

# Teacher Training for Applying Values and Increasing Inclusive Attitudes in Digital Age

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**Abstract**—The change in curriculum of elementary education in 2013 were forcing teachers develop and strengthening character education in students. Other than shift in curriculum, in Bandung every school must accept students with any condition. This matter caused regular school to have inclusive system. Generally, students in these schools are from low class economic families, and there is gap in generation and employment status for teacher in these schools. The teachers from these schools are in need of help to develop their self competencies, so they can fulfill their duties as teachers in digital generation. The purpose of training that team applied was to increase the teacher competencies in digital era. Method that been used are post and pre-test questionnaire. The result showed that teacher has the knowledge about the training material and needs to applied in classroom teaching.

**Keywords**—teacher; inclusive; character education; digital era

## I. INTRODUCTION

Education is key for a nation, and teachers are pole for educational changes. So many changes that happen these days make educational system in Indonesia keep developing itself. With more than 50 million students and 2.6 million teachers in more than 250,000 schools, Indonesia educational system facing a great challenge as the third biggest educational system in Asia and the fourth biggest in the world. The challenges are how Indonesia educational system can create a golden generation in 2045 from demographic bonus in its population [1].

Every changes that happen in the educational sphere these day are to answer these challenges. The first change that become focus of our team is shift in the end of year 2013, when the new curriculum composed and launched in order to create able to compete students that follow current development. The most fundamental changes in this curriculum shift is changes in study material, form of teaching, and evaluation aspects. Change in study material is, teacher is demanded to teach and facilitate the students so they can study the material with scientific approach by utilizing digital technology, like the internet, educational videos, etc. Change in form of study is, shift in subjects based study to thematic based study. Change in evaluation aspects is, teacher not only giving score to subjects, but also their behavior in the following aspects: skills, knowledge's, social, and spiritual. Current situation is both of

KTSP and Kurikulum 2013 still being held together and kurikulum 2013 will really being held alone in year 2018 [2].

The second changes in Indonesia educational system is, character development and strengthening according to Peraturan Presiden RI Tahun 2017 in Peraturan Presiden No.87 Tahun 2017. This rule emphasizes that teachers not only teaching subjects to students but also to develop their attitude and skill. Teachers as the main cast in carry out formal educational program were demanded to develop five character in line with main value that need to be empowered, that is religiosity, nationalism, independent, mutual cooperation, and integrity. Teachers expected to be able to integrate these value with teaching-learning activity in class [3].

The third changes that became focus of our team is change in Bandung city, school required to accept students with any condition. This condition make the regular school demanded to become school that have inclusion system. Ever since Bantuan Operasional Sekolah (BOS) government funding program in 2005, elementary school run by government in Bandung city are holding free education. This condition makes the amount of registered students with unidentified special need grow rapidly. They can enter the regular school even that school doesn't have any inclusion system [4,5]. School in Bandung required to accept students with any condition, this condition demanded them to have inclusion system in every line.

We carry out this training to preparing the teachers of these public elementary schools so they can deal with changes that happen to educational system in Indonesia [6]. Based on pre-survey finding these schools location is in the border between elite settlement Antapani Bandung and low economic district outside the elite settlement. There is far economic gap between the families from the elite settlement and low economic district.

In general, students from public elementary schools are students from low economic families. Other profiles from these schools are difference in status between senior teachers and junior teachers. The senior teachers that have the civil servant's status which guarantee welfare benefits. But, considering their ages, in general the senior teachers have difficulties to adapt with changes in educational system. While the junior teachers, they didn't have the civil servant's status, in general their status are honorary teachers with bellow average salary. Many of

these junior teachers did not have subsidy to help them develop their skill and will to change and adapt with educational system change [6]. From these facts, the purpose of the training that been implemented was to helped teachers to develop their competence and skill, so they can fulfill they role as a teacher that teach in digital age. The training was based on these theoretical frameworks:

#### A. Training for Teachers

Training is a process that consist of series of activities that aimed to expand someone knowledge, wherein that expanded knowledge are expected to affect change in their behavior according to life or work situations [7].

Training is a short term education that utilize systematic and organized procedure to learn knowledge and skill mastery. In line with the phenomenon that have been discussed in introduction, wherein the educational systems keep on developing, curriculum keep getting perfected, difference in student's characteristics, this condition demand teacher to keep developing their competencies albeit of obstruction so they can fulfill the demands to teach in present and future times. One of so many ways to develop their competencies is through training.

Training will not be separated from learning process. Learning is a process when change happen and that change in behavior relatively stay as results of experiences or training. Learning can happen trough structurized or non-structurized activities. In educational settings, learning process usually happen in structurized and formal activities. Therefore, training that we did to the teacher is in structurized activities. This training conclude the knowledge's and skills needed for teacher in their work situation. In other words, this training is for their cognitive, affective, and psychomotor level. So they can applicate the knowledge, skill, and behavior accuired trough this training to their work situation. Furthermore, this training was designed to fulfill the needs of and adjusted to teacher characteristics as a teacher and an adult.

#### B. Applying Values (from Character Education Sources)

Applicating values in this activities based on character education that became values education guidelines in Indonesia. Values or character education based on Thomas Lickona definition is a deliberate effort to help someone understand, giving attention, and doing the essence of ethics values [8].

According to Lickona in Lee [9], characters are related to moral knowing, moral felling, and moral behavior. According to these three components we can conclude that good characters supported by knowledge about what is goodness, willing to do acts of goodness, and do the goodness. The components of good character values based on Lickona [10], divided in (1) moral knowledge, a consciousness about moral, knowing moral values, determining perfective, moral reasoning, decision making, and the individu knowledge; (2) Moral sentiment, is a conscience, pride, empathy, love of goodness, self-control, and humility; (3) Moral behavior is competencies, wills, and habits.

#### C. Inclusive Attitudes in Classroom

In inclusive learning activities, teacher's role is really important, because teacher is the post of learning process. Learning activities in inclusive school need to apply curriculum that have heterogen quality [11,12]. This Inclusive attitudes development based on research by Damayanti, et al. [4], the research state that some of teaching competencies domain of Bandung City elementary school teachers are low when they have to face special needed students, this competency need to developed further so they can understand the condition of special need student and adjusted the curriculum or learning activities with the student's condition, either individually or in group.

This results are supported by Hamdan research result about identification of learning difficulties in SDN Griya Bumi Antapani students [6]. The results find that there are 32 special need students in regular educational settings. This condition being followed up by Rosiana, et al. community servitude [5]. The servitude is to give accompaniment training for teachers so they can teach the special needed students in Bandung City governmental elementary school. Another follow up is being done by Yanuvianti, et al. [13], in research about treatment for attention disorder students. This research's and phenomenon's caused inclusive attitudes become an important subject in present time elementary school educational setting, so the inclusive attitudes in this setting become a requirement.

#### D. Digital Age Education

Education in digital age required understanding in students learning style differences. In general, when students learn from fast faced digital media, their brain work fast and insight them to so many new question. Therefore, learning instruction must be flexible and able to directing students so they can explore the study material independently [14]. Changes in digital affect the student's way of thinking in learning. Information that can be accuired fastly and easily caused their ability to combine and compile data did not well developed. Nonetheless, human way of learning still the same. Students still need structurized environment to help them learn and give them freedom to develop their creativity [15].

## II. METHODS

According to these problem and the teacher needs, this is a training our team developed their competencies in applicating the values and inclusion attitudes in digital era for teachers in SDN 259 and 260 Griya Bumi Antapani Bandung. Participant of the training are 32 teachers from two schools. To achieve the goal of this training to develop teacher competencies in applicating values and inclusive attitude for students in digital era, the training will be given in three different sessions. The session developed teacher knowledge about digital age education, how to develop teacher strategies in applicating values to students in digital age, and how to develop teacher competencies in inclusive classroom. The method of the training is: 1. Material exposure, 2. Focus Group Discussion (FGD), observing videos, case discussion, roleplaying, and feedback.

### III. RESULTS AND DISCUSSION

According to the training being delivered to teachers, the training is a training about teacher competencies that divided become two big part, knowledge about subjects in digital era and about competencies in teaching character and inclusive attitudes.

The result in digital education material that been tested based on our team assessment, we discovered that from 27 subject with t-test analysis that  $t \leq t$  critical as  $-5,63 \leq 2,042$  which meaning in statistical data are no significant difference between before training and after training being delivered.

But according to accured data, we discovered after training that is significant growth in the teachers knowledge about digital education. Before the training being delivered, and from pre-test data we discovered that the teachers have limited knowledge about digital education, particullary about digital generation characteristic and what is the best approach to be applied that appropriate with every characteristic from the digital generation. The teacher still not fully utilized the digital technology as a tools to help them in learning and teaching activities.

The result in inclusive attitudes hat been tested based on our team assessment, we discovered that from 27 subject with t-test analysis that  $t \leq t$  critical as  $-1,209 \leq 2,045$  which in statistical data meaning are no significant difference between before training and after training being delivered.

But according to accured data, we discovered difference in knowledge about inclusive attitudes pre-training and knowledge about inclusive attitudes post-training. Before training being delivered, some of teachers already have high knowledge about inclusive attitudes. But some of the teachers only have sufficient knowledge about this subject. The teachers that have suffiecient knowledge still did not understand about difference in student characteristic, the difference that existed in every students, they perceived that every students have similar or same characteristic.

After the training being delivered and the post-test data have been accured. The results show that there is growth in the teacher knowledge about inclusive attitude. Most of the teacher become known that every students, every child have different characteristic. This difference in characteristics need different approach from their teacher and deep understanding about every students characteristic. The teachers become known that sensitivity to students is needed in doing the learning and teaching activities, so that they can give appropriate treatment to every student.

The result in applicating values material that been tested based on our team assessment, we discovered that from 27 subject with t-test analysis that  $t \leq t$  critical as  $-3,509 \leq 2,063$  which meaning in statistical data are no significant difference between before training and after training being delivered.

But according to accured data, we discovered difference in knowledge about applicating values in character education pre-training and knowledge about applicating values in character education post-training. Before training being delivered, some of teachers did not have knowledge about mean and how

significance applicating values in character education for their students. Furthermore, the teachers are didn't know about how to build a character education in their students. From these pre-test data we also discovered that the teacher always supervises their student development and always push their student to be assertive in class.

According to the result of pre-test and post-test measurement to three subjects that have been given in training, there are difference in pre-test result and pos-test result. This difference shows that there is growth in the teacher's knowledge about the training subjects. The teachers show that they have higher score in post-test, different to what they have in pre-test measurement.

After the training being delivered and according to post test data, we discovered that there is growth in teacher's knowledge about character education. The high score in knowledge is correlated with finding by Damayanti et al. that teacher competencies in knowledge aspects was also high. After training, the teachers know the meaning of character education and its significance for their students [4]. Furthermore, the teachers know about how to applicating values in character education for their students that center in students not only in teachers. This revelation was parallel with finding that approaches to teaching are becoming more student-centred which demands different teaching competencies [16]. One of its way is by starting it within themselves. The teachers realize that whatever they are doing, whatever they are thinking will affect their environment, specifically in their class. The teachers realize that they have to watch how they are doing in class because they know that their students can imitate them. This understanding lead them to cooperate with other teachers and students parent to teach the important behavior values to their student/children. The teachers realize that they have to treat every student equal and they have to shows affection to every student. Furthermore, the teachers have to supervise their student's development so they can adjust their style of teaching to match with their student's needs. This finding is also accordance to research by Kaendler, et al. that showed teacher competencies for implementing collaborative learning in the classroom is really important [17].

### IV. CONCLUSION

According to accured data and results of the delivered training. Our team conclude that elementary teachers that participated in this training already have sufficient or high knowledge about the training material. The training being delivered only to remind and to keep developing their knowledge about this material. Training methods make teachers more enthusiastic, they often asking question when the training material being delivered, active in playing games, and to discuss problems that they have in their class. It aroused teacher awareness to make pinpoint in student character building. They also agreed to make more effort to treat every student equal and have to shows affection to every student. The teachers have to supervise their student's development so they can adjust their style of teaching to match with their student's needs.

According to accuired data, there are a few suggestions to keep developing the teachers in future. With no significant differences between pre-post test data in this training, we conclude that the item in the measurement needs to be validate before to make sure the statistical data is accurate. The development of the module of teacher training needs to make more adaptable for other teacher from other elementary school. We suggest to test the training program in much more subject or schools. The teachers feel that this training is useful for them and they hope that this training can be done regulary and continuously, so they can optimize their competencies as elementary school teacher in teaching the digital generation and facing the keep changing curriculum. We recommend to hold this training in other schools that have similar problems to SDN 259 and SDN 260 Griya Bumi Antapani Bandung, this training can be utilize to solve similar problems in other schools.

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