Motivation-Building to Provide Quality Teaching through ICT-Based Training and Mentoring Sessions: A Case of Junior High School Teachers

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ABSTRACT

The community service programme was designed and conducted in response to the need of the school partner, SMP Negeri 2 Purwosari Gunungkidul, to improve the motivation of the teachers to provide quality teaching for the low-motivated students. The programme lasted from February 2023 until November 2023 and was carried out in the form of training sessions and mentoring sessions. In total, there were four main activities in the programme: a motivation-building session intended to remind the teachers of the altruistic purposes of the profession, the writing-up of a module on how to utilise technological tools to motivate students, a training session on how to effectively use technological tools in the class instruction, and team-teaching sessions where we team-taught classes with selected three teachers using technological tools to engage students in class. Though throughout the programme there were challenges on our part and the teachers, generally the programme was a success. The programme evaluation suggested that teachers were generally satisfied with the programme and were more confident in using technology in teaching. Future similar programmes can be conducted with school partners sharing similar characteristics with those of our present school partner, to allow a higher quality of class instruction and eventually students' learning.

Keywords: Motivation-building, Information and Communication Technology (ICT), quality teaching, teachers

INTRODUCTION

Many studies contemplate the role of students' learning motivation in the success of learning (Astuti, 2019; Liu, 2022; Saragih & Subekti, 2023; Subekti, 2018). Nonetheless, what seems to be rather overlooked is teachers’ teaching motivation. Fewer studies have investigated the motivation of teachers when
engaging in the profession (Pelletier et al., 2002; Thoonen et al., 2011). For example, a study involving 254 teachers in Canada by Pelletier et al. (2002) found that students' positive engagement or intrinsic motivation was associated with teachers' higher engagement towards their work. In contrast, students lacking motivation may make teachers feel disliked or incompetent. As a result, these teachers may have less desire to spend time with their students, suggesting lower engagement with the teaching profession. Interestingly, such may be the case in SMP Negeri 2 Purwosari, Gunungkidul, our school partner in the present community service programme.

The school is located in a rural area near Parangtritis Beach, Yogyakarta. In the 2022/2023 academic year, 146 students enrolled at this school. Of the total number, 131 students (90%) were the recipients of the Smart Indonesia Programme (PIP). It is social assistance from the Indonesian government and it provides cash transfers for students from financially struggling families so that they can continue their studies (Social Protection, 2019). That being said, the majority of the students at this school partner came from poor or economically vulnerable families. Besides that, per the accounts of the teachers at the school, these students also had a low motivation to learn. To put it into perspective, these students would play truant or skip school altogether in the peak season of paragliding tourism. They would rather work part-time as assistants taking paragliding equipment back from the beach to the paragliding starting point. In class, students were very passive and seemed to be disengaged from learning. These students also did not have high aspirations to continue their studies. Some of them would unlikely continue even to the senior high school level. This low motivation, unfortunately, eventually seemed to negatively affect the teachers' motivation as well. As the teachers found it difficult to teach the students despite all the efforts, they seemed to 'give up' in doing innovation in their teaching.

Regarding the teachers, this school has 13 (thirteen) civil servant teachers. Some of them have to teach subjects that are not their field, for example, Information and Communication Technology (ICT) subjects are taught by Javanese language teachers. The reason for selecting this ICT subject teacher is simply that the person concerned is a young person (generation Z) who is considered to have ICT skills superior to other teachers. This may also add to the challenge of providing quality teaching to the already low-motivated students.

In response to these issues, we designed a series of community service activities intended to boost the students' motivation to pursue further studies after graduating from the junior high school level and to boost the teachers' motivation to provide quality teaching for their students. This paper will report on the community service programme specifically intended for the latter purpose: improving the teachers' motivation to teach better. In doing so, we planned to introduce the teachers to information and communication technology (ICT)-based tools and how to utilise them effectively in class, as well as give them guidance on how to utilise them in real practice in class.

Regarding the use of various technological tools for the success of learning, many studies have been conducted (Hakami, 2020; Jackly & Lestarininghsi, 2022; Wahyuni et al., 2021; Yundayani et al., 2019). Learning can be enhanced through the use of such simple technological tools as Mentimeter, Kahoot, Canva, Quizlet, Padlet, Quizizz, and Nearpod in class. For example, in a study involving 100 students in a mathematics department (Wahyuni et al., 2021), the use of Kahoot was reported to be able to significantly increase the participants' conceptual understanding of mathematical symbols. Another fairly recent study also reported that Indonesian high school teachers believed that technology could improve creativity, and teacher-student relationships, as well as bring positive changes towards their teaching (Subekti & Kurniawati, 2022).

In the past, we also conducted a community service activity introducing high school teachers to effective ways to utilise simple technological tools in online classes during the COVID-19 pandemic to maintain fun learning (Subekti & Kurniawati, 2020). Hence, we deemed it relevant that we facilitated the teachers to know several technological tools and how to use them effectively for successful learning. Furthermore, helping school teachers increase their capacity is in line with the fourth core value of Universitas Kristen Duta Wacana: "Service to the World", meaning all the academic community of the university should strive to serve their surroundings (Universitas Kristen Duta Wacana, 2017). In addition, increasing the capacity of school teachers is also in line with our line of professional work at the language education programme, which is preparing future teachers. That being said,
many of our previous community service activities also partnered with junior and senior high schools (Subekti, 2020; Subekti et al., 2021; Subekti, Ermerawati, et al., 2022; Subekti, Winardi, et al., 2022; Subekti & Susyetina, 2019, 2020; Subekti & Wati, 2019; Winardi et al., 2023), probably suggesting that we have had quite an experience in conducting such community service programme as the present one. Generally, through this community service programme, it is hoped that class instructions at SMPN 2 Purwosari will be more interesting and engaging. Teachers are expected to be increasingly able to advance the school through better teaching methods and classroom management, eventually positively affecting students’ learning motivation and aspirations to continue their studies.

**METHODS**

The whole programme was 9 months in duration, from February until November 2023. The programme was conducted in two main phases: needs analysis and implementation. The needs analysis was conducted by visiting the school and interviewing the teachers. It was conducted in February 2023.

In the needs analysis, we identified several challenges faced by the school. Based on the accounts of the teachers, the students had very low motivation and they mostly came from financially struggling families. Many of them did not have aspirations to continue their study in high school, let alone university. These students were also reported to have low learning abilities as well. These conditions made the teachers have a hard time making them learn. "It is very difficult to make them learn," one teacher said. Such conditions made many teachers lose motivation to provide innovations in their day-to-day teaching. The needs analysis situation can be seen in Figure 1.

![Figure 1. Needs Analysis](image)

Informed by the results of the needs analysis, we designed the programme generally aimed to facilitate the teachers to gain their teaching motivation back and to equip them with knowledge on instructional technological tools that can be utilised to help them teach more engagingly. The overview of the whole programme can be seen in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Needs analysis</td>
<td>February 2023</td>
</tr>
<tr>
<td>2.</td>
<td>Preparing the module on the utilisation of instructional technology</td>
<td>March 2023 – August 2023</td>
</tr>
<tr>
<td>3.</td>
<td>Training on teaching motivation: Teacher identity and professionalism</td>
<td>Thursday, 22 June 2023</td>
</tr>
<tr>
<td>4.</td>
<td>Training on the effective use of instructional technology in class</td>
<td>Wednesday, 13 September 2023</td>
</tr>
<tr>
<td>5.</td>
<td>Class observations</td>
<td>Friday, 3 November 2023</td>
</tr>
<tr>
<td>6.</td>
<td>Team teaching using instructional technologies</td>
<td>Friday, 17 November 2023</td>
</tr>
</tbody>
</table>
As seen in Table 1, the activities in the programme progressed from training to team teaching. It means that by the end of the programme, the teachers played an active role in making innovations in their teaching with us as team teachers.

RESULTS AND DISCUSSION

The first activity in the programme was preparing the module on the utilisation of instructional technology. The module took 5-6 months to complete, from mRach up to August 2023. It successfully obtained intellectual property rights (IPR) issued by the Ministry of Law and Human Rights of the Republic of Indonesia, number: 000524282. The module was titled “Pemanfaatan Teknologi Pembelajaran untuk Memotivasi Siswa” (Utilisation of Instructional Technology to Motivate Students), the cover of which can be seen in Figure 2. This module was distributed to the teachers in September 2023.

![Figure 2. The Module](image)

Whilst also preparing the module, we conducted training on teaching motivation on Thursday, 22 June 2023, from 09.00 up to 12.00 local time. In this session, the facilitators played several clips from the "Freedom Writers" movie on the real-life story of a teacher, Erin Gruwell who has to face many unmotivated students who themselves have various problems. From the clips, the facilitators invited the teachers to share the relevance and connection between the clip and the situations they were facing. Generally, the session was intended to remind the teachers of their identity as professional teachers in the hope of evoking their altruistic motivation to provide the best learning experiences for their students. One of the moments during the teacher motivation-building session can be seen in Figure 3.

![Figure 3. Motivation Building Session](image)
After the module was completed, we conducted a training on the effective use of instructional technology in class. It was conducted on Wednesday, 13 September 2023 from 09.00 up to 12.00 local time. The materials were taken from some of the content of the module. The session was divided into two main parts: the presentation of instructional technology to motivate students and the practice of actually using the technological tools. Due to time constraints, only two technological tools were explored: Mentimeter and Kahoot. In the second part of the session, the teachers were divided into a Mentimeter group and a Kahoot group. Each of them should design materials using either Mentimeter or Kahoot based on the subjects they taught. During the practice, the teachers realised that using Mentimeter could make the shy or unconfident students brave enough to share their thoughts. That is because Mentimeter allows students to contribute their ideas anonymously (Jackly & Lestariningsih, 2022). Kahoot could also make the learning atmosphere more fun with the game-based approach. Figure 4 shows one of the moments during the session.

![Image](image-url)

**Figure 4. ICT-based Training Session**

We obtained several comments from the teacher after the session. For example, one teacher said, "I will consider using instructional technology with good preparation so that it can be delivered to students well." Another acknowledged, “So that students do not feel bored because of monotonous learning, utilising technological tools as learning media is the solution." These suggested the teachers' realisation of the importance of innovation in teaching and this could be achieved through using technological tools effectively as one of the ways.

Next, we discussed with the school principal who among the teachers would receive close mentoring on implementing ICT-based tools in class. Three teachers were selected: mathematics, crafts, and science teachers. We observed how these three teachers taught in class on Friday, 3 November 2023. After that, each of us guided each of these three teachers, discussing the lesson plan intended for the meeting on Friday, 17 November 2023. During two weeks, we together with the teachers discussed what materials to be taught and how to best deliver it engagingly.

On Friday, 17 November 2023, we team-taught the classes with the teachers. For example, in the mathematics class, students used online quizzes to learn transposition in mathematics. In the craft class, the students used Quizzes to review the materials for eco-printing before the students did the practice. Furthermore, in the science class, the students checked their understanding of respiratory organs using Quizzes. Figure 5 shows one of the moments during the team-teaching sessions.
After attending the training, how confident are you in using learning technology in general?

<table>
<thead>
<tr>
<th>Confidence Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very confident</td>
<td>3</td>
</tr>
<tr>
<td>Confident</td>
<td>1</td>
</tr>
<tr>
<td>Sufficiently confident</td>
<td>5</td>
</tr>
<tr>
<td>Not confident</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 6. The Teachers’ Level of Confidence in Using Instructional Technology

Community services activities in the past have also conducted training on using technological tools for teaching (Kristanto, 2021; Neno et al., 2022; Reski & Palittin, 2021; Ridwan et al., 2021; Samsudin et al., 2020). For example, a community service programme by Ridwan et al. (2021) facilitated twenty physical education teachers to be able to design quizzes using PowerPoint. A rather similar programme to the present programme was conducted by Reski and Palittin (2021). It facilitated teachers at a junior high school to be able to design instruction using Edmodo. Using three phases in the programme: socialisation, training, and mentoring, at the end of the programme it successfully facilitated 75% of the teachers to be able to utilise Edmodo as an online learning media. Similarly, a teacher at SMP N 2 Purwosari acknowledged, “Activities like this [introducing the uses of smartphones for learning purposes] are very important to be conducted, especially in schools located in a rural area like ours. So far students have only used smartphones only for social media. It turns
out that smartphones can be used to support learning.” This suggested that in line with the results of several rather similar community service programmes in the past, the present programme successfully facilitated the participants to know what they did not know regarding the utilisation of technological tools for class instruction. This may sum up the urgency of conducting similar future programmes in other schools sharing the same characteristics as SMP N 2 Purwosari.

CONCLUSION & SUGGESTION

Conclusion and recommendation regarding this community service programme can be outlined as follows. Some teachers were not aware that the smartphones their students had could be used for learning. Once they were made aware of it and given opportunities to learn how to utilise it, they seemed to open their mind to new experiences. The present programme, despite its merits, also has its limitations. For example, not all teachers could be mentored in the team-teaching method because of the limited number of our personnel. This, of course, may result in less optimal results of the programme for teachers who were not closely mentored. Second, due to the many other activities teachers had throughout the implementation of the programme, some teachers could not attend all the sessions. This may compromise their holistic understanding of the essence of the programme. That being said, it has overall been a success and it may pave the way for future better programmes that can be built in response to the limitations of the present programme.

REFERENCES


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