



Buddhist Education Teachers of Elementary School' Perception towards the Implementation of Learning Tool Development Training

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ABSTRAK

Pelatihan merupakan salah satu alternatif yang masih dipercaya dan digunakan sebagai upaya peningkatan kualitas guru. Penelitian ini bertujuan untuk mengetahui persepsi guru pendidikan agama Buddha jenjang sekolah dasar Kabupaten Pesawaran terhadap pelaksanaan pelatihan pengembangan perangkat pembelajaran. Penelitian ini menggunakan desain penelitian mixed-method, explanatory sequential mixed-method. Semua guru pendidikan agama Buddha jenjang sekolah dasar menjadi subjek penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah angket dan wawancara. Kuesioner terdiri dari 37 pernyataan dan wawancara terdiri dari 27 pertanyaan. Sebelum dilakukan pengujian kuesioner dilakukan uji validitas dan reliabilitas menggunakan program SPSS statistik 25. Temuan dalam penelitian ini mengungkapkan bahwa persepsi cukup baik ditemukan pada pelatihan online dan pelatihan tatap muka guru pendidikan agama Buddha. Tujuan, pelaksanaan, metode, biaya, media dan evaluasi dalam pelatihan mendapat persentase persepsi $\leq 40\%$. Mengkolaborasi kedua pelatihan merupakan sebuah cara yang dapat dipergunakan untuk meminimalisir kekurangan dan memaksimalkan kedua pelatihan.

ABSTRACT

Training is one alternative that is still trusted and used as an effort to improve the quality of teachers. This study aims to determine the perception of Buddhist education teachers at the elementary school level in Pesawaran Regency on the implementation of training in the development of learning tools. This study used a mixed-method, explanatory sequential mixed-method research design. All teachers of Buddhist education at the elementary school level were the subjects of this study. The instruments used in this study were questionnaires and interviews. The questionnaire consisted of 37 statements and the interview consisted of 27 questions. Before testing the questionnaire, the validity and reliability tests were carried out using the SPSS statistic 25 program. The findings in this study revealed that perceptions were quite good in online and face-to-face training for Buddhist education teachers. Objectives, implementation, methods, costs, media and evaluation get a percentage of $<40\%$. Collaborating the two trainings is a way that can be used to minimize deficiencies and maximize both trainings.

1. INTRODUCTION

Education aims to prepare humans to solve life problems and a critical need for one's future in the global era (Akareem & Hossain, 2016; Aslamiah et al., 2021; Yu et al., 2015). It is also critical for the collective order in order to lay a solid foundation for the realization of a just, prosperous, developing, independent and competitive society. There is no other choice for the Indonesian people to always improve the quality of education. Improving the quality of education will not be achieved only by improving facilities and infrastructure, changing the curriculum or increasing the qualifications of input from the education system without paying attention to improving the quality of teachers (Siregar & S, 2021; Siswanto & Hidayati, 2020). Since the quality of teachers has a significant impact on students' learning outcomes, teaching effectiveness has been studied in terms of teaching style, teacher approaches to teaching, teaching practice and instructional behaviors in schools (Han & Yin, 2016; Zhang & Campbell, 2015).

In carrying out their duties as educators professionally, teachers must master a number of competencies (Bakar, 2018; Kamamia et al., 2014). Competency as rational performance which satisfactorily meets the objective for a desired condition. Competency frameworks should promote the alignment of competencies with appropriate activities and subsequent assessment to verify that learners (Giangrande et al., 2019; Thistlethwaite et al., 2014). Pedagogic competence is the ability possessed by

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teachers in managing learning which includes preparing, implementing and evaluating related to learning. Pedagogic competence can be seen from the teacher's ability to interact with students during learning activities (Aimah et al., 2017; Hakim, 2015). This kind of knowledge is demonstrated in the teaching of teacher educators through concrete experience, which are effective way communicating and modeling a useful example (Maharsi, 2017; Subekti, 2020).

Given the large role of teachers, improving the quality of teachers needs to remain and continue. Naisbitt agrees with Gerstner stating that education and training must be a highest priority; they are the keys to maintaining competitiveness, the knowledge of teachers has become a major topic among educators and policy makers (Kamamia et al., 2014; McKeever et al., 2019). Teacher quality improvement training is an alternative that is still trusted and used as an effort to improve teacher quality, both in terms of ability and teacher professionalism, both of which aim at improving student learning outcomes (Masino & Niño-Zarazúa, 2016; Wildawati et al., 2018).

Training refers to the obtaining or transferring knowledge, skills and abilities (KSA) process needed to carry out a specific activity or functions; thus, the benefits of training and development for both organizations and individuals are strategic and therefore much broader (Milhem et al., 2014; Rodriguez & Walters, 2017). Training is a learning process that is designed to change a person's performance in doing his job. Its purpose, in the work situation, is to develop the abilities of the individuals and to satisfy the current and (Milhem et al., 2014; Tzivinikou, 2015).

The training that was attended by Buddhist education teachers at the Pesawaran district elementary school level was mostly face-to-face training and a small part was online training. The results of interviews conducted by researchers with teachers of Buddhist religious education at the elementary school level in Pesawaran district revealed that there was dissatisfaction among teachers with the training that was followed. Face-to-face training conducted tends to focus on pre-determined locations, teachers require leaving the workplace and their educational commitment and the training is conducted and repeated for several days. On the other hand, in the online training they attended, the teachers was bored because they was staring at the screen all day long. Not all teachers were good at operate computers and laptops, and they didn't have much time to discuss with the instructors and other participants regarding the training materials.

Face-to-face training is the most widely used training method with the aim of developing teacher quality. Implementation of face-to-face training is expected to increase the competence of participants, establish good working relationships in learning situations, apply appropriate guidance in learning situations, and monitor the learning process in learning situations (Coole et al., 2020; Nas et al., 2020; Wright, 2017). However, apart from the objectives described above, face-to-face training also has several shortcomings which will certainly affect the final result of improving the quality of the trainees. The results of Astuti's research revealed that there are weaknesses in face-to-face training, namely the relatively expensive cost, the lack of flexibility in training time and in terms of task collection, the face-to-face training method tends to be inflexible (Astuti et al., 2018).

The process of using technology in training is usually called e-training (Milhem et al., 2014). Some participants felt that using the face-to-face learning model in class was too old-fashioned so that by implementing e-training in the training process it would not be out of date and provide results that were in line with expectations and were more effective. E-training is a web-based learning ecosystem integrating several stakeholders with technology and processes (Cidral et al., 2018; Valverde-Berrocoso et al., 2020). However, the learning process that only utilizes technology or only applies e-learning cannot be fully successful. This is because the learning styles of each trainee are different. Studies by Urbach et al also demonstrate the importance of navigability, accessibility, structure, visual logic, and stability of e-learning systems to ensure a good user experience and learning (Cidral et al., 2018). Perception is a person's perspective through the process of the five senses to achieve awareness and requires certain items to understand information (Sickle, 2016; Qiong, 2017; Yunita & Maisarah, 2020). We often find that one's perception of the product is intended to see the quality of the product to be used as a learning resource or not (Darmaji, Astalini, et al., 2019; Hadaya et al., 2018; Serevina et al., 2018; Sofyan et al., 2019). This perception is carried out to find out how teachers view the face-to-face training and online training in developing learning tools.

This research was conducted as a complement to previous research on teacher perceptions of virtual classroom concurrent learning training held at SMK Negeri Bali Mandara in Kubuaddan District with the result that teachers perceive online training activities with mentoring as good (Santosa et al., 2021). Then another research regarding face-to-face research and online training conducted by high school teachers in Garut with the result that the teachers perceive the face-to-face activities and online training as good because the participants are mostly young teachers who on average have experience between 4 - 6 years. Thus, most of them have no difficulty in using information and communication

technology tools for learning purposes (Liao et al., 2021; Surahman et al., 2020). And the last is research on online training of preschool teachers in East Jakarta with the results of online training affecting the pedagogic competence of preschool teachers compared to preschool teachers who follow face-to-face/conventional learning methods (Ciptaningtyas et al., 2020).

Based on several studies that have been described above, there has been no research related to the study of teacher perceptions of learning tools, and there has been no assessment of views taking into account the differences between face and online. This is because face-to-face and online research is important to be involved in a face-to-face comparison of two perceptions of the object to be perceived. Therefore, to complement the shortcomings of previous research, the researcher wants to conduct a study by examining the perceptions of Buddhist education teachers on training in the development of learning tools. Because of the importance of knowing teachers' perceptions of training, the researchers conducted this study aimed to examine the differences in teacher perceptions between face-to-face and online training. Research has shown that providing effective training for teachers so that they learn how to effectively redesign learning opportunities (Omar, 2014; Rienties et al., 2013). Therefore, this study will discuss the perception of Buddhist religious education teachers at the Pesawaran district elementary school level on the implementation of training in developing learning tools.

2. METHODS

This study uses a quantitative qualitative approach (mixed-method). According to Creswell, mixed-method research involves and combines two data in the form of quantitative and qualitative data (Sugiyono, 2015). The type of mixed-method design used in this study is an explanatory sequential mixed-method. The explanatory sequential mixed method is part of the mixed methods design that collects data in quantitative form in the first stage and then proceeds with data collection in qualitative form in the second stage (Sugiyono, 2015). However, in this design, quantitative data is carried out in the first stage, and will be followed by qualitative data collection, which will explain the results in the first stage. The mixed-method explanatory sequential design can be seen in Figure 1.

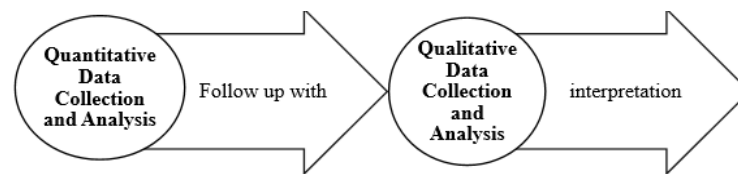


Figure 1. Explanatory Sequential Mixed-Method Creswell (2014).

This study aims to see Buddhist education teachers' perceptions toward learning tool development training. The population in this study were Buddhist education teachers at the elementary school level in Pesawaran district. The whole of all the facts studied is called the population (Asiamah et al., 2017). The sample used in this study were all teachers of Buddhist education in Bandar Lampung with a total of 30 people. In sampling there are many types of methods that can be used. A sample including individuals from the target group who have had unexplained experiences can also increase the power of information (Malterud et al., 2016; Soto & John, 2017). The sample used in this study was obtained using a simple random sampling technique. Simple random sampling is the simplest and most commonly used method where every member of the population has an equal chance of being selected as a subject and producing optimal data (Etikan, 2017). The data in this study were obtained from quantitative data using a questionnaire and qualitative data using interviews. Data collection is done by distributing questionnaires via Google Form to teachers and then filling in the statements that have been given. Questionnaires are a useful method for easily collecting data from participants in a study using a rating scale (Woerkom et al., 2016).

The research instrument was tested before being used to collect the actual data. The purpose of testing the instrument is to determine the level of validity (validity) and constancy (reliability) of the instrument used as a measuring instrument. The questionnaire used in this study was made using a Likert scale. Likert scale which is a scale to measure perceptions related to statements that focus on a person's attitude towards something (Willits et al., 2016; Wright, 2017; Wu & Leung, 2017). The closed questionnaire instrument uses a Likert scale of 5 from 1 to 5 which is described as Very Unsuitable (STS) = 1, Not Suitable (TS) = 2, Less Suitable (KS) = 3, Suitable (S) = 4, Very Suitable (SS) = 5 (Sugiyono, 2018). The questionnaires instrument is a guide for observers to get the data how teachers' perceptions towards learning tool development training. The questionnaires grid shown in Table 1.

Table 1. Questionnaires Grid

No	Statement	Item number
1	Training Objectives	1, 2, 3, 4, 5
2	Training Materials	6, 7, 8, 9, 10, 11
3	Training Instructors	12, 13, 14, 15, 16
4	Motivation	17, 18, 19
5	Time and Place	20, 21, 22, 23
6	Training Methods	24, 25, 26, 27, 28, 29, 30
7	Cost Effectiveness	34
8	Training Media	32, 33, 34
9	Training Evaluation	35, 36, 37

The first indicator that is measured is the purpose of the training where in general the training that is followed can provide positive changes in the work patterns of the trainees. The second indicator that is measured is the training material including the suitability of the material with the objectives and training methods. The third indicator that is measured is the instructor's ability to deliver the material and guide the trainees. The fourth indicator that is measured is motivation related to the enthusiasm and enthusiasm of the participants in participating in the training. The fifth indicator that is measured is the time and place related to the time and place of the training implementation. The sixth indicator that is measured is the method. The seventh indicator is the costs associated with the costs used to carry out the training. The eighth indicator that is measured is the media related to the media used during the training and the ninth indicator that is measured is evaluation.

Validity testing was carried out with the help of the SPSS Statistics 25 program. In this study, validity testing was carried out on 30 respondents. Decision making is based on the value of r_{count} (Corrected Item-Total Correlation) $>$ r_{table} of 0.361, for $df = 30 - 2 = 28$; $\alpha = 0.05$ then the item/question is valid and vice versa. Based on the results of the calculation of the validity of the preliminary study questionnaire with 37 question items, it is known that all questions have valid status, because the value of r_{count} (Corrected Item-Total Correlation) $>$ r_{table} is 0.361. Reliability test was conducted on question items which were declared valid. A variable is said to be reliable if the answers to the questions are always consistent. So the result of the reliability coefficient of the instrument used is $r_{ll} = 0.944$, it turns out to have a "Cronbach Alpha" value greater than 0.600, which means the instrument is declared reliable or meets the requirements. The interview method in this study aims to find out information about face-to-face training and online training used in training that has been attended by Buddhist education teachers at the Pesawaran district elementary school level. Data analysis techniques used quantitative descriptive analysis techniques by calculating averages and percentages, and qualitative data analysis techniques with the model proposed by Miles and Huberman include: (1) data condensation, (2) data presentation, and (3) retrieval and verification conclusion (Sugiyono, 2015).

3. RESULT AND DISCUSSION

Results

The perception of Buddhist education teachers at the Pesawaran district elementary school level on the implementation of the learning device development training in the first indicator was measured based on perceptions of the training objectives. Based on the results of the study, the teacher's perception of the training objectives showed 47% in the very appropriate category. The percentage of teachers' perceptions of the indicators of training objectives in Table 2 below.

Table 2. Percentage of Teachers' Perceptions Related to Indicators of Training Objectives

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	7	47
2	Suitable	4	6	40
3	Less suitable	3	2	13
4	Not suitable	2	0	0
5	Very unsuitable	1	0	0
	Total		15	100

The aim of training is to achieve a certain level of competence or work efficiency. Objectives are learner oriented and stated in terms of learner's behavior at the end of an instruction or a course (Khan et al., 2015). As a result of the training, participants are expected to be able to respond appropriately and in accordance with certain situations. Teachers' perceptions of the training objectives showed 47% in the very suitable category related to the training that was followed had a clear goal, namely to develop teachers' pedagogical abilities, trainees were motivated to increase creativity in developing learning tools after attending training, the training that was followed provided positive changes in work patterns trainees, especially in the development of learning tools, participants are motivated to maximize their pedagogical abilities after attending the training and participants can share what they have learned during the training with their peers. The perception of Buddhist education teachers at the Pesawaran district elementary school level on the implementation of the learning device development training in the second indicator was measured based on perceptions of the training material. Based on the results of the study, the teacher's perception of the training material showed 53% in the appropriate category. The percentage of teachers' perceptions of the indicators of training materials in Table 3.

Table 3. Percentage of Teachers' Perceptions Related to Training Material Indicators

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	6	40
2	Suitable	4	8	53
3	Less suitable	3	1	7
4	Not suitable	2	0	0
5	Very unsuitable	1	0	0
Total			15	100

The teacher's perception of the training material showed 53% in the appropriate category. Training materials are an essential part of any program or activity that involves knowledge acquisition and retention. Teaching material is one of the keys for teachers to conduct a teaching-learning (Aimah et al., 2017; Masino & Niño-Zarazúa, 2016). The best approach to developing teaching materials is to start by examining the training plan and available resources. This can be seen from 53% of the training participants with the appropriate categories related to the suitability of the pretest and posttest before and after the training, the training materials are in accordance with the needs of the trainees so that they are able to support the work being done, the material provided is complete so that participants get a lot of information, insight and knowledge. new, the material obtained by the participants can be learned without the help of other training materials, participants can learn the training materials that I get anywhere and anytime.

The perception of Buddhist education teachers at the Pesawaran district elementary school level on the implementation of training in the development of learning tools in the third indicator was measured based on perceptions of the training instructor. Based on the results of the study, the teacher's perception of the training instructor showed 73% in the appropriate category. The percentage of teachers' perceptions of the indicators of training objectives in Table 4.

Table 4. Percentage of Teachers' Perceptions Related to the Indicators of Training Instructors

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	3	20
2	Suitable	4	11	73
3	Less suitable	3	0	0
4	Not suitable	2	1	7
5	Very unsuitable	1	0	0
Total			15	100

Instructors are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating trainees in vocational courses and training institutions. Therefore, a professional instructor must have a standard of academic qualifications and competencies, including training instructors (Lunenberg et al., 2014; Martin & Bolliger, 2018). This can be seen from the training instructors who can master the training materials well so that they are able to explain the material well, the training instructors can encourage trainees to be active in training activities, the

training instructors use easy language in delivering the training materials so that participants can easily understand them, the training instructors provide opportunity for training participants to ask questions related to the training material, and the training instructor has the competence and insight that is in accordance with the training program. The perception of Buddhist education teachers at the Pesawaran district elementary school level on the implementation of learning device development training in the fourth indicator was measured based on perceptions of training motivation. Based on the results of the study, the teacher's perception of the training material showed 60% with the appropriate category. The percentage of teachers' perceptions of the indicators of training objectives n in [Table 5](#).

Table 5. Percentage of Teachers' Perceptions Related to Motivation Indicators

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	5	33
2	Suitable	4	9	60
3	Less suitable	3	0	0
4	Not suitable	2	1	7
5	Very unsuitable	1	0	0
Total			15	100

Motivation is important because motivation supports human behavior to be active and enthusiastic in achieving optimal things. According to Robbins in [\(Irvani & Fauzi, 2018\)](#) states motivation as a process that causes (intensity), direction (direction), and continuous effort (persistence) individuals achieve goals. The teacher's perception of the training material showed 60% with the appropriate category obtained from the statement that the trainees were enthusiastic about participating in the training, the trainees were eager to attend the training, and the trainees were willing to attend the training by coming to the designated training location even though the training location was quite far away. The perception of Buddhist education teachers at the Pesawaran district elementary school level on the implementation of training in the development of learning tools in the first indicator was measured based on perceptions of the time and place of training. Based on the results of the study, the teacher's perception of the time and place of training showed 40% with the less appropriate category. The percentage of teachers' perceptions of the indicators of training objectives in [Table 6](#).

Table 6. Percentage of Teachers' Perceptions Related to Indicators of Time and Place of Training

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	2	13
2	Suitable	4	5	33
3	Less suitable	3	6	40
4	Not suitable	2	2	13
5	Very unsuitable	1	0	0
Total			15	100

The time and place of the training are adjusted to the needs of the trainees, all of whom are teachers in both public and private schools. The research conducted by Matulayova et al shows that a key component in organizing and delivering trainings is to ensure that the area in which you will conduct the training is set-up in such a way that it maximizes the training experience [\(Matulayova et al., 2019\)](#). The teacher's perception of the time and place of training showed 40% with the less appropriate category. This is related to the training carried out in a conducive and comfortable place for the instructor and training participants, some participants took less than 1 hour to arrive at the training location and some participants took more than 1 hour to arrive at the training location. The perception of Buddhist education teachers at the Pesawaran district elementary school level on the implementation of training in the development of learning tools in the sixth indicator is measured based on perceptions of the training method. Based on the results of the study, the teacher's perception of the training objectives showed 47% in the less appropriate category. The percentage of teachers' perceptions of the indicators of training objectives in [Table 7](#).

Table 7. Percentage of Teachers' Perceptions Related to Training Method Indicators

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	1	7
2	Suitable	4	3	20
3	Less suitable	3	7	47
4	Not suitable	2	3	20
5	Very unsuitable	1	1	7
Total			15	100

The training method means the accuracy of the delivery method used during the training. Training that cannot be separated from developing abilities, measuring clear goals, and changing attitudes can be applied with several choices of methods according to the training environment. The research conducted by Munawaroh shows that teachers' teaching methods and learning environment which was created when the learning process influenced student's learning achievement in class XI with the competency of accounting expertise at SMK PGRI 1 Jombang (Munawaroh, 2017). This is certainly different from the results of research which states that in this indicator the percentage shows the number 47% (not appropriate). This is because the training that is followed is a face-to-face training with a duration of more than 2 hours, while the training with an online model that is followed is carried out with a duration of more than 2 hours, participants experience network problems during training with the online model.

The perception of Buddhist education teachers at the Pesawaran district elementary school level on the implementation of training on the development of learning tools in the seventh indicator was measured based on perceptions of training costs. Based on the results of the study, the teacher's perception of the training objectives showed 33% in the inappropriate category. The percentage of teachers' perceptions of the indicators of training objectives in Table 8.

Table 8. Percentage of Teachers' Perceptions Related to Training Budgeting Indicators

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	2	13
2	Suitable	4	1	7
3	Less suitable	3	3	20
4	Not suitable	2	4	33
5	Very unsuitable	1	5	27
Total			15	100

The teacher's perception of the training budgeting showed 33% in the inappropriate category. This can be seen from the statement that the trainees incur personal costs for accommodation and transportation during the training. Especially if the trainees are out of town and they have to do face-to-face training, the costs will certainly not be small. Budgets provide benchmarks against which to compare actual results and develop corrective measures (Walther & Skousen, 2010). The perception of Buddhist religious education teachers at the Pesawaran district elementary school level on the implementation of the learning device development training in the eighth indicator was measured based on perceptions of the training media. Based on the results of the study, the teacher's perception of the training media showed 33% in the less appropriate category. The percentage of teachers' perceptions of the training media indicators in Table 9.

Table 9. Percentage of Teachers' Perceptions Related to Training Media Indicators

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	1	7
2	Suitable	4	4	27
3	Less suitable	3	5	33
4	Not suitable	2	4	27
5	Very unsuitable	1	1	7
Total			15	100

Training media are everything that can be used to convey messages or information in the training process so that it can stimulate the attention and interest of trainees to learn (Triyono, 2015). Based on the results of the study, the teacher's perception of the training media showed 33% in the unsuitable category. This is because the training instructors do not use any training media when delivering training materials, the training instructors only use power point slides during face-to-face training, and participants use certain applications during training such as Zoom, Google Meet, and other applications for online training. not accompanied by how to operate the application because not all trainees can use the application above. The perception of Buddhist education teachers at the Pesawaran district elementary school level on the implementation of the learning device development training on the ninth indicator was measured based on perceptions of the training evaluation. Based on the results of the study, the teacher's perception of the training evaluation showed 33% in the less appropriate category. The percentage of teachers' perceptions of the training evaluation indicators in table 10.

Table 10. Percentage of Teachers' Perceptions Related to Training Evaluation Indicators

No	Categorization	Score	Frequency	Percentage (%)
1	Very suitable	5	1	7
2	Suitable	4	4	27
3	Less suitable	3	5	33
4	Not suitable	2	4	27
5	Very unsuitable	1	1	7
Total			15	100

The purpose of evaluating training programs is to assess whether the training program can achieve the training objectives or not and to determine the level of success (effectiveness and efficiency) of a training program. Based on the results of the study, the teacher's perception of the training evaluation showed 33% in the unsuitable category. This is shown from the instructors who did not provide evaluations to the participants at the last training session, the instructors did not carry out follow-up monitoring after completion of the training at the trainees' workplaces and the participants were unable to contact and/or ask the instructors about the training materials after the training was completed.

The qualitative data obtained by the researcher shows that the obstacles in the implementation of the learning device development training stem from the lack of self-motivation of teachers and/or participants to take part in learning device development training. Based on the results of interviews conducted by researchers with five Buddhist education teachers at Pesawaran district elementary school, it was concluded that in terms of time and place of training, they preferred online training because they did not need to leave the workplace but they complained about the limited training time so that there was no opportunity for all participants to discuss with the instructor and other training participants. Other interview data revealed that face-to-face training can increase participants' attention to the instructor during the training. Another thing expressed by the resource persons is that online training can improve the self-learning ability of the trainees, while in face-to-face training, the participants' ability in self-study is not so obvious. Based on the results of the interviews described above, as well as the weaknesses and advantages for both face-to-face training and online training, face-to-face training is very important to implement, but given the rapid development of technology, is wide, the teacher must also be able to take advantage of it. Therefore, one way to overcome this problem is the collaborative training method, which combines face-to-face training with online training.

Discussions

The purpose of this study was to determine the perceptions of elementary school level Buddhist education teachers about online and face-to-face training in the development of learning tools. The theory used in this research is the theory of perception, online training, face-to-face training, and other related theories (Robertson, 2015; Sangsawang, 2020; Xia et al., 2021). Many previous studies identified that face-to-face training satisfaction is higher than online training, this study also argues that face-to-face training is more acceptable than online training in terms of social presence, social interaction, and satisfaction (Fikri et al., 2021; Hutauruk & Sidabutar, 2020). However, the findings in this study suggest that the objectives, implementation, methods, costs, media and evaluation in training received a perception percentage of <40%. Collaborating the two trainings is a way that can be used to minimize deficiencies and maximize both trainings. Perception is how someone perceives something consciously (Milhem et al., 2014; Moore et al., 2011). In this study, researchers will see how the perceptions of Buddhist education teachers at the Pesawaran district elementary school level towards the implementation of learning tool

development training. The data from the perception itself was obtained from a questionnaire that had been distributed to Buddhist education teachers at the Pesawaran district elementary school level via Google Form.

Based on the data of teacher perceptions to the learning device development training, it can be seen that the results of the research on the first indicator of the training objectives are at the level of very appropriate category (47%) or in the other words fairly good perception. The perception of this indicator leads to improve skills and abilities in developing learning tools. In addition, it can increase creativity in developing learning tools, provide positive changes to work patterns, maximize their pedagogical abilities and they can share what they get during the training with my colleagues (Kaso et al., 2021; Mitra et al., 2021; Prasetya, 2021). This is similar to the research, learning outcomes are written statements of what the successful student/learner is expected to be able to achieve at the end of the program module/course unit or qualification (Mahajan & Singh, 2017; Sickle, 2016; Sriyanti et al., 2021).

Second, the result of training materials indicators are at the level of appropriate category or good perception. This can be seen from 53% of the training participants with the appropriate categories related to the suitability of the pretest and posttest before and after the training, the training materials are in accordance with the needs of the trainees so that they are able to support the work being done, the material provided is complete so that participants get a lot of information, insight and knowledge. The material obtained by the participants can be learned without the help of other training materials, participants can learn the training materials that I get anywhere and anytime. Instructional materials as a supplement to e-learning must be selected that can improve the interactive activities of educators and learners. Instructional materials that are information without involving activity learners will be boring and less attractive (Asrizal et al., 2018; Czajka & McConnell, 2019; Kristanto et al., 2017). Interactivity teaching materials and easy to update in accordance with the level of technological development will be easily absorbed by learners (Leszczyński et al., 2018; Triyono, 2015).

Third, the result of instructors indicators are at the level of the category that is appropriate category (73%) or good perception. Fourth, the result of motivation indicators which are in the appropriate category (60%) or good perception. In previous research by experts, the participants' perceptions were self-pacing has been found to be an important element of online learning, with participants valuing the freedom to study at their own pace. In a classroom situation, variance of aptitude levels is a factor influencing participants' study pace. Having more time to respond online than in a traditional classroom context may increase student motivation and participation, especially in shy participants (Bordoloi et al., 2021; Wright, 2017). The participants have a high enough motivation in participating in the learning device development training. This can affect the participants' work results in the field. Two dimensions of teacher motivation are in accordance with their conception of motivation, namely motivation to teach and motivation to keep working (Brinkmann, 2017; Han & Yin, 2016).

The findings of previous research stated the advantages of blended learning are that learning activities can be carried out in the classroom or outside the classroom by utilizing technology to add training materials and materials provided in class or through online (Baragash & Al-Samarraie, 2018; Deshpande & Shesh, 2021; Kusaeri & Suprananto, 2012). Other research stated that communication between participants and between instructors and participants can be established both inside and outside the classroom by forming discussion groups that take advantage of technological developments (Sarkar & Biswas, 2021; Siripongdee et al., 2020). The findings of this study also have implications for instructional elements and delivery methods. It is recommended that an explanation video regarding the learning device material in this training can be recorded during the training so that participants can re-learn it. Follow-up and feedback after online training is also needed, this is to support participant understanding. Collaboration between face-to-face training and online training or known as blended learning can be done because of the weaknesses that arise in face-to-face and online learning. Besides being developed due to the emergence of weaknesses from the two trainings, blended learning was developed because of the advantages of face-to-face and online learning.

The findings of this study indicate that most of the Buddhist religious education teachers at the elementary school level in Pesawaran district have a bad perception regarding the online and face-to-face training that they have attended. With regard to the training perspective, there are significant differences between online and face-to-face training. Although face-to-face training is felt to be more satisfying, many choose online learning over face-to-face classes for the convenience and ease of time and work opportunities. In addition, online training is cost efficient. Therefore, the solution to the problem formulation in the researcher is to apply blended learning.

4. CONCLUSION

Teachers of Buddhist education at the elementary level in Pesawaran Regency have the opportunity to take part in online training and face-to-face training. From the results of data processing, it was found that face-to-face training was more satisfying, but many chose online learning rather than face-to-face classes because of the ease and convenience of time and job opportunities. In addition, online training is cost-effective. Therefore, the solution to the problem formulation for researchers is to apply blended learning.

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