

Inductive Training Model in Improving Teacher Competence through Teacher Working Groups

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ABSTRACT

Professionalism is a demand in various professions, including elementary school teachers. The important thing in a profession is a professional attitude and quality of work. This research was conducted to provide an overview of how the inductive training model develops attitude assessment instruments in improving teacher competence through teacher working groups by the steps of the inductive training model. The research approach used in this study is a descriptive qualitative approach to obtain information on how the inductive training model improves teacher competence through teacher working groups. In general, there are four data collection techniques used in this study, namely participant observation, in-depth interviews, documentation studies, and combination/triangulation. The steps in implementing the inductive training model are starting with measuring the ability of the trainees; a grouping of abilities in the area of the training program; comparing participants' abilities with training materials; establishing ability and skills gaps; developing training processes; then carry out the training, and carry out research and measurement. The research was conducted by conducting pretest and posttest with the results obtained after carrying out training on developing an attitude assessment instrument, post-test results increased by 97%.

Keywords: Teacher Working Group, Inductive Training Model, Attitude Assessment

INTRODUCTION

Professionalism is a demand in various professions, including elementary school teachers (Darwis et al. 2019; Saleh et al. 2019; Suprianto, Sirait, and Arhas 2021). The important thing in a profession is a professional attitude and quality of work. Professionals can be interpreted as people who are experts in their fields and have the quality in carrying out their work (Rakib, Rombe, and Yunus 2017). Professionalism will be realized if the concept of personality and integrity is supported by skills or expertise. Professional teachers are teachers who have special expertise or skills according to their fields of teaching. To make it happen, the teacher must have competence based on his field. But in reality, there are still some teachers who do not have the expected competencies. Teacher competence can be referred to as a foundation to be able to realize quality education (Sutisna and Widodo 2020). Teacher competence is also regulated in Government Regulation no. 74 of 2008 concerning Teachers, it is explained that competence is a set of knowledge, skills, and behaviors that must be possessed, mastered, and actualized by teachers in carrying out professional duties (Triyusmidarti 2017).

The 2013 curriculum assessment standards cover three aspects, namely: aspects of knowledge, skills, and attitudes. Teachers are also required to carry out process assessments. Process assessment, which is an assessment during the learning process. Some teachers still do not understand or understand how to assess the learning process, especially in attitude assessment, such as making assessment rubrics or attitude indicators that will be assessed related to ongoing learning materials, and even some teachers do not conduct process assessments in the form of

attitude assessments. Although conducting attitude assessments by teachers, there are still many who judge outside the assessment of spiritual attitudes and social attitudes. Attitude assessment is included in the learning objectives of Civics and is also a form of inculcating student character. Teachers must be able to make effective instruments in the assessment process. Affective instruments that are understandable to users, namely the teacher himself, are objective, valid, and reliable, and easy to interpret needs are available (Syamsudin, Budiyono, and Sutrisno 2016). It is even better if the teacher himself makes and develops effective instruments for attitude assessment. This is because the affective domain is very important to assess. After all, it is an integral part of the cognitive area (Khaerudin, Munadi, and Supianto 2020). According to Krathwohl, et al., the target of affective aspects in learning is how teachers obtain descriptive information about students' interests and motivations which include receiving, responding, appreciating, managing, and having character. It means that the affective aspect automatically appears in every learning process (Nasution, Sudrajat, and Jahro 2019). By the demands of the 2013 curriculum, it means that teachers must be able to carry out effective assessments, so teachers must be able to design effective and efficient effective assessment instruments according to the circumstances and conditions of their students (Marno and Tausih 2021). Attitude assessment has the main benefit because the assessment of social attitudes is part of learning which is a reflection of the understanding and progress of individual student attitudes (Alimuddin 2014). The scope of attitude assessment in the 2013 curriculum is in the assessment of spiritual and social attitudes, namely those contained in Core Competency 1 and Core Competence 2. But in reality, there are still many teachers who have not been able to conduct attitude assessments in the process of implementing learning.

Therefore, a coaching system is needed that ensures professional support for teachers in carrying out their duties/developing learning skills. The professional development system in question is a learning group (learning community) as a form of actualizing the duties of teachers as professionals (Yin et al. 2019). Teachers as agents of learning, the competence of these teachers must be improved continuously. One of the efforts is through the Teacher Working Group. Through the Teacher, Working Group classroom teachers, especially at the elementary school level, receive training, scientific writing activities, workgroup meetings, and work deliberations. The Teacher Working Group located in a school cluster/district area is an unstructured school organization that is independent, based on kinship, and has no relationship with other institutions (Rashid, 2017). The Teacher Working Group provides a place for teacher professional activities to take place, especially those aimed at managing and improving teaching and learning activities in elementary school classes (Sukirman 2020). Improving the quality of teacher learning, it can be done in various ways, namely through training, seminars, workshops, and through the Teacher Working Group forum (Pitriana and Nawir 2020). The Duren Sawit cluster is one of the KKG clusters in the East Jakarta area in the DKI Jakarta Province which consists of 104 elementary schools consisting of 63 public elementary schools and 41 private elementary schools around the Duren Sawit area. The Duren Sawit KKG group actively conducts KKG activities once a month to equalize perceptions and discussing problems and increasing the professionalism of elementary school teachers. But in reality, the training carried out by the Duren Sawit KKG cluster so far has not had much of an impact on changes in teacher competence or is still considered ineffective. This is because after carrying out the training there is no continuation for the teachers participating in the training. So that the material received during the training has no impact on their competence in carrying out classroom learning.

Therefore, the KKG needs to adopt a training model that can accommodate the competency needs of teachers to implement in the implementation of learning. The inductive training model is one of the training models by the needs of the KKG in improving the competence of teachers within the scope of their organization. This inductive training model has also been studied by Mashoedah (2015) in improving the professional competence of teachers in the use of learning media by using an inductive training model. This study examines the inductive training model in improving teacher competence through teacher working groups. The Duren Sawit cluster teacher working group has a program, one of which is to improve teacher competence by implementing the training needed by teachers in the Duren Sawit cluster. So a training model is considered effective if it can be based on a curriculum, approach, and strategy that is by the learning needs of the target participants and the problems that occur to them. So it must be able to choose a training model based on the training needs of teachers in the Duren Sawit teacher working group (Brown 2002).

There are various types of training models based on training needs, there are inductive training models, deductive training models, and classical training models (Kamil 2010). The inductive training model is used to identify the types of learning needs that are felt needs or the learning needs in the training will be felt directly by the trainees. The identification must also be carried out directly to the training participants themselves (Kamil 2010). So this approach model is used for existing training participants (present as training participants). The characteristic of the inductive model training is that in determining the needs of the trainees it is carried out directly.

METHOD

The research approach used in this study is a descriptive qualitative approach to obtain information on how the inductive training model improves teacher competence through the teacher working group in the Duren Sawit cluster, East Jakarta. The research procedure in this study is as follows: measuring the ability of the trainees; a grouping of abilities in the area of the training program; comparing participants' abilities with training materials; establish ability and skills gaps; developing training processes; then carry out training and carry out research and measurement. In general, there are four data collection techniques used in this study, namely participant observation, in-depth interviews, documentation studies, and combination/triangulation (Sugiyono 2017).

RESULT AND DISCUSSION

Result

This section will present the findings obtained descriptively to obtain information on how to model the inductive approach in improving teacher competence through the teacher working group in the Duren Sawit cluster, East Jakarta. An inductive approach model with the following steps: 1) measuring the ability of the trainees; 2) ability grouping in the training program area; 3) compare participants' abilities with the training materials; 4) establish ability and skill gaps; 5) develop the training process; 6) then carry out training and 7) carry out research and measurement. The steps based on the Inductive model are described in the flow chart below (Kamil 2010).

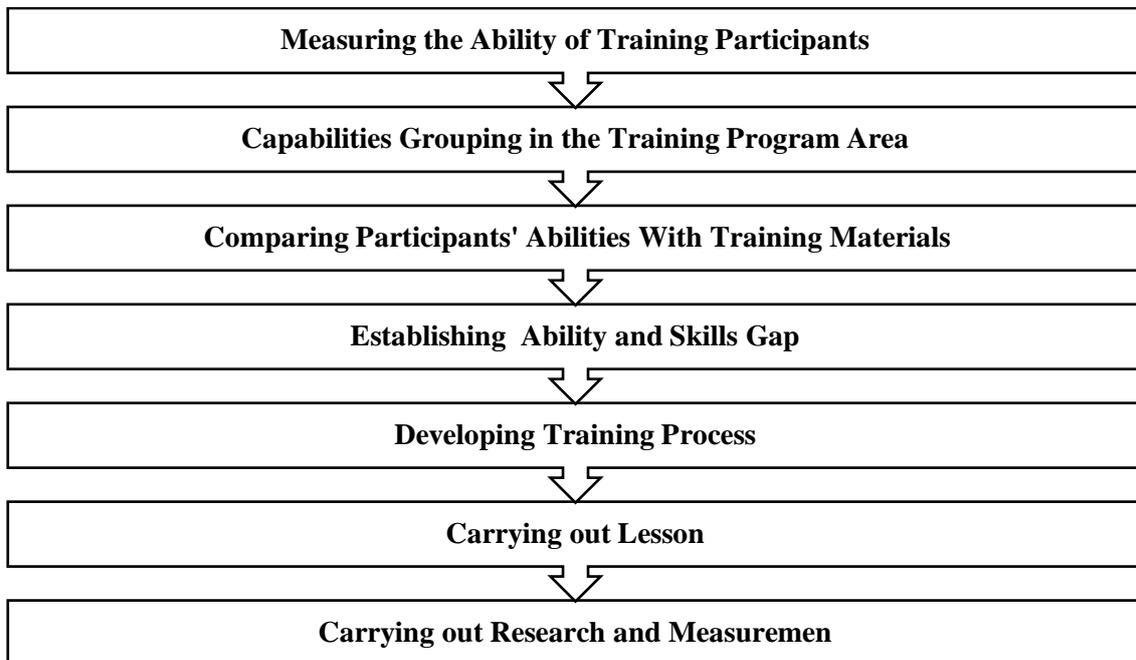


Figure 1. Inductive Flow Chart Model

Discussion

Measuring the Ability of Training Participants

At this stage how to measure the ability of trainees by conducting tests. Conduct a test on understanding attitude assessment to trainees to measure the abilities already possessed by the trainees (teachers). The test on attitude training includes an understanding of attitude assessment which includes understanding attitudes, the purpose of attitude assessment, how to assess attitudes in the learning implementation process which has indicators of attitude assessment consisting of spiritual attitude assessment and social attitude assessment. Conducting a pretest to the trainees tests how deep the trainees are in mastering the understanding of attitude assessment as a measurement of the abilities possessed by the trainees.

Capabilities Grouping in the Training Program Area

After measuring the ability of the trainees by giving pretest questions, the results of the test are then grouped into two categories, namely high and low. The high category with a score above 70 and the low category with a value below 70. For the low category group, it is continued by participating in the implementation of training. From the test results of 100 teachers who took part in the measurement of the ability of the trainees, it was found that 67 trainees had low category group scores and the remaining 33 trainees were included in the high category group scores. So that totaling 67 training participants received attitude assessment training to improve teacher competence.

Comparing Participants' Abilities With Training Materials

For the ability of participants in the high category, 33 participants will be compared with the training material so that it will be the basis for the decision whether to continue or not to receive attitude assessment training. After the comparison, the results obtained are that there are still around 20 people who still do not understand in make attitude assessment instruments. There are still misunderstandings in making attitude assessment instruments so that there is a wrong target in attitude assessment including the selected indicators. Many of the attitude assessment indicators chosen are outside the scope of spiritual attitude assessment and social attitude assessment. So the 20 trainees who are included in the high category will also continue to take part in the attitude assessment training.

Establishing Ability and Skills Gap

The next step is to determine the gap between the trainees' abilities and their skills related to attitude assessment in the learning process, totaling 67 from the low category plus 20 from the high category, bringing the total to 87 trainees. The gap obtained from the implementation of the attitude assessment is how the teacher makes an attitude assessment instrument including determining the indicators of spiritual attitude assessment and social attitude assessment. Indicators of the spiritual attitude assessment are appreciating and living the religious teachings adopted, including praying before and after doing something; performing worship on time; greeting at the beginning and end of the presentation according to the religion adopted; grateful for the favors and gifts of God Almighty; be grateful for the human ability to control themselves; give thanks when you succeed in doing something; surrender (tawakal) to God after trying or doing business; maintain the environment around the house, school, and community; maintain good relations with fellow human beings created by God Almighty; grateful to God Almighty as the Indonesian nation; respecting others by practicing worship according to their religion. The indicators of the assessment of social attitudes are honesty, discipline, responsibility, tolerance, cooperation, courtesy, and self-confidence. grateful to God Almighty as the Indonesian nation; respecting others by practicing worship according to their religion. The indicators of the assessment of social attitudes are honesty, discipline, responsibility, tolerance, cooperation, courtesy, and self-confidence. grateful to God Almighty as the Indonesian nation; respecting others by practicing worship according to their religion. The indicators of the assessment of social attitudes are honesty, discipline, responsibility, tolerance, cooperation, courtesy, and self-confidence.

Developing Training Process

Furthermore, according to the data obtained from the previous stages, what was done was to develop a training process for teachers in the teacher working group . The training process is carried out by preparing the material to be given to the trainees consisting of theory and practice as well as a follow-up plan after receiving the attitude assessment training. The material that will be developed for attitude assessment training in making attitude assessment instruments is based on the 2013 Curriculum, several references from main books, international journals, and national journals.

Carrying out Lesson

The Teacher Working Group of the Duren Sawit sub-district group carried out training by calling experts as resource persons to deliver attitude assessment materials in making attitude assessment instruments. The training participants totaled 87 participants and the training was carried out online with the Zoom Meeting application. The training was carried out for one day from 08.00 to 14.00 so that the training was carried out for 6 hours. Even though the training is carried out online, it is still carried out interactively between the resource persons and the training participants. Resource persons not only provide material but also provide interactive quizzes and open discussions for training participants so that the 6 hours does not feel boring.

Carrying out Research and Measurement

After carrying out the training, the next step is to conduct research or measurements to the trainees or teachers by giving questions in the form of a post-test. The results of this post-test will be compared with the results of the previous pretest. Whether from the 87 training participants there was a change or not. Previously, it was obtained that 67 trainees were in a low category at the time of the pretest and the post-test results were 65 having gains above 70, meaning 97% had entered the high category. Meanwhile, 2 training participants were still in the low category. The cause of this is not yet known, but the pretest score showed an increase from 30 to 60 and from 40 to 65. The 20 training participants were still in the high category.

The next step is to monitor the tasks assigned to the trainees as a follow-up plan from the training on developing attitude assessment instruments. Then monitor the next implementation, namely monitoring the implementation of attitude assessment in assessing the learning implementation process by training participants or class teachers. Monitoring is carried out by examining the Learning Implementation Plan (RPP) made by the teacher with the obligation to include an attitude assessment in the RPP he makes.

CONCLUSION

Attitude assessment is a competency that must be possessed by elementary school teachers because attitude assessment is one aspect of the assessment in the 2013 curriculum in addition to cognitive assessment and skills assessment. The Teacher Working Group is a forum for improving the competence of teachers in the elementary school environment in the sub-district cluster. The KKG organizes training for its members within the KKG of the Duren Sawit sub-district using an inductive training model. The inductive training model for attitude assessment in improving teacher competence through teacher working groups is carried out so that the training carried out can be as expected and can be implemented in the implementation of learning in their respective classes.

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