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Effectiveness of the In-On-In Service Learning Pattern Workshop on Teacher Digital Competence

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Abstract: Educators' digital competence is closely related to educators' skills in using information and communication technology based on pedagogical principles while being aware of the implications for education methodology. This research aims to analyze teacher digital competence through in-on-in service learning pattern workshops. This type of research is a one-way experiment. The data collection technique used in this research is in the form of a questionnaire or questionnaire in the form of questions on Google Form. Based on data analysis that was carried out from 40 respondents and the results of supervision during classroom learning. The research results revealed that increasing teacher competency through in-on-in pattern workshops is important in supporting the implementation of the learning process. The trial results also stated that the media developed as a result of this workshop is very suitable for use in the learning process. The results of the pre-test questionnaire of 40 respondents at Madrasah Tsanawiyah Negeri Gowa answered that in-on-in learning service pattern workshops, 40% of teachers were happy and could use learning media in the teaching and learning process and 45% said they needed media in PBM, the types of media used included PPT , Canva, Quiziz, Google site, 40% can increase motivation, interest and learning outcomes of students at Madrasah Tsanawiyah Negeri Gowa. Posttest from the results of 40 respondents at the Gowa State Madrasah Tsanawiyah answered that the in-on-in learning service pattern workshop 97.5% of teachers were happy and could use learning media in the teaching and learning process and 92.5% said they needed media in PBM, types of media used include PPT, Canva, Quiziz, Google site. 100% can increase motivation, interest and learning outcomes of students at the Gowa State Tsanawiyah Madrasah.

Keywords: Digital Competency, Workshop, In-On-In Service Learning Pattern

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INTRODUCTION

Education in the 21st century is experiencing significant changes, where learning is no longer just a school activity but becomes a lifelong learning process. The learning paradigm has shifted, with greater emphasis on social and constructivist aspects (Lubis & Dasopang, 2021). This view is reflected in the way we understand learning and teaching, which now emphasizes social interaction and the shared construction of knowledge. To achieve success in the modern world of work, individuals must continually acquire new

knowledge and skills. Therefore, learning concepts discovered through previous research are very important to guide students in facing the demands of learning in the 21st century (Hazrullah & Lubis, 2023). Having broad knowledge not only includes the courage to retain information, but also involves the ability to apply that knowledge to overcome new challenges and act as an effective team member (Lubis & Wangid, 2019). In order to meet these demands, every teacher in school when carrying out the learning process, should choose the right learning strategy by using media and learning resources that make it easier for students to learn (Silvia et al., 2023). Learning is directed at empowering students to meet increasingly complex demands. All problems faced by teachers in the learning process are identified, and then solutions are sought through research activities.

The use of media in learning activities is very important, considering the many uses of media in learning activities, including clarifying the presentation of messages so that they are not too verbalistic, overcoming limitations of space, time and sensory power, overcoming passive attitudes of students and providing stimulation, experience and perception. the same (Riyadi & Parjono, 2014). Multimedia learning systems that combine video, sound, text, and graphic elements have unique potential to attract students' attention (Lubis, 2019). An interactive teaching approach can arouse students' interest so that they are more enthusiastic in following the material presented (Lubis & Dasopang, 2020). The use of information technology in multimedia is very beneficial for students because it can change mathematical concepts that are difficult to understand into more concrete and easy to understand. In addition, the choice of media must allow students to see the material from various good points of view. Thus, after the learning process is complete, students feel interested in reflecting back on the material they have studied in class, even encouraging them to consider in-depth aspects related to the material.

Learning media continues to grow in line with developments in learning technology. According to Sivin-Kachala and Bial (Eggen and Kauchak, 2012: 76) there is a lot of research history that shows that technology can significantly increase student learning motivation. Some of the contributions of learning media according to Kemp (Sundayana, 2014: 3-4) are that it makes learning more interesting, the teacher's role can change in a positive direction, and students' positive attitudes towards learning material can be improved.

Existing facts show that Gowa State Tsanawiyah Madrasah teachers have used integrated ready-to-eat teaching materials to develop appropriate learning skills for students. School facilities also support this by providing Smart TVs and projectors. From the results of interviews with several teachers, it was concluded that during the learning process learning media made it very easy for teachers and students both in teaching and learning. Teachers are required to develop their competencies and follow technological trends that can make it easier for students to understand the material. Integrated ready-to-eat teaching materials that provide video features can also arouse students' enthusiasm for learning because teachers can produce appropriate learning innovations.

Teachers must change to share and collaborate with friends by scheduling training sessions to provide them with ready-to-eat integrated teaching materials. (Ningsih et al., 2023). Various applications such as Google Site, Auto play, Macromedia flash, Quiziz, Canva, Microsoft office 365, interactive PPT and others. Educator digital competency is closely related to educators' skills in using information and communication technology based on pedagogical principles while being aware of the implications for educational methodology. Tetyana Blyznyuk divides educator digital competency into several forms, namely: information, communication, educational content creation, security, educational problem solving (Blyznyuk, 2018).

The In-On-In workshop approach brings new hope with a workshop approach that is more challenging and stimulates the spirit of madrasa teachers to think idealistically. This approach highlights the strength of the "knowing that" approach, which focuses on information and mastery of the latest knowledge, within existing workshop patterns, while the weakness is the "knowing how" approach, which involves inquiry, learning

through practice, or learning how to learn. This involves how workshop participants can apply and integrate what they learn during the workshop into their daily work as madrasa teachers. Therefore, the In-On-In workshop pattern is a promising option. This workshop involves a series of stages, starting from exchanging ideas between teachers, to evaluating changes in the classroom that have not previously been carried out. The In-On-In training process involves a series of stages, where after the "on 1" stage there is a meeting again at the "in 3" stage to make improvements based on the results of the deliberations. After the "on 2" stage, return to the "in 4" stage for discussion and improvement, and so on until the "on 3" stage. Next, there is an "in 5" stage for refinement or further training.

METHODS

This research aims to analyze teachers' perspectives on digital competency improvement programs through in-on-in service learning workshops. This type of research is a one-way experiment. The research subjects were 40 Gowa State Tsanawiyah Madrasah teachers. The technique for determining respondents used was purposive sampling. The data collection technique used in this research is in the form of a questionnaire or questionnaire in the form of questions on Google Form which is used to find out how effective the in-on-in service pattern is in the learning media workshop. Here participants are asked to provide responses or feedback about the product (ready-to-eat teaching materials) that is being used. developed.

This research uses descriptive statistical analysis techniques. Descriptive analysis is used to analyze the data from the feasibility assessment by calculating the average. Data analysis techniques were carried out to obtain the feasibility of the in-on-in pattern, namely the effectiveness of the workshop. The data collected is in the form of quantitative data and qualitative data formed in words. Descriptive results were used to determine the level of effectiveness of the in-on-in pattern as a workshop pattern for Gowa State MTs teachers.

The research period is 7 months (starting 5 February 2022- 8 July 2022) using a prepared schedule. The respondents were 40 Gowa State Tsanawiyah Madrasah teachers. In this activity, the program chosen was increasing the digital skills of madrasah teachers through workshop activities. This activity was carried out on the grounds that through the workshop, madrasah teachers could directly try out their own digital competencies by learning a lot of good and well-planned applications, so that they could practice them directly in their respective classes.

Steps taken in the in-on-in pattern: 1) Planning In planning activities, collect data from previous supervision on the problems discussed, then inventory them based on the number of madrasa teachers who are capable and incapable of digital competence. After completing the collection and inventory of existing data, carry out the following activity planning steps: a. Coordinate with madrasa heads to plan digital competency workshops and mentoring with in-on-in learning service workshops. b. Preparation of follow-up plans. c. Preparation of materials d. Determine the time and place for the workshop e. Distribute invitations to all teachers in the Madrasah Tsanawiyah Negeri Gowa. 2) Implementation. After the planning has been carefully prepared, carry out the following activities; a. Providing a place for activities b. Carrying out workshop activities. 3) Monitoring and Evaluation (monitoring) a. In order to guarantee the effectiveness of the teacher development program in improving digital competence, it is necessary to carry out monitoring and evaluation activities which are carried out in stages and continuously. The results of monitoring and evaluation reflect the effectiveness of the digital skills development program that has been implemented. In principle, monitoring and evaluation is a strategy to find out whether program implementation achieves the expected goals. In addition, through this activity problems can be identified and recommendations for overcoming them. The analysis process in evaluation is directed at drawing conclusions. Monitoring can be carried out through the following activities. a. Checking learning

program documents. b. Conduct class visits to find out to what extent the results of the training are implemented by teachers in each class c. Delivering monitoring instruments. d. Review the monitoring instruments that have been filled in by the teachers. e. Compile monitoring data. Evaluation can be carried out through the following activities. a. Evaluate teacher performance, especially in relation to Class Supervision Program documents. b. Evaluate teacher performance through class visits, especially with regard to improving the implementation of the class supervision process using digital media.

Reflection. Activity steps that are carried out based on monitoring results to reflect the program include; a. Correcting or reviewing activities that have been implemented, to determine the weaknesses and strengths of program implementation to determine the next steps. b. Prepare the next program.

Reporting: After completing the workshop activities on the importance of preparing a madrasa supervision program, the steps and important things that will be reported are: Reporting on the results of activities and reporting on the next steps or programs.

RESULTS

The results of the workshop with 7 training activities can be observed with administrative supervision and learning supervision carried out by supervisors in each class. Reports on the results of supervision and observations in class were followed up with questions for respondents, namely MTsN teachers who had attended training. Here are the results.

Table 1. Results of respondents' answers before the research (pretest)

	Pertanyaan	Result	Aplication
1	Do you use learning media in the PBM process?	40 %	
2	Is learning media necessary in every teaching and learning process?	55 %	
3	What type of learning media do you use?	40 %	Canva, PPT
4	Do you enjoy taking part in the teacher self-development workshops that have been held at the madrasah?	40 %	
5	Can you use learning media?	40 %	
6	Can media be used in the teaching and learning process?	45 %	
7	Can the media/teaching materials used increase students' interest in learning?	40 %	
8	Can the media/teaching materials used increase students' learning motivation?	40 %	
9	Can the media/teaching materials used improve student learning outcomes?	45 %	
10	Are there any benefits to creating media and teaching materials used in the teaching and learning process?	45%	

From the results of a questionnaire of 40 respondents at Madrasah Tsanawiyah Negeri Gowa answered that in-on-in learning service pattern workshops, 40% of teachers were happy and able to use learning media in the teaching and learning process and 45% said they needed media in PBM, the types of media used included PPT, Canva, Quiziz, Google site 45% can increase motivation, interest and learning outcomes of students at MTs Negeri Gowa.

After completing the collection and inventory of existing data, both in class and the results of interviews and respondents filling in the Google form given to the teachers (respondents), the following data was obtained: Digital Competency Workshop and Mentoring with in-on-in learning service workshops. The training will take place from 5

February 2022 - 8 July 2022. A follow-up plan was made after conducting the training 7 times with material (Using Quiziz, integration between office applications, Canva training and creating a Google site). Check the teaching materials of each teacher before starting to teach. a. Monitoring the creation of digital teaching materials from teachers. Carrying out workshops according to the plans and schedules that have been made, the location of the activity is in the Gowa State Tsanawiyah Madrasah training room for 7 activities.

Monitoring is carried out in each class while learning is taking place, in the early stages some teachers are still not ready to use ready-to-eat teaching materials that will be displayed on Smart TV in their respective classes. The results of monitoring and evaluation reflect that the use of digital teaching materials that have been implemented has not been maximized, and finally continuous coaching is carried out using peer tutoring. Teachers who are ready and skilled in using ready-to-eat teaching materials help and guide fellow teachers who have not been able to utilize the results of the workshops they have been trained in. Evaluation of teacher performance, especially in relation to supervision program documents, found that there were still some teachers who did not include ready-to-eat teaching materials in their learning tools. Also evaluating teacher performance through class visits, especially with regard to improving the implementation of the class supervision process using digital media.

The activity steps carried out based on monitoring results to reflect the program include; Correcting or reviewing the activities that have been carried out, it is found that teachers still lack the time and opportunity to complete their digital teaching materials because they are busy teaching and some of the teachers do not understand the applications being taught. Prepare the next program with a schedule that is adjusted to the teacher's free time -Teacher. After completing the workshop activities regarding the importance of preparing a reporting program about the next steps or programs by preparing the next schedule for the workshop with an in-on-in service learning pattern as a continuation of continuous activities.

The next training will be with the Canva creation application workshop, interactive PPT and implementation of the Merdeka curriculum. The next workshop, the teachers were increasingly enthusiastic about learning and implementing it in making ready-to-eat teaching materials in the classroom. The implementation of peer tutoring from fellow teachers who are already proficient in using the application makes it easier and increases the digital competence of Gowa State Madrasah Tsanawiyah teachers.

Table 2. Results of respondents' answers after all workshop activities were completed (post test)

No	Pertanyaan	Hasil responden
1	Do you use learning media in the PBM process?	97,5 %
2	Is learning media necessary in every teaching and learning process?	92,5 %
3	What type of learning media do you use?	100 %
4	Do you enjoy taking part in the teacher self-development workshops that have been held at the madrasah?	100 %
5	Can you use learning media?	97,5 %
6	Can media be used in the teaching and learning process?	97,5 %
7	Can the media/teaching materials used increase students' interest in learning?	100 %
8	Can the media/teaching materials used increase students' learning motivation?	100 %
9	Can the media/teaching materials used improve student learning outcomes?	100 %
10	Are there any benefits to creating media and teaching materials used in the teaching and learning process?	100%

Posttest from the results of 40 respondents at the Gowa State Madrasah Tsanawiyah answered that the in-on-in learning service pattern workshop 97.5% of teachers were happy and could use learning media in the teaching and learning process and 92.5% said they needed media in PBM, types of media used include PPT, Canva, Quiziz, Google site. 100% can increase motivation, interest and learning outcomes of students at the Gowa State Tsanawiyah Madrasah.

DISCUSSION

Digital literacy is one of the basic human skills that involves more than just the use of ICT devices. This includes social skills, the use of technology in the learning process, as well as the ability to think critically, creatively and inspirationally (Febliisa and Oktariani, 2020). Digital literacy encourages teachers to develop innovations in education. Apart from determining effective learning materials, teachers must also have efficient communication strategies. This emphasizes the need for teachers to have high competency, and they must be willing to continuously develop to increase their understanding of digital literacy. In the current era, teachers are expected to understand how digital literacy can enrich their teaching and learning approaches. The use of digital literacy and technology can be a way to create a learning environment that motivates and stimulates students (Savage & Bannet, 2015). Given the importance of this aspect, digital literacy has a subjective dimension of knowledge, ensuring that the use of technology by individuals, such as students, not only complements the learning process, but also improves the quality of learning itself. Given the importance of this, digital literacy can contain the subjectivity of knowledge, ensuring that individual (student) use of technology is able to improve the quality of learning and is not just a complement to the learning process.

An educator is expected to have the skills to manage the class effectively, apply various learning methods, and understand various teaching techniques. This aims to make it easier for students to understand the material and feel interested in the lesson, so that it can improve student learning achievement, explore their creativity, and create a pleasant learning environment (Rijal & Idris, 2020, Purbosari et al). In order to support digital literacy, teachers need to be committed to continuing to learn and practice through workshops related to digital competence. This involves mastering various digital media and applications that can be used in the learning process. Therefore, the use of educational media is a skill that teachers or educators should have.

According to Mulyasa in his book, the term competency is a combination of elements of knowledge, skills and attitudes that reflect individual human learning, thinking and acting habits (Anhar et al., 2023; Dasopang et al., 2023; Dasopang & Lubis, 2021). Apart from that, educators together with schools, madrasah principals and education experts should work together to improve the quality of educators following changing times, such as participating in and holding various trainings, seminars, workshops, etc. as an effort to improve educators' pedagogical competence and digital literacy competence.

CONCLUSION

The in-on-in pattern workshop program which was carried out at the Gowa State Tsanawiyah Madrasah, was very useful for all of us teachers at the madrasah in making the digital madrasah a success. All teachers are required to make integrated ready-to-eat teaching materials and all students use tablets as their learning medium. The teaching and learning process becomes more enjoyable, students feel that learning is no longer something that is torturous and stressful and becomes a burden but teaching students becomes an easy, fun and enjoyable learning atmosphere.

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