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Teacher Training and Assistance of Flipped Learning Integration for School

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Abstract

This article aims to give an assistance of teachers increasing knowledge and experience linked to the implementation of flipped learning models and the necessary technological support, as well as support so that instructors can use the flipped learning model in practical settings. Teachers from a variety of levels and courses work with this program as partners. This service is provided in the province of Lampung with the assistance of teachers at IAIMNU Metro Lampung and some schools. The method used Asset-Based Community Development (ABCD). The training and workshops are used to carry out activities. This activity was held at the IAIMNU Hall of Metro, and 34 people were present, that conducted on October 25, 2021, The basic task of this activity is to provide information and scientific understanding regarding the use of technology-integrated Flipped Learning. Additionally, the session included instruction on utilizing Bandicam to create video presentations. Wawan, M.P.D. and Mai Zuniati, M.P.D. presented this set of activities with the aid of various pupils. After the training, participants were asked if they understood the information, and the findings of the survey on comprehending the content revealed that 61.8% and 14.7%, respectively, said they did. Regarding the usefulness factor, 52.9% and 35.3%, accordingly, of the training's participants reported that it was useful.

Keywords: Assistance of Flipped Learning, Training Flipped Learning, Learning for School

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INTRODUCTION

Observing the development of education globally as informed by Marsigit et al. (2015) it is known that the learning education system has shifted from educator-centered learning to student-centered education/learning. The transfer of knowledge from teachers to students has been considered a paradigm that is not in accordance with the nature of educating today. Related to this, the new paradigm, namely 'developing', where the teacher acts as a facilitator, can be used as an effort to develop the potential of students.

From some of this information, teachers should have the courage to implement learning models that can activate students. In formulating improvement programs, a teacher should be able to manage the learning environment better, by providing opportunities for students to be actively

involved in learning. This is in line with Ayele (2016), which states that teachers must encourage and respect students' creative ideas; motivate students involved with mathematics; regularly apply strong background knowledge in mathematics; encouraging dissent and diversity; as well as provide positive feedback on a regular basis.

Spending attention to several educational problems in Indonesia, particularly during the current covid 19 pandemic, presents new opportunities for modern educators to transform the way they prepare students for the future. In other words, teachers must improve their ability to empower students to acquire the competencies or skills required in the twenty-first century following the demands and needs of the times, even if they are hit by a pandemic that creates the offline learning process impossible to implement as expected. Students' learning competence may be less optimal because the learning model implemented by the teacher in the classroom is less appropriate. This is as conveyed by Syah (2010) which states that one of the factors that influence student learning is external factors and factors of learning approach.

External factors are environmental factors, namely environmental conditions around students and learning approach factors include methods and strategies used in learning activities. By paying attention to the skills needed by students in the 21st century, teachers should implement a new classroom culture by making students actively involved in social and collaborative learning in realizing these various competencies.

On the other hand, technology offers great opportunities to improve the quality of learning, expand the active participation of students, and increase the efficiency of learning mathematics. Technology itself is an ever-evolving component of global society and has been used everywhere in an educational institution. Studies on the effects of integrating technology in teaching and learning have begun to provide evidence on student achievement (eg: Warner & Kaur, 2017; Roy et al., 2017). With regard to technology, Simplico argues that technology should get the attention of teachers to change their teaching methodology because technological advances are a major element in the lives of youth around the world (Warner & Kaur, 2017).

While technology is evolving quickly, it appears that a teacher has not effectively incorporated it into classroom instruction. According to The International Commission on Financing Global Education Opportunity's 2016 study, the advent of computer technology and kids' passion for them have not been appropriately incorporated into teaching and learning. Of course, this is quite unfortunate. To advance the learning process, teachers should take advantage of the quick growth of technology and children's passion for it.

The use of computer technology in learning is expected to improve students' learning processes and outcomes while at the same time being able to easily transform the classroom environment into a place where students can build problem solving and creativity skills. The main requirement for providing quality education is to integrate technology with learning to create a learning environment that meets the needs of a group of learners (Howland et al., 2012). Research has also shown that students' perceptions of the use of technology in learning are very

positive, the level of reluctance to use computers is low and on average students have a level of familiarity with computers (Zakaria & Salleh, 2015).

Using the findings of the preceding study, the author intends to perform community service, the main focus of which will be teacher training and assistance in designing technology-integrated flipped learning-based learning. The ministry of education and culture has recommended this learning model for implementing learning activities during the pandemic of COVID-19 (Widodo et al, 2020). It is hoped that by using this service, teachers will have adequate knowledge and experience in implementing the technology-integrated flipped learning model. It is hoped that with proper learning management can significantly contribute to students' learning achievement in the era of the covid-19 pandemic.

METHOD

1. Identity of Partners

The mentoring program is carried out under the state of the Covid-19 pandemic in Lampung Province. Partners of this award are school or madrasah teachers from various levels and subjects. The formulation of the mentoring program was carried out after observations in several schools in Metro City and Central Lampung Regency to identify educational problems. The things that are considered in the implementation of this activity include:

a. Needs and benefits for teachers
b. Support from teachers
c. Time available
d. Facilities and infrastructure available

2. Location Service

This community service is carried out in Lampung Province. The training itself was held in the Library Hall of the Ma'arif NU Metro Lampung Institute of Islamic Religion at the address Jl. RA Kartini No. 28 Purwosari, North Metro, Metro City. This activity was carried out under the collaboration between IAIMNU Metro Lampung and several schools/madrasahs in the province of Lampung. The training is carried out offline while still paying attention to health protocols including the capacity of the room.

3. Time

Implementation of the training will be held on October 25, 2021. The schedule for implementing this activity is under the *roadmap* prepared by LP2M IAIMNU Metro Lampung. After the training is carried out, the service implementers provide assistance with the participants to ensure that this learning system can be applied in their respective schools. Communication is carried out through the WhatsApp of the trainees.

4. Types of Activities

This activities are carried out in the form of workshops. Whorkshop is chosen so that teachers really have adequate skills to implement this learning model in real situations. The final product produced by the teacher in this activity is a Learning Implementation Plan (commonly called *RPP*) according to

the characteristics of the Filpped Learning and learning videos made using screen recording media, namely Bandicam.

5. Stages of Activities

The mentoring method used is Asset Based Community Development (ABCD), which is in the form of approaches and several strategies to identify and mobilize teachers to overcome online school problems (Sari, et al., 2022; Septanata, et al., 2022), especially in the process of designing learning in the era of the covid 19 pandemic. The assets developed in this service are the potential of teachers and the availability of facilities and infrastructure in schools. The stages in more detail can be explained as follows.

6. Preparation

At the preparation stage, in implementation team prepares everything related to this community service activity. The activities carried out in the preparation stage are as follows.

1. Socialization of activities carried out through various media. The media used is direct communication with several principals and teachers, and through WhatsApp.
2. Data collection of training participants.
3. Procurement of training materials needed include:

a) Preparation of
1) microphone and its equipment
2) LCD Projector
3) Laptops
b) Preparation of materials
1) Materials to be delivered
2) Snacks and Meals
c) Coordinating the training participants

7. Implementation

This community service activity is carried out after all permits and equipment preparation, and socialization to participants has been completed . This activity was held in the library hall of the IAIMNU Metro Lampung on October 25, 2021. The number of participants who attended was 34 people from 3 (three) districts/cities namely: 1) Metro City with 16 people, 2) Central Lampung with 7 people and 3) East Lampung with 11 people.

The distribution for school origin is as follows:

a. *Madrasah Ibtidaiyah (MI)* with 2 people.
b. The State of Elementary School with 4 people.
c. Junior High School with 9 people.
d. *Madrasah Tsanawiyah (MTS)* with 10 people.
e. High School with 4 people.
f. *Madrasah Aliyah (MA)* with 5 people.

The percentage of the number of participants by district and school origin can be presented in the following graph.

Figure 1: The Precentage of Participants based on the Regional

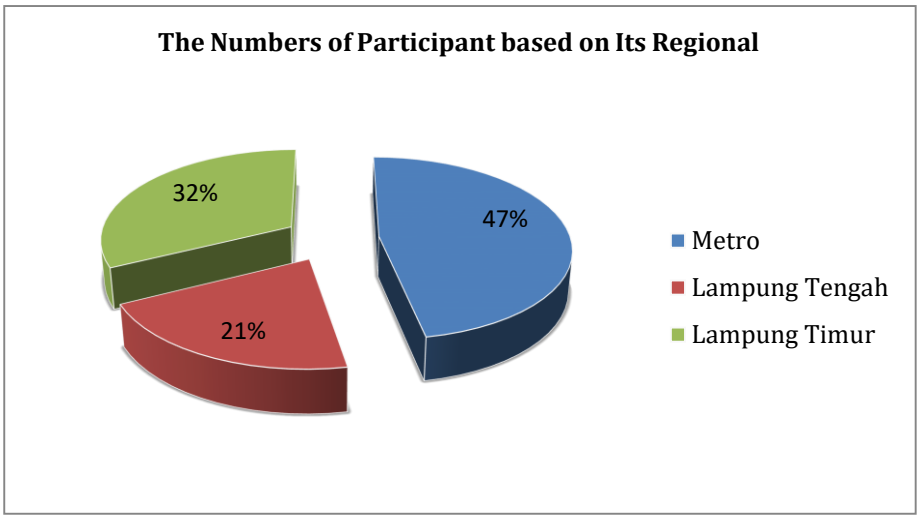
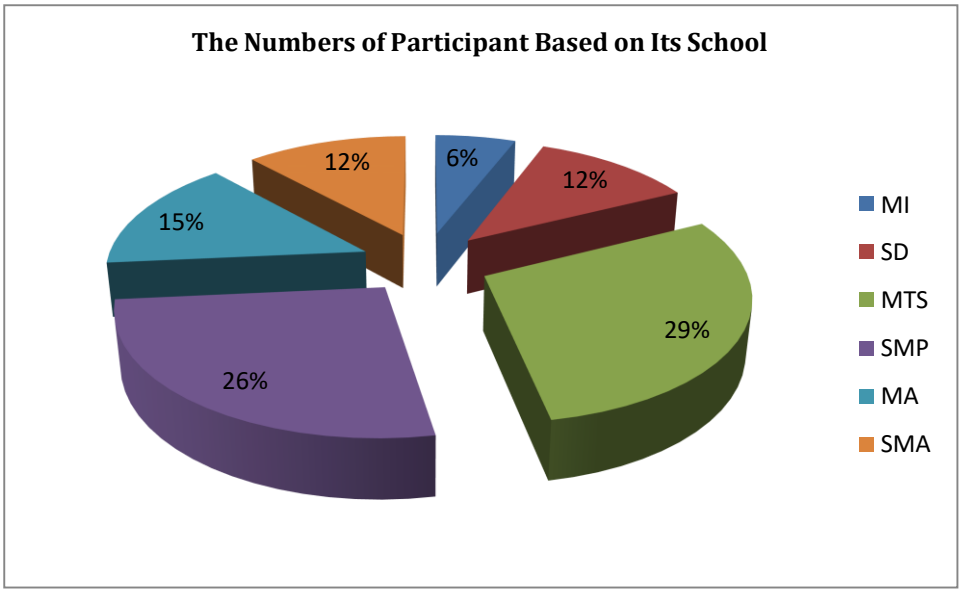


Figure 2 : The Precentage of Participants based on the School



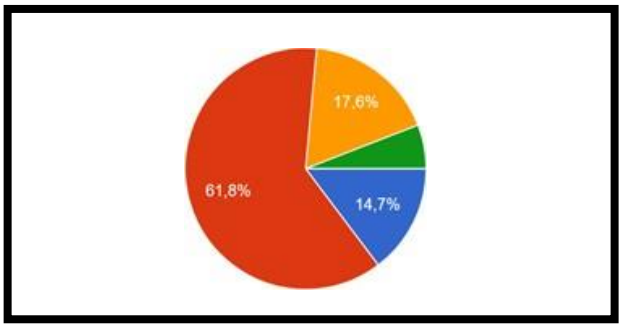
RESULT AND DISCUSSION

Result

In the implementation of this community engagement program, the activities have been running smoothly. Ideally, the implementation of the program is per what has been designed. However, there was a slight problem, namely that some participants did not bring laptops. Of the 53 teachers who registered to take part in this activity, 19 people did not attend, so this training was only attended by 34 participants. Based on the results of observations during the activity, the training participants had high enthusiasm in participating in the entire series of activities.

Meanwhile, based on the survey results after the training, the results were quite satisfactory. From the aspect of understanding, it is known that 14.7% of participants stated that they understood very well and 61.8% of participants stated that they understood the material given. The complete results of the survey on understanding the training materials can be seen from the following diagram. This chart is taken from a summary of survey results in Google Forms.

Figure 3. The percentage level of understanding of the training material



The survey results from the usefulness aspect showed that 35.3% of the training participants stated that it was very useful and 52.9% said that the training was useful. The complete results can be seen from the following diagram.

Figure 4. The percentage level of usefulness of training

The general description of activities can be presented in the following table.

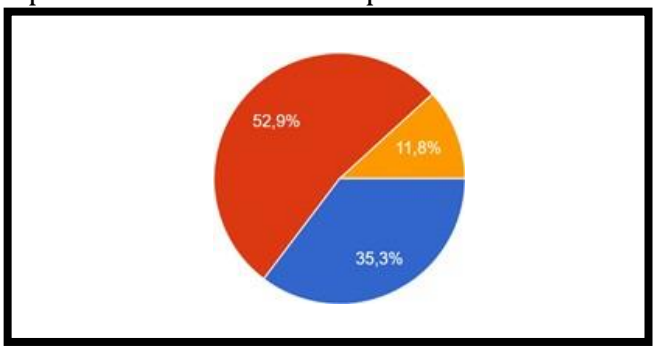


Table 3. Description of The Activities

Description	Activities
Objectives	Provide teachers with initial knowledge regarding the flipped learning and the required technological support. Provide experience for teachers in designing flipped learning technology-integrated Assist until the teacher can actually implement the flipped learning in real situations.

The activity	Training/Workshop
Place of Activity	Library Hall building IAIMNU Metro
Time	October 25, 2021
Target	School/madrasah teachers at various levels and types of subjects in Lampung Province
Role of Lecturers and Students	As Tutor of the Workshop
Fund	IAIMNU Metro Lampung
Constraints	Some participants do not bring laptops
Results	The connection and brotherhood between Tutor and Tutee that are several teachers in Lampung Province Participants have knowledge and experience in designing flipped learning technology.

To develop the various abilities of students in the 21st century, such as problem-solving skills, creative thinking, critical thinking and having good collaboration skills, teachers must change their perspective in managing their learning. Teacher-oriented learning should begin to be abandoned, moreover there are still problems related to the low learning achievement in Indonesia. Teachers must really implement student-based learning while still paying attention to the teacher's abilities, student abilities, material characteristics, availability of supporting facilities in learning, needs and learning objectives. The teacher himself is one of the most influential components on student learning outcomes, in addition to the students themselves. Based on this, teachers should be able to manage learning as well as possible so that the learning process and results can also be achieved optimally, especially during the COVID-19 pandemic where the learning process cannot be carried out as usual.

On the other hand, the rapid development of information technology and the enthusiasm of children in the use of information technology must be utilized by teachers in developing a better learning process (Laili, et al., 2022; Wijaya, A., & Salis, R. N. 2022). Especially in the era of the covid-19 pandemic where the learning process is mostly done online rather than offline. Online learning needs to be packaged as optimally as possible so that learning activities can run well and provide optimal results. By using technology, on the one hand learning is fun, on the other hand it will contribute to improving the ability of students in learning.

One type of blended learning is flipped learning or commonly known as reverse learning. In the implementation of flipped learning, it contains arrangements where students are introduced to material concepts that have been recorded or prepared previously, for example through learning videos, the internet, and so on that can be accessed from anywhere (Bergmann & Sams, 2012). Because the material has been delivered previously, so the learning process at school is focused on discussion and collaboration activities. Students in this learning pattern are also expected to complete homework in class and discuss,

explain, and expand the concepts they have learned from previously studied online materials.

According to Bergman & Sams (2012), this learning pattern has the basic concept that everything that is done in the classroom in conventional learning becomes done at home and everything that is done as homework in conventional learning becomes done in the classroom. Avgerinou (2008) suggests an important reason why a teacher prefers to implement this type of learning compared to online or classical learning, namely: better learning and being able to increase access and flexibility. Various studies also prove that the flipped is proven to be more effective in improving the quality of learning and student activity in a learning process and can provide better learning outcomes as well. Flipped learning itself is one of the learning models recommended by the Ministry of Education and Culture to be applied during the COVID-19 pandemic. However, many teachers do not know it. For school principals, the substance in this activity can be a reference in making new policies in an effort to improve the quality of education in their schools. For teachers, this community service is expected to provide inspiration in implementing *the flipped that* is integrated with technology. However, the implementation of this model must be supported by the use of appropriate learning technology so that learning objectives can be achieved optimally. Foracademics, the substance in this community service can be a material for further study in the development of educational science. As for researchers and service implementers, this service activity can be a reference material in designing research and community service, especially in the field of education. The implementation of an innovative learning system that is integrated with technology-based learning media can be used as the main themes in research and community service in the field of education

CONCLUSION

This community engagement entitled "Teacher Training And Assistance Of Flipped Learning Integration For School/Madrasah Teachers" was carried out to provide initial knowledge for teachers regarding flipped learning and technological support needed as well as provide experience for teachers in designing-based flipped learning technology. Teachers are a very influential factor in achieving student learning outcomes, especially in learning patterns that cannot work properly because they are still in the era of the covid-19 pandemic. It is hoped that it can provide solutions to teachers in learning management so that they can have an optimal impact on student achievement in learning.

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