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# SCHOOL MANAGEMENT TRAINING FOR SCHOOL PRINCIPLES IN WEST JAVA PROVINCIAL GOVERNMENT

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## Abstract

Training is a systematic process of imparting knowledge, skills and behavior to individuals or groups in order to improve their abilities and productivity in work or daily life. Through training activities, employees have a great opportunity to absorb new values that have not existed so far, so that with these new patterns they can improve their profession in carrying out the tasks assigned to them. This article was prepared by utilizing literature study as a writing method. In addition, the authors also confirm the information obtained with data from interviews. The research results show that the advantages of e-learning-based training such as those conducted by the West Java BPSDM are the flexibility of time and place for participants, more affordable costs, and the ability to reach participants from various regions or countries. However, the weakness of this training is the limited direct interaction, especially for participants who do not have the same access to technology and the internet.

**Keywords:** Training, BPSDM, E-Learning

## Abstrak

Pelatihan merupakan proses yang sistematis untuk memberikan pengetahuan, keterampilan, dan perilaku kepada individu atau kelompok agar dapat meningkatkan kemampuan dan produktivitas mereka dalam pekerjaan atau kehidupan sehari-hari. Melalui kegiatan pemberian pelatihan, para pegawai mempunyai kesempatan besar untuk menyerap nilai-nilai baru yang selama ini belum ada, sehingga dengan pola-pola baru tersebut mereka dapat meningkatkan profesinya dalam melaksanakan tugas yang dibebankan kepadanya. Artikel ini disusun dengan memanfaatkan studi literatur sebagai metode penulisan. Selain itu penulis juga mengonfirmasi informasi yang didapat dengan data dari hasil wawancara. Hasil penelitian menunjukkan bahwa kelebihan pelatihan berbasis e-learning seperti yang dilakukan oleh BPSDM Jawa Barat adalah fleksibilitas waktu dan tempat untuk peserta, biaya yang lebih terjangkau, serta kemampuan untuk menjangkau peserta dari berbagai daerah atau negara. Namun, kelemahan dari pelatihan ini adalah keterbatasan interaksi langsung, terutama bagi peserta yang tidak memiliki akses yang sama terhadap teknologi dan internet.

**Kata kunci:** Pelatihan, BPSDM, E-Learning

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## INTRODUCTION

BPSDM West Java Province is a regional apparatus that prepares the capacity development of the West Java provincial apparatus as a provincial government apparatus, where the dynamics of the country's human capacity building needs are complex. In strategic planning, the formulation of goals and objectives is an important part of realizing the mission and vision of the organization. BPSDM West Java Province as an equipment manufacturer in West Java is committed to educating personnel who are able to work and develop both individual and organizational skills through training and education.

Training is a systematic process of imparting knowledge, skills and behavior to individuals or groups in order to improve their abilities and productivity in work or daily life. Interpretation Training for Sedarmayanti (2013) is an effort to activate the work of less active members of the organization to reduce the negative effects caused by a lack of learning, limited experience or lack of confidence from some members or group members. Sikula in Mangkunegara (2009) is a short-term learning process that uses a systematic and organized method in which non-senior employees seek knowledge, and Samsudin (2009) reports an increase in various work skills in a relatively short time.

It is not enough for an institution to simply train its staff through assignments, transfers and promotions, all of which must be balanced with training. Through training activities, employees have an excellent opportunity to adopt new values that may have never existed before, enabling them to use these new models to improve their profession by carrying out the tasks assigned to them. Planned development programs benefit society in the form of increased productivity, increased morale, reduced costs, and increased stability and flexibility (flexibility) to enable society to adapt to changing external demands. Such programs also help meet an individual's need to find meaningful work for a lifelong career.

## **METHODS**

This article was prepared by utilizing literature study as a writing method. Literature study is interpreted as solving problems by tracing written sources that have been made before (Honer & Hunt, 2003; Setyosari, 2010). In other words, the term Literature Study is also very familiar with the term literature study (Zed, 2008). Researchers utilize sources of journals and books related to training in government agencies. In addition, the author also confirms the information obtained with data from the results of interviews conducted with one of the widyaiswara related institutions.

## **RESULTS AND DISCUSSION**

### **Results**

Training plays a very important role in the organization and aims to ensure the survival of the organization itself. Sport, in any form and level, always leads to changes in attitudes, both individually and in groups. For an organization or industry, the presence of competent people in the organization is very important because the organization will run effectively if it is led by people who have special knowledge in carrying out the tasks assigned to them. One way to improve skills and produce a competent workforce is through education or training. Training must be adapted to specific work areas so that staff are truly experienced in their fields. Meanwhile, Hadari Nawawi (2005) explains that training is a program to improve the ability to work alone, in groups or based on organizational/industry status levels. Training is also the process of teaching specific skills or roles to satisfied employees to help them correct inefficient work habits. From the opinions of the experts above, it can be concluded that the notion of education is a short-term process in which a person, both individually and in groups, can develop the skills they use in their work to acquire skills that contribute to achieving industrial goals. Rivai's coaching notes (2009) can be seen: 1) knowledge or learning process 2) changes in attitude 3) results. group or based on organization/industry status level. Training is also the process of teaching specific skills or roles to satisfied employees to help them correct inefficient work habits. From the opinions of the experts above, it can be concluded that the notion of education is a short-term process in which a person, both individually and in groups, can develop the skills they use in their work to acquire skills that contribute to achieving industrial

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Simamora (2004) Training and development are two terms that are sometimes used simultaneously or interchangeably. Training (education) aims to broaden and improve knowledge/skills as well as change employee behavior/attitudes in a productive direction. Development can be combined with the future needs of industrial employees and organizations. Further training and education is an advantage for long career employees to experience greater responsibilities in the future. Simamora (2004) said that the purpose of training and development is to maintain and improve employee performance. Training aims to improve current work performance, while development aims to improve current and future work performance. The purpose of this training is to help employees do their jobs better. The development is a forward-looking development investment in human resources. Both managers and non-employees tend to receive more technical training than managers who receive more development in the form of conceptual or analytical skills and interpersonal skills to deepen their knowledge and align recruitment with specific strategic objectives.

E-learning according to Markus in Iksan, et al (2018) can be defined as a learning process that arises through interaction with digitally provided content, web-based services, and instructional support. E-learning is technology-mediated learning using computers, both remotely and face-to-face in class (computer-based learning). It is a shift from the traditional educational or training mindset to personal, flexible, individual and independent ITC. Community-based learning collaboration of students, teachers, facilitators, and experts.

Online learning technologies offer control over content, duration of learning, pace of learning, time of day, and often media. In managing the use of online learning materials, you need to understand the programming language, in this case programming. Innovations in online learning technologies are leading to revolutions in education, enabling individuality in learning

(adaptive learning), increasing participant interaction with others (collaborative learning), and changing the role of the teacher. The integration of online learning into education can trigger a shift towards the adoption of adult theory, in which educators are no longer in the role of content distributors, but are more involved as learning facilitators and competency assessors.

Online learning is also known as online learning, e-learning, distributed learning, computer based teaching or online learning. Historically, there have been two common approaches to online learning: distance learning and computer-based learning. Distance learning uses information technology to provide instruction to participants in remote locations from a central location. Computer-based instruction (also called computer-based learning and computer-based education) uses computers to provide separate multimedia packages for teaching and learning. multimedia learning. Multimedia uses two or more media such as text, graphics, animation, audio or video to produce interesting content that participants can access via a computer. blended learning, a relatively new term in teaching but a concept familiar to most trainers, is an approach that combines online learning technologies with traditional teacher training, where, for example, lectures or demonstrations supplemented by online learning tools are added. This situation can be classified as the process of implementing learning or improving learning.

West Java BPSDM currently uses e-learning-based online methods in implementing its training programs. One of the many training programs implemented is school management training for school principals. The training was carried out using the LMS (Learning Management System) and combined with virtual face-to-face. Particularly for principal training, the pattern is more on sharing experiences, because school principals also have experience in terms of leading. The presentation patterns in the material are more for discussion, sharing of experiences or often packaged in a podcast-like pattern.

Meanwhile for training teaching materials starting from the preparation of the curriculum. So that the scope reads well regarding learning objectives, learning indicators and so on. The teaching materials were developed by tutors. These supervisors consist of supervisors and widyaiswara. Usually meetings are held via zoom. The teaching materials were developed by each teacher who worked in pairs between school supervisors and BPSDM widyaiswara. After the teaching materials are made, they are usually discussed at plenary meetings until a pattern of presentation of the curriculum is agreed upon.

In terms of partnership, BPSDM works closely with the West Java Provincial Education Office (Disdik JABAR) in terms of recruiting participants. Usually, the list of participants has been prepared by the JABAR Education Office with agreed terms. So BPSDM only has to execute the training process until it is authorized to issue certificates for participants. Implementation of School Management Training for Principals is carried out for 5 days. The evaluation was carried out after the training process, namely using the dialogue method, which was delivered directly by the participants through the LMS or face-to-face. In the dialogue session the participants provided suggestions, input, constructive criticism regarding the training that had been carried out.

## **Discussion**

Widyaiswara is one of the functional positions in BPSDM, and the number is the most. This is because it is in accordance with the main duties and functions of BPSDM as the education and training organizer. Meanwhile widyaiswara is the teaching staff at the training. In a way, widyaiswara is a core functional position at BPSDM.

The task of the widyaiswara is to carry out Dikjarti (Education, Teaching and Training). In some technical trainings, widyaiswara also has other tasks such as compiling a training curriculum. Unlike other trainings, for example Latsar, PKP, PKA, PKN the curriculum has been made by LAN (State Administration) and the widyaiswara are only implementers. Meanwhile, technical training, whether in the field of agriculture, tourism or public relations, is prepared by widyaiswara. The resource person acts as a widyaiswara in the field of education.

Related to training management at BPSDM, implemented in several fields. For example in the field of managerial technical competency development (PKA, PKP, PKN, core technical competency development or PKTI). However, school principal training itself is not included in the managerial field, because it is more technical in nature. This training for the Principal who is responsible for implementing it is the PKTI sector, including echelon IV officials who are responsible. Starting from planning, training stages. Because there are several echelon IV officials, who are responsible for this training. One that handles educational training. This section is also responsible for planning, how many batches of training for the principal will be made, and adjusted to the budget and determine how this training is organized through stages, for example the first meeting for the preparation of the training curriculum. Of course the WI (Widyaiswara) education group was invited. Then work for some time to draft the curriculum, then discuss it together in several meetings to produce an agreed curriculum. The curriculum that has been made will be proffered and given to the leadership. If it has been approved, signed, just carry out. then discussed together in several meetings to produce an agreed curriculum. The curriculum that has been made will be proffered and given to the leadership. If it has been approved, signed, just carry out. then discussed together in several meetings to produce an agreed curriculum. The curriculum that has been made will be proffered and given to the leadership. If it has been approved, signed, just carry out.

While from the implementation side, training such as training for school principals, BPSDM collaborates with the education office. The task of BPSDM is to carry out its implementation and maintenance. While the process of recruiting participants, BPSDM did not do that. This is because it is within the jurisdiction of the Education Office. BPSDM shares tasks with Disdik, shares the role of Disdik who recruits participants, but the requirements are discussed together, who gets priority, discussed with Disdik. After the requirements have been formulated, they are then informed by the Disdik to each branch of the service. Then the process of selecting participants is carried out, entering into the list then, then the Disdik makes a list, along with the priority and sequence. Then it is calculated how many batches of participants are prepared by BPSDM. Likewise Disdik, will prepare a number of people from that generation. For example, if one class consists of 30 people, BPSDM prepares 6 batches. Then the Disdik will prepare 180 people in that 1 year. The Widyaiswara is in charge of providing material support, in accordance with the curriculum that has been made. But because this is a technical training that involves the Disdik, the widyaiswara also collaborates with sources from the Disdik, in this case the supervisors. Because the training participants were SMA/SMK/SLB, the supervisors involved were SMA/SMK/SLB supervisors. Because supervisors have technical capacity and experience on how schools are currently being developed. But because this is a technical training that involves the Disdik, the widyaiswara also collaborates with sources from the Disdik, in this case the supervisors. Because the training participants were SMA/SMK/SLB, the supervisors involved were SMA/SMK/SLB supervisors. Because supervisors have technical capacity and experience on how schools are currently being developed. But because



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Regarding the training model used, the sources stated that the training was actually designed to provide a variety of experiences, such as independent learning experiences, for example through the LMS. Usually the training participants are enrolled to be able to master the LMS. The LMS provides materials that can be studied. Then the participants will also carry out face-to-face learning or change it to virtual face-to-face as it is today, so that participants can interact with the tutors. But specifically for the training of school principals the pattern is more on sharing experiences, that is because school principals have experience on how they lead. The presentation patterns in the material are more for discussion, sharing of experiences or are often packaged in patterns such as podcasts in the learning process.

As for the development of training teaching materials developed procedurally. First, the curriculum is discussed, the scope of which will be read in the curriculum both regarding learning objectives, learning indicators have been arranged. Tutors will develop teaching materials. Because these supervisors consist of supervisors and widyaiswara, they usually hold several meetings. Meetings generally use zoom. Then the materials are arranged, assigned material to each teacher. If the material is ready, then it is usually discussed in plenary until a pattern of presentation of the curriculum is agreed upon. So the process involves widyaiswara and supervisors who will later supervise the training subjects. The material is delivered collaboratively by the widyaiswara and supervisors, for example materials that are technical in nature education, materials that are general in nature, mandatory materials, and materials related to technical education. Specifically for technical education materials, the learning is partnered with two supervisors, namely one widyaiswara and one supervisor. For example, for curriculum management materials, for academic supervision materials, for school entrepreneurship development materials, all of them are managed by the element of one supervisor, one widyaiswara.

In the context of school principal training, the material presented is packaged into basic material, core material and supporting material. The basic material is usually some kind of basic policy. Basic education policy prov. West Java. Then there are mandatory materials that are required to be available at BPSDM, such as materials on prevention of criminal acts of corruption. It must always be present in every training, then material that contains soft skills. In this case the principal is referred to as the personality development of the principal. Meanwhile, there are 4 types of core material, namely:

1. Management of curriculum and learning
2. Academic supervision
3. Development of school entrepreneurship
4. Principal leadership

In addition, the supporting materials are building learning comments (BLC). Introductory in nature to start the learning process so that it can take place in a conducive situation, there is BLC material as a kind of conditioning.

Specifically for school principal training, we partner with the Education Office. Because the party that has the authority to recruit and assign is the Disdik, not BPSDM. Then the collaboration was also manifested in the form of speakers from the education sector policy elements from the Department of Education. The speaker can be the Head of Service or the Head of the Field. The next collaboration is supervisors recruited by supervisors who so far have often been resource persons or instructors regarding curriculum and school development from the Disdik, although they are sometimes taken from several service branches. But still the recruitment process goes through the provincial education office. Even though it is personal in nature, entrepreneurship material is often invited from sources from the business world. Entrepreneurs who have and have been collaborating with the school, then they were invited to share experiences on how to develop entrepreneurship and what could be collaborated with the school. Involvement of parties and collaborations built with external parties in order to make the principal's training successful. Apart from that, there is also material on prevention of criminal acts of corruption, usually in collaboration with communities or anti-corruption extension organizations. The sources are usually anti-corruption counselors in West Java. usually cooperate with community or anti-corruption extension organizations. The sources are usually anti-corruption counselors in West Java. usually cooperate with community or anti-corruption extension organizations. The sources are usually anti-corruption counselors in West Java.

Evaluation of the training carried out is divided into the first, evaluation for participants. Evaluation of the participants has a pre-test before entering learning and there is a post-test after learning. Although it tends to be cognitive only. Second, a learning process was also carried out regarding the activeness of the participants. Evaluation is also carried out in the sense of observation during the learning process. The second type of evaluation is the evaluation of training implementation. Was the implementation of the training going well, according to plan, or giving satisfaction to the participants in terms of, for example, service, in terms of the appropriateness of the material, in terms of the capacity of the tutors according to the participant's assessment. That thing being evaluated is called implementation evaluation. And the participants can complete the learning evaluation by answering questions in the LMS directly.

For school management training, each school principal is only given once. For now, there is no other training for school principals. Actually, through the evaluation, BPSDM always captures aspirations. So this means that when the participants who need the current version of school management training have been considered completely fulfilled, then of course BPSDM will develop other training models for school principals that suit their needs. So far, there have been several inputs from the evaluation dialogue. Some of what school principals want, for example the next training they want training in the field of financial management, how to manage finances so as to avoid various forms of irregularities or potential irregularities that have the potential for example dealing with the law. There were also those who suggested how the school could be guided/guided to make a strategic plan (renstra) from starting to make RAKS, then curriculum documents. What really needs to be developed in schools, BPSDM has not decided at this time because there is still one more batch that is continuing or completing or completing school management training. If this is finished, maybe in 2024, BPSDM will design other training according to the needs of school principals. BPSDM has not determined at this time because there is still 1 more batch that will continue or complete or complete school management training. If this is finished, maybe in 2024, BPSDM will design other training

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Regarding the length of training, BPSDM has designed it for 5 days and that is equivalent to 32 JP. Because BPSDM also has to share time with other schedules that are no less busy. Indeed, in general, the training made in this range. About 30+ JP and the certificate makes up for a credit score.

The skills expected from this training, the principal must have competence, competence in accordance with Permendiknas no. 13 of 2007, as a legal basis. There are 5 competencies that must be possessed by school principals, namely personality, social, managerial, supervision and entrepreneurial competencies. The material directed at this training adapts to the competencies needed by the school principal. It just can't be fully developed. For example, managerial competence has a very broad dimension, but what is currently needed and now is urgent is the management of the learning curriculum, bearing in mind that changes, for example from the pandemic to the new normal, require different management. The second is due to the implementation of an independent curriculum and even though the ministry has prepared an independent teaching platform or where they can learn a lot from various sources prepared by the Ministry of Education and Culture, basically discussions and direct guidance are still important. This training forum is an arena for direct discussion and guidance related to the implementation of the curriculum itself. So the direction is indeed on the competence of school principals in accordance with the National Education Regulations.

In terms of committees are usually formed in the field, one section is in charge of handling this training, they will form committees. Who is responsible for the IT field, for example, because learning at this time is more virtual, so there is an IT team that controls it. Either controlling the zoom meeting or controlling the LMS. There is an assigned team. There is a team in charge of guiding the event, whether being the MC at the opening or closing, there is a committee in charge of ceremonial activities, for example reading prayers, there is also a committee in charge of being the host or moderator during the presentation session, that's the arrangement in each section/ field who is responsible answer.

BPSDM has the authority as the education and training organizing institution to issue certificates for the training participants held. Including Principal management training, published by BPSDM. The Disdik is not authorized, even as an institution that recruits participants but the BPSDM actually does the training. All processes that occur are certainly bridged by collaboration. But the authority to issue certificates lies with BPSDM. If learning is virtual, the certificate is usually distributed to the participants in the form of a soft file, not in the form of a hard file, especially when signing a certificate is usually done electronically.

In terms of the effectiveness of E-Learning-based training, of course a comparison must be taken from other training that has been standardized by LAN. Examples include latsar, PKP, PKA. Actually the pattern recommended by LAN is actually hybrid or blended. So part of the time is spent online but there is also an offline session. The classic session, it's a combination. In some ways, indeed, calcical is certainly more effective. Take for example, if we present material on group dynamics, if it is virtualized, the group activities become unreal. In contrast



to the classics, it is obvious that teamwork will be built. But even so, for some things this online technique or method has a certain effectiveness. Examples in for example coaching or mentoring to latsar participants, PKA.

### **SWOT analysis**

According to Rangkut (Kurniati, 2019), SWOT analysis is a useful tool for analyzing the overall organizational situation. This approach aims to develop strengths and weaknesses in the internal environment as well as opportunities and threats in the external environment. This approach suggests that the main problems faced by the organization can be analyzed by looking at each of these internal and external factors. According to Rangkut, SWOT elements include (Kurniati, 2019). Strengths and opportunities while minimizing weaknesses and risks. The strategic decision-making process is always related to the development of the organization's mission, goals, strategies and policies. Therefore, strategic planning must analyze the factors of the institution's strategy (strengths, weaknesses, opportunities and threats) with the existing conditions.

According to Fahm (2013), SWOT analysis compares external factors of opportunities and threats with internal factors of strengths and weaknesses. To analyze the SWOT analysis in more depth, it is necessary to consider external and internal factors as an important part of the SWOT analysis: (1) External factors, ie. factors that influence the emergence of opportunities and risks. This factor concerns conditions outside the organization that affect decision making. These factors include the industrial environment and the macroeconomic business environment, economics, politics, law, technology, population and socio-culture. (2) Internal factors are factors that influence the development of strengths and weaknesses. This factor refers to the conditions that exist within the organization, which also affect decision making. These internal factors cover all types of operations management: Marketing, Finance, Operations, Human Resources, Research and Development, Information Systems (threat). The strategic decision-making process is always related to the development of the organization's mission, goals, strategies and policies. Therefore, strategic planning must analyze the factors of management strategy and organizational culture.

In the context of e-learning based training, SWOT analysis can assist in understanding the internal and external factors that can influence the success of the training. The following is a SWOT analysis for e-learning based training:

#### ***Strengths:***

- a. Flexibility of time and place for participants because the training can be accessed online
- b. Training costs can be more affordable compared to face-to-face training
- c. Training materials can be updated and adapted to the needs of participants quickly and efficiently
- d. Can reach participants from various regions or countries more easily and cheaply

#### ***Weaknesses:***

- a. Limited direct interaction between participants and teachers or between participants and other participants
- b. Not all participants can have the same access to technology and internet access
- c. Requires independent ability and high motivation from participants to study independently

- d. Not all types of training can be delivered effectively through e-learning platforms

***Opportunities:***

- a. There is a large market potential for e-learning based training because many institutions or individuals need training but are unable to attend face-to-face training
- b. Ability to offer training in multiple languages to reach participants from different countries
- c. Can integrate training with other digital platforms such as social media or institutional websites to increase participant engagement

***Threats:***

- a. There are risks to participant data security and vulnerability to cyber attacks
- b. The challenges in developing technology to suit training needs are complex and varied
- c. Challenges in developing curricula and training materials that are effective online and can meet high quality standards.

In conducting a SWOT analysis, it is important to consider the factors that can influence the success of e-learning based training and determine the right strategy to take advantage of strengths, overcome weaknesses, take advantage of opportunities, and deal with threats. This is also in line with the opinion of the informant, that the training method applied by BPSDM currently uses e-learning based online methods which in practice have advantages and disadvantages. For example, when the presentation took place, the speaker brought group dynamics material. Its effectiveness decreases when the activity is virtualized. However, besides that, the online method is very helpful from a budget point of view. So that the budget for the need for the implementation of this training can be reduced.

## **CONCLUSION**

Based on the SWOT analysis on e-learning-based training, it can be concluded that the advantages of e-learning-based training as conducted by BPSDM West Java are the flexibility of time and place for participants, more affordable costs, and the ability to reach participants from various regions or countries. However, the weakness of this training is the limited direct interaction, especially for participants who do not have the same access to technology and the internet. There are also great opportunities for the e-learning-based training market. However, there are also threats from competition from in-person or other online training, as well as risks to data security and challenges in developing technology and effective training materials online. Therefore, there needs to be an appropriate strategy to take advantage of strengths, overcome weaknesses, take advantage of opportunities, and deal with threats in e-learning based training.

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