Implementation of Teacher Working Group Training Program Using the Blended Learning Model in Cluster 1 Krueng Sabee, Aceh Jaya District, Indonesia

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Abstract. This study aimed to get an overview of the implementation of the KKG training program using the blended learning model in cluster 1 Krueng Sabee, Aceh Jaya Regency. This study used a qualitative approach with a descriptive research type. Data collection techniques using observation, interviews, and documentation. The research results show that: 1) Using a blended learning model, Teacher Working Group training programs include general, core and supporting schedules. 2)The strategy for implementing the Teacher Working Group training program uses a blended learning model, face-to-face and virtually via zoom meetings. 3) Coaches evaluate the Teacher Working Group training program, heads, PKG heads and school principals. This evaluation is carried out every month to determine the obstacles in implementing educational programs, especially the Teacher Working Group training program. This evaluation is done through questionnaires/instruments, observation or direct interviews. 4) Obstacles in implementing the Teacher Working Group training program are due to lack of funding assistance, lack of enthusiasm and motivation from teachers in developing their abilities, and lack of understanding of some teachers regarding the use of computer technology and the applications used in blended learning models.

Keywords: Program; Teacher Working Group Training; Blended Learning.

INTRODUCTION

Educational development is a topic that is always discussed from time to time because education has the task of preparing human resources for development in line with the demands of the times [1]. Therefore, in implementing the education process, the government and educational institutions always strive to provide quality education services to produce quality graduates relevant to the development and changing times [2]. Education and nation-building are a very strategic spectrum [3]. In various developed countries, the position of education for the successful development of a nation is the leading position. This means that handling education (with all its consequences, especially the concentration of thoughts and budgets) can ensure the nation's development in the right direction.

The education system has components of goals, students, educators, educational tools, materials, methods/interactions, media, and evaluation [4]. The consistency of the essence of education in all components of the education system is highly dependent on educators and personnel responsible for implementing, managing and implementing education [5, 6]. Education personnel must support so that the role of educators can be influential as trainers, teachers as well as educators. This education personnel also includes all organisers starting from the level of the ranks of departments, provincial offices, and city district offices to sub-district office branches.

The first teacher competence is personality competence. Personality competence is a personal ability that can reflect the personality of someone who is mature, wise and authoritative, steady, stable, noble, and can be a good role model for students [7, 8, 9, 10].

Pedagogical competence is the ability of a teacher to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualise their potential [11, 12].

Social competence is the ability possessed by a teacher to communicate and get along with education personnel, students, parents of students, and the community around the school [7].

Professional competence is the mastery of learning materials with more breadth and depth. Includes knowledge of the subject curriculum material and the substance of the science that overshadows the learning material and masters the scientific structure and methodology [8].

Professional teachers can educate their students to become generations who can compete and have good morals. An educator should have good behaviour that can be a role model for students. Teacher professionalism is essential for educators to carry out their duties correctly [13]. One component that determines the success or failure of education implementation is the teacher [14]. As the spearhead of education who are directly on the front line dealing with students, teachers must have adequate competence. Through teachers, values and learning of various knowledge, experiences and skills relevant to the present and future can occur. The ideal teacher must receive continuous training as long as the teacher's professional ability has yet to reach the level.

In this era of globalisation, all knowledge is quickly obsolete. Especially if teachers need to be trained and need access to new information, and if that happens, teachers will be left behind. So there is no doubt that to achieve good quality education, teachers must constantly be upgraded so that teachers are always fresh in information, strong in work ethic, and intelligent in mind. The author [15] argues that the Teacher Working Group at school can improve teachers' abilities in managing the teaching and learning process and overcoming problems faced with their duties as educators. The Teacher Working Group is a community/professional activity group for SD/MI teachers still in one cluster/district. In principle, it is almost the same as MGMP (Musyawarah Guru Mata Pelajaran) [16]. However, if MGMP is a group of junior high school/high school/vocational school subject teachers in one district, then the teachers' working group is a group of classroom teachers in one sub-district. The groups are divided into three: class teachers' working groups, religious education teachers' working groups and physical education teachers' working groups. This is expected to be a forum to improve teachers' competence and skills inside and outside the classroom.

As an educator, teachers must have competence and expertise by applicable laws and regulations. Law of the Republic of Indonesia Number 14 of 2005 states that to carry out their professional duties, teachers must improve and develop their academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art. The above law shows that educators must have superior quality to produce excellent generations. The quality of their competence determines the quality of educators. Therefore, educators/teachers must have their forum to improve their professional work. Possible platforms are the KKG for primary school teachers, the MGMP for subject teachers at junior and senior high school levels, and the KKKS/MKKS for school principals.

The concept of teacher training will change from a seminar or workshop model to more practical training. A curriculum that is easy to understand and more flexible is also needed to support the implementation of independent learning. The author [17] suggests a curriculum that can encourage teachers to choose high-quality learning materials or methods, but according to the level of competence, interests and talents of each. Furthermore, the author [18] states that blended learning-based learning is learning that combines learning delivery strategies using face-to-face activities and computer-based learning (offline) and online computers (internet and mobile learning).

The Ministry of Education and Culture has also issued a programme that all teachers must follow to develop their competencies, namely the Management Information System for Continuing Professional Development (SIMPKB). All teachers recorded in Dapodik can join this programme to improve their competence anytime, anywhere and with anyone.

In response to this, educational institutions under the auspices of KKG Gugus 1 Krueng Sabee Aceh Jaya District, which consists of 5 Primary Education Units including; SD Negeri 1 Calang, SD Negeri 2 Calang, SD Negeri 3 Calang, SD Negeri 4 Calang and SD Negeri 4 Krueng Sabe, immediately prepared and adjusted the situation by training and guiding teachers with blended learning methods to improve teacher competence so that they become more skilled and professional in responding to all obstacles and ob-

stacles in learning which are increasingly diverse and complex and to improve the quality of education according to the demands of the current reform era 4.0.

METHOD

The research approach used a qualitative approach with a descriptive research type. The subjects in this study were 1 PKG chairperson, 5 KKG core administrators, one supervisor, five principals, 50 teachers and 35 students from education units under the KKG Gugus 1 Krueng Sabee in Aceh Jaya district. Thus, the total number of research subjects was 97.

The determination of the research subjects above was based on several considerations, including PKG leaders, teachers' working group administrators, supervisors, principals, teachers and students are essential elements in the education unit concerning planning, implementation, supervision and evaluation to improve the effectiveness and quality of education in the education unit under the auspices of the Krueng Sabee cluster 1 teachers' working group in Aceh Jaya district. In contrast, teachers' working group administrators are the primary data source for this research.

In this study, the instruments used to collect data on the implementation of academic supervision and teacher performance appraisal were observation guidelines, interview guidelines and documentation studies. The data analysis technique used was qualitative descriptive analysis, while the data processing steps were data reduction, data display, conclusions, and data verification.

RESULTS AND DISCUSSION

The KKG training programme using the blended learning model in cluster 1 Krueng Sabee, Aceh Jaya district

Based on the findings in the field, researchers found that the teachers' working group is a professional forum for teachers in school clusters, sub-districts and at the district/city level and plays an essential and strategic role in improving teacher competence so that teachers are more professional.

The indicators of the success of the teachers' working group include:

1. The quality of learning services has improved (this improvement is characterised by learning that is more educational, enjoyable and meaningful for students).

2. Teacher members can exchange experiences, resulting in feedback between members.

3. Teachers' knowledge, skills, attitudes and performance improve. This can be seen in the way teachers teach in the classroom.

It is necessary to have a clear and structured KKG programme to support implementing a good, effective and efficient KKG training programme. The KKG work programme is the same as the MGMP work programme. The basis for forming the work programme is the four essential teacher competencies: academic, professional, social and personality. The KKG training programmes that researchers found in Cluster 1 Krueng Sabee in Aceh Jaya district are as follows:

General programme. The programme contains insights given to teachers regarding education policy (teacher professional development policy) at the local to the main level.

Core programme. This is the main programme that is needed to improve teacher competence. The core programme can be divided into routine and development programmes. Routine programmes include the following activities: 1) Discussion of various problems in learning; 2) Drafting and developing a syllabus and lesson plans; 3) Analysing the curriculum; 4) Preparing reports on student learning outcomes; 5) Material deepening activities; 6) Training to support teaching tasks, for example, making learning media for counting, memorising, etc. 7) Discussing material to face school exams.

Meanwhile, the development programme, which is a forum for developing sustainable professionalism, has the following development programmes: 1) Research, for example, classroom action research; 2) Writing scientific papers on current issues; 3) Seminars, workshops, colloquiums and panel discussions; 4) Tiered training, including education and training; 5) Teacher performance competitions; 6) Assistance in carrying out teacher duties by tutors/facilitators/mentors provided by the teachers' working group; 7) Assessment of learning practices containing three components: plan, do, see; 8) Organising professional learning communities; 9) Organising international teacher professional development.

Support programme. Supporting programmes are KKG work programmes that aim to broaden the

knowledge and skills of its members. The supporting programme that researchers found in Krueng Sabee cluster 1 was information and technology training.

With a clear and structured programme, it is expected that it will be easier to realise the objectives of the KKG training programme, especially using the blended learning model. The KKG programme can facilitate efforts to improve the quality of knowledge, insights, abilities and professional skills of education personnel, especially for primary school teachers, in improving the quality of teaching and learning activities or processes and utilising all the resources and potential of the school, which in turn can improve the quality of learning.

Implementation strategies for the teachers' working group training programme using the blended learning model in cluster 1 Krueng Sabee, Aceh Jaya district

The teachers' working groups in Krueng Sabee cluster 1 have a more remarkable ability to develop the programme by using the opportunities they have to ensure that the competence and professionalism of teachers as members of the teachers' working groups are improved. The strategy that can be applied is to use of blended learning. Using blended learning will facilitate KKG meetings without the time and place constraints. It can also increase teachers' knowledge of computer technology and make it one of the learning media.

Blended learning is also expected to provide variations in structuring the programme into a more structured general, routine, and development programme. In addition, it can also add programmes that aim to provide insight to teachers about education policy, as well as supporting programmes. This can be done by empowering each member in the program's preparation so that the scheduled activities can be known and by socialising the program to all members. Furthermore, a strategy that can be adopted is to programme the implementation of teachers' working groups not only once a month. KKGs can be conducted virtually or face-to-face twice a month to solve problems in the field in a more intense KKG forum.

In implementing blended learning, especially its online learning facilities, teachers can utilise various learning system services or software applications for administration, documentation, tracking, reporting and delivery of education courses or training programmes. The software that can be used includes Zoom Meeting, Moodle, Canvas, Google Classroom, Edmodo, Rumah Belajar digital classroom, blogs and others. Teachers can utilise these services for free or for a fee. Learning and using them to facilitate online learning is just a matter of education. Teachers can maximise online training/learning in blended learning to enable everyone to learn more independently, not bound by time and place, anytime and anywhere according to their ability, and this can be a solution to the limited time that is often a complaint of some teachers in achieving learning objectives.

In the end, the innovative learning model with blended learning can be an alternative that can be implemented by teachers in training/learning and can be independent in education because, with blended learning, in addition to learning face-to-face as usual, learning can also be done online and independently, freely looking for sources of material and information to complete class assignments, alone using gadgets as media and learning resources according to the tendency of millennial children who prefer to learn with gadgets. Teachers/students can freely determine their schedule when accessing online classes and where they will access them. KKG activities in cluster 1 in Krueng Sabee sub-district are also carried out using a model of empowering peer tutors through discussion, the practice of teaching examples, and demonstration of the use and making of teaching aids. This is done so that the KKG activities can occur effectively, efficiently and democratically and optimise teacher professionalism.

Evaluation of the KKG training programme using the blended learning model in cluster 1 Krueng Sabee, Aceh Jaya district

Evaluation is part of the planning, organisation, implementation, monitoring and evaluation management system. With evaluation, it will be known how the evaluation object is in its design, performance and results.

Training programme evaluation is a holistic evaluation used to assess a training programme's effectiveness and efficiency. There are two training programme evaluation types: formative and summative. Formative evaluation is used to col-

lect data and information that will be used to improve the training programme's quality. Data and information from formative evaluations are related to the training programme's deficiencies. Meanwhile, summative tests are used to obtain data and valuable information for making decisions about the sustainability of a training programme. Formative evaluation is conducted during the training programme, whereas summative evaluation is conducted at the end of the training programme.

Thus, training programme evaluation is carried out not only to determine the effectiveness and efficiency of training delivery but also to obtain information related to existing shortcomings so that later the training programme can be improved and a decision made on whether it can be continued. Training programme evaluation can also be used to determine the impact of training programmes on improving employee performance.

The implementation of training programme evaluation is a gradual process with various steps that need to be taken to achieve the evaluation objectives. Such as the steps that need to be taken by the evaluator proposed by [19], among others, are:

1) Determine the focus of the evaluation. Evaluators need to determine what components of the training programme should be evaluated. This needs to be done so that the implementation of the review is more focused and by the predetermined evaluation objectives;

2) Determining respondents. Respondents are the primary source of data and information that will be processed. Respondents can come from participants, teaching staff or coaching staff;

3) Determining data collection methods/instruments. There are various methods to collect the necessary data and information, such as surveys, observations, interviews or document analyses, and multiple data collection instruments, such as checklists, rating scales, or interview guides. The selection and use of appropriate methods and tools will help in obtaining accurate and comprehensive data;

4) Collecting and analysing data. The collection of data and information needs to be systematic and objective to avoid "bias" in decision-making. The data and information that have been collected are then analysed either qualitatively or quantitatively. Data triangulation can be used in analysing the collected data, which will help the evaluator in making recommendations as the final result of the evaluation;

5) Preparing an evaluation report. The report is prepared based on the data analysis that has been carried out. The notice must be prepared in a systematic, complete form and easily understood by the reader of the information.

The evaluation results in the form of recommendations should be expressed in a thorough, logical and comprehensive manner so that they can be used as a consideration in decision-making related to the improvement and sustainability of the training programme. By following these steps, the evaluation of training programmes can be carried out optimally. The training programme can be improved if there are deficiencies and can be changed if not by the needs and development of employees' work needs or agencies. This can be done by developing a clear, detailed and realistic monitoring and evaluation plan as a guideline for internal monitoring and evaluation; establishing cooperation with competent parties as facilitators in monitoring and evaluation.

In addition, an evaluation can also be carried out after an activity programme is implemented.

This evaluation aims to:

1) Develop a clear, detailed and realistic monitoring and evaluation plan as a guideline for conducting internal monitoring and evaluation;

2) Establish cooperation with competent parties as facilitators in monitoring and evaluation so that they can provide input for improvement for future activities.

In addition, there are several evaluation objectives, namely:

1) To obtain a basis for considering at the end of a period of work, in this case, the KKG training programme, what has been achieved, what has not been achieved and what needs particular attention,

2) To ensure an effective and efficient way of working (the teachers' working group training program) that leads the organisation to use its resources efficiently and economically,

3) To obtain facts about difficulties, obstacles and deviations in certain aspects to improve the professionalism of teachers/educators.

Implementing the KKG training programme using the blended learning model in cluster 1 Krueng Sabee, Aceh Jaya district faced constraints.

Implementing education today, which uses an independent curriculum, certainly demands the quality of teacher resources. The task of teachers is to develop scientific insights and shape students' attitudes, values and personality maturity. In this context, a teacher needs to be given the freedom to create the abilities of his students through understanding, activeness, and learning according to the times by developing life skills so that students have an attitude of independence, adaptive, cooperative and competitive behaviour in facing the challenges and demands of everyday life.

A teacher must be able to carry out their duties professionally in developing learning that is interactive, dialogical, interesting, practical and fun for students. When connected with the current conditions in the field, talking about teacher competence and professionalism is still faced with many problems.

Several teacher problems include [15]:

1) teachers are not ready to implement learning innovations; they tend to return to conventional learning patterns;

2) teacher qualification and certification improvement programmes have no direct impact on improving student achievement;

3) continuous professional development programmes are not seen as strategic programmes that have added value to the enrichment of teachers' insights and skills;

4) Teachers are involved in practical politics in direct elections, which affect their performance in learning and relationships with peers;

5) Teachers are trapped in a bureaucratic mindset in implementing the curriculum and;

6) The encouragement and willingness to learn and develop themselves have yet to be prioritised by teachers who have been certified.

Of the four competencies that teachers must have, two of them are considered to be severe and significant problems among teachers, namely academic competence and professional competence. From pedagogical competence, for example, teachers are deemed unable to manage to learn optimally in terms of understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualise their various potentials.

From the aspect of professional competence, many teachers are still considered stuttering in mastering the teaching material broadly and deeply, thus failing to present meaningful and valuable learning activities for students. This is further emphasised when referring to the Regulation of the Minister of Education of the Republic of Indonesia Number 16 of 2007 on Academic Standards and Competencies, the low mastery of pedagogic competence reveals that teachers are not sufficiently competent in the following subcompetencies:

1) Mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects;

2) Mastering learning theories and principles of educational learning;

3) Developing curriculum related to the subjects/fields taught;

4) Organising educational learning;

5) Utilising information and communication technology for learning purposes;

6) Facilitating the development of students' potential to actualise their various potentials;

7) Communicating effectively, empathetically and politely with students;

8) Carrying out assessment and evaluation of learning processes and outcomes;

9) Utilising the results of assessment and evaluation for the benefit of learning;

10) Taking reflective action to improve the quality of learning.

Another obstacle is the different educational qualifications of KKG members in Gugus 1 Krueng Sabee. This affects the time allotted for completing the material because each member understands the material differently. Solutions to these problems can be found by:

1) Increasing the role of MGMP and KKG and encouraging teachers to be actively involved in various MGMP and KKG activities or other training activities; 2) Encouraging teachers' professional organisations to pay attention to and fight for the fate of teachers, including in terms of teacher transfers and distribution; 3) Increasing the role of KKG as a forum for teachers to share

knowledge and skills; 4) Creating teacher journals; 5) Providing teacher libraries.

The government facilitates and provides research funds or incentives for creative and active teachers in writing scientific papers or conducting PTK, as well as holding regular scientific writing competitions for teachers.

CONCLUSIONS

Based on the research results, it can be concluded that:

1. The KKG training programme using the blended learning model in Krueng Sabee cluster 1 includes a general, core, and supporting programme.

2. The strategy for implementing the KKG training programme using the blended learning model in Krueng Sabee cluster 1 is carried out using blended learning, which will facilitate KKG meetings without being constrained by time and place. Besides that, it can also broaden teachers' knowledge of computer technology and make it a learning medium. The strategy that can be taken is to programme the implementation of KKG not only once a month. The teachers' working groups can be held virtually or face-to-face twice a month to solve problems in the field in a more intense forum.

The method used to evaluate the teachers' working group training programme in Krueng Sabee cluster 1 is through a questionnaire/instrument that has been prepared or through direct observation or interviews of the teachers' working group training programme results using the blended learning model. The teachers' working group training programme is evaluated by the head of the teachers' working group, the principal and all the teachers involved. The evaluation is carried out monthly to identify any obstacles or barriers to implementing educational programmes, especially the teachers' working group training programme.

The obstacles faced in implementing the teachers' working group training programme include: From the aspect of professional competence, many teachers still need to improve in mastering the teaching material broadly and deeply, so they fail to present meaningful and valuable learning activities for students. There is also a lack of enthusiasm and motivation among teachers to develop their skills, a lack of understanding among some teachers of using computer technology and applications in blended learning models and a lack of funding for teachers' working group activities.

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