The Changes of Communication Tools for Teachers' Training Management

Norzabidi Bin Abu Bakar[1], Rabiatuladawiyahbintimhd. Bakri [2],Nurshakirinbinti Sabri[3],

[1,2,3]*Faculty of Management & Information Technology, Sultan Azlan Shah University (USAS), Kuala Kangsar , Perak, Malaysia*
Corresponding Author: Norzabidi bin Abu Bakar.

ABSTRACT: *The efforts of organisation to make changes on certain aspects for improvement are vitally important. InstitutPendidikan Guru Malaysia Malaysia(IPGM) as a leading training provider for teachers in Malaysia has taken a few steps forward by changing their communication tools. This article discusses about the changes of communication tools made by IPGM and the impacts of the changes. The previous communication tools have shown that the management of IPGM has spent a lot of money and took longer time tomanage the training. On the other hand, after the change of communication tools, it gives a great impact where the management of IPGM doesn't have to spend a lot of money and time.*

KEY WORD: *Training, Management, Communication*

I. INTRODUCTION AND LITERATURE REVIEW

InstitutPendidikan Guru Malaysia (IPGM) is known as the leading training provider for teachersin Malaysia. It has 27 campuses all over the country. The main role of IPGM is to provide professional training for pre- service as well as in- service teachers. According to the Education Development Plan (EDP) 2016- 2025, Ministry of Education (MOE) planned to upgrade IPGM as the world class training provider for in- service teachers by year 2025.

In order to achieve the goal, IPGM need to put a few steps ahead in their strategy. They have decided to change the communication tools in order to be more effective in managing the training to the teachers.

II. BEFORE THE CHANGE OF COMMUNICATION STRATEGY

According to statistic issued by Ministry of Education, there are 421, 828 teachers in Malaysia. As mentioned earlier, IPGM as training provider for the teachers must have a proper planning in order make sure all teachers are updated with new knowledge and pedagogical skills. This is to ensure the best quality of teaching among the teachers.

Before the change of communication tools, the management of IPGM has struggled to manage the training for the teachers. They started their planning by conducting training and need analysis (TNA). HoYaHin (2003) defines training need as, "the gap between an actual situation and the desired situation. 'Situation may refer to job performance, knowledge, skills, behaviour, or attitudes. These TNA instrument were distributed to all schools in the country. This process involves a lot of money because the instruments need to be printed and then being posted to all schools. All teachers were needed to answer the instrument and send it back IPGM. All the data were gathered and analysed. The analysis can only be made after they receive all feedbacks from all teachers. From this analysis, they will know thearea that is needed for training. Then, IPGM will identify some experts from their lecturer to set up the modules. Once the modules are completed, it will be presented to the senate members for approval.

Upon approval of the modules, they will offer the trainingto the teachers through the Department of Education of each state. The Department of Education will select the suitable teacher based on the training need analysis to attend the training. During the training, the printed handouts, notes and reading materials will be given to the teachers. Lastly, after the training the evaluation form will be distributed to the participants in order to know the feedbacks for future improvements.

From the whole process, we will understand that, the communication tools used by IPGM in their training management are costly, time consuming and less effective. It is considered as costly when they do a lot of printing of TNA instruments, handouts and reading materials and sending letters. At the same time, they took

a lot of time for each process. For example, to conduct the TNA, they need time to post the TNA instruments to the schools, then they have to wait for the schools to respond and send it back to them.

III. AFTER THE CHANGE OF COMMUNICATION TOOLS

Since 2016, through their transformation plan called 'TransformasiInstitutPendidikan Guru 2016-2025', the top management of IPGM has identified few areas that need to be transformed. They are:
a) Organisation and leadership
b) Quality of lecturers
c) Research and innovation
d) Infrastructure
e) Quality of curriculum
f) Quality of students (pre-service teachers)
g) Internationalism
h) Continuous professional development (for in-service teachers)

One of the areas that need to be changed is continuous professional development or training programfor in- service teachers. Through this transformation plan, IPGM has put one step ahead in their management especially the communication tools. Unlike before, they are towards to digitalized most of the process in managing the training for teachers. They started to use google forms, google drives, QR codes, social media like Facebook and WhatsApp. A study by McKinsey Global Institute concluded that social media could increase the productivity of knowledge workers by 20 to 25 percent, as people would spent much less time looking for information (Chui et al., 2012).

As mentioned earlier, during the process of planning, the first step to do is to know the area that needed for training through TNA. Now, they conduct TNA through a system called 'SistemPengurusanLatihanKementerianPendidikan Malaysia (SPLKPM).

Figure 1: The Interface of the '*SistemPengurusanLatihanKementerianPendidikan Malaysia (SPLKPM)*'

Figure 1 illustrates the interface of SPLKPM. This is a centralised training management system where all the information about training is stored in it. All teachers in Malaysian are given their individual ID and password. Through the ID and password, they can log in into the system and see all information as follow:

a) Check the list of training offered by IPGM
b) Apply the training
c) Check the training they've attended
d) Record the books they've read

e) Record their social contribution based on their professional capacity
f) Print the digital certificate of the training they've attended
g) Answer the TNA
h) Download handouts and reading materials from the trainer of facilitator
i) Receive updates about training from IPGM
j) Communicate with the trainer or facilitator
k) Give feedbacks about the training attended

From the features provided by system, it has tremendously gives a new image on the training management system of IPGM. The problems like high cost, time consuming and less effective can be solved by introducing this system.

Now the management of IPGM don't have to think about the cost because it is now nearly at zero cost. For example, for TNA, now they don't need to use even a piece of paper. The TNA instruments are uploaded into the system. The teachers can answer the TNA through their mobile phones and send it back after completing the instrument through online. It just takes a few minutes to complete the whole process. On the other hand, at the management of IPGM they can see theanalysis of the TNA at any time because it will automatically update after input being sent to the system.

Next, the application of the training offered has saved a lot of time. Unlike before, the management if IPGM don't have to send any letters and brochure to the schools through the Department of Education. Now , they only post the list of training offered to the system and social media like Facebook and WhatsApp. Through the link provided, teachers can check and see the list of training throughout the year and register directly if they interested with the training. At the same time the management IPGM can monitor the progress of the trainings. Again, this process takes only a few minutes at zero cost.

IV. CONCLUSION

Sometimes, an organisation needs to make some changes for future improvements. As the leading training organisation for teachers in Malaysia, IPGM has taken a good step in order to be more efficient and at the same time can save a lot of money. The change of communication tools in their training management has shown a great impact to IPGM and Ministry of Education as a whole.

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