based on the needs in the field.

#### 1. Needs Analysis Results

In research that develops blended learning-based training learning using the flipped classroom model in the ISO 21001: 2018 comprehension training course for educators and education staff at Kreativa School, Bogor city, there are several steps taken by researchers. The first step of this study is to analyze the needs and goals. Researchers dig up information about:

- a. Learning objectives of ISO 21001:2018 comprehension training for educators and education staff at Kreativa School, Bogor City
- b. What training materials are delivered in the ISO 21001: 2018 comprehension training course.
- c. Initial conditions of learning in the iso 21001: 2018 comprehension training course.
- d. Available facilities and infrastructure.
- e. Problems and challenges that arise in understanding ISO 21001:2018.
- f. Efforts that have been made to address these problems and challenges
- g. Expectations for learning iso 21001:2018 comprehension training. To obtain information about it, the researcher implemented:
  - a. Interview with the principals of kbtu unit, elementary, and junior high schools of Kreativa School, Bogor City.
  - b. Distributing questionnaires to several educators and education staff in the Kreativa School, Bogor City.
  - c. Seek information through observations about facilities and infrastructure for the purposes of training on understanding ISO 21001: 2018.

Here's an overview of interviews, questionnaires, and observations.

### *Interview*

The researcher conducted an interview with the principal, the purpose of this interview was to obtain data from the point of view of the principal's opinion. The interview method of obtaining data is carried out by such steps as determining the grid of interviews and drawing up a draft of questions. The interview conducted on September 20, 2021 obtained the following results:

- 1) The ISO 21001:2018 comprehension training course is a relatively new training course officially implemented on June 21, 2021 in the Kreativa School environment, Bogor City:
- 2) The mandatory ISO 21001:2018 comprehension training program attended by all educators and education staff at Kreativa School, Bogor as an internal training with the aim of equalizing understanding of the management system of educational organizations and improving the competence of educators and education staff at Kreativa School, Bogor;
- 3) ISO 21001: 2018 is an international standard SMOP and has just been implemented since mid-2018, so this education quality management system still needs to be socialized in the form of an ISO 21001: 2018 understanding training program, especially for educators and education staff within the Kreativa School and the purpose of training is to equalize the understanding of educators and school education staff.
- 4) Before implementing SMOP ISO 21001:2018, Kreativa School implemented a Quality Management System (QMS) ISO 91001:2008 and ISO 9001:2015 which are generally implemented in the manufacturing industry sector so that it is necessary to adjust the requirements before being used in the management of educational organizations;
- 5) Some of the obstacles for educators and education staff to implement QMS in schools are that there is quite a lot of documented information that must be applied in their duties, many new terms in training materials and SMOP requirements so that the application of this system has not been consistent in a stimulant, systematic and integrated manner.
- 6) So far, the training model in the school environment is classical, face-to-face, and indoor, so a variety of training models such as online training are needed which are supported by interesting, interactive, and fun training learning designs and are supported by trainers who have the skills to manage qualified training classes.
- 7) Educators and education staff receive training aimed at improving the competence, capacity, skills of educators and education staff both organized by internal schools and external parties.
- 8) The condition of the spread of the Covid-19 virus in Indonesia, especially the city of Bogor is still ongoing, and to prevent the addition of cases in school clusters, online-based training is very necessary even though there are several obstacles, including internet network access that is not as stable as possible even though the school has been facilitated with the internet network, and on the other hand the training participants must focus and have a long attention during the online training.

### *Questionnaire*

Researchers seek information on needs analysis activities by distributing questionnaires and open questions to educators and education staff in the Kreativa School, Bogor City. The number of respondents for educators and education staff was 15 people. Needs analysis activities through the distribution of questionnaires to educators and education staff in the school environment can be concluded that the learning methods that are often used by coaches in delivering material are lectures, questions and answers, and discussions. The learning materials used

are textbooks, presentation slides, and videos. The trainees felt that the training material was new and very heavy because of the many management terms in the ISO 21001:2108 comprehension training material that had to be learned. Especially for trainees who do not have a background as educators and education personnel who have never participated in the training course before.

So far, especially before the pandemic, the training model in the school environment was classical, face-to-face, and indoors, the training materials that are expected to be delivered in the ISO 21001: 2018 understanding training course include the management of educational organizations, smop principles, and ISO 21001: 2018 requirements. Another thing that is quite positive to get from the needs analysis is that many trainees are used to accessing the internet to find learning references.

### *Observation*

From the results of the needs analysis, information was also obtained through observations about the availability of learning resource facilities for online-based training subjects which were still lacking. Previous training also did not facilitate printed training learning materials. Training participants and trainers have actively used electronic learning media that can be used as learning tools for work scarcity such as laptops, smartphones, computers, and so on. In addition, wifi facilities at foundations and schools support the development of online training.

The conclusion of the preliminary research results is that there is a need to provide online training learning materials, especially by using blended learning methods that can help trainees overcome their learning problems, overcome the limited time owned by training instructors to hold training learning activities, improve trainee learning outcomes, as well as encourage independence and motivate trainees in the course of understanding training ISO 21001: 201, on the other hand, the availability of internet network facilities in foundations and school units is a positive support from institutions for online-based training, as well as the availability of device facilities, and internet networks owned by trainees at home, as well as the habits of trainees in accessing learning materials, and information in completing work tasks via the internet is a form of online-based training learning support can be implemented.

The results of preliminary research obtained from the field through interviews and observations with various resource persons obtained the following results; first, researchers made observations across school units. Observations are carried out to determine the availability of learning resources both printed and online-based in sufficient quantity for training participants, internet-based training learning infrastructure is available, training learning methods carried out in the Kreativa School environment, as well as the availability of facilities that are personally owned by training participants to conduct online training learning.

Second, researchers seek information on needs analysis activities through interviews, distributing questionnaires in the form of open questions to several educators and education staff of Kreativa School and through observation in the school environment.

### *Development Model*

#### *Instructional Analysis*

to identify prerequisite skills The results of the instructional analysis of the ISO 21001: 2018 comprehension training program for educators and education staff at Kreativa School, Bogor do not have prerequisites because the training subjects are comprehension but this training has technical and logistical requirements including:

- Trainees have training aids: gadgets, laptops
- Trainees have skills in using training aids.
- Trainees have an adequate internet data package,
- Energy resources are available for gadgets or laptops.
- Participants are able to download certain applications in the training aids, such as Zoom, Googleclassroom, etc.
- Trainees take the pre-test.
- Participants download the ISO 21001:2018 Digital Pocket Book.
- Participants fill out a digital presence through google form.
- Trainees take a post-test, and fill out a questionnaire at the end of the training. The results of the instructional analysis of understanding ISO 21001: 2018 for educators and education staff at Kreativa School, Bogor in the Pandemic Era are illustrated through the competency map below:





Figure 1 Training Basic and Special Competency Map

### Identification of Trainee Characteristics

iso 21001: 2018 online-based comprehension training for educators and education staff, and the presence of trainees, obtained training participant data as follows: a. The average age of trainees in the range of 19 - 45 years b. The level of education of trainees starting from high school is equivalent, up to postgraduate Masters in Education or Non-Education c. The majority of trainees have an audio-visual learning style, therefore trainees prefer and easier to understand training learning materials that use audio-visual media. d. Trainees have no obstacles in utilizing and accessing digital technology for the learning process e. Participants have complete equipment for online learning (Computers / Laptops, Gadgets).

The results of the implementation of the objective analysis produce learning outcomes as follows: 1) Explain the meaning of educational organizations; 2) Describe the management of educational organizations; 3) Explain the principles of SMOP; 4) Describe iso 21001:2018 requirements. 5) Describe the organizational characteristics of the Kreativa School; 6) Determining the conclusion of the training material.

### Developing Assessment Instruments

The results of the development of assessment guidelines are made two (2) question and answer materials and two (2) group discussion materials on synchronous training, three (3) discussion materials at the collaboration stage training, four (4) types of evaluations at the asynchronous training stage, in addition to seeing the effectiveness related to research interests, pre-test and post-test are used.

### Developing Learning Strategies

Based on the training learning objectives that have been described above, mapping and organizing the materials to be developed into blended learning needs to be carried out, in mapping and organizing learning materials, ISO 21001: 2018 understanding training for educators and education staff at Kreativa School, Bogor during the Pandemic Era

The next step after mapping the material is to select and determine synchronous and asynchronous training learning activities. Through this stage, it is determined whether certain training materials will be optimally achieved through asynchronous training learning strategies or through synchronous learning. Based on the level of the sequence of training learning objectives, the process of selecting and establishing asynchronous and synchronous training learning strategies is carried out. Based on the training learning hierarchy, it can be concluded that the ideal ratio for asynchronous learning settings is 70% and synchronous as much as 30%.

### Developing and Choosing

The results of synchronous training learning designs, asynchronous training learning and physical face-to-face training learning that have been compiled into guidelines on the development of training learning materials.

Model Trial Analysis Results (Feasibility Test)

The material expert review is intended to assess learning materials at iso 21001:2018 comprehension training for educators and education staff at Kreativa School, Bogor. Aspects assessed in the learning material include learning aspects, material aspects, and language aspects. The material review was carried out by a material expert, namely Dr. Albahra, M.Kom. a lecturer at Raharja University, Tangerang. Below is the result of an expert assessment of iso 21001: 2018 comprehension training materials for educators and education staff at Kreativa School, Bogor in the Pandemic Era.

No	Aspek	Indikator	Nilai
1	PEMBELAJARAN	1. Kesesuaian rumusan tujuan pembelajaran pelatihan	80
		2. Kesesuaian metode yang	90

No	Aspek	Indikator	Nilai
1	<b>ASPEK PEMBELAJARAN</b> - Ketepatan Tata Letak Bahan Ajar - Keserasian Warna - Navigasi	1. Relevansi materi yang disajikan dengan tujuan pembelajaran pelatihan	80
		2. Kedalaman materi yang disampaikan untuk mencapai tujuan pembelajaran pelatihan	70
		3. Keakuratan materi yang disampaikan untuk mencapai tujuan pembelajaran pelatihan	80
		4. Kesesuaian materi yang	90

		digunakan dengan tujuan pembelajaran pelatihan	
		3. Kesesuaian tugas atau latihan yang disediakan dengan tujuan pembelajaran pelatihan	80
		4. Kesesuaian uraian materi dengan tujuan pembelajaran pelatihan	90
		5. Penyampaian uraian materi yang disajikan dalam pembelajaran mudah dipahami peserta pelatihan	80
		6. Kesimpulan dan rangkuman dalam pembelajaran disampaikan secara jelas	80
		7. Evaluasi yang disajikan lengkap	70
Total Nilai Aspek Pembelajaran			570
Rata-Rata Nilai Aspek Pembelajaran			81,4

Tabel 4.10 Hasil Review Ahli Materi Aspek Pembelajaran

No	Aspek	Indikator	Nilai
3	BAHASA	1. Kesesuaian ejaan yang digunakan dalam materi pembelajaran pelatihan berbasis jaringan sesuai dengan kaidah Bahasa Indonesia yang baik dan benar	80
		2. Ketepatan penggunaan bahasa pada materi pembelajaran pelatihan berbasis jaringan	70
		3. Kesesuaian gaya bahasa yang digunakan dengan peserta pelatihan	80
		4. Kemudahan	70
		redaksi pada materi pembelajaran pelatihan berbasis jaringan	
		5. Tingkat keterbacaan materi pembelajaran pelatihan	90
Total Nilai Aspek Bahasa			390
Rata-Rata Nilai Aspek Bahasa			78

Tabel 4.12 Hasil Review Ahli Materi Aspek

The results of the material expert review in the form of values ranging from zero (0) to one hundred (100) then in interpreting these values, interpretation is used according to Permendikbud No. 104 of 2014. The interpretation of values can be seen in the following table:

Interval Nilai	Hasil Konversi	Predikat	Interpretasi
96 - 100	4,00	A	Sangat baik
91 - 95	3,66	A-	
85 - 90	3,33	B+	
80 - 84	3,00	B	Baik
75 - 79	2,66	B-	
70 - 74	2,33	C+	
65 - 69	2,00	C	Cukup
60 - 64	1,66	C-	
55 - 59	1,33	D+	Kurang
≤ 54	1,00	D	

Tabel 4.13 Kualifikasi Skala Penilaian Instrumen Review Ahli

### One to One Trial

At this stage, the researcher carried out a trial of 3 (three) training participants selected from educators and education staff of Kreativa School, Bogor city who were respondents, where these educators and education staff had never attended the ISO 21001: 2018 understanding training course.

### Small Group Trials

At this stage, the developer conducted a trial of 7 (seven) educators and education staff, where these educators and education staff had never participated in the ISO 21001: 2018 understanding training course. Respondents were asked to do online learning and then fill out the questionnaire provided.

### Field Trials or Field Test

In the field trial stage, the developer conducted a trial of 15 educators and education staff of Kreativa School, Bogor city who were respondents, where these educators and education staff had never attended the ISO 21001: 2018 understanding training course. Respondents were asked to take part in training activities that began with studying training materials online for 4 (four) days, then attended physical face-to-face class training held in one of the school units. At the final stage, respondents were asked to fill out the post-test that had been provided. In general, during the field test, respondents seemed to have high motivation and were greatly helped by the development of online-based training for iso 21001: 2018 comprehension training subjects.

Observations made during field trials also showed the attitude of enthusiastic respondents in participating in this training. The results of the pre-test and post-test are analyzed to see the effectiveness of the training learning developed.

### Reviewing Trainee Performance

The activity of reviewing the performance of trainees can be reviewed using pre-test and post-test analysis. Pre-test and post-test data analysis is an analysis that aims to test the effectiveness of the online-based training development porsedur on the learning process of ISO 21001: 2018 comprehension training. Pre-test and post-test activities involved 15 educators and education staff of Kreativa School, the city of Bogor, which was mostly a respondent to the previous trial tahao. Pre-tests are carried out before using online materials, while post-tests are carried out after using online training materials as well as physical face-to-face meetings with training eye trainers that aim to see changes or improvements in the learning outcomes of trainees. The value of the pre-test and post-test is the value of participants' knowledge in using online training materials in the online-based ISO 21001 comprehension training course.

### Research Limitations

There are several limitations in the ISO 21001: 2018 comprehension training developed, including:

- 1.The training material presented does not include documented information preparation techniques or SMOP procedures according to ISO 21001: 2018, because the training objectives are still at the level of understanding.
- 2.Online-based training media, such as digital pocket books, presentation slides need to be supplemented with interesting illustrative images, equipped with interactive games, examples of the application of SMOP principles and the implementation of ISO 21001:2018 requirements. Video media that are already available, such as videos about explaining the principles of SMOP, need to be enriched with examples of its implementation in educational organizations, even other videos that discuss ISO material and its implementation can add learning resources that support e-books.
3. The need and convenience of trainees and trainers for a stable internet network and internet quota to access or download media and learning resources for ISO 21001: 2018 comprehension training is one of the main logistical prerequisites that need to be ensured before the online-based ISO 21001: 2018 understanding training is carried out.

## **Conclusion**

Based on the development design stages and the results of the feasibility test for online-based training using blended learning and a flipped classroom approach in the online-based ISO 21001: 2018 comprehension training course for educators and education staff at Kreativa Schools in the pandemic era, it can be concluded as follows:

1. The training implementation system in the pandemic era requires us to switch the traditional or face-to-face training learning system to an online-based training learning system, so that the development of human resources such as educators and education staff can still be implemented so that educational goals and even national education goals can be achieved.

2. The training development model used in this study is the Dick and Carey model which consists of 10 stages, namely (1) Identification of learning objectives; (2) Instructional analysis; (3) Analysis of student characteristics and learning materials; (4) Specific learning objectives are formulated; (5) Assessment instruments are developed; (6) Learning strategies are developed; (7) Teaching materials are selected and developed; (8) Formative evaluation is designed and developed; (9) Revise the learning program; (10) Summative evaluations are designed and developed. Dick and Carey's development model is then integrated with the PEDATI model, especially from the stage of developing learning strategies to the last stage of the Dick and Carey models, namely developing summative evaluation by developing blended training learning.

3. Online-based training learning using blended learning and flipped classroom approaches consisting of virtual synchronous classes, virtual asynchronous classes, collaboration classes, and physical face-to-face classes to support the distance learning process.

4. The feasibility of online-based training learning design is determined based on the validation results of the validation of the test of material experts, learning media experts, and learning design experts, then tested the effectiveness of this online-based training design to educators and education staff through one to one tests, small group tests, and field tests, the results of which are as follows:

a. Based on the results of the feasibility test of material experts, the feasibility of the training learning material shows category i both with an average score obtained of 79.8 and a detailed value of learning aspects of 81.4, a material aspect value of 80, and a language aspect value of 78. Thus, the assessment of the feasibility test aspects of the material that belongs to the good category means that the training material developed is feasible to use and without any revision;

b. Based on the results of the feasibility test by the training learning media experts, it shows that the presentation category of good material feasibility achievement with an average media feasibility achievement of 85.8 and the breakdown of the learning aspect value of 85 software and hardware aspect values of 90, and the value of presentation and material aspects of 82.5 means that the entire assessment of media feasibility test aspects is included in the good category. The recommendations and suggestions from media experts are that training learning media are declared suitable for use in the field and without any revision;

c. Based on the results of the feasibility test by the training learning design expert, it shows the presentation category of good design feasibility achievement with an average design feasibility achievement of 81 details of the learning aspect value of 80 display aspect values of 80, and the language aspect value of 82 means that the entire assessment of design feasibility test aspects is included in the good category. The recommendations and suggestions from design experts are that the training learning design is declared feasible to use in the field and without any revision of the training learning design;

d. Effectiveness test based on the results of students' responses regarding the online-based training learning system to understanding ISO 21001: 2018 using the training learning design that is being developed obtained the average value of the one to one test, and the small group test obtained a value of 85.6, which means that it is included in the good category, as obvious as the results of the field test trial, showing high motivation from respondents and respondents are greatly helped by the development of online-based training for ISO 21001:2018 comprehension training subjects;

e. The results of the pre-test and post-test analysis as an assessment of the performance of trainees received an N-Gain of 0.79 which showed a high category and if converted to the level of achievement of the review results showed that the effectiveness of the training learning process was included in the effective category. So that it can be concluded that the development of online training proceedings in the course of understanding training ISO

21001: 2018 is able to effectively improve the learning outcomes of trainees. The conclusion must clearly indicate the results obtained in the research, its advantages and disadvantages, as well as the possibility of further development. Conclusions can also be paragraphs, but they should be in the form of points using numbering or bullets.

## **Suggestion**

The existence of deficiencies in this study cannot be avoided as much as the researcher and there are still many things that need to be reviewed and redeveloped. Suggestions from researchers for future research or development include:

For Educators, Educators are able to use and optimize online-based learning procedures as an alternative to the learning process of students in the pandemic era as a form of anticipation and overcoming difficulties in delivering quite a lot of learning materials with limited time allocation so that students try to be able to learn independently from home.

For Educators and Education Staff, Educators and Education Staff can implement the management system of educational organizations both during a pandemic or normal conditions to provide the best and quality service to customers and meet the needs and expectations of educational stakeholders and on the other hand as resources in the organization contribute to accelerating the achievement of the vision, mission and goals of the organization.

For Learners, Students as one of the customers of an educational organization receive the benefits of implementing ISO 21001: 2018 in educational institutions so that the rights as learners can be fulfilled according to the needs of each student. On the other hand, students can also improve learning outcomes with a variety of online-based learning systems run by educators.

For Institutions, Kreativa School, Bogor city can apply the online-based training learning development model as an alternative and innovation in an effort to develop the abilities and skills of educators and education staff in the school environment.

For Researchers, Other researchers can develop online-based training learning models using other online learning media such as web-based, including moodle, drupal, cmd wordpress, and others. Other researchers can also develop online-based training learning models with different training subjects to improve the capacity of human resources in any field including the field of education. Suggestions were expressed for further research to close the research deficiencies. The advice also does not contain suggestions outside for further research.

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