The Effect of Learning to Teach Online in Improving Teacher Performance

by Kardoyo Kardoyo

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The Effect of Learning to Teach Online in Improving Teacher Performance

Adelina Mariani S, Bina Insani University

Kardoyo, Universitas Negeri Semarang

Abstract

Covid-19 is affecting the world of education. Education is now shifting to an online model. SMA Negeri 1 (Plus) Matauli Pandan also uses an online learning model during this pandemic. To overcome this problem, the Chairman of Matauli Faoundation held a training to teach online. This study aims to see the difference between the perceptions of students before teachers took this training when compared to after taking this training. Researchers used a qualitative research approach using interviews, observation, and documentation of data collection techniques. The result shows that the training can improve the performance of teachers. Interaction between teachers and students online is better. However, not only has the learning outcomes have increased the students' attitudes in responding and following the learning process have increased considerably as well.

Keywords

Covid-19 pandemic, Online learning, Teacher performance.

Introduction

Covid-19 has an impact on all aspects of human life, including education. Many countries have decided to close schools and universities, including Indonesia. The crisis came suddenly. Governments all over the world, including Indonesia, had to make an unpleasant decision to close schools to reduce massive gatherings of people and prevent the spread of covid. Indonesian education needs to react swiftly in this challenging situation. Schools need to adapt using online media. However, the use of technology is not without problems. Many obstacles hinder the effectiveness of learning with online methods, one of which is the limited mastery of information technology by teachers (Saleh, 2020; Syah, 2020).

Not every teacher can adapt to online learning, particularly at the high school level. Children who are at this level of education are highly vulnerable to getting unequal learning material if the teacher is unable to master the technology, especially the tools used in the teaching and learning process (Dewi, 2020; Napitupulu, 2020; Fitria et al., 2019; Kristiawan & Muhaimin, 2019). The next challenge is, teachers must not only focus on pursuing curriculum targets, but also equip students with life skills that are reinforced by character values (Ministry of Education, 2020a & b; Kristiawan et al., 2019; Fitria et al., 2019; Wandasari et al., 2019).

Sma Negeri 1 (Plus) Matauli Pandan is one of the schools affected by the pandemic. Schools implement an online learning system for students so they can continue to study. In its management, the school collaborates with the Maju Tapian Nauli (MATAULI) foundation. This cooperation is between the regional office of the ministry of education and culture of north sumatra province and the maju tapian nauli foundation to improve the quality of education at public high schools as stated in agreement number: 835/I05/A/94.1/03/PKS/III/1994. The head of the Maju Tapian Nauli Foundation, which manages the Matauli Pandan 1 (Plus) Public High School, conducts incentive training for educators as an effort to overcome one of the obstacles to online learning. With this training, teachers could better use online learning tools so that the learning process can run smoothly even from their respective homes.

Based on this background, the researcher aims to find out whether there were differences in student perceptions in taking online education after the teacher training.

Background

This study discusses online learning process of Sma Negeri 1 (Plus) Matauli Pandan. However, in its implementation, the online learning process has been fully effective for students. The lack of the ability of teachers in using technology and online learning systems are causing this problem.

To overcome these problems, teachers take part in a training to increase the effectiveness of the online learning process. This study analyzes the effectiveness of the online learning process after the teacher training.

Objective of the Study

1. Conducting a training to teach online for SMA Negeri 1 (Plus) Matauli Pandan educators.

2. Analyze the increase in teacher performance in the process of online teaching and learning activities before and after training educators.

Scope and Limitation

This scope of this research is Sma Negeri 1 (Plus) Matauli Pandan. This study analyzes the performance of 50 teachers before and after the training.

Literature Review

Teacher Performance Assessment

The performance appraisal of class/subject teachers and counselors is carried out by referring to the dimensions of the teacher's primary task that includes planning and implementing learning, evaluating, and analyzing the results of the exams and carrying out a follow-up on the results of the students. The dimensions of this main task are then derived into measurable performance indicators as a form of teacher performance in carrying out these main tasks due to the competence of the teacher.

There are 4 (four) competencies that teachers must haven namely, pedagogical, personal, social, and professional competencies with 14 (fourteen) sub-competencies as formulated by national education standards agency (BSNP) (Ministry of Education, 2007). Meanwhile, a counselor must also have 4 (four) competencies (pedagogic, personal, social, and professional) with 17 sub-competencies (Ministry of Education, 2008).

Principles of Teacher Performance Assessment

Teacher performance assessment must meet the following principles so that the results can be accounted for. Here are the principles of teacher performance assessment:

Based on the provisions

Teacher performance appraisal must be carried out under procedures and referring to applicable regulations.

Based on performance

Teacher performance assessment appraises the performance such as learning activities, mentoring, and additional assignments relevant to the school/madrasah function.

Based on the Appraiser's document

All parties involved in the teacher performance appraisal process must understand every document related to the teacher performance appraisal system especially those relating to the competency statement and performance indicators as a whole, so that assessors, teachers, and other elements involved in the performance appraisal process the teacher knows and understands the aspects being assessed and the basis and criteria used in the assessment.

Implemented consistently

Teacher performance assessments are a yearly activity starting with self-evaluation, taking into account the following points:

i. Objective: The assessment of teacher performance is carried out objectively following the real conditions of the teacher in carrying out daily tasks.

ii. Fair: Teacher performance evaluators impose standard terms, conditions, and procedures on all teachers being assessed.

iii. Accountable: The results of the implementation of teacher performance appraisals can be justified.

iv. Useful: Teacher performance appraisal is beneficial for teachers to improve the quality of their performance sustainably, and at the same time develop their professional career.

v. Transparent: The appraisal process of teacher performance allows assessors, assessed teachers, and other interested parties to gain access to information on the implementation of the assessment.

vi. Goal-oriented: Assessment is oriented towards the goals that have been set.

vii. Process-oriented: Teacher performance appraisal is not only focused on results, but also needs to pay attention to the process that how teachers can achieve these results.

viii. Continuous: Teacher performance appraisal assessments are carried out periodically, regularly, and take place continuously (on going) as long as someone is a teacher.

ix. Confidential: The results of teacher performance appraisals can only be known by relevant interested parties.

Teacher Training

Training is important for teacher education in this country. Teacher training ensures that there is always progress in the development of teachers. The educational sector has seen many changes in the past decade. This is especially true this year since the pandemic forced schools to engage in online learning. Previous teacher training has yet to address this issue, thus leaving teachers in a vulnerable position where their skills are not up to date with the student's needs (Sudesh & Shari, 2020).

Teachers now should step up their game to address the challenge of online learning. In order to fully utilize online learning teachers must: master th learning platform, analyze the platform's possible use, think about the possible transformations of face-to-face teaching method through the platfo synthesize the new method and tools for the transfer of knowledge, make an interesting presentation of the new educational content, demonstratio visualization of activities and results, develop and improve skills to enhance learning experience, and finally get feedback. Such preparation for onli teaching requires teachers to undergo training and gain the competence to increase their performance (Goranova, 2020).

The Purpose of Learning to Teach Online

This teacher training aims to make it easier for teachers to carry out online learning. In other words, an effective training program is a training program that touches three domains, namely cognitive, affective and psychomotor. Effective training can be done in five ways: (Arifin & Barnawi, 2014).

Needs analysis

This is used to find out the specific skills needed, analyze the skills and needs of candidates to be trained, and develop specific, measurable knowledge and aim to improve their performance.

Designing instructions

This aims to decide, compile, and produce training program content, including modules. Exercises and activities, using techniques with hands-on training and computer-assisted learning.

Performing validation

A training program that presents it to several employees who can represent it.

Implementation of training

Implement a validated and defined training plan

Evaluation and follow-up

Means activities in which management assesses the effectiveness of training. The effectiveness of the training is then evaluated, if it is effective, it can be rewarded, but if it is not effective, of course the cause needs to be found immediately and given input for future improvements.

One thing that is detrimental in the implementation of this training is how the organization sees and treats learning activities. Therefore, the main strategy in increasing knowledge and skills is to make schools a learning organization. Learning organizations are organizations that continue to transform themselves in the sense that they never stop learning, adapting and changing in order to respond to the challenges of the times.

Teacher training evaluation

The following indicators can measure evaluating the training. Indicators of teacher training variables are: (Umar, 2004)

1. Reaction rate: To review participants' reactions to the training, trainers and others

2. Level of learning: To determine changes in knowledge, skills and attitudes

3. Level of work behavior: This method can see changes in work behavior

4. Organization level: Can know the effect of training on the organization

5. Final grade: Being able to find out how the training and development benefits, not only for organizations, but also for individuals.

Teacher and staff training are needed so that they can play their duties and functions properly in the implementation of online learning, as well as prepare human resources needed (Mulyasa, 2014). Learning to teach online is crucial so that all parties involved in online learning understands the changes in their respective roles to provide support for curriculum changes.

Curriculum training is important for all parties involved in education including all school members, the community and even parents. This training ensures that every staff and teacher know and understand the vision and mission of the school, as well as the curriculum that will be implemented. How well the training goes may well determine the success of curriculum change. The training will run optimally if it is designed according to the needs, uses the correct method and is held at the right time.

Video Conference Class

Many people rely on video conferencing to make their work activities more interactive. Students and teachers can now interact live, exchange ideas and have an active discussion. Many online meeting platforms are available for online teaching. The first is zooming. After making an account, all teachers can use zoom meeting, though the free version only permits 40 minutes per meeting. Other features include breakout rooms, virtual background, meeting id, chat, host controls, screen sharing, recording, whiteboard, and multi-share. The next platform commonly used for video conference teaching is Microsoft teams. Its features include meeting scheduler, unlimited chat, live captions, audio and video calls, screen sharing, background effects, integrated apps, and web versions of word, excel, and PowerPoint. Meeting recording is available through the paid plans. Google offers two video conference services, Google Hangouts for up to ten people and Google workplace for larger groups. Google workspace allows screen sharing, adjustable layouts, messaging, an unlimited number of meeting, live closed captions, and Google drive storage (Henry & Shellenbarger, 2020).

Google Classroom

Google Classroom (GC) is a service made for online teaching. Everyone can use gc for free using his or her Google account. Teachers now can set up and manage classes, organize class materials, and communicate easily with students (Hart-Davis, 2018). Class management includes posting learning materials in an orderly manner, giving tasks with a set deadline, monitoring students, giving a timely feedback to student's assignment. This makes it so much easier for teachers to see the progress of their students. Students on the other hand, can learn to submit their tasks online and receive immediate feedback.

The Principal's Leadership

Leadership from the principal is an ability possessed by a teacher to lead an institution or school in mobilizing all existing resources in an institution or school optimally to achieve the stated goals (Harapan, 2017). The role of the principal in improving the quality of education, which includes his role as educator, manager, administrator, supervisor, leader, innovator, and motivator (Fitrah, 2017).

1. The principal as an educator, the principal is in charge of guiding teachers, education staff, students in following advancements in science and technology and providing good role models. Efforts that can be made by the principal in improving his performance as an educator, especially in imp the performance of education personnel and student learning achievement are including teachers in further education by encouraging teachers to s creating and achieving.

2. The principal as a manager has functions: planning, coordinating activities, supervising, evaluating activities, holding meetings, making decisions, managing learning processes, managing administration, and managing administration, students, personnel, facilities, and infrastructure.

3. The principal as an administrator, the principal is responsible for the smooth running of all administrative work and activities in his school.

4. The principal as a supervisor, supervision is an activity of observing, identifying which things are correct, which are not true, and which are not true to provide guidance

5. The principal as a leader, leadership is an activity to influence other people to want to work to achieve predetermined goals. For this purpose, the principal must be able to influence and mobilize school resources concerning planning and evaluating school programs, curriculum development, learning, manpower management, learning facilities and resources, finance, student services, school relations, and so on.

6. The principal as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, provide exemplary to all educational personnel in the school and develop models of innovative learning.

7. The principal as a motivator, the principal must have the right strategy to motivate education personnel in carrying out various tasks and functions. The principal must have the ability to motivate. This will build and increase work effectiveness and efficiency so that his subordinates can be creative to accomplish good quality education.

Based on the explanation above, it is very clear that the principal plays an important role in an educational institution. The principal must be able to direct and guide teachers to work professionally because this will affect the quality of students and the educational institution itself.

Research Method and Data Analysis

In this study, researchers used a qualitative research approach. In the process of determining this informant, researchers prefer people who feel the performance of educators who have received online learning training.

Research is applied/based on the Total Quality Management (TQM) approach to solve the problem. This study is very appropriate because the researcher wants to know the intrinsic and extrinsic phenomena of the application of the holistic functions of management, especially the integrated management of education. Then also analyze the challenges obstacles. The data source in this study is the result of a questionnaire given to students and some information from the principal, vice principal, supervisor, and administrative staff.

Data collection techniques in qualitative research can be done through techniques; (1) observation or observation (2) interview (3) documentation (4) combination or triangulation (Sugiyono, 2010) on students and teaching staff. Data collection techniques used in this study was observation, interviews, data recording and direct online learning activities. The results of the observations are presented in tabular form.

The data obtained by this interview technique is in the form of online learning data: (1) planning, (2) organizing, (3) implementation, (4) supervision (5) obstacles in implementation.

The process of data analysis in this study began by examining the available data from various sources, both from field observations, interviews, and document analysis. The results of interviews from informants were analyzed qualitatively to reveal the implementation of PKG management. Data analysis in qualitative research is carried out when data collection takes place, and after a certain period of data collection is completed (Sugiyono, 2010).

The next step is to arrange it in units. The units are then sorted according to their categories, which are made while coding. Researchers must collect accurate data during the research so that what happens in the field can be well addressed. The final stage of the data analysis process is to check the validity of the data. After this stage, we begin the data interpretation stage in processing the provisional results in a substantive theory using specific methods (Ghony & Almansur, 2012).

The data analysis steps in this study were: 1) the data reduction process, 2) the data presentation process, 3) the process of concluding. The process of concluding starts from looking for the meaning of things, noting regularities, patterns, explanations, possible configurations, causal paths, and propositions. Researchers handle these conclusions loosely, remaining open and skeptical. All data collected by the researcher was read, understood, and analyzed intensively.

Results and Discussion

The training for teachers and staff aims to improve competence that includes knowledge, skills, and attitude. Training is held based on Training Need Analysis (TNA), which is a gap analysis between the functional demands of the competency qualifications of students.

The training is open to all educators. The goal of the training is to increase work performance, work interest, work talent, and work attitudes of educational personnel. Every teacher has the right to take part in the training to develop them and increase their knowledge and skills for online learning. The implementation of the training, considered the dual-track career path system, namely generalist and specialist pathways, for people in managerial positions and in professional positions.

This is the first time Maju Tapian Nauli Foundation held such training. Fifty-five people attended this training (50 teachers and 5 administrative staff) for three months starting from March, when the pandemic forced teachers to work from home. Training is held in between teacher's schedule so teachers can keep teaching and applied the new knowledge. Through this training, teachers and staffs learned how to use video conferencing platforms such as Zoom, Microsoft Teams and Google Workplace and practiced using Google Classroom to manage class activities.

According to the early observations, teachers mainly use the chatting and voice note feature in WhatsApp before going through the training. After the training, teachers must use one video conferencing platform during their class and they must try using Google Classroom to organize class activities too. Live interactions use video conference platforms such as Zoom (Rahayu, 2020; Guzacheva, 2020), Microsoft Teams (Sangeetha, 2020; Saranya, 2020; Azhagesan, 2020) or Google workplace has made it easier for teachers to interact with students thus making the learning process more engaging (Paderanga, 2014). This has enabled the use of synchronous teaching, an online class happening in real time, often with a set class schedule and required login times. Active discussion and problem based learning are more effective than ever before. Google Classroom cannot replace live interactions (Rahmawati et al., 2020) but it has made giving and evaluating assignments so much easier (Ekawati & Ningsih, 2019) (Kurniawan et al., 2020). Fast response to student's work has encouraged them to learn more and do better in the next meeting, after all feedback is that important for the student motivation (Jiménez et al., 2018). Students tend to feel motivated and study more when their efforts are appreciated (Leung et al., 2020).

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Overall, this study has shown that there is a significant increase in student interest in participating in the online learning process. There are 528 stud this study. At first, students rarely participate in online learning because supervision is lacking. A student can spend the lesson offline and get away with it, without the teacher ever finding out. After the teachers undergo training, communication and interaction between teachers and students ran smoothly. Not only has students gotten better grades, their attitudes inside the class got better.

This study shows that teacher training is very detrimental to the performance of SMA Negeri 1 Pandan teachers. It can provide good results for students in the learning process. These results are consistent with previous research, which explains that teacher competence affects teacher performance and student achievement in learning (Mukhtar & Luqman, 2020; Nuridin et al., 2019; Syaidah et al., 2018). Competent teachers have an attractive teaching style that creates an interactive online classroom atmosphere (Asikin, 2020; Wibowo, 2016)

Teacher training can improve teacher performance (Mukhtar & Luqman, 2020). Teachers are more discipline over time, rules, or regulations set by the school. A person's performance can improve if there is a match between work and expertise, this also applies to a teacher's placement in their field of work. Placing teachers according to their skills is a must. If teachers conduct tasks that are not under their expertise it will result in a decrease in their performance. It will also cause them to feel dissatisfied. Disappointment will hinder the development of teacher performance.

Factors that affect performance start from individual factors, including elements of knowledge, skills, abilities, self-confidence, motivation, and commitment that each teacher has. Leadership factors, including aspects of the quality of the principal in providing encouragement, enthusiasm, direction, and work support to teachers. Team factors, including the quality of support and motivation given by fellow teachers in a team, trust, and solidarity with fellow teachers. System factors, including work systems and work facilities provided by the principal.

The principal is one of the components of education that is influential in improving teacher performance. (Devi, 2013) The principal is responsible for the implementation of educational activities, school administration, fostering personnel, and the utilization and maintenance of facilities and infrastructure. The principal must be skilled to accomplish these goals. In general, they must have knowledge, skill, character, performance, and work ethics. A principal should

have professional competence, educational and management insight competencies, personal competence, and social competence.

The principal's job as a manager is to plan, organize, implement, and evaluate teacher performance. (Yusup, 2015) The principal involves all elements of school personnel to develop a teacher performance plan. The principal does human resource management. (Yahdiyani et al., 2020) The principal's efforts to improve teacher performance cannot be separated from monitoring and evaluation. (Fitrah, 2017) This process is a method of controlling the activities of a process and management action. Monitoring and evaluation is a reference in measuring the level of success of an institution's goals.

Conclusion

Teacher training can improve the performance of teachers in SMA Negeri 1 (Plus) Pandan. After undergoing training, educators have higher discipline, which can affect their performance in teaching online. After improving teacher performance, schools can improve facilities, create online learning curricula, and make quality assurance of online learning to enhance the quality of online learning.

Researches about online learning and its development are nothing new. There are many studies with this topic in developed countries. In Indonesia, the interest of online learning research is low. This trend has shifted since the start of Covid-19, when online learning became the norm. Universities tend to adapt better in these situations. On the other hand, primary and secondary schools are less adaptive. There needs to be a breakthrough in teaching online. This study acts as a pilot project where teacher training boosts online teaching skills. The success of this study can be a great lesson as well as become a guide for other schools in Indonesia.

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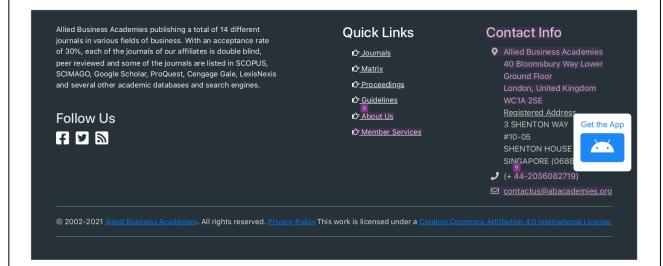
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