

Online Learning Model in Teacher Professional Education Program

Anas Arfandi*

Universitas Negeri Makassar, Makassar 90222, South Sulawesi, Indonesia

*Corresponding author. Email: anas.arfandi@unm.ac.id

ABSTRACT

Every teacher in Indonesia is required to get a certified educator. To support quality education in Indonesia, where the learning process teaches will be better if managed by professional teachers. Teacher Professional Education Program (TPEP) is implemented with the online learning model. This research aims to: 1) explain the preparation of TPEP participants about the online learning model, 2) elaborate the opinion of TPEP participants in the online learning model, 3) describe the obstacles of TPEP participants in doing an activity. This research used a qualitative approach. Technique data retrieval is method interview. An amount of 30 participants have structured interviews. The study result showed 1) In general preparation participants in following TPEP are: a) complete whole related administration with online learning, b) download the modules used participant in TPEP as well as study it, c) seek another reference for support participant in understanding learning materials. 2) many participants who are difficulty in accessing the internet. 3) TPEP learning is very helpful in learning distance far as well as the participant could study independently and manage timetable at school. However, participants experience confusion because there is an error in online learning, for example, in learning structure building contents from the module about irrigation and writing question miss from the presented material.

Keywords: *Teacher Professional Education, Technology Construction and Property, TPEP participants, Online learning*

1. INTRODUCTION

In Constitution, Number 20 of 2003 [1] concerning the National Education System mentioned that Education is business conscious. It planned to realize atmosphere learning and the learning process so that participants will actively develop themselves potency. Article 39 (2) explains that the educator is a power professional on duty planning and implementing the learning process, assessing results learning, mentoring and training, and doing research and service to society, especially for the teacher at high education [2].

Law No. 14 of 2005 concerning Teachers and Lecturers, chapter 10 and chapter 32 explain that (1) Guidance and development teacher covers coaching and development profession and career. (2) Coaching and development profession teacher covers competence pedagogy, competence personality, competence social and professional competence [3]

Sarimaya [4] explains that competence is mastery Theory learning by broad and deep (Explanation of PP. No. 19 of 2005 article 28 paragraph 3). Competence Professional covers mastery Theory curriculum eye lesson in school and substance science that covers the materials, as well as mastery to structure and

methodology science, namely: a) Dominate material, structure, concept, and pattern think supporting science lessons learned; b) Dominate standard competence and competence-base eye lesson or field enabled development; c) Develop Theory enabled learning by creative; d) Develop professionalism by sustainable with doing the action; and E) Utilizing ICT for communicating and develop self.

In line with that, [5]–[7] reveal that Competence professional related with qualification academic a teacher. For that, PP No. 19 of 2005 concerning Article 29 of the National Education Standard is stated that every teacher must at least have background education based on appropriate with the S1 education with the lessons. The attribution is intended that every teacher has had supplies minimal knowledge in field studies he has.

Teachers are an element key in the educational system, especially in schools. All components else, start from the curriculum, infrastructure, costs, and so on no will many means if essence learning that is teacher interaction with participant educate no quality. All components, others, especially the curriculum, will "live" when implemented by the teacher [8].

Law No. 14 of 2005 explains that the certification gives certificate educators for teachers and lecturers. The

certificated educator is formal proof as acknowledgement given to teachers and lecturers as power professionals [3], [9].

Teacher Professional Education (TPEP) is education tall after undergraduate education program which prepares participants to educate for have a profession with condition skill special in becoming a professional teacher. TPEP (Professional Teacher Education) expected competence teacher professionalism to be more guaranteed. Since 2018, the implementation of certified teachers through Teacher Professional Education (TPEP) was done in blended learning. The half activity was done with online learning, and half the activity was done with face-to-face learning. Online learning is an implementation program class learning in the network to reach a massive and broad target group. Through networking, learning could be held by massive with participants who do not feel limited. Online Learning can just be organized and followed for free or paid. In part, this discussed the background, problem, goal development Online Learning, space scope, and basis of the law [10], [11].

Based on the TPEP Guidelines of Inner TPEP Pattern series, online learning is implemented During three months with 2 (two) activities, such as 1) deepening Theory education and professional educator, and 2) deepening Theory field studies with apply principle Technological Pedagogical and Content Knowledge (TPACK). In the online learning process, participants prepare facilities using an internet network and download available references to support the learning process online [12].

The phenomena that occur online are: In accordance location participants who are in the area, not enough affordable internet facility later as for pattern the implementation of this TPEP Online expected capable understand Modules, Tests, Family Planning Assignments, Final Projects and Tests end, where the limited time has determined. Based on the background above, this study focuses on the perception of TPEP Participants in Online Learning.

2. METHODS

This study is descriptive research, which uses a qualitative approach. The research was implemented at the Faculty of Engineering, Universitas Negeri Makassar. The subject of the study is TPEP participants who are located throughout Indonesia with Field Studies Technology Construction and Property, and the Object in the study is the Implementation of the Online Learning Model.

2.1. Data collection

The data collection techniques carried out by researchers namely:

2.1.1. Interview Method

Interview technique in Cresswell [13], is a technique qualitative data collection with use instrument that is in the form of guidelines interview. The interview model used by researchers is semi-structured in the form of a questionnaire that is researcher has determined the format of the problem to be interviewed based on the problem that will be researched. The variables that will be researched with method interview is Preparation participant before following TPEP Online, Preparation during the Online process, Preparation before the workshop, Perception participant about System, Instructor, Committee, Workshop Location, PPL Location, Obstacles faced well before and after the workshop, and Follow-up carries on regarding TPEP Online against Perception TPEP participants.

2.1.2. Documentation

Documentation conducted to see learning workshop activities in Online learning. With the permission of the informants, the documentation of the result was then analyzed to know the participant process doing TPEP activities.

2.2. Data Analysis Techniques

The data analysis technique used in this study is an inductive qualitative method developed by [13] as follows:

2.2.1. Data Collection

Stage data collection is entering environment research and doing research data collection. The data collected from the researcher is the total participants who take part in TPEP, preparation participants following TPEP. Obstacles faced Participants, and Perception TPEP Field Participants Studies Technology Construction and Property in Implementation Online Learning.

2.2.2. Data Reduction / Data Simplification

The data reduction stage involves selecting/ sorting data and giving code, determining focus on important things, looking for themes and patterns, and discarding unnecessary ones. Thus the reduced data will provide a clearer picture and make it easier for researchers to collect data next. Questionnaire or list of questions shared to informants, namely the participants who follow TPEP training, to the perceived answer of the respondent which too broad so researcher empties the answer later informant will fill in alone, next the researcher will group them becomes several *clusters/* classes. Whereas for the very varied answers, the researcher answers alternatively for filled in by the informant.

2.2.3. Data Presentation

After the data is reduced, the researcher presents the data. Presenting the data will make it easier to understand what is happening and plan further work based on what has been understood. The data shown in form perception later is time spent _ for preparation TPEP participants, benefits from following the Workshop, the obstacles faced by TPEP participants, and perceptions TPEP Field

Participants Studies Technology Construction and Property in Implementation Online Learning.

2.2.4. Drawing Conclusion and Verification

is step ending covering gift possible meaning of predictable data connection because of a result.

3. RESULT

3.1. Preparation TPEP participants

According to participants SM, VIS, H, TR, and MN, they were learning available modules on equipment in online learning, which is mentioned as SPADA. Therefore, they prepare laptops, handphoned, and internet devices to support their learning.

According to participants ZB, F, YM, A, they downloaded the modules from SPADA when the modules were available to download. The modules are available to learn step by step. SN, SL, and FAL, prepare laptops and internet networks to learn the modules and work online on formative and summative tests. Nevertheless, according to A, there is no special preparation in learning TPEP on SPADA.

3.2. Obstacles faced participants in the implementation of the TPEP Online learning model

According to SN, SM, ZB, and H, the lack of a good internet network is the biggest obstacle to their problem. They lived in a limited that was hard to reach the internet network. VIS, I, RN, and A, who lives in Eastern Indonesia, align with the above obstacle. It is hard to get a good network connection to access their online learning in SPADA.

According to F, AL, TR, WM, and UF, some obstacles of them are 1) Internet network, 2) limited time to finish the tasks, 3) chaotic system can also be bothering online learning (e.g., no accordance between theory learned in modules with the questions of the test).

FAL said that the difficulty of the internet network made him go around the city with his motorbike to get a good internet network. Otherwise, sometimes the internet access in the city is also not even fully good.

3.3. Perception participant about the implementation of TPEP Online learning model

According to SM, AAE, R, and F, the advantages of online learning were good Enough, and the learning process was very helpful. Nevertheless, the weaknesses: 1) The operating system is less coordination, 2) some condition has lack moment in a difficult area of internet access, 3) Participants are very difficult to complete tasks with short time, 4) sometimes material/module are not relevant with the questions given.

According to EST, RN, H, and I said, online learning is modules that are quite good and very simple in a short tutorial time. It also does not confiscate time with the learning at school. The weaknesses: 1) not good moment a participant in a difficult area internet access, 2) mostly from skilled participant double enough difficult because adapt material that is not field knowledge, 3) chaotic systems can also be bothering online learning (the relevance of the learning materials with the test).

According to YM, YOY, A, and CA, they enjoy online learning and have no obstacles because the instructors have good communication, mentor, and respond to TPEP participants.

4. DISCUSSION

4.1. Preparation TPEP Participants:

As for preparation participants before attending the workshop, namely a) bring a permit from head schools and education offices then, b) provide book-related lessons with the book science technique construction and property, c) prepare Laptop and internet data, d) and from personal that is preparing physically and mentally by each TPEP participant.

Then preparation participant During the workshop is Download and learn available modules on equipment _ online learning (SPADA), with prepare internet devices (wi-fi and internet data packages) and laptops as means support and looking for relevant literature relevant addition in the material discussed.

4.2. Obstacles faced participants in the implementation of the TPEP Online learning model

From the description of the obstacles faced by TPEP participants, it can be seen that the internet network system in Indonesia is not evenly distributed. The internet network that is already available is also often not stable. This condition results in difficulties for participants to access modules in online learning through SPADA.

The learning system at SPADA is also often not well coordinated. Some of the module's content does not match the title, then many questions and answers are out of sync. This made the participants quite confused in solving TPEP questions. Pedagogic questions in SPADA also often do not follow the rules of writing questions. Professional questions have not been directed in-depth in the construction and property fields.

The summative and formative tests are quite short because participants are only 60 minutes. This is also exacerbated by unstable internet conditions so that participants need additional time to complete each task in the module.

In line with Thing that according to study [14], "In the end, the creation of quality educational programs will depend on the quality awareness of the managers. In this

regard, the managers of higher education teacher training institutions should carry out the educational process based on clear quality assurance. The teacher is a professional noble who needs loyalty and total dedication, so no Possible could be conducted half heart.

Besides, the managers of teacher education programs are also required to give excellent service to a college student so that all the programs it carries out capable of delivering college students become qualified human resources. Impact enhancement quality will also boil down to trusting public to institution education teachers so that continuity of the teacher education program will be guaranteed in the future come.

4.3. Perception participant about the implementation of the TPEP Online learning model

In Thing this perception, participants in the TPEP implementation contain Suite modules where 1 module on average contains 4 Activities study, then during the process of the online learning model taking place in which load about (giving module, giving summative and essay tests, and finally gift end task). The participant's perception during the online learning process is dominant participant think that this online learning model is very good because it helps the learning process be independent and simple. Hence, no confiscation of much time when at school is not for areas experiencing difficulty accessing the internet, so learning is not enough maximum.

However, participants suggest adding hours to complete various types the tests and assignments given because participants experience several barriers 1) When the online learning process takes place, the strengths internet network that does not stable, 2) participants difficulty share time Among time teaching and working tasks module, 3) System chaotic because there is a module that is not following title as well as the question that is not synced with the module.

According to term [15], the term global era is that "The global era provides major changes to the world order as a whole and these changes are faced together as a natural change. Because like it or not, ready or not ready for the change to happen. This era is marked by the process of global life, advances in science and technology, especially in the fields of transformation and communication, and cross-cultural occurrence. The era of "universal" The changes brought about by globalization, like it or not, is also experienced by the world of education with teachers as practitioners. Teachers in the global era face several challenges by prioritizing their professionalism, such as the rapid and basic development of science and technology, the moral crisis that hit Indonesia, the social crisis, and the identity crisis as the Indonesian nation and state. All of this clearly demands qualified teacher candidates and educators.

5. CONCLUSIONS

The participant's preparation in following TPEP is complete whole related administration with online learning, download the modules in SPADA system to learn it, and look for another reference to support the participant in understanding other learning. The obstacles experienced by participants living in the area have difficulty accessing the internet. The network internet in Indonesia has not yet equally each area. Another obstacle is that the modules and questions on the SPADA sometimes are not synchronous.

The participant's perception about TPEP online learning in SPADA is very helpful in distance learning. The participant could study independently and manage the timetable at school. However, participants experience confusion because sometimes there is an error in online learning.

ACKNOWLEDGMENT

The authors would like to give much gratitude to the TPEP management of Universitas Negeri Makassar, which supports our study. We also thank the respondents, field assistants, and data enumerators.

REFERENCES

- [1] P. R. Indonesia, "Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional," Jakarta Pemerintah Republik Indones., 2003.
- [2] A. F. Ananda, A. Mukhadis, and A. Andoko, "Kinerja Guru Kejuruan Bersertifikat Pendidik Ditinjau dari Standar Kompetensi Guru Profesional Sesuai Undang-undang Nomor 14 Tahun 2005," *Tekno. dan Kejur.*, vol. 33, no. 1, 2012.
- [3] P. R. Indonesia, "Undang-undang Republik Indonesia nomor 14 tahun 2005 tentang Guru dan Dosen," Sekr. Negara. Jakarta, 2005.
- [4] F. Sarimaya, "Sertifikasi Guru: Apa, Mengapa, dan Bagaimana," Bandung: Yrama Widya, 2008.
- [5] I. Suraji, "Urgensi Kompetensi Guru," *Edukasia Islam.*, vol. 10, no. 2, 2012.
- [6] I. Made Sudana, D. Apriyani, and S. Nurmasitah, "Revitalization of vocational high school roadmap to encounter the 4.0 industrial revolution," *J. Soc. Sci. Res.*, vol. 5, no. 2, pp. 338–342, 2019, doi: 10.32861/jssr.52.338.342.
- [7] R. T. Mangesa and A. Arfandi, "Review Of Implementation Values Of Character In The

- Subject On Vocational Education,”
Proceeding, pp. 546–553, 2017.
- [8] P. Purnamawati, A. Arfandi, and N. Nurfaeda, “The level of use of information and communication technology at vocational high school,” *J. Pendidik. Vokasi*, vol. 9, no. 3, pp. 249–257, 2019.
- [9] I. Utami, “Teacher certification program in Indonesia: Problems and recommendation for the betterment of the program,” *Int. J. English Educ.*, vol. 4, no. 2, pp. 471–481, 2015.
- [10] M. Kosim and F. Muqoddam, “Teacher Education System In Indonesia: A Comparative Study.,” *Ilkogr. Online*, vol. 20, no. 1, 2021.
- [11] A. Setiawan and A. Hamdani, “Current Development of Vocational Professional Teacher Education in Indonesia,” 2021.
- [12] P. Mishra and M. J. Koehler, “Technological pedagogical content knowledge: A framework for teacher knowledge,” *Teach. Coll. Rec.*, vol. 108, no. 6, pp. 1017–1054, 2006.
- [13] M. B. Miles, A. M. Huberman, and J. Saldana, “Qualitative data analysis: A methods sourcebook. 3rd.” Thousand Oaks, CA: Sage, 2014.
- [14] F. Oviyanti, “Tantangan Pengembangan Pendidikan Keguruan di Era Global,” *Nadwa*, vol. 7, no. 2, pp. 267–282, 2016.
- [15] A. Azra and I. Thaha, *Pendidikan Islam: Tradisi dan Modernisasi di Tengah Tantangan Milenium III. Kerja sama UIN Jakarta Press [dan] Kencana*, 2012.