Implementation Program of Indonesian Teachers' Association (ITA) In the Development of Teacher Ability Makes Learning Media Based ICT at East Aceh

Fauzan[1], Paningkat Siburian[2], Yusnadi[3]

[1](Schools' Supervisor at Education Office Aceh Province)
[2, 3](Lectures at State University of Medan, Indonesia)

Abstract :*This research aims to find out the implementation of Indonesian Teachers Association (ITA) program in developing the ability of teachers to make learning media in East Aceh through (1) to describe the implementation of IGI program in developing the ability of teachers to make ICT-based learning media in East Aceh, (2) to describe the constraints - constrained in the implementation of IGI programs in the development of teachers' ability to make ICT-based learning media in East Aceh; and (3) to describe the constraints of high school / vocational school teachers applying ICT-based learning media in East Aceh. This research uses descriptive method with qualitative approach. The respondents consisted of headmasters of stated SMA and SMK in East Aceh, high school teachers and vocational high schools in East Aceh and IGI East Aceh administrators. Data collection through interview, observation and documentation study. Data analysis techniques using qualitative analysis that refers to the opinion of Miles and Huberman. The results showed that the implementation of the IGI program in training made the learning media for the teachers of SMA / SMK he East Aceh has been running effectively in accordance with the aspects of the program used, namely the understanding of the program, the accuracy of program targets, the timeliness of the program, the achievement of program objectives and changes real before and after the program. IGI constraints in the implementation of the program are (1) teachers are scattered in far-flung regions, making it difficult for sustainable assistance, (2) IGI does not have a special budget for implementing teacher programs, (3) local sponsors are difficult to obtain, and (4) teachers still oriented training can be money and certificates. While the constraints of teachers in applying learning media in schools, among others (1) are still lack of facilities / facilities such as school projector / infocus and computers, (2) some networks of electrical installations (electric current) classroom has not been installed, (3) Wi-Fi network (internet) of inadequate schools, (4) there are still many schools that do not have multimedia space, and (5) still frequent power failure at learning hours.*

Keywords: *teachers association, learning media*

I. Introduction

The low quality of education in Indonesia, one of which is due to the low competence of teachers which is an important component in education. Based on UNESCO data, Indonesian teacher competence is so alarming because it only ranks 14th from 14 developing countries in the world. The data is very relevant to the results of the implementation of Teachers Competency Test (UKG) in 2015 which has been implemented by the Ministry of Education and Culture of the Republic of Indonesia in all levels of education in Indonesia, which almost followed by 2699516 teachers.

The result of UKG shows that teachers do not have enough professionalism and competence to carry out their duties as mentioned in Article 39 of Law number 20 year 2003 regarding National Education System which is planning learning, implementing learning, assessing learning outcomes, conducting mentoring, conducting training, conducting research and do community service.

This is in accordance with the opinion of Sanusi in Musfah [1] said that "Teachers have not been reliable in many aspects of their standard performance, because they do not yet have: expertise in educational, pedagogical, didactic and methodical content, personal and social skills, especially discipline and motivated, teamwork between fellow teachers, and other education personnel ".

East Aceh is a district in Aceh province that is still low in quality of its teachers. This fact is based on the results of the UKG on teacher pedagogic competence in 2015 that the average score is still below the SKM nationally, which is 55.00, as shown in the Table 1:

Based on the above table it can be concluded that pedagogic competence of high school and vocational teachers in East Aceh is still very low. This should be addressed and received serious attention by

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improving teacher competency by both LPTK in the form of preservice and by the Government in this case the Ministry of Education and Culture of the Republic of Indonesia in the form of in service through activities such as Subject Teacher Training, Upgrading, Workshop, Teacher Activity Center (PKG), Teacher Working Group (KKG), Subject Teacher Consultative (MGMP), and other activities.

Increased teacher competence can also be done through a teacher forum, where teachers can share information and knowledge for fellow teachers. Forum or commonly referred to as a professional organization of teachers, should be a container in improving the quality and competence of teachers and the development of teacher professions in Indonesia. This is in accordance with Law No. 14 of 2005 on teachers and lecturers, in article 41 paragraph 2 which reads: Professional organizations function to advance the profession, improve competence, career, educational insight, professional protection, welfare, and community service.

One of the highly active teacher profession organizations helping teachers to improve pedagogic competence in East Aceh district is the Indonesian Teachers Association (IGI). IGI district of East Aceh was established on March 26, 2014. The presence of IGI in East Aceh received a positive response from teachers hungry for potential teacher development and also received appreciation from the Education Office of East Aceh district.

The IGI programs of East Aceh district conducted to develop pedagogic competence of teachers in the utilization of learning technology is through IT-based productive literacy program, which is making various learning applications or software, such as: 1) basic / medium computer training; 2) training to make learning media based on power point; 3) training to make learning media whiteboard animation; 4) training to make comic based learning media; 5) training to make learning media Prezi application; 6) digital classroom learning management system training; 7) training of Sagusanov digital book; and 8) Flip Book digital book training.

The real condition of the field based on observations and interviews of researchers with some principals of SMA / SMK, showed that 80% of teachers have not utilized ICT-based learning media in the delivery of teaching materials. Though the media is very important to attract learners to want to learn and make learners enthusiastic with the material presented. There are various learning media used in teaching and learning process.

One of them is with ICT-based learning technology. According Mulyasa [2] that learning technology is a means of support to facilitate the achievement of learning objectives and the formation of competence, facilitate the presentation of data, information, learning materials and cultural variations. Therefore, entering the 21st century, learning resources can easily be accessed through information technology, especially the Internet supported by computers.

According Musfah [3] that learning-based information technology and communication, is one of the programs that the current government. This program may only work well when the teachers are able to operate the computer, and of course the computer is also available in school, at least one class of one computer. Computer function is increasing sharply with the birth of internet technology, no longer limited to the tool store, maintain and transfer knowledge but can be an interactive learning media through distance learning and teleconference, and others. Rossi and Breidle in Sanjaya [4] argue that the learning media is all the tools and materials that can be used to achieve educational goals such as radio, television, books, newspapers, magazines and so on. With reference to some of the above definition it can be concluded that the learning media in education is a vehicle for channeling messages or learning information that makes a person to learn or various types of resources that can be used in teaching and learning process.

The benefits of learning media in teaching and learning process of learners, according to Sudjana and Rivai in Azhar [5] namely 1) learning will attract more students so that it can foster motivation to learn; 2) learning materials will be more clear meaning that can be more easily understood by learners and enable it to master and achieve learning objectives; 3) teaching methods will vary, not merely verbal communication through the words of the words by the teacher, so that learners do not get bored; and 4) learners can do more learning activities because not only listen to the description of the teacher, but also other activities such as observing, doing, demonstrate, portray and others.

Some principles used in making learning media according to Aqib [6], namely: 1) visible (easily seen); 2) interesting (interesting); 3) simple (simple); 4) useful (useful); 5) accurate (true and right target); 6) legitimate (legitimate and reasonable); and 7) structured (well-constructed, coherent).

According Sannai in Rusman, et al [7] that information and communication technology is a medium or tool in obtaining knowledge between someone with others. Meanwhile, according to the Ministry of Research and Technology, ICT which is part of Science and Technology (IPTEK) are all technologies related to the collection, collection, processing, storage, dissemination and presentation of information.

ICTs in education can serve as subjects, learning aids and can also be administrative tools. According to Sentot Wijanarka [8] in a national seminar on the application of ICT in learning, ICT in education can be widely categorized as follows: 1) ICT as a subject (e.g. computer subjects, computer programming and computer application); 2) ICT as a specific teaching aids (e.g. computer-based learning, presentations, searching

for teaching materials and learning strategies, sending teaching materials and research); and 3) ICTs as an administrative tool (e.g. an education management information system / EMIS system).

According to Chodzirin [9], there are three things that must be considered in utilizing ICT in the process of learning and improving the quality of learning, namely: 1) students and teachers must have access to digital technology and the Internet in classrooms, schools and teacher education institutions; 2) quality, meaningful material and cultural support for students and teachers should be available; and 3) teachers should have the knowledge and skills in using digital tools and resources to help students achieve academic standards.

Thus, it is clear that one form of innovation in education related to learning objectives is the use of informatics or ICT-based learning media as an effort to teach learners to anticipate the direction of development of science and technology, so that they can give meaning to information, create it into knowledge, use and evaluate the knowledge created by others so that they are not left behind by the progress of science.

From the above explanation, this research is to see how the implementation of professional teacher organization program in East Aceh district that is IGI in an effort to improve pedagogic teacher competency standard on sub element of utilization of learning technology with title of Implementation of Indonesian Teachers Association Program (IGI) in Capacity Development Teachers Create ICT-Based Learning Media in East Aceh.

II. Method

The research method used in this research is descriptive method. Descriptive research (descriptive research) is a research conducted to describe or explain the systematic, factual and accurate about the facts and properties of a particular population [8] The same opinion expressed by Darmadi [4] which explains descriptive research is a research that attempts to describe the object or subject under study in accordance with what it is. While the objectives of the study according to Suryabrata (2014: 75) "to systematically, factually and accurately about the facts and the characteristics of a particular population or region.

The subjects of this research are high school / vocational high school teachers who are members of Ikatan Guru Indonesia (IGI) of 5 people who actively participate in the training program to make ICT-based learning media, head of SMA / SMK consisting of 3 people and Chairman of IGI Aceh Timur. The correct and accurate data in this research is obtained by using data collection technique, that is observation, interview and documentation study. According to Miles and Huberman in Sugiyono [10] argued that in qualitative research, data analysis is done interactively and continuous to complete, so the data becomes saturated. The activity in data analysis includes three main components namely: 1) data reduction (data reduction); 2) presentation of data (data display); and 3) conclusion drawing / verification. The three components are involved in the process and are interrelated and determine the final outcome of the analysis and the model of analysis is called interactive analysis. The interactive analysis model in data analysis is shown in the following Figure 1.

III. Results And Discussion

This research is a qualitative descriptive research presented based on data collected from the field in accordance with the research focus on the implementation of Ikatan Guru Indonesia (IGI) program in the development of teachers' ability to make ICT-based learning media in East Aceh.

The exposure of research data about the implementation of IGI program in the development of teachers' ability to make ICT-based learning media in East Aceh related to: 1) the implementation of IGI program using aspects, namely: (a) understanding of the program, that is seen from where the program information obtained by the teacher, the teacher's response / level of interest to the program and the extent to which teachers can understand the objectives of the training program to be provided by IGI; (b) the accuracy of program targets, i.e. from whom the appropriate and appropriate teachers receive training programs; (c) the timeliness of the program, which is seen from the suitability of the time of the training program implementation with the planned schedule, the conformity with the teacher's teaching schedule and the adequacy of the duration of the training program, (d) the achievement of the program objectives, that is seen from the improvement of teacher knowledge about the training materials, in making learning media and the need or not programed and continued training program and (e) real change, i.e. seen from how the ability of teachers before the program and the ability of teachers after following the training program in making learning media and its application in teaching and learning process in class, 2) obstacles in the implementation of IGI program, and 3) constraints of high school / vocational teachers in applying ICT-based learning media in school.

1.1. Implementation of IGI Program in Teacher Ability Development Create ICT-Based Learning Media

According Sastropoetro [11] that the implementation is a particular business or activity undertaken to realize the plan or program in reality. Meanwhile, according Siagian [12] that if a program plan has been compiled and formulated, then live execution. Furthermore, Siagian [12] said that in the implementation there are some important things to note, namely: 1) make a detailed plan, which means to change the strategic plan

into a technical plan and organize resources and staff and then formulate certain rules and procedures; 2) the assignment of a task is to convert a technical plan into a practical plan and its objective is to share the tasks and resources; and 3) the monitoring means implementation and progress of the task implementation should not occur things related to the practical plan needed to check the results achieved.

In the implementation of a program can actually succeed, less successful or fail at all when viewed from the form of results to be achieved or outcomes. Because in the process also play and see the various elements whose influence is supportive or inhibit the achievement of the goals of a program.

a. The teacher's understanding of the IGI program in the development of teacher's ability to make ICT-based learning media

According to Sudjiono [13] that understanding (comprehension) is the ability of a person to understand or understand something after something is known and remembered. In this discussion the understanding of the implementation of the program is viewed based on the source of information received by teachers about the program, the level of understanding and interest of teachers to the program and knowledge of teachers about the purpose of the program. Based on the results of interviews with research subjects, the researcher concludes that: 1) teachers get information about IGI program can be from the internet (social media, website), from existing IGI board in school, from brochures and socialization sent to school; 2) IGI programs received positive response from teachers because the training materials to be provided were for the improvement of teacher competence, especially in the field of ICT; and 3) the purpose of the training program implemented by IGI is to improve teacher competence especially in the utilization of ICT-based learning media in the learning process.

b. The accuracy of IGI program target in developing teacher ability make ICT-based learning media

In the implementation of training programs should be set appropriate targets to receive training programs. For that program implementation can be seen based on the accuracy of program targets, namely who are targeted according to training objectives.

Based on the research result, it is concluded that the priority target of this training program is the teacher who is member of IGI, but also can be followed by non IGI member teachers, both civil servants and non-civil servants. From the list of attendees that researchers see, teachers from Madrasahs also attend the activities of this IGI program.

c. The timeliness of IGI programs in the development of teachers' ability to make ICT-based learning media

The characteristics of a program that is well planned is a very timely use of time. In this case, the timing of the training program must be adjusted to the routine schedule of teachers teaching in school so as not to disrupt the teaching and learning process and carried out according to a predetermined schedule

Based on the result of the research, it is concluded that: 1) schedule of IGI program activities is carried out on time, according to information already submitted by IGI to fellow teachers; 2) the time spent on the training program has been very precise, because it does not interfere with the teaching tasks of teachers in the school that is held after school and teacher holidays; 3) the length of time of the training program is done one day with the note that if there are teachers who have not mastered the training materials due to the ability to understand a little slow, it can be given direct mentoring / guidance directly in school and also through the forum of teachers in social media.

d. Achievement of IGI program in developing the ability of teachers to make ICT-based learning media.

The purpose of a program is a very important priority to be achieved by the organization implementing the program. So is the case with the implementation of IGI program that aims to increase the knowledge of teachers about ICT-based learning media and able to make ICT-based learning media to be applied in the process of teaching and learning in schools

Based on the results of the study it can be concluded that there is an increase in teacher knowledge about ICT training materials, because most teachers can easily master the training materials then some teachers still need further guidance because they have not fully mastered the training materials. Furthermore, the results of interview researchers concluded that some teachers have been able to make ICT-based learning media although there are still teachers who need further guidance from the IGI. e. The real change after the implementation of the IGI program in the development of teachers' ability to make ICT-based learning media. Each training program certainly hopes the participants can use what is earned to be realized in their respective duties. The existence of real change can be seen from the increase of knowledge, skills in developing talents and attitudes of a person in carrying out his work. The ultimate goal of the training is in accordance with the planned program objectives, as Moekijat [6] explains that the training objectives are; 1) to develop skills more quickly and more effectively; 2) to develop knowledge, so that work can be solved rationally; and 3) to change attitudes, resulting in a willingness to cooperate with friends of employees and with management (leadership).

Based on the result of the research, it is concluded that 1) in general, before the teacher follow IGI training program, the teacher has not been able to make ICT-based media. But there are some teachers already

have basic computer, such as typing and making simple power point; 2) after following the training program to make ICT-based learning media, teachers are able to make ICT-based learning media although not all ICT media has not been mastered. This conclusion is also supported by the researcher's observation to the teacher, where the researcher sees existing ICT-based media already created; and 3) the average teacher has already applied ICT-based learning media although not often. This is due to the lack of supporting facilities in the schools.

3.2   The constraints of IGI program implementation in developing the ability of teachers to make ICT-based learning media.

The Great Indonesian Dictionary defines the notion of constraints as barriers to obstacles with restrictive circumstances, obstructing or preventing achievement of goals. So obstacles in the implementation of this training program is an obstacle that makes the achievement of the objectives are not met maximally. Implementation of the IGI program in developing the ability to make ICT-based learning media also experience some constraints from IGI itself, so that the target of this program, the teachers who status as members of IGI or not yet maximum to be able to follow this program. Based on the research result, it is concluded that the constraints of IGI in implementing training programs, namely the distance of the teacher domicile with the location of the distant activity, lack of special budget, the absence of a local sponsor, the teacher's orientation wants the certificate of activity, and the cost of activities still borne independently by participants either IGI members or non-members of IGI

3.3.   Constraints of high school / vocational teachers in applying ICT-based learning media in school.

The application of ICT in the field of education in Indonesia is in fact still in its early stages and is still not fully utilized. The obstacles of ICT application in education are caused, among others; a) the uneven infrastructure that supports the application of ICTs; and b) the unpreparedness of human resources to utilize ICTs in the learning process

As the opinion of Sujoko [15] that the utilization of computer technology and the Internet in learning has not been optimal due to facilities that are less than the maximum and still relatively many teachers have not mastered computer and internet technology

Based on the result of the research, it is concluded that the obstacles of teachers in applying ICT-based learning media are supporting facilities in each school are less like lack of computer, lack of invocation, electrical installation classroom not all installed, not all schools have computer or multimedia laboratory, internet network yet there is, and also frequent power failure

IV. Figures And Tables

Tabel 1: Percentage and number of teachers of SMA / SMK Aceh Timur who passed pedagogic competency examination in 2015

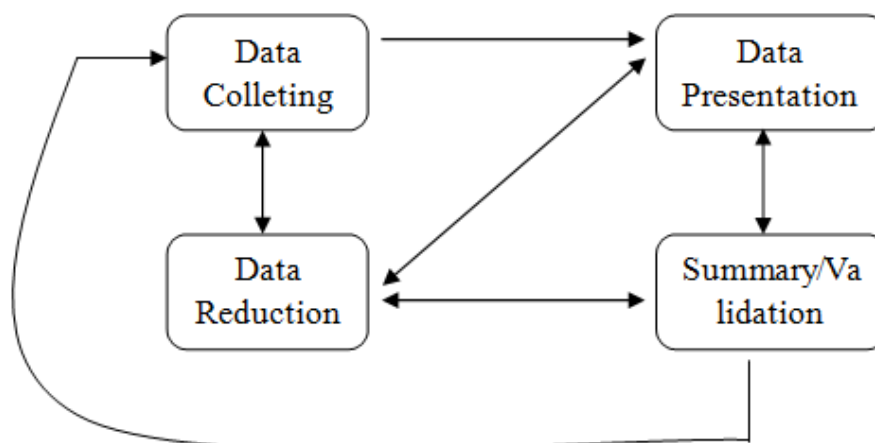| No	Schools	UKG Participants (Person)	Pedagogig Competency			
			Pass		Fail	
			Total (orang)	%	Total (orang)	%
1.	SMA	921	290	31,49	631	68,51
2.	SMK	261	97	37,16	164	62,84

Figure 1: Components in data analysis (interactive model)

V. Conclusion

Based on the results of research and discussion on the implementation of the Indonesian Teachers Association (IGI) program in the development of teachers' ability to make learning media in East Aceh, it can be concluded as follows:

1. Implementation of IGI program in the development of teachers' ability to make ICT-based learning media in East Aceh has been running effectively.
2. Constraints in the implementation of the IGI program in the development of teachers 'ability to make learning media in East Aceh are: (1) teachers are scattered in far-flung regions from the location of activities, thus reducing teachers' motivation to attend training; (2) the difficulty of direct mentoring to teachers because of the distance of the remote teacher's domicile; (3) IGI does not have a special budget for implementing teacher programs; (4) local sponsors are hard to find; (5) teachers still oriented training can be money and certificates; and (6) the basic capabilities of teachers' computers are weak.
3. Constraints of high school / vocational teachers in creating and implementing learning media in teaching and learning process in schools, namely (1) lack of facilities / facilities such as school projector / invokes and computer; (2) part of the network of electrical installations (electrical current) in class room not yet installed; (3) inadequate Wi-Fi (internet) school networks; (4) there are still many schools that do not have multimedia space; and (5) still frequent power failure at learning hours.

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