



Blended Learning Model in Technical Competence Training for Supervisors in the City of Bandung

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Abstract: This research aims to describe the blended learning model in technical competency training for supervisory functional positions in the city of Bandung. In this research apply analytical descriptive method and quantitative approach by using documentary study. The data collection instrument used was a questionnaire with 60 surveyors in Bandung as respondents. Data analysis techniques were data collection, presentation and conclusion. In the application of this model, training in the professional ability of the supervisory function of the city of Bandung was carried out which is expected to increase the level of quality of the inspector in practice. Things that need to be prepared before carrying out training with the Blended Learning method include preparing facilitators who understand information and communication technology, providing learning management systems (LMS), providing internet devices, digital libraries, and facilitating understanding by changing delivery materials. In organizing the training, the organizers must pay attention to matters relating to communication, logistics, operators, participants, infrastructure, evaluation and monitoring of other training materials. It is important to evaluate and monitor the training process to uncover various gaps, weaknesses and strengths, both in its implementation and in the process. The results of this training assessment indicated that there was an increase in differences in knowledge aspects between before and after the Blended Learning model training in technical skills training for supervisory functional positions in the city of Bandung.

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Introduction

The Covid-19 pandemic has entered a new era, namely the "New Normal", where learning has changed to 100% face-to-face learning between facilitators and participants using information technology (ICT) communication. The use of technology and information cannot be balanced by simply turning the palm of the hand, but it can be complex. Supervisors, teachers, trainers and even examiners do not fully understand the use of technology to deliver the curriculum, so that participants can quickly adapt because of it. According to Dermawan and Abdhulhak (2013), many human resource development practitioners have been using information and communication technology (Anyangwu and Ossai-Onah, 2011; Ogunsola and Aboyade, 2005).

The change in the position of an overseer from previously being a structural position and now changing to a functional position can bring a consequence of changes in the duties and functions of the supervisor. Basically, when an inspector has a structural position, his main task is to emphasize implementing a community education program at the sub-district and district levels. Serving as a functional position has tasks that emphasize the process of



monitoring or supervising, assessing and providing guidance for quality control of Non-formal education (PNF). The task of the inspector himself is to ensure the quality of non-formal education. Based on the evaluation results from the implementation of the PNF program including: a) the number of program activities carried out by the supervisor for an input, then the process and output can be said to still do not meet the quality requirements that are needed to be able to guarantee the success of a non-formal education program, b) the performance of the PNF program supervisor in the community is currently not optimal in carrying out its duties and functions. Based on current conditions, it cannot be separated from the ability and professionalism of the supervisor in carrying out his duties and functions in the PNF program in the community. b) the performance of PNF program supervisors in the community is currently not optimal in carrying out their duties and functions. Based on current conditions, it cannot be separated from the ability and professionalism of the supervisor in carrying out his duties and functions in the PNF program in the community. b) the performance of PNF program supervisors in the community is currently not optimal in carrying out their duties and functions. Based on current conditions, it cannot be separated from the ability and professionalism of the supervisor in carrying out his duties and functions in the PNF program in the community. (Baker, 2015; Bastas & Altinay, 2019; Gang & Zhao, 2020).

One way to improve supervisors' quality and competence is through training/workshop activities through the Blended Learning model, which is an alternative expected to improve the quality of supervisors who are competent and effective in carrying out their duties and functions. The appearance and performance of the supervisor relates to performance in carrying out the main tasks of supervision and supervision in a professional manner (Baker, 2015; Bastas & Altinay, 2019; Geng & Zhao, 2020). The supervisor's task is to carry out quality control activities and assess the impact of educational programs, while the supervisor's task is to carry out academic and management supervision activities in the education program education unit. (Rosenberg, Marc, 2001). In carrying out their duties, supervisors have not yet achieved optimally, because not all supervisors have the ability to operate information and communication technology, especially related to quality control and management of educational units and human resources that are fostered, namely managers and tutors. In the end, the coaching will lead to the students as a reflection of the results of the implementation of the tasks they do. The supervisory functions of the targeted targets are still not fully implemented, especially from the perspective of the character approach of generation Y and generation Z, which have massively utilized information and communication technology and digitalization as a learning model, lifestyle, and work ethic in various fields of life. their habits (Ridhuan, 2022).

Efforts to increase these abilities are carried out in training programs and are always organized and systematic to achieve more knowledge, skills and attitudes (Sumaryati, 2013). An effective strategy is needed to achieve this competency improvement based on the results carried out by applying quality training methodologies or the design and evaluation of training programs. This allows training to be achieved with effective performance in an efficient and natural structured manner (Alajääski & Suomala, 2001; Johnson & Maddux, 2007; Maddux & Johnson, 2006).

Currently, most of the training is conducted using remote or online strategies (within the internet network) and some face-to-face or offline strategies (outside the network). Online training is a learning solution when facing personal barriers to learning from natural disasters and adopting social distancing means to limit face-to-face interactions and crowds. In fact, the development of human resources is an effort to improve the quality of life of the



community. Basri (2013) states that behaviour and appearance through various activities change. Online training (e-learning) has replaced training in a pandemic situation. Online training is basically learning that takes place virtually through electronic and computer applications. In learning theory, learning involves andragodic, psychological, and doctrinal aspects simultaneously, so all learners must be aware of the complexities of learning. Therefore, e-learning as general learning needs to be planned, implemented and evaluated. Majid (2011) the process of preparing a training program applies training program media, uses educational approaches and methods, and assesses within a specified time to achieve certain goals (Alajääski & Suomala, 2001; Johnson & Maddux, 2007; Maddux & Johnson, 2006).

Online training requires planning based on certain methods. Constructive learning theory and engaging training materials provide incentives to learn from the skills they need. (Abdullah, 2018) which facilitates the training process, approaches, and methods as needed. Efficient and effective online training practices to develop quality talent still face many obstacles. According to (Marcellyna, 2020), training constraints made it difficult to analyze participants' understanding. Akhmadi's (2020) research on distance training for educators shows that e-learning is not optimized because the context and input of the training are in the medium category. This indicates that there are barriers to e-learning training, such as the adequacy of infrastructure (Olim, 2004). The available training materials are sufficient, but can be downloaded anytime, anywhere, but the use of e-learning materials is still relatively low and may be due to a lack of interaction (Gannaway et al., 2013; Igual et al., 2014; Peterson, 1998) . Participants need it because basically they need feedback with their friends in training (Damayanti, 2018).

Upskillings supervisors are very important, but many do not get training opportunities to develop skills, while face-to-face training is stopped due to pandemic conditions, human resource development is not worth it. Applying this Blended Learning model in training shows a positive improvement in improving supervisors' performance. Applying learning models combined with direct learning methods can improve cognitive abilities and observation skills (Budiharti et al., 2015). In this regard, it is necessary to consider the effectiveness of the training strategy to increase the capacity of other functional inspectors in the work environment of functional inspectors in Bandung. The training plan using Blended Learning is prepared by managers who are more mature in planning and equipping implementers with information and communication technology, providing a learning management system (LMS), providing internet facilities, digital libraries and facilitating understanding by changing the material disseminated. By planning a training course with Blended Learning in brief, students will learn via the Internet as if they were taking a regular course. This system is considered ideal because it will not be bound by time and place. Moreover, participants usually have various personal agendas after work so it is not possible to add conventional classes. On the other hand, the problem of participants in learning techniques. This technique is able to bridge participants who are less experienced in independent learning using the internet. Because later there will be a discussion session like a class forum. Different from online training, webinars or regular online learning. The training objectives of the Blended learning model require managers to provide a comprehensive, structured, and integrated learning plan. So that the material with each other is interrelated and strengthens to form the skills of the participants. So that after completing the learning there is an increase in the quality of performance.

Research Method

This study used descriptive analysis with documentary research techniques. Literary research collected quantitative data by reading or evaluating material produced by or about another subject or person. The role of research methods is very important in efforts to collect data needed for research, namely research methods will provide guidelines for conducting research or guidance on how the research will be carried out. now. Sort. Methodology implies that it is concerned with the procedures and ways of examining the data needed to solve or answer a research problem. This study used descriptive analysis with a quantitative approach. As Nana Sudjana and Ibrahim (1989) said that descriptive research is research that tries to describe a symptom, an event, and an event that is happening at present that the researcher is trying to capture photos of events. Attract attention, then describe them as they are. For the use of this quantitative descriptive method, it is very suitable for research variables that focus on real problems and phenomena in the form of research results in the form of meaningful numbers. As Nana Sudjana (1997) says: "Descriptive research method with quantitative approach is used if it aims to describe or explain an event or events that are happening at that time present in substantial numbers". For the number of respondents there are 60 supervisors in the city of Bandung. The data collection tool used is a questionnaire given to the supervisor to be answered. Then the data analysis techniques used include data collection, data presentation and drawing conclusions.

Results and Discussion

In connection with the discussion, the researchers describe several findings based on an explanation or description of the frequency distribution of the Blended Learning model training observer, as follows:

Table 1. Overview of the frequency distribution of observers

Age	Amount	Percentage
20-30	1	1.6%
31-40	7	11.6%
41-50	26	43.3%
51-60	26	43.3%
Amount	60	100%

Based on these data, the age of the observers was mostly adults, ranging from 1 to 60 years, representing 86.6% of the adult population. At this age, the supervisor must have the appropriate capacity according to his main duties and functions. Of course, having a high work ethic shows his presence as a professional supervisor. An overview of the frequency distribution for each group is presented in Table 2 below.

Table 2. Distribution of Observer Frequency by Group

Age	Amount	Percentage
III/A	12	20%
III/B	1	1.7%
III/C	7	11.7%
III/D	11	18.3%
IV/A	28	46.6%
IV/B	1	1.7%
Amount	60	100%

The data in Table 2 showed that most of the observers belonged to group IV/a up to 28 people (46.6%). The number of reviewers in Group IV/a is the result of moving to the next

group and when submitting a credit score, you need to create requirements for professional development. Even if it is difficult for the owner to write professional development.

Table 3. Distribution of Observer Frequency by Education

Age (Years)	Amount	Percentage
D1	12	20%
ID2	1	1.7%
D3	7	11.7%
S1	11	18.3%
S2	28	46.6%
Amount	60	100%

From Table 3, most of the inspectors up to 5 (75%) had a bachelor's degree. Under these conditions, a number of inspectors meet the qualifications based on Ministerial Regulation 2010 and RB No. 1. In Permendikbud Number 81 of 2013 concerning Formation of PNF Units Chapter 1 paragraph 1 (16), the general regulations state that supervisors are people who have the obligation, responsibility, and authority to carry out quality control. The PNF unit includes PAUD, equity and literacy supervisors. Furthermore, in Chapter VI Article 9 (1) Supervision and Administration, Head of PNF Supervision and Direction Unit, and (2) Supervision and technical guidance of pellets are carried out by supervisors. These signs indicate the role of supervisors in improving the quality of non-formal education (Laha, 2020). However, the root of the problem or problem that becomes a negative habit is the performance of the supervisor's Quality Control role is often less than optimal (Umar, 2019). Undoubtedly the public is skeptical because graduate users do not give positive answers. The quality control examiner in the quality control task chart or its implementation is shown below:

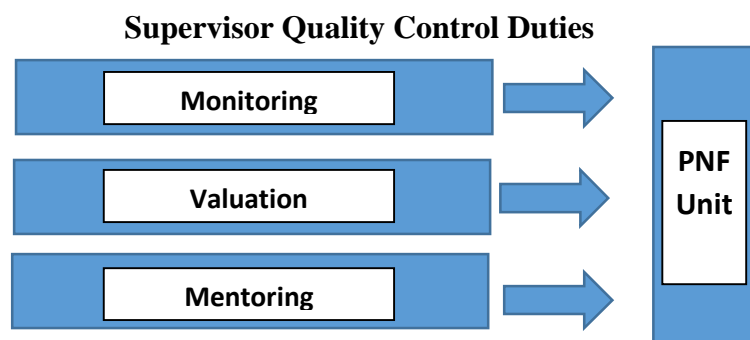


Figure 1. PNF Inspector Quality Control Tasks

The three roles of PNF supervisors above must be carried out regularly and continuously. If the assigned overseer is promoted due to retirement or a career change, this role must be passed on to the serving overseer and a new supervisor is required. To that end, the inspector implements a quality control program (Suminar, 2014). As one of the PNF units that manages quality, supervisors always monitor, guide and control PNF programs. Supervisors must continue to carry out their duties and functions in a participatory and humanistic manner. Of course, positive results will not be achieved if monitoring, evaluation, coaching and reporting are carried out without high morale. Because what he does is not what he should do while working as a professional inspector (Junaidi, 2020). A high level of motivation to carry out the duties of an overseer certainly impacts the supervisor's performance. The notion of motivation according to (Eddie Suharto, 2005) is an individual's internal or external drive to generate enthusiasm and tenacity to pursue certain goals. On the other hand (Rizka et al., 2019), motivation arises in those who act to achieve the goals set. The understanding of motivation above shows that his own will or encouragement strongly

influences the motivation of an inspector from outside in carrying out his duties. For example, internal support is the willingness to work hard to achieve success, while external encouragement involves personal responsibility for assignments and promotions. (Hasibuan, 2004) defines motivation as the driving force behind one's enthusiasm for work. This allows people to collaborate effectively and integrate with all efforts to achieve satisfaction. High performance is also caused by high motivation. Some experts interpret performance in much the same way. According to (Simamora, 2004), Performance is the level of work done to meet the specified job requirements. Therefore, performance is the result of a worker's work qualitatively and quantitatively, based on certain work standards. (Muhammad, 2019) states that performance as work performance is a person's success in carrying out activities. The performance of an overseer is considered high if he is able to carry out his duties faithfully. Therefore, when an inspector does work, the supervisor is required to have high motivation, so that the supervisor's performance is also high (Harjanto, 2006). Improving the performance of managers will certainly help the smooth running of the PNF program and educate people's lives through the PNF channel which is required in Article 4 of the Preamble to the 1945 Constitution.

Table 4. Strengths and Weaknesses

Strength	Weakness
1. The supervisor is a civil servant	1. There is no common name yet
2. The data is in every district/city	2. Some districts/cities do not have supervisors
3. Adequate education	3. Discipline is lacking
4. Have a built area	

Overseers are positioned as their strengths and skills/abilities are likely to increase. The supervisor also has an almost balanced level of education, so his thinking ability can still acquire various knowledge (Rizka & Hardiansyah, 2016). The supervisor has a clear target area so that coaching and mentoring activities can be planned. In particular, inspectors at the city level carry out the PNF program. In addition to the above advantages, there are drawbacks such as not optimal organizational development because supervisors in Indonesia are not evenly distributed in all districts/cities. Even if it exists and is formed, there is no common name because it is related to the implementation of regional autonomy. Several districts and cities have eliminated the presence of PNF program observers because they are inadequate.

For example, elsewhere there are overseers who are not doing their job well, lack of discipline, lack of responsibility, and not functioning optimally. This distorts the position of the supervisor as a quality control (Mustaro, 2019). There is no guidance for regional supervisors because regencies/cities that do not support supervisors as an essential part of the regional PNF program. There are still regional officials who appoint supervisors without going through the process. Some officials make it difficult for supervisors to move up in rank and position which in turn hinders their career advancement (ER & Hiryanto, 2013). There is no guidance for regional supervisors because there are still many regencies/cities that do not support supervisors as an important part of the regional PNF program. There are still regional officials who appoint supervisors without going through the process. Some officials make it difficult for supervisors to move up in rank and position which in turn hinders their career advancement (ER & Hiryanto, 2013). There is no guidance for regional supervisors because there are still many regencies/cities that do not support supervisors as an important part of the regional PNF program. There are still regional officials who appoint supervisors without

going through the process. Some officials make it difficult for supervisors to move up in rank and position which in turn hinders their career advancement (ER & Hiryanto, 2013).

Table 5. Opportunities and Challenges

Opportunity	Challenge
1. Law No.20/2003 concerning National Education System	1. Many non-formal educational institutions are underdeveloped
2. PP 19/2005 concerning SPN	2. Lack of respect for the supervisory profession
3. Level up with PAK 4. Career path available	3. Lack of motivation
4. There is a career path	

In developing careers and jobs there must be good opportunities for Supervisors. This is in Law No. 20 of the National Education System in 2003, emphasizing the role of supervisors in fostering and guiding the PNF program and having a clear legal framework. PNF is synonymous with formal education. The appropriate confirmation of the educational qualification equivalence test can be found on the PP number. 19 of 2005, among others, states that PNF Inspectors are carried out by Education Unit Supervisors (Mustaro, 2019). As a civil servant who carries out the supervisor's mission, his superior must pay attention to his position and all the consequences. For example, promotion through the credit rating system opens up opportunities for faster promotion so that Supervisors can quickly reach the desired career path.

Behind the supervisor's ability lies another challenge in the Overseer's job. It can be seen that PNF institutions are difficult to develop due to lack of guidance and cannot meet market demands. This situation causes supervisors to work more and more (Fitria, 2020). If an institution can survive and develop to meet the demands of its time, it must be able to raise its spirits. The PNF inspector profession has not yet received the distinction obtained by the PNF inspector in formal training, so there is a lack of motivation and performance for PNF inspectors. Supervisors are expected to be able to master tasks related to work motivation as a profession. It means that what is achieved in the PNF program is perceived to be the same as formal education (Cholifah et al., 2020). This situation causes supervisors to work more and more (Fitria, 2020). If an institution can survive and develop to meet the demands of its time, it must be able to raise its spirits. The PNF inspector profession has not yet received the distinction obtained by the PNF inspector in formal training, so there is a lack of motivation and performance for PNF inspectors. Supervisors are expected to be able to master tasks related to work motivation as a profession. This means that what is achieved in the PNF program is perceived to be the same as formal education (Cholifah et al., 2020). This situation causes supervisors to work more and more (Fitria, 2020). If an institution can survive and develop to meet the demands of its time, it must be able to raise its spirits. The PNF inspector profession has not yet received the distinction obtained by the PNF inspector in formal training, so there is a lack of motivation and performance for PNF inspectors. Supervisors are expected to be able to master tasks related to work motivation as a profession. This means that what is achieved in the PNF program is perceived to be the same as formal education (Cholifah et al., 2020). Supervisors are expected to be able to master tasks related to work motivation as a profession. This means that what is achieved in the PNF program is perceived to be the same as formal education (Cholifah et al., 2020). Supervisors are expected to be able to master tasks related to work motivation as a profession. This means that what is achieved in the PNF program is perceived to be the same as formal education (Cholifah et al., 2020).

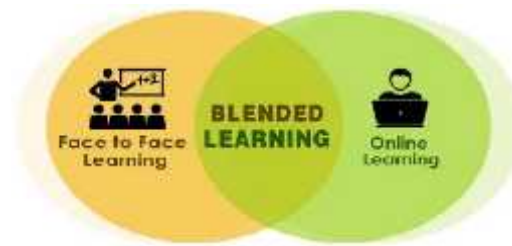


Figure 2. Illustration of Blended Learning

According to Semler (2005) “Blended learning combines the best aspects of online learning, structured face-to-face activities, and real world practice. Online learning systems, classroom training, and on-the-job experience have major drawbacks by themselves. The Blended Learning approach uses the strengths of each to counter the others’ weaknesses.” Blended learning is a learning media that combines various modes of delivery, teaching models, and learning styles, introducing several media for dialogue between facilitators and learners. Blended learning is also a combination of face-to-face and online teaching, but more than that it is an element of social interaction.

Conceptual learning skills contribute to training activities supervisory capabilities, provision of skilled workers who can create potential observers, various learning resources, and knowledge of current needs. Information that is proven and quickly accessed (Susila: 2015). Information such as e-learning is also expected to be applied by the government to help inspectors improve their ability to oversee gender education and PAUD institutions during this pandemic. Boediono (2013) “E-learning can overcome most of the obstacles if it is well designed, which means online-based learning has a positive impact in overcoming the challenges of the observer. Based on this idea, the existence of Blended Learning is also an essential solution for the country's current needs. Given the importance of monitoring strategies in today's digital era, some experts argue why Blended Learning is the learning strategy of choice today. Graham (in Annisa, 2013) explains three important reasons this training method prefers to implement Blended Learning compared to online or classical training, namely first emphasizing a better andragogy approach, increasing access and flexibility, and thirdly increasing efficient costs and benefits.

This level of effectiveness is supported by the advantages possessed by training with a blended learning system, as follows: (1) By using an internet network system, you can teach learning content anytime and anywhere. (2) Students have the flexibility to study lecture materials or lecture materials individually by using lecture materials stored online. (3) Discussion activities are carried out online/offline outside of class hours, and discussion activities are carried out between students and educators, and between students. (4) Educators can regulate and control what students do outside study hours. (5) Educators can ask students to review the material before the face-to-face class by preparing supporting assignments. (6) The goal of achieving teaching materials can be achieved in accordance with the goals that have been set. (7) Learning becomes more flexible and less rigorous, the possibility of learning applications using the Blended Learning system is very feasible.

This is in line with the development of information and communication technology in terms of popularizing supporting applications and equitable use of technology. A program that allows the viewer to overcome the above shortcomings. When a strategy, method, or form of learning model is applied appropriately and appropriately and is used in education, it will expand learning opportunities, increase efficiency, and improve the quality of the supervisor's competence, as mentioned earlier. Continuous development of skills and lifelong learning is promoted. Blended learning is not the only option to overcome competency disabilities.



However, with the rapid flow of information and communication at various levels of society, Blended Learning is now an indispensable solution.

Conclusion

Blended Learning or Integrated Learning is an education and learning strategy aimed at achieving learning objectives by combining classroom/face-to-face learning with online technology and information-based learning. Adding the right innovation to training programs increases the competence of educators, and participants, in this case, are inspectors trying to find and explore competencies as professional inspectors. This assumption makes Blended Learning an option when face-to-face learning is inadequate. The general condition of the trainees showed age differences, but most participants were 40-60 years old and had a bachelor's degree in grades III/a to IV/b. Overseer careers differ in terms of education and tenure." There is no coaching that focuses on professional development and supervisory duties. So far, there have only been working meetings related to the supervisory program. The supervisor's ability shows excellent proficiency, but needs to be improved in the field of professional ability, especially in the evaluation and professional development of the PNF program. In the implementation process, education and training providers must pay attention to several factors related to communication, logistics, facilitators, participants, infrastructure, training evaluation, monitoring and support other help. It is essential to evaluate and monitor the training process to uncover various gaps, weaknesses and strengths in its implementation and process.

Recommendation

Based on the study results, there are recommendations for supervisors in the city of Bandung, namely the need to optimize the role of the supervisory forum as a forum to improve professional skills and welfare. Peru cooperates with various related parties in organizing training on the Blended Learning model to increase the quality level of the supervisor's resources. Need to sit together to find the best solution to the problems faced in fulfilling supervisory obligations, There is a need for information media, knowledge and experience between supervisors in PNF monitoring and a careful plan is needed in developing a Blended Learning training model for Bandung City supervisors.

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