Effort to Improve Teacher Teaching Skills Through Learning Innovation Training

Asep Sunandar[✉], Mutmainnah, Hasan Argadinata,
and Muhammad Zidni Ilman Nafi'a

Universitas Negeri Malang, Malang 65145, East Java, Indonesia
asep.sunandar.fip@um.ac.id

Abstract. Efforts to improve the quality of education are supported by good quality learning. This encourages teachers to improve their teaching skills to produce quality learning. The development of technology which is the center for changing and being adaptive to be able to improve the quality of teachers and maintain, then new innovations are needed to create quality and fun learning. This is an activity that answers the needs of teachers, namely by providing training and assistance related to learning innovations for teachers at SD Ma'arif Nurul Mannan, Sumenep. The purpose of this training and mentoring is to improve the teaching skills of teachers in managing learning in an effective and conducive manner. This training and mentoring is an activity that is classified as community education so that the main objective is to improve the teaching skills of teachers. This training activity uses a qualitative approach with a case study design. The results of this training and training show that teachers have made positive changes, namely experiencing developments, namely (1) teachers have been able to prepare lesson plans by applying several models that have been set oriented to the 2013 Curriculum; and (2) teachers have implemented digital literacy-based media to support a more interesting learning process.

Keywords: Teacher Teaching Skills · Learning Innovation

1 Introduction

One of the efforts made in improving the quality of education is seen from the quality of teachers. The teacher is one of the components of the microsystem in strategic education and has a broad scope of roles [1]. This shows that teachers have a very strong influence on the quality of education. A good quality of education is supported by the quality of the learning carried out. The services provided by educators well and provide satisfaction to students can be a guarantor of learning quality [2]. The quality of learning can be assessed based on the process of implementing learning that is carried out effectively and effectively and produces benefits that have a high value in accordance with the teaching objectives that have been set [3].

To create quality learning requires the ability of teachers who have professional competence. Law No. 14 of 2005 concerning Teachers and Lecturers states that teachers

are professional educators with several main tasks, namely teaching, educating, guiding, directing, assessing, and evaluating student learning outcomes at the level that has been taught. This shows that the quality of teachers is a factor that determines the success of students.

The success of learning activities in the classroom is largely determined by the readiness of teachers in managing learning [4]. This encourages teachers to create creative and fun learning. Creative learning will be able to provide a good stimulus for students to participate in learning activities in class optimally. Teachers need teaching skills to create varied learning activities.

Teacher skills in teaching are abilities that must be possessed to be able to carry out their duties effectively and professionally. Teachers' mastery of basic teaching skills will be able to create more conducive conditions, situations, and learning environments [5]. The teaching skills of teachers stated by [6] include, namely providing reinforcement, asking questions, using variations, explaining, opening and closing lessons, teaching small groups (individuals), managing classes, and guiding group discussions.

SD Ma'arif Nurul Mannan is an educational unit located in Sumenep Regency. This school is located in the Gapura District, which is not classified as a hinterland. This is the basis that this school can be reached by students in the environment. SD Ma'arif Nurul Mannan is located among several other elementary schools within the scope of the District. The advantage of this school is the existence of Tahfizdul Qur'an activities which are a marker of excellence. However, other learning processes such as teaching and learning in the classroom have not been carried out optimally.

The results of the preliminary study obtained based on interviews showed several findings that learning management had not been implemented optimally. Learning management (learning management) in carrying out the functional tasks stated by [7] includes (1) preparation of the Learning Implementation Plan (RPP) which includes the formulation of objectives, materials, models/methods, media, and evaluation/assessment of learning; (2) organizing student learning classically or in groups; (3) carry out learning and motivate students in learning; (4) supervising student learning activities as a basis for improvement; and (5) evaluate formatively and summatively on the learning achievement of students. The findings from the interview cover the aforementioned aspects. However, the learning process will be carried out well with the concept of lesson planning that has been carefully designed.

From the interviews that have been conducted, it is found that the preparation of lesson plans is very rarely done. This happened due to the unfamiliarity of the teacher and the difficulty in preparing the lesson plans. Meanwhile, it is said by [8] that lesson plans are a paradigm that must be compiled by important teachers before carrying out the teaching process. RPP is used as a form of teacher reference to carry out the learning process systematically and efficiently. It is said by [9] that lesson plans are the subject of learning in general, which will be carried out in the classroom by applying various models/methods to attract the attention of students. Problems related to the preparation of lesson plans experienced by elementary school teachers Ma'arif Nurul Mannan, namely (1) teachers have difficulty determining models/methods that are relevant to the needs of students other than the lecture method which is considered more varied to create learning that is not rigid and monotonous; (2) the use of learning media to support

teaching creativity that is not up-to-date; (3) the teacher's strategy in managing learning is still minimal; and (4) the target of achieving student learning outcomes is not yet clear and the evaluation stage.

Based on the results of the preliminary study, the form of the follow-up is the holding of teacher training and mentoring. In this activity, training and mentoring will be held with materials on creating learning innovations and the use of media as digital learning literacy. This material is prepared because it is considered important to support the needs of teachers' teaching skills.

2   Methods

This training and mentoring is carried out using a qualitative approach and a single case study design. It is said by [10] that a single case study focuses on the case as the focus of research. The case study was chosen as the type of research design because the case study descriptively reveals an incident in a selected location, namely SD Ma'arif Nurul Mannan. The data collection technique used in this training activity was to conduct in-depth observations and interviews with the teachers of SD Ma'arif Nurul Mannan as the main data source.

This activity is based on community education, which is systematically developed in training and mentoring programs for teachers to improve teaching skills through learning innovations to produce quality teaching and learning processes [1]. This training activity includes several things, namely, (1) the material is presented in the form of training and mentoring; (2) training materials are developed in the form of "hands out" and recorded separately with the aim of being a reference for understanding the substance of the training; and (3) people involved in this training, namely the instructor as a trainer and a facilitator as a companion for this activity.

3   Result and Discussion

This training and mentoring was carried out at Ma'arif Nurul Mannan Elementary School in Sumenep Regency. This activity was carried out for 2 days on 16–17 October 2021 which took place face-to-face. Participants in this training were teachers from SD Ma'arif Nurul Mannan. In addition, the process of this activity involves the instructor as a presenter in the training and the facilitator acts as a companion in this training.

This training was carried out as a form of follow-up to the preliminary studies conducted previously as a form of social service activities. The conclusion from the results of the preliminary study shows that what is needed by teachers is that teachers are able to create learning innovations as a forum to organize a fun learning process with a variety of learning models/methods that are able to support students' critical thinking, this is because the 2013 curriculum is set to apply an approach scientific research that aims to create students who have critical thinking power in solving problems and being communicative. Critical thinking is mentioned by [11] that is defined as a cognitive process that contains two components, namely (1) cognitive skills including analysis, inference, interpretation, explanation, and evaluation; and (2) the motivational component that leads to the dimensions of critical thinking. Technological developments

grow and act more critically to trigger educational change, namely the learning process [12]. Therefore, teachers need to adapt and take advantage of various platforms as media that support the ease for teachers to increase learning creativity in the classroom, this is because the times are leading to technology so it is very important for teachers to be adaptive to the demands of knowledge and skills in applying learning media. Digitally based. The results of the preliminary study became the reason for this training and mentoring to be carried out. The description of the preliminary study as a focus in training and mentoring includes two things, namely the preparation of lesson plans with several variations of learning models/methods and digital literacy-based learning media.

The focus of the material presented in this training and mentoring is carried out as an effort to improve the skills of teachers in carrying out their teaching. Teachers as educators have the responsibility to create quality learning by developing, stimulating and encouraging students to participate in learning activities [13]. It is said by [14] that the quality of learning is a learning process that directs students to be active during the activity with a high level of ability. The quality of learning can be seen based on several of these factors, namely the lesson plans to be carried out and the quality of the tasks given by students, communication relationships during teaching and learning, and the motivation of students who appear with enthusiasm, activeness, cognition, and emotional attitudes [15]. The resulting learning quality is a form of teacher's teaching skills in managing the learning and teaching process effectively. Mastery of teaching skills is able to manage learning in the classroom well and can increase students' learning motivation [16]. Teachers who have good teaching skills will be able to create conducive and fun learning for students [17].

The preparations carried out in this training include several activity designs, namely the design of the instructor who will train, determining the schedule of training activities, designing and compiling modules or handouts as training guidelines, designing the material to be delivered including the preparation of lesson plans by applying several learning models/methods that are considered relevant to the needs of students and determine the media that will become material according to the needs of the teacher, and design training activities.

The implementation of training activities was carried out very optimally. The enthusiasm and activeness of the teacher showed high curiosity regarding the material presented. This form proves that the teacher has a high motivation to make changes to himself to improve the quality of his teaching. The form of evidence from the results of this training and mentoring is seen from the form of teacher responses that receive it positively. The words of one teacher regarding this training and mentoring:

> "I am very happy to be able to take part in this training and this training really helped me in teaching in the classroom, especially the use of digital learning media".

The teacher's enthusiasm was revealed in questions during the training including determining learning models that are relevant to the subject matter according to the needs of students and how to design interesting learning materials with digital media and the use of digital media as a form of assessing student learning outcomes. The descriptions of the material presented in the training related to learning innovation are

(1) strategies for preparing good RPP; (2) the difference between the model and the learning method; (3) three learning models that can be used as reference materials for teaching teachers that are oriented to the implementation of the 2013 Curriculum, namely discovery learning, contextual teaching and learning, and cooperative jigsaw type; (4) the syntax of the learning model. While the material on digital literacy-based learning media, namely Canva and Slides.go which can be used to design interesting learning materials, Kahoot and Quizizz can be used as media for teacher assessment of the achievement of student learning outcomes by loading questions and correct or incorrect answer choices and choices. Multiple choice, and google form can be applied to evaluate student learning outcomes by loading answer choices in the form of multiple choice, short answers, and detailed answers and has the advantage of being able to see the results of mastery learning directly in the form of scores.

This training and mentoring is carried out according to a predetermined plan. This activity is carried out as an incentive to improve the skills of teachers in carrying out their teaching responsibilities by creating innovations that become better learning solutions. Because on the basis of this kind of training is carried out to improve the ability of teachers as educators who are considered to have professional competence. The creation of optimal learning in the classroom is important and requires the involvement of teachers who have competence, skills, responsibility, commitment, good performance, and are professional as educators [18].

The output of the results of this training has relevance to the results of the previous service written by [1] that learning innovation training is a forum for improving teacher professionalism in Semarang Regency. In the study, it was said that learning innovation by developing varied learning models with the orientation of the 2013 curriculum and the ability of teachers to apply technology correctly were able to improve the quality of student learning outcomes. The relevant service is also written by [19] that this training activity is said to be able to improve teacher professionalism as an effort to develop human resources for teachers of SMK Bhinneka Karya 1 Boyolali by applying learning innovation models in the classroom. It can be concluded that training and mentoring as a form of community service related to learning innovation can improve human resources to create teacher professionalism. It is said by [20] that professional teachers with competent, skilled, and responsible characteristics are able to improve the quality of education and human resources that will develop to be more qualified. This proves that the learning innovation training supports the improvement of teachers' teaching skills in the learning process in the classroom.

The results of the teacher's achievement after the training and mentoring were carried out were the teacher was able to prepare the lesson plans by setting one of the learning models that were considered suitable for the material to be discussed. In addition, the teacher has implemented media platforms that are considered easier to use, namely Canva, Slides.go, Kahoot and Quizizz. The application of these learning innovations shows that teachers have experienced positive changes, namely the development of the quality of the teacher's teaching itself. However, some evaluation results related to teacher progress are that there needs to be improvements to the lesson plans that have been prepared by the teacher to produce good learning designs and the enthusiasm

of students to participate in learning activities by utilizing digital literacy media that supports the learning process to be more interesting and fun.

4 Conclusion

Based on the training that has been carried out, the findings obtained are (1) the need for teachers to improve teacher skills in teaching to organize effective and conducive learning; (2) the teacher was very enthusiastic and actively asked questions to understand in depth the training material; (3) teachers feel very happy and helped by this training and assistance; (4) the teacher wants more follow-up activities from the results of this training and mentoring to optimize the results of the knowledge and skills obtained. The results of the achievement of the training and mentoring that have been carried out are that teachers have developed. The results of these developments include two things, namely teachers have been able to develop lesson plans by establishing several learning models oriented to the 2013 Curriculum that have been launched in training and teachers have implemented several learning media platforms that are considered easier and support the teaching needs of teachers.

References

1. Haryono, S. Stanislaus, dan G. P. Widhanarto, "Peningkatan Profesionalisme Guru Melalui Pelatihan Inovasi Pembelajaran: Program Rintisan Bagi Guru Di Kabupaten Semarang," Lembaran Ilmu Kependidikan, vol. 46, no. 2, hal. 75–80, 2017.
2. T. A. Prasetya dan C. T. Harjanto, "Pengaruh Mutu Pembelajaran Online Dan Tingkat Kepuasan Mahasiswa Terhadap Hasil Belajar Saat Pandemi Covid-19," J. Pendidik. Teknol. dan Kejuru., vol. 17, no. 2, hal. 188–197, 2020.
3. K. B. Sastrawan, "Profesionalisme Guru Dalam Upaya Meningkatkan Mutu Pembelajaran," J. Penjaminan Mutu, vol. 2, no. 2, hal. 65–73, 2016, https://doi.org/10.25078/jpm.v2i2.73.
4. Sutardi dan S. Sugiharsono, "Pengaruh Kompetensi Guru, Motivasi Belajar, Dan Lingkungan Keluarga Terhadap Hasil Belajar Mata Pelajaran Ekonomi," Harmon. Sos. J. Pendidik. IPS, vol. 3, no. 2, hal. 188–198, 2016, https://doi.org/10.21831/hsjpi.v3i2.8400.
5. H. M. P. Purba, A. Sitepu, dan P. J. S. Universitas, "Pengaruh Keterampilan Mengajar Guru Terhadap Motivasi Belajar Siswa Kelas V Mata Pelajaran Matematika," J. Educ. FKIP UNMA, vol. 6, no. 2, hal. 242–247, 2020.
6. Hasibuan dan Moedjiono, Proses Belajar Mengajar. Bandung: Remaja Rosdakarya, 2010.
7. A. Buchari, "Peran Guru Dalam Pengelolaan Pembelajaran," J. Ilm. Iqra', vol. 12, no. 2, hal. 106–124, 2018, https://doi.org/10.30984/jii.v12i2.897.
8. M. M. Chusni, W. Setya, R. D. Agustina, dan A. Malik, "Peningkatan Kemampuan Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Berbasis Saintifik bagi Calon Guru Fisika," Sci. Educ., vol. 6, no. 2, hal. 125, 2017, https://doi.org/10.24235/sc.educatia.v6i2.1952.
9. Larlen, "Persiapan Guru Bagi Proses Belajar Mengajar," J. Penelit. (Edisi Khusus PGSD), vol. 3, no. 1, hal. 81–91, 2013, [Daring]. Tersedia pada: http://garuda.ristekbrin.go.id/documents/detail/1330307.
10. A. Hamzah, Metode Penelitian Studi Kasus. Batu: Literasi Nusantara, 2020.
11. V. Rimiene, "Assessing and Developing Students' Critical Thinking," Psychol. Learn. Teach., vol. 2, no. 1, hal. 17–22, 2002, https://doi.org/10.2304/plat.2002.2.1.17.

12. K. Pajo dan C. Wallace, "Barries To The Uptake Of Web-Based Technology By University Teachers," J. Distance Educ., vol. 16, hal. 70–84, 2001.
13. J. J. C. Teixeira-Dias, H. Pedrosa de Jesus, F. N. de Souza, dan M. Watts, "Teaching for quality learning in chemistry," Int. J. Sci. Educ., vol. 27, no. 9, hal. 1123–1137, 2005, https://doi.org/10.1080/09500690500102813.
14. W. K. Sari, A. Supriatna, S. Hendayana, dan S. Lestiyani, "Effect of didactical dialogue to enhance learning quality," J. Phys. Conf. Ser., vol. 1280, no. 3, hal. 1–7, 2019, https://doi.org/10.1088/1742-6596/1280/3/032020.
15. S. Masaaki, Dialog Kolaborasi di Sekolah Menengah Pertama Praktek: Learning Community. Bandung: Pelita, 2012.
16. W. I. Sitorus dan J. Sojanah, "Meningkatkan Motivasi Belajar Siswa Melalui Keterampilan Mengajar Guru," J. Pendidik. Manaj. Perkantoran, vol. 3, no. 2, hal. 233–238, 2018, https://doi.org/10.17509/jpm.v3i2.11769.
17. H. N. Jaya, "Keterampilan Dasar Guru Untuk Menciptakan Suasana Belajar Yang Menyenangkan," Pendidik. dan Ilmu Pengetah., vol. 17, no. 1, hal. 23–35, 2017.
18. Ahyanuardi, "The effects of pedagogic and professional competence smk teacher's to teacher's performance," J. Phys. Conf. Ser., vol. 1387, no. 1, hal. 1–7, 2019, https://doi.org/10.1088/1742-6596/1387/1/012058.
19. S. Sumaryati, "Peningkatan Kompetensi Profesional Guru Melalui Pelatihan Model-Model Pembelajaran Inovatif," Inotek, vol. 17, no. 2, hal. 140–150, 2013.
20. Barnawi dan M. Arifin, Etika dan Profesi Kependidikan. Yogyakarta: Ar-ruzz Media, 2012.