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Application of Workshop Techniques to Improve Teacher Pedagogic Competence in Making Power Point Projection Media at SLB PAB Payakumbuh

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Abstract: This research was conducted at SLB PAB Payakumbuh City in the odd semester of the 2022/2023 school year to describe the Application of Workshop Techniques to Improve Teacher Pedagogic Competence in Making Power Point Projection Media at SLB PAB Payakumbuh. Power point projection media is ICT-based learning media that can be used to motivate students in learning because it can be filled with media images, videos and animations. The findings in the study at Payakumbuh PAB SLB were that there was an increase in the pedagogic competence of individual teachers from 61.6% pre-cycle activities to 72.5% in cycle I and 82.5% in cycle II. In addition, mastery of the media component of power point projection was also experienced an increase from 61.6% in pre-cycle activities to 76.2% in cycle I and experienced a significant increase of 87

Keywords: teacher competence, media projection, school action research, special school.

Introduction

The teacher is the agent of learning in the classroom that determines whether the educational process will be successful or not. For this reason, teachers must master the competence of an educator. This is in accordance with the opinion of Majid (2005: 6) which reveals that the competence possessed by each teacher will show the quality of the teacher in teaching. These competencies or abilities will be manifested in the form of mastery of knowledge and professionalism in carrying out their functions as teachers.

Projection media is one of the visual media that relies on the sense of sight which sometimes contains elements of sound. Projection media or projections in a practical sense can be interpreted as media that communicate facts and ideas clearly and strongly through a combination of expressing words and images in the form of still displays or moving projections (Utoyo, 2015: 34)

So, it can be concluded that projection media is ICT-based media that requires a computer or laptop and infocus as a projector. Sometimes this PowerPoint projection media is equipped with speakers so that it can become an audio-visual media by showing videos to students. This is what makes this media an interesting and up-to-date medium in conveying learning more effectively and efficiently.

Workshop technique is a process of teaching and learning activities in groups or individually where educational officers share a problem or problem faced with a conversation or question and answer. In workshop activities the participants are faced with direct practice to get to know a problem better (Tantri, 2017).

Based on field observations that researchers did at SLB PAB Payakumbuh, there are still class teachers who teach without using instructional media. At the pre-cycle meeting the researchers distributed questionnaires to find out the teacher's initial abilities in mastering ICT-based equipment and making power point projection media. The results of the questionnaire analysis stated that in general all teachers were able to use or operate computers and laptops. The problem is in using point 3, namely using the power point application, only 2 (two) teachers are proficient in using the

power point application while 3 other teachers are less proficient, and 1 teacher cannot run the power point application because they have never used it. Therefore, it is expected that by carrying out corrective actions,

Based on this background, researchers are interested in conducting research with the title "Application of Workshop Techniques to Improve Teacher Pedagogic Competence in Making Power Point Projection Media at SLB PAB Payakumbuh".

Based on the background stated above, the general formulation of this problem is: "How is the Application of Workshop Techniques to Improve Teacher Pedagogic Competence in Making Power Point Projection Media at Payakumbuh PAB SLB?"

The purpose of this study in general is to describe the application of workshop techniques to improve teacher pedagogical competence in making power point projection media at PAB Payakumbuh Special School.

Literature Review

According to Subagyo (2017: 8) Workshops are single educational programs designed to teach and introduce participants to practical skills, techniques or ideas that can be used in work Projection media is a visual media that relies on the sense of sight which sometimes contains elements of sound. Projection or projection media in a practical sense can be interpreted as media that communicate facts and ideas clearly and strongly through a combination of expressing words and images in the form of still displays or moving projections (Utoyo, 2015: 34). Several stages in making power point media are presented, namely:

1) Explanation of the objectives of the implementation of the workshop activities to be achieved.
2) Formulation of various problems to be solved.
3) Exfoliation of the problem skin by the speaker
4) Execute billing

5) Bill presentation

Based on the explanation of the theoretical study stated above, the action hypothesis for this study is to increase teacher pedagogic competence in making power point projection media at SLB PAB Payakumbuh through workshop techniques.

Research Methods

This school action research was carried out at SLB PAB Payakumbuh. As subjects in this study were 6 (six) class teachers at SLB PAB Payakumbuh, namely class teachers who did not understand the making of IT-based media. This research was conducted in the second semester at SLB PAB Payakumbuh Payakumbuh academic year 2022/2023. This research was carried out for three months, starting from January – March 2022.

The approach used in this study is a qualitative approach. Suharsimi (2002: 11) says that "a qualitative approach is used because the implementation of this research occurs naturally, as it is, in normal situations and not manipulated by circumstances and conditions, emphasizing natural descriptions, and demands the involvement of researchers directly in the field".

The type of research carried out is School Action Research (PTS). This cycle model has four components, namely planning, action, observation and reflection.

The research data is in the form of observations, interviews from every action of using the workshop technique at PAB Payakumbuh Special School. The data relates to planning, implementation and learning outcomes in the form of information as follows:

a. The results of the power point projection media made by the teacher during the workshop.
b. Implementation of learning using power point projection media.
c. Student test results both before and after the implementation of the action.

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The success criterion for each action is 75%. So it is expected that the success achieved is 75%. If it is not successful then the cycle is continued until it is successful at 75%.

Results And Discussion

Pre cycle

Pre-cycle activities are carried out by observing the media used by the teacher in learning. In this phase the teacher generally uses graphic media or audio media. To find out the teacher's ability to make ICT-based learning media, especially power point projection media, the researcher distributed questionnaires to class teachers. The results of the questionnaire were analyzed to find out the teacher's weaknesses in making media poer points. This is in line with the opinion of Sumantri (1998: 7) that the questionnaire is made for self-assessment so that individuals can find out their competencies.

From the results of the questionnaire that has been analyzed, it was found that in general all teachers were able to use or operate computers and laptops. The problem is in using point 3, namely using the power point application, only 2 (two) teachers are proficient in using the power point application while 3 other teachers are less proficient, and 1 teacher cannot run the power point application because they have never used it.

As for the ability or competence of teachers in making power point projection media, it was found that there were two teachers who had thoroughly mastered the material for making power point projection media with a percentage of 33%, while the other four teachers had not mastered the ability to make power point projection media with a percentage of 67%. Meanwhile, if observed from the completeness of the material, then there are only two materials that have been mastered by the teacher, namely setting the size and shape of letters and adjusting the content (content) with a completeness level of 40%. While the other three materials, namely

copying images, setting backgrounds and providing animations, have not been mastered by class teachers.

Thus, the research was carried out for cycle I improvement actions because the results achieved had not been able to reach the minimum completeness criteria.

Cycle I
Planning form

Cycle I planning was carried out by reflecting on the deficiencies found in the pre-cycle activities.

Implementation

The implementation of cycle I was carried out on 3 - 8 February 2022. The implementation steps were carried out in accordance with the steps for implementing the workshop technique in making power point projection media. The next series of activities is that researchers and teachers plan to carry out peer teaching activities in class to observe teacher and student activities using power point projection media. At this stage the students seemed enthusiastic in learning, but because the portion of the writing was more than the pictures, the students' activeness in carrying out questions and answers was not very visible in the lesson.

Cycle II
Planning form

Planning for cycle II is based on the results of reflection on cycle I. In this phase, the teacher is better prepared to carry out the workshop so that the planning is focused on material or components that the teacher has not mastered, namely the components for setting the background and providing animation.

Implementation

The implementation of cycle II was carried out on March 2 – 7 2022. The implementation of cycle II was based on the planning steps that had

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been made, based on the steps of applying the workshop technique to making power point projection media. The next activity is that the researcher and the teacher plan to carry out peer teaching activities in the classroom to observe the activities of the teacher and students after using the power point projection media. The researcher recorded whether there was a change in activity after using projection media or not. The researcher recorded the findings on the observation sheet. The findings show that on average there is an increase in activity from cycle I to cycle II

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Based on the results of observations on the power point projection media made by the teacher and the teaching and learning activities carried out, there was an increase in the ability of individual teachers from 61.6% pre-cycle activities to 72.5% in cycle I and 82.5% in cycle II. In addition, mastery of the power point projection media component also increased from 61.6% in pre-cycle activities to 76.2% in cycle I and experienced a significant increase of 87.2% in cycle II. Based on the data obtained, it can be concluded that workshop techniques are suitable for application in making power point projection media because they can improve the pedagogical competence of teachers at SLB PAB Payakumbuh.

Closing
Conclusion
Based on the results of the research stated above, the conclusions that researchers can take are:

1. Teacher pedagogical competence consists of the ability to recognize student characteristics, design and administer learning as well as design assessments including designing instructional media to be used in the learning process. Power point projection media is ICT-based learning media that can be used to motivate students in learning because it can be filled with media images, videos and animations.

2. The findings in the study at Payakumbuh PAB SLB were that there was an increase in the pedagogic competence of individual teachers from 61.6% pre-cycle activities to 72.5% in cycle I and 82.5% in cycle II. In addition, mastery of the media component of power point projection was also experienced an increase from 61.6% in pre-cycle activities to 76.2% in cycle I and experienced a significant increase of 87.2% in cycle II. Based on the data obtained, it can be concluded that the workshop technique is suitable to be applied in making power projection media point because it can improve the pedagogical competence of teachers in Payakumbuh PAB SLB.

Suggestion
Based on the conclusions stated above, the suggestions that researchers can give are:

a. Teachers should be able to develop this power point projection learning media so that it can be more perfect and can increase student learning motivation

b. It is hoped that other researchers will be able to carry out technical research in this workshop in different studies or fields for the advancement of education

c. Relevant agencies should be able to conduct workshops on making ICT-based media in order to improve teacher pedagogical competence.

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