# Analyzing the Impacts of Course and Training Institution Management on Education Services for Communities during the Covid-19 Pandemic

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# Analyzing the Impacts of Course and Training Institution Management on Education Services for Communities during the Covid-19 Pandemic

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**Abstract.** The unexpected and rapid spread of COVID-19 throughout the world has made the course and training institution management face various problems, such as adapting new learning habits by using blended learning, tutors and students who have not well mastered the utilization of online learning media, and tutors' ability to train the Learners to quickly adapt and utilize the new technology when learning from home. This study aimed to analyze the impacts of course and training institution management on educational services for communities during the COVID-19 pandemic. The analysis was conducted on six education program management indicators starting from planning to development. Furthermore, the impacts of course and training activities performed by the institutions during the COVID-19 pandemic were also analyzed. This study was participated by 27 course and training institutions in Tasikmalaya. A qualitative research method was performed to collect the research data. The research found that the course and training institution management was in accordance with the concept of education program management starting from planning to supervising. In addition, the impacts of course and training institution the management during the COVID-19 pandemic included: (a) developing the managers' ability to deal with the unexpected situations; (b) developing the tutors' and students' ability related to skills mastered after training and online learning media; (c) increasing the existence of institutions; (d) increasing the public trust to the related institutions. Meanwhile, the institutional infrastructure completeness was strengthened by making partnerships with the other institutions and the industrial world, as well as increasing the quantity and quality of graduates. However, the managers did not feel the impacts.

**Key words:** COVID-19, impact, management, training, education service, community

## INTRODUCTION

Throughout the history of human development, this COVID-19 pandemic is a period which mostly has drawn the attention of people around the world. Sandford (2020) has estimated that approximately 4 billion people are now living in social isolation during the pandemic. When this COVID-19 pandemic has widely spread throughout the world, effective treatments are greatly required (Muhammad Hamdan Gul, Zin Mar Htun, Nauman Shaukat, Muhammad Imran, and Ahmad Khan, 2020) both from the government and WHO as the world health organization. The COVID-19 pandemic is a rare phenomenon in the world and impacts various human life sectors. To decrease the spread of COVID-19, the world health organization (WHO) and most governments have recommended that all people should stay at home (Thiago Matias, Fabio H Dominski, and David F Marks, 2020). The 2019-2020 period was considered as a challenge for both formal and non-formal education institutions. The educational efforts were, in facts, limited in space and time due to the outbreak of the COVID-19 pandemic in many countries throughout the world. Most countries in the world have recently registered and confirmed millions of COVID-19 cases (Saleh A Alqahtani and Jorn M Schattenberg, 2020). To prevent from the spread of the COVID-19, a popular lockdown policy has emerged and resulted in various significant health, economic, environmental, social and, educational consequences.

The recent implementation of education should adapted to the social developments and changes to improve the quality of human resources and increase the dignity of various community levels (Prasetyo *et al.*, 2021). If education is equally implemented, the development of knowledge and technology may only be enjoyed by certain community levels leading to various social problems, such as unemployment resulted from the large number of workforce with low education levels and skills. Large number of workforce with the relatively low education levels and skills is one main cause of low competitiveness in obtaining job opportunities both in home and foreign countries and eventually results in high unemployment and poverty.

Nowadays, the government has continuously strived to improve the education services for communities, to balance the number of people looking for educational institutions, and to prepare the prospec-

tive workers with competencies meeting the demands of job vacancies and keeping up with the development movement better. There are many ways to develop people's competencies and skills, such as conducting trainings or involving communities in trainings to develop their competencies and skills. Training and education were greatly attractive as mechanisms to achieve the individual development, capacity building, and institutional changes through the development assistance programs (Robert Cannon, 2001).

This study focused on analyzing the impacts of course and training institution management on educational services for communities during the COVID-19 pandemic. The possible impacts of those training programs included capacity building, institutional strengthening, and individual professional development in both long- and short-term periods. People generally tend to be interested in ensuring that the results of training can be effectively achieved and highly sustainable. Sustainable results actually depended not only on the number of trainings (Narayanasuwami, 1991) but also influenced by trainings related to the institutional strengthening, such as infrastructure development, relationship with industries and communities, as well as leadership and management. Sudjana (2004) stated that management is a special ability and skill to perform an activity together with others in achieving the organizational goals. according to Sudjana, the management functions included planning, organizing, mobilizing, supervising, evaluating, and developing.

The implementation of courses and trainings requires face-to-face learning activities as an introduction, strengthened by practices in the classroom. However, the implementation of government policies to prevent from the outbreak of COVID-19 has significantly impacted the management of courses and trainings during the COVID-19 pandemic. The trainings conducted during the COVID-19 pandemic provided their own challenges for managers, tutors, and students in adjusting with the new learning environments due to the recent COVID-19 pandemic conditions. The unexpected and rapid spread of COVID-19 throughout the world has made the course and training institution management faced various problems, including adapting new learning habits by using blended learning, tutors and students who have not mastered the utilization of online learning media, and participants' ability to quickly adapt and utilize the new technology when learning from home.

Trainings were actually designed for face-to-face teaching, while during the COVID-19 pandemic, tutors should be able to adapt themselves with the online teaching. Benjamin Luke Moorhouse (2020) mentioned that training should be completed by the

tutors who are capable of operating the recent development of technology and ready to give online courses in response to the recent issues on health emergencies. On the other hand, the managers were actually not ready to deal with this unexpected COVID-19 pandemic. Thus, they reduced the educational service intensity for communities. Therefore, this study tried to analyze the impacts of course and training institution management on educational services for communities during the outbreak of the COVID-19 pandemic.

## METHOD

The research uses a qualitative approach with a descriptive method, where the data is obtained through two interviews, namely open interviews and closed interviews. Both interviews were collected and focused on managing courses and training institutions for education services for the community during the COVID-19 pandemic. Samples were taken from the management of courses and training institutions in Tasikmalaya City. A total of twenty-seven institutions are willing to participate in the research voluntarily. Those who join the research are the managers of courses and training institutions that actively provide educational services for the community so that they experience directly the impact of the management of institutions on community education services during the pandemic.

Researchers used closed interviews due to limited wiggle room in conducting semi-structured group interviews during the pandemic, so closed interviews were conducted through google forms distributed to all course and training institution managers. A total of forty-five closed interview statement questions were given to the managers of course and training institutions during December 2020. Interviews with the management were recorded, then interpreted by researchers and analyzed using descriptive analysis. Similar to closed interview data, the data is interpreted in accordance with the focus of the study so that descriptive data about the management of educational programs in the pandemic period. Researchers recognize the importance of audit trails (Thomas, 2006), so that all field records, transcripts, process records, and data analysis results are well maintained.

## RESULTS AND DISCUSSION

The management of education programs is better known as education program management put forward by Sudjana since 2000 with six indicators, namely planning, organizing, mobilization, coaching, assessment, and development. *Management* which in some contexts both have similar meanings, with the

content of meaning to control which means *to* organize and manage (Husaini, 2004). Adisasmita (2011) suggests that management not only carries out an activity, but is a series of activities that include management functions, such as planning, implementation, and supervision to achieve goals effectively and efficiently.

Management is a special ability and skill to do a good activity with others in achieving the goals of the organization (Sudjana, 2000). The management of educational programs has long been studied in the management of educational programs, especially nonformal education. Courses and trainings are one type of educational program unit in Indonesia. The government's juridical governance explicitly regulates the management of education in the government regulation number 66 of 2010 on the management and implementation of education. Education management is the regulation of authority in the implementation of the national education system by the government, provincial government, district/ city government, education providers established by the community, and educational units so that the education process can take place in accordance with national educational objectives.

This study focused on analyzing six indicators of Sudjana education program management (2000) ranging from planning to development. These six indicators are considered relevant in examining the management of educational programs conducted by course and training institutions in the midst of the COVID-19 pandemic. These six indicators consist of planning, organizing, mobilization, coaching, assessment, and development (see Figure 1)
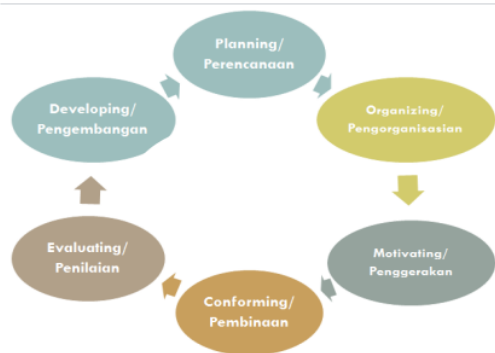


**Figure 1**. Education Program Management (Sudjana, 2000)

## Overview of Management of Courses and Training Institutions in Tasikmalaya City

A total of 27 managers of courses and training institutions participated in this study through closed interviews with details of participants including:

eleven people whose institutions are not yet accredited, five people whose institutions are accredited by a, two people whose institutions are accredited, seven people who are accredited institutions B, and two people who are accredited institutions A. 27 managers are managers of course institutions and training activities in providing educational services nonformal for the community in TasikmalayaCity.

The majority of them are unaccredited institution managers as well as in the application process. Respondents have diverse educational backgrounds, some have studied postgraduate education, some have completed undergraduate education, and some have completed high school education (for more details can be seen in table 1. below).

**Table 1**. Participant Institution Data

| Accreditation of Institutions | Sum |
|---|---|
| A | 2 |
| B | 7 |
| C | 2 |
| Accredited | 5 |
| Not Yet Accredited | 11 |
| Total | 27 |

Based on field observations conducted by researchers, there are actually 45 institutions registered to conduct course education and training services in Tasikmalaya City, but actively conducting educational services in the community only amounts to 27 institutions. After a closed-door interview, it was obtained that of the twenty-seven institutions that provide educational services in Tasikmalaya City, only three institutions did not continue their education during the pandemic.

This is related to the unpreparedness of the manager in dealing with impossible situations so that the manager has difficulty adopting new habits in learning that use *blended learning,* the ability of tutors and learners who have not mastered technology, especially in the use of online learning media, as well as the ability to train learners quickly to use new technologies when learning from home, (Hasanah, 2021). The pace of change is such that many agency leaders do not know how to adapt and change.

The COVID-19 pandemic around the world has accelerated the use of technology by many parties to encourage the creation of a fourth industrial revolution. Schwab (2016) mentioned that the fourth industrial revolution was digitization and automation of work. This proves that pandemics have caused unimaginable disruptions in the workplace and revealed gaps in the use of technology in the organizational space, but better use of technology has shown that learning technology is beneficial for quality devel-

opment, improving skill sets, and not an obstacle (Hughes, 2020).

Unlike the three institutions that are experiencing obstacles, as many as twenty-four courses and training institutions continue to conduct educational service in the pandemic. Although with limited wiggle room unlike before the pandemic, but they still try to meet the needs of the community towards education with the implementation of learning in the classroom still pay attention to health protocols.

The majority of managers agreed to continue to provide educational services for the community despite the limitations of the pandemic period. They revealed that the importance or adaptation of education services to the community. Not only that tutors as trainers and trainees, and institutions must work together to keep adjusting to changes after COVID-19. These adjustments include self-adjustment of their own technological skills devices. Hughes (2020) revealed that many educators have not used many of the most prevalent technologies for the success of the fourth industrial revolution until the time of the COVID-19 pandemic requires them to do so.

A total of twenty-four courses and training institutions in Tasikmalaya continue to perform educational services during the pandemic while keeping an eye on health protocols. Adaptation of new habits in learning conducted by the manager, among others, is to tell all tutors and students to prepare themselves in doing learning (*blended learning*) or learning conducted online for theory and offline learning in the classroom for practice, (Djibu and Shofwan 2019). In addition, some managers also take the time to find out and follow the development of COVID-19 cases on various social media. The analysis of the needs of the program is still carried out by all participant agencies, and all agree that they can determine the general purpose and specific purpose of the program to be implemented after conducting the needs analysis.

Although in its realization three institutions did not realize the results of their analysis in the form of educational services during the pandemic. This is inseparable from the consideration of each institution's capacity in facilitating the learning carried out. This is in line with Hughes' findings (2020) which reported that the COVID-19 pandemic forced some parties to quickly shift their learning to online platforms or remote technology in the middle of the semester (e.g. *Zoom, WebEx, Microsoft Teams,* etc.). The acceleration of adaptation using technology in learning is one of the obstacle factors in the implementation of educational services in today's society.

A total of twenty-four institutions that continue to perform educational services for the community in the future agreed that they used six indicators of Sudjana education management (2000) starting from

the planning, organizing, mobilization, coaching, assessment, and coaching stages. These six indicators are prepared and designed after the analysis of people's learning needs. This is in line with traditional management functions (Haimann and Scott, 1970) starting from the planning, organizing, staffing, influence, and control stages.

**Planning**

Planning is a systematic process of making decisions about actions to be taken in the future (Sudjana, 2000). According to Waterson (Sudjana, 2000) planning is a conscious, organized, and continuous effort that is carried out to choose alternative actions to achieve the goal. According to Yehezkel Dror (Sudjana, 2000), planning is the process of preparing a set of decisions about future activities by being directed at achieving goals through the use of available means. While according to Friedman (1973) mentions that planning is a process that combines scientific knowledge and techniques in organized activities. According to Terry, George (1978) planning is the selection and linking of facts, making and using assumptions related to the future by describing and formulating certain activities that are believed to be necessary to achieve a certain outcome.

Planning is a benchmark in management for the achievement of the program objectives that have been set. Planning is the most basic early stage to conduct educational programs for the community. Based on the results of the interview obtained information that the majority of the management of courses and training institutions that will continue to conduct educational services in the pandemic, they reported that in the planning phase of the program there are several preparations including preparing assessment tools, preparing assessment techniques, preparing methods and teaching materials, preparing initial assessments and final assessments for participants, and organizing learning following the educational program to be implemented. The focus of education services in the future in this research is training.

Training is a planned and systematic effort to change or develop knowledge, skills, and attitudes through a learning experience, to achieve effective performance in an activity or various activities (Garavan 1997). Training and development are one of the three pillars of human resource development. Furthermore (Cannon, 2001) mentions that training and education have broad appeal as mechanisms for achieving individual development, capacity building, and institutional change in third world development.

**Organizing**

Organizing is the activity of establishing the relationship between humans and activities carried out to

achieve goals (Longenecher, 1973). This means organizing related to efforts to involve people into groups and efforts to divide work among members of the group to achieve organizational goals. According to Flippo &Musinger (1975), organizing is an activity of designing and establishing components of the implementation of an activation process. The purpose of organizing is to help people to work effectively together in an organizational or institutional forum. The organization is the process of managerial activities to form an organization that is tasked with implementing a predetermined plan to break the goal of the organization (Sudjana, 2000).

There are seven characteristics of organizing, namely: (a) related to the efforts of leaders or managers to combine human and non-human resources; (b) the existence of human resources consists of groups of people who meet the requirements of the organization's provisions (e.g. related to expertise, ability, a physical condition that corresponds to the demands of the organization; (c) the presence of non-human resources, such as buildings, equipment, tools, costs, and potential physical environments; (d) the integration of resources into the organization; (e) the division of duties, authorities, and responsibilities to carry out the organization plan; (f)human resources are the main and decisive role holders in achieving organizational goals.

Organizing is the stage of determining, grouping, and drafting various resources needed to achieve the program objectives. At the stage of organizing obtained information, all managers agreed that they determine the tutor, prepare the teaching materials per hour, determine the length of the program from start to finish, determine the duration of time, and determine the tools to be used according to the needs of the program. This means that in the organizing stage the manager strives to develop the wide variety of resources needed to achieve the program objectives. Haimann and Scott (1970) revealed that the process of organizing is closely related to the process of control through communication and decision making so that everything can be done if one seeks to integrate the diversity of these resources.

## Mobilization

*Motivating* is an effort by the leadership to mobilize a person or group by developing motivation or *motive* in a person or group for performing tasks or activities given following the plan to achieve the goal yang has been set (Sudjana, 2000). Blanchard &Hersey (1982) mentions that the motivation that exists in a person is often in the form of needs, desires, stimuli, and words of the heart. According to Hulse (Sudjana, 2000) gives the understanding that motivation or *motive* is a force that is contained in a person's yang that moves the behavior of the person in achieving the goal. Gage &Berliner (Sudjana, 2000) mentions that motivation is a term that describes the efforts of giving power*(energized)* to a person to direct his activities.

Mobilization is an effort by the manager to develop encouragement or motivation in the tutor or subordinates to do their job properly, following the plan that has been set before, (Shofwan, et al, 2021). Mobilization emphasizes more on motivation, Gage &Berliner (1984) mentions that motivation is a term that describes the efforts of giving power*(energized)* to a person to direct his activities. Mover is related to the process of the implementation of an educational program as the realization of planning and organizing. The implementation of education programs is certainly tailored to the needs of the community.

All managers argue that their institutions continue to provide educational services even though it is felt that student participation is reduced in the future. So that the mobilization efforts are motivating tutors and students to maintain their learning enthusiasm during the pandemic. The manager also agreed to implement an educational program by paying attention to health protocols by equipping the room facilities with handwashing equipment. In addition, they also report that supporting facilities and infrastructure are prepared as much as possible to facilitate the implementation of programs, and rooms are set in such a way as to carry out learning di classes with a distant position.

## Coaching

Coaching is a series of professional control efforts against all elements of the organization so that the elements function as they should (Sudjana, 2000). The focus of coaching in the organization is to utilize all resources following the plan to achieve the goals. Coaching is carried out so that the activities or programs that are running are always following the plan or do not deviate from the previously planned. The construction procedures according to Sudjana (2000) include: collecting information, identifying problems, analyzing problems, finding and establishing alternative problem solving, and carrying out problem-solving efforts.

Coaching is an effort to maintain, maintain or bring the situation as it should be. Coaching has a direction for utilizing all resources (human, resources, organization, activities) following the plan to achieve the goal. Coaching conducted by the manager, among others, is coaching tutors and students related to the use of online learning applications.

This shows that there has been an expansion of technology in learning by tutors and students during COVID-19, tutors will not only expand their

knowledge about the use of technology but also encourage them to become more experts in choosing the right technology to support learning. In line with previous findings that technological developments have had a major and significant change in education (Patrick, et al, 2016). Not only that technology is also evolving into various types and is being adopted in the learning environment (Huang, Liang &Chiu, 2013; Liu, Huang, Kinshuk &Wen, 2013; Liu &Shen, 2011).

## Valuation

Assessment or evaluation is a systematic determination process about the value, purpose, effectiveness, or suitability of something following the criteria and objectives that have been set before (Steele,1977). Paulston (1972) mentions that judgment is the process of testing something as material to make decisions. Worthen and Sanders (1973) meant that judgment is the process of identifying gathering information to help decision-makers. It is a process of identifying and gathering information to assist decision-makers in choosing alternative decisions (Worthen and Sanders, 1973).

According to Sudjana (2000) assessment is an activity that aims to know the achievement of the implementation of the program with the objectives of the organization that has been predetermined. Anderson (1978) formulated assessment objectives including (a) provide input for program planning; (b) provide input for program decision making; (c) provide input for modification of the program; (d)obtain information about supporting factors and program inhibitions; (e) provide input to understand the scientific basis for assessment.

Assessment is a systematic activity to collect, process, and present the necessary data or information as input to make decisions. Charles (1984) mentioned that the training program can be considered practical and effective by paying attention to the results of the evaluation of the implementation that has been obtained, (Siswati, et. al, 2021). At the assessment stage the majority of managers agree that they conduct daily evaluations at the end of the training, conduct a final evaluation at the end of the training after all the materials are delivered, the suitability of the evaluation results with the purpose of the training, the impact of the program obtained after the evaluation, decision making is made after the evaluation. Not only that, but the manager also includes indicators of enthusiasm and mood of students during the training in the assessment stage.

## Development

Development is the initial activity of managing an advanced program. The initial management activities

will be based on the results of the assessment of the program, if the results of the assessment of the program are not continued then there is no development, aright but if the program needs to be continued then automatically required development (Sudjana, 2000). Morrison, James L, et.al, (1984) mentioned that development is an effort to expand or realize potential, bringing a state in stages to state yang more complete, larger or better, advancing something from simple to more complex stages of change. Simply put, development is an effort to advance the program to a more perfect, broader, and more complex level of the program.

Program development is related to efforts to expand or improve a program both in terms of quality and quantity. Flying is the first step after obtaining information from the evaluation results. Development is carried out if there is a conformity between the needs of the program, the implementation of the program, and the results achieved. At the stage of program development, the manager agreed that the development of the program is related to improving the qualifications of tutors and improving the competence of students related to the use of online learning media.

The majority of them also agreed that innovation goes into program development. This evidence shows that COVID-19 is changing the use of technology in learning faster than planned, so that future program development is focused on the use of learning technology. But triennia are to focus on the trainees and ensure that the trainees can learn and immediately apply the skills they get to their jobs (Shank, 1998).

## Impact of Management of Courses and Training Institutions in the Pandemic

The management of courses and training institutions during the pandemic has an impact on several things, including (a) the development of management's ability to deal with unexpected situations; (b) the development of the ability of tutors and learners not only related to the skills possessed after the training but also related to online learning media; (c) improvement of the existence of the institution; (d) increased public trust in the institution. As for the completeness of the institution's infrastructure, strengthening partnerships with other institutions and the industrial world, as well as increasing the number and quality of graduates, the manager does not feel the impact.

This shows that the impact of managing courses and training institutions in the pandemic period is very complex, not only related to the characteristics of learners but also to the design and environment that underlying learning. These findings are in line with previous research by Baldwin and Ford (1988) which

stated that the impact of training is influenced by the complex variable relationship between training participants' characteristics, training design, and training implementation, as well as institutional work environment characteristics.

Therefore, tutors as educators should be good advocates for using technology by demonstrating their expertise in using learning technology. Technology has helped redefine instructor-led virtual training. Zoom technology has provided a way for better interaction between learners and instructors. In addition, the organization's leadership must also provide a technological infrastructure so that tutors and students have access to the technology needed to achieve the expected goals within the required time frame. Claretha Hughes (2020) mentions that support for internet access, hardware, and software is just one example of the diverse technology support needed.

**CONCLUSION**

Analysis of the impact of the management of courses and training institutions in the pandemic following the concept of education program management, which starts from planning, organizing, mobilization, coaching, assessment, and development. In addition, the impact of the management of courses and training institutions felt directly by the manager during the pandemic, including (a) the development of management's ability in dealing with unexpected situations; (b) the development of the ability of tutors and learners not only related to the skills possessed after the training but also related to online learning media; (c)improvement of the existence of the institution; (d)increased public trust in the institution. As for the completeness of the institution's infrastructure, strengthening partnerships with other institutions and the industrial world, as well as increasing the number and quality of graduates, the manager does not feel the impact.

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