INCREASING TEACHERS' ABILITY TO APPLY LEARNING MEDIA THROUGH IN HOUSE TRAINING

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Abstract

Learning media is an important factor in improving the quality of learning. This is due to the development of technology in the field of education that demands efficiency and effectiveness in learning. This study aims to determine the role of In House Training (IHT) activities in improving the ability of teachers to apply learning media at SMP Negeri 5 Sungai Kakap. This study uses two cycles of action research. Each cycle consists of four stages, namely: design, activities and observations, reflection and revision. The target of this research is the teachers of SMP Negeri 5 Sungai Kakap. The obtained data is the result of cyclical actions during the School Action Research (PTS) activity. Based on the research that has been done, it can be concluded that the implementation of has a positive impact in improving the ability of teachers to apply learning media. This is indicated by the increase in the acquisition score made by the teacher in each cycle from the results of the actions taken which are proven to increase the ability of teachers to apply learning media, namely the assessment of teacher activities when participating IHT activities from 21, in cycle 1 it increased to 25. .57 in cycle 2. Then the assessment of the teacher's ability to apply learning media also increased. Before the IHT activity was held, the average score of teachers in applying learning media was only 58.57%, while in cycle 1 the average score was 71 ,42% increased to 82.85% in cycle 2.

Keywords: *In House Training, Learning Media, Teacher Ability*

INTRODUCTION

Education plays a very important role in the process of improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Mulyasa (2007, p.3) explains that education is one vehicle that plays a role in improving the quality of human resources, so the quality of education must always be improved. Recognizing the importance of the process of improving the quality of human resources through education, the government and the private sector have jointly been and continue to strive to realize this mandate through various efforts to develop higher quality education, including through the development and improvement of curriculum and evaluation systems, improvement of

educational facilities, development of and procurement of teaching materials,

As stated in Article 19 paragraph (3) of the Government Regulation of the Republic of Indonesia Number 19 of 2005, it is explained that each educational unit undertakes planning of the learning process, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process for the implementation of an effective and efficient learning process. On the other hand, the successful implementation of the educational process at the education unit level is closely related to the teacher as the party who directly implements the education process in schools. The importance of the teacher's role on the quality of educational output is implied in Law Number 14 of 2005 concerning Teachers and Lecturers in Article 4 which states that the position of teachers as professionals serves to increase the dignity and role of teachers as learning agents, which also serves to improve the quality of national

education. This shows that teachers have an important role in the implementation of education at the education unit level, so that they are directed to become professionals based on the goal of increasing the quality of educational output. The quality of educators at the early childhood level must always be optimized for quality-oriented services.

In the education process, it contains a description of the good values conveyed by a teacher. The role of a teacher is very decisive in the success of students in accepting and understanding the material they teach. Every teacher is required to be more creative and professional in dealing with the delivery of learning media by using various interesting and fun learning methods.

Teachers are the spearhead in the development of national education. Mainly in building and improving the quality of human resources through formal education. Professional teachers are teachers who are able to carry out their main duties as teachers, namely teaching, educating, fostering and giving examples and examples to their students. Qualified professional teachers are teachers who are able to balance their own left brain and right brain and impact it on students as students, are liked by students so that students are motivated to grow and develop so that they can live with character and adaptability in their era, understand how students learn, are able to adapt to challenges time and develop their abilities in classroom management, are able to carry out the educational process professionally,

Learning media is an important factor in improving the quality of learning. This is due to the development of technology in the field of education that demands efficiency and effectiveness in learning. To achieve an optimal level of efficiency and effectiveness, one of the efforts that needs to be done is to reduce even if necessary eliminate the dominance of the verbalistic lesson delivery system by using learning media. In connection with the use of media in learning activities, teaching staff or teachers need to be careful in selecting and or determining the media to be used. Accuracy

and accuracy in the selection of media will support the effectiveness of the learning activities it does. Besides that, learning activities become interesting so that they can lead to learning motivation, and students' attention becomes focused on the topics discussed in the learning activities they do. Accuracy and accuracy in choosing learning media is influenced by many factors such as the breadth of knowledge and understanding of the teaching staff about the criteria and factors that need to be considered as well as the procedure for selecting learning media. The following description will discuss these matters so that we can choose more appropriate learning media. Accuracy and accuracy in choosing learning media is influenced by many factors such as the breadth of knowledge and understanding of the teaching staff about the criteria and factors that need to be considered as well as the procedure for selecting learning media. The following description will discuss these matters so that we can choose more appropriate learning media. Accuracy and accuracy in choosing learning media is influenced by many factors such as the breadth of knowledge and understanding of the teaching staff about the criteria and factors that need to be considered as well as the procedure for selecting learning media. The following description will discuss these matters so that we can choose more appropriate learning media.

Learning media is an important part in the implementation of education in schools, but the provision of learning media so far is still an obstacle or problematic. Learning media is a means that is used or utilized so that teaching can take place well, bringing closer or facilitating the path to the planned goals.

The benefits of each learning media depend on the willingness and ability of teachers and students to communicate and interact with the messages contained in the learning media that are utilized. Various studies conducted on the use of media in learning show that the media has a positive impact on learning. "A picture means more

than a thousand words" as written by Deporter et.al. (2010, p.112), that the use of this teaching aid in starting the learning process will stimulate visual morality and ignite neural pathways so as to bring up thousands of associations in students' consciousness.

For students, often material that is too abstract makes them confused, for that teachers need to create their own learning media as a guide for their students which is developed according to the characteristics of the social, cultural, and geographical environment, also includes the stages of student development, initial abilities that have been mastered, interests, family background and so on. For this reason, the self-developed learning media can be adapted to the characteristics of students as targets. There are some teachers who are only fixated on assistance in providing learning media even though learning media can be designed from various sources in various forms according to the needs and characteristics of the teaching materials to be presented. Through learning media, teachers will find it easier to carry out learning and students will be more assisted and easier in learning. If there are no learning media in accordance with the demands of the curriculum that are difficult to obtain, then making your own learning media is a wise decision. To develop learning media, references can be obtained from various sources, either in the form of experience or own knowledge, or extracting information from resource persons, either experts or colleagues. However, this is a problem because the teacher considers it very difficult. To develop learning media, references can be obtained from various sources, either in the form of experience or own knowledge, or extracting information from resource persons, either experts or colleagues. However, this is a problem because the teacher considers it very difficult. To develop learning media, references can be obtained from various sources, either in the form of experience or own knowledge, or extracting information from resource persons, either experts or colleagues.

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From the explanation above, it can be concluded that the use of learning media in the learning process is absolute and cannot be ignored. Ironically, this matter received less attention from the teacher, because it was considered a problem or adding to the work, especially by creating suitable learning media and supporting the learning carried out.

Ability comes from the word "capable" which means power, able to do, or can. Kartono and Dula (2000, p. 111), in the psychology dictionary explain the notion of ability, which is a general term associated with the ability or potential to master a skill or thought itself.

The ability according to Kunandar (2013, p. 44), is something that is owned by a person to carry out the tasks and work assigned to him. According to Wijaya (1991, p.78), giving an understanding of the ability of teachers is as a description of the qualitative nature of the behavior of teachers or education staff that looks very meaningful. Based on this definition, the writer concludes that the teacher's ability is the potential or ability controlled by the teacher to carry out an activity or activity.

RESEARCH METHODOLOGY

The subjects in this study were teachers of SMP Negeri 5 Sungai Kakap for the 2019-2020 academic year. This type of research is school action research through the application of In House Training (IHT) activities. The activity is carried out in the Odd Semester of the 2020-2021 school year. The research was carried out starting on September 7, 2020. In implementing the action, the design was carried out in 2 cycles which included; (a) planning, (2) action, (3) observation, (4) reflection.

RESULTS AND DISCUSSION

Cycle 1

The recapitulation of teacher observations in participating in In House

Training activities in cycle 1 can be seen in table 1 below:

Table 1
Recapitulation of Participants' Activity Values in IHT 1 Activities

No	Indicator Name	Come On time	Diligently	Actively ask	Active discussion	Can work together	Responsible for assigned tasks	Amount
1.	Hardiyanto NIP.19630925 198803 1 012	4	3	3	2	3	3	18
2.	Mishbakhul Munir, S.Pd NIP.19660218 199702 1 001	3	4	4	2	4	4	22
3.	Sri Umi Nasfiyati, S.Pd NIP.19670415 200604 2 014	3	3	3	2	3	3	24
4.	Emi Sribudi Astuti, S.Pd NIP.19780303 200604 2 021	1	2	3	3	4	3	16
5.	A. Marzuki, S. Ag. NIP.19670413 200701 1 029	4	2	3	3	4	3	23
6.	Yuni Indahsari, S.Pd NIP.19740614 200902 2 003	5	4	4	2	4	4	24
7.	Sulastri, S.Pd NIP.19860423 200903 2 006	4	3	3	2	3	3	18
8.	Siti Nurbaya, S.Pd NIP.19660711 200502 2 003	3	3	3	2	3	3	22
9.	Darmawan Subroto, ST NIP.19760318 200903 1 003	4	3	3	2	3	3	18
10.	Kustiawati, S.Pd NIP.19670116 200604 2 002	3	4	4	2	4	4	22
11.	Agus Riza, S. Pd NIP.19690814 199802 1 003	3	3	3	2	3	3	24
12.	Andriani, S.Pd 19720408 200312 2 004	1	2	3	3	4	3	16
13.	Kusminah, S.Pd NIP.19721003 200801 2 004	4	2	3	3	4	3	23
14.	Sri Rizqi, S. Ag NIP.19760310 201407 2 001	5	4	4	2	4	4	24
Amount								294
Average								21

Based on the table above, it can be seen that the results of teacher observations when participating in IHT activities in cycle 1, the average obtained was 21 with a sufficient category.

Furthermore, the recapitulation of the results of the teacher's ability assessment in applying learning media in cycle 1 can be seen in table 2 below:

Table 2
Recapitulation of the results of the teacher's ability assessment in cycle 1

No	Indicator	Amount Teacher	Teacher Succeeded (Score 75	% Success
1.	The teacher uses learning media that makes students active in learning.	14	9	64.28
2.	Teachers use learning media that are in accordance with basic competencies	14	12	85.71
3.	Teachers use learning media effectively	14	10	71.42
4.	Teachers use learning media efficiently	14	10	71.42
5.	Teachers prioritize student involvement in the use of learning media	14	9	64.28
Average Success				71.42

Based on the above, it can be seen that the average value of the teacher's ability to apply learning media in cycle 1 is 71.42% which is included in the sufficient category.

Cycle 2
The recapitulation of teacher observations in participating in IHT activities in cycle 2 can be seen in table 3 below:

Table 3
Recapitulation of Participants' Activity Values in IHT 2 Activities

No	Indicator	Come On time	Diligently follow IHT	Actively ask	Active discussion	Can work together	Responsible for assigned tasks	Amount
	Name							
1.	Hardiyanto NIP.19630925 198803 1 012	5	4	5	4	5	4	27
2.	Mishbakhul Munir, S.Pd NIP.19660218 199702 1 001	4	5	4	3	5	4	25
3.	Sri Umi Nasfiyati, S.Pd NIP.19670415 200604 2 014	5	4	4	3	5	4	25
4.	Emi Sribudi Astuti, S.Pd NIP.19780303 200604 2 021	5	4	4	4	5	4	25
5.	A. Marzuki, S. Ag. NIP.19670413 200701 1 029	5	3	4	4	5	4	25
6.	Yuni Indahsari, S.Pd NIP.19740614 200902 2 003	5	4	5	4	5	4	27
7.	Sulastri, S.Pd NIP.19860423 200903 2 006	5	4	4	3	5	4	25
8.	Siti Nurbaya, S.Pd NIP.19660711 200502 2 003	4	5	4	3	5	4	25
9.	Darmawan Subroto, ST NIP.19760318 200903 1 003	5	4	5	4	5	4	27
10.	Kustiawati, S.Pd NIP.19670116 200604 2 002	4	5	4	3	5	4	25
11.	Agus Riza, S. Pd	5	4	4	3	5	4	25

	NIP.19690814 199802 1 003							
12.	Andriani, S.Pd 19720408 200312 2 004	5	4	4	4	5	4	25
13.	Kusminah, S.Pd NIP.19721003 200801 2 004	5	3	4	4	5	4	25
14.	Sri Rizqi, S. Ag NIP.19760310 201407 2 001	5	4	5	4	5	4	27
Amount								358
Average								25.57

Based on table 3 above, it can be seen that the results of observing teacher activities when participating in IHT activities in cycle 2, the average obtained is 25.57 with good categories. Furthermore, the

recapitulation of the results of the teacher's ability to apply learning media in cycle 2 can be seen in table 4 below:

Table 4
Recapitulation of the results of the teacher's ability assessment in cycle 2

No	Indicator	Amount Teacher	Teacher Succeeded (Score 75)	% Success
1.	The teacher uses learning media that makes students active in learning.	14	10	71.42
2.	Teachers use learning media that are in accordance with basic competencies	14	14	100
3.	Teachers use learning media effectively	14	12	85.71
4.	Teachers use learning media efficiently	14	12	85.71
5.	Teachers prioritize student involvement in the use of learning media	14	10	71.42
Average Success				82.85

Based on table 4 above, it can be seen that the average value of teacher activities in implementing learning media made by teachers in cycle 2 is 82.85 which is included in the good category.

The discussion of the results of this study is that the value of teacher activities in participating in IHT activities increased in the good category, and the ability of teachers to apply learning media also increased. This happened because of the cooperation between the teachers with one another and were given direction by the researcher.

Then, based on the results of researchers' interviews with teachers as IHT participants, it was found that most of the teachers were impressed with this IHT activity

and it was as expected. Then participants also provide input for the next activity. Besides that, there are still some participants who still have difficulties in applying learning media, but there are inputs from other participants regarding how to overcome these difficulties. From the results of the interviews, it was also found that participants gained insight, new knowledge, new techniques and new skills after participating in IHT activities. This IHT activity also contributes to participants in carrying out their duties and functions as teachers and suggests that it should be held again in the future.

Based on the explanation above, the ability of teachers to apply learning media will increase if IHT activities are carried out systematically and proactively. Thus, the proposed hypothesis can be accepted.

CONCLUSION AND SUGGESTION

The steps taken in the implementation of IHT at SMP Negeri 5 Sungai Kakap in order to improve the ability of teachers in applying learning media, namely: 1. Delivering announcements to teachers about the implementation of IHT activities regarding teacher abilities; 2. Prepare guidance materials such as explanations and examples of teacher abilities; 3. Prepare observation sheets, instruments and interview guides.

Meanwhile, based on the results of the In House Training (IHT) implemented at SMP Negeri 5 Sungai Kakap, in an effort to improve the ability of teachers to apply learning media, it can be concluded as follows: 1. Assessment of teacher activities when participating in In House Training (IHT) Activities from 21 in Cycle 1 increased to 25.57 in cycle 2. 2. The assessment of the ability of teachers in applying learning media also increased, before the IHT activities were held, the value of the ability of teachers to apply learning media the average success was only 58.57%, while in cycle 1 The average success score is 71.42%, increasing to 82.85% in cycle 2. 3. Therefore, In House Training (IHT) activities can improve the ability of teachers to apply learning media at SMP Negeri 5 Sungai Kakap.

From the research results obtained from the previous description, so that IHT activities can improve the ability of teachers to apply learning media, be more effective and provide optimal results, the following suggestions are submitted: 1. For coaching through this IHT activity requires quite mature preparation, so that the principal must be able to determine or choose the model of guidance provided so that an optimal increase in the ability of teachers is obtained. 2. In order to improve the ability of teachers to apply learning media, principals should more often train teachers with similar activities such as In House Training (IHT), seminars and others, where teachers will be able to discover new knowledge, acquire concepts and skills,

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