



The Development Programs of Model Online Learning to Improve Knowledge and Skills Of Junior High School Teachers

Memet Casmat^{1*}, Benny A. Pribadi²

^{1,2}Universitas Terbuka (Pusat), Jakarta, Indonesia

*memet.casmat@ecampus.ut.ac.id

Abstract. The success of the teacher in the teaching and learning process one of which depends on the knowledge and skills they have, because in reality there are still many teachers facing obstacles in implementing the teaching and learning process, for example difficulties in designing lessons, lack of learning media, dealing with children who are less focused, handling hyperactive children or with special needs, communicate well with children and parents of students. This study aims to develop an online learning model training program to improve the knowledge and skills of junior high school teachers in South Tangerang. The online learning model training program provides benefits for teachers to teach interactively and communicatively, especially in the era of the covid- 19 pandemic. The online learning model allows teachers to gain access to a wider range of subject matter. Qualitative descriptive method was used in this study. Observation-sand interviews were used as data collection instruments in this study. In addition, this study uses document analysis to support data analysis. This study involved 28 respondents. They are junior high school teachers in South Tangerang, Banten, Indonesia. Those who follow the online learningmodel training program for teachers to get quality learning content during the covid-19 era. The results showed that the implementation of the online learning model training program could improve the knowledge and skills of junior high school teachers in South Tangerang. In addition,participants showed a positive attitude during the online learning model training. The implicationsof this study recommend that the implementation of online learning model training improves the knowledge and skills of the trainees.

Keywords: Online Learning Model Training, Middle School Teachers, Knowledge and Skills

1 Introduction

When the Covid-19 pandemic hit the world, the government implemented Learning From Home (BDR) during the emergency period of the spread of Coronavirus Disease (Covid-19), requiring that learning no longer be carried out in schools, but distance learning (PJJ). So that online learning models are needed by teachers when teaching in the network.

© The Author(s) 2024

M. Salimi et al. (eds.), *Proceedings of the 7th International Conference on Learning Innovation and Quality Education (ICLIQE 2023)*, Advances in Social Science, Education and Humanities Research 873,

https://doi.org/10.2991/978-2-38476-301-6_79

Teachers when teaching online must have skills in the field of technology and in creating fun learning models that can facilitate students in PJJ. So it is necessary to carry out activities to update teacher knowledge and skills so they can adapt to pandemic conditions, namely by conducting training on fun online learning models, with the hope of being able to create interesting online learning that can motivate and facilitate PJJ.

As an area that is very close to the capital city of Jakarta, the city of South Tangerang is a city with Ciputat as its capital which is located right to the west of the Pondok Cabe Open University. Judging from its location and proximity, it is appropriate for the Open University as a tertiary institution to make the city of South Tangerang a target area for the Faculty of Teacher Training and Education, Open University.

This training was held from 17 June to 8 July 2022, which was located at SMP Negeri 11 South Tangerang with 30 teacher participants from several junior high schools in the city of South Tangerang. The implementation of this training uses a combination of online, offline, presentation methods, informative discussions, demonstrations, discussions, independent assignments and questions and answers.

Other studies state that training needs analysis is a method for identifying the types and levels of knowledge, skills and work attitudes required of teachers for positions in schools. (Jiwo Wungu and Hartanto Brotoharsojo, 2007). Furthermore, according to other research, non-managerial teachers acquire technical knowledge and abilities for specific objectives during short-term training sessions that follow structured and methodical protocols (Andrew E. Sukila, 2011).

Meanwhile, the novelty element of this study is that it uses the blended learning model, which is a learning activity that combines face-to-face and online activities (Kurniawati, 2019; Wulandari & et al., 2020). In its application, this research reduces direct learning in class. Increasing participant activity and independence in the learning process is the aim of blended learning. The blended learning paradigm has several benefits, including the ability to deliver learning materials at any time, the ability for learning to occur both online and offline, increased accessibility, effectiveness and efficiency, and flexibility rather than rigidity in learning (Fitriana, 2017; Usman, 2018).

While the material presented at the Online Learning Model Training (PMPD) is an Overview of the Online Learning Model Training and Online Learning Model Training Procedures, Get to know Office 365 as an online learning platform, Tasks for making Interactive PPT, Presentation of Participant Independent Tasks in the Form of Interactive PPT, Model Design and Structure of Online Learning and Practice, Tasks to Make Designing Online Learning Models, Presentation of Participant Independent Tasks in the Form of Designing Online Learning Models, Simple Video Editing for Learning, Tasks to Make Simple Videos for Learning, Presentation of Participant Independent Tasks in the form of Simple Videos for Learning, and closing of the PMPD service, Educational Technology Study Program, on July 8 2022.

The purpose of this study was to find out which training models were suitable for junior high school teachers to improve their knowledge and skills. Later the training model will be developed to become an alternative that can be used by teachers in implementing innovative learning that is appropriate for use to increase student moti-

vation in learning, so that it has a positive impact on student learning outcomes in their schools.

The training's outcomes demonstrate that participants can offer fresh perspectives on how to use entertaining online learning models for students in the event of a pandemic, and they respond well to the program run by the Open University's Faculty of Teacher Training and Education's Educational Technology Study Program.

2 Methods of Execution

2.1 Method

The research method used is research and development (Research and Development) using the Borg and Gall model combined with the Dick and Carey learning development model (Trianto, 2012). This research was carried out on Acehese oral tradition material with the help of the Google Form application. It was carried out face-to-face 70% and 30% online/offline learning for learning purposes that are understanding and developing concepts.

This research and development research procedure refers to Borg and Gall. The research steps include (1) research and information collection (research and data collection), (2) Planning (planning), (3) Develop Preliminary form of Product (development of initial product drafts), (4) Preliminary Field Testing (testing initial field trials), (5) Main Product Revision, (6) Main Field Testing, (7) Operational Product Revision, (8) Operational Field Testing. wide-scale field trials/feasibility tests), (9) Final Product Revision, (10) Dissemination and Implementation. The selection of this model is based on considerations because this model has systematic and easy-to-understand stages.

The subjects in this study were: 1 subject matter expert, 1 learning design expert, 1 media expert, 3 people for individual trials, 9 people for small group trials, and 28 people for field trials. Collecting data in this study using the method of observation, interviews, and questionnaires. The questionnaire method was used to measure the feasibility of products developed from content experts, learning design experts, learning media experts, individual trials, small group trials, and field trials. The instruments used in this study were observation guides, interview guides, and questionnaires. Data collection instruments in this development are in the form of assessment instruments to assess the products that have been developed. The assessment instrument grids from subject content experts, instructional design experts, learning media experts, and product trial subjects are as follows.

Table 1. Instrument grid from subject content experts

Subject Content Expert	Material Quality Accuracy/suitability of component selection Learning for blended learning models
------------------------	---

Table 2. Instruments from Learning Design Experts

Learning Design Expert	Learning Component Learning Objectives Learning Strategies Learning Evaluation Learning Components
------------------------	--

Table 3. Instruments from Learning Media Experts

Learning Design Expert	Access Appearance Learning Component Accuracy/suitability of component selection learning for blended learning models Access
------------------------	--

Student-distributed questionnaires and expert validation were used to get this data. Likert scales are used as research tools for limited field groups, small groups, and validators in individual assessments. The data will be analyzed in a quantitative descriptive manner. (August, 2017).

On the other hand, descriptive qualitative analysis is a method of analyzing systematic data in the form of phrases in order to draw broad conclusions. Data from individual trials, small groups, field groups, and trials conducted by subject matter experts, instructional designers, and instructional media specialists are processed using this method.

2.2 Time and place

This training was held online and offline, from 17 June 2022 to 8 July 2022. On Friday, 17 June 2022, the training was conducted online, with material at a Glance on Online Learning Model Training and Online Learning Model Training Procedures, followed by material on Getting to Know Office 365 as an online learning platform. On Saturday-Thursday, June 18-23 2022, participants carry out independent assignments by being given the task of making Interactive PPT.

On Friday, June 24 2022, face-to-face training was held at SMP Negeri 11 South Tangerang, Jalan Buana Kencana, Rawa Buntu, Kec. Serpong, South Tangerang City, Banten, with the presentation of the participants' independent assignments first, namely in the form of the task of making an interactive PPT and continued with delivering material on Model Design and Online Learning Structures and model design exercises.

Furthermore, Saturday-Thursday, 25-30 June 2022, participants carried out independent assignments by designing online learning models and Friday, 1 July 2022, carried out virtually, with participants first presenting their independent assignments in the form of Designing Online Learning Models and followed by delivering material Simple Video Editing training for Learning.

Meanwhile, Saturday-Thursday, 2-7 July 2022, participants were given the task of making a simple video for learning, and Thursday, 7 July 2022, participants

carried out an independent task presentation in the form of a simple video for learning, followed by the closing ceremony for the community service program of Educational Technology Study Program, FKIP UT 2022.

2.3 Implementation Procedures

The method implemented in this training is using a combination of online and offline methods, presentation methods, informative discussions, demonstrations, discussions, independent assignments and questions and answers.

This face-to-face training was conducted from June 17 to July 8 2022, which is located at SMP Negeri 11 Tangerang Selatan, Jalan Buana Kencana, Rawa Buntu, Kec. Serpong, South Tangerang City, Banten. The participants for this training were junior high school teachers in South Tangerang city, as many as 30 teachers from several junior high schools in South Tangerang city. However, during the training, only 28 participants attended and 2 teachers could not attend the training due to busyness at school.

3 Results and Discussion

The research and development process that has been carried out at SMP Negeri 11 South Tangerang has produced something interesting learning for students and applied through a blended learning process in digital learning. Researchers and teachers also follow the learning process as usual by always preparing syllabuses, lesson plans (RPP), evaluations, and learning products in the form of pdf files (materials) related to digital learning, power points, and digital learning videos that will be uploaded to the Google Class Room.

Blended learning-based learning planning on digital learning materials by utilizing Google Classroom. With an online evaluation system, it allows them to take tests in collaboration and can open books and the internet. Its strength is when conducting evaluations using objective or multiple choice test questions, it makes it easier to process scores automatically. Based on the results of the trial recapitulation of digital teaching material development products.

This training activity was officially opened by the Head of the South Tangerang City Education Office, represented by Mr. Muhamad Nur, M.Pd, Head of the PTK PAUD and Non-Formal Education Section, South Tangerang City Education Office. Followed by the first material, about the Overview of Online Learning Model Training and Online Learning Model Training Procedures, with Prof. Dr. Benny A. Pribadi, MA, discussed how to analyze student characteristics and context, which included initial skills/entry behavior, literacy and ability to use computers, learning motivation, context and computer and network facilities.

It was followed by material about Getting to Know Office 365 as an online learning platform, with resource person Ruth Septina Verawati Gultom, a student of the Educational Technology Study Program, FKIP UT, conveying about the applications in Office 365, including Microsoft Teams, Sway, Onedrive, Form and Office. How to

enter www.office.com and in the upper right corner select sign in or sign in. Then a dialog box appears as below, enter your Office account then click "Next", then enter your password.

3.1 Get to know Office 365 as an online learning platform

The use of Microsoft Office 365 is a community service activity given to 28 junior high school teachers in the city of South Tangerang. The main objective of this training is to introduce Microsoft Office 365 applications and provide knowledge to participants on the use of each application that exists and is integrated in Microsoft Office 365 as an online learning tool.

The next step in implementing Community Service regarding the use of Microsoft Office 365 is to provide a questionnaire to identify problems as a pre-test. Then, given material on the use of Microsoft Office 365 applications, such as Microsoft Teams, Outlook, OneDrive, Microsoft Forms, Microsoft Stream, Microsoft Office online and continued with independent assignments by giving assignments to make interactive PPT.



Fig. 1. Opening of the Online Learning Model Training by representatives of the South Tangerang City, Education Officer



Fig. 2. Online Learning Model Training conducted by online

3.2 Online Learning Model

The lengthening of the online learning period leads to the development of a number of innovative solutions, enabling learning activities to go as planned even in cases where they must be completed online. There are a few learning models that are most suggested and seen to be the most appropriate to use in classrooms, namely:

3.2.1 Project Based Learning.

Project-based learning (PBL) is a method or activity where students work independently on their own projects. Students carry out exploration, assessment, interpretation, synthesis, and knowledge as a way to achieve learning objectives. The focus of project-based learning is solely on the lecturers and students as facilitators, students carry out investigations of a material or assignment independently.

3.2.2 Online Learning Methods.

The entire online learning process is conducted with the assistance of network technologies. The online method is a method for anticipating learning activities carried out by utilizing online facilities, without face-to-face meetings.

3.2.3 Studymaster Learning Method.

Studysaster is a learning model that is carried out during a disaster, is a form of the world's direct contribution to the world of education in the prevention and control of Covid-19, synergizing education about health disasters in learning.

3.2.3 Integrated Curriculum.

Integrated curriculum (integrated curriculum) is as a unification, blend, merging of one object with another object. Within the integrated curriculum, instruction is focused on a single topic of discussion raised, usually selected from a particular initiative involving different courses.

3.2.4 Blended Learning Methods.

Blended learning is an approach to education that involves integrating traditional classroom instruction with online learning environments. The reason this strategy works better at piqueing interest in learning is that it integrates learning from a variety of e-books and books without any in-person interaction. While face-to-face meetings are conducted via video conferencing to boost the enthusiasm of students



Fig. 3. Implementation of Online Learning Model Training for Middle School teachers in South Tangerang City



Fig. 4. The speakers took a photo with the participants in the Online Learning Model training at Public Middle School 11 South Tangerang

3.3 Results of Online Learning Model Training

Of the participants who registered a total of 29 participants, 8 people did not take part in the training, so we declared them not passed. Next, we provide pre-test and post-test to all training participants. The training participant named Dwi Noviyanti, whose pre-test score was 40 and increased by 50 points when taking the post test with a score of 90, was the participant who had the highest increase among the other participants. Meanwhile, for Pravianti Ayu Mirantiraras, there was no increase at all, because the results of the post-test and post-test were the same, namely 60, there was no increase at all and the other participants had a significant increase.

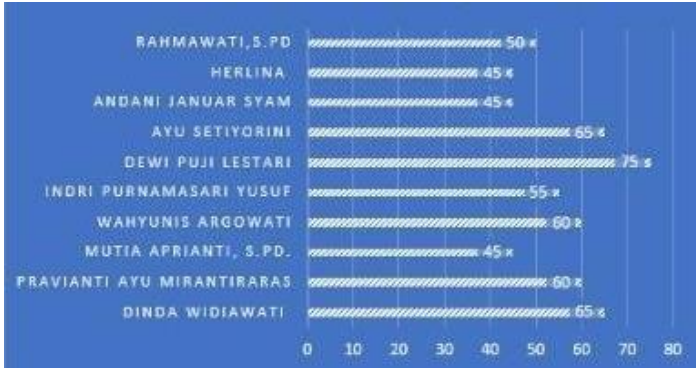


Fig. 5. Pre Test Results for Online Learning Model Training Participants (PMPD)

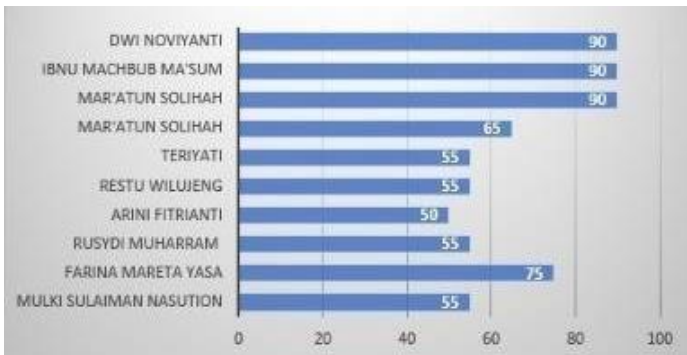


Fig. 6. Pre Test Results for Online Learning Model Training Participants (PMPD)



Fig. 7. Post Test Results of Online Learning Model Training Participants (PMPD)



Fig. 8. Hasil Post Test Peserta Pelatihan Model Pembelajaran Daring (PMPD)

4 Conclusion

Based on the activity evaluation data, it shows that the participants responded positively by holding fun online learning training for students during the pandemic and have actively participated in this training. Through the results of the survey, it is hoped that some participants will hold similar activities again in the future on a regular basis.

So it can be concluded that this training activity provides benefits for participants, such as adding new insights on how to implement fun online learning models for students through online classes.

References

1. Agustina, N., & Susanto, R. (2017). Persepsi Guru Terhadap Pengembangan Profesionalisme Melalui Pelatihan Media Pembelajaran Berbasis Edmodo. *Prosiding Seminar Nasional Pendidikan Teknik Informatika (SENAPATI) Ke-8*, (hal 44–48). Bali, Indonesia.
2. Anugrahana, A. (2020). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10(3), 282–289. <https://doi.org/10.24246/j.js.2020.v10.i3.p282-289>.
3. Astuti, I. Y., & Harun, H. (2020). Tantangan Guru dan Orang Tua dalam Kegiatan Belajar Dari Rumah Anak Usia Dini pada Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1454–1463. <https://doi.org/10.31004/obsesi.v5i2.808>.
4. Elnovreny, J., Maulida, R., & Sinurat, J. D. (2021). Pelatihan Pembelajaran Daring yang Interaktif dan Menyenangkan di Perguruan Islam Miftahul Husna. *Jurnal Terapan Abdimas*, 6(2), 192–196. <https://doi.org/10.25273/jta.v6i2.9423>.
5. Fauzi, L. M., Supiyati, S., & Rasidi, A. (2020). Workshop Distance Learning Di Masa Pandemi Covid 19. *ABSYARA: Jurnal Pengabdian Pada Masyarakat*, 1(1), 16–21. <https://doi.org/10.29408/ab.v1i1.2405>.
6. Furkan, F., Sya, A., Purwanto, A., & Astra, I. M. (2021). Tantangan Guru dalam Penggunaan Metode Pembelajaran Jarak Jauh (PJJ). *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 3877–3883. <https://doi.org/10.31004/edukatif.v3i6.743>.

7. Kayyis, R., & Khasanah, B. A. (2020). Menciptakan Pembelajaran Menyenangkan di Rumah pada Era Pandemi Covid-19. *Bagimu Negeri: Jurnal Pengabdian Masyarakat*, 4(1), 1–8. <https://doi.org/10.52657/jbn.v4i1.1389>.
8. Kholisho, Y. N., Arianti, B. D. D., Jamaluddin, J., Wirasasmita, R. H., Ismatulloh, K., Uska, M. Z., & Fathoni, A. (2021). Pelatihan Pembuatan dan Editing Video Bagi Guru SD untuk Menghadapi Era Industri 4.0. *ABSYARA: Jurnal Pengabdian Pada Masyarakat*, 2(1), 119–127. <https://doi.org/10.29408/ab.v2i1.3586>.
9. Latip, A. (2020). Peran Literasi Teknologi Informasi dan Komunikasi Pada Pembelajaran Jarak Jauh di Masa Pandemi Covid-19. *EduTeach: Jurnal Edukasi dan Teknologi Pembelajaran*, 1(2), 107–115. <https://doi.org/10.37859/eduteach.v1i2.1956>.
10. Mujinem, M., Senen, A., Hidayati, H., & Sekar, P. (2021). Pelatihan Penyusunan Desain Pembelajaran Menyenangkan Terintegrasi IT dalam Menunjang Pembelajaran Jarak Jauh Guru Sekolah Dasar. *PELITA: Jurnal Penelitian dan Karya Ilmiah*, 21(1), 68–75. <https://doi.org/10.33592/pelita.v21i1.1130>.
11. Primasari, I. F. N. D., & Zulela, Z. (2021). Kendala Pembelajaran Jarak Jauh (PJJ) Secara Online Selama Masa Pandemi Covid-19 di Sekolah Dasar. *JIKAP PGSD: Jurnal Ilmiah Ilmu Pendidikan*, 5(1), 64–73. <https://doi.org/10.26858/jkp.v5i1.16820>.
12. Setyaningsih, K. D., Eka, K. I., & Badarudin, B. (2020). Analisis Pelaksanaan Pembelajaran Jarak Jauh di Sd Negeri Karangrena 03. *Jurnal Riset Pendidikan Dasar (JRPD)*, 1(2), 19–27. <http://dx.doi.org/10.30595/v1i2.9012>
13. Susmiati, E. (2020). Meningkatkan Motivasi Belajar Bahasa Indonesia Melalui Penerapan Model Discovery Learning dan Media Video Dalam Kondisi Pandemi Covid-19 bagi Siswa SMPN 2 Gangga. *Jurnal Paedagogy: Jurnal Penelitian dan Pengembangan Pendidikan*, 7(3), 210–215. <https://doi.org/10.33394/jp.v7i3.2732>.
14. Syamsuri, S., & Nindiasari, H. (2021). Penguatan Konsep Matematis Bagi Guru Matematika Melalui Pelatihan Software Scilab Secara Daring. *ABSYARA: Jurnal Pengabdian Pada Masyarakat*, 2(1), 8–14. <https://doi.org/10.29408/ab.v2i1.3190>.
15. Zhu, Z.-T., Yu, M.-H., & Riezebos, P. (2016). A research framework of smart education. *Smart Learning Environments*, 3(1), 1–17. <https://doi.org/10.1186/s40561-016-0026-2>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

