Research Article

RELATIONSHIP OF PROFESSIONAL COMPETENCE AND TRAINING OF LEARNING MEDIA TO ONLINE LEARNING IN ELEMENTARY SCHOOL AT THE FOUNDATION OF SANTA LUSIA VIRGINI

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ABSTRACT

Improvement of the professional competence (X_1) of teachers through learning media training (X_2) is an important step in repairing and developing the quality of online learning (Y) during the COVID-19 pandemic in Indonesia in general and in elementary schools at the Santa Lucia Virgini Foundation in particular. Accordingly, the purpose of this study was to analyze the relationship between professional competence and learning media training on online learning programs.

This quantitative research was conducted, involving 93 teachers as a sample with data collection techniques using online surveys with the googleform application. The sampling technique utilized is a non-probability sampling one which is a type of purposive sampling. The data obtained were analyzed to interpret the results of the study.

The results of the study indicate a strong relationship between professional competence (X_1) and online learning with the correlation value of 0.755, and there is also a relationship between learning media training (X_2) and online learning (Y) with a correlation value of 0.601.

Furthermore, there is a moderate correlation between professional competence (X_1) and online learning (Y) when learning media training (X_2) was included as a control variable. Although slightly decreasing or intervening variable by learning media training (X_2 , there is still a positive value with the correlation value of 0.631. This study is suggestive of strengthening and improving learning media training programs in online learning activities.

***Keywords**: Professional Competence, Media Training and Online Learning*

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Introduction

The world of education which is characterized by face-to-face activities in a school or campus environment is completely prohibited. Face-to-face teaching and learning activities, as happened in the pre-pandemic period, can no longer be run. The Covid-19 pandemic has brought a major shock to the world of education throughout Indonesia. The Covid-19 pandemic has forced the government to work hard to find alternative models for the implementation of the teaching and learning process. After a while without educational activities, the government finally implemented the School from Home (SFH) policy. This policy is seen as the most realistic option during this pandemic. With this policy, encounters that have the potential to be a place of transmission of COVID-19 can be avoided. This policy resulted in the closure of school buildings. The center for the teaching and learning process has moved to the home. The learning method that is run is in a network which is then known as online. Internet networks and

communication tools are the main means of teaching and learning activities which for many teachers and students become a new experience.

To help us understand the meaning of this online method, Basori (2017:42) gives a formula. According to him, online learning is a learning activity that requires electronic means via a network (LAN, WAN, or internet) when delivering teaching materials, interactions, and guidance activities. Internet-based learning activities have many nicknames such as online, online and E-Learning and so on. Online learning is a part of E-learning as well. According to Faridatun (2017: 2) said, E-learning is a learning model that uses web-based information technology (IT) that can be accessed remotely which allows learning activities to be carried out outside the classroom and at certain times but can.

The educational world platform is changing with the implementation of online learning systems. Simonson, et al (2015:13) mention "The key to success in an online classroom is not which technologies are used, but how they are used and what information is communicated using the technologies". The results achieved through online learning methods do not lie in the type of technology used, but in how the technology is used and what kind of information is conveyed through the technology. From this understanding, we can understand that the central actor in online learning activities is a teacher who has adequate competence in processing real situations and conditions and utilizing technology efficiently in learning. For that, every teacher must begin to change the old ways that are no longer adaptive to the current real situation. Teachers must learn to have a transformative spirit in understanding and accommodating new values in learning management.

Indirectly, Covid-19 has changed the education system and at the same time responded to the transformation of education in the 21st century. The 21st century demands that every teacher develop and have competent competencies with the ability to transform in the changing times. This century is also known as the era of science or knowledge (knowledge age) where various alternatives are an effort to fulfill the needs of life in various contexts that emphasize science, requiring quality human resources. (Mukhadis, 2013:115). Global changes, including in the world of education, must be an opportunity to develop the competence of every educator so that they can carry out their duties effectively at every level of education for which they are responsible. The professional competence of teachers with regard to commitment, personal maturity, knowledge ability and loyalty must continue to be fostered in line with changing times. Broke and Stone (in Mulyasa, 2011:115) states that teacher competence is descriptive of qualitative nature of teacher behavior appears to be entirely meaningful. Every educator must have the behavior of life and quality as an efficient educator for the achievement of educational goals. His competence as a teacher must be real and can be applied in his duties as an educator among students.

Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 17 of 2007, provides several principles relating to teacher competence. The law states, among other things, that to become a professional educator is not measured only by the ability to deliver teaching materials as stated in the standard of pedagogic competence. More than that, educators should have the ability to develop their professionalism on an ongoing basis to achieve the professional level as referred to as professional competence. Teachers must have the ability to establish good and effective relationships between fellow educators, education staff, parents of students, and the community environment as stated in social competence and have good and mature behavior as described in personality competencies

Online Learning, during the COVID-19 pandemic, these two types of approaches can be applied to educational units. This study will explore the description of online learning centered on synchronous activities, namely learning activities carried out at the same time with the hope that educational goals can be achieved. Education with the new system is carried out and developed so that the teaching and learning process takes place properly and correctly which

ultimately produces students who are smart and qualified in terms of knowledge and especially personality. And in this process the professionalism of the educators will play a central role.

Media Training, to be able to utilize learning media optimally and efficiently, training is needed. Learning media training is intended as a programmed and planned activity carried out to increase competence in skills that support technology-based learning. These skills can include skills related to both software and hardware that must be used so that learning materials and messages through online video conference zoom media can be well received by students. Teachers are ultimately expected to have the skills to use this online media to activate thoughts, cultivate feelings, focus attention, develop the abilities and skills and interests of students so that the main purpose of education itself is fulfilled. For this reason, every element that supports this learning media training must be properly organized and prepared, starting from the instructor as a trainee, the teacher as a participant, training materials according to the needs of the participants and the facilities and methods that encourage teachers to have the skills and abilities. use the video conference zoom application media to the fullest.

Professional Competence, Professional competence is a special skill in the field of teaching that is owned by educators so that their duties and functions as teachers are achieved optimally. Thus they are truly able to plan, guide students, implement and evaluate learning systems both online and offline and are able to develop creative and innovative learning systems and can meet competency standards and are in line with the National Education Standards (SNP). The benchmark for achieving professional competence of educators can be measured from the following variables: ability in mastering the material, ability in self-development, ownership of self-confidence, having a strong commitment, having maturity in action, having a suitable scientific background, being able to work together as a team in the task, have high loyalty and finally the main tasks and functions (tupoksi) are carried out well.

Departing from the theoretical studies that have been carried out, the following are formulated several hypotheses for the research carried out:

1. There is a positive relationship between professional competence and online learning at Santa Lucia Elementary School at the Santa Lucia Virgini Foundation.
2. There is a positive relationship between learning media training and online learning at Santa Lucia Elementary School at the Santa Lucia Virgini Foundation.
3. There is a positive relationship between professional competence and online learning in elementary schools at the Santa Lucia Virgini Foundation after controlling for learning media training.

Research Methodology

A research really needs a sampling technique. The definition of the sampling technique as mentioned by Sugiyono (2017: 81), refers to the sampling technique to be used in the research to be carried out. There are two types of sampling techniques, namely probability sampling and non-probability sampling. For this study, the authors used a non-probability sampling technique of purposive sampling, is a sampling technique for data sources with certain considerations. This will be considered in a study. In the author's study, the sample referred to is teachers with permanent employee status at the Foundation and at least three years of working experience as a teacher. In the author's study, the sample referred to is teachers with permanent employee status at the Foundation and at least three years of working experience as a 93 teachers samples.

Results and Discussion

The path calculation is devided into 3(three) sub-structures namely: Professional Competence (X1), Media Training *(X2),* on Online Learning (Y).

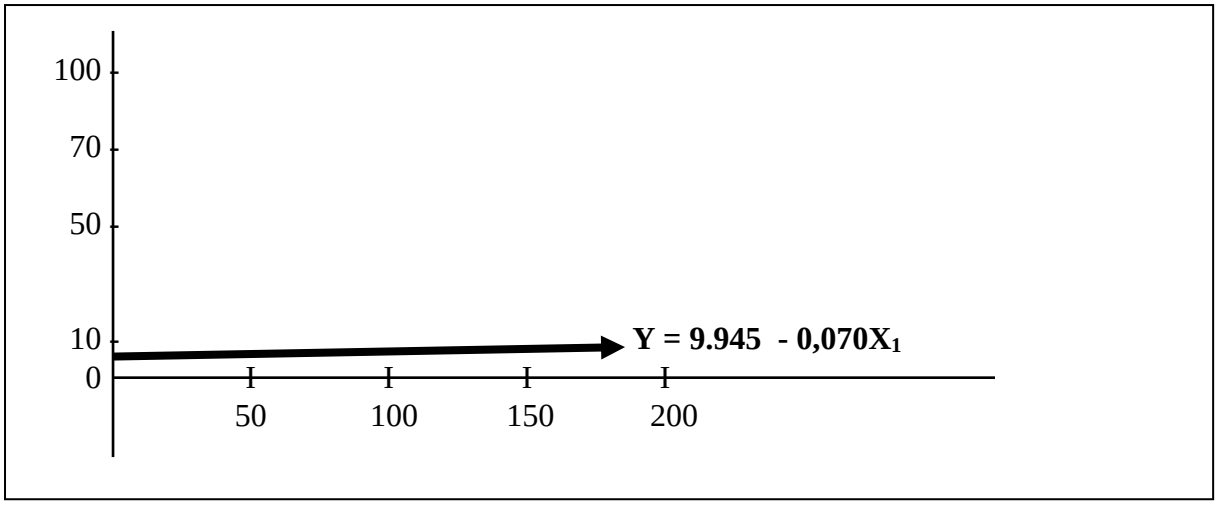
Calculation of path coefficient for Substructure 1 (one). The results of Substructure 1 (one) calculation can be seen in Table 1.1. under:

Table 1.1. Path Coefficien Substructure 1 (one)

Coefficients[a]						
Model		nstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta		
1	(Constant)	9.945	5.511		1.805	.014
	Professional Competence (X1)	-.070	.048	.755	1.452	.150
a. Dependent Variable: Online Learning (Y).						

The regression equation obtained between Professional Competence (X1) and Online Learning (Y). is Y = 9.945 - 0.070 X_1. From the calculation results obtained by the regression coefficient of -0.070 and a constant 61, 184 which means that every increase of one variable score X_1 will raise the Y variable score by -0,070 on the constants 9.945. This change is an increase because is positive. So the shape of the influence of variables X_1 and Y based on the regression model is significant (0,014) and positive. For more details can be seen from the following graph:

Figure 1.1. Regression Y = 9.945 - 0.070 X_1.



Calculation of path coefficient for Substructure 2 (two). The results of Substructure 2 (two) calculations can be seen in Table 1.2 below:

Table 1.2. Path Coefficien Substructural 2 (two)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.319	.447		7.427	.000
	Media Training *(X2)*	.021	.132	.564	.159	.874
a. Dependent Variable: Online Learning (Y).						

The regression equation between (X2) Teacher's Holistic Ability and Y (Teachers' Performance) is Y = 3.319 + 0.021 X_2. From the calculation results obtained by the regression coefficient of 1 and a constant 3,319 which means that every increase in one score of variable X_2 will raise the Y variable score of 1 to a constant of 3,319 This change is an increase because is positive. So the shape of the influence of variables X_2 and Y based on a significant regression model (0.000) is positive. For more details can be seen from the following graph:

Figure 1.2. Regression Y = 3.310 + 0.021 X_2

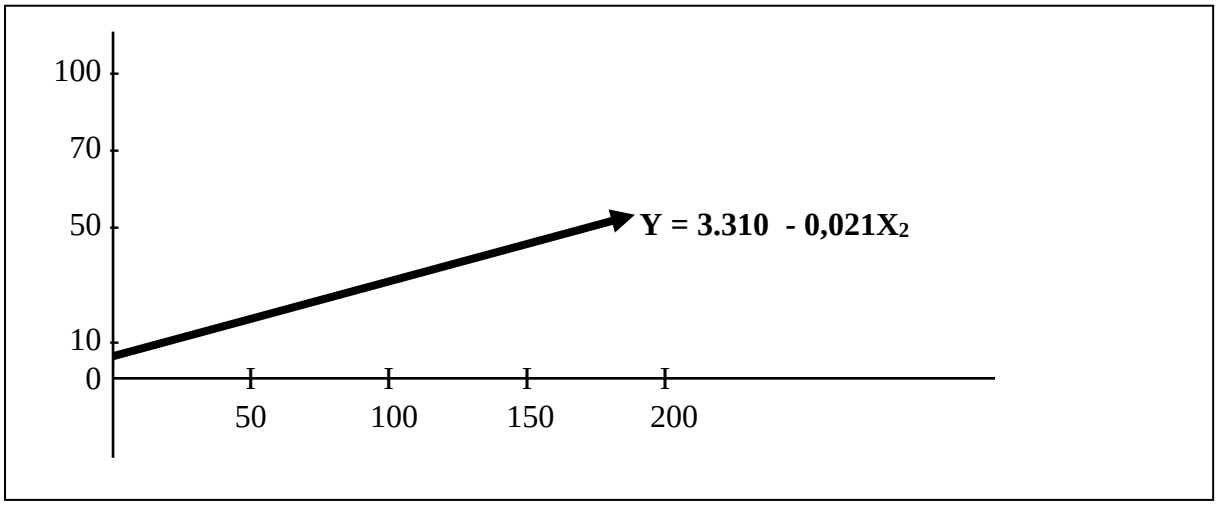


Table 1.3. Path Coefficien Substructure 3 (three)

Calculation of path coefficient for Substructure 3 (three). The results of Substructure 3 (three) calculations can be seen in Table 1.3 below:

Coefficients[a]

Model	Unstandardized Coefficients	Standardized Coefficients			Collinearity Statistics

		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
	(Constant)	-59.526	9.167		-6.493	.000		
	Professional Competence (X_1)	.618	.080	.610	7.707	.000	.682	1.466
	Media Training (X_2)	.272	.084	.256	3.237	.002	.682	1.466

a. Dependent Variabel: *Online Learning* (Y)

Based on the above table it can be concluded that Profesional Competence (X_1), and Medya Training (X_2) together with Online Learning (Y) produce a significant regression coefficient (0,000) and positive. Thus the influence between Profesional Competence (X_1) and Medya Training (X_2). Together, the regression equation $Y = -59.526 + 0{,}618X_1 + 0{,}272X_2$ is propagated. The final theoretic model is illustrated below.

Figure 1.3. Regression $Y = -59.526 + 0{,}618X_1 + 0{,}272X_2$.

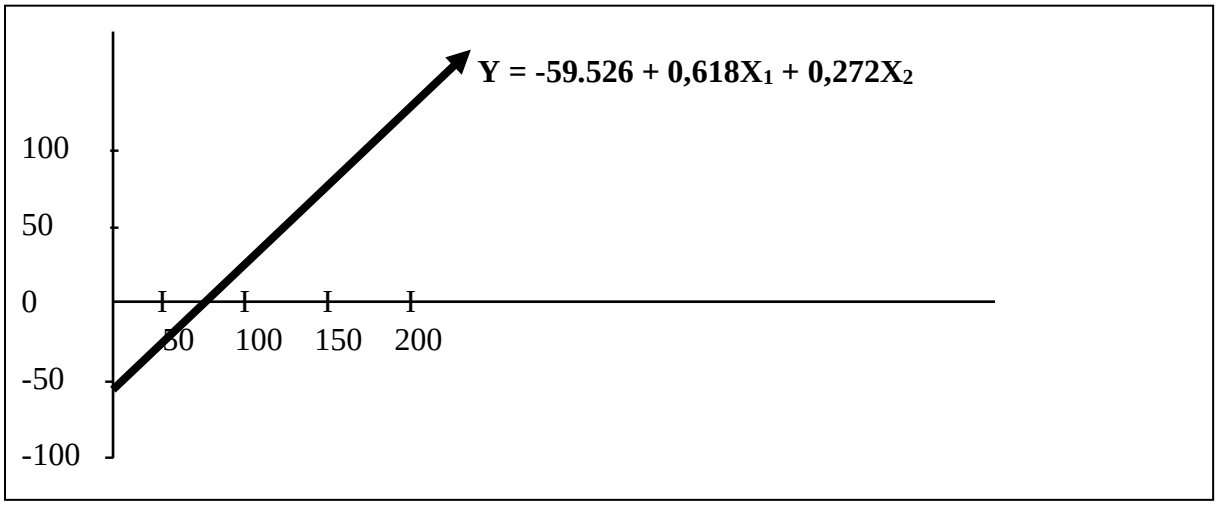


Figure 1.4: Teoretic Models

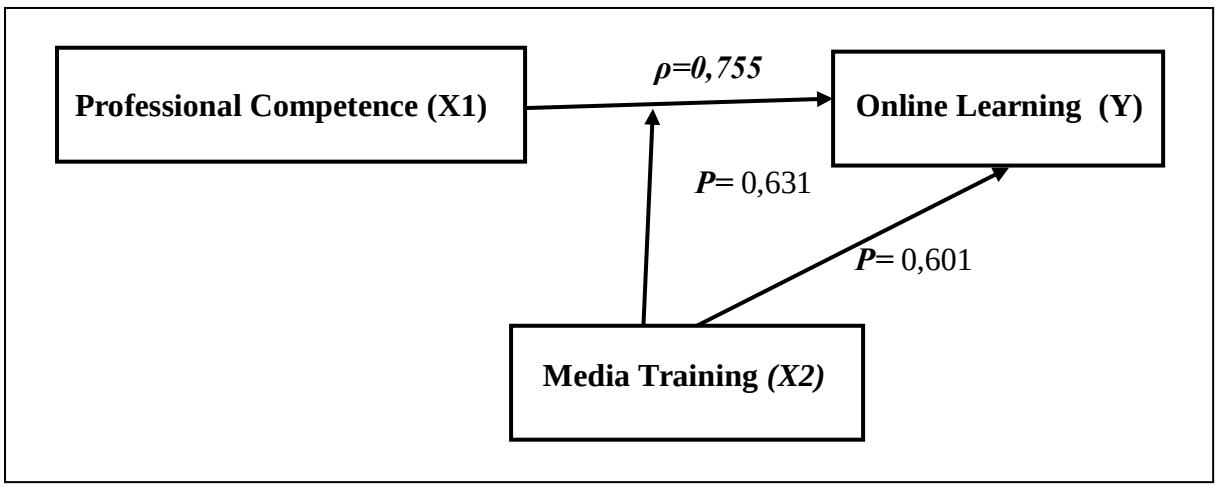


Table 1.4. Correlations X1, X2 together with Y

			Sum of Squares	df	Mean Square	F	Sig
Online Learning (Y)* Profesional Competence (X_1) Media Training (X_2)	Between Groups	(Combined)	171.435	6	28.572	34.790	.000
		Linearity	137.991	1	137.991	168.021	.000
		Deviaation from Linearity	33.443	5	6.689	8.144	.000
	Within Groups		70.630	86	.821		
	Total		242.065	92			

Based on the calculation above, the F_{count} value of 34.790 and F distribution table obtained F_{table} of 1.53 at a significant level of 0.05. This shows that Significan of 0,000<0,05 is greater significant influence between *Profesional Competence (X_1), Media Training (X_2)* together with *Online Learning (Y).*

Table 1.5. Parcial Correlations X1, X2 with Y

Control Variables			. Profesional Competence (X_1)	*Online* Learning(Y)	Media Training (X_2)
-none[a]	Profesinal Competence (X_1)	Correlation	1.000	*.755*	.564
		Sig.(2-tailed)	.	.000	.000
		Df	0	91	91
	Online Learning (Y)	Correlation	.755	1.000	.601
		Significance (2-tailed)	.000	.	.000
		Df	91	0	91
	Media Training (X_2)	Correlation	.564	*.601*	1.000
		Significance (2-tailed)	.000	.000	.
		Df	91	91	0
Media Training (X_2)	Profesional Competence (X_1)	Correlation	1.000	*.631*	
		Significance (2-tailed)	.	.000	
		Df	0	90	
	Online Learning (Y)	Correlation	.631	1.000	
		Significance (2-tailed)	.000	.	
		Df	90	0	

a. Cell contain zero-order (Pearson) correlations

Conclusion

From the calculation results obtained, the following conclusions can be drawn:

1. There is a positive and significant effect between variable Profesional Competence (X_1), and Online Learning(Y).

   Ho: ßγ1≤0

   H1: ßγ1> 0

   This is indicated by the calculated t value of 1.805 and then obtained a correlation coefficient (*ry*1) of 0.755, which means the correlation is positive and strong enough, the coefficient of determination (r^2y1) of 75,5% and the regression equation Y = 9.945 - 0.070 X_1.
2. There is a positive and significant relationship between Media Training (X_2) of Online Learning (Y).

   Ho: ßγ2≤0

   H1: ßγ2> 0

   This is indicated by the calculated t value of 7.427 and then obtained a correlation coefficient (ry1) of 0.564 which means the correlation is positive and strong enough, the coefficient of determination (r^2y1) of 56,4% and the regression equation Y = 3.319 + 0.021 X_2.
3. There is a less positive and significant relationship between Profesional Competence (X_1), with Online Learning(Y). and control variable Media Training (X_2)

   Ho: ßγ3≤0

   H1: ßγ3> 0

   This is indicated by the calculated F value of 34.790. Then a multiple correlation coefficient (r y12) of 0.631 is obtained. which means the correlation is positive, while the coefficient of determination (r^2 y12) is 63,10% and the regression equation Y = -59.526 + 0,618X_1 + 0,272X_2.

Implication

1. Empirical evidence shows that online learning is slightly influenced by the professional competence of teachers. This shows that the teacher is becoming a professional so that technical things like this are not so influential, there is the biggest factor that affects online learning that has not been studied.
2. Empirical evidence shows that online learning is slightly influenced by the professional ability of teachers. This shows that teachers are too professional so that the training medium is commonplace and this is not very influential, there are other factors that affect online marketing that have not been studied.
3. Empirical evidence shows that the professional competence of teachers together with learning media training affects effective online learning. This shows that the professional competence of teachers can create effective online learning and becomes commonplace so that other factors that affect online learning are has not been studied. further developed.

Suggestion

After concluding and making implications based on research and supported by existing theories, the researcher tries to provide input and suggestions as follows:

1. For schools it is possible to provide democratic training media for both teachers and

students with existing facilities but must be controlled so that creations develop and create creativity and new discoveries to answer the demands of changing times in all aspects so that teachers can direct all existing abilities and comfortable with other teachers so as not to cause harmful competition and result in students.

2. For teachers, they can continue to develop their existing potential, both learning creativity and holistic professional competence, so that students and parents are satisfied with academic services and school management and make student psychology better and more focused.
3. For researchers who want to know more about the influence of teacher expertise and teacher professional competence on teacher performance, they can add samples or research schools and in the future can find out other variables or factors that can affect teacher performance in the future through the results of further research so that schools can obtain good outputs in order to create quality graduates or outcomes for world class such as the vision and mission that has been stated on the previous introductory page.

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