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Teacher Professional Practical Training Module for Teachers Assistant in Guiding Practice Students in Managing Learning

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96

ABSTRAK

Kemampuan guru pendamping dalam membimbing mahasiswa praktikan yang kurang optimal menyebabkan turunya kualitas pengelolaan pembelajaran. Kurangnya pemahaman dan kesadaran mengelola pembelajaran dalam hal praktik pembelajaran harus mendapat perhatian serius, pemberian instrumen dalam modul atau panduan yang jelas, dan evaluasi pasca implementasi. Tujuan penelitian ini yaitu mengembangkan modul pelatihan praktik profesional guru bagi asisten guru dalam membimbing praktek siswa dalam mengelola pembelajaran. Jenis model dan desain yang digunakan adalah penelitian dan pengembangan dengan mengkombinasikan model Rowntree dan model Borg and Gall. Subjek penelitian adalah guru pendamping pada satuan Pendidikan Anak Usia Dini dan Sekolah Dasar sejumlah 40 Orang. Metode pengumpulan data melalui observasi, wawancara, dan studi dokumentasi. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan statistik inferensial. Hasil penelitian yaitu hasil penilaian ahli materi (93,64%), ahli desain (88,57%), ahli media (86,75%) yang menyatakan bahwa modul pelatihan praktik profesi keguruan yang dikembangkan layak digunakan. Hasil uji coba perorangan dan kelompok sebanyak 30 Responden juga mengalami peningkatan dengan skor pre tes 76,33% dan post tes 84,37%. Hasil ini menunjukkan adanya peningkatan kemampuan membimbing guru pendamping mahasiswa praktikan dengan hasil belajar sebesar 8,04. Sehingga modul pelatihan praktik profesi keguruan bagi guru pendamping layak dan efektif digunakan.

ABSTRACT

training module for accompanying teachers is feasible and effective.

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1. INTRODUCTION

The concept of development for developers in the world of higher education, especially in educational institutions, is a foothold or reference as an effort to improve systems, situations, and products in the hope that it can have implications for knowledge and skills for civil service teachers in guiding practical students (Lase, 2022; Rhamiyanti, 2018). Development is an activity that boils down to a result or product (Hendi et al., 2020; Kurniawan et al., 2020; Puspita., 2019). Development is the process of translating specifically a design in physical form (Hendi et al., 2020; Nasution et al., 2017). At this level, reading literacy is needed which is expected to be able to cultivate. The culture of reading literacy which is also a language skill can be built starting from small places such as classrooms (Lin et al., 2019; Nshimbi et al., 2020; Tse et al., 2013). One of the language skills that is increasingly important in entering the 21st century is reading (Kisno & Fatmawati, 2019; Koyuncu & Firat, 2020). These skills are concepts that must be built early in formulating a design that is able to

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develop learning techniques. This skill is part of the learning that can be obtained by providing good and satisfying service to students. With good service, the learning process can achieve the goals that have been set (Huda et al., 2019; Prasetya & Harjanto, 2020).

Regarding the concept of development in the definition of educational technology that has been formulated by the *Association for Educational Communication and Technology* (AECT), namely by using the (Triwidhiya, 2021 ; Widiastuti, et al., 2020). While

(Ayu et al., 2020; Sert & Boymuegri, 2016).

Blerners can facilitate investigation and planning activities in the product design stages. This can be an important reference for researchers that learning materials are important as part of the facility to plan in each stage of the research to be carried out. In developing teaching materials, it is necessary to pay attention to the development model to ensure the quality of teaching materials in supporting learning effectiveness, because the development of teaching materials is basically a linear process with the learning process (Purnomo & Wilujeng, 2016; Sriwahyuni et al., 2019). The availability of teaching materials so far is still minimal. Teaching materials should be arranged based on the needs of learning objectives (Cahyadi, 2019; Warkintin & Mulyadi, 2019).

Based on the results of the needs analysis through empirical studies, namely observations of the performance activities of civil service teachers in guiding practical students by identifying problems and potentials in the field. Based on these empirical studies, several problems were found in the field. First, the low understanding of civil service teachers about the practice program of the teaching profession. Second, the unavailability of learning materials in the form of guidance for the practice of the teaching profession as a learning resource for civil service teachers to be used as a reference in guiding practical students. Third, the lack of information transformation from LPTK IAIN Ambon about the PPK program at partner schools has an impact on the non-optimal guidance of civil service teachers which affects the weak pedagogical competence of practical students in managing learning. Fourth, there are still many practical students who have difficulty in carrying out learning practices because of the suboptimal guidance carried out by civil service teachers. Fifth, the low ability to mentor civil service teachers in practical students which has an impact on the weak pedagogical competence of practical students in managing student learning effectively and efficiently. This condition is certainly not in accordance with what is expected by both users and partners. The hope of producing quality outputs in accordance with the wishes of the community is the dream of all parties.

Educational institutions in line with global challenges and competition are competing to provide added value from the graduates they foster and provide a positive influence (*outcome*) on the progress of community civilization (Denny Kodrat, 2019; Rahmat, 2015). Developing interesting learning modules is one of the solutions to overcome the above problems. For modules to be interesting, modules must be interactive and learning more effective and meaningful (Astra et al., 2020; Husnulwati et al., 2019; Logan et al., 2021). Learning will be more effective and interesting if you use interactive or interaction-based methods, so in order to design modules there are stages that need to be considered (Fathoni et al., 2020; Violadini & Mustika, 2021). Therefore the presentation must take into account several aspects. First, the description of the material should be discussed in detail based on the concept and accompanied by concrete examples (Hamid et al., 2021; Muzijah et al., 2020). Secondly, exercises and tasks are mandatory for the pamong teacher after reading the description of the material. Third, it is necessary to have a summary of the material discussed (Hamdunah et al., 2016; Suastika & Amaylyla, 2019). Thus, the quality of presentation of the teacher training practice learning module that has been improved and declared feasible, is then given recommendations to be tested in the field. The measure of the quality and feasibility of the module must be considered from several important aspects, then the preparation of the module is carried out by compiling the results of curriculum analysis, material concepts, and the preparation of the title of the martial arts activities (Apriani et al., 2021; Syahirah et al., 2020).

The development of an effective and efficient teacher training module should be based on several principles. First, the principle is that this principle relates to how developers organize the development of training modules so that the processes and stages carried out procedurally and systematically so that they can be scientifically accounted (Mulyadi et al., 2020; Syahoni et al., 2016). Second, the relevance of the product is related to whether the product of development is in accordance with the needs of civil service teachers and students and in accordance with the conditions they face. Third, the effectiveness of the teacher training module as a result of effective development to overcome the gaps that occur in the sense that the training module as a result of development actually has the ability to overcome the problems that have been identified by the developer (Esti Sumarah et al., 2017; Wijaya & Iriani, 2020). Fourth, flexibility, related to the opportunity for the teacher training module to be revised and improved in accordance with the inputs and information obtained throughout the research and development process.

Modul is a teaching material that is systematically designed based on a specific curriculum and packaged in the form of the smallest learning unit and allows it to be learned independently in the most important units of time (Astra et al., 2020; Dewi et al., 2017; Wijayanti et al., 2016). Modul is any form of

material used to assist teachers or instructors in carrying out teaching and learning activities (Hamid et al., 2021; Husnulwati et al., 2019). Modules are teaching materials that are prepared for the independent learning process that refers to the logic of reading, anyone who also reads anything as a print format then he will read independently. By reading it is hoped that teachers and students have a broad knowledge of actual and future concepts, have the skills to compare, and find suitable solutions, one of the main topics of actual technology and learning problems.

An effective teacher training practice learning module is reflected in the material is very clear, easy to understand, motivated, and can help in conducting guidance. This is because each module is equipped with examples, drawings and procedures so that it can increase knowledge and can be used as an effective reference in guiding practical students (Hamdunah et al., 2016; Muzijah et al., 2020; Suastika & Amaylyla, 2019). The findings of previous studies state that modules can help in learning (Mastroleo et al., 2020; Mulyadi et al., 2020). Other research also states that modules can make it easier for someone to learn so that it has an impact on achieving increased understanding (Rahayu & Sukardi, 2020; Setiyani et al., 2020). It is concluded that the development of modules in training can help teachers in managing learning. Modules show their potential to significantly improve the level of short, medium and long-term knowledge. This has the implication that the teacher training module can improve the ability of both the knowledge and skills of civil service teachers to guide practical students. The purpose of this study is to develop a teacher professional practice training module for teacher assistants in guiding student practice in managing learning.

2. METHOD

The research method used in this study is Research and Development (R&D) with qualitative and quantitative approaches. Metode of development research is a research method used to produce or develop a particular product, and test the effectiveness of that product (Sugiyono, 2015). Educational research and development is a process used to develop and validate educational products, research and development or Research and Development (R&D) is a process used to develop and validate Educational products (Sumarni et al., 2020). The research and development used in this study refers to the Rowntree model combined with the Borg and Gall model, to produce a product of training materials for the teaching profession for civil service teachers in guiding practical students. The subjects of the study were accompanying teachers in the Early Childhood Education and Elementary School units in Ambon City totaling 40 people through random sampling techniques. The development of training materials for the practice of the teaching profession using the Rowntree and Borg and Gall development models can be visualized in Figure 1.

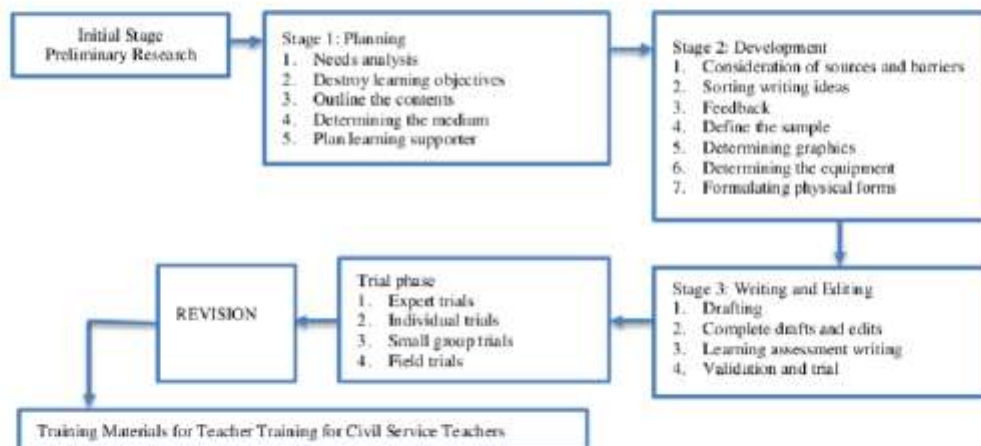


Figure 1. Design Chart of Teacher Training Practice Training Module Development Adopted from the Rowntree, Borg and Gall Model

The module development procedure is based on the Rowntree model combined with the Borg and Gall model as follows. First, the planning stage. There is this stage carried out by identifying the initial characteristics and analyzing the needs of the pamong teacher through observation activities and interviews. Then formulate the general objectives and specific objectives of the teacher training module for civil service

teachers in each unit. After that, compile an outline of the contents of the teacher training professional practical training module. Followed by determining the media and planning learning support. This stage ends taking into account the existing learning materials. Secondly, the preparatory stage of writing. This stage is carried out by considering the sources and obstacles in carrying out development including: 1) sorting the writing ideas, 2) compiling an outline of the content, 3) making images or icons, 4) making illustrations and related examples, 5) compiling activities and evaluations, 6) determining the tools needed, and 7) formulating the physical form of the existing teacher training module.

Third, the research and editing phase. The activities carried out by researchers at this stage are to make an initial draft of the teacher training module for civil service teachers, after which the draft is equipped with pictures, examples and a number of pre-designed activities. Then continued with editing activities. Furthermore, writing a learning assessment refers to the material that has been compiled. At the end of this stage, it is carried out by testing a teacher training module for civil service teachers to measure the level of feasibility and effectiveness. The trial of the teacher training module for civil service teachers was carried out in three stages of evaluation, namely expert trials, individual trials, small groups, and eight-n trials. Data collection techniques go through three stages, namely observation, interviews, and documentation studies. The data obtained through observation, interviews and documentation is then analyzed qualitatively and quantitatively including data on the results of the evaluation of the expert team carried out by material experts, learning design experts, and learning media experts on development products, namely the teacher training module. Then to test the effectiveness of the training module used statistical analysis with the help of *Statistical Product and Service Solution* (SPSS program version 22.0)

3. RESULT AND DISCUSSION

Result

In this study, researchers have collected data in the form of data on the results of pretests and posttest product trials through expert validity tests, one-to-one trials, small group trials, field trials, and effectiveness tests to see the effectiveness and feasibility of the teacher training module in achieving the goals previously set. Validation of the expert team is carried out by material experts, learning design experts, and learning media experts on development products, namely the teacher training module. Validation is needed as a measure of whether the teacher training module developed has met the criteria as a feasible learning material or not. The One to one try-out trial was conducted between the learning module developer and three individual pamong teachers. This trial aims to identify and reduce errors that are manifestly contained in the teacher training module, this evaluation trial is intended to get responses from civil service teachers about the content and feasibility of the teacher's training module in an empirical manner. The data from the trial results on civil service teachers are presented in the following table. Small group trials aim to obtain information used in refining the product in subsequent revisions. The information conveyed was in the form of responses from civil service teachers to the quality of the teaching profession practice module products, both in the content of the material. After that, the main trial was carried out, namely field tests. It is a field trial to see the effectiveness of the teacher training module in achieving the goals that have been set before. The comparison of the results of the initial and final tests of the field trial results of 30 respondents experienced a significant increase. Furthermore, the module effectiveness test, hasil test the effectiveness of the teacher training module practice training is obtained from the results of the pre-test and post-test of the civil service teacher. The results of the pre-test and t-post tests are carried out to test the effectiveness of the teacher training module as a research and development product carried out with the t test.

Overall, the average percentage of eligibility of the teacher training module for civil service teachers based on the analysis of material expert evaluation questionnaire data was 93.64%. A description of the feasibility percentage of the training module developed based on the results of the material expert validation test in full is presented in Figure 2. Based on the average percentage of eligibility, it shows that the training modules developed are very good and feasible to use. According to the expert advice of the material, that the material of this training module is approved and feasible to use. The results of the learning design experts as a whole, the average percentage of feasibility of the teacher training module for civil service teachers on the analysis of design expert evaluation questionnaire data was 88.57%. A description of the feasibility percentage of the training module developed based on the results of the design expert validation test can be seen in Figure 3. Based on the average percentage of eligibility, it shows that the training modules developed are very good and very feasible to use. As per the advice of the design expert, that this training module is approved and worth using. Then the results of the assessment from learning media experts are the overall average percentage of eligibility of the teacher training module for civil service teachers on the analysis of media expert evaluation questionnaire data of 86.75%. A description of the feasibility percentage of training materials developed based on the results of media expert validation tests can be seen in Figure 4.

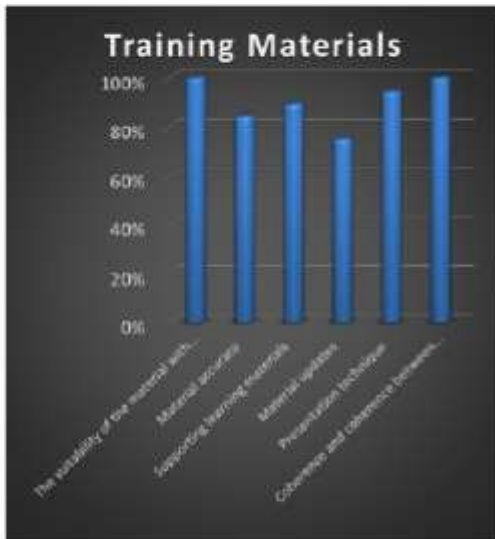


Figure 2. Bar Chart of Learning Material Expert Validation Test Results

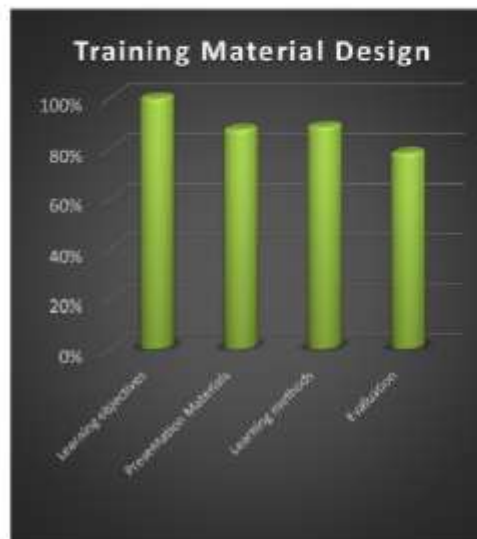


Figure 3. Bar Chart of Learning Design Expert Validation Test Results



Figure 4. Bar Chart of Learning Media Expert Validation Test Results

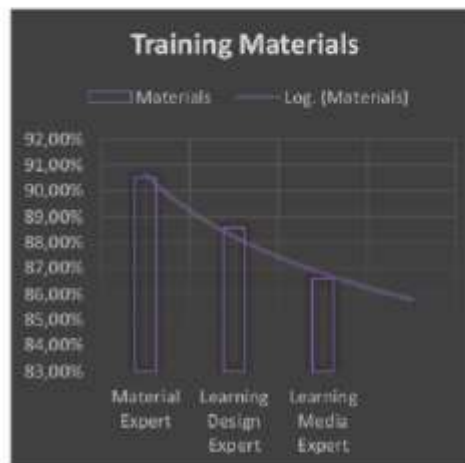


Figure 5. Validation Test Results of Material, Design, and Media Experts

The average percentage of eligibility, shows that the training modules developed are very good and very feasible to use. This means that the training module product is worthy of use and is referred to as the *final draft*. In full, a description of the average percentage of feasibility of the training module according to the evaluation of the three experts, can be seen in Figure 5. The results of individual trials illustrate the average score of 80.33 meaning that the quality of trials in this range is in the good category, meaning that it is said that the ke guru professional practice module developed is suitable for use by civil service teachers to guide practical students. Data the results of the small group trial of 7 respondents to the responses of civil service teachers were presented in Table 1.

Table 1. Small Group Trial Assessment Results

No.	Responden	Value	Criterion
1.	Responden 01	81	Excellent (A)
2.	Responden 02	84	Excellent (A)
3.	Responden 04	78	Good (B)
4.	Responden 04	80	Excellent (A)
5.	Responden 05	85	Excellent(A)
6.	Responden 06	78	Good (B)
7.	Responden 07	87	Excellent (A)
Sum		573	
Average score		81,86	Excellent (A)

From the data from the small group trial test results, the average civil service teacher score was 81.86 with excellent criteria, which illustrates that this PPK training module is effective for conducting major trials or field trials. The purpose of the field trial is to see the effectiveness of the teacher training module in achieving the goals that have been set before. Field trials were conducted on 30 respondents. The comparison of the initial and final test results of the field trial results of the 30 respondents increased. Based on the results of the presentation of the pre-test scores of field trials, it shows that the learning outcomes of civil service teachers have increased significantly. The average score of the pre-test teacher was 76.33 and the post test was 84.37. This result shows an increase in the ability of civil service teachers to guide practical students by 8.04. Presentation of pre-test and post-test results of field trials can be seen in Figure 6.

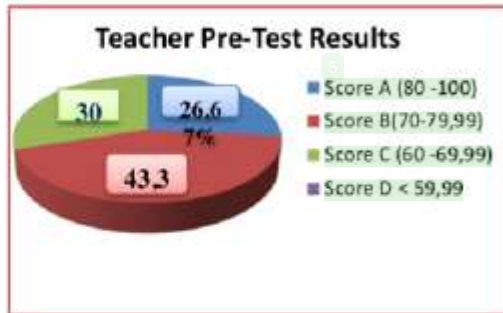


Figure 6. Diagram of Pre Test Results for Field Trial

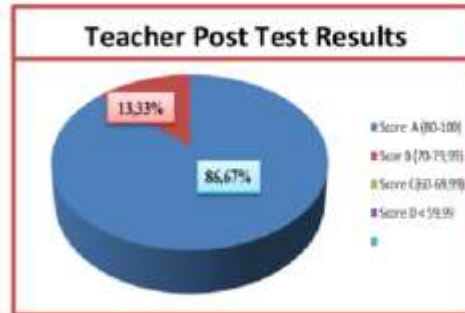


Figure 7. Diagram of Post Test Results for Field Trials

Based on Figure 6 of the pre-test result diagram above, the results of the pre-test field trial on 30 among teachers showed that the among teacher who obtained the rounding of grades 8 1-100 (Very Good: A) was 26.67%, the value was 7 1-7 9.99 (Good: B) as much as 43.33 %, the value of 6 1-96.99 (Enough: C) is 30%, and the value of < 59.99 (Less: D) is 0%. Thus, it can be concluded that almost 30% of civil service teachers get a score below the graduation standard score of 77, this indicates a lack of understanding of the material and if it is co-opted with a minimum completion criterion of 75%, this shows the absence of the civil service teacher's intentions in mastering the material.

Furthermore, when viewed from Figure 7 of the post test result diagram above, the results of the post-test field trial on 30 among teachers showed that the among teachers who obtained rounding grades 8 1-100 (Very Good: A) as much as 86.67%, and the among teachers who obtained 7 1-7 9.99 (Good: B) as many as 13.33% %, it can be concluded that all civil service teachers 100% get excellent grades (A) and Good Grades (B) this shows an understanding of the material. The product developed at this stage is referred to as the final product that is feasible and effective to be used for civil service teachers to guide practical students in managing effective and efficient learning. Furthermore, an effectiveness test was carried out on the research product in the form of a developed module. The test of the effectiveness of the teacher training module with statistical product and service solution (SPSS) program version 22.0 can be seen in Tabel 2.

Table 2. The Results of the Effectiveness test of the Teacher Training Professional Training Module with SPSS

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-post	-8.033	2.042	0.373	-8.796	-7.271	-21.544	29	0.000

Based on the results of the SPSS above, the significance value of the sig is known, (2-tailed) of 0.000, smaller than 0.05 or (0.000 < 0.05), it can be concluded that there is a significant difference between the value of the study results before (pre test) and after (post test). Thus, the use of teacher training modules for civil service teachers has a level of efficiency to guide undergraduate students in managing learning.

Discussion

The results of this development produce innovative learning products in the form of practical teacher training modules that are designed in a structured and systematic manner with the aim of improving the ability of teachers to guide practical students to become professional teacher candidates. The development of this training module was carried out well and effectively. On that basis, designing and developing learning materials, namely professional practical training modules for teachers with the aim of meeting the needs of teachers in the process of practical assistance. Guru pamong as a product user, will be able to master the material of teacher professional practice by reading this training module. Modul training in the practice of the teaching profession can increase the attention and attitude of civil service teachers and provide certainty for civil service teachers with the content of this training material can be permanent (Brouwer et al., 2022; Velladath et al., 2021). The understanding of elementary school early grade teachers about learning modules and the implementation of integrated learning models, especially those with a cultural base, also needs to be conveyed properly so that learning is more effective (Fatmawati & Kisno, 2017; Kienlin et al., 2022). This is part of the creativity that can foster the creativity of teachers in designing and developing learning media, improving classical learning strategies through learning how to use technology, infusing technology to facilitate learning through understanding how and when to integrate technology over the material in related modules (Dilson et al., 2020; Setiawan & Syaifuddin, 2020).

Based on product testing and evaluation in the form of modules as explained in the results above, the modules that have been developed can make it easier for users to learn and have a positive response to the module, so the prototypes made and developed must be able to provide clear information, so that they can be used independently (Ais-Tsauri et al., 2021; Esti Sumarah et al., 2017; Wijaya & Iriani, 2020). In his previous research explained that modules can make learning more effective, self-study materials, and learning more progressive (Astra et al., 2020; Dewi et al., 2017; Husnulwati et al., 2019). Product teaching materials such as modules are very practical, and effective than books (Hamid et al., 2021; Muzijah et al., 2020; Suastika & Amaylyla, 2019). Thus, this teacher training module makes changes in the interaction behavior of civil service teachers in guiding practical students, and this printed material gives rise to a *learning association*. Teachers can experience behavior changes in a learning environment. Modul shows its potential can significantly increase the level of short, medium and long term knowledge (Astalini et al., 2021; Rasmawan, 2018). This has the implication that the training module for the practical teaching profession can improve the abilities of both the knowledge and skills of civil service teachers. Previous research also stated that modules as teaching materials help teachers understand: stages or steps of activities (Dudung, 2018; Fitria et al., 2019; Prawiro & Nugraha, 2021).

The great benefit of independent learning is: being able to create an effective learning environment for participants in learning activities (Astra et al., 2020; Dewi et al., 2017). Learning in the form of modules also provides direct feedback on the performance of the participants. Modul learning is also able to help participants in increasing high interest and motivation for students, providing a fairly good explanation, independent, Self-directed, Self-motivating and Self-evaluation that helps meet the needs of all participants (Husnulwati et al., 2019; Logan et al., 2021; Wijayanti et al., 2016). Modul as a guide in decision making, suggests that modules are very effective as a study guide (Hamid et al., 2021; Muzijah et al., 2020). Modul has the potential to improve training. Thus, if learning activities are supported by learning materials such as learning implementation modules, it will help teachers in managing learning effectively, efficiently, and interestingly in order to enable student involvement based on the plan prepared (Hamdunah et al., 2016; Suastika & Amaylyla, 2019). Therefore, the ability to carry out learning is reflected in the core activities of implementing learning in the

classroom which are characterized by student involvement student engagement is not an instant process (Hidayati, 2020; Marpaung & Cendana, 2020). This research has limitations in terms of the scope of generalizations. So it is possible that the modules developed have not been able to touch the scope of education and civil service teachers as a whole. In this case, the researcher recommends to the next researcher to conduct a study with similar variables that are National in nature so that it can be used by all schools and civil service teachers.

4. CONCLUSION

The results showed that the product of the teacher training module based on expert assessments has been feasible and effective for use, so as to facilitate civil service teachers in guiding practical students in managing effective, efficient and interesting learning. The results of the research product are also able to provide understanding, ability to implement, analyze and evaluate learning practices for accompanying teachers through modules developed.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11
