




Student Perceptions of PIESQ Management 3.0 Training at the Universitas PGRI Semarang

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ARTICLE INFO	ABSTRACT
<p>Received:</p> <p>Revised:</p> <p>Accepted:</p> <p>This is an open access article under the CC-BY-SA license.</p> 	<p>The study aims to find the right PIESQ Training material model to fit the demands of the time while adhering to the Universitas PGRI Semarang's identity. The goal of the first year is to identify the perception and impact of training on the quality of student's Physic, Intellectual, Emotional, and Spiritual (PIES). To achieve its goal, the study employs a research and development approach (<i>Research and Development - R & D</i>). The study will be held at the University of PGRI Semarang with a population of all students of the Universitas PGRI Semarang who have participated in the PIESQ Training and the sample was taken purposive sampling. Overall, students' impressions of the PIESQ Management 3.0 training were positive, according to data analysis results. Despite the small sample size, a few people have complained that the training itself is tedious and boring. There were still a few respondents who said that the materials were out of date.</p>
<p>Keywords:</p> <p><i>PIESQ management 3.0 training; students' perception; Universitas PGRI Semarang</i></p>	

Introduction

Universities must create generations that can fight for their existence and *jihad* for the good of the earth, based on faith and loyalty to The Creator. This vision is an inspiration to all academics to envision colleges that excel in both academic and non-academic fields while maintaining their own identity in order to differentiate themselves from others. Identity is the important word in describing the significance of character education at Universitas PGRI Semarang. As a result, efforts to generate graduates who comply with the vision of the Universitas PGRI Semarang, which is *Unggul dan Berjati Diri* (Excellent and Firm), must be supported not only by learning activities but also by other creative and integrated activities. Initially, characters became embedded in the college environment through learning, habituation, and extracurricular activities. The development of the character values was summarized in GATI IKIP PGRI KU. Furthermore, a set of materials and training models of building physical, intellectual, emotional, and spiritual named Training Piesq Management 3.0 have been compiled to develop excellence. The training implementation is expected to form an excellent and firm personality. However, the institution does not yet have a clear concept for its implementation. As a result, in 2013, training was developed to build the quality of students in full, based on the awareness to provide students with this good

character. The training name is Physical Intellectual Emotional and Spiritual Quality Management (Pies-Q Management). The PIESQ Training has been running for almost 6 years, however, the changing times necessitate the development of the materials required to deliver the best possible service to Universitas PGRI Semarang students. The training itself was given to new students of the University of PGRI Semarang when they first arrived in college. However, there is no detection method to check the achievement and sustainability of this training in its implementation. As a result, an in-depth study of the development of the Training Material Model PIESQ Management 3.0 is required. Based on the background of the preceding topic, the problem in this study is how students perceive PIESQ Management 3.0 training.

This development research is a scientific action that begins with research activities and continues with development activities. The purpose of this research is to create a PIESQ training model to develop the character of Universitas PGRI Semarang students. The form of product development is adjusted to the needs of Universitas PGRI Semarang, namely helping students to optimize the physical, intellectual, emotional, and spiritual qualities that students have as a gift from God. What can be seen from a person is actually just a small part of who they are. Like an iceberg, what is visible on the surface is only the tip of which is much less than what is invisible. What is visible is the physical part; while the largest part, which is physically invisible, is intellectual, emotional, and spiritual (Widadi, 2013). For this reason, it is necessary to have complete self-management efforts to be able to be present as a caliph, manager of the earth and its surroundings, to be a place to live and build a harmonious life together. It is necessary to manage the quality of the physical, intellectual, emotional, and spiritual aspects in a complete, comprehensive, and integrated manner. This research is useful for developing students good attitudes, behavior, and character, and also as an effort to form excellent and firm human resources.

Research Methods

This research employs a descriptive qualitative approach. The population of this study was all PIESQ Management 3.0 participants at Universitas PGRI Semarang. The research sample was taken using a purposive sampling technique. This research would be carried out within 3 years starting in 2019 and will end in 2021. All research would be conducted at Universitas PGRI Semarang. The instruments used in this study were questionnaires and interview guides. Questionnaires and interviews are used to determine student perceptions of the PIESQ Management 3.0 training.

The research data would be collected through observations, interviews, and questionnaires. Observations were made by observing directly the implementation of the PIESQ Management 3.0 model. Interviews were conducted on PIESQ participants who have attended PIESQ Management 3.0 training at Universitas PGRI Semarang. The research data is qualitative. Qualitative data collected through interviews and observations, and questionnaires will be analyzed using a flow model, namely data reduction, data display, conclusion/verification (Miles and Hubberman, 1994).

Findings

This study aims to describe students' perceptions of the implementation of PIESQ Management 3.0 training. This research data was obtained by distributing questionnaires

via *google form*. The questionnaire contains a variety of questions, both open and closed. This is done to get results or comprehensive answers from the respondents. The research subjects are Universitas PGRI Semarang students who have attended PIESQ Management 3.0 training. Research subjects (respondents) are students of all study programs at Universitas PGRI Semarang. The study programs are Guidance and Counseling (*Bimbingan dan Konseling*, abbreviated as BK), Elementary School Teacher Education (*Pendidikan Guru Sekolah Dasar*, abbreviated as PGSD), Early Childhood Education Teacher Education (*Pendidikan Guru Pendidikan Anak Usia Dini*, abbreviated as PG PAUD), Pancasila and Citizenship Education, Economic Education, Physical Education, Health and Recreation, Mathematics Education, Information Technology Education, Indonesian Language and Literature Education, English Education, Traditional Language and Literature Education, Civil Engineering, Mechanical Engineering, Informatics Engineering, Food Technology, Law, and Management. Respondents amounted to 180 people and came from the class of 2017 to 2019.

Students' perception of PIESQ Management 3.0 training is one of the main aspects of this research. This is because students' perceptions have become the benchmark for the implementation of PIESQ Management 3.0 so far. Whether or not the implementation of PIESQ Management 3.0 is good, can be seen from the assessment of the respondents. The results from the analysis of student perceptions can be used as a basis for developing the PIESQ Management 3.0 training model. To determine students' perceptions of the implementation of the PIESQ Management 3.0 training, the researchers focused on six components including place, time, facilities, facilitators, instructors, and training materials. The following are the results of data analysis related to student perceptions of the implementation of PIESQ Management 3.0 which are described based on these six components.

1. Students Perception of the Training Site

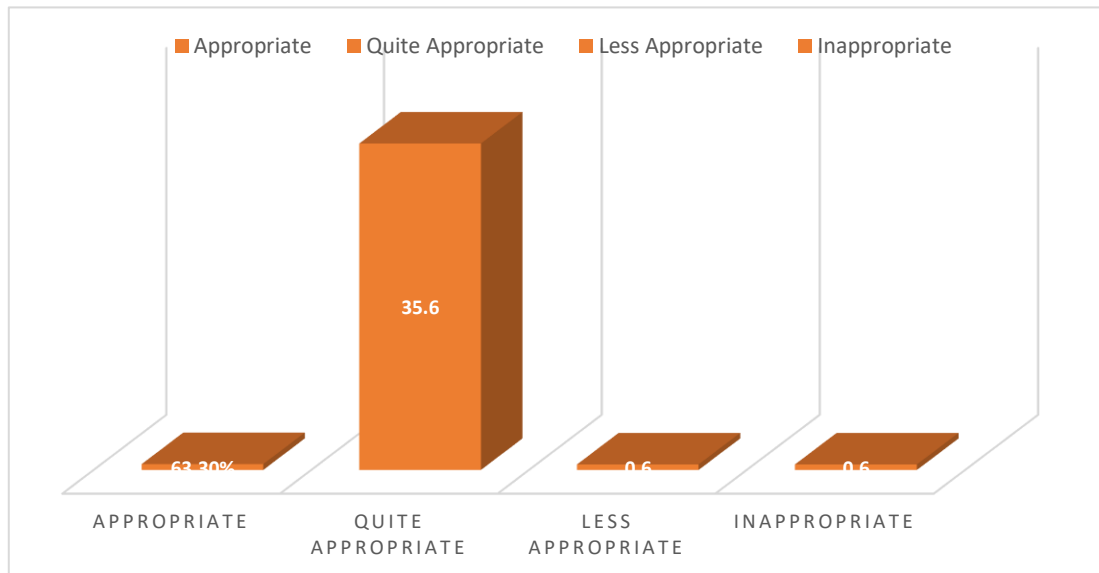
Student perceptions of the PIESQ Management 3.0 training site include aspects of the appropriateness of the room, the size of the room, tidiness, cleanliness, and completeness. Completeness is not only related to the facilities in the room but also includes the completeness of supporting infrastructure. These include toilets, clean water, soap, tissue, and trash cans. In addition, completeness is seen from the availability of Air Conditioner (AC) and adequate lighting. The appropriateness of this room is one of the factors that support the comfort of respondents in participating in PIESQ Management 3.0 training activities. Even though the training is carried out while sitting on the floor, the cleanliness and confinement of the place to sit is also part of the appropriateness of the place.

Based on the results of data analysis, it is known that as many as 63.3% or 114 respondents stated that the training place was appropriate. The rest, namely 35.6% or as many as 64 respondents stated that the PIESQ Management 3.0 training place was quite appropriate. Seeing these results, it can be concluded that most of the respondents stated that the PIESQ Management 3.0 training site was feasible. However, there is still a need for improvement in appropriateness in order to achieve higher assessment results regarding site appropriateness. This is because there is still 1 respondent or 0.6% stating that the training site was less appropriate, and 1 respondent also stated the site was inappropriate. The reason of this statement was that the toilet capacity was not sufficient to accommodate the number of respondents who took PIESQ at one time. So that during the break time to go to the toilet, the respondents had to be cramped and queued for a long time. In addition to the toilets, the response stated that the parking lot at the Balairung could not accommodate all participants' vehicles. This caused inconvenience to the respondent. Apart from being

difficult to find a parking space, it also because it took a long time to queue for parking. The results of data analysis related to student perceptions of the PIESQ Management 3.0 training site are presented in the following diagram.

Diagram 1 Student Perceptions of PIESQ 3.0 Management Training Sites Appropriateness

2. Training Time



Based on the data obtained, the majority of the respondents stated that the time management in PIESQ Management 3.0 Training activities was adequate. However, some respondents indicated that the time management was ineffective and therefore submitted several complaints. The results of data processing are presented in the following diagram.

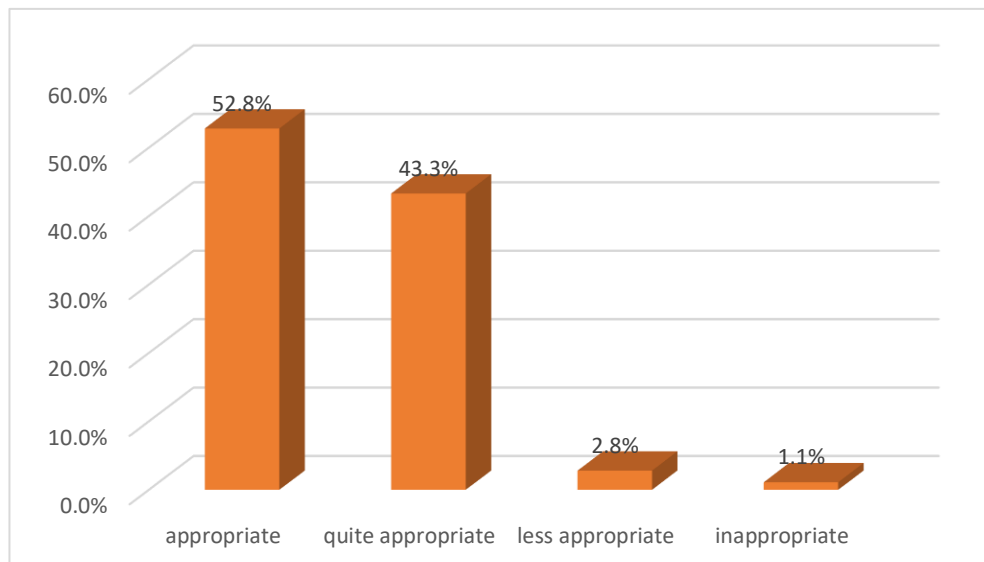


Diagram 2 Student's Perception of the PIESQ Management 3.0 Training Time Management

Based on diagram 1.2, it can be seen that 95 or 52.8% of the respondents said that the training time was appropriate. The appropriateness of time is seen from the rundown duration in each session that is successfully carried out on time. Next, 43.3% or 78 respondents stated that the training time was quite appropriate. From the 43.3% of the

respondents stated that the adequacy of time can be seen from the duration of the material session which is not too long and not too short either. Meanwhile, 2.8% or 5 respondents said that the training time was not appropriate. The lack of time appropriateness was due to the monotony of delivering material that made the respondents felt that the training time was too long. There were 1.1% or 2 respondents who stated that the training time was inappropriate. This discrepancy was because the training started from morning to evening for 2 consecutive days so that respondents felt they did not have enough time to rest and prepare for the next day.

3. Supporting Facilities

The supporting facilities greatly influenced the course of the training carried out by the participants as evidenced by the survey results as described in diagram 4.3.

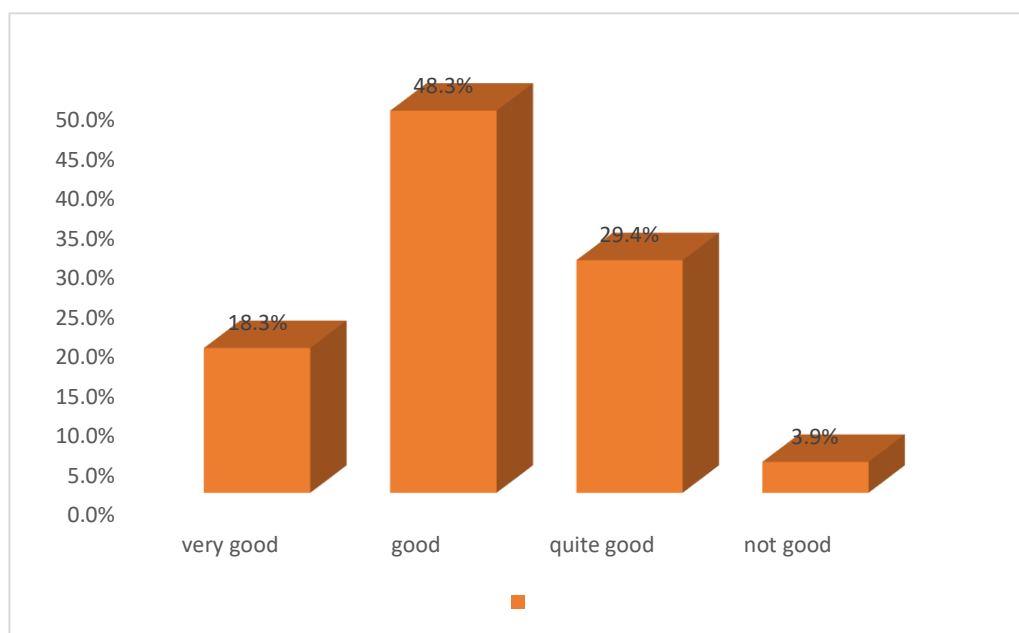


Diagram 3 Student Perceptions of PIESQ 3.0 Management Training Supporting Facilities

Supporting facilities provided during the PIESQ training received a positive response from 33 respondents or 18.3%. This is because the campus provided complete types of equipment that were needed by the instructors and respondents so that respondents did not need to bring or prepare it themselves.

Meanwhile, 48.3% of the respondents who filled out the questionnaire or 87 respondents stated that the supporting facilities were in good condition. This is supported by the complete facilities available such as Air Conditioner (AC) and LCD that can produce images with clear resolution. The audio or speakers produce the sound that can be heard throughout the room, and there are two LCD screens that facilitate the respondents who are on the right and left wings of the hall. The lighting in the hall is very good, and supports the atmosphere during PIESQ training.

On the other hand, 53 respondents, or 29.4% felt that the supporting facilities provided by the campus were sufficient. According to them, the facilities provided are in accordance with the material to be delivered and meet the needs of the participants.

However, 3.9% of the total number of respondents who completed the questionnaire claimed that the supporting facilities were inadequate, or seven respondents thought that

the facilities given could be improved. They offered examples such as the air conditioner (AC) not working evenly across the room and the lack of a shoe rack for responders to put their shoes on while sitting on the floor.

4. *Facilitator*

The following are the results of respondents' perceptions of the PIESQ Management Training Survey questionnaire as follows:

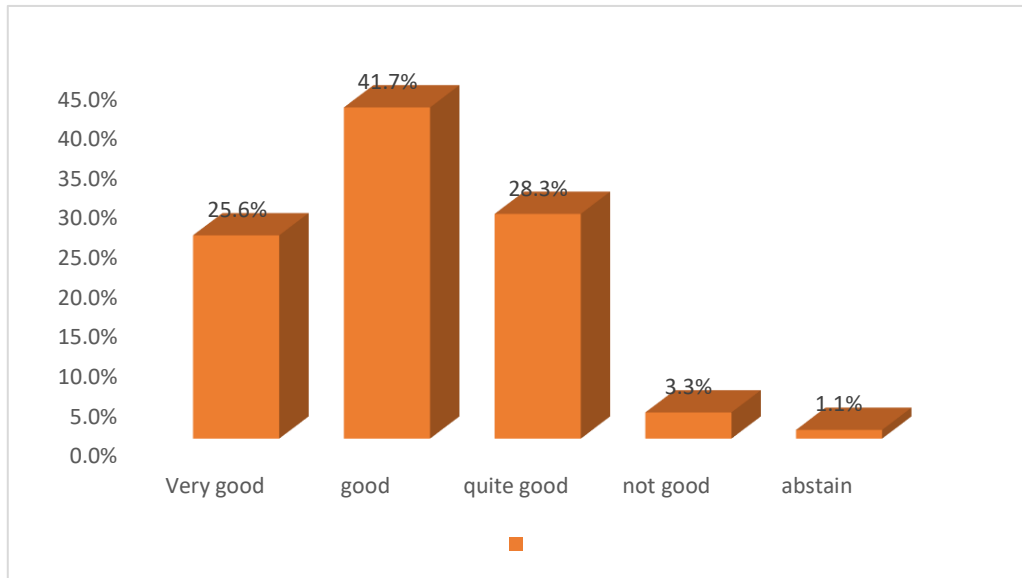


Diagram 4 Students Perceptions of the Facilitators

The facilitators received a very positive reaction from 46 respondents or 25.6 percent of those who filled this category. They believed the facilitators did a very good job. During the event, they accompanied the respondents from the beginning to the end of the training; when they encountered respondents who were not in good health, the facilitators served very well; they were also at ease interacting with the facilitators.

On the other hand, 75 respondents, or 41.7% of the respondents agreed that the facilitators were good at dealing with respondents. Moreover, the facilitators have good characters such as patience, firmness, and nurturing. Meanwhile, 28.3% or 51 respondents felt that the facilitators were quite good. This is because some of the facilitators did not master their job description so that when participants needed help they seemed indifferent and did not care.

Furthermore, six respondents expressed dissatisfaction with the facilitators, citing the fact that some of them were unfriendly to the respondents, resulting in less comfortable interaction between respondents and facilitators. Lastly, there are 1.1% of the respondents who did not fill this category.

5. *Instructors*

Participants in the PIESQ training reported that the instructors mastered the materials with full responsibility, straightforwardness, and enthusiasm. Not only did the instructors deliver training material, but they also entertained the respondents so that they could be deemed competent in breaking up the ice and not creating a boring situation.

During the material session, some participants stated that the instructors successfully owned the stage, emotions, and souls of all participants in the hall, allowing them to capture the hearts of the participants. The respondents recommended that the instructors could be refreshed or renewed to the younger ones so that the participants could participate in the training interactively rather than monotonously.

Respondents were also asked to select some of their favorite instructors from the PIESQ training. The following is a breakdown of the respondents' nominations:

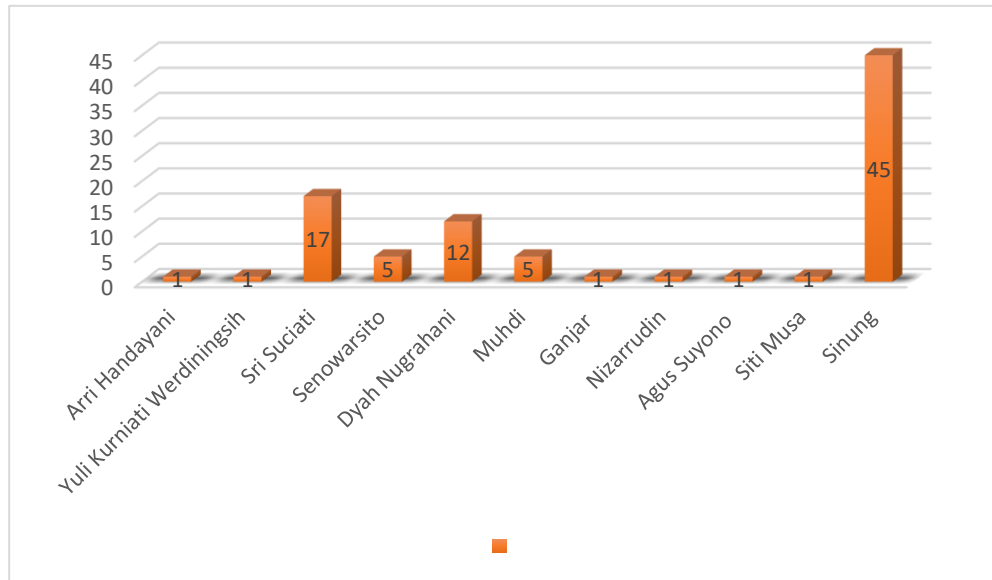


Diagram 5 Student Perceptions About the PIESQ Management 3.0. Training Instructors

Based on the instructor (see Figure 1.5), the results of this study show that Mr. Sinung received the most votes, with 45 votes. Many trainees were swept away by his character throughout training. Respondents mentioned that he was always cheerful when delivering the material and did not fail to slip some interesting motivations for the participants to have a vision and objective for the future. Mrs. Dyah Nugrahani comes next, with a total of 12 respondents. According to respondents, the information she provided was very useful. Her delivery was direct and firm but to the point. Then, 17 respondents chose Mrs. Sri Suciati as their favorite instructor; respondents claimed that she delivered highly interesting content throughout the training, and many of the respondents broadened their minds after getting the material from her.

Meanwhile, Mrs. Arri Handayani, Mrs. Yuli Kurniati, Mr. Ganjar, Mr. Nizaruddin, Mr. Agus Suyono, and Mrs. Siti Musarokah had the fewest number of respondents, each with one.

6. Training Materials

The respondents' answers regarding the relevance of the material during the PIESQ 3.0 training were gathered based on the findings of the respondents who participated and were analyzed by the research team.

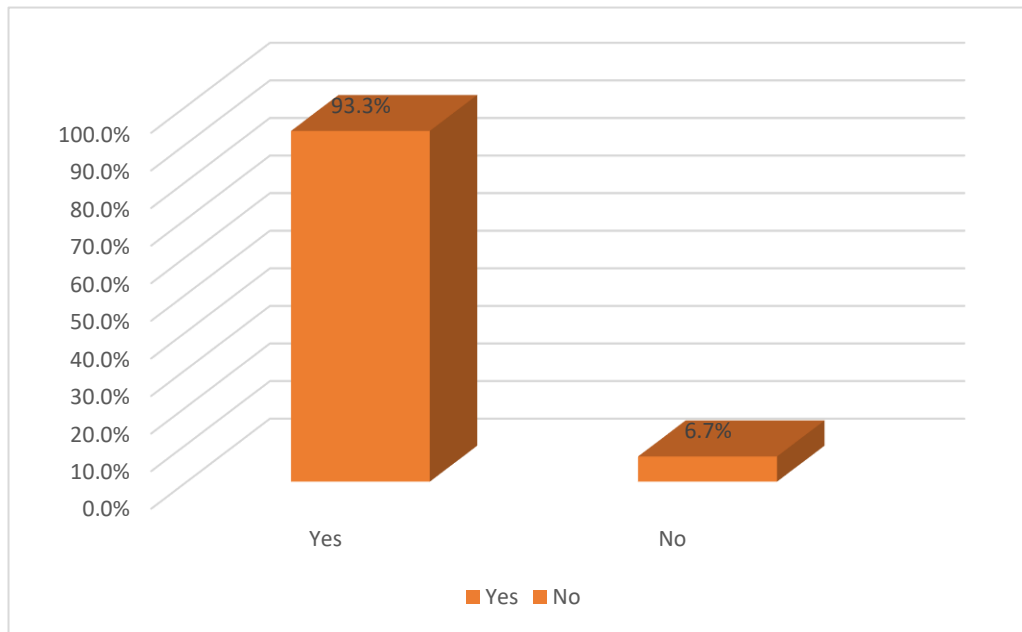


Diagram 6 Student Perceptions About the Relatability of the PIESQ Management 3.0 Training Materials

According to the results of the respondents on the indicator of the relevance of the PIESQ 3.0 management training material, as indicated in table 1.1, 93.3% or 168 respondents answered yes (relevant). This is based on the students' reasons wherein they stated that this training provides material that is interrelated in daily life and is indeed needed by today's millennial generation; how is the human hierarchy in recognizing their identity, needs, and potential, and then maximizing them in the daily basis. As for the other materials that were delivered, such as Improving Human Resources, SWOT Analysis, Character Development, Intellectual Intelligence, Personality, and Leadership. Those aspects cannot be separated since, without these characteristics in a person, there will be no formation of a leader's soul capable of bringing harmony to the social environment. Furthermore, the answer of "no" came from 6.7% or 12 respondents. Those who said no gave reasons such as the content being too traditional or that it was already commonly taught at the school.

Conclusion

The study, which aimed to describe students' perceptions of the implementation of the PIESQ Management 3.0 training, was conducted during the early stages of the Covid-19 pandemic. Therefore, data collection was limited to the distribution of questionnaires. Student perceptions of PIESQ Management 3.0 training implementation involve six components: place, time, facilities, facilitators, instructors, and training materials. Based on the data analysis results, it is concluded that students' impressions of the execution of PIESQ Management 3.0 training are generally positive. Despite the small number, some respondents claim that the implementation of this training is tedious and dull. Regarding the materials, there were still a few respondents who indicated that the material was out of date.

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