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The Development of Pedagogical Competencies of Sunday School Teachers through Training Programs Using the ADDIE Model

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Abstract. This study aims to provide the guidelines and design a training program using the ADDIE model in developing pedagogical competencies of Sunday school teacher at GKRI Jemaat Diasporas Coptas. This study uses descriptive qualitative method. The sample is determined using purposive sampling model. The participants in this study were 15 people consisting of assemblies, Sunday school teachers, parents, and Sunday school children. The data were collected using interview techniques while the analysis techniques use description analysis. Based on the results of this study It was found that there were Sunday school teachers who did not yet have pedagogical competencies. The application of the training program using the ADDIE model, at the analysis stage the results have carried out the analysis, but it was incomplete to find a problem. At the design stage the draft of training program design was incomplete. At the development stage, the result of the development of training materials have not yet been completed with the competencies to be achieved. At the implementation stage, the results of the application of the training program have not been run efficiently, the instructor is not from educational background that was trained. At the evaluation stage, the results need to design a curriculum, discuss more the material, there were use incomplete learning resources, need competent instructors according to the fields, the training program has not yet had an impact in developing pedagogical competencies of Sunday school teachers.

Keywords: Pedagogical Competencies, Training Program, ADDIE Model

1 Introduction

Education is an important need for every human being. Through education, man can develop his potential and make man better than ever. Education cannot be succeeded if it does not have educational components. According to J. M. Nainggolan (2010:21) there are four components in the educational world, namely teachers as an educator; educational materials; students as recipients of education; facilities to support education. If all these components fulfil properly, then learning activities will be carried out.

Teacher is the main component in implementation of learning where teacher play important thing in learning activity because trough teacher, there will be a pleasant learning atmosphere. Therefore, teacher should facilitate themself with a variety of knowledge, experience, and skills about teachers. Teacher's job according to J.M. Nainggolan (2010:21) is to guide, educate, update, give a living example, seek new ideas, give advice, create, have authority, inspired goals, assign stories, and judge. Based on that job, it demands the teacher to be a professional teacher. J. M. Nainggolan (2010:21) also said that teachers are required to be professional in the sense of being reliable in all aspects of they liveboth character and intellectual abilities and skills.

Church is an educational institution that need teacher to guide and educate the member of the church because the church be part of the formation of church members. According to Dien Sumiyatiningsih (2006: 2) in her book entitle teaching with creatively and interestingly, the church is one of the institutions that conducts education namely Christian Religious Education which can be shortened as PAK. Paulus Lilik Kristianto (2006: 7) in his book entitled principles and practices of Christian Education, asserts that the church is the primary agent in teaching Christian Education that is based on the Great Mandate of The Lord Jesus which illustrated through matthew 28:19-20"Therefore go, make all nations my disciples and baptize them in the name of the Father and the Son and the Holy Spirit, and teach them to do all that I have

commanded you and know, I am with you forever to the end times."According to Erni Murniarti (2018: 251) Christian education is the main procedure of spiritual building that is used by many churches for youth-services as well as at schools. The duties and responsibilities of teachers in a church environment are to focus on Sunday School children's education, teenager-youth education, adult, and elderly education. B.S. Sidjabat (2017:17) said that Christian Educator in the context of the church are one of them is Sunday School teacher. The job of Sunday School teachers in the church is to teach Christian Education to children. DienSumiyatiningsih (2006:38) said that Sunday School teachers need to teach the children well, meaning that teaching God's Word, it can be adjusted to the level of understanding of the children so that they will continue to experience growth in Christ Jesus. This success will be achieved if the educator has high integrity and is dedication to carrying out the job as a teacher. in this case, Sunday School teacher are required to have quality and expertise in teaching, so that learning can be successful, and students will continue to experience development.

The existence of Sunday School at GKRI Diaspora Cypylas has variety abilities or competencies. It can be seen from the observation that conducted by the researches and supported by some opinions from Sunday School teachers that in Sunday School learning, there are Sunday School teachers who seem to have the ability to teach, he is active and creative seen when he gives Sunday School learning, he can master the class, the children become actively involved in learning. But there are also Sunday School teachers who have not been able to manage the learning process in the classroom properly, it is also noticeable when he gives learning to children. Based on the result of the researches' observation, researchers saw during the learning process the atmosphere of the class is noisy, even though still in the process of learning or hearing the story of the Word, children running around, others are happy to tell stories with friends. The teacher who taught is no longer ignored. The teaching method used is not able to attract the attention of children anymore. Seeing the state of the class that has been noisy, the teacher continued to deliver teaching material regardless of the audience or children who have not noticed it. In this case, Sunday School teachers do not have the ability to manage the class well. The ability to manage learning or class is also known as pedagogic competence. This means that teachers still do not have and master pedagogic competence. This is supported by the researchers' interview with the Sunday School Deacons where the teachers who taught the classroom did not work effectively.

Based on the research observations on the role of the Church in developing the ability of Sunday School Teachers, namely looking directly at the teaching process of teachers and how the church's role in developing the ability of Sunday School Teachers in managing learning, it appears that to develop the pedagogical competencies of Sunday School teachers. GKRI Diaspora Cypylas presents a training program, as a form of program in training and equipping Sunday School teachers. The training programs implemented are external and internal. Shepherds, pastors, and Sunday School deacons hope that there will be a change from Sunday School teachers when attending church-organized training. However, until now there has been no change shown by Sunday School teachers in teaching, learning has not fully run optimally, teachers are still not able to teach properly.

Benny A. Personally quoted from Walter Dick and Friends (2016:2), said that the training program is a learning program designed or designed to help participants master competencies that have not been possessed before. That is, the training program is a pre-designed or designed learning activity. In this case, to create an effective training program, it all depends on how the design or design of the learning program is. The use of learning system design models can create effective training programs. The ADDIE model is a systemic learning system design model, as it is structured with sequences of activities that can achieve the desired goals. Consists of stages: *Analysis, Design, Development, Implementation, and Evaluation*. The model was implemented in designing and developing training programs in GKRI Diaspora Cypylas, but the implementation of training using the ADDIE model has not achieved the expected goal, because Sunday School teachers still do not have the ability to manage learning or also called pedagogical competencies. Indications of researchers, the application of training programs using the ADDIE model, have not fully implemented the stages in the ADDIE model.

2 Literatue review

8 Rina Febriana quoted from Marshal (2012:26), saying that competency comes from the words competency which has the meaning of ability, capability, proficiency, qualification, eligibility, readiness, skill, and adequacy. While in the book Jejen Musfah (2012:26), competency is a collection of knowledge, behavior, and skills that teachers need to have in achieving learning goals. Rina Febriana (2019: 10) said that pedagogical competency is the ability or knowledge of teachers to understand students in-depth, including understanding the psychology of child development and the implementation of educational learning, including the ability to design learning, implement learning, assess learning processes and results, and make continuous improvements

5 Agustina Wijayani (2011: 65) argues, that the Sunday School teacher is a source of example and spiritual guidance for Sunday School children. The competence of the Sunday School teacher, which is the first that he is a born-again person. A person who already has a new life, who regrets all sins, repents and is willing to live well in the Lord. Second, it has the character and personality of Christ, which is expressed in daily life. The age of Sunday School children is the age at which they learn from what they observe, namely from behavior, deeds, and the words of Sunday school teachers. So, Sunday school teachers should be disciplined in teaching. It is said by Leatha Humes and A. Lieke Simanjuntak quoted by Tanto Kristiono (2019: 93) Third, totality in child services. Tanto Kristiono (2019: 93) says that totality is a wholehearted surrender. If as a teacher had totality in service, it must be the love of God who willingly died to atone for our sins. Automatically, as a total Sunday School teacher, will hold the responsibility carried on the shoulders of Sunday School teachers. Fourth, have knowledge of biblical truths. A child does not understand much. After teaching, it will understand the application that can be taken from the story, so that the child gets something new to tell his parents at home. Fifth, establish communication with parents or guardians. Teachers and parents can share and share information about the child, so that the teaching of the child can run properly as well. Understanding the ability of Sunday school teachers, it is understandable that teachers become born-again persons, have the character and personality of Christ, totality or complete surrender in the service of the child, have knowledge of the truth of the Bible, and the communication with parents or guardians.

10 According to Mulyasa and Kunandar quoted by B.S. Sidjabat (2017:80), saying that pedagogical competencies in the context of national education include several aspects, namely understanding students, planning, and carrying out learning, and researching the field. B.S. Sidjabat quotes from Kents L. Johnson (2017:83), saying that pedagogical competencies include, ability to set teaching goals, method selection, skilled in presenting lessons, creating a good learning atmosphere, and planning and implementing learning evaluations. According to Mardi Turnip, et al (2018:1), pedagogies, personality, social and professional competencies are among the factors needed in improving the productivity of educational institutions. Benny A. Priyadi (2016:22) said that the training program is a learning program designed and developed to facilitate participants to master the skills, skills, and attitudes required in carrying out tasks and tasks. This means that the training program is a learning program designed so that participants can master their ability to carry out their job.

4 According to Suparno Eko Widodo (2016:84), training that implemented by institutions or institutions, and organizations have objectives, namely: 1) Improve performance. Training programs are targeted at employees who have poor performance due to a lack of soy sauce. 2) Update skills. Managers must be responsive to technological developments that will make organizational functions more effective. Technological change means a change in the scope of work that indicates that there must be a previous update of knowledge. 3) Avoid managerial goodness. Rapid changes in social engineering and environment affect employee performance. It was found to be a failure to follow new processes and methods. For employees who fail to adjust then what they have previously become using. 4) Solve organizational problems. In each organization, there must be many conflicts that occur, and those conflicts can be resolved in various ways. Training provides skills to employees to overcome conflicts that occur. 5) Prepare for promotion and managerial success. By participating in training programs employees can acquire the necessary skills and facilitate higher employment. 6) Meet personal needs. Many employees are more oriented towards new achievements and challenges in their work.

2 According to Dewi Salma (2015:21) the ADDIE model itself was developed in the 1990s conceptualized by Raiser and Molenda and redeveloped by Walter Dick and Lou Carey to design a systematic and comprehensive learning system that could create an effective and efficient training program. While according to Benny A. Priyadi (2016: 136) said, the Addie model is a model of

learning system design in which some steps are systemic to achieve the goals and realize a comprehensive training program. The stages of activity in the ADDIE model:

- 1) **Analyze** where Training Needs Analysis or abbreviated TNA is a series of activities carried out to identify performance problems and determine whether the training program is the right solution to solve the problem.
- 2) **Design** where the training program is designed based on the results of the needs analysis
- 3) **Development** where development step contains about the realization activities of the design stage which is about teaching materials or training materials.
- 4) **Implementation** where the implementation step is an effort in realizing the design of the training program to real situations, namely to facilitate the learning process in achieving the necessary competencies
- 5) **Evaluation (evaluating or assessing)** is the last stage to be done after going through several previous stages namely evaluation. According to Ngalim Purwanto quoted by S. Widanarto Prijowuntatoin his book *On Learning Evaluation* (2016:5), evaluation is a way of assessment that has been designed and will be implemented to obtain information or data, then from the results of the data is made a decision.

3 Methodology

This research is a descriptive qualitative study conducted in Christ Rahmani Church of Indonesia Cypylas Diaspora Church (GKRI DC) and conducted for three months (March – June 2020) ranging from initial data collection to complete data collection. The population in this study is the entire GKRI Diaspora Cypylas congregation, which is 85 people. Consists of, 6 toddlers (0-5 years), 10 children (6-12 years), 16 youths (6-12 years), and 53 adult congregations. In this study, the sampling technique used is purposive sampling, where the sampling of data sources through certain considerations. The informants in question are representatives, assemblies, Sunday School teachers, Sunday School children, and GKRI DC parents with the following criteria: 1) Parents and children who are always present and active in Sunday School worship, 2) Implementers and trainees

The determination of samples also takes into account the timing of research, funding, and energy. Based on the criteria and reasons for determining the sample, the researchers applied the following informants: 5 Sunday School teachers, 3 parents, 4 Sunday School children, 2 assemblies as a training program designer, and 1 person as a trainee program participant. So, the number of samples that researchers took, which was 15 people. As for the unique collection of data in this study are library reviews and interviews.

4 Results and Discussion

Based on literature, there are several abilities in pedagogical competencies that teachers need to have in carrying out learning, namely understanding students, carrying out learning planning, selection of teaching methods, creating a good learning atmosphere, and carrying out evaluations that are the first focus. Based on the results of interviews with informants obtained information, that of the five Sunday School teachers in GKRI DC, there are only two who say understand the learners, while the other teacher has not yet understood the learners. Second focused on the ability to carry out learning planning, researchers interviewed five Sunday School teacher informants. Based on the results of interviews and literature obtained the picture that, in the planning of learning some things that need to be structured and planned, namely materials, methods, and media / props. But from the results of the interview, the informant said not all follow activities that have been organized in learning planning or curriculum, because there are materials and guidelines that are incomplete and difficult to understand.

According to the researchers, teachers already carry out learning planning, but the design of learning or curriculum used by the church is a curriculum that is long and irrelevant to learning in the present era. We recommend that learning plans or curriculums be developed and developed. The third focus is on the selection of teaching methods. Teachers in carrying out the learning

process need to choose the right teaching method to create effective learning. Based on the results of the interview obtained the picture that teachers choose and use various methods in teaching, namely drama methods, storytelling, discussions, and presentations. Based on interviews with two informants, it states that the teacher chooses or uses a method based on the child's development or age group, so that from each class the method selected and used is different. Based on the results of interviews with ten informants stated that teachers only choose and use storytelling methods. The recognition of some informants states, that the lack of knowledge in choosing various methods, the application of storytelling methods still lacks the attention of the child, the storytelling time is too long.

Based on this recognition, it is known that the lack of knowledge and ability of teachers in selecting and mastering methods. So it can be concluded that only a small number of teachers master and choose the method properly, most teachers do not know and master various types of methods so the selection of methods is still lacking and the application is still not appropriate. According to researchers, teachers should further deepen the knowledge and mastery of teaching methods. The next focus is on creating a good learning atmosphere. A good learning atmosphere is a pleasant learning atmosphere. Based on the results of the interview, it is obtained information that learning becomes fun, liked by children, and children feel comfortable in class, if the teacher uses the right method, there are props, activities, games and there are motions and songs. Based on the results of the interview, information was obtained that in learning also created a poor atmosphere. The informant said that there are times when learning becomes less likable, children are unenthusiastic, uncomfortable, and feel bored in the classroom if teachers only use storytelling methods without using props, activities, games, and no songs and gestures.

This statement provides an understanding that the strategies used by teachers influence the creation of fun learning. So it can be concluded that the atmosphere created in the classroom, some are pleasant and some are less pleasant. The creation of a pleasant atmosphere if the teacher uses the method correctly, there are props, games as well as motion, and songs. On the contrary, a less pleasant, disliked, and boring learning atmosphere also occurs when the methods used by teachers are less precise and there are no props, games and gestures, and songs. According to the researchers, there is still a lack of creativity in teachers in creating fun learning. Teachers need to be more active in using the correct methods, procuring props, the implementation of games, as well as the movement and song in learning so that fun learning can attract children, and achieve learning goals. The next focus is on implementing the evaluation. Based on the results of the interview, it is obtained the idea that not all teachers carry out evaluations. In statements from the five Sunday School teacher informants, there were only three teachers who carried out evaluations during their learning and evaluation in the form of questions. So it can be concluded that there are still Sunday School teachers who do not have the ability to manage to learn. In this case, the ability to manage learning or classes is also called pedagogical competency.

Some Sunday School teachers do not yet have and master pedagogical competencies, namely first, still a lack of understanding of students, whereas in the understanding of educators about child development or developmental psychology can influence the implementation of the learning process and teaching PAK. For example, in designing teaching plans, curriculum preparation, teaching strategies, understanding the learning process of students. Second, still based on the old learning plan or curriculum, the curriculum needs to be developed. Third, the lack of understanding and mastery of teaching methods should be a teacher must understand and master various methods. Fourth, the lack of creativity of teachers in creating a fun learning atmosphere, whereas fun learning can arouse students' learning interests. Fifth, the lack of awareness in carrying out evaluations, should in teacher learning carry out evaluations because with evaluation the teacher can know if the method used and the teaching materials are relevant and easy to understand.

4.1 Implementation of Training Program based on the ADDIE model

a) Analysis

Based on the results of the literature, Benny A. Pribadi said, that the analysis stage or training needs analysis is a series of activities carried out to identify performance problems and determine whether the training program is the right way to solve the problem. Based on the results of interviews with informants, the stake or implementer of the program has carried out analysis or identified problems, by observing and conducting interviews with Sunday School teachers. The

problem found is, the way to teach teachers who are less attentive, less active in leading praise, and less creative and activity. However, the researchers found the results of the analysis of his needs had not fully found the problems that occurred, due to the incomplete determination of informants, only Sunday School teachers were made informants. Informants who should also be used as a source of data or information are parents and Sunday School children because those who see and feel directly learning Sunday School. In this case, to determine the informant should be even more relevant.

b) Design

Based on the results of the literature, Benny A. Pribadi said, that the training program before implementation needs to be designed and designed based on the results of the needs analysis. Based on the results of interviews with informants can be concluded that the first, design or design of the training program implemented by the church is incomplete or detailed because only determining the materials and materials provided has not fully answered the results of the needs analysis because from the results of the needs analysis found the problem is a way of teaching that is less attention-attracting and the material provided only discusses the method of storytelling for young children. Second, the concept of design is incomplete as well, because only designing the implementation of training such as themes, speakers, time, and budget, while the activities in the training learning or curriculum have not been designed in detail only determine the material. In this case, to create an effective and efficient training program, there needs to be a detailed design, using systematic measures.

c) Development

Based on the results of the literature, Benny A. Personally said, that in choosing training materials it is necessary to consider the characteristics of the training materials and competencies to be achieved. Based on the results of interviews with informants can be concluded that the first, the development of training materials has not been by the competencies that will be achieved, judging by the training materials used i.e. using only multimedia while the competency to be achieved is that participants can master or apply methods, should the training materials be developed through a simulator or demonstration of the instructor as it relates to the practice. Second, not to choose the best teaching materials to achieve the learning objectives, this is seen from training materials that do not meet the needs of participants. Third, it is not designed or designed to develop training materials.

d) Implementation

Based on the results of the literature, according to Benny A. Pribadi, the step-in implementation is the application of the design of the training program in real situations. Based on the results of interviews with informants it can be concluded that first, the application of the training program by presenting the material and providing the practice at the end of the training and application is not through the design stage or not designed in advance. It should be in the implementation stage is the effort made in creating the design or design in a real citation. Second, the implementation of the training program has not been efficient because the instructor or speaker is not a background or basic in the field trained, in the presentation is only passive and inactive, and the material submitted by the instructor has not been very satisfactory.

e) Evaluation

Based on the results of the literature obtained an overview, that in evaluating the training program, consists of two parts evaluation, namely formative and summative. Based on the results of interviews with informants, it can be concluded that the implementation of the training program using the ADDIE model has not fully addressed the stages in the ADDIE model. In the analysis phase, the designer has not analyzed the problem completely, whereas this stage is an important part of determining how the design and implementation of the training program. In the design stage, there is no complete curriculum design yet, whereas the application of the training program refers to the results of curriculum design. The development stage, teaching materials, or training

materials developed have not been by the competencies that will be achieved, should be adjusted to the competencies that the trainees will achieve. In the implementation stage, the instructor is not competent, whereas the one who plays an important role in the application of the training program is the instructor, should the instructor have the skills or competencies in the field that is trained, so that the trainee can easily have and master the desired competency.

5 Conclusion

Based on the results of research on pedagogical competencies of Sunday School teachers in GKRI Jemaat Diaspora Copylas, it can be concluded that there are still teachers who do not have or master pedagogical competencies. This is evident from the lack of understanding of students, lack of knowledge and mastery of methods, lack of creativity of teachers in creating a pleasant learning atmosphere, and still a lack of awareness in carrying out learning evaluations.

Based on the results of research on the implementation of training programs using the ADDIE model, it can be concluded that the training program implemented has not fully analyzed the needs or problems that occur. The design or design of the training program has not been designed in detail. The training materials used are not yet by the competencies that will be achieved, have not chosen the best teaching materials to achieve the learning goals, and the training materials have not been designed or designed. The implementation of the training program has not been efficient because the instructor or speaker is not from an educational background in the field of training and has not designed the activities applied in the training. After evaluation, the implementation of a training program in GKRI DC, need to design or design curriculum, discussion of materials deepened, use of incomplete learning resources or details required competent instructors in the field of training. So the training program implemented has not provided benefits in developing the pedagogical competencies of Sunday School teachers. However, it does not mean that the training program is discontinued, but it is still run, it is just that the implementation of the training program needs to analyze the needs and design the training program in full.

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