



ONLINE LEARNING TRAINING ASSISTANCE FOR TEACHERS IN SIGI DISTRICT IN THE COVID-19 PANDEMIC

1st Misnah
Faculty of Teacher Training and
Education
Tadulako University
Palu, Indonesia
misnah@untad.ac.id

2nd Iskandar
Faculty of Teacher Training and
Education
Tadulako University
Palu, Indonesia

3rd Hasan
Faculty of Teacher Training and
Education
Tadulako University
Palu, Indonesia

4rd Mutawakkil
Faculty of Teacher Training and
Education
Tadulako University
Palu, Indonesia

5rd Bahri
Makassar State University
Makassar, Indonesia

6rd H. A. B Malla
Institute State Islamic (IAIN) Palu,
Indonesia

Abstract - Problem of this research is facing an era of significant changes in the world of education which requires the learning process to continue and during the covid-19 pandemic the spread of the virus is also increasingly significant so that in facing this problem the teacher is the spearhead During the learning process, it becomes very important to master the skills of teachers based on the digitalization era. Based on the results of observations and interviews in the field that teachers who inhabit the Sigi Regency area in Central Sulawesi Province experience obstacles in the ability of teachers to apply the internet, the weak competence of teachers to master the digitalization-based learning process. The research method in this research is adapted from research that uses analytical results based on naturalistic results from research studies carried out using a qualitative approach and collaborating on the results of mentoring training for teachers in Sigi Regency through classroom action research and supported by research conducted by researchers who known as CAR (classroom action research). The findings in this research study are (1) preparation for the implementation of online learning and (2) the implementation of online learning for teachers in Sigi Regency. Through mastery of theory and module handbooks, teachers

are able to carry out online-based learning applying the theories that have been taught.

Keywords - Mentoring, training, online learning, teacher competence

I. INTRODUCTION

Responding to the problem of the covid-19 pandemic that has hit the world and this has an impact on all human activities and including the world of education in Indonesia. The pandemic changes the entire system of existing learning process activities. The government implements rules to maintain and break the chain of transmission of COVID-19 through Regional Government Policies in the Education Sector Post-Covid-19 Pandemic. After the Covid-19 pandemic entered and spread throughout Indonesia, then in mid-March 2020 as an effort to reduce the number of the spread of this deadly virus, the provincial and local governments issued policies in the world of education, namely temporarily eliminating face-to-face learning to be replaced with online learning at both levels. school and college level, is realized in a system called an electronic university. [1]

The policy issued by the government is an effort to reduce the number of additional clusters of covid- 19, and this has proven to provide such a good change in the implementation of the learning process in the world of education. Facing an era of significant changes in the world of education which requires the learning process to continue and during the COVID-19 pandemic the spread of the virus is also increasingly significant so that facing this problem teachers as the spearhead of the learning process, it is very important to master the skills of teachers based on the digitalization era. Based on the results of observations and interviews in the field that teachers who live in the Sigi Regency area in Central Sulawesi Province experience obstacles in the teacher's ability to apply the internet, the weak competence of teachers to master the digitalization-based learning process [2-4].

Responding to existing explanation problems above the importance of providing online learning training assistance for teachers in the Sigi Regency area. Improving the competence of science and technology-based teachers is an important thing to implement and is a priority for teachers in facing the 4.0 revolution era and towards 5.0 is a competency that must be mastered by teachers. Improving the ability of online-based teachers is a digitalization-based skill needed by teachers who are able to master and apply learning using the internet, laptops, computers mastering the internet that connects with the support of mobile devices such as smartphones or android phones, laptops, computers, tablets, and iphones. which can be used to access professional information anytime and anywhere that is in accordance with the development of science and technology in accordance with the current era of the millennial era [5][6][7].

One of the efforts made to improve teacher competence in the Sigi district is to conduct training online-based learning assistance as an effort to improve the competence of elementary school (SD) and junior high school teachers during the covid-19 pandemic so that the learning process continues and produces quality in the learning process for teachers in Sigi Regency, Central Sulawesi province.

II. METHODS

Adapting from research that uses analytical results based on naturalistic results from research

studies conducted using a qualitative approach and collaborating on the results of mentoring training for teachers in Sigi Regency through classroom action research [8][9] and supported by research conducted by researchers known as CAR (classroom action research [10].

III. RESULTS AND DISCUSSION

1. Stages of Preparation of Online and offline Learning Training Materials during the Covid-19 pandemic

In the process of mentoring learning training carried out in Sigi Regency the initial step taken was to provide related training material for the preparation of online learning. stagesThe stages of implementing online-based learning assistance training which will be carried out at the district level by involving elementary school teachers and junior high schools (SMP) at the Sigi district level which is a the results of recommendations from the Education and Culture Office of Sigi district and supported by the results of instrument circulars conducted by researchers. For more details, it will be described through the explanation of the picture as follows:.



Figure 1. Picture of preparation implementation of the training

The preparation carried out before conducting the training is coordinating with the Education and Culture Office in Sigi district which produces data for teachers who will take part in the training and assistance in the implementation of online learning. The findings of the data in the field are supported by the results of interviews with teachers in Sigi Regency that the lack of training related to improving teacher competence causes the lack of teachers to acquire innovative knowledge related to the implementation of online learning. [11]. The low ability of teachers to apply laptops, the internet is an obstacle for teachers in implementing online-based learning [12]. Facing the globalization era, increasing

teachers in the Sigi district is very urgent to carry out online-based learning training assistance.

2. Implementation of online learning assistance

Implementation of online learning is a form of implementation of training carried out in the form of training that is carried out offline, providing training related to how to implement concepts in theory at the previous meeting. Based on the results of the delivery of materials that will be implemented in the implementation of online mentoring training related to the implementation of teachers in Sigi Regency. In this implementation, teachers are trained how to design learning tools consisting of (RPP, teaching materials, learning media, LKPD, and assessment instruments) which will be uploaded in a system. For more details, it will be described as follows through the google meet application, so that in more detail it will be described through the description of the image as follows:

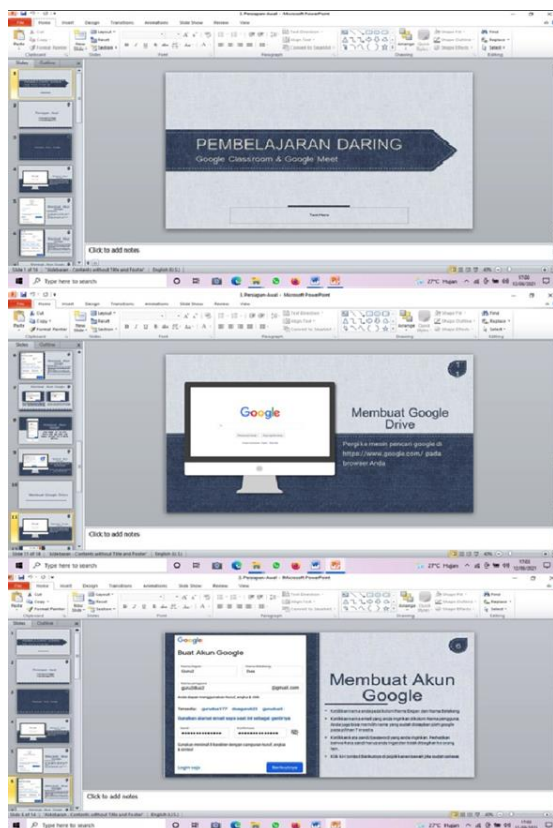


Figure 2. Implementation of online training

Implementation of online learning mentoring training conducted in Sigi district which was attended by 25 teachers consisting of 15 elementary school (SD) teachers and 10 junior high

school (SMP) teachers. This implementation is done by providing assistance to teachers in applying computers. In the first cycle in the implementation of teacher training, there were problems from 25 teachers, only 3 people were able to apply laptops. The training assistance carried out in cycle 1 encountered obstacles, namely the ability of teachers to apply online-based learning was very low, so at this stage of the cycle they were still at the stage of delivering concepts in theory and training teachers to use learning using google meet. Based on the results of this training because there are 22 teachers who have not been able to apply online learning, it will be continued in cycle 2 (two).

In the second stage of the cycle, the teachers apply the implementation of the theory that has been learned in the online learning mentoring training which is supported by modules that can be accessed by teachers to facilitate mastery in implementing online-based learning. Through mastery of theory and module handbooks, teachers are able to carry out online-based learning applying the theories that have been taught. To increase teacher competence, there has been an increase of about 85 percent, so that from the results of the implementation of cycle 1 which is still very low and in cycle 2 there is a significant increase.

IV. CONCLUSION

This study concludes that to improve teacher competence it is necessary to conduct training and mentoring for teachers. The importance of innovation and mastery of science and technology for teachers in the region is an important demand to be implemented in this millennial era so that they become teachers who master the modern era of digitalization.

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