

IMPROVING TEACHERS' COMPETENCE IN ONLINE TEACHING BY LEARNING MANAGEMENT SYSTEM (LMS) TRAINING

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ABSTRACT

Online learning becomes popular learning system since covid 19 outbreak. However, this learning system still continues to be used today. Online learning is also combined to offline learning. It is called hybrid or blended learning. Those learning are considered effective to achieve learning outcomes. However, to implement online learning effectively, teachers need competence in using learning technology. Learning management system (LMS) training includes training to operate learning application, such as creating accounts and classes and to develop teaching contents in learning application, such as developing teaching materials and assessment. This study aims to improve teachers' competence in online teaching by learning management system (LMS) training. This study was action research. The subjects of this study were five English teachers of Islamic senior high schools in Parepare. The procedures of data collection were observation, interviews and documentation. The data analysis technique includes data reduction, data presentation and conclusion drawing. The findings showed that learning management system training can improve teachers' competence in online teaching. The competence includes the ability to use application in teaching. In the first cycle, presentation and demonstration were method to train the teachers. In this cycle, teachers were able to create teachers' accounts, students' accounts, and classes. However, they are still got difficulties in developing teaching materials and assessment. In the second cycle, researchers added accompaniment and peer teaching to train teachers to develop teaching materials and assessment. In second cycle, teachers are able to achieve competence in using learning technology in online teaching.

Keywords: Teacher Professional Competence, Learning Management System Training

1) INTRODUCTION

The pandemic presents its own challenges for educators because this learning is done online. Indeed, this is a new challenge for educators, ranging from teaching methods to individuals in each subject taught by each teacher. According to Wibowo (2018)

Education is the relationship between teachers and students to achieve educational goals that arise in the educational environment. Students will be the determining factor so that they can influence everything needed to achieve learning objectives. According to Shah (2014) education can be defined by the existence of a process that uses methods to make them understand, know and behave when needed. Education is standard teaching that takes place in schools. Success or failure in teaching depends on the teaching process carried out by the teacher. Teaching is a conscious effort made by a teacher to help students learn according to their needs and interests.

In the learning process the method has not run as it should, because it is constrained by the covid-19 outbreak, this is a challenge for teachers to determine teaching methods that can be applied during the pandemic. Several teaching methods were applied during the pandemic, but all of them were still limited in terms of educational institutions and teachers as teaching staff. As the COVID-19 outbreak continues to spread, the public must take action to prevent further transmission, reduce the impact of this outbreak, and support disease control efforts. Protection of children and educational institutions is very important. In this case, to prevent the possible spread of COVID-19 in schools, the government calls for education at home. Thus, the online learning system, in its development, the online learning system greatly benefits from the development of teaching technology that can be filled with broad educational needs. Rapid technological advances will encourage the creation of flexible and intelligent online learning models, as well as open up easier access to education. Because according to Wibowo (2018) the role of the teacher in the teaching and learning process in general, the role of the teacher cannot be ruled out, because learning is an interaction between teachers and students.

The COVID-19 outbreak will have a significant effect on the role of teachers in interacting with students, but with online learning it is hoped that the role of teachers in interacting with students can still be carried out. As happened in Madrasah Aliyah, the City of Parepare is a school under the auspices of the Ministry of Religion of the City of Parepare. The location of schools in various urban or rural areas in the city of Parepare, schools have relatively many students, namely over 1000 students. This condition has an impact on the number of study groups held where each school has several classes. This condition also makes school principals make policies to implement blended learning models. This model is a

learning model that will use information technology combined with conventional face-to-face learning models in the classroom.

In the researcher's observations, various obstacles were found when using the blended learning model or the use of learning applications. According to the principal, the biggest obstacle is the ability and skill of teachers in using existing learning applications. This condition is due to the lack of training or socialization about learning applications that can be used in online learning. So schools use Zoom and WhatsApp applications in the online learning process. However, according to the teacher, in using the Zoom application, the majority of students had several difficulties, namely the absence of an adequate internet signal and economic problems related to the internet credit used. Based on these various obstacles, finally the teacher as an educator tried to make a solution by using the WhatsApp group application as a learning medium. The use of the WhatsApp group application aims to establish intensive communication between teachers and students in the learning process.

This shows that teachers use WhatsApp groups more to provide independent or group materials and assignments to students. The tasks given include doing questions, reading, or doing practical assignments with environmental practice materials. So that online learning is not carried out effectively and the teaching materials delivered are not well received by students. This happens because students only do assignments without being given an explanation by the teacher. As stated by Astini (2020) that at the elementary school level, the most effective applications used in the online learning process are the Google Classroom application and the Zoom application.

From the various problems described above, it can be concluded that teachers really need training in the use of learning applications to support the creation of online learning teaching materials. According to Adam (2015), Miftah (2013) the use of technology-based learning media is needed, especially in online learning during the COVID 19 pandemic.

Therefore, the researchers tried to solve the problems in the school through the Learning Management System (LMS) application training for teachers. The purpose of the training that will be carried out is to improve the ability of teachers to teach online and assist teachers in improving online teaching skills so as to create professional teachers and assist teachers in increasing the use of IT-based learning media in online teaching.

Given the availability of infrastructure and the initial ability of teachers, the focus of the learning application training that will be provided is the use of the Edmodo and Moodle application to assist teachers in teaching online. The Edmodo and Moodle application is an application from the Learning Management System (LMS) that is easily accessible and has many advantages that will help the online learning process to be carried out effectively.

Edmodo and Moodle applications are free applications that can be downloaded for free and are easy to apply on smartphones or laptops. Teachers can use these two applications as learning media to create teaching materials during online learning.

In addition, this application provides various features that support teachers in teaching online. Research conducted by Astuti (2019) and Ramadania (2021) concluded that LMS is an application that is viewed positively by students. They seem happy to use LMS, because it makes it easier for students to learn English with easy features to send assignments, quizzes, feedback, and communication forums. Student learning outcomes also increase by using LMS learning media. The results of this study indicate that the use of learning media with the Learning Management System (LMS) is accompanied by features that not only improve learning outcomes but also increase students' learning motivation. Edmodo and Moodle applications will be a solution to the problems faced by teachers where students' learning motivation through WhatsApp group media is low because of the absence of interactive teaching materials and the presence of teachers who are not meaningful.

Based on similar research that has been done, it can be concluded that the ability of teachers to use learning applications, especially those using LMS, is very much needed in online learning. Online learning will greatly demand teacher professional competencies such as creativity and tenacity in using learning applications in the learning process. The quality of the learning process will increase by providing training using learning applications. This application will assist teachers in teaching online and provide understanding to students while providing a psychological effect on the presence of a teacher in the learning process.

2) METHOD

Research Design

The design of this study used Action Research. Action research consists of four steps in each cycle, namely Planning, implementing, observing and reflecting. The research subjects in

question are the parties who are the targets of data collection. This research conducted on 5 teachers of Madrasah Aliyah English of Parepare. The teacher's ability was observed by the researcher and two collaborators from students of Tadris English Postgraduate Program at IAIN Parepare.

Instrument

Observation

In this study, the observation sheet is a tool used by researchers when collecting data through systematic and planned observation and recording. This observation is carried out to observe training activities during the training process. The observation sheet is in the form of a questionnaire consisting of 10 statement items. Observations were made by two collaborators and researchers during the training activities.

Interview

The researchers and trainer have had an interview with the teachers during and after the training process. The research made a list question that correlate with this research to get the data. The interview of this research focuses on the difficulty in training and teachers' professional competence.

Documentation

Documentation in this study is in the form of collecting photos and documentation of the work of teachers obtained during training activities which aims to find out all stages of implementation in Learning Management System training activities.

Data Analysis

Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose. In this stage, the researcher need separate the accurate data from the inaccurate ones. Through the data reduction the researcher focuses on the data that will be analyzed. It can easier the researcher to continues the collecting the data.

Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding. In this stage, the researcher present the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

Conclusion Drawing or Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion are also verified as the play proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set. In this stage, the researcher is making a conclusion. The conclusion is a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

Based on the data analysis above, concluded that the first stage, the researcher do the collecting of data. Collecting the data based on the data that have been collected as documentation, observation and interview. Then, data that have been collected must be reduced which one will be used appropriate with the requirements necessary. The last is make conclusion or the verification data.

3) RESULTS AND DISCUSSION

Cycle I

Based on observations of teacher activities, it shows that some teachers are actively listening and taking notes on the material, some teachers are active in asking questions, the teacher is silent, and calm, the teacher focuses on the presenter, the teacher is very enthusiastic about participating in the activity, the teacher fills in attendance, the teacher comes and goes home on time, the teacher finishes assignments and directions according to time on the Edmodo application and some teachers do not complete assignments on time and

the teacher works according to orders from the teacher in practice or demonstrations take place.

The results of the analysis of the ability of teachers using the Edmodo application show that all teachers achieve maximum results because teachers have been able to create teacher accounts, student accounts, classes, manage teaching materials and make multiple choice questions, essays and rubrics. Although there are some teachers who have problems in the process of creating teacher accounts due to problems with the network connection, this is not too significant.

While the analysis of the ability of teachers using the Moodle application shows that three teachers have been able to create teacher accounts, student accounts, classes, manage teaching materials and make multiple choice questions, essays and rubrics for assessment. Two teachers who have not achieved maximum results because they are still having difficulties in creating teacher and student accounts in large numbers, have not been able to distinguish between grade level features and subject class features and have not been able to recognize features in the management of teaching materials. This is a serious problem because it is an important part of the application to be known by the teacher, so that the teacher's ability to use learning applications can increase.

Based on the results of the analysis above, it shows that the teacher's ability to use learning media in the Moodle application for the first cycle has not been maximized. Therefore, researchers have to do cycle II by providing special guidance to the two teachers.

Cycle II

Based on observations of teacher activities, it shows that teachers are more enthusiastic, focused, actively ask questions and are faster in knowing the researchers' explanations because special guidance is carried out.

Based on the results of the analysis of the teacher's ability to use the Moodle application in the special mentoring training process, it showed maximum results. Two teachers were able to complete independent tasks in creating a large number of teacher and student accounts, create classes and manage teaching materials independently and well, although it still takes time to complete, but these obstacles are not too significant.

Based on the results of the analysis above, it can be seen that two teachers achieved the training targets determined by the researchers, namely, teachers were able to create teacher

and student accounts, create classes, manage teaching materials and make multiple choice questions, essays and assessment rubrics. Therefore, because the target in this study shows maximum results, the ability of teachers to use learning media based on the learning management system has increased. In theory Sudirman (2005) explains that the indicator of teacher professional competence is that the teacher has competence in using learning media. In the Law on Teachers and Lecturers, RI Law NO. 14 of 2005 describes the professional competence of teachers is Utilize information and communication technology for self-development. Therefore, the researcher did not do cycle III.

Based on the research described, the Learning Management System (LMS) training improves the professional competence of teachers in online teaching. In line with previous research, this study has differences and advantages, namely: teachers are guided to learn to use two learning application media in online teaching and teachers look enthusiastic in participating in the training well and can enjoy the training process. However, there are several factors that need to be considered when conducting IT training for teachers, namely age, experience, instructor and time.

Age can affect a person's lack of comprehension and memory, so it takes a long time to understand or remember material. The experience factor is very much needed in the use of IT so that when faced with IT-based learning media the teacher is not rigid or difficult to operate the available media. The instructor factor affects the effectiveness of a training because the number of participants and collaborators must be balanced so that no teacher is neglected or does not get good assistance during the training process. It is important to pay attention to the timing of the training activities so that the activities do not take place by workers, so that the training runs in a relaxed, comfortable manner and the training targets can be achieved properly.

4) CONCLUSION

Based on the result of data analysis and discussion, it can be concluded that the professional competence of English teachers at Madrasah Aliyah in Parepare City has increased. In theory Sudirman (2005) explains that the indicator of teacher professional competence is that the teacher has competence in using learning media. In the Law on

Teachers and Lecturers, RI Law NO. 14 of 2005 describes the professional competence of teachers is Utilize information and communication technology for self-development.

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