

Management of Model Development for Facilitation of Real Work Facilitation Teachers for PJOK & BK

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Abstract

The driving teacher as an agent of change and transformation of education in his community. Management, The development of the Facilitation Model for Real Work (FKN) for PJOK and BK teachers is carried out to encourage driving teachers to continue to move after completing the Motivating Teacher Education program. Through this FKN Program, it is hoped that the driving teachers will become more skilled as coaches in teacher training in their practice communities. With the FKN Research and Development model, it is managed by the PPPPK Penjas & BK as the Satker managing the Program, consisting of 10 teachers of the FKN guide and content development team, six expert validators as reviewers, to proceed to the implementation of a limited trial in the form of the FKN Coaching Clinic with 117 teachers. They are driving Force-1 PJOK and BK, followed by a Focus Group Discussion with participants and validators to review the readiness of the FKN model before it is implemented. FKN is carried out in 3 regions in 22 provinces spread throughout Indonesia in the implementation stage. Attitude Evaluation Participants averaged 89 points in the very good category. Evaluation of Skills Participants averaged 92 points in the very good category. Knowledge evaluation through posttest with an average score of 67 with good category. The final score is the accumulation of evaluation values of attitudes, skills, and knowledge with a proportion of 80% (40% attitude value + 60% skill value) + 20% posttest value. The average final score is 92, with a very good category. The success of this FKN has become one of the alternatives that other stakes can also implement in making post-program activities for motivating teachers to keep encouraging teachers to do work for the surrounding community.

Keywords

facilitation of real work;
motivating teachers; model
development management



I. Introduction

Teachers as educators are human resources that are one of the keys to the success and quality of education. The teacher is expected to continue to improve his competence pedagogically, professionally, personally, and socially through various means. One way that can be done is to follow training and self-development programs provided by the government and independently.

Training teaches basic skills to new workers or those who have worked to do their job (Dessler, 2020). Training is considered important because it can help workers who do not know what and how to do their job become able to do their work (Dessler, 2020). Various forms of training and human resource development ranging from on-the-job-training, internship training, informal education, job instruction training, lectures, education programs, behavioral modeling, audiovisual-based training, vestibule training, electronic performance support systems, videoconferencing, computer-based training,

online-internet based training, lifelong training, to team training (Dessler, 2020; Mondy, 2016).

The Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) implements the Independent Learning Program as a form of innovation in improving the quality of education. The Minister of Education said that education improvements and reforms must be carried out by cultural transformations, starting from school culture to a culture of learning and innovation (Nadiem, 2020). Furthermore, teachers as the main human resource in the education program also receive important attention from the Ministry of Education and Culture through the teacher education program. This Program is expected to release administrative shackles and make teachers more flexible in innovating. Teachers are also expected to have a growth mindset and provide psychological safety to encourage students to grow the profile of Pancasila students. This Pancasila Student Profile consists of special characteristics: Faith and devotion to God Almighty, independence, Global Diversity, Critical Reasoning, Creative, and Mutual Cooperation.

As a form of the fifth episode of the independent learning program, the Motivating Teacher Program is targeted to be able to identify and training future educational leaders. This Program fundamentally changes the overall approach to education reform from centralization to decentralization by shifting autonomy and zones of change to the smallest component of the education system, namely teachers. Motivating teachers are expected to become agents of change and candidates for principals, school supervisors, and trainers in training programs. As an agent of change, the driving teacher plays an important role in transforming the school culture into superior and innovative. (Nadiem, 2020). Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

Strengthening this, the Director-General of Teachers and Education Personnel, Iwan Syahril (2020), added that driving teachers plays a role in advancing education by creating student-centered learning and moving the education ecosystem by changing learning mindsets. Change begins with declaring a vision of change, practicing changes in the learning process, and becoming a learning and school development leader.

This teacher mobilization program collaborates an inquiry-based approach with a project and problem-based approach in its implementation. Education programs are conducted online and offline. Online through the Learning Management System (LMS), accessed through the simple.id account and face-to-face through conference meetings via Google Meet accompanied by Facilitators and Instructors. Then offline through individual mentoring and workshops guided by practical teachers who will monitor, assist and provide an assessment of the implementation of projects/programs implemented as learning products in each learning module.

This driving teacher education program is unique in combining various forms of training ranging from LMS-based training, conference meetings, and team training to on-the-job training. Suppose previous training programs were generally brief without the implementation of the results of the training in this ambitious teacher program. In that case, every material and understanding gained from the training materials must be applied in learning without leaving the daily duties of a teacher.

The management of this training also has its uniqueness, where the work unit, in this case, the PPPPTK, is the manager and admin of the activity. Each PPPPTK has provinces

to be assisted. Of course, with the general provisions and policies of the Director-General of GTK, the interpretation is applied according to the technical guidelines by each work unit. This Program is expected to make changes continuously. After going through a long educational process for nine months, this Program is expected to produce graduates who continue to move their learning community by carrying out educational transformations.

The training management developed by each work unit has its uniqueness. PPPPTK, as a work unit to manage and be an admin in implementing the Program, also makes innovations in its implementation. PPPPTK Penjas & BK also innovated training management through the presence of Real Work Facilitation (FKN) for Activating Teachers Batch-1 who are PJOK and BK teachers. The management of this training was developed according to the needs of the ambitious teacher program. Where after the mover teacher program was implemented, the graduates did not only take real action but did real work through this FKN Program. This research shows whether the training development model in the form of Real Work Facilitation for PJOK and BK Movers teachers is quite effective in planning, organizing, implementing, and controlling training development as a form of work carried out driving teachers for the surrounding community of practice.

II. Research Method

This research is research on developing a training management model with a Research and Development approach, which means carrying out development as a follow-up in the context of refinement and improvement. This method in this research produces a product that is trained through test stages before the product is effectively applied further. Borg & Gall (2003) describe educational research and development as used to develop and validate educational products. The stages for conducting research and development are by Sugiyono's (2010) suggestion to produce certain products and test how much product effectiveness is carried out simplification by conducting research up to the 7th (seventh) step. This was done in consideration of the limited time and research costs. The stages of this development research include 7 (seven) stages: 1) introduction, the initial obstacles that appear significantly; and 2) data collection and problem analysis on implementing the post-training teacher program Batch-1 carried out by the PPPPTK Penjas & BK team. 3) development of the training model design, the Program, and material development and development team consisting of Plt. Head of PPPPTK Penjas BK- Sugito Adi Warsito, 3 Widyaiswara who are also Facilitators of the Motivating Teacher Program – Musyarofah, Prasetyo, and Hardiyanto, 10 BK and PJOK teachers, four practical instructors and six driving teachers, Researcher- Lidya Ardiyan and Heri Setyawan on duty as coordinator of the teacher team is developing program designs, program teaching materials, and materials to evaluation questions. The team of teachers are Sri Datuti, Erma Yunus, Putri Dian Pratiwi, Laksono Pambudi, Widya Ayu Lestari, Dadan Mulyana, Nanang Garniwa, Hertika Putri. The administrative and bureaucratic processes for summoning participants are the responsibility of Rosmelan and Climate Pila Sophia from PPPPTK Penjas & BK. 4) Initial product validation, the process for conducting expert assessments. The initial design of the FKN training management model was validated by expert validators, namely 3 Widyaiswara from across the PPPPTK who also served as Facilitators, Yudi Herman, Ni Nengah Nuadi, and Yuli Cahyono, and 2 Instructors and Teacher Program Developers Simon Rafael and Nurcholis Najib. 5) the initial product improvement was carried out as an improvement in the FKN training model before the coaching clinic was conducted; 6) limited product testing through the FKN coaching clinic; 7) final product improvement. Based on the results of the coaching clinic before the FKN was implemented.

The research subjects in the limited test were 117 teachers of PJOK and BK Batch 1, who would later become FKN implementers. The test was conducted through observation and interviews of the implementation and the obstacles during the coaching clinic. The coaching clinic is guided by Coaches consisting of a Team of teachers—development and preparation of training materials and materials. The technique used for qualitative data analysis is guided by Miles and Huberman (2005), namely reducing data, presenting accurate data and verifying data, and analyzing quantitative data using descriptive analysis techniques to calculate percentages and averages. Categorization of model feasibility is done by making 5 categories, namely (SB) = very good, score 5, (B) = good, score 4 (C) is sufficient, score 3 (K) = less, score 2 and (SK) = very poor, score 1.

For the implementation of the FKN itself, it was implemented by 117 teachers of Class-1 and four practical teachers of Class-1 who are also a team of developers and compilers of teaching materials, inspired in the districts/cities of origin and neighbors in the provinces of each driving teacher and practical teacher, through agency coordination and KKG.MGMP/MGBK was carried out in 2 waves. Wave 1 in the driving teacher's district/city of origin and wave 2 in the neighboring districts/city of origin of the driving teacher. The total FKN participants achieved the target of 6390 PJOK and BK teachers.

III. Result and Discussion

3.1 Results

The model is structured based on the following systematics; 1) introduction containing the objectives and benefits, 2) model drawing; 3) the description of the model consists of rationale, product specifications, product requirements, model development drawings, training objectives, training materials, implementation of coaching clinic and FKN, evaluation of the implementation of Coaching Clinic and FKN and follow-up evaluation. The design drawing of the FKN training development management model can be seen in the following figure.

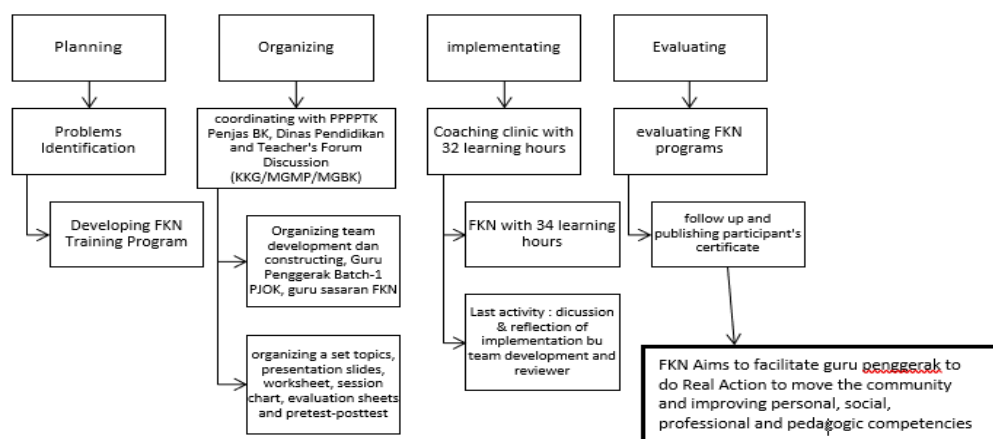


Figure 1. Design of the Facilitation Teacher Training Management Model for Real Work of Motivating Teachers

Planning is the first step in the management function, a systemically structured process in making decisions about something that will be done in the future. Planning for the FKN training management model begins with problem identification, with data on the number of driving teachers and post-program development needs. Needs analysis and

identification are carried out by PPPPTK Penjas & BK. This data was obtained through observation and interviews with various parties such as school principals, teacher educators, and service representatives involved in this teacher mobilization program.

Furthermore, the activities in organizing include the organization of the FKN program, the development and drafting team, the driving teacher for class 1 PJOK & BK, and the FKN target teacher. The development and drafting teams also organize material sets, learning scenarios, broadcast materials, worksheets in each session, and assessment sheets for pretest-posttest questions.

The implementation activities were in line with implementing a limited trial in the form of a Coaching clinic for 117 teachers who moved Batch-1 PJOK and BK. The final implementation activity is filled with discussions and reflections on implementation by the Drafting and Development Teams and Reviewers. The results from this coaching clinic are used to revise the training program for improvement before implementation. The evaluation section evaluates the implementation of the Program. It evaluates the results and products of the training from the participants for further follow-up and issuance of certificates for FKN targets.

The management model of FKN training development for PJOK and BK teachers is expected to help teachers move from batch-1 to take not just real action for the learning community in their respective classrooms and schools but in a wider scope, namely the practice community through KKG/MGMP/ MGBK. Moreover, all driving teachers and target teachers can improve personal, social, professional, and pedagogic skills through this FKN.

The products produced in this FKN training model development vary in each development management stage. Products produced in the planning and preparation stages include activity guides, teaching materials, resource presentation materials, assessment tools, participant worksheets, implementation evaluation instruments, and participant administrative data (assignments, biodata, PCR evidence, and transportation expenses). Products at the implementation stage of material reflection, results of worksheets, portfolio of broadcast materials, and documentation of activities and follow-up plans. At the evaluation stage, the products produced include attitude evaluation, skill evaluation, evaluation of material achievement through posttest, and evaluation of implementation. All of the FKN program guides and content are prepared in digital form, with Google Suite for Education facilities through the studi.id account.

Expert validators, namely 3 Widyaiswara from across PPPPTK who doubles as Facilitator, namely Yudi Herman, Ni Nengah Nuadi, and Yuli Cahyono, and 2 Instructors and Developers of the Motivating Teacher Program, Simon Rafael and Nurcholis Najib. Expert validation is carried out as part of the design and development of training materials and done through product presentation and feedback by the Reviewer Team. Categorizing the feasibility of the model is done by making five categories, namely very feasible, feasible, quite feasible, less feasible, and not feasible. The model validation components are as follows:

Table 1. Results of the Analysis of the Validation of the FKN Management Model Development

No.	Aspect	Average	Category
1.	Activity Guide	4,32	Very worth it
2.	Teaching materials	4.40	Very worth it
3.	Show Material	4,21	Very worth it
4.	Assessment Tool	4,00	Very worth it
5.	Learning Scenario	3,88	Worthy

6.	Participant Worksheet	3,79	Worthy
7.	Implementation Evaluation Instrument	4,22	Very worth it
8.	Attitude Evaluation Instrument	3,98	Worthy
9.	Skills Evaluation Instrument	3,88	Worthy
10.	Knowledge Evaluation Instrument (Posttest)	3,76	Worthy
		4.04	Very worth it

The results of the data analysis show that the FKN training development management model, which consists of 10 aspects, overall obtained an average of 4.04, which is a very feasible category. Thus, it is concluded that the training management model through Facilitation of Real Work for PJOK and BK teachers Batch-1 is feasible to proceed to a limited trial phase through a coaching clinic program for PJOK and BK teachers Batch-1.

The hypothetical model is obtained from a model design that experts have validated. The model design was prepared based on preliminary studies, literature reviews, studies of relevant research results, and the results of the needs analysis of the post-activator teacher education program. Some of the revised things were the uniformity of the layout of the broadcast material, the number of hours in the FKN program structure from 32 jp to 34 jp, and the improvement of the sentence delivery of tasks in the explanation of the implementation of the Worksheet. This revised model is then ready for widespread use.

3.2 Limited Trial on PJOK & BK Motivator Teachers Batch-1

This limited trial was conducted at the Hotel Inna Kuta, Bali, from October 28, 2021, to November 1, 2021. The subjects were all Class 1 PJOK and BK teachers, with 115 participants. Subjects were selected by purposive sampling according to the objectives of the FKN. Subjects were divided into three classes, 1 BK class and 2 PJOK classes, each accompanied by three coaches who were the guide & content development team. Subjects in this limited trial also receive a briefing before carrying out FKN in their respective districts/cities/provinces. The components tested are Activity Guide, Teaching Materials, Show Materials, Assessment Tools, Learning Scenarios, and Participant Worksheets. Implementation Evaluation Instruments, Attitude Evaluation Instruments, Skills Evaluation Instruments, Knowledge Evaluation Instruments (Posttest). The data was obtained after the implementation through FGD between 9 people (1 person infected with covid and quarantined) and the FKN program development teacher team who acted as coaches in the Coaching clinic activity with 3 Widyaiswara PPPPTK Penjas BK and Plt. Head of PPPPTK Physical Education & BK as the originator of the idea and the person in charge of the activity.

The results of the FGD showed that the subject, who is the driving teacher, understood and could simulate the steps of facilitation activities well. The obstacle when implementing the coaching clinic during the simulation is time management. Some of the activity scenarios with the time allocation that have been given are adjusted according to the rhythm of each subject but without reducing the material and activity steps that must be delivered along with the instruments used.

3.3 Results of Facilitation of Facilitation of Motivating Teachers' Real Work.

Facilitation of the real work of the driving teacher takes the on-the-job training model, which the driving teacher carries out in carrying out the transformation of education in their respective communities. On-the-job training is a technique to train someone to learn their job while doing it (Dessler, 2020). On-the-job training is also an informal training and development method that allows workers to learn their jobs by doing them

(Mondy et al., 2016). In this case, the role of the driving teacher as a transformation agent who has learning leadership skills and coaching skills carries out the role as a trainer/training resource, by the ultimate goal of the driving teacher.

A total of 115 subjects carried out FKN 2 times each in their respective districts/cities/provinces. In each Facilitation, each driving teacher is responsible for managing 25-30 teachers from the KKG/MGMP/MGBK practice community in their immediate environment, according to their respective subjects and levels. They conducted from November 11, 2021, to December 19, 2021. All teachers targeted for FKN activities are hospitalized because the activity is carried out for four days at a hotel recommended by the local Education office, with all accommodation and transportation borne by the PPPPTK as the organizer and person in charge of the activity. It is hoped that what has been previously obtained in the teacher program will be continued in the FKN program as a form of his work.

A total of 6390 PJOK and BK teachers throughout Indonesia from elementary, middle, and high school levels were targeted as participants. The 115 driving teachers out of the 117 driving teachers who were the initial targets (two withdrew due to COVID-19) were divided into three regions, namely Sumatra, Java-Kalimantan, Sulawesi-Bali-NTB. Each region is carried out in two waves. Wave 1 is in the district/city where the driving teacher comes from, and wave 2 is in neighboring districts/cities where the driving teacher comes from. For brief details, an overview of each region can be seen in the following data tabulation:

Table 2. Tabulation of FKN Implementation Per-Region

No.	Region	Province	Number of teachers driving PJOK & BK	Number of Target Teachers	
				Wave 1	Wave 2
1.	Sumatera	Sumatra Barat, Sumatra Selatan, Sumatra Utara, Aceh, Lampung, Riau	30	830	885
2.	Jawa-Kalimantan	DIY, Jawa Barat, Jawa Tengah, Jawa Timur, Bali, Kalimantan Barat, Kalimantan Selatan, Kalimantan Timur	50	1334	1378
3.	Sulawesi-Bali-NTB-NTT	Sulawesi Selatan, Sulawesi Tengah, Sulawesi Utara, Sulawesi Barat, Nusa Tenggara Barat, Nusa Tenggara Timur	35	980	983

For the evaluation of the implementation of activities, a satisfactory average category score was obtained; the note was about the 1-hour lunch break, which some participants felt was too short. Attitude Evaluation Participants averaged 89 points in the very good category. Evaluation of Skills Participants averaged 92 points in the very good category. Knowledge evaluation through posttest with an average score of 67 with good category. The final score is the accumulation of evaluation values of attitudes, skills, and knowledge with a proportion of 80% (40% attitude value + 60% skill value) + 20% posttest value. The average final score is 92, with a very good category.

3.4 Discussion

The FKN training model can be briefly explained as follows: 1) Input Stage The input stage is the initial stage to determine the initial conditions and the implementation of the pre-test. This stage also includes preparing training materials, resources, facilities, and infrastructure supporting this training activity. 2). Process Stage (Training) Various activities are carried out, including planning, implementation, and evaluation. This FKN training development model is a combination of on the job training with a coaching and mentoring approach with two levels, from the development team to driving teachers through the FKN coaching clinic, which is also a limited trial stage, and from driving teachers with FKN to target teachers in the district. /city and province of origin.

The final condition of implementing FKN through the final score of the attitude skills and knowledge evaluation in the category is very good, with a score of 92. Moreover, the evaluation of the implementation is in a good category. Offline training was conducted within the last two years due to covid-19.

It is a reinforcement that many training model developments to improve teacher competence have been carried out. One of them is the development of a media and information literacy training model for elementary school teachers in the city of Bandar Lampung, which produces a prototype of a media and information literacy training model, which ultimately becomes a reference for the local education office as a basis for preparing media and information literacy training. (Qomario & Anggraini, 2018). MGMP empowerment in the management of teacher competency development to implement the 2013 curriculum is also carried out at the Yogyakarta Pilot Project Senior High School in In HPuse Training (Najib, Pardjono, 2019).

Fund management in the planning/development process, implementation to the evaluation of FKN is not the area discussed in this research study, but it can be noted that PPPPTK Penjas & BK as the Work Unit for managing Teacher Activator activities can manage finances well, so that they can produce innovations that are this massive. Meanwhile, other PPPPTK, also activity work units, do not carry out similar innovations, so inequality is visible.

IV. Conclusion

The purpose of FKN as a facilitation tool for teachers to move education transformation in their community has been well achieved. The training model development in Facilitation of Real Work Teacher Movers Batch-1 PJOK and BK has undergone a large-scale development and implementation phase. The steps for developing the training model have followed the research and development flow with the stages described in the previous section. Briefly described the development of the FKN training model starting from needs analysis, planning, developing the FKN model (programs, materials, evaluations), implementing a review of the FKN program model by expert

validators from outside and within the work unit, implementing limited trials through the FKN Coaching clinic, implementation of FGD as feedback and improvement of limited trial results. Then finally, the FKN implementation was carried out by the teachers of PJOK and BK Batch-1 in their respective regions of origin to evaluate FKN in terms of implementation and the output of the target teachers as participants. Ten teachers who were part of the material and content development team were also participants.

Furthermore, this FKN can be an example of developing a post-program model that helps drive teachers to make changes in their environment. It is hoped that this FKN can also be applied by other skiers who manage the teacher program to move the next batch of teachers. Motivating teachers who have implemented FKN are also expected to continue to maintain their enthusiasm and continue to be agents of change and trainers in their respective communities, working and innovating in advancing Indonesian education.

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