Readiness of Teacher Professional Education Program Participants for the Implementation of Online Learning during the Covid-19 Pandemic

Iis Komalasari[1,] Badru Zaman[1]

[1] *Early Childhood Program, Education Program of Postgraduate School, Universitas Pendidikan Indonesia*
Email: iiskomalasari1184@upi.edu

ABSTRACT

Evaluation of the implementation of the Teacher Professional Education Program during the Covid-19 pandemic is very interesting to study further. This study examines the readiness of Teacher Professional Education students for the implementation of online learning during the Covid-19 pandemic. The method used in this research is a case study with 12 participants who are students who take part in the Teacher Professional Education program in the field of early childhood education. The results of this study include (1) there are still many limitations in the ability of participants and instructors in understanding new applications used to implement online programs, namely the Learning Management System (LMS), (2) material content is made in a short time so that there are still incomplete, (3) The number of modules that must be studied but the program implementation time is short so that participants experience difficulties, 4) Certified teachers are not ready to meet the demands of the 21st century, one of which is technology mastery skills, 5) The knowledge gained in Teacher Professional Education cannot be applied in the field due to constraints. by the conditions of early childhood education institutions which differ in each region. Therefore, it is necessary to carry out a comprehensive evaluation in its implementation, so that all participants of the Teacher Professional Education Program, especially in the field of early childhood education, are better prepared to implement this program and are able to apply it to classroom learning.

Keywords: Teacher Professional Education Program, Covid-19, Early Childhood Education

1. INTRODUCTION

Not long ago, the world was rocked by the corona virus or what is now known as Covid 19 (coronavirus disease). This virus is confirmed to have originated in the city of Wuhan, China for the first time since December 2019 [1]. The latest figures show that the number of positive patients in 216 countries worldwide as of August 2020 has reached more than 18 million patients with an additional 171,815. people tested positive within 2 hours. Indonesia has not been spared from being infected with Covid-19.

Indonesia is the country with the highest cumulative exposure to Covid-19 in Southeast Asia, reaching 113.13 as of August 2020 (People's Mind.com).

The Indonesian government has set a policy to overcome this problem by imposing social distancing for all levels of society. Not only , PSBB (Large-Scale Social Restrictions) is also implemented in several big cities in Indonesia, such as the City of Jakarta, and this policy is stated in PP No. 21 of 2020 . A new policy is implemented to break the chain of the spread

of Covid-19. This has an impact on various activities, including teaching and learning activities. The government has implemented a policy of learning from home through the circular letter of the Minister of Education and Culture No. 36962/MPK.A/HK/2020 which states that learning exercises must be carried out online so that the Corona Virus (Covid-19) disease can be prevented from spreading (Karnawati & Mardiharto, 2020)

Likewise with the 2020 Teacher Professional Education Program carried out using a blended system learning which is a combination of online systems and face-to-face systems, considering that students who are involved as teachers also have tasks. at school, so he couldn't leave his homework for too long. However, during the Covid-19 pandemic, an online system is increasingly needed to mitigate the spread of Covid-19.

Several alternatives have been sought so that education can still be provided during the Covid-19 pandemic. The implementation of distance learning can be done through educational radio and television programs, virtual learning (Salim, Darmawan and Jainuddin, 2020) and semi-schooling. However, both teachers and students need new skills for distance learning (Yarrow, Masood & Afkar, 2020). In addition, there are *Massive Open Online Courses* (MOOC) to complement blended learning are heterogeneous users of free and easily accessible participatory learning materials, internet media for students, and content-based offerings for e-learning (Lubis, Idrus & Rashid, 2020) .

This effort was taken considering that education plays an important role in efforts to improve the quality of human resources and realize national ideals. The government formulated the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which explains that education is useful in developing the potential of students to become human beings who are pious, capable, and have noble character. Given the goals of national education, teachers must have the capacity determined by law,

therefore teachers have a very important role in achieving the goals of the national education system, especially through the process of learning activities. Therefore, teachers must be able to develop strategies, models, facilities and learning methods to carry out effective learning activities even in the conditions of the Covid-19 pandemic.

Professional teachers have competency criteria, namely pedagogic capacity, professional capacity, social capacity and personality capacity. Every teacher should have these four skills when carrying out learning at school, so that the learning process activities achieve the goals that have been [2]. Law No. 14 of 2005 article 7 [3] concerning teachers and lecturers stipulates that the teaching profession is a special field of work carried out based on the following principles, the first having talents, interests, tasks and ideals; Second, committed to improving the quality of education, faith, and good character; Third, have educational and pedagogical qualifications that are appropriate for the field and task; fourth, have the necessary skills related to the field of work; Fifth, they are responsible for carrying out their professional duties; Sixth, obtaining income that is determined based on the results of the work; Seventh, the possibility of developing professionalism on an ongoing basis through lifelong learning; Eighth, guaranteed by law in the performance of professional functions; and ninth, there is a professional organization that is authorized to regulate everything related to the duties and functions of a teacher's profession.

The difference with previous research is that the concept of implementing teacher professional education programs during this pandemic is carried out with a full online system using the LMS (Learning Management System) application where the purpose of this study is to analyze the readiness of the participants of the teacher professional education program to implement this program policy during the pandemic.

2. METHODS

This study uses a qualitative approach and descriptive analysis method, a qualitative approach collects data in the form of narratives, detailed stories and expressions from the participants. This research was conducted as part of the Indonesian Teacher Education Research Program. The subjects in this study were 12 participants of the Kindergarten Teacher Profession Program. The selection of research subjects was based on the relevance of the research area and the results of observations showed that the participants of the teacher professional education program were not ready with different policies to implement the teaching profession program during the pandemic. Guided observation and interviews were chosen as research tools to collect data. Researchers are the main instrument or primary research tool, meaning that researchers must be able to demonstrate the importance of implementing the e-learning model in developing participants' professional competencies. Collecting data in this study using observations, papers and interviews. The informants interviewed were participants of the Teacher Professional Training Program. The results of data collection are then analyzed descriptively qualitatively to be processed and then presented and finally conclusions can be drawn or verified.

3. RESULTS AND DISCUSSION

E-learning through LMS (Learning Management System) is an online learning process led by instructors by providing materials such as PPT, learning videos, and teaching materials in other formats. The learning system can be implemented individually or in groups. Regarding the results of observations and documents, it can be seen that the e-learning process activities of the Kindergarten teacher training program participants do not have adequate knowledge about the e-learning system, but curiosity. For the material that will be presented online, the results are more interesting,

effective and easier to understand because the instructor designs the material in such a way that keywords as a tool help participants to more easily understand the material, so it can be said that student learning motivation is extraordinary. Motivation is the drive of a person to act in a certain way or at least to develop a tendency towards a certain behavior; motivation plays a strategic role in learning performance [4].

Based on the definition stated above, it can be concluded that motivation is the motivation or motivation that exists in students or individuals to do something to achieve a goal. It is important for teachers to understand the motivation of students in learning [5]. In learning activities, motivation is defined as the total motivation that motivates students to participate in learning activities, to be able to achieve the desired goals. Thus, learning motivation is the encouragement or desire of students to cause learning activities and directions to achieve the desired goals.

This is reinforced by the view that teachers have an important role in learning because every teacher activity will be imitated by students [6]. Another opinion states that learning motivation is one of the characteristics that can affect the emotional aspect. Students who are motivated to learn will pay attention and try to remember what the teacher has taught, because all this is to achieve their goals [7].

Another finding is based on the results of in-depth interviews with participants of the 2020 teacher professional education program, that mastery of the material, concepts learned can be well received, and participants get new learning experiences. Learning activities run well and effectively, participants can access materials and videos containing the material provided. Learning takes place at a certain time, so that participants can ask questions, have group discussions and work on real-life questions. This is in accordance with the characteristics of e-learning, namely learning is packaged as e-learning that allows quick access to learning content and

is not limited by distance and time through the use of internet technology [8].

Education can be transformative if teachers and students can synthesize information on various topics/materials [9]. Mastering the researched material in accordance with the identified skills and indicators, this aims to achieve learning outcomes that are in line with certain goals, other findings show that some teachers are able to develop learning materials creatively, which are then uploaded as enrichment documents to participants. This shows that the professional competence of teachers has increased, in addition during the discussion, all participants actively discussed controversial issues such as strengthening research material, [10] revealed that problem-based learning is different from traditional learning, where information is conveyed passively from the instructor. to participants in the teacher professional education program. Problem-based learning involves the active participation of students so that the presentation of material is in the form of problem parameters and tasks that are relevant to everyday life.

Problem-based learning is not like traditional learning, which passively conveys information from the teacher to participants, but participants are encouraged to think scientifically about problems that exist in everyday life, especially problems related to early childhood education, more meaningfully. A problem-based learning model designed to help educators communicate large amounts of information to students.

From the point of view above, it can be concluded that the professional ability of teachers is very important for every teacher, in this case especially for early childhood teachers so that the material presented can be accepted by students, and one of them can first realize the packaging of the material in such a way that it is easy to understand. by early childhood. ways that are accepted by participants with the following learning styles: visual, auditory and kinesthetic. Second, developing

professionalism in a sustainable manner by taking reflective actions, third mastering academic competency standards and basic abilities and fourth developing learning materials for creative activation and innovation. By following a professional teaching plan for online learning, it is hoped that participants will be able to develop other skills, such as teaching skills, social skills, and personality or character skills.

Obstacles to Fully Online Learning in Improving Teacher Professionalism

Based on the results of in-depth interviews, it was found that there are obstacles in implementing the learning of participants in the teacher professional education program for Kindergarten classes, while the obstacles are as follows: First, the network is often the main obstacle in the implementation of e-learning , of course, can hinder the implementation of learning, especially in developing the expertise of teachers in achieving the required innovation, namely through the Internet with a good network. It can be seen that the internet network is different in each region, such as in densely populated areas it is easier to access in densely populated areas than in remote areas, while the implementation of e-learning is required to access addresses/websites. With no internet access in one area, some participants were unable to attend e-learning in a timely manner. This is the main obstacle to online learning. Facilities to improve skills are one of the factors to improve teacher skills on an ongoing basis, according to the opinion [10]that teachers who have the capacity will be better at creating effective and fun learning, as well as adding a learning environment that is able to gather class so that student learning outcomes are also good.

Second, some of the participants did not understand technology. Technological developments are growing very rapidly, including the use of technology for the development of the teaching profession by providing materials for

teachers and students. Teachers by creating innovations through technology and news media, as well as participating in online learning or training activities. This result is strengthened by the opinion [11] that professional teachers should be encouraged and create an atmosphere that allows them to find various alternative methods and means of development, and develop the learning process according to the ability of the teacher. Teacher involvement also means commitment to the duties and obligations of being a certified teacher with responsibility and responsive and innovative attitude towards the development of science and technology [12]

This full online learning course has its own benefits and challenges for each participant, especially the teacher professional education program participants, because not all participants are able to keep up with the sophistication of technology in today's era. Such as operating supporting devices, using websites for e-learning, so that e-learning participants still really need some more in-depth instructions or learning guides for participants who are new to technology. Of course, participants need additional hours to understand and utilize advanced technology as a learning tool. Professional teachers must always develop to meet the demands of their role as educators [13]

Third, the delivery of material is incomplete. In the implementation of e-learning, of course, the process of providing material cannot be done directly or orally. This can interfere with the teacher in providing material to participants. The process of collecting feedback from participants was less thorough. Thanks to the e-learning model, it was applied to verify that participants could understand the material given by the instructor, which was not as clear as in face-to-face meetings. Because not all participants can quickly understand the material that has been given. Therefore, in e-learning, a teacher/instructor must have an effective learning method and present material so that the material

presented can be understood by participants, according to their point of view. each education unit must have academic qualifications in the field of science relevant to the discipline so that it is eligible to specialize in the field of early childhood education.

4. CONCLUSION

During the Covid-19 pandemic, increasing the professionalism of educators must still be improved because professional teachers are the key to improving the quality of education in Indonesia, efforts to develop teacher professionalism, one of which is through teacher professional education program activities, this program must be carried out by all participants, especially Kindergarten teachers. -child. The implementation of the teacher professional education program during this pandemic is of course different from the year before the pandemic, namely the implementation using a full online method and using the Learning Management System application. Participants gain new skills in improving the quality of learning in schools, applying innovations, methods, learning models and developing learning materials to be applied in the classroom, which are advantages of the teacher professional education program. Meanwhile, the obstacles to implementing e-learning are First, the Internet; second, some participants are not technology savvy; and third, the delivery of the material is not optimal. Based on these results, the professional skills of teachers are facilitated through e-learning activities that can be used by instructors and participants. However, with the many obstacles that occur, most of the participants in the teacher professional education program are not ready to implement the teacher professional education program.

REFERENCES

[1] A. Lee, "Wuhan novel coronavirus

(COVID-19): why global control is challenging ?", *Public Health*, vol 179, bll

A1–A2, 2020, doi: 10.1016/j.puhe.2020.02.001.

[2] D. Ipang, "Manajemen pengembangan guru", bll 203–215, 2003.

[3] "Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen. Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional".

[4] Widayat Prihartanta, "TEORI-TEORI MOTIVASI", *J. Adab.*, vol 1, no 83, bll 1–11, 2015.

[5] M. S. A. El-seoud, N. Seddiek, M. M. El-khouly, en A. Nosseir, "E-Learning and Students ' Motivation : A Research Study on the Effect of E-Learning on Higher Education", bll 20–26, 2009.

[6] A. ud D. Rasheed, Muhammad Imran; Humayon, Asad Afzal; Awan, Usama; Ahmed, "Factors affecting teachers' motivation: An HRM challenge for public sector higher educational institutions of Pakistan (HEIs).", *Int. J. Educ. Manag.*, vol 30, no 1, bll 101–114, 2016.

[7] M. A. (Santi Susanti, S.Pd, "Hasil, Terhadap Siswa, Belajar Mata, Pada Akuntansi, Pelajaran Sma, Pada Rawamangun, Labschool Rawamangun, Komplek U N J", vol 1, no 1, bll 1–24, 2013.

[8] R. Ramadhan, U. A. Chaeruman, en C. Kustandi, "Jurnal Pembelajaran Inovatif Pengembangan Pembelajaran Bauran (Blended Learning) di Universitas Negeri Jakarta", *J. Pembelajaran Inov.*, vol 1, no 1, bll 37–48, 2018, doi: 10.21009/JPI.011.07.

[9] A. Sun en X. Chen, "Online education and its effective practice: A research review", *J. Inf. Technol. Educ. Res.*, vol 15, no 2016, bll 157–190, 2016, doi: 10.28945/3502.

[10] N. M. Massa, "Problem-Based Learning (PBL)", bll 19–20, 2008.

[11] N. U. Cut Fitriani, Murniati AR, "KOMPETENSI PROFESIONAL GURU DALAM PENGELOLAAN", bll 88–95, 2017.

[12] O. Arista, "KOMITMEN GURU SERTIFIKASI DALAM MELAKSANAKAN", vol 2, no 1, bll 542–549, 2014.

[13] H. Fitria *et al.*, "UPAYA MENINGKATKAN KOMPETENSI GURU", vol 4, no 1, bll 14–25, 2019.