



The Necessity for Google Slide-Based Module Development Training for High School Teachers

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Abstrak

Kompetensi pedagogik dan kompetensi profesional sangat penting bagi guru sebagai modal untuk dapat menyajikan pembelajaran yang berkualitas, terutama dalam menyusun RPP. Tanpa kedua kompetensi tersebut, pembelajaran menjadi kurang berkualitas. Penelitian ini dilakukan untuk menganalisis proses pelatihan dan materinya termasuk kekurangan dan kelebihannya. Penelitian ini merupakan penelitian kualitatif deskriptif. Subjek penelitian ini terdiri dari pengurus LPMP, kepala sekolah dan guru SMA. Metode pengumpulan data menggunakan teknik studi dokumentasi dan wawancara mendalam. Data dianalisis melalui teknik triangulasi. Hasil penelitian ini menunjukkan bahwa pelatihan yang telah dilakukan bagi guru SMA dalam upaya meningkatkan kemampuan dan kompetensi untuk menghadirkan pembelajaran dan pendidikan yang berkualitas melalui penyusunan RPP sudah sesuai dengan standar kurikulum yang berlaku. Kekurangannya antara lain keterbatasan kesempatan peserta untuk mengikuti pelatihan atau workshop, tidak tersedianya bahan ajar atau referensi bacaan, penyajian materi yang kurang tepat dalam bentuk slide powerpoint, print out atau soft copy, dan metode atau implementasi strategi yang tidak efektif. Oleh karena itu, untuk mengatasi permasalahan tersebut dapat dilakukan dengan mengembangkan dan pengadaan bahan ajar pelatihan yang memadai.

Kata Kunci: Bahan Ajar, Pelatihan, Kompetensi, RPP

Abstract

Pedagogic competence and professional competence are essential for teachers as assets to be able to present quality learning, especially in developing lesson plans. Without the two competencies, learning becomes less qualified. This research was conducted to analyze the training process and its materials, including the drawbacks and benefits. This is descriptive qualitative research. The subject of this study consists of LPMP administrators, school principals, and high school teachers. The data collection method uses the techniques of documentation studies and in-depth interviews. The data was analyzed through the triangulation technique. The results of this study indicate that the training carried out for high school teachers to improve abilities and competencies to present quality learning and education through the preparation of lesson plans follows applicable curriculum standards. The drawbacks include a limited opportunity for the participants to attend training or workshops, unavailability of teaching materials or reading references, inappropriate materials presentation in the form of PowerPoint slides, printouts or soft copies, and ineffective methods or strategy implementation. Therefore, such problems can be overcome by developing and procuring adequate training and teaching materials.

Keywords: Teaching Materials, Training, Competence, Lesson Plans

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1. INTRODUCTION

Education is fundamental in determining a nation's development (Musanna, 2017; Sukarya, 2020). A better nation's educational quality will improve the country and state (Pramungkas, 2020; Rianae et al., 2020). In Indonesia, education is the main component because education plays an essential role in realizing a dignified nation and state in the future. Furthermore, education can determine the quality of human resources and is associated directly with the nation's and state's civilization (Arifa & Prayitno, 2019; Handayani & Sunaryo, 2020). It suggests that through education, the quality of humans can be improved, impacting society and the nation. Therefore, education must be appropriately arranged to play a role in growing and developing the potential of high-quality human resources. To achieve that, it is necessary for teachers, as driving agents, to create a quality

educational order that can contribute to development (Krismiyati, 2017; Putri & Imaniyati, 2017). Indonesian Constitution number 20 of 2003, article 39, paragraph 2 states that a teacher is a professional staff tasked with planning and carrying out learning activities, assessing learning outcomes, as well as conducting guidance and training to create high-quality graduates (Jamin, 2018; Mantiri, 2019)

This implies the teacher's role to have the ability and skills to design, process, and present quality learning for students (Hutagaol, 2018; Purnamawati & Kustiawan, 2018). Regarding the planning process, teachers are expected to be able to create, compile and develop their learning tools, especially RPP or lesson plans, that are appropriate and by the regulation (Albay, 2019; Arpius, 2020). It is supported by previous research analyzing the obligation of a teacher to prepare appropriate lesson plans that will create interactive and fun learning and foster independence according to students' talents, interests, and psychology (Masnah, 2018; Sudana, 2018). In addition, it will be easier for teachers to transfer their knowledge to students, and student learning outcomes will increase (Johannes, 2018; Handayani & Sunaryo, 2020). The pedagogical competence of the teacher must be directly related to the lesson plans they develop (Virmani, 2019; Gade, 2020) because pedagogical competence is an asset for the learning process (Wahyuni & Sugihartini, 2021). Therefore, a professional teacher with good pedagogical competence can compile and develop complete, logical, and systematic lesson plans and quickly implement them (Sendurur, 2018; Lim et al., 2018).

Unfortunately, nowadays, not all teachers are able and willing to create and develop lesson plans appropriately and by applicable regulations. It is in line with and strengthened by the results of previous research, which revealed that some teachers did not have good pedagogical abilities and practices in creating or developing appropriate and correct learning plans (Alanazi, 2019; Mawardi, 2019). Moreover, laziness is a factor in the inability to optimally design and develop lesson plans (Syafii, 2018; Sulastri, 2019). Other factors that discourage teachers are the low competence and professionalism in each region. Therefore, teachers prefer to copy and use existing materials without considering their suitability with the students' context resulting in not achieving the learning objectives. Another impact will result in the under-developed potential and competencies of the students (Cook-Wallace, 2018; Rakhmawati & Mustadi, 2022).

Teachers' low ability and competence in developing and presenting educational learning occur in high school teachers in Sorong Regency. The results of an initial study with LPMP administrators, school principals, and high school teachers revealed that the lesson plans owned by the teachers at schools had not been the result of their development but the result of adaptation from fellow school teachers and purchasing from the printing company or online websites. This is due to the teachers' lack of ability and low pedagogic competence in understanding each concept or component that makes up lesson plans (Nuris et al., 2018; Asimiran & Ismail, 2019). Additionally, limited training guidance was provided by related organizations. Although implemented, the latest training happened several years ago with material presentation only in PowerPoint slides (Giarti, 2017; Bano, 2018; Herminayu & Sulasmono, 2020).

Considering the situation, follow-up actions are needed to develop teachers' pedagogical ability and competence in preparing educational learning because their role is significant in the learning process (Jones et al., 2006; Julifan, 2015). Therefore, one of the appropriate actions to optimize teachers' pedagogical ability and competence in preparing learning tools is through more training. Ongoing and follow-up training can provide and broaden the insight and knowledge of teachers related to the preparation of lesson plans (Sa'bani, 2017; Amrizul, 2018; Harahap, 2021). This will ultimately lead to the pedagogical competence of the teacher. Thus, they can carry out all their duties and responsibilities more

professionally (Agung, 2018; Chrisyarani & Werdingtiyas, 2018; Pratama & Lestari, 2020). Therefore, training is a good solution for organizations and agencies, including schools, in developing teacher ability and competence. In addition, to support the training to run well, it is also necessary to use reading references or training learning resources that are used at the time of implementation or after the improvement training ended as references in compiling, developing, and producing appropriate lesson plans that can equip quality learning and education (Rasmawan, 2018; Pilendia & Amalia, 2020). Similar training using adequate modules and training materials has been proven to be successful in improving teacher abilities compared to training without adequate training materials (Wulandari & Iriani, 2018).

As the result of the problems and gaps explained beforehand, this study tried to understand better the training implementation carried out by organizations as well as the drawbacks and benefits of the training and its materials to high school teachers in Sorong Regency regarding the preparation of teaching and learning tools. This study aimed to analyze the training process and its materials, including the drawbacks and benefits

2. METHODS

This research is descriptive, using a qualitative approach. The descriptive analysis described evident events or incidents in the field when it was studied with the report's contents in sentences or words (Sukmadinata, 2016; Creswell & Creswell, 2018). The research subjects who became the source of information for this study were four people, including 1 LPMP administrator, one school principal, and two different high school teachers in Sorong Regency, chosen through a purposive sampling technique. Data collection techniques used in the research were document studies and in-depth interviews. Interviews were conducted to obtain data regarding the implementation of the learning tools preparation training and its teaching materials, focusing on the lesson plans used by high school teachers in Sorong Regency. Document studies were implemented to contribute and complete the data needed in this research, including collecting photos, interview recordings, and other essential documents, namely lesson plans made by school teachers.

The obtained data was analyzed using data triangulation techniques, both sources, and techniques. Qualitative data analysis was carried out by referring to the model that has been formulated by Miles and Huberman with the steps of (1) reducing the data by sorting out the required data according to the formulation of the problem and research objectives to be researched and achieved; (2) presenting the research data according to the results of the reduction; (3) and verifying data or drawing conclusions from the results of research data analysis (Sugiyono, 2018).

3. RESULTS AND DISCUSSION

Result

Description of Conducted Training and Training Materials

Training on preparing learning tools (RPP), especially for the 2013 curriculum, had been carried out by several related parties to improve the ability and competence of teachers in making or presenting quality learning for students. In practice, this training usually began by inviting about 40 trainees of teachers to each meeting with the assistance of regional high school supervisors. It would be a 5-days training accordingly to the content of the materials or discussion that will be discussed during the training. The training would usually be held in hotels with consideration for the training participants to rest. The training model or strategy used was in the form of a workshop or seminar. Furthermore, the teaching materials from the delivery of materials used in training would be in the form of PowerPoint slides only

containing important points or phrases provided by the trainers without being equipped with more explanation or examples. In addition, the training materials could only be accessed conventionally through a face-to-face meeting.

Description of Drawbacks and Benefits of Conducted Training and Training Materials

Based on the results of data analysis, two points of information were obtained regarding the drawbacks and benefits of the training and its materials for learning tools preparations of high school teachers in Sorong Regency. Disadvantages of the training and its materials include 1) the conventional form of training materials as in the form of PowerPoint slides, soft copies or printouts, Microsoft Excel files, or learning videos that the trainers would deliver; 2) the unavailability or inexistence of adequate reading references or learning resources for high school teachers to have independent study; 3) limited opportunities for teachers to participate in learning tools preparation training; and 4) ineffective and unsuccessful training methods or strategies due to unbalanced number between trainers and participants. Meanwhile, the benefits of the training and its materials consist of 1) increasing the understanding and knowledge of the participants and; 2) helping the training through its teaching materials. Therefore, it becomes a reflection material or basis for researchers to address the needs in the field.

Discussions

The results revealed that there had been training conducted for high school teachers in Sorong Regency to improve abilities and competencies in presenting quality learning and educating through preparing lesson plans following current curriculum standards. Unfortunately, the conducted training had not been practical or succeeded in helping to improve the ability of teachers to produce appropriate lesson plans. Teachers still have difficulty understanding each component of the 2013 curriculum lesson plans, even though they have attended training or workshop activities. Such general training positively impacts teachers' abilities (Rindarti, 2018; Palobo & Tembang, 2019; Handayani & Amirullah, 2019; Aminah et al., 2021). Several previous studies have disclosed that providing teacher training or workshops will develop their competence and performance (Biasutti et al., 2019; Rais, 2019; Zeke et al., 2021). Accordingly, through training activities, teachers' abilities and competencies will significantly improve to perform more productively (Bhat, 2017; Wulandari & Iriani, 2018; Isnaini et al., 2020). Moreover, training can help expand and improve teachers' skills for future professional responsibilities (Afroz, 2018; Daqar & Constantinovits, 2021).

Results show that a gap occurred in the conducted training process for high school teachers in Sorong Regency. This gap was closely related to the methods and strategies, teaching materials, and post-training follow-up, which seemed poorly prepared and ineffective. It was shown that the implemented method was still conventional and straightforward and could not motivate the trainees to maximize the training process. The training process must be supported by exciting methods and suitable training materials that are adequate and relevant to the progress of the current era (Oksa & Soenarto, 2020; Xiao et al., 2020; Logan et al., 2020). The conducted training conditions only had materials in the form of PowerPoint slides displayed on a projector consisting of short and more straightforward sentences causing lower understanding and mastery of the participants. As PowerPoint is the medium for materials presentation, it cannot contain a more detailed and clear explanation (Kamil, 2018; Uzun & Kilis, 2019). Although there are also printouts or soft copies of the PowerPoint slides that had been distributed to serve as training guides, teachers would find it difficult to understand and implement the information due to the limited data and knowledge they had received. In essence, based on previous studies, the

implementation of training without adequate follow-up reading references or learning resources was proven to fail and not achieve the training objectives (Herminayu & Sulasmono, 2020). Research results also found that the method or training strategy without a reading reference or learning resource was ineffective in improving teacher abilities and competencies (Giarti, 2017; Bano, 2018; Notodiharjo & Supriyoko, 2019).

In reality, the lack of reading or learning materials related to learning tools preparations owned by teachers also affects the follow-up to the results of workplace training. This is because every year, high school teachers only have one opportunity to participate in training activities or workshops and have to take turns with other teachers from other schools in the regency. As a result, the information teachers on previously conducted training had obtained would not be fully equipped in more depth as they did not have follow-up training (Wasito, 2021). Therefore, short training with PowerPoint materials is not enough, and it is crucial for the teacher to study complete and explicit training material independently and in-depth (Sumarah et al., 2017; Bano, 2018).

Besides, there is an impact of teacher reluctance to apply the training results properly because they were still confused about developing lesson plans properly. The results of the document study on the lesson plans made by the teacher clarified this by finding various errors and inconsistencies in the lesson plans owned by the teacher by the 2013 curriculum standards. As they were prepared for administration purposes only and mainly were copied or adapted from the internet, they were not appropriate and relevant to the subjects and the needs of the students. Much research has proved that most teachers copy lesson plans from the internet or other schools. That they do not provide learning objectives, scores, and answer keys in the assessment components, do not use an operative verb, and the selection of models and methods are not by the activity steps (Ernawati & Safitri, 2017; Makhrus et al., 2018; Agustina & Jumadi, 2020; Pandensolang et al., 2021; Dimara, 2022). This shows that the previously conducted training was ineffective because it has not succeeded in changing teachers' behavior or competency development. Therefore, this issue needs to be acknowledged and followed up on in the future.

Structured and well-planned training activities can have many positive impacts on increasing teachers' ability, competence, and professionalism in preparing an educational and quality learning tool (Julianry et al., 2017; Daud et al., 2020; Aminah et al., 2021)—training with reading references or learning resources, such as modules. Modules are one form of teaching materials that are packaged interactively, inspiring, intact, and systematically, containing a set of learning experiences that are planned and designed to help students or trainees master specific learning objectives (Daryono & Rochmadi, 2020; Febriana & Sakti, 2021; Pratama et al., 2022). In addition, the module is flexible and independent so that students and trainees can study it at different ways and speeds between learners (Mishra et al., 2017; Pratama et al., 2022). Previous research asserts that the best use of modules in learning is to provide feedback during the learning process; thus, interaction occurs. Several research results reveal that training activities with modules can improve the outcomes of training (Dias et al., 2019; Sumberartha et al., 2021). Therefore, it will increase the participants' achievement because the applied modules are effective, efficient, and focused on the learning objectives (Siahaan, 2017; Sumini, 2018; Setiyadi et al., 2017). Modules with complete and precise reference sources can guide and remind teachers to apply the results of training in the workplace in an appropriate, structured, and directed manner (Wijaya & Iriani, 2020; Triwiyanto & Iriani, 2022). Thus, to support the effectiveness of training in the preparation of learning tools, especially lesson plans for high school teachers in Sorong Regency, a complete material transformation is needed by providing training modules to encourage teachers to improve their competencies in stages.

The implication of this study is to provide an understanding of the use of Google Slides in developing Module Development in schools, especially at the high school level. This research will be instrumental, especially for educators, especially teachers in high school, who can use the results of this research as a reference in developing modules using Google Slides. This study's limitation lies in the research subjects' limitations, which only involved two high schools in Sorong Regency. So it is hoped that future research will deepen further and broaden the scope of research related to the use of Google Slides in the development of Module Development.

4. CONCLUSION

According to the results and discussion of the research data, according to the problem and research objective, it can be concluded pieces training for high school teachers in Sorong Regency to improve teachers' abilities. Competencies in presenting quality learning and education through preparing lesson plans by applicable curriculum standards had been conducted before. The drawbacks of the training and its materials include a limited opportunity for teachers to participate, limited teaching materials and reading references, conventional training materials presentation that is uncomfortable, and ineffective methods and strategy implementation.

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