

Improving Teacher Performance in Developing Learning Implementation Plan during the Covid-19 Pandemic through in House Training

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ABSTRACT

Distance learning is something that needs to be carefully planned and needs to be included in the Learning Implementation Plan, with the distance learning system, of course the lesson plans must be rearranged to achieve the desired learning outcomes. The design of this research is school action research. Data collection techniques in this study were interviews, and observation. The validity test in this study used a triangulation credibility test by applying a triangulation form of data collection techniques. While the data analysis in this study used descriptive qualitative and quantitative analysis techniques. The results showed that the implementation of In House Training (IHT) activities was proven to be able to improve the performance of teachers at SDN Inpres Tompudau in compiling Learning Implementation Plan during the Covid-19 pandemic, as evidenced by the increase in the results of the performance assessment of teachers at SDN Inpres Tompudau in preparing future lesson plans. the Covid-19 pandemic where in the initial conditions the average value was 46.25 and was included in the Less (K) category.

Keywords: Teacher performance, Learning Implementation Plan, Covid-19 Pandemic

INTRODUCTION

In order to overcome the Covid-19 pandemic, all countries implemented an action, one of which was by carrying out social distancing movements, namely social distancing designed to reduce the interaction of people in the wider community (Wilder-Smith & Freedman, 2020:2). With social distancing, learning in schools is hampered and cannot be done directly, this also affects the implementation of educational activities.

Various policies that have been issued by the government as a result of the Covid-19 pandemic in order to stop the spread of Covid-19, one of which is implementing the public's invitation to carry out Physical Distancing or keeping other people one meter apart and avoiding crowds and various meeting events that lead to gatherings (Gunadi et al., 2021). In addition, the government implements a policy to stay at home such as working from home or work from home (WFH) and any activities related to associations or meetings are abolished and replaced with online media Kemendikbud Circular Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease Covid 19 namely a Circular on Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19. One of the contents of this letter is to cancel teaching and learning activities and replace it with network-based learning (Online) via E-learning that can be used by various educational institutions.

Online learning has a positive impact, namely the experience and use of technology in a positive way as well as realizing the challenges of teachers in the 21st Century (Sudarisman, 2015: 14). Online learning brings changes in the education system, the material to be taught, the learning carried out as well as the obstacles faced by both teachers, students and education providers (Goddess, 2020; Wahyono et al., 2020). Online learning in addition to stopping the spread of Covid-19 is expected to be an alternative in overcoming the problem of independent learning that allows students to learn broader knowledge material in the internet world so that it creates student creativity in knowing science and can implement 2013 Curriculum policies (Darmalaksana et al., 2020).

Based on the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs regarding the guidelines for the implementation of learning during the Covid-19 Pandemic, it was decided that the implementation of learning during the Covid-19 pandemic was carried out with limited face-to-face learning while still implementing health protocols, and /or distance learning.

The teacher's performance can be seen when he carries out teaching and learning interactions in the classroom, including his preparation in the form of semester programs and teaching preparation (Suprihatiningrum, 2013; Kartowagiran, 2011). With regard to the importance of assessing teacher performance, the Georgia Department of Education has developed a teacher performance assessment instrument which was later modified by the Ministry of National Education to become a Teacher Ability Assessment Tool. The Learning Implementation Plan is a guide for teachers in carrying out learning in any mode for each Basic Competence (Adang, 2012). Therefore, what is contained in the Learning Implementation Plan contains matters that are directly related to learning activities in an effort to achieve mastery of a KD in accordance with the learning mode used.

In House Training (IHT) is a training program held in their own place, as an effort to improve the ability of teachers, in carrying out their work by optimizing existing potentials (Sujoko, 2012: 40). This is in line with what was conveyed by Sudarwan (2012: 94) that In House Training is a training that is carried out internally by a working group of teachers, schools or other places that are designated as the implementation of training carried out based on the idea that some abilities in improving teacher abilities and careers do not have to be done externally, but can be done internally by teacher as a trainer who has abilities that other teachers do not have. While the conditions for participants in IHT are a minimum of 4 people and a maximum of 15 people. In conclusion, the In House Training referred to in this study is teacher training carried out at the request of the school, the participants are from one school, with training materials adapted by the school, especially in the use of teaching aids,

Just like face-to-face learning, distance learning is something that needs to be carefully planned and needs to be stated in the Learning Implementation. Regarding learning planning, mastering the ability of teachers in preparing lesson plans for distance learning is very important both during this pandemic or after the pandemic (Fauzi & Khusuma, 2020). In preparing the Learning Implementation Plan in the new adaptation period, when the Covid-19 pandemic occurs as it is today, the preparation of the Learning Implementation Plan must be adjusted to the conditions. The reason is, both the method and the learning system during the pandemic are much different from normal times. In normal times, teachers can deliver learning materials directly through face-to-face in the classroom. However, during a pandemic like now, learning

must be done online or by a remote system. With a learning system like this, of course the lesson plans must be rearranged to achieve the desired learning outcomes.

To overcome this problem, the researcher who serves as the principal at SDN Inpres Tompudau seeks to improve the readiness of these teachers in preparing lesson plans during the Covid-19 pandemic with In House Training (IHT) activities in the form of school action research with the title "Increasing Teacher Performance in Developing Learning Implementation Plan during the Covid-19 Pandemic Period through IHT at SDN Inpres Tompudau Semester 1 of the 2021/2022 Academic Year".

METHOD

The design of this research is school action research. The research design follows Kurt Lewin's model, as shown in Figure 1.

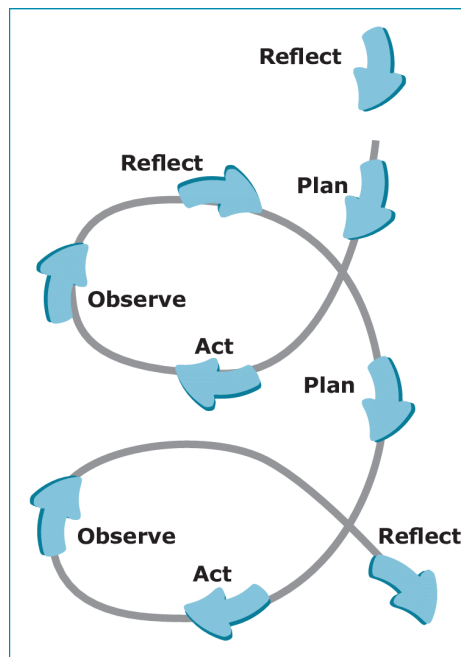


Figure 1. Kurt Lewin's Action Research Model

This study uses 2 (two) cycles and each cycle consists of 4 stages, namely planning; Implementation; Observation; and Reflection. The sample in this School Action Research are teachers who are scheduled in shift I, which consists of 5 teachers from class I to class V teachers. Meanwhile, the object of the research is the improvement of teacher performance in compiling lesson plans during the Covid-19 pandemic through In House Training activities. Data collection techniques in this study were interviews, and observation. The validity test in this study used a triangulation credibility test by applying a triangulation form of data collection techniques. While the data analysis in this study used descriptive qualitative and quantitative analysis techniques.

RESULTS OF RESEARCH AND DISCUSSION

The results of the pre-cycle activity show that all teachers at SDN Inpres Tompudau have not been able to properly prepare Learning Implementation Plan during the Covid-19 pandemic. While the need for Learning Implementation Plan during the Covid-19 pandemic is a must in online learning during the Covid-19 pandemic. Implementation results activity the start of the study as described in the tables below.

Table 1. Recapitulation of Assessment Results of Teacher Performance Improvement in Preparing Learning Implementation Plan

No	Teacher name	Score	Value	Completeness	
				C	UC
1	Nurmiati Bapitangene, S.Pd.	51.25	S	-	UC
2	Tirza Debby N. Amu, S.Pd.	42.50	L	-	UC
3	Arsin Junus, S.Pd.	43.75	L	-	UC
4	Susprianti Dale, S.Pd.	47.50	L	-	UC
5	Anwar, A.Ma.Pd.	46.25	-	-	UC
	Amount	185.00	-	-	5
	Average	46.25	L	-	
	Percentage	-		0.00	100

Based on the data in table 1, it can be seen that in the implementation of pre-cycle activities showing the results of teacher performance assessments in preparing Learning Implementation Plan during the Covid-19 pandemic, the data obtained an average value of 46.25 and included in the less criteria (K).

First Cycle Corrective Action

In this first cycle of corrective action, IHT compiles Learning Implementation Plan during the Covid-19 pandemic by referring to the reference bases for compiling Learning Implementation Plan during the Covid-19 pandemic. IHT activities are prioritized on explanations and practices for filling, preparing, compiling Learning Implementation Plan during the Covid-19 pandemic using indirect online modes (WhatsApp, youtube). After the corrective action in the first cycle, it was discovered that it was still difficult to prepare Learning Implementation Plan during the Covid-19 pandemic considering the many components included in it, and the principal was still overwhelmed in carrying out guidance due to the limited time used and the rules regarding the implementation of activities during the Covid-19 pandemic.

The results of observations of the first cycle of actions on teacher performance in compiling Learning Implementation Plan during the Covid-19 pandemic showed that the initial condition had an average score of 46.25 and was included in the less criteria (L). The results of the first cycle showed an increase in the average score to 71.25 and was included in the sufficient category (S) and there were 3 respondents who were declared to have completed and received a score in the Good category, increasing their skills in preparing Learning Implementation Plan during the Covid-19 pandemic. However, there are still 2 people who are still categorized as Enough/unfinished.

Table 2. Recapitulation of the Assessment Results of Teacher Performance Improvement in Compiling Learning Implementation Plan during the Covid-19 pandemic in Cycle I

No	Teacher name	Value Gain	Value Criteria	Completeness	
				C	UC
1	Nurmiati Bapitanggene, S.Pd.	76.25	G	C	-
2	Tirza Debby N. Amu, S.Pd.	67.50	S	-	UC
3	Arsin Junus, S.Pd.	68.75	S	-	UC
4	Susprianti Dale, S.Pd.	72.50	G	C	-
5	Anwar, A.Ma.Pd.	71.25	G	C	-
	Amount	356.25		3	2
	Average	71.25	S		
	Percentage	-	-	60.00	40.00

Second Cycle Corrective Action

As in the second cycle of corrective actions, IHT compiles Learning Implementation Plan during the Covid 19 pandemic by referring to the basics of reference in compiling Learning Implementation Plan during the Covid 19 pandemic. IHT activities are prioritized on explanations and practices for filling, preparing, compiling Learning Implementation Plan during the Covid 19 pandemic using Offline Mode (Offline Mode). Visit). After the second cycle of corrective actions, it can be concluded that they meet the criteria and indicators of success that have been set, so that all teachers who take part in IHT activities are declared to have improved their skills in preparing Learning Implementation Plan during the Covid 19 pandemic well.

The results of the assessment of corrective actions in the second cycle showed that all teachers had increased their skills in preparing Learning Implementation Plan during the Covid-19 pandemic. This is evidenced by the increase in the average score to 91.50 and is included in the Good (B) category.

Table 3. Recapitulation of the Assessment Results of Teacher Performance Improvement in Compiling Learning Implementation Plan during the Covid-19 pandemic in the Second Cycle

No	Teacher name	Mark	Value Criteria	Completeness	
				C	UC
1	Nurmiati Bapitanggene, S.Pd.	92.50	G	C	-
2	Tirza Debby N. Amu, S.Pd.	92.50	G	C	-
3	Arsin Junus, S.Pd.	91.25	G	C	-
4	Susprianti Dale, S.Pd.	91.25	G	C	-
5	Anwar, A.Ma.Pd.	90	G	C	-
	Amount	457.50	G	5	0
	Average	91.50	G		
	Percentage	-	-	100	0.00

Corrective Action Between Cycles

Based on the data obtained as a result of the implementation of repair activities carried out in 2 cycles, the results can be summarized as follows:

Table 4. Recapitulation of Assessment Results of Teacher Performance Improvement in Preparing Learning Implementation Plan during the Covid-19 pandemic in Initial Conditions, Cycle I and Cycle II

No.	Cycle	Mark	Assessment criteria	Note.
1	Initial Condition	46.25	L	
2	Cycle I	71.25	S	
3	Cycle II	91.50	G	

Clearly in graphic form, the improvement in the performance of teachers at SDN Inpres Tompudau in compiling Learning Implementation Plan during the Covid-19 pandemic can be explained in the image below.

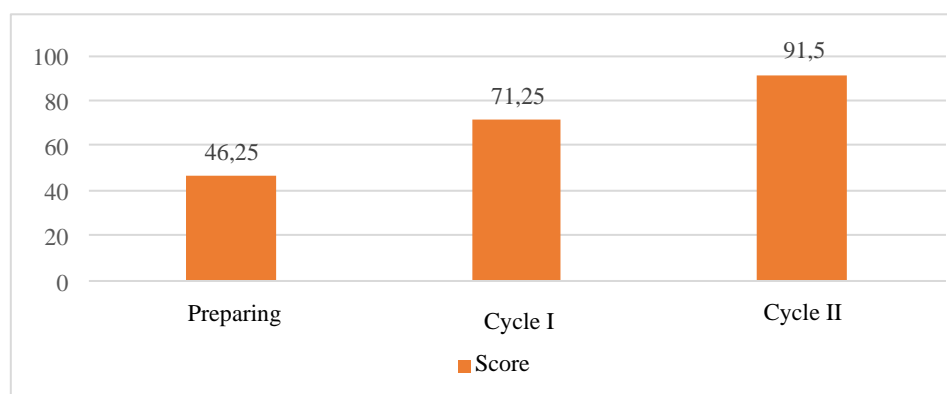


Figure 2. Improving teacher performance in preparing lesson plans during the Covid-19 pandemic in Initial Conditions, Cycle I and Cycle II

Discussion

The Covid-19 pandemic, which is still endemic to this day, requires all parties, one of which is the education sector, to carry out smart and innovative strategies so that various learning activities can be carried out properly. In the field of education, a teacher must master technology. Technology can be used in the manufacture of media in learning. Two very important elements in the teaching and learning process are teaching methods and teaching media. These two aspects are interrelated. The selection of one particular teaching method will affect the type of appropriate teaching media, although there are still various other aspects that must be considered in choosing the media, including the teaching objectives, the types of tasks and responses that students are expected to master after teaching takes place, and the learning context including student characteristics (Afandi et al., 2013).

To overcome the problems above, an appropriate and fast effort is needed, one of which is the implementation of IHT for the teachers of SDN Inpres Tompudau in helping teachers prepare Learning Implementation Plan during the Covid-19 pandemic. IHT is a training program held in its own place, as an effort to improve teacher competence, in carrying out their work by optimizing existing potentials. While the conditions for participants in IHT are a minimum of 4 people and a maximum of 15 people (Sudarwan & Khairil, 2012: 78).

Improving teacher performance in preparing Learning Implementation Plan during the Covid-19 pandemic through IHT activities which emphasize more on consultative collaborative methods will provide sharing opportunities between principals and teachers and teachers with other teachers. Thus, the understanding and ability and performance of teachers in compiling Learning Implementation Plan during the Covid-19 pandemic can be improved both in theory and in implementation.

CONCLUSION

Based on the results of the research that has been carried out, the following conclusions were drawn: the implementation of In House Training activities was proven to be able to improve the performance of teachers at SDN Inpres Tompudau in compiling Learning Implementation Plan during the Covid-19 pandemic; The improvement in the performance of teachers at SDN Inpres Tompudau in compiling Learning Implementation Plan during the Covid-19 pandemic is evidenced by the increase in the results of the assessment of the performance of teachers at SDN Inpres Tompudau in compiling Learning Implementation Plan during the Covid-19 pandemic where in the initial conditions the average score was 46.25. and included in the Less category (L), increased in the first cycle with an average value of 71.25 and entered the Sufficient category (S) and in the second cycle with an average value of 91.50 and entered the Good category (G).

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