

The Management Model of Conducting Education and Training in The Technical Field of Education and Religion

(A Case Study at Manado Religious Education and Training Center)

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Abstract: The objectives of this research are: 1) Describing and analyzing the education and training plan in the technical and educational section of Manado Religious Education and Training Center; 2) Describing and analyzing the implementation of education and training in the technical and educational section of the Manado Religious Education and Training Center; 3) Describing and analyzing the evaluation of education and training in the technical and educational section of the Manado Religious Education and Training Center. A qualitative research method was employed, and the participants involved in the study were superiors, structural officials, staff, and trainers (widyaiswara) at Manado Religious Education and Training Center. Data collection techniques involved interviews, observation, and documentation. The research procedure consisted of data collection, data reduction, data display, and concluding. Research results reveal that: (1) the planning of the training programs in Manado Religious Education and Training Center consists of planning the organizational needs by identifying the training needs, the specification of tasks including task-sharing between the committee and trainers (widyaiswara), the learning needs related to academic and non-academic facilities; formulating the general objectives of the training and the specific objectives in learning; and determining the training curriculum including the supporting and operational curriculum; 2) the training conducted in the Manado Religious Education and Training Center consists of widyaiswara learning strategies employing the andragogical approach, the learning resources include the references and the use of instructional media, and the training implementation is based on a predetermined schedule; 3) the evaluation and monitoring in Manado Religious Education and Training Center involve evaluating the organizing committee concerning the services provided to the trainees in relation to the learning outcomes before and after the training, as well as to the trainers (widyaiswara) in relation to the teaching methodology during the learning process. Monitoring is conducted based on the evaluation results related to the success and obstacles during the training implementation in Manado Religious and Education Training Center.

In conclusion, it is vital to conduct proper planning by setting the objectives and curriculum, implementing the training based on the plan, and continuously evaluating and following up the training in Manado Religious Education and Training Center.

Keywords: model, education and training

Introduction

A. Background of the study

Education and training are required to improve the performance of the Ministry of Religious Affairs employees, as attached to the duties of the Civil Service Bureau following the decision of the minister of religious affairs (KMA) Number 47 of 1963 and Number 114 of 1969. However, in its subsequent developments, the education and training center (Pusdiklat) was formed in 1975 through KMA Number 18 of 1975 concerning the organizational structure of the Ministry of Religious Affairs. KMA Number 18 of 1975 also stated that if it is necessary, the Minister of Religious Affairs can create Technical Implementation Unit (UPT) within the Ministry of Religious Affairs, including establishing regional Education and Training Centers. In 2001, as the research and development division was merged with the education and training division, the Research

and Development Agency (Religious R & D) became the the Religious Research, Education and Training Agency (Badan Penelitian Agama dan Diklat Keagamaan) based on the regulation of minister of religious affairs (PMA) Number 1 of 2001. The Education and Training Center (pusdiklat and balai diklat) that was used to be under the Secretariat General of Religious Research Development Agency became part of the Religious Education and Training. Based on the PMA Number 3 of 2006 concerning the organization and working procedures of the Ministry of Religious Affairs, structural and nomenclature changes occurred. The Religious Research and Development Agency (Badan Litbang Agama) and Religious Education and Training (Diklat Keagamaan) became the Research, Development, Education and Training Agency (Badan Litbang dan Diklat) overseeing two Education and Training Centers namely the Administrative Staff Training and Education Center as well as Religious Technical Training and Education Center; 14 Regional Education and Training Centers throughout Indonesia.

One of regional Religious Training and Centers is Manado Religious Education and Training Center. Based on PMA Number 59 of 2015 concerning the Organization and Management of the Religious Education and Training Centers, article 2, the Religious Education and Training Center is in charge of organizing the education and training for the religious education administrative and technical personnel. Therefore, Manado Religious Education and Training Center conducts the Education and Training for the administrative and technical education personnel as well as the technical education and religious personnel who are responsible for developing the human resources within the Ministry of Religious Affairs of North Sulawesi Province, Gorontalo Province, Central Sulawesi Province, STAKN, Manado IAIN, Palu IAIN, and Sultan Amai Gorontalo IAIN. Manado Education and Religious Center offers various types of education and training to improve the performance of the employees.

Tenaga fungsional tersebut menjadi hal penting dalam meningkatkan kualitas pelayanan Kementerian Agama terhadap masyarakat. Program kediklatan pada Balai Diklat Keagamaan Manado, sebagaimana uraian di bawah ini:

Optimal management of education and training implementation is required in Manado Religious Training and Education Center. One of the section of the Education and Training is the education and religion that focuses on functional staff such as teachers, instructors, and marriage celebrants. The functional staff is essential in improving the quality of the service offered by the Ministry of Religious Affairs for the community. The program of Manado Religious Education and Training Center is described in Figure 1.1.

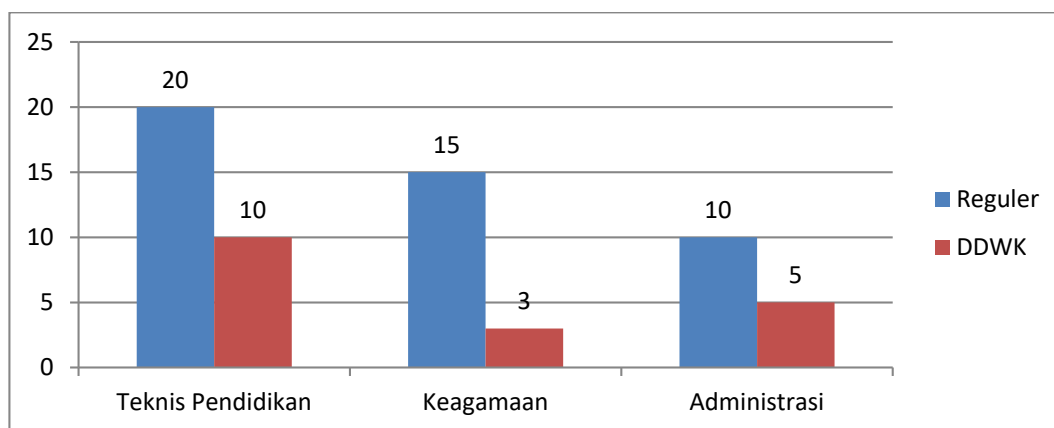


Figure 1.1 The Educational and Religious Technical Training Program Including the Regular Training and DDWK (Education and Training within Working Areas) in 2018

Based on Figure 1.1, the implementation of training in Manado Religious Education and Training Center related to the technical education conducted 20 batches of regular training and ten batches of DDWK (Education and Training within Working Areas). It also carried out training related to the technical religion, ten batches of regular training and three batches of DDWK, while the administrative training was organized for ten batches of regular training and five batches of DDWK. It indicates that many training conducted by Manado Religious Education and Training Center, thus it requires a proper training system matching the needs and the training programs organized.

The training organized by Manado Religious Education and Training Center is not based on the training needs analysis; as a result, the implementation of education and training does not meet with the needs. For example, in the case of the training conducted by the Substantive Technical Training for Sociology Teachers of Madrasah Aliyah (senior high school), the background of participants attended were religious education, namely Aqidah Akhlak, so the materials presented by trainers (widyaiswara) was not delivered as expected. There are two possibilities for the non-conformity in this training implementation: the poor planning conducted by the organizers to determine the training or the agency sending the participants had no competence in determining the intended training participants.

The evaluation results of the training implementation at Manado Education and Training Center in 2018, in particular the implementation of Education and Religious Technical training held in Solo, did not comply with the standard of the Decree of the Head of Research and Development Agency, Number 60 of 2012, concerning the Standards for Quality Assurance of Education and Training in the Ministry of Religious Affairs of the Republic of Indonesia. Manado Religious Education and Training Center was ranked 14th or the lowest ranking, below the Papua Religious Education and Training Center established only in 2017. The researcher's consideration is that Manado Religious Education and Training Center in 2018 holds the first place for budget realization among all Religious Education and Training Centers in Indonesia.

As the research problem mentioned previously, the researchers want to conduct a study concerning the management model of the implementation of education and training in Manado Religious Education and Training Center. Such research is vital to improve the quality of the implementation of education and training in Manado Religious Education and Training Center by offering a management model for the organization of education and training that will be reviewed from the planning, the implementation, the evaluation results of education and training.

B. The Objectives of the Study

Based on the formulation of the research problem, this study aims to:

1. Describe and analyze the planning of the education and training in the technical education and religious section in Manado Religious Education and Training Center
2. Describe and analyze the implementation of the education and training in the technical education and religious section in Manado Religious Education and Training Center
3. Describe and analyze the evaluation of the education and training in the technical education and religious section in Manado Religious Education and Training Center

LITERATURE REVIEW

A. The Management Concept of Human Resources

1. The Definition of Human Resources Management

The substance of the national development is thoroughly developing Indonesian and Indonesian society based on Pancasila and the 1945 Constitution of the Republic of Indonesia, towards the national ideals: protecting all Indonesian and Indonesian land; advancing the public welfare; educating the nation; and participate in promoting the world order based on the freedom, eternal peace and social justice. "Human Resource Management (HRM) is part of organizational management focusing on the human resources elements; the task of HRM is to manage the human elements well so that employees are satisfied with their work" (Husein Umar, 2002: 3).

To better understand the HRM, the following definition formulated by experts are presented:

"Simamora (2004: 4) defined HRM as the utilization, development, assessment, rewarding, and management of individual members of an organization or a group of employees". Furthermore, Hasibuan (2001: 10) suggested that "HRM is science and art or consisting of a variety of systematic activities that proceed to regulate the relationship and the roles of employees to be effective and efficient in helping to realize the objectives of companies, employees, and society."

Based on various definition presented above, it can be said that HRM starts from the recruitment, utilization, development, assessment, rewarding, and managing of the individual members in both private and government institution.

B. The Concepts of Education and Training

Education and training is a process of developing human resources to achieve the objectives of an organization or government agency. Soekidjo Notoadmodjo (2003: 27) argued that formal education in an organization is a process of developing the capabilities in the direction desired by the organization. On the other hand, training is part of an educational process aiming to improve the capabilities and specialized skills of an individual or group of people.

The education and training for employees is an integral part of comprehensively developing human resources. Martoyo Susilo (1999: 341) argued that education is a process of enriching knowledge conducted by an organization for its employees. While training is an educational process focusing on the values of the skills and expertise of employees based on their position or occupation. Education and training are considered as a long-term investment for each organization; therefore, each developing organization should conduct or facilitate the process of education and training for its employees by paying great attention to the process. Thus, as the abilities or skills of the employees improve, their performance will inevitably increase.

According to the Law Number 20 of 2003 concerning the National Education System (USPN), article 26 paragraph 4, training institutions are non-formal education, in addition to other education units such as course, study group, playgroup, childcare, community learning center and other similar educational units including counseling, internship, tutoring, scouting, traditional Islamic boarding schools (salafiyah), pedepokan, and studios.

C. The Concepts of Education and Training Management

Management is a process of organizing various events to realize the objectives and as the abilities or skills of individual holding managerial positions to achieve the goals through the activities of others (Andri Feriyanto, Endang Shyta Triana, 2105: 4). Management is the art and science of planning, organizing, arranging, directing, and supervising the resources to achieve the predetermined objectives (Erna Novitasari, 2017: 12).

Schermenrhon in Andri Feriyanto, Endang Shyta Triana, (2105: 5), argued that a manager should conduct the following management process, including 1) Planning that involves formulating the organization's mission and objectives and the best strategies to achieve them. A training institution must have missions and objectives of the training prepared based on the analysis that can be achieved effectively and efficiently; 2) Organizing, a process of dividing tasks, allocating resources, as well as regulating and coordinating the activities for the members of the organization to execute the plan. In training, there is a transparent allocation of tasks, starting from the head of the committee, academics section, administration section, committee members and trainers (widayaiswara); 3) Leading, encouraging the members of the organization to contribute to the objectives of the group and organization. The leader (the chairman), the person in charge of the training institution, should understand of the policies concerning the implementation of education and training; 4) Controlling, the measurement and correction of the works of individuals or organizations.

D. The Education and Training Model Model

The education and training model can be developed based on each training program in the education and training institution, such as the model developed by Nadler (1982: 12), known as the Critical Events model (CEM), is usually referred to an open model with more detailed and specific steps. Nadler's (1982) model cannot identify or determine all variables when designing the training program, but each step will be evaluated as feedback.

The model developed by Nadler involved: 1) determining the needs of organization, 2) determining the specification of task implementation, 3) determining the learning needs, 4) formulating the objectives, 5) designing the curriculum, 6) selecting the learning strategies, 7) obtaining the learning resources, 8) conducting the training. Whereas Goad (1982: 11) also created a training model involving several stages or the training cycle, consisting of 1) analyzing to determine training requirements, 2) designing the training approach, 3) developing the training materials, 4) conducting the training, and 5) evaluating and updating the training.

When the targets of the training cycle are adults, Goad (1982: 41) argued that the following aspects should be considered: 1) adults learn by doing, meaning that adults always want to be involved, 2) the problems and examples should be realistic and relevant to the learning community, 3) the best learning environment is informal, 4) diversity encourages and tends to uncover the five senses of the training participants, 5) changes in speed and technique should be conducted over time.

Djuju Sudjana (2007: 14) also develop a training model called the participatory training model, comprising: 1) recruiting the trainees, 2) identifying the needs, sources and possible obstacles, 3) determining and formulating training objectives, 4) designing initial and final evaluation tools, 5) arranging the training sequence activities, determining the learning materials, and selecting the training methods and techniques, 6) conducting the training for trainers, 7) evaluating of trainees, 8) conducting the training process, 9) conducting final evaluation of the activities and 10) evaluating the training program.

RESEARCH METHOD

A. Research Method

Qualitative research is mainly observing people in their environment, interacting with them, trying to understand their language and interpretation of the surrounding world (Moleong, 2008: 47). In this study, the management of education and training was observed in the education and training of technical training section in Manado Religious Education and Training Center.

B. The Source of Research Data

This study employed a purposive sampling technique. According to Now Uma (2006: 106), purposive sampling is a technique of data collection by specific considerations. One of which is that the participants are considered to be able to provide the data required in this research, the data related to the management of the education and training implementation in the technical education and religious section in Manado Religious Education and Training Center. The participants involved in this study were: the head of Manado religious education and training center, the head of education and religious technical training section, the head of Education and Training Section for administrative staff, trainers (Widyaiswara) and general staff.

C. Data Analysis

Data analysis consisted of data reduction, data display, and conclusion drawing/verification (Sugiyono, 2008: 142). The data analysis stages were as follows: 1) Data Collection, gathering all data based on the interviews with the participants, both data related to the service and the research on the management of education and training implementation in the technical education and religious section in Manado Education and Training Center. The data collection was conducted by planning, implementing, evaluating, especially for the technical personnel of education and religion; 2) Data reduction, the data gathered was classified, the data that can provide information concerning the management of the implementation of education and training for technical personnel in Manado Religious Education and Training Center was selected. Only data directly related to this research were selected. The researcher then examined the obstacles experienced in the implementation of education and training in for the technical education and religious staff in Manado Education and Training Center for doing systematic data analysis supported by accurate data; 3) Data Display, the reduced data were summarized in tables, diagrams, and flowcharts to describe what was being studied. The results of the interviews were also presented in tables related to coordination implementation. In addition, a recapitulation of the responses provided by the participants was also be created to make it easier to conclude the research results; 4) Conclusion, when adequate data was obtained, the conclusions were drawn related to the management of the implementation of education and training in the technical and religious section Manado Education and Training Center.

RESULTS AND DISCUSSION

A. Results

1. The planning of training in Manada Religious Education and Training Centre

a. The needs of the Organization

Based on the results of interviews concerning the needs of the organization, in this case, Manado Religious Education and Training Center and the stakeholders.

The interview with the head of the Manado Religious Education and Training Center, as follows:

“The programs designed by Manado Education and Training Center are generally based on the needs of the stakeholders, I always coordinate and communicate with stakeholders in our field. This is intended to discover what the stakeholders need to improve the competences of their employees.”

Furthermore, based on the observation results related to the needs of Manado Religious Education and Training Center, it is found that: 1) the training programs are prepared and tailored to the needs of stakeholders. The Education and Training Center organizes a coordination meeting in Manado Education and Training Center Working Area; 2) During the coordination meeting, the committee distributes a list related to the training program needed by each district or city in the

working area of Manado Religious Training Center; 3) the participants in the coordination meeting also convey various constraints they have experienced including finding the solutions for them; 4) Manado Religious Education and Training Center also prepares the needs related to the implementation of the education and training program, such as banners, stationery, and other related administration.

The observations related to the organization needs of Manado Religious Education and Training Center reveals four issues related to the implementation of a coordination meeting with stakeholders and the need analysis for the education and training implementation.

a. Task Implementation Specifications

The interview with the head of the administration section of education and training in Manado Religious Education and Training Center is as follows:

“As the chairman of the committee, I always supervise the task implementation of each committee, such as the academic section, I always ask about the progress of learning in the classroom, I also check whether the administration of training is adequate or not. As for the trainers (widyaiswara), we always communicate in term of the materials for the training. “

The observation results related to the specifications of education and training implementation in Manado Religious Education and Training Center reveals that: 1) Each committee has already been aware of their respective duties; 2) the head of the committee supervises the implementation of the training program; 3) the academic section monitors the process of learning implemented in the classroom; 4) the administrative section does various administrative tasks, such as the education and training schedule, attendance list, list of stationery recipients, and other administration related to the implementation of the education and training; 5) the trainers (widyaiswara) conduct their tasks in the classroom. Based on observation results related to the task implementation specification in Manado Religious Education and Training Center, it indicates that the observation focuses on the committee and trainers (widyaiswara) in Manado Religious Education and Training Center.

b. The Learning Needs

The results of interviews concerning the learning needs with the trainer (widyaiswara) coordinator in Manado Religious Education and Training Center are as follows.

“The learning needs focus on the participants and trainers (widyaiswara). The participants require the learning equipment, schedule, and materials related to the training, while the trainers (widyaiswara) needs the curriculum and syllabus to design the materials according to the indicators in the curriculum and syllabus. The trainers (widyaiswara) are also provided with various learning facilities, such as laptops, LCDs, whiteboards, and newspapers. With these facilities, it is expected that the learning to be effective and efficient.

The observations related to the learning needs in Manado Religious Education and Training Center indicate that: 1) the organizing committee provides the office stationery and other equipment related to the learning; 2) the organizing committee provides newspapers and paper during the learning; 3) the trainers (widyaiswara) prepare materials based on the curriculum and syllabus of the education and training of the religious and administrative technical training; 4) the trainers (widyaiswara) use the internet to download materials and visit the library to search for books and modules related to the training. The observations related to learning needs focus on the needs of the trainers (widyaiswara) in providing education and training materials and the organizers in the Manado Religious Education and Training Center.

c. Formulating the objectives

The results of the interviews related to formulating the objectives of the education and training programs in Manado Religious Education and Training Center with the head of administration are as follows:

“In implementing the education and training in Manado Religious Education and Training Center, the objectives and target must be set before the program. For example, the objective of the education and training for Teaching and Learning Methodology Teachers is creating professional teachers who can employ various teaching methodologies for effective and efficient learning, while the target is 30 teachers mastering effective and efficient learning methodologies. A similar case occurs for other education and training programs; this indicates that there are various targets to be achieved by Manado Religious Education and Training Center in developing the competencies of the employees within the Indonesian Ministry of Religious Affairs.

Based on the observations concerning formulating the objectives in implementing the education and training in Manado Religious Education and Training Center, it indicates that: 1) the objectives of the education and training program have been formulated, as seen in the guidebook and also presented by the committee during the overview; 2) the trainers (widyaiswara) develop the learning objectives consisting of general and specific learning objectives that are usually presented during the learning in the classroom. The observation related to formulating the objectives reveals two objectives, namely: the objectives of the education and training program implementation and the learning objectives that are usually designed by the trainers in Manado Religious Education and Training Center.

d. Determining the Curriculum

The interview results related to the education and training curriculum with the Coordinator of trainers (widyaiswara) in Manado Religious Education and Training Center are as follows:

“The implementation of the education and training programs in Manado Religious Education and Training Center must be based on the curriculum and syllabus established by the Technical Education and Religious Training Center and the Administrative Personnel Education and Training Center at the Ministry of Religious Affairs in the Republic of Indonesia. However, there are some training programs without curriculum and syllabus, so we are trying to develop the curriculum and syllabus so that the training can be conducted properly”.

The observation results related to determining the curriculum in Manado Religious and Education Training Center reveals that: 1) The curriculum and syllabus are provided by the Administrative personnel of Education and Training center concerning Research and Development as well as by the Education and Training Agency of the Ministry of Religious Affairs of the Republic of Indonesia; 2) the organizing committee arrange the schedule of the education training and programs based on the curriculum and syllabus; 4) the trainers (widyaiswara) design the teaching and presentation materials based on the curriculum and syllabus.

The observation results indicate that the curriculum and syllabus in Manado Religious and Education Training are available in Education and Training center of Technical Education and Religion and Education and Training Centre of Administration Personnel of Ministry of Religious Affairs of the Republic of Indonesia.

2. The Implementation of Training in Manado Religious Education and Training Center

a. Learning Strategy

The interview results related to the learning strategy in Manado Religious Education and Training Center with the technical trainer (widyaiswara) are as follows:

“The learning strategy used by the trainers (widyaiswara) in teaching should encourage the participants to be happy and enjoy the learning, so various games are provided so that the participants will enjoy the learning process. The teaching strategies of the trainer (widyaiswara) focus on the ability to involve all participants in the learning so that learning is not monotonous; instead, it is effective and efficient”.

The observations results related to the learning strategy in Manado Religious and Education Training Center indicates that: 1) the trainers (widyaiswara) prepare the learning steps for each session of learning; 2) the trainers (widyaiswara) choose the learning models to be adapted to the learning materials; 3) the trainers (widyaiswara) create games to create a more effective and efficient learning. The observations results related to the learning strategy focuses on the trainers (widyaiswara) starting from the preparation before the learning, selecting the learning models, and preparing the games to be presented during the learning.

b. Learning resources

The following are the interview results related to the learning resources in Manado Religious Education and Training Center with the head of the Education and Religious Technical Education and Training Section.

“The learning resources in Manado Religious Education and Training Center can be the library, internet, and the trainers (widyaiswara) who present the education and training materials. The learning resources can also be the modules. However, many modules are not up-to-date, so they require revising to adapt to the course of education and training. However, the trainers (widyaiswara) are usually able to design the learning material in line with the development of the training course and basic theories are cited from these modules”.

The observations results concerning learning resources at the Manado Religious Education and Training Center reveal that: 1) the learning resources in the Manado Religious Education and Training Center include journals, modules, and books following the education and training courses; 2) these journals are usually accessed obtained the internet; 3) the trainers (widyaiswara) and the training participants visit the library in Manado Education and Training Center for the books.

Based on the results of these observations, the focus is on learning resources, including books, journals, and modules available the library or accessed on the internet in Manado Religious Education and Training Center.

c. The implementation of Education and Training

The interview results related to the implementation of education and training in Manado Religious and Education Training Center with the Head of the Manado Religious Education and Training Center are presented as follows:

“The implementation of education and training in Manado Religious Education and Training Center is based on the preparation have been already conducted such as following the training schedule from the opening ceremony to the closing of the program. The trainers (widyaiswara) must also teach based on the schedule prepared by the committee”.

“During the implementation of education and training in Manado Religious Training Center, each committee and the trainers (widyaiswara) have been aware of what to do. So it is well coordinated between the committee and the trainers (widyaiswara). Should there is a schedule change, coordination, and communication between the committee and the trainers (widyaiswara) are critical. “

The observation results concerning the implementation of education and training in Manado Religious Education and Training Center indicates that: 1) the education and training is conducted based on the predetermined schedule; 2) In general, the trainers (widyaiswara) teach according to the agenda; 3) the implementation of the education and training program begins with an overview and ended with the evaluation and the closing of the program; 4) the trainers (widyaiswara) apply the adult learning model (andragogy) and use games in learning. The results of observations related to the education and training implementation in Manado Religious Education and Training Center generally follows the schedule arranged in advance.

3. The Evaluation and Monitoring of the Training in Manado Religious Education and Training Center

The following are results of interviews with the head of Manado Religious Education and Training Center.

“We always evaluate the implementation of training in Manado Religious Education and Training Center and even involve external parties to improve the implementation of the training. Many issues are discussed in the evaluation; in general, we evaluate the organizing committee, the trainers (widyaiswara) and the training participants. We also try to examine the obstacles experienced in training”.

The interview with the coordinator of the trainers (widyaiswara) in Manado Religious Education and Training Center is presented below.

“I think the evaluation conducted by the Manado Religious Education and Training Center is excellent, at the closing of the program, the head of the center holds an evaluation, the evaluation also involves external parties once the event is completed. So, the evaluation is excellent. Similarly, following-up of the evaluation results, the center always strive to overcome the obstacles faced during the training.

Furthermore, the results of the observations concerning evaluation and monitoring of the implementation of education and training in Manado Religious Training Center shows that: 1) the evaluation of the education and training in Manado Religious Training Center involves external parties related to the training; 2) the evaluation also includes the committee involved in the training; 3) The evaluation also includes the trainer (widyaiswara) involved in the training; 4) the leader always notes the evaluation results related to the implementation of training in Manado Religious Training Center; 5) the head of the center and the participants of the evaluation meeting jointly discuss the obstacles and the solutions to follow up on the challenges in the implementation of the training. The observation results related to the evaluation and monitoring of the training implementation Manado Religious Education and Training Center consists of the evaluation and monitoring on the task implementation of the organizing committee, the trainers (widyaiswara), and the training participants.

Generally, interviews and observations have been conducted on the management of the implementation of education and training in Manado Religious Education and Training Center, starting from the needs analysis to the implementation of the education and training in Manado Religious Education and Training Center.

B. Discussion

1. The Planning of the training in Manado Religious Education and Training Center

a. The needs of the organization

External analysis of the organization needs is related to the education and training programs required by the stakeholders, namely in the Regional Office of the Ministry of Religious Affairs of North Sulawesi, Gorontalo, and Central Sulawesi, District or City Offices of the Ministry of Religious Affairs in North Sulawesi, Gorontalo and Central Sulawesi Provinces, IAIN of Sultan Amai Gorontalo, IAIN Manado, and IAIN Palu, and STAKN Manado.

Every year, Manado Religious Education and Training Center organizes a coordination meeting within the working area of Manado Religious Education and Training Center as part of the education and training needs analysis or AKD. Among the participants attending the event is the head of the Research, Development, Education, and Training of the Ministry of Religious Affairs of the Republic of Indonesia, the head of technical Education and Religious Training Center and head of the Administrative Personnel of the Education and Training Center. The speakers of the meeting are the head of the Ministry of Religious Affairs of North Sulawesi, Gorontalo and Central Sulawesi. Various issues are discussed, but the main focus is the challenges in the implementation of education and training, and the training needed by stakeholders to ensure that the employees within its working need the programs conducted by the Manado Religious Education and Training Center a.

The organization needs are one of the main elements of the tasks and functions of the organization, including the training institution. One of the demands is developing the competencies of the employees. Thus the following should be a significant concern: 1) the competencies specification; 2) the competencies management of; 3) the comprehensiveness of the program. Qualified human resources are needed to create an excellent training, including the executive committee, trainers (widyaiswara). It should also be supported by facilities for the training activities in Manado Religious Education and Training Center (Nana Syaodih Sukmadinata and Erliana Syaodih, 2012: 23). From the description above, it is indicated that one of the organization needs in organizing excellent training is developing the competencies of the committee, trainers (widyaiswara), and training participants in the Manado Religious Education and Training Center.

b. Task Implementation Specification

The task implementation specification or known as the job descriptions of each committee and the trainers (widyaiswara) in Manado Religious Education and Training Center has been understood by each committee, and the trainers (widyaiswara) as the center always evaluate their task implementation when the education and training is completed.

This means that each employee should understand the job description. According to Manullang (2001: 46), generally, the information in the job description includes two items, namely: 1) the nature of the job, in Manado Religious Education and Training Center, the job description of each employee has already been established, such as the duties of the Chairman of the Committee, the academic section, the administrative section, and the committee members for the implementation of the training; 2) the type of job suitable for the position, Manado Religious Education and Training Center always put a great concern to the competencies of the training committee. The chairman of the committee are

usually allocated by the echelon IV official, those who are in the academic section have typically participated in TOT and MOT, while the computer-literate employees generally fill the administration section. The description above indicates that the job description of each employee in Manado Religious Education and Training Center is appropriate as it has been adjusted based on the competencies of the staff.

c. The Learning Needs

Learning is a process of interaction between students, educators, and learning resources in a learning environment. Learning is an assistance provided by educators to enable the process of acquiring knowledge, mastery of proficiency and character, as well as the formation of attitudes and beliefs in students. In other words, learning is a process to help students to learn well. The learning process is experienced by the human being in a lifetime and can be applied anywhere and anytime. Learning and teaching have a close meaning, although it has different connotations. Learning is empowering the students' potency to be competencies. This empowerment activity will not succeed without assistance from others. Learning is a teacher's programmed activity in instructional design, to create active learning emphasizing the provision of learning resources (Syaiful Sagala, 2011: 62).

A preparatory meeting is held before the education and training program to improve the quality of training in Manado Religious Education and Training Center. One of the issues discussed in the meeting is the needs in the learning process both for trainers (*widyaiswara*) and the participants in education and training. These needs are tailored to the training program. Generally, the training program in Manado Religious Education and Training Center consists of Technical Education and Religious Training as well as Education and Training for Administrative Staff.

Setting the objectives is part of the strategic plan in an organization, including a training institution. The strategic plan is described as follows: 1) Determining the mission and objectives of the organization. Manado Religious Education and Training Center has several missions, namely: improving the quality of education and religious technical training as well as administrative training, improving the quality of human resources, improving the quality of infrastructure, improving the quality of information and technology, building networks or partnership, and improving the quality of governance administrative. Whereas the objectives of Manado Religious Education and Training Center is to provide excellent training in term of the participants, human resources, information technology, networking, and administrative arrangements; 2) Developing the profile of organization; the profile of Manado Religious Education and Training Center is not only available in booklet, but also a short video; 3) Analyzing the external environment; Manado Religious Education and Training Center always coordinates and communicates with its working area in designing training programs required by the stakeholders; 4) Conducting internal analysis; this analysis is undertaken to examine the weaknesses and strengths of the organization. Manado Religious Education and Training Center always conducts the internal analysis, both the organizing committee and the trainers (*widyaiswara*) discuss the weaknesses and strengths of the human resources within the organization; 5) Identifying the opportunities and threats; these various opportunities and threats are due to many factors. Manado Religious Education and Training Center always perceives the opportunities as rules that support the implementation of education and training, and always minimize the threats such as inefficient and effective training; 6) devising strategic decision making; every mission in Manado Religious Education and Training Center is expressed as the target and activities. For example, improving the the human resources, the target is the realization of quality human resources, thus the activities are related to learning assistance provided for the human resources in Manado Religious Education and Training Center; 7) Implementing the strategies; this is related to the management activities to conduct the strategies, implementation also means transforming strategies into activities. Activities undertaken by Manado Religious Education and Training Center cannot be separated from the pre-determined mission, so that the vision, mission, activities, and objectives are in line; 8) Reviewing and evaluating; These activities are conducted periodically by the manager, or at critical stages to assess how the organization works in achieving its objectives (Erna Novitasari, 2017: 57). The above description shows that the objectives of the organization have been determined by Manado Religious Education and Training Center, as reflected in its vision, mission, objectives, targets, and activities.

d. Determining the Curriculum

The curriculum is the benchmark of Manado Religious Education and Training Center in designing the education and training. The following are some definition of curriculum in Indonesia.

- 1) Curriculum, according to Law No. 20 of 2003 article 1 paragraph 19, is a set of plans and arrangements concerning the objectives, contents, and materials of the learning as well as the methods used to guide the implementation of the learning activities to achieve the learning objectives.
- 2) The curriculum is a guideline to guarantee the quality and competencies to fit the study program taken (Ministry of National Education No. 045 / U / 2002). This definition defines the curriculum as a guideline the education implementation.
- 3) The curriculum is a set of plans and arrangements concerning the contents and materials of the learning as well as the methods used to guide the implementation of teaching and learning activities (Minister of Education Decree No. 232 of 2000), this definition defines the curriculum as a) plans and arrangements; the contents and learning material, and c) the method used.
- 4) The curriculum is a set of plans and arrangements based on the educational standard regarding the abilities and attitudes, materials and learning experiences, and assessments based on the potential and circumstances of the students (Guidelines for the socialization of KBK, Directorate of PAK, 2004). Based on the description above, it can be concluded that the curriculum is a benchmark that should be used as a basis for designing learning. Similarly, in

Manado Religious Education and Training Center, the education and training are conducted based on the curriculum and syllabus established by Technical Education and Religious Training Center and the Administrative Personnel Education and Training Center of the Ministry of Religious Affairs.

2. The Implementation of Training in the Religious Education and Training Center in Manado

a. Learning Strategies

The success or failure to achieve educational objectives relies on the learning process of students. The learning process conducted by a person depends on his/her views on the learning activities. Some think that learning is an activity to memorize facts so that they are satisfied when they can remember some facts. Some others see the learning is an exercise activity so that they train themselves with various aspects of behavior to make progress even though they do not know the meaning, nature, and purpose of the skills. Learning is a process of change, a behavioral change as a result of the interaction with the environment to fulfill their needs (Suwardi and Daryanto, 2017: 78).

The characteristics of behavioral changes in learning (Slameto in Suwardi and Daryanto, 2017: 78) are: 1) the change occurs consciously, meaning that the learner will be aware of the change or at least feel the difference; 2) the change is continuous and functional, indicating that the changes in a person as a result of learning occur continuously and are not static. One change will lead to the next change which will be useful for life or the future learning process; 3) change is positive and active, meaning that the changes in learning behavior continuously increase and aim for something better; 4) change is not temporary, meaning that changes that occur because of learning are permanent. For example, a child ability to play the piano will not just disappear, but it will continue to develop with more practice; 5) changes in learning are directed, meaning that behavioral changes occur because there are objectives to achieve. Learning changes are directed at conscious behavioral changes; 6) the changes cover all aspects of behavior; meaning the changes occur in a person after the learning process include the changes in the overall behavior. This indicates that the learning strategy is expected to change to the training participants. This is reflected in the learning targets in the curriculum and syllabus in Manado Religious Education and Training Center.

b. Learning Resources

The definition of learning resources is comprehensive. According to Ahmad Rohani and Abu Ahmadi (1995: 152), learning resources are teachers and learning materials such as textbooks or similar resources. Another definition of learning resources is all effort that can, directly and indirectly, benefit the learning process, other than the students who equip themselves when learning in progress.

Learning resources are all that can support the learning process and provides positive changes. This is in line with Arif Sadirman (in Ahmad Rohani & Abu Ahmadi, 1995: 152-153) who argued that learning resources are all types of external resources that allow the learning process to occur. The roles of learning resources (such as: teachers, lecturers, books, films, magazines, laboratories, events, etc.) allows individuals to shift from not knowing to knowing, from not understanding to understanding, from being unskilled to skilled, and help individuals to be able to distinguish between the good and the bad. Thus, anything that can benefit or support and support individuals to change in a more positive, dynamic, or developed can be called learning resources.

c. The Implementation of Education and Training

Education and training is a process to improve both technical and managerial skills. Theory-oriented education, conducted in the classroom, takes longer time and usually answers why. Exercise is oriented toward practice (Hasibuan, 2007: 70). Education is related to the increase of knowledge and understanding of our environment as a whole, while training is an effort to increase the knowledge and expertise of an employee to work on a particular task (Flippo in Hasibuan (2007: 69).

The training begins with the opening, usually officially conducted by the head of Manado Religious Education and Training Center, or the head of the Regional Office of the Ministry of Religious Affairs in North Sulawesi, Gorontalo and Central Sulawesi Provinces, or other officials related to the implementation of the education and training. For example, during the education and training for Islamic senior high school English Teacher, Manado Religious Education and Training Center involves competent parties in the field and collaborates with the trainers (*widyaiswara*) in Manado Religious Training Center.

Furthermore, *widyaiswara* teaching applies lecture and brainstorming methods. The trainers (*widyaiswara*) in Manado Education and Training Center explain both general and specific learning objectives as well as the materials that will be delivered during the education and training activities. Some *widyaiswara* employ brainstorming techniques to increase the participants' enthusiasm for education and training.

Moh. Abdul Mukhyi and Hadir Hadiyanto (1992: 45) suggested several objectives of education and training, namely: 1) Working more efficiently, the participants of the training is expected to be able to work more efficiently in the future as their knowledge will increase after joining the training course, and they can easily do their tasks; 2) Less supervision, the errors in conducting the tasks can be minimized after participating in training thus the level of supervision will be less; 3) Developing rapidly, the development of employees can be left naturally based on their abilities. However, the training will accelerate the employees' development; 4) the stability of employees and decrease in turn over.

3. Evaluation and Monitoring of the Implementation of Training in Manado Religious Education and Training Center

Evaluation and monitoring of the implementation of in Manado Religious Education and Training Center training are conducted regularly. It is held at the end of each training session and after the training completed for the organizing committee, widyaiswara, and training participants. Many parties are involved in the evaluation, including the qualified external parties, for example, the education sector, Manado Religious Education and Training Center invited the Islamic Education Section of the Regional Office of the Ministry of Religious North Sulawesi Province, University of Manado or Sam Ratulangi University, Manado. Generally, the evaluation discusses the challenges experienced in the implementation of the training and the solutions for the following training (follow-up).

The following are the tips for effective time management: 1) When starting a session, set the class rules or learning contracts: a) There are many topics to cover. The instructors are entitled to complete the discussion and proceed to the next session. The instructors and participants should minimize personal experience stories. b) Everyone has the opportunity to speak, but no one should dominate. c) Note the issues that need to be discussed and are not the main focus of the ongoing session. d) Ask the participants to stay focused. e) Ask the participants to help. “Guys, we have 10 minutes left to discuss this topic. We need to refocus. How can we finish this discussion?” f) More practice so that you can use the tool easily and comfortably. g) Try to finish the activity earlier when possible; h) Involve non-participant volunteers to help organize the activities on time. 2) When making preparations, practice the ways of providing direction or activity instructions. Directions or instructions should be easy, clear, complete, and systematic. 3) The use of tools in training; all equipment required must be prepared, connected, and checked before the training begins. Many time is wasted due to lack of equipment preparation. Make sure you know who is there and can help if there are problems. Prepare a back-up strategy if something does not work as the plan (Pranoto, 2003, 112).

From the previous description, it can be interpreted that generally, Manado Religious Education and Training Center always evaluates and monitors the implementation of the training. The evaluation and monitoring includes: the time management as illustrated in the training schedule, the use of tools as shown in the media and learning resources, knowledge or mastery of the materials focusing on the widyaiswara competencies that must be in line with specialization, and the teaching teams who always collaborate in the process teaching and learning in Manado Religious Training Center.

Based on the above discussion related to the development of education and training theory, the brief model of Nadler is presented in Figure 4.11.

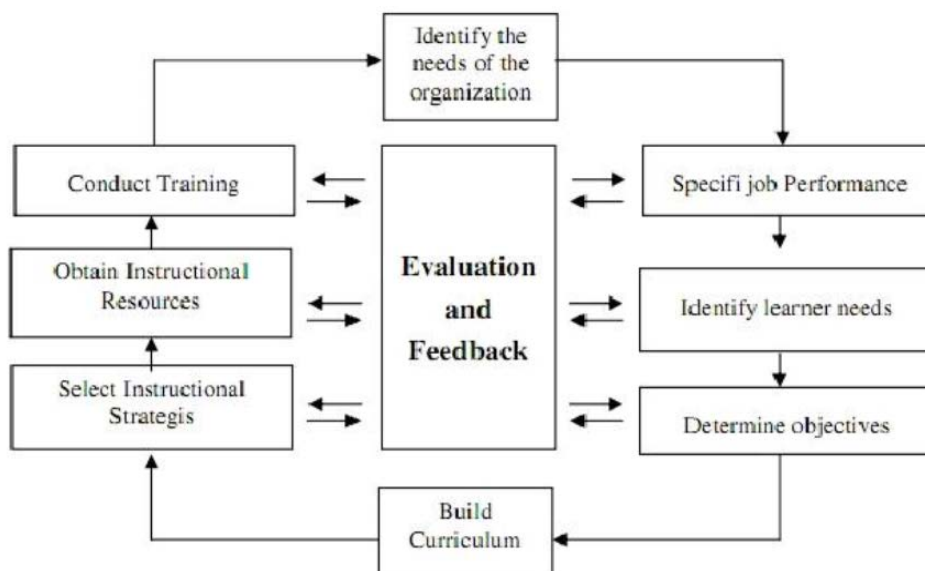


Figure 4.11 The Implementation of Nadler Model of Education and Training

Furthermore, the findings of the implementation of Education and Training in Manado Religious Education and Training Center are illustrated in Figure 4.12.

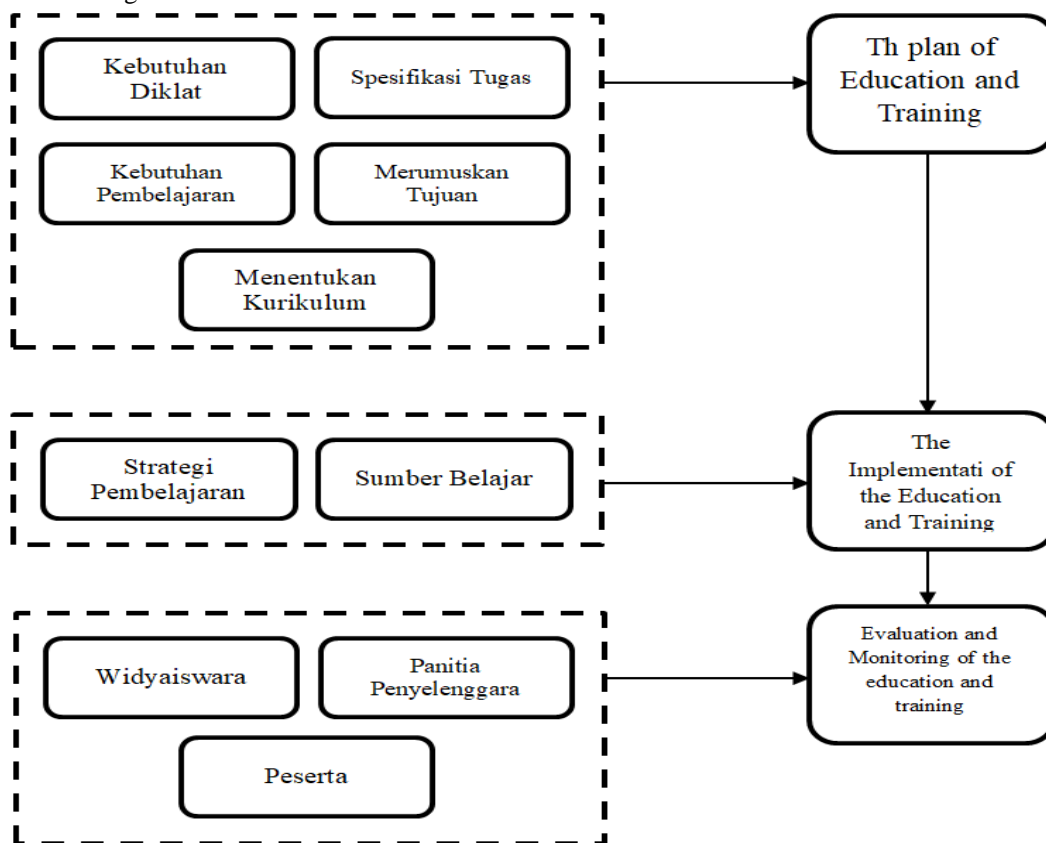


Figure 4.12 The Model of Education and Training in Manado Religious Education and Training Center.

The comparison between the Nadler model of education and training model and the model of Manado Religious Education and Training Center is presented in Table 4.1.

Tabel 4.1 The comparison between the Nadler model of education and training and the model of Manado Religious Education and Training Center

No	Element	Nadler Training Model	The model of Manado Religious Education and Training Center	Analysis
1	Planning	The needs of organization, task implementation specification, learning needs, formulating the objectives, determining the curriculum	The needs of organization, task implementation specification, learning needs, formulating the objectives, determining the curriculum	Generally similar for the planning
2	Implementation	Learning strategies, learning resources, implementation of the education and training	Learning strategies, learning resources, implementation of the education and training	Generally similar for the implementation of Education and Training
3	Evaluation and Monitoring	None	The evaluation is conducted for the organizing committee, participants and <i>widyaiswara</i>	There is a difference. Nadler model does not elaborate on evaluation and monitoring while this study has a development model, namely the evaluation and monitoring

Based on Table 4.1, it can be concluded that there are similarities in the aspects of planning and implementing the education and training, but there is a difference in the evaluation and monitoring aspect. In Manado Religious Education and Training Center, evaluation and monitoring are always conducted after the implementation of education and training. Various

aspects are evaluated but the evaluation focuses on the committee services and the teaching methodology in the *widyaiswara* learning process. The results of the evaluation are then followed-up to provide solution for the problems.

CONCLUSION, IMPLICATION, RECOMMENDATION

A. Conclusion

Based on the research results and discussion, it can be concluded that:

1. Manado Religious Education and Training Center conducts the planning, namely: identifying of training implementation needs, task implementation specification (allocating the task for the committee and *widyaiswara*), the learning needs related to academic and non-academic facilities, formulating the objectives comprising the objectives of the training as well as the general and specific objectives of learning, determining the training curriculum starting from the supported and main training course.
2. Manado Religious Education and Training Center conducts the education and training, namely: *widyaiswara* learning strategy employing an andragogical approach, learning resources such as references and the use of instructional media, and implementing the training based on a predetermined training schedule.
3. Manado Religious Education and Training Center conducts the evaluation and monitoring involving the evaluation of the organizing committee regarding services provided to participants, participants related to learning outcomes before and after training, and *widyaiswara* related to teaching methodology during the teaching and learning. Monitoring is undertaken based on the evaluation results concerning the success and challenges in the implementation of training in Manado Religious Education and Training Center.

B. Implication

1. Manado Religious Education and Training Center always plans as the preparations before the training; this implies the availability of the administrative, academic, and non-academic needs.
2. Manado Religious Education and Training Center always conducts training as planned in the schedule; this implies the successful implementation of effective and efficient training.
3. Manado Religious Education and Training Center always conducts evaluations and monitoring related to the implementation of training; this implies increasing the quality of the training in Manado Religious Education and Training Center.

C. Recommendation

1. The planning of training in Manado Religious Education and Training Center needs to be in line with the activities conducted by the working area of Manado Religious Education and Training Center
2. During the implementation of training in Manado Religious Education and Training Center, there should be coordination and communication between the organizing committee, *widyaiswara*, and the head of the Manado Religious Education and Training Center.
3. In the evaluation and monitoring in Manado Religious Education and Training Center, it is necessary to create a list of obstacles of the training implementation, as well as what has or has not been done to improve the training implementation in Manado Religious Education and Training Center.

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