Teacher Ability Training In Developing Online Teaching Materials

Pelatihan Peningkatan Kemampuan Guru Dalam Mengembangkan Bahan Ajar *Online*

Moch Sukardjo[a,*], Uswatun Khasanah[b], Yayan Sudrajat[c], & Annis Kandriasari[a]

[a]*Education Technology, Postgraduate Program, Universitas Negeri Jakarta, Jln Rawamangun Muka East Jakarta, ,13220, Indonesia*
[b]*Study Program of Teacher Education for Primary School Education, Faculty of Social and Humanities, Universitas Nahdlatul Ulama Lampung, Mataram Marga, Sukadana, East Lampung Regency, Lampung,, 34194, Indonesia*
[c]*Indonesian Language Education, Indraprasta University PGRI, TB Simatupang, Jalan Nangka Raya, Jagakarsa, South Jakarta. 12530, Indonesia*

Abstract

Preparing face-to- face learning with teaching materials has often been done by teachers, but there are still many teachers who find it difficult to prepare and write lessons using online teaching materials. This training activity has the aim of improving the ability of teachers in compiling online teaching materials and increasing teacher creativity in online learning. This training method and strategy uses face-to-face (offline) discussions and questions and answers, as well as exercises and practices in compiling and writing online teaching materials. The results obtained after participating in this training are that all teachers want to be able to compose complete online teaching materials with a 100% questionnaire score. Furthermore, after participating in this training, the main priority in the future is the development of human resources (HR), this can be seen from 20 participants, then 20 participants (100%) chose to prioritize HR. Next, there are only 17 people (85%).

Abstrak

Mempersiapkan pembelajaran secara tatap muka dengan bahan ajar sudah sering dilakukan oleh guru, tetapi mempersiapkan pembelajaran dengan menggunakan bahan ajar online masih banyak guru yang merasa kesulitan dalam menyusun dan menulisnya. Kegiatan pelatihan ini memiliki tujuan untuk meningkatkan kemampuan guru dalam menyusun bahan ajar online dan meningkatkan kreativitas guru dalam pembelajaran online. Metode dan strategi pelatihan ini menggunakan tatap muka (luring) dengan diskusi dan tanya jawab, serta latihan dan praktik menyusun dan menulis bahan ajar online. Hasil yang diperoleh setelah mengikuti pelatihan ini adalah semua guru ingin dapat menyusun bahan ajar online secara lengkap dengan perolehan skor kuisioner 100 %. Untuk selanjutanya setelah mengikuti pelatihan ini yang menjadi prioritas utama dimasa yang akan datang adalah pengembangan sumber daya manusia (SDM), ini terlihat dari 20 peserta, maka ke 20 peserta(100%) memilih memprioritaskan SDM. Berikutnya baru masalah dana sekiatr 17 orang (85%).

Keywords: Teaching Materials, Online Learning, Quality Learning

1. Introduction

Each teacher in the education unit is obliged to prepare a complete and systematic Learning Implementation Plan (RPP) so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of students (Depdiknas, n.d.2008). RPP is a blueprint for teachers in carrying out learning both online and offline. With this RPP, it is hoped that a teacher can write and prepare RPP properly and

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[*] Corresponding author:

E-mail address: msoekardjo@unj.ac.id

correctly in a complete and systematic way to provide opportunities for students to learn more creatively and independently according to their respective interests and talents and abilities in achieving the expected competencies.

In the implementation of the learning process, learning resources are used that can support success in learning. Learning resources can be in the form of all sources, both data, people and goods (AECT, 1977). Learning resources are used to facilitate the learning activities themselves, which include messages, people, materials, technical tools and the environment. One of the learning resources that is important and must exist is teaching materials that are written and compiled by a teacher or lecturer themselves. The impact of advances in technology and information has penetrated all lines of life, inseparable from the world of education which has experienced its impact. Previously, face-to-face learning had to switch to face-to-face, especially during a pandemic. During the COVID-19 pandemic, the world of Education is improving learning from face-to-face (outside the network) and must switch to online learning to prevent the spread of the Corona virus. Learning is carried out at home using the internet.

Training in the preparation of teaching materials given to teachers to provide enlightenment for students on the material and practice of using the Ncsoft Flipbook Maker (Nuris et al., 2020). Training in the preparation of teaching materials for teachers has the aim that teachers can increase motivation and good mental attitudes in compiling their own teaching materials (Sopiah et al., 2019). Training and assistance in the preparation of teaching materials also provides motivation for teachers in preparing teaching materials that are in accordance with the needs of students and teachers who have good quality (Sari & Saputra, 2020). Writing teaching materials for teachers is a duty and obligation before doing face-to-face and online learning. The reality in the field is that there are still many teachers who are confused in compiling teaching materials. Many teachers ask where to start compiling teaching materials? From the results of discussions with teachers and from observations in the field, the difficulties faced by teachers in preparing online teaching materials include: 1) teachers have not been able to classify teaching materials online or those commonly used in classroom learning; 2) the average teacher has not received training in compiling online teaching materials before; 3) in determining the reference for compiling online teaching materials is still difficult; 4) there are still difficulties in evaluating online learning outcomes; 5) in determining the online learning strategy the teacher still has difficulties. The obstacles faced by the teachers made the learning objectives not achieved optimally.

Even though the state of the world of education was affected during the pandemic, the process of learning activities must continue as usual, the same as before the COVID-19 pandemic. Teachers are required to continue to carry out their duties as educators even though they are done from home and use internet network services. Due to the lack of preparation in conducting online learning, many teachers claim that they are not ready for this situation. Therefore, it is important to hold training in improving the ability of teachers in preparing online teaching materials. Responding to these obstacles, a lecturer with the tridharma of higher education, compiled a training plan for online teaching materials for teachers. Through community service activities, lecturers and students carry out training in the preparation of online teaching materials with the aim that teachers can skillfully compose online teaching materials. Teachers can classify teaching materials online or face-to-face. to get the maximum expected learning objectives.

2. Execution Methods

The implementation of this activity uses offline training methods. The target of this community service activity is the teachers of Kindergarten, Middle School and High School Bina Spora in Cigombong Sukabumi Bogor. To improve teachers in compiling teaching materials in online learning as a solution during the pandemic, which requires learning to be carried out from their respective homes. The training methods used to support the success of this community service activity include:

    a. Face-to-face (offline) held at the Bina Spora school. This method is carried out in order to explain complete and general information about the theoretical description of knowledge in compiling online teaching materials.

    b. Discussion and Q&A. This method is carried out to find solutions to how to compile online teaching materials, whether there are differences between online teaching materials and face-to-face teaching materials used in classroom learning so far.

    c. Exercise/practice/assignment. This method is used for participants to do exercises and practice in compiling online teaching materials. The results of the online teaching material preparation exercise were submitted at the end of the activity to the community service team.

2.1 Time and place

The time for this community service training activity to be carried out on 15-16 June 2021 face-to-face (offline), held at the Kindergarten – SMA Bina Spora Mandiri Ion Siti Aminah Foundation Cigombong, Sukabumi Bogor.

2.2 Tools and materials

The tools and materials used in the implementation of this community service activity are as follows: laptop media with various brands and computers used in internet media training, zoom application used in training to access materials online, LMS with Schoology software used for pre and posttest, upload the results of the exercise, attendance detection as well as paper and other stationery.

2.3 Implementation steps

This community service implementation activity is carried out by face-to-face (offline) training.

1) The first stage: the presenter provides an explanation of the theoretical material for preparing online teaching materials for the participants, consisting of teachers from Kindergarten to Senior High School Bina Spora Mandiri Ion Siti Aminah Foundation Sukabumi Bogor, in improving quality learning.

2) The second stage: a question and answer session and discussion after the presentation of the material by the presenters was carried out.

3) The third stage: providing exercises and assignments for teachers to compile online materials with each material being taught.

3. Result and Discussion

3.1 Implementation plan for the preparation of online teaching materials

The plan for implementing community service activities based on the results of community service team discussions by lecturers and students, an agreement was made to meet the needs of teachers from early childhood education (PAUD) to high school (SMA). To improve quality and meaningful learning activities carried out online from each student's home. The results of the questionnaires that have been distributed to teachers have received good results and responses, that it is very important in compiling online teaching materials because they are different from face-to-face teaching materials and online teaching materials are also different from compiling learning textbooks.

3.2 Evaluation and Monitoring

The training for the preparation of online teaching materials was attended by PAUD to high school teachers at the Ion Siti Aminah Foundation Bina Spora Mandiri School. In this community service activity there were 20 teachers who became respondents. After this service activity, the teacher was asked to fill out a questionnaire obtained from community service activities in training in the preparation of teaching materials. From the results of the questionnaire, most of the participants had never attended training. Of the 20 participants, only 6 (30%) had attended training in teaching materials, the remaining 70% had never attended training in teaching materials. With these data, this is in accordance with the holding of training in the preparation of online teaching materials. The results of the questionnaire can be seen in Figure 1.

Furthermore, from the results of the questionnaire, it was also known that the training desired by the participants was mostly 13 (65%) face-to-face, 3 people (15%) blended, 2 people (12.5%) training through teaching materials and 2 people (12, %) answer don't know. For more details, see Figure 2.

For learning understanding of learning through the internet, the results were: 14 (70%) did not know, who answered knew 3 (`5%), only 2 people answered very well (10%) and those who did not answered 1 person (5 percent). (See Figure 3).
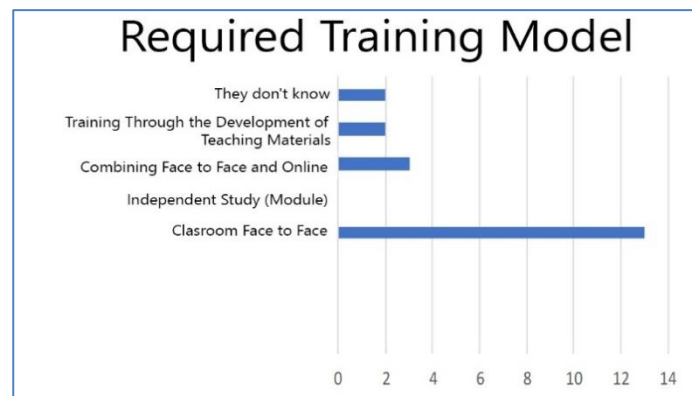
Figure 1. Results of the questionnaire
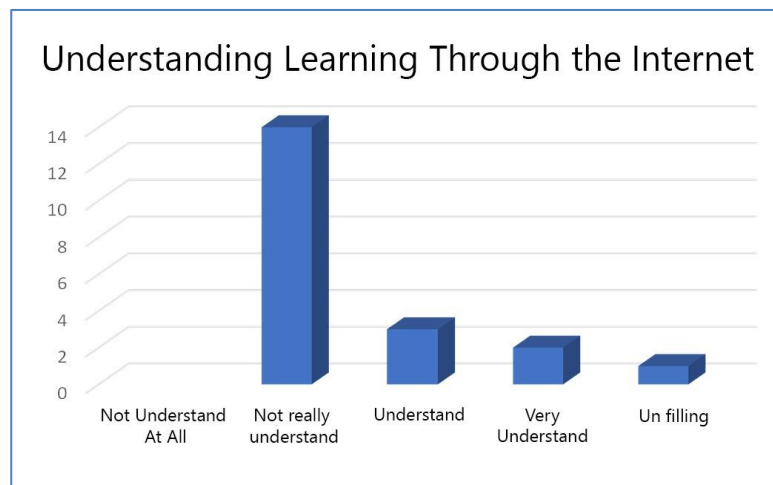

Figure 2. Desired training

Figure 3. Understanding learning through Internet

After participating in this training, all teachers want to be able to compose complete online teaching materials with 100% questionnaire acquisition. According to the participants, the main priority in the future is the development of human resources (HR), this can be seen from 20 participants, then 20 participants (100%) chose to prioritize human resources. Next, there are only 17 people (85%), the issue of funding, the next priority is hardware support, while the last one is software and leadership support. (See figure 4).
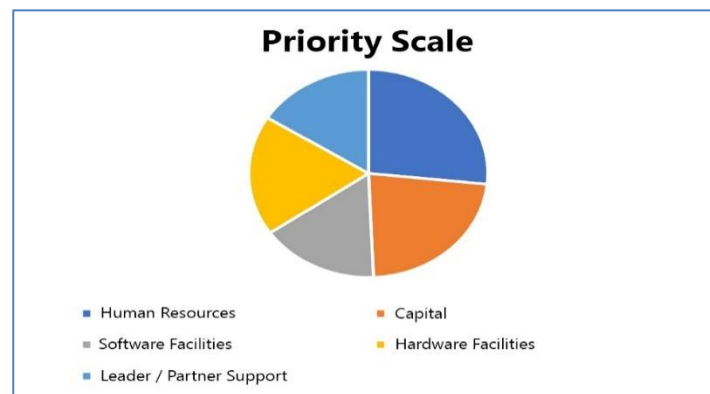
Figure 4. The priority scale of participants after attending the training

This training activity in community service is a strategy for solving problems faced by teachers from the level of Early Childhood Education to Higher Education. With this training, it is hoped that it will make a small contribution to teachers in improving quality and meaningful online learning process activities. Online training for making teaching materials for Kindergarten to High School Diaspora teachers offline with the hope that teachers can improve in preparing quality teaching materials that are in accordance with the demands of the times (Widya et al., 2021). The training for making electronic book-based teaching materials was attended by 138 teachers from elementary – high school/K levels. to increase teacher creativity in making electronic book-based teaching materials and improve learning activities in the midst of the covid-19 pandemic (Ambarita, 2020). In order to increase the knowledge and skills of teachers in compiling and writing teaching materials both in physical and electronic form (e-books), training in community service activities was held at SMKN 1 Banjarmasin (Rafiudin et al., 2021). Based on the results of previous research, it can be seen the effectiveness of the training activities for the preparation of online and face-to-face teaching materials.

In learning activities using online teaching materials, it makes it easier for teachers and students to find materials that can be connected to YouTube or Google, if needed students and teachers who have difficulty in learning one material can see directly and connect to YouTube where there are learning videos as references and learning resources. Web-based learning videos are used as a learning resource to improve student learning outcomes in midwifery, Poltekkes, Ministry of Health, Maluku in 2019 in the field of filling out partographs (Wahyunita et al., 2020). The video tutorial as an experience used to support online learning activities during the covid-19 pandemic which was welcomed positively by students got a score of 4.09 which means good (Batubara & Batubara, 2020). Other research that supports that web-based learning videos (you tube) are very effective in supporting online learning during a pandemic, is a study conducted by Erik Fahron Setiadi (Setiadi et al., 2019), which utilizes YouTube as a source of information. learning for students in the political family subject based on aspects of use, follow-up actions, benefits obtained, along with the obstacles faced by students. Although online learning using internet media has many positive impacts and makes it easier for teachers and students, it also has negative impacts that must be anticipated, namely the internet network itself. If the internet network is difficult, it will hinder access to learning videos and hinder the learning process carried out. In addition, the content accessed by students must be controlled by the teacher.

Given the importance of compiling teaching materials completely and well and in detail to achieve learning objectives, it must be done optimally to get what is expected. Preparation in carrying out learning optimally will produce maximum learning outcomes in accordance with learning objectives. Improving the learning process can be done with all the support from human resources, teaching materials and a conducive environment to achieve good learning implementation.

4. Conclusion

This community service implementation activity with training for teachers obtained results that showed an increase in teacher knowledge and skills in making online teaching materials, teachers could create creative learning, teachers

could evaluate with classroom action research, teachers could use videos in the learning process activities, and teachers can also carry out the process of designing teaching materials developed by educators in the learning process.

Acknowledgements

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