

Management of Training Outcomes for PAUD Teachers through Online Learning to Improve Skills Using Learning Media

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Abstract

This research is motivated by the problem of mastering the use of IT as a learning medium. Skill is a skill that is learned by training, in line with regulation Number 74 of 2008. Changing times, the development of science is coupled with the Covid-19 world outbreak, so that it requires teachers to be skilled at using IT media as an effective and efficient learning tool. This study aims to find out the description and description of planning, skills, implementation, barriers, evaluation, from the results of basic level training for PAUD teachers through online learning to improve skills in using learning media. The method used is descriptive method with a qualitative approach and data collection techniques through interviews, observations, and documentation. Grand theory of George Tery. The object of research in two schools, namely KB Rumah Bintang and Melati Kota Bandung. Based on the research findings, it was obtained that a) the planning carried out included online media learning training teachers because there were already many online learning media b) teacher skills continued to be improved to create interactive learning with online learning processes c) the implementation of training was very helpful according to relevant needs d) the obstacles in each school are different, the biggest factors are cost and opportunity e) evaluation of efforts to maintain competence and improve teacher performance f) the findings of the training have a very significant impact in terms of knowledge, skills and the application of the online learning process. The conclusion is that the management of PAUD teacher basic level training through online learning to improve the skills of using learning media has a positive and significant contribution.

Keywords

Skills; learning media; training management



I. Introduction

Good quality education can occur through a variety of factors that are related to planning, process, community support, and facilities in schools. Planning in this case means the readiness and strategy of what is done by the teacher through a design created by understanding the condition of the class. The process is aimed at how the classroom engineering is done by the teacher as well as in-depth understanding of the material so as to create conducive learning conditions. (Ainsiyah, E. et al. 2020)

PAUD teachers are the first teachers known by children or students where they begin to get to know the school environment at the initial level at the level of early childhood

education. Teachers must have skills according to their profession, at least basic teaching skills to support the implementation of learning.

Problems in the field regarding the competence of PAUD teachers are problems that have not been solved in line with the complexity of environmental changes, both in terms of planning, implementation, organization and assessment. Various efforts have been made to improve teacher competence, as well as trainings, both online and offline. However, this has not had a significant impact on increasing the professional competence of PAUD teachers.

Referring to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is stated that "teachers include all elements that participate in educating the nation's children". This is stated in Chapter 1 Article 1 paragraph 6 "Educators are qualified education personnel as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators and other designations according to their specificity, and participate in providing education". Furthermore, in Chapter XI Article 39 paragraph 2, it is stated that 'teachers are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at universities.'

To achieve educational success, the education system must be organized and designed by experts in their fields marked by competence as a requirement that will be a guarantee of quality and quality of learning. PAUD teachers must have more convincing and adequate knowledge, skills and skills as well as attitudes so that they are able to manage the learning process effectively. Professional competence is the ability, expertise, and skills possessed by a person with regard to his duties, positions and professions. According to Mansur, (2005) a teacher is a professional position that requires various special skills. Meanwhile, Uno (2008) argues that the teacher is a profession, which means a position that requires special skills as a teacher and cannot be done by just anyone outside the field of education.

The existence of PAUD institutions, especially Non-formal PAUD in organizing PAUD learning with the K-13 PAUD curriculum which was legalized by the government through Ministerial Regulation Number 137 and Number 146 of 2014, has not been able to be implemented optimally due to the lack of human resources or competent PAUD teachers at the time. This is in the IT sector in addition to infrastructure, and funding is still very inadequate. The implementation of basic level training for PAUD teachers in view of the lack of knowledge and ability of PAUD teachers in the IT field so that researchers want to research it.

PAUD services that are not in accordance with the form of services organized by PAUD institutions, especially in schools where research is carried out, as an effort to stimulate, guide, nurture, by providing learning activities through play that will produce attitudes, knowledge, and skills in early childhood. It is expected that the competence of PAUD teachers is in accordance with what is expected which has been set by law.

Besides the knowledge and skills of PAUD teachers which are still considered inadequate, especially IT mastery, there is another thing that is no less important, namely the collaboration between PAUD institutions and parents in communication between PAUD institutions and parents of students still needs to be improved due to the unfamiliarity with online learning methods or models.

This problem is considered important so that research needs to be carried out so that it can be found any factors and at the same time can be found and determined solutions and alternative solutions to the problem. In connection with this, researchers are interested in taking the title: "Management of Basic Level Training Results for PAUD Teachers Through Online Learning To Improve Skills in Using Learning Media (Case Study in KB Rumah Bintang and KB Melati in Bandung).

II. Review of Literature

The research approach used in this study is to use descriptive qualitative research, the selection of this approach is adjusted by considering the research objectives, namely to describe and analyze the management of the results of basic PAUD teacher training through online learning to increase the use of online media in learning. In other words, this research study essentially observes the skills of PAUD teachers in the use of online media in learning in the Rumah Bintang Playgroup and the Melati Playgroup in Bandung.

Moleong, (2013) defines qualitative research as research that is intended to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. Holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods.

In line with the opinion of these experts that qualitative research is based more on natural conditions, so that in this study researchers interacted more with the object of research and observed various activities related to the management of early childhood teacher training through online learning to increase the use of online media in learning (Achmad, 2021).

The location of this research took in two places, namely the Rumah Bintang Playgroup and the Melati Playgroup in Bandung City. In this study, the subjects of the study were PAUD teachers which included two places, namely the Rumah Bintang Playgroup and the Melati Playgroup in the city of Bandung. The selection of research subjects is based on the assumption that the subject is an actor in the research theme, besides that in determining the informants, snow ball sampling is used to expand the research subject. In other words, this technique is expected to be able to obtain adequate and accurate information and explore more in-depth information from the previous data.

The data collection technique in this study is the descriptive method chosen, complemented by the use of interviews and observations and documentation studies. Through interviews with PAUD teachers, data about the skills of teachers in the use of online media were obtained, then through concrete observations the authors were able to see firsthand the skills of teachers in the use of online media. Meanwhile, through the documentation study, data was collected from school documents as well as physical evidence in the implementation of teacher skills in the use of online media.

Data analysis in this study, data processing does not have to be done after the data is collected or data processing is complete. In this case, temporary data in qualitative research is carried out during data collection and after data collection is completed within a certain period. Data analysis in qualitative research is carried out during data collection and after data collection is completed in a certain period.

III. Result and Discussion

The research findings describe a description of the data and information directed at describing the problems which include: (1) Planning the Results of Basic Level Training in the Rumah Bintang Playgroup and the Melati Playgroup in Bandung (2) Skills in Using Online Media for Learning in the Rumah Bintang Playgroup and Groups Playing Melati in Bandung (3) Implementation of Basic Level Training Results in the Rumah Bintang Playgroup and Playgroup Melati City in Bandung (4) Barriers to the Implementation of Training Results in the Rumah Bintang Playgroup and Playgroup Melati City in Bandung (5) Evaluation of the Implementation of Training Results in the Group Rumah Bintang Playing and Melati Playgroup in Bandung (6) The Impact of Training Results for PAUD Teachers on Rumah Bintang Playgroup and Playgroup Melati in Bandung City.

3.1 Planning of Basic Level Training Outcomes

The planning of the results of the training in both PAUD is almost the same, namely based on objectives, materials, methods, media and evaluation. In the Rumah Bintang Playgroup, a basic level training plan has been carried out to support the process of implementing the PAUD teacher basic level training activities. This PAUD school has prepared a plan for the results of basic level training with various elements such as objectives, materials, methods, media and evaluation. This plan focuses on improving skills in using online media and making RPPH for teachers who have attended training. In the Melati Playgroup, the planning is based on several elements such as objectives, materials, training, methods, media and evaluation.

a. Purpose

Goals are a description of the vision and mission and are things that will be achieved and produced by an organization or company. The purpose of planning basic level training for PAUD teachers through online learning is to improve skills in the use of learning media, namely to improve the skills of each educator in the use of online media as learning media for students.

Success in carrying out the learning process is certainly supported by a prior planning process. In this study, PAUD schools have implemented planning for the implementation of activities resulting from the basic level training of PAUD teachers. By setting several things at the time of planning such as setting goals and then clearly presenting the elements in it as determined by the PAUD school, namely materials, methods, media and evaluation to achieve a predetermined goal. This greatly affects the learning process, with planning, the training process can run according to the goals that have been set and can run well.

b. Learning Training Materials

The materials that have been prepared for the learning carried out are as follows: (1) Getting to know early childhood basic education; (2) Introduction and preparation of RPPH (Daily Learning Plan); (3) Introduction to the use of online media for learning; (4) Implementation and evaluation of RPPH (Daily Learning Plan)

This material is very important for PAUD teachers to improve skills in using online media and strengthen the basis of learning for students, as well as the implementation and evaluation of RPPH can also provide an overview to teachers of how to plan a good lesson for the students themselves.

c. Method in learning

The method used in the implementation of learning is the method of demonstration and examples. The media used in this learning is using online media such as cellphones and laptops as well as other supports such as power points, internet networks and others. This media is very useful for creating interactive learning media and delivering material online. The number of illustrated images or videos that can be displayed makes it easier for students in their learning process.

Evaluation is the final stage of the learning process, where this evaluation is carried out to determine the extent of the development of students' skills in using online media as learning media. Evaluation is carried out internally and has an assessment with its own points, where this evaluation is carried out once a month.

3.2 Skills for Using Online Media for Learning

Based on the results of research on the Rumah Bintang Playgroup and the Melati Playgroup, these two schools focus on training to improve skills in using online media for learning.

Here are some things that need to be considered in improving skills in using online media:

- a. HP operating skills in learning
- b. Laptop operating skills in learning
- c. Skills using power points for learning
- d. Understanding online learning models

Skills are very much needed in the PAUD teacher learning process, especially skills in using online media due to the current pandemic era that forces teachers to conduct online learning processes. The skills of using online media for learning are currently still minimal among PAUD teachers, this makes it difficult to deliver material to students. Therefore, both PAUD schools focus on improving skills in using online media to create an effective and efficient teaching and learning process. This has very implications for improving teacher competence and improving existing human resources, especially in improving the good learning process for students

3.3 Implementation of Basic Level Training Results

Based on the results of research on the Rumah Bintang Play Group, the implementation of basic level training is very effective. Based on the results of research on the Jasmine Playgroup, the implementation of basic level training went well. This is supported by a good planning process for the continuity of learning from the results of the training. With an activity process that focuses on skills in using online media and making RPPH, this training is very useful for PAUD teachers to participate in.

Implementation of the results of the basic level training is an activity that becomes a place where participants improve their own competence and improve skills in using online media. This training focuses on improving skills and emphasizes the making of RPPH. In this implementation, there are several activities including preliminary activities, core activities, and evaluation of participants who are expected to be able to increase competence in themselves. Currently, not all PAUD teachers are able to participate in basic level training implementation activities, because there are several criteria that need to be met by an PAUD teacher. This has the impact that not all teachers can conduct training so that there is a lack of teacher competence in the field of technology to support their current work. This causes a lack of knowledge about skills in using online media.

3.4 Barriers to Implementation of Training Results

Based on the results of research on the Rumah Bintang Play Group, the obstacles that occur during the implementation of this basic level training occur through internal and external factors. The internal factors include the teacher's minimal knowledge of information technology and the inadequate facilities owned by some participants which cause obstacles. External factors include the provision of facilities for participants participating in training activities, the cost of training operations, as well as signal disturbances that can occur at any time. This requires direct handling of the relevant parties in order to minimize the occurrence of existing obstacles.

In the Bandung City Melati Playgroup, there are many obstacles that occur during the process of implementing basic level training for PAUD teachers. One of them occurs because of the internal factor itself, namely the lack of knowledge about information technology

owned by educators/parents, while the external factor is the lack of facilities to support the process of learning activities. Therefore, direct handling is needed from related parties in order to reduce the obstacles that occur during the learning process.

As the basic level training progresses, of course there will be obstacles both through external and internal factors. Currently, PAUD schools are experiencing several obstacles, including the knowledge of PAUD teachers about information technology and computers and PAUD learning. As well as the lack of facilities provided by PAUD schools and tools owned by teachers and students and others. This is an obstacle to the implementation of the current training. This affects the process of implementing basic level training for PAUD teachers. In the absence of supporting facilities and the lack of teacher knowledge about technology, there will be a slow implementation of learning during the pandemic. Therefore, direct handling is needed from related parties, especially in the provision of training facilities. This is done to minimize the occurrence of obstacles that will occur.

3.5 Evaluation of the Implementation of Training Results

Based on the results of the research, the Rumah Bintang Play Group is the same as the Melati Play Group, which has been evaluated periodically once a month. This evaluation was conducted to determine the extent of the development of the results of the training after and before attending the basic level training for PAUD teachers.

Evaluation of the implementation of the results of the training needs to be done to find out the extent of the teacher's development before and after participating in the training. Currently, both schools have conducted regular monthly evaluations of PAUD teachers, this is done to keep their human resources stable and continue to improve teacher competence in terms of using online media to create competent teachers. The evaluations carried out by the two schools were quite different, one of which was through a pretest before participating in the training and a posttest after participating in the training. This is done to measure the extent to which the training participants progress in developing teacher skills in the use of online media in learning. This has an impact on the control of human resources and teacher competencies in PAUD schools, so that schools can provide the best in terms of the learning process for students.

3.6 Impact of Training Results for PAUD Teachers

Based on the results of research on the Rumah Bintang Play Group, the impact given after participating in training activities is very large. Based on the results of research on the Jasmine Playgroup, the impact given to training is that it can improve skills in using online media as a learning medium.

Currently, there are many impacts from the basic level training process for PAUD teachers, impacting the online learning process. The learning process is currently running effectively because teachers can implement various kinds of learning methods available on online media according to conditions. By participating in basic level training for PAUD teachers through online media, teachers can improve the competence of teachers themselves and can increase human resources in PAUD schools, so that teachers no longer have difficulties in planning daily learning and making learning media.

IV. Conclusion

Management of the results of the basic level training of PAUD teachers through online media to improve the skills of using learning media in the Rumah Bintang Playgroup and the Melati Playgroup in Bandung has been carried out. PAUD schools have made a real contribution in improving teacher competence, especially in the skills of using online media. The good use of online media by educators is seen by the existence of training and activities that refer to the interests of increasing skills in using online media. Currently, the conditions are still not optimal and the results are not as expected by all parties. This is because there are several factors indicated as obstacles, both internal and external.

Management of the results of basic PAUD teacher training through online media to improve the skills of using learning media in the Rumah Bintang Playgroup and the Melati Playgroup in Bandung, which includes planning, skills, implementation, obstacles, evaluation, and results.

- a. Planning the results of basic level training for PAUD teachers through online media to improve skills in using learning media is outlined in the training process and aims to improve skills in using online media for training participants.
- b. The skills resulting from the basic level training of PAUD teachers through online media to improve the skills of using learning media are an increase in the skills of training participants (educators) in the use of online media, this skill improvement is carried out to make the online learning process efficient and can improve the competence of teachers in it. However, currently there is still a lack of skills in the use of online media in every PAUD school, this makes it difficult for teachers in the process of delivering material to students, as can be seen from the learning process and the results of evaluations that are routinely carried out.
- c. Implementation of the results of basic level training for PAUD teachers through online media to improve skills in using learning media in general has been carried out, the factual conditions of implementing basic level training activities for early childhood teachers through online media to improve skills in using learning media include preparation, preliminary activities, core activities, closing activities, the seriousness of the participants, and follow-up activities. However, the overall implementation of the activities carried out has not been maximized, given the criteria for teachers or participants who can participate in training activities. So that not all teachers can participate in the training activities.
- d. Barriers to the results of basic level training of PAUD teachers through online media to improve the skills of using learning media found in the study came from internal and external factors. Internal factors come from the teacher in the form of the availability of training facilities, as well as the lack of teacher knowledge in the use of online media. Then the external factor comes from schools or training providers which have criteria for each participant who can take part in the training, so not all teachers can take part in basic level training for PAUD teachers.
- e. Evaluation of the results of basic level training for PAUD teachers through online media to improve skills in using learning media has been carried out by every PAUD school, this refers to the evaluation process that is carried out routinely every month by the school with the aim of improving or maintaining the performance and human resources of PAUD teachers.
- f. The impact of the results of basic level training for PAUD teachers through online media to improve skills in using learning media is the increase in the distance learning process and the increase in teacher skills in using online media, and every teacher does not need to have difficulties in planning daily learning (RPPH) and making learning media , so as to create an efficient and effective learning process.

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