Implementation of in House Training using the Teams Application to Improve Teacher Competence in Distance Learning at SDN 2 Pengadegan in Odd Semester in the 2021/2022 Academic Year

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ABSTRACT

Realizing educational goals is one of the visions and missions of a school. Class teachers are the front line in realizing educational goals. With the Covid-19 pandemic and the online school policy, the school principal has made a suitable strategy to improve teacher competence, one of which is in-house training using the Teams application. The research method used in this research is school action research. Data collection techniques using observation and documentation. The results of this study implementing in-house training using the Teams application can increase teacher competence in distance learning at SDN 2 Pengadegan in the odd semester of the 2021/2022 academic year.

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1. INTRODUCTION

The purpose of education is a very complex thing to be achieved by a school. Based on law number 20 of 2003 states that the purpose of national education is to develop the potential of students to become human beings who have faith, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state. To achieve these educational goals the teacher is one of the important or main things in achieving educational goals. Education is an effort to increase the knowledge obtained both from formal and informal institutions to obtain quality human beings [1].

A good teacher is a teacher who has 4 teacher competencies. Competence is a major component of professional standards in addition to a code of ethics as a regulation of professional behavior that is stipulated in certain supervisory procedures and systems [2]. teacher competence is a qualitative description of the meaningful nature of teacher behavior. From this statement, competence is interpreted and interpreted as a set of effective behaviors related to exploration and investigation, analyzing and thinking, as well as giving attention, and perceiving that directs a person to find preventive steps to achieve certain goals effectively and efficiently. There are 4 teacher competencies consisting of personal competence, pedagogical competence, professional competence and social competence. Teachers are not only at school, not only teaching, but teachers must also

always develop these 4 teacher competencies. The fulfillment of these 4 teacher competencies will definitely have a positive impact on schools in achieving national education goals.

The Covid 19 pandemic that spread in Indonesia in early 2019 had an impact on all sectors, one of which was the education sector. Education which is usually carried out in schools, but with the Covid 19 pandemic, learning that was originally carried out at schools has been changed to at home. The policies made by the government provide a new culture of learning.

With this new culture, existing problems arise, one of which is that teachers find it difficult to adapt to online learning. Researchers sparked ideas about strategies to be carried out, one of which is by implementing in-house training using the Teams application to increase teacher competency in distance learning. In-house training is a training program that is held in its own place, as an effort to improve teacher competence, in carrying out their work by optimizing existing potentials [3]. Based on these explanations, it can be concluded that IHT is a program that is held in its own environment using equipment and materials that are relevant to the problems faced, as an effort to improve the required competencies.

2. RESEARCH METHODS

The research conducted was school action research. This study has four stages, namely planning, implementing, observing, and reflecting. The research was conducted at SDN 2 Pengadegan, Pengadegan District, Purbalingga Regency. The research subjects were all teachers of SDN 2 Pengadegan.
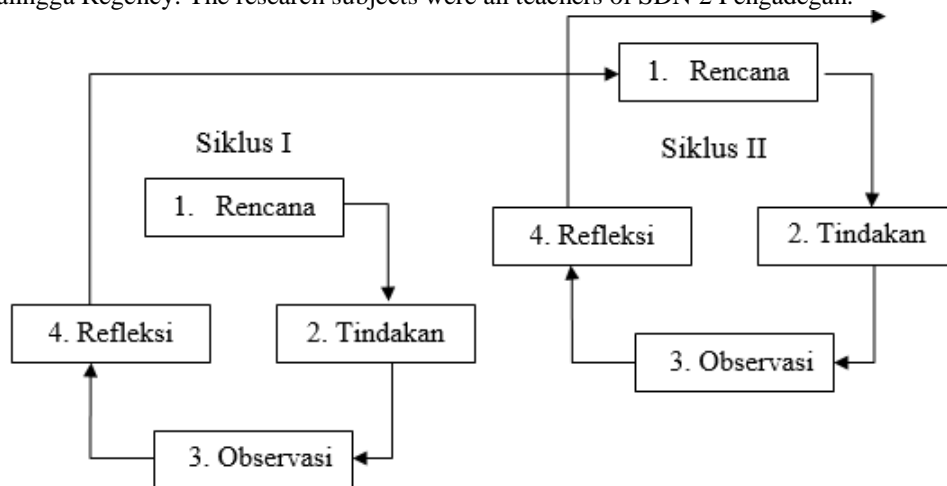

Figure 1. Research Flow

The explanation of the cycle flow above is as follows:
  a. The planning stage or the initial design/plan, before conducting the research the researcher formulates the problem formulation, objectives and creates an action plan, including research instruments and research tools.
  b. The Action or Activity Implementation Stage, includes actions taken by researchers as an effort to build an understanding of the concept of the teacher as the target group.
  c.   Observation or Observation Phase, carrying out observational actions or observing the results or impacts of implementing individual supervision and group assistance.
  d. Reflection, the researcher examines, sees and considers the results or impacts of the actions taken based on the observation sheet filled in by the observer.
  e. Revised plans or plans, based on the reflections of observers, make revised plans to be implemented in the next cycle.

This procedure is planned in 2 cycles, namely cycle 1 and cycle 2, each cycle has the same activity flow. If in two cycles the research performance standards have not been met, a third cycle is held.

3. RESULT AND DISCUSSION

a. Pre Cycle Description

The application of distance learning at SDN 2 Pengadegan is still not optimal. There are still obstacles, namely teachers are still unable to adapt to the teaching process using online applications. On the other hand, students and parents also feel that they have not been able to adapt so that online learning is still not optimal

b. Research result

1) Cycle 1

In cycle 1 the research was carried out by introducing the Teams application features. The implementation is by creating virtual classes with the Teams application. In the implementation of cycle 1 there are several stages that are passed, namely:

a) Planning stage

Researchers at this stage identify the problem. This is done by discussing the problems experienced by teachers and students and parents in online learning; formulating action solutions including planning in-house training activities, making guidelines for teachers in activities, compiling research instruments, making in-house training materials, and preparing any tools needed.

b) Action Stage

Includes actions taken by researchers as an effort to build understanding of the teacher's concept as the target group. At this stage the researcher realized the in-house training program using the Teams application by direct practice.

c) Observation Stage

Carry out observational actions or observe the results or impacts of the implementation of individual supervision and group assistance.

d) Reflection

At this stage the researcher examines, sees and considers the results or impacts of the actions taken based on the observation sheet filled in by the observer.

The results of the research in cycle 1 are presented as follows:

Table 1. Recapitulation of Observation Results of Cycle I Distance Learning Activities

No	Name	Componen 1	2	3	4	5	6	7	8	9	10	Amount	Mark	Category
1	R	4	3	2	3	2	3	3	3	3	3	29	72,5	Enough
2	YW	4	3	2	3	2	3	3	3	3	3	29	72,5	Enough
3	ES	4	3	3	3	3	2	4	3	4	4	33	82,5	Good
4	S	4	4	3	3	3	3	4	3	3	3	33	82,5	Good
5	EE	4	3	3	4	3	3	3	4	3	3	33	82,5	Good
6	MD	4	3	2	3	3	3	3	3	3	2	29	72,5	Enough
7	IH	4	3	3	3	3	3	3	3	3	2	30	75	Enough
	Mark	28	22	18	22	19	20	23	22	22	20	216	540	
	Highest											33	82,5	
	Lowest											24	60	
	Average											30	**77,**14	
	Category												Good	

Information:
Components observed:
a) Doing apperception, motivation, conveying goals
b) Mastering the Subject Material
c) Manage online classes well
d) Implement educational learning strategies
e) Applying a scientific learning approach (scientific process-based approach)
f) Utilizing Learning Resources/Media in Learning
g) Involving Students in Online Learning
h) Using Correct and Appropriate Language in Online Learning
i) There is an assessment to determine the achievement of learning
j) Apply the closing step of the lesson

From the results above it can be seen that 4 teachers get the adequate category and 3 teachers get the good category with the lowest score of 60 and the highest score of 82.5 and get an average of 77.14 so that it can be categorized as good.

Tabel 2. Recapitulation of Observation Results of Resource Person Activities in Cycle I

No	Component	Result Of Cycle 1 Observation		Average
		1	2	
1	Punctuality	3	3	3
2	Appearance	3	4	3,5
3	mastery of the material	4	4	4
4	media Utilization	3	3	3
5	communication skills	3	4	3,5
6	Ability to manage classes	3	3	3
	Total Score	19	21	20
	Max Score	24	24	24
	Score	79	87,5	83,33
	Category	Good	Good	Good

From the table above it can be seen that in cycle 1 the first meeting got a score of 19. The maximum score got a score of 24 and got a score of 79 so that it can be categorized as good. At the second meeting, a score of 21 was obtained. The maximum score was 24 and a score of 87.5 so that it could be categorized as good. From the two meetings in cycle 1, the average score is 20, the average maximum score is 24 and the average score is 83.33 so that it can be categorized as good.

Tabel 3. Recapitulation of Observation Results of Participant Activities in Cycle I

No	Name	Participation Aspect				Amount Score
		A	B	C	D	
1	R	√	√	√	√	4
2	YW	√	√	-	√	3
3	ES	√	√	√	√	4
4	S	√	√	√	√	4
5	EE	√	-	√	√	3
6	MD	√	√	√	√	4
7	IH	√	√	√	-	3
	Amount Score					24
	Max Score					28
	Persentage					85,71%
	Category					Good

Information:
A : Mental-emotional involvement (Paying attention, listening)
B : Actively asking questions
C : Actively respond to questions
D : Physically involved (Active working in groups)

Based on the results of Observation of Participant Activities in Cycle I in the table above it can be seen that the score of all teachers is 24 out of 28 so that a percentage of 85.71% is obtained so that it can be categorized as good. Based on the results of research in cycle 1 it can be concluded that:
   a) Teachers who take part in IHT generally show high enthusiasm. This can be seen from the enthusiasm of the participants from the beginning of the activity to the end of the activity.
   b) All participants had prepared facilities in the form of laptops and learning devices.
   c) The school principal as the resource person seems to be trying his best to prepare materials and supporting tools so that he looks excellent during the IHT implementation in front of his target teachers.
   d) It seems that teacher administration has been done but there are several types that have not been done, generally in making power points as presentation slides and assessments.

a) Based on distance learning practices in cycle 1, in general IHT has been implemented well, but improvements need to be made so that implementation in cycle 2 and things that need improvement can be further improved.
2) Cycle 2
   In the 2nd cycle of research carried out, namely:
   a) Planning stage
      Based on the research results in cycle 1, the results of the research were used as guidelines for preparing action plans in cycle 2.
   b) Action Stage
      At this stage the researcher carried out research activities. At the first meeting the researcher gave a tutorial on making presentation slides with power point using the Teams application and provided guidance on making web-based assessment instruments. At the second meeting the researcher monitored the teacher. Teachers have started teaching using the Teams application and conducting assessments using the Teams application.
   c) Observation Stage
      At this stage the researcher made observations of teachers using the Teams application in distance learning. Of course, at this stage perfecting the deficiencies in cycle 1.
   d) Reflection
      At this stage the researcher made a comparison between cycle 1 and cycle 2 in the form of quantitative data. Quantitative data were analyzed by comparative descriptive analysis.

The following are the results of research in cycle 2:

Tabel 4. Recapitulation of the Value of Implementation of Distance Learning

No	Respondent	Initial Condition		Cycle I		Cycle II	
		Score	Mark	Score	Mark	Score	Mark
1	R	22	55	29	72,5	36	90
2	YW	21	52,5	29	72,5	36	90
3	ES	23	57,5	33	82,5	37	93
4	S	23	57,5	33	82,5	37	93
5	EE	24	60	33	82,5	37	93
6	MD	23	57,5	29	72,5	36	90
7	IH	22	55	30	75	36	90
	Amount	158	395	216	540	255	638
	Highest	24	60	33	82,5	37	93
	Lowest	21	52,5	24	60	36	90
	Average	22,57	56,43	30	77,14	36,4	91,14

Based on the table above, it can be seen that in the initial conditions up to cycle II there was an increase in the average value of the PJJ implementation process from 56.43 to 91.14 or an increase of 34.71. Thus at the end of cycle II it was proven that through IHT teacher competence in implementing distance learning could be improved.

Tabel 5. Recapitulation of Observation Results on Resource Persons' Activities

No	Component	Observation Results of Cycle 1	Observation Results of Cycle 2
1	Punctuality	3	3
2	Appearance	3,5	4
3	mastery of the material	4	4
4	media Utilization	3	4
5	communication skills	3,5	4
6	Ability to manage classes	3	3,5
	Total Score	20	22,5
	Max Score	24	24
	Score	83,33	93,75
	Category	**Good**	**Very Good**

Based on the results of the recapitulation of observations made by the observer on IHT activities during 2 face-to-face meetings in cycle I and cycle II, what was observed and recorded in the observation sheet of the activities of IHT resource persons according to the indicators that had been set in the planning, showed that IHT activities carried out by resource persons from cycle to cycle the better. The resource person's activity value in cycle I reached 83.33 in the good category, and increased in cycle II to 93.75 in the very good category. This cannot be separated from the collaboration of researchers with collaborators and the readiness of schools in adapting to pandemic conditions, and the preparation of the Teams in Learning Tutorial book by the resource person. By providing the Teams in Learning Tutorial book, it makes it easier for teachers to learn with guidance and independently.

Tabel 6. Recapitulation of Observation Results of Participation of IHT Participants

No	Name	Cycle 1	cycle 2
1	R	4	4
2	YW	3	4
3	ES	4	4
4	S	4	4
5	EE	3	4
6	MD	4	4
7	IH	3	3
	Total Score	24	27
	Max Score	28	28
	Persentage	85,71%	96,43%
	Category	Good	Very Good

Based on the data above, it can be seen that in cycle I to cycle II there was an increase in the percentage of IHT participant participation from 85.71% to 96.43% or an increase of 10.72%. Thus at the end of cycle II the participation rate of IHT participants was in the very good category.

c. Discussion
   1) Based on the results of table 1, namely the Recapitulation of Observation Results of Distance Learning Activities Cycle I, the results show that the teacher has good competence. This component has an average of 77.14% and is included in the good category. Then in table 2 regarding the recapitulation of observations on the activities of resource persons in cycle 1 obtained good results. From the table above it can be seen that in cycle 1 the first meeting got a score of 19. The maximum score got a score of 24 and got a score of 79 so that it can be categorized as good. At the second meeting, a score of 21 was obtained. The maximum score was 24 and a score of 87.5 so that it could be categorized as good. From the two meetings in cycle 1, the average score is 20, the average maximum score is 24 and the average score is 83.33 so that it can be categorized as good.
   2) Then the results in cycle 2 in table 4.11 can be seen that in the initial conditions up to cycle II there was an increase in the average value of the PJJ implementation process from 56.43 to 91.14 or an increase of 34.71. Thus at the end of cycle II it was proven that through IHT teacher competence in implementing distance learning could be improved. Based on the two cycles that have been carried out, the study experienced an increase in cycle 1 the percentage of IHT participant participation from 85.71% to 96.43% or an increase of 10.72%, so that at the end of the cycle the participation rate of IHT participants can be categorized as very good.

4. **CONCLUSION**
   Based on the results of data analysis and findings obtained in cycles I and II, the following conclusions can be drawn:
   a. The results of research on teacher competence in implementing distance learning through In House Training from the initial condition to the final condition show a significant increase. In the initial conditions the average teacher performance was only 56.43, after the first cycle of action it increased to 77.14, and in the second cycle it increased to 91.14. The increase that occurred from the initial conditions to the conditions in cycle II was 61.50%.
   b. Implementation of In House Training: from cycle I to cycle II there is an increase in the effectiveness of activities. The resource person's activity value in cycle I reached 83.33 in the good category, and increased in cycle II to 93.75 in the very good category. The percentage of participant participation in cycle I reached 85.71%, and in cycle II it became 96.43% or an increase of 10.72%.

    c.   Distance learning materials with the Teams Application delivered in In House Training activities with lecture, discussion, demonstration and guidance techniques can improve teacher competence in implementing distance learning.

    d.   The role of the Principal as a resource person in In House Training has a significant influence on increasing teacher competence in implementing distance learning with the Teams application, teachers are more enthusiastic and creative.

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