
Improvement of the Teachers Quality of Distance Learning (PJJ) Plans during the Covid-19 Pandemic

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Abstrak

Pembelajaran di masa pandemic Covid-19 merupakan tantangan bagi semua elemen pendidikan di Indonesia. Kebijakan Kementerian Pendidikan dan Kebudayaan Republik Indonesia memberlakukan pembelajaran jarak jauh (PJJ) diharapkan menjadi solusi bagi pendidikan masa pandemic Covid-19, akan tetapi dalam praktik PJJ tidak sedikit guru gagap teknologi, malas membuat komponen-komponen administrasi pembelajaran dan media pembelajaran sehingga ini mempengaruhi terhadap keberhasilan pembelajaran. Artikel ini membahas siklus perkembangan perencanaan PJJ yang dilakukan guru. Menggunakan Penelitian Tindakan Sekolah (PTS) dengan metode deskriptif memanfaatkan siklus-siklus yang dilakukan untuk menjelaskan hasil temuan, teknik pengumpulan data dengan langkah-langkah: 1. Perencanaan Tindakan; 2. Pelaksanaan Tindakan; 3. Pengamatan (Observasi). Hasil temuan menunjukkan bahwa pada siklus 1 banyak guru yang tidak melengkapi administrasi perencanaan PJJ baik pada silabus, Rencana Pelaksanaan Pembelajaran (RPP), Program Tahunan (Prota), Program Semester (Prosem), Daftar Hadir (DH) dan Daftar Nilai (DN) peserta didik dengan perbaikan dan refleksi dialog kolaboratif. Pada siklus 2 menunjukkan kenaikan dalam persiapan kelengkapan administrasi perencanaan PJJ walaupun masih ada guru yang belum melengkapi tetapi tidak signifikan seperti temuan pada siklus 1, sehingga pelaksanaan evaluasi kepada para guru dengan pendekatan kolaboratif kembali dan pendampingan berkala dalam penyusunan perencanaan PJJ.

Kata Kunci: Guru, Perencanaan, dan Pembelajaran Jarak Jauh (PJJ).

Abstract

Learning during the Covid-19 pandemic is a challenge for all elements of education in Indonesia. The Ministry of Education and Culture of the Republic of Indonesia's policy to impose distance learning (PJJ) is expected to be a solution for education during the Covid-19 pandemic. Still, in practice PJJ, few teachers are technology illiterate, lazy to make learning administration components, and learning media affect learning success. This article discusses the development cycle of teacher PJJ planning. They use School Action Research (PTS) with descriptive methods utilizing cycles that are carried out to explain the findings and data collection techniques with the following steps: 1. Action planning; 2. Execution of Actions; 3. Observation (Observation). The findings show that in cycle 1 many teachers did not complete the administration of PJJ planning both on the syllabus, Lesson Plans (LP), Annual Programs (AP), Semester Programs (SP), Attendance List (DH), and List of Value (DN) students with improvement and collaborative dialogue reflection. In cycle 2, there was an increase in the preparation of administrative completeness of PJJ planning. However, there were still teachers who had not completed the PJJ planning. Still, it was not significant like the findings in cycle 1, so the implementation of evaluations to teachers with a collaborative approach again and regular assistance in preparing PJJ planning.

Keywords: Teacher, Planning, and Distance Learning (PJJ).

PRELIMINARY

Education is one of the keys to the nation and state development. Education is a long-term investment, especially towards the golden Indonesian era in 2045, building Indonesian people with education by creating a superior character, a collaborative and competitive culture.

Education as a foundation needs to create a society with character. This task is the responsibility of all parties such as teachers, educators, government, and policymakers (Kemdikbud, 2020b).

The changing global situation due to the COVID-19 (Corona Virus Diseases 2019) pandemic has become a thorny problem now; especially it is very influential in the world of education worldwide; in Indonesia, around 45 million students are unable to continue teaching and learning in schools. Learning itself can be said to run well if there is teacher interaction with students, learning activities have changed significantly so that it greatly affects all elements of education in Indonesia, starting from the Indonesian ministry of education and culture, teachers to students in continuing learning during the current pandemic (Abbas, 2020; Abbas & Erlyani, 2020; Azzahra, 2020; Purwanto, 2021).

Since COVID-19 has become more widespread in Indonesia, policies from the central government through the Ministry of Education and Culture from April 2020 to the even semester of the 2020/2021 academic year are based on the 4 Ministers' Joint Decree on the sustainability of distance learning for avoiding the spread of the COVID-19 pandemic among students which is conveyed to each regional head. There has been a significant change with the shift from initially using conventional face-to-face teaching and learning activities to online learning activities (in-network), or it can also be called distance learning (PJJ), in which teachers use various technological devices in conveying, to support distance learning (PJJ) this through the central government Kemdikbud again provides free internet quota to students, teachers, students, and lecturers in 2021 (Kemdikbud, 2020a; Sari et al., 2020; Dewi, 2021; Purwanto, 2021).

Distance learning itself is strongly influenced by teacher competence such as learning tools such as lesson plans, pretest or posttest questions, as well as mastery of technology in using both hardware devices such as computers, laptops to cellphones as a means or software, namely applications that can support distance learning so that in implementing distance learning, the teacher does not experience fundamental obstacles (Mardiana et al., 2020; Sari & Hasanah, 2019).

Quoting from Abdurrahman (2003), online learning or distance learning using what is called a learning management system (LMS) is a software application (software) through a computerized process both in terms of content and implementation mechanisms; many applications can be used in this distance learning—making it easier for teachers to continue to be able to carry out the teaching and learning process for students (Fatimah et al., 2021; Putra et al., 2020). However, the problems that occur to teachers in distance learning are

technological stuttering, laziness to make learning devices, and learning media, which significantly affects students in the learning process itself (Syaharuddin & Mutiani, 2020).

The role of the principal himself in overcoming various kinds of problems in his learning by carrying out various strategies, especially in evaluating teachers during the teaching and learning process, so that in the evaluation process through this supervision can see what problems are seen by the principal during the implementation of distance learning at school (Rahman, 2020). This article discusses teachers' problems and improvements in distance learning planning (PJJ) at SMP Negeri 14 Banjarbaru (Mutiani et al., 2019, 2020).

METHOD

This research is PTS or School Action Research, using descriptive methods using cycles that have been done. Problem-solving using a descriptive method itself to explain the findings (Arikunto & Suhardjono, 2006). Furthermore, school action research procedures consist of planning, implementing, observing, and reflecting that produce a cycle, where this research is also continuous and repeated until the research objectives are achieved with satisfactory results (Sudarsono, 1997). Data collection techniques with the following steps 1) Action Planning; 2) Execution of Actions; 3) Observations made to the teachers of SMP Negeri 14 Banjarbaru. So that the results of this continuous and repetitive cycle on the development of the teachers of SMP Negeri 14 Banjarbaru in preparation for distance learning (PJJ), were held in June 2020.

RESULTS AND DISCUSSION

Distance learning (PJJ) itself is a form of learning in which students learn from home through guidance from parents and teachers through the internet with various kinds of software or applications that can be used to deliver teaching material to students both for the material. , assignments to face-to-face through video conferencing applications so that class interactions can be carried out even though not in conventional classes, the use of various LMS (Learning Management Systems) such as Google Meet, Google Classroom, Zoom Meeting, WebEx, Quizizz, and other applications are expected to be able to support distance learning far more effective and efficient (Abbas, 2020; Putra et al., 2020; Septantiningtyas, 2018).

For the distance learning process (PJJ) to run well. With quality, the improvement of the quality of distance learning (PJJ) for SMP Negeri 14 Banjarbaru teachers can be seen from several problems seen from cycle 1 regarding the completeness of the document learning tools for teachers which amounted to 29 people. In this cycle, it was explained that there were still many teachers who had not completed their lesson plans related to the components and sub-components of implementing the learning model listed in their lesson plans, such as the completeness of the learning indicators and the assessment of student learning outcomes

(assessment guidelines and test answer keys. learners). This causes teaching and learning activities online to be less interactive, inspirational, and also systematic.

Table 1. Cycle 1 Complete Teaching Tools for Teachers of SMP Negeri 14 Banjarbaru

No.	Name	Syllabus	LP	AP	SP	DH	DN	Info.
1	(Principal's Name)	✓	✓	✓	✓	✓	✓	□
2	(Teacher name)	✓	✓	✓	✓	✓	✓	□
3	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	□
4	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	□
5	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	-
6	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	-	□
7	SMPN 14 Banjarbaru	✓	-	✓	✓	✓	✓	-
8	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	-	□
9	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	-	□
10	SMPN 14 Banjarbaru	✓	-	✓	✓	✓	-	-
11	SMPN 14 Banjarbaru	✓	✓	✓	✓	-	✓	-
12	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	□
13	SMPN 14 Banjarbaru	✓	✓	✓	-	✓	-	-
14	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	-	-
15	SMPN 14 Banjarbaru	✓	-	✓	✓	-	✓	-
16	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	□
17	SMPN 14 Banjarbaru	✓	✓	✓	-	✓	✓	□
18	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	-	-
19	SMPN 14 Banjarbaru	✓	-	✓	✓	✓	✓	□
20	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	-
21	SMPN 14 Banjarbaru	✓	✓	✓	-	✓	-	□
22	SMPN 14 Banjarbaru	✓	-	✓	✓	-	✓	-
23	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	-	□
24	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	-
25	SMPN 14 Banjarbaru	✓	✓	✓	✓	-	-	-
26	SMPN 14 Banjarbaru	✓	-	✓	✓	✓	✓	-

27	SMPN 14 Banjarbaru	✓	✓	✓	✓	-	✓	-
28	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	-	□
29	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	□

□ = The teacher is chosen to represent all existing teachers.

Source: Researcher Data (2021).

The table in cycle 1 shows that many teachers have not completed their learning tools. The learning process itself becomes an obstacle, especially when the implementation in the classroom is very monotonous. In cycle 1 there are also several stages, namely 1) planning; 2) implementation; 3) observation / observation; and 4) reflection on teachers. The existence of these stages can develop teachers' ability to prepare learning tools, especially syllabus, lesson plans, annual programs, semester programs, Attendance List, and students' scores. For this reason, researchers need improvements in the next cycle stages related to improvements that will be carried out in cycle 2.

The improvement for the teachers, namely by collaborative dialogue with the teachers in the hope that in the second cycle it can be even better in planning distance learning classroom activities (PJJ), especially in the lack of completeness of the essential components of learning administration, it can be seen from one person not. One person does not complete the lesson plan, one person does not complete the Prota, two people do not complete the process, one person does not complete the student's Attendance List (DH), and one person does not complete the students' Value List (DN).

Table 2. Cycle 2 Completeness of Teaching Tools for Teachers of SMP Negeri 14 Banjarbaru

No	Name	Syllabus	LP	AP	SP	DH	DN	Info.
1	(Principal's Name)	✓	✓	✓	✓	✓	✓	□
2	(Teacher name)	✓	✓	✓	✓	✓	✓	
3	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	
4	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	□
5	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	
6	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	
7	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	-	□
8	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	
9	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	
10	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓	□

11	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
12	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
13	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
14	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
15	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
16	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
17	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
18	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
19	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
20	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
21	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
22	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
23	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
24	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
25	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
26	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
27	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
28	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓
29	SMPN 14 Banjarbaru	✓	✓	✓	✓	✓	✓

☐ = The teacher is chosen to represent all existing teachers.

Source: Researcher Data (2021).

In Cycle 2, from all 29 teachers who have been given collaborative reflection and dialogue in the preparation and development of learning administration, especially from the readiness of teachers to carry out distance learning (PJJ), in cycle 2 there is only one teacher who has not to complete the List of Value (DN) students, so that for reflection to the teacher using collaborative dialogue. Concerning cycle 1 and cycle 2 itself, ten teachers were considered representative of each subject interviewed who had completed all the learning administration files. Even so, all teachers are still required to complete their teaching administration. All of these teachers showed a good attitude and were motivated to compile a complete teaching administration. Besides that, to support teachers to be able to improve their competency skills in remote classroom management regularly, mentoring teachers in the use of applications and also the technology used in the learning process is essential (Ahmad, 2020; Fatimah et al., 2021; Rachman, 2020).

In the next cycle, mentoring for teachers becomes more intense to see how changes occur to them in preparing the learning design for the next class, especially the completeness of the main components of learning administration, which can increase the competence of teachers as well as with regular assistance related to improvements. The quality of learning planning and is also expected to be able to improve the quality of the implementation of learning in class later, so that the evaluation obtained from cycle 1 and cycle 2 itself shows a significant change from the teachers in preparing the administration of distance learning planning (PJJ) at SMP Negeri 14 Banjarbaru in the future this COVID-19 pandemic.

CONCLUSION

Observations in cycle 1 of the 29 teachers studied were many teachers who had not completed administrative completeness in distance learning planning (PJJ) such as syllabus files, RPP, Prota, Prosem, Attendance List (DH), and List of Values (DN) students with improvement and collaborative dialogue reflection with the aim of the teachers to prepare the completeness of learning administration files. Furthermore, in cycle 2, there was an increase in the preparation of administrative completeness of planning for distance learning planning even though there was still 1 teacher who had not completed the students' Value List (DN), but it was not as significant as the findings in cycle 1, where out of a total of 29 teachers, many did not complement the administration of learning planning,

After the teachers' observations in cycles 1 and 2 there were developments in improving the quality of the administration of learning planning and the completeness of other learning components by the teachers; they must improve the classroom quality in the classroom, especially during the COVID-19 pandemic. So that the existence of an evaluation from the school itself of the teachers at SMP Negeri 14 Banjarbaru has a very significant impact on increasing the quantity and quality of teachers in preparing the administrative components of learning planning, besides that there is also assistance that must be done to support the improvement of the quality of competence of teachers in management classes online

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