

Development of Training on Writing Digital Textbooks Based in On in Service Learning for Teacher

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Abstract

Efforts to improve the quality of education include various training to improve teacher competence, for example by writing books, popular articles, and journals. Therefore, schools must pay attention to the performance of teachers with all their energy and capital to improve these skills. This study aims to develop a digital textbook writing training model and also see an increase in teacher competence in textbook writing skills. The research is a development method. The object of research is the teacher who participates in textbook writing training, research instruments in the form of questionnaires and interviews. Use Regression method analysis. The results showed that from several training models, it was the in-on-in service-learning training model that influenced increasing teacher competence in making textbooks. These findings confirm that the in-on-in service-learning model can improve teacher competence in writing digital textbooks

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INTRODUCTION

Education is a space where a person can find horizons in his learning life. Education does not only play a major role in the progress of the nation (Nahdi & Jatisunda, 2020) but also at the forefront of grounding fighting spirit (Sahroni et al., 2021), education should be seen as accommodating society so that a country has quality human beings (Sudarsana, 2016). Interpreting education can also be done through literacy activities (Axelsson et al., 2020; P. A. Dewi & Farichin, 2020; Gilbert & Matthews, 2020), for example by reading students can obtain data and have the courage to have an opinion (Sanders et al., 2017). Learning media is one of the teaching aids for teachers to deliver teaching material, increase student creativity in the learning process (Surahman & Yeni, 2019), and motivate students to live life (Tafonao, 2018; Zedadra et al., 2019). Likewise, the role of teachers, (Ramli et al., 2018; Kristiawan & Rahmat, 2018) requires a more innovative teacher role so that students are able to gain new knowledge and experiences during the learning process to dig deeper (Kim, 2019) of educational innovation, to know discovery something new. Learning in the digital age is generated by collaborating with thought patterns about connections and concepts, criticizing and evaluating, and creating and sharing knowledge, So it is very important if teachers later take additional training to improve their competence in teaching (Hadi & Agustina, 2016; Achdiani & Rusliyani, 2017; Xu et al., 2020). The importance of teachers participate in online training (Kurniawan et al., 2020; Nuryani & Handayani, 2020) in the Revolutionary Era 4.0, the world of education is increasingly directing its orientation towards technology, innovation campaigns in education based on technology and information are always encouraged in the forms of media use in education so that teachers are expected to be able to strengthen human resources in building the talents of students. Educators play a very important role that has an impact on the quality of education being carried out (Rohman, 2016; Utami, 2019), although technology is developing

rapidly, the role of teachers as educators, guiding and directing students will never be replaced until now (Utami, 2019). Whereas in Indonesia teachers (Susetyo et al., 2020) as a profession, teachers must be professional so they can master science (Aboe & Syawal, 2020) including scientific structures and methods, and master research related to their studies to compile teaching materials (Wulandari, 2017). Therefore, teachers should always look for ways to improve their skills to support their competence as teachers, especially in making teaching materials.

Writing books is one part of creative activities (Nurhayati1, Muamar Abd. Halil2, 2016) for self-development for teachers. Self-development according to Atsnan (2020) (Ngatmini et al., 2016) is manifested through activities such as workshops, then scientific publications which include scientific articles on research results in the form of journals and/or making book publications. According to Ahmadi (2020) explaining Government Regulation number 74 years that the professional competence of teachers is the ability of teachers to master the knowledge of science, technology, and/or arts and culture that they are capable of. So, teachers should be book authors (Sturk et al., 2020), because books in the field of education are books that contain knowledge related to education targeting readers not only at students at certain educational levels (Yaniasti et al., 2020). According to Adrianto (2020) for writers who have a background in the teaching profession and lecturers, books provide credit numbers that can help move up positions at each stage and improve the welfare. For example, one form of improving welfare is the requirement for making scientific work, one of which is by training the ability of teachers to write Classroom Action Research (CAR) and the product is CAR reports (Irwansyah et al., 2020; Ahmadi et al., 2018), but in this training will be discussed about the development of textbooks (Dewi (Nino Adhi) & Arini, 2018) which can improve problem-solving skills (Karimian Shirejini & Derakhshan, 2020) for problem-solving for teachers and students. Low writing skills have often been stated by various parties (Ngatmini et al., 2016), which

affects the ability of teachers to innovate in writing textbooks. Textbooks are different from ordinary because textbooks are prepared based on special provisions related to student learning, therefore textbooks are prepared to meet student needs, to fit student characteristics, and based on student learning activity plans (Mulyadiharja et al. ., 2019). The involvement of teachers in written publications published in scientific journals and other media (Taman & Bima, 2021) or the ability of teachers to write books and teaching materials can accelerate and improve the quality of learning that is conveyed to students (Umami, 2020). It is intended that educators as facilitators (Irawati & Saifuddin, 2018) must be able to facilitate learning resources according to the characteristics (Widiyanto et al., 2020) of students to be able to achieve learning goals (Libiawati et al., 2020). Regardless of the intensity of the teacher in training himself in writing skills, the point is to be able to facilitate to achieve the expected learning objectives, the more experienced the teacher is, the students being taught will have more opportunities to gain new knowledge.

The importance of teachers in developing their potential in writing textbooks, besides that, appropriate media is needed when the teaching and learning process takes place (Widiyanto et al., 2020; Febriyanti, 2017), for example by using the Reference Management Software, the writer of scientific papers will be assisted in the preparation of references which usually take a long time (Pahmi et al., 2018), so that later in this study, it is hoped that teachers will be enthusiastic in learning to write textbooks by looking at citations and looking for references, (Pahmi et al., 2018) all kinds of documents such as books, articles, journals, which clearly show the source of the citation as information that identifies the source used in formal academic papers, and allows the reader to find the source through the information presented. Some of the reasons behind this research are the importance of textbooks for students and teachers, especially to achieve learning objectives (Nurdyansyah, 2018).

The development of this textbook training model is expected to attract and strengthen the

interest of teachers and students in learning (Boyd et al., 2020), create innovative learning, train, and shape students to be more active during learning. When the textbook and the learning atmosphere used are interesting, it will make students more able to explore the contents of the book and understand what the teacher means when delivering the subject matter. Previous research on the development of textbooks only reviewed how to increase learning motivation (Budi Permana & Pujiastuti, 2017). Textbooks are guidelines (M. Dewi & Irsan, 2017) instructions, materials, and evaluation tools that have an important role for students and teachers to learn (Saputro, 2017; Nurdyansyah et al., 2018). Professional teachers according to Wahyuningtyas (2018) must have various abilities (Vera Sardila, 2015), one of the abilities that teachers must have is the ability to write scientific papers (Bal-Gezegin & Baş, 2020). The activity of writing a scientific paper, of course, will greatly avoid plagiarism both intentional and unintentional due to carelessness in making citations (Khoirunnisa et al., 2019) and the character of students, but in this study apart from developing a model, it was also tested against the teacher whether there is any influence or not in attending this training. This study emphasizes the development of a digital textbook training model, including books for teachers and students. This development aims to improve the role of learning tools both in terms of content, graphics, and the form of presentation for the process of implementing learning in schools. The subject of this research is e-Guru.id because there are several leading online training institutions in Indonesia such as the Ruang Guru, Kelas Dahsyat, Sekolah Guru Digital, etc. which hold various kinds of online training, for example, Kelas Dahsyat has opened training on writing training textbooks and other training that can support teacher competence. It's just that, in the digital textbook writing training chosen by the researcher is this institution. e-Guru.id is an online training institution in the form of a membership website that provides various kinds of training for teachers, educators, and education observers online, one of which is opening training

on writing digital textbooks. The reason for choosing textbook writing training at e-Guru.id is because this training has been held for up to eight batches from 2019 to 2021 and is attended by around two hundred participants in each generation, can be seen on the e-Guru.id training participant registration form.

METHODS

The research method used development research steps according to Akker (1999), there are 4 stages of research as in Figure 1, among others 1) A systematic and intensive preliminary

investigation of the problems involved. these include expert consultation, analysis of sample availability for related purposes, case studies of common practice to detail needs;2) Theoretical embedding, that is, a more systematic attempt is made to apply a knowledge base in suggesting a theoretical rationale for the design choices to be developed; 3) Empirical testing which clearly shows the practicality and effectiveness of the intervention, and;4) The process and results of documentation, analysis and reflection (documentation, analysis, and reflection on process and outcome).

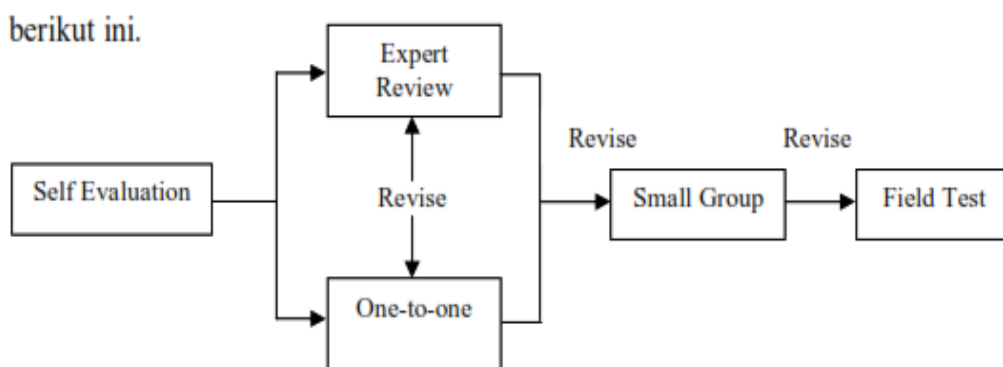


Figure 1. Formative Evaluation Flow Design (Tessmer, 1998)

The Formative Evaluation stage includes Self Evaluation in which there is an analysis of the curriculum, and an analysis of the tools or materials to be developed, then the design of the tools to be developed, including the design of the grid, objectives, and methods to be developed. Then the design results that have been obtained are validated with existing validation techniques (Harward et al., 2014), for example using data triangulation techniques.

The level of validity of the digital textbook writing training model with the in-on-in service-learning approach begins with validating the training tools which include training implementation guidelines and training modules. Validation activities are carried out on experts and practitioners from universities. The results of the accumulated assessment of the validator

obtained a score of 85 which is included in the very good category. This shows that the device can be used in training. Even so, there are parts that need to be refined by paying attention to suggestions and input from the validators. Once done, the revision of the device was then tried out on a limited basis to the training participants.

Table 1. Validity Results of Training Tools

Test	N	Result
Validity	43	Valid

The validity test with Pearson Correlation used SPSS version 22. The validity test was carried out on each item of the questionnaire

instrument evaluation of training reactions and the training participants' interest in learning. The basis for decision making if the sig. (1-tailed) the count is smaller than the significance level of 0.05, the instrument is said to be valid (Pramesti, 2016: 41). Based on the calculation results

obtained data that all the question items in the questionnaire evaluation of reactions and students' interest in learning are categorized as valid.

RESULTS AND DISCUSSION

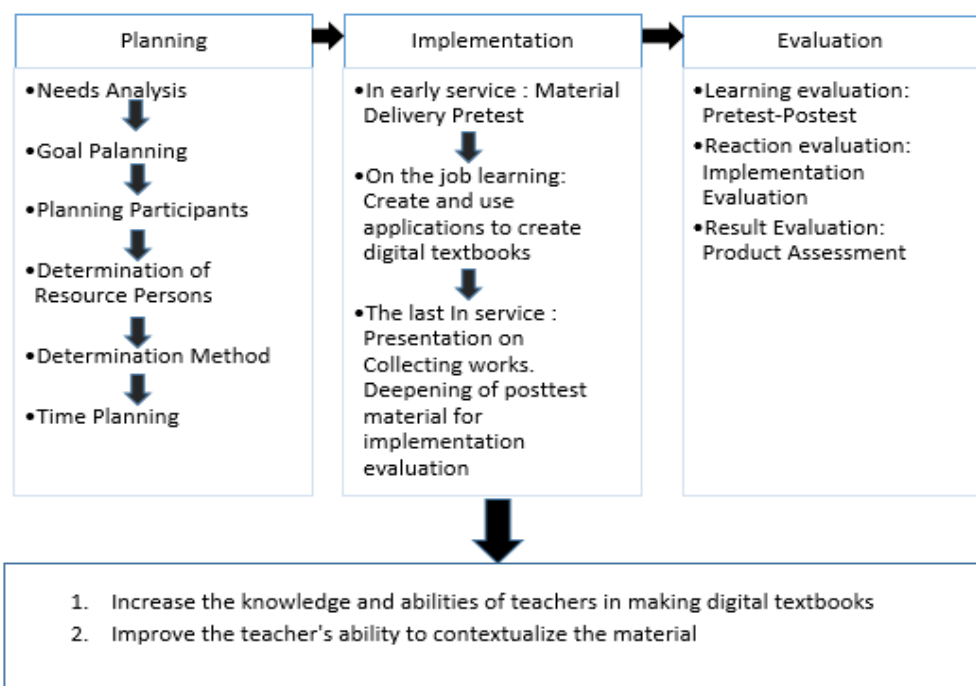


Figure 2. Hypothetical Model

A hypothetical model consisting of factual and conceptual models in which training is carried out by the organizer and is general in nature, starting from needs analysis, goal planning, participant planning, method determination, and time planning. Furthermore, the conceptual model, namely the In-On-In Service Learning model, has the first stage, namely the initial In-service Learning which consists of opening activities then pre-test, then followed by technical explanations and learning contracts, then material presentation. Furthermore, the initial on-the-job learning stage is in the form of making textbook projects by training participants. According to figure 2 hypothetical model, entering the third stage, namely Final In Service Learning, in which there are a post-test and evaluation of the effectiveness

of the training, namely by looking at the increase in the competence of the training participants after participating in this training.

Development Stage

Self Evaluation

a. Analysis

This model begins with planning, that is, with a needs analysis that does not involve teachers as potential training participants, the determination of training material is carried out by the organizers and is general in nature, then the implementation of training by special institutions or forums still rarely uses online media. At the implementation stage, the availability of time for practical activities to make textbooks is still lacking, within two hours the teacher still sees the extent to which they

understand the concept and format of the textbook. so that for practice, of course, requires a separate time. Moreover, the new training was limited to a schedule and order and was carried out in several periods of time for several materials. Furthermore, the evaluation stage of the participant's work has not been well managed because it is only carried out by the organizer so that it has not seen the effect on the training participants. At this stage, it has actually produced a training model, namely a hypothetical model.

b. Design

At this design stage, the predetermined model, namely in-on-in service learning, is validated by expert validators and practitioners.

The expert validators were three lecturers at the State University of Semarang who were experts in the design of model development. They validate the models and modules that the researcher has created.

Prototyping

a. Expert Review

After going through the review and validation stage by experts from various points of view, both the content, construct, and language of the model design that has been made, the researcher determines that at this stage the research material can be implemented in the desired object trial, namely textbook training participants. digital as in table 2.

Table 2. Results of the Validation of Guidelines and Training Modules

No.	Statement	V.1	V.2	V.3
A.	Training Guide			
	Clarity of use of language and grammar	4	4	4
	Clarity of content / material in the In-On-In Training Model	4	4	4
	Clarity of technical instructions for the implementation of the In-On-In Training model	5	4	4
	Can be used as a guide for implementing instructional media training for high school math teachers	5	5	5
	The accuracy of the training model to increase teacher competence in creating and using learning media	4	5	5
	The ease of the model in the implementation of training to be applied by instructors in carrying out tasks to improve teacher competence in creating and using learning media	5	4	4
	Ease of implementation of the training model for training participants	5	4	4
	Conformity with the aims and functions of training for increasing teacher competence in creating and using learning media	5	5	5
	Conformity with training management principles	5	4	4
	Make aspects of planning, implementation, evaluation	5	5	5
B.	Training Module			
	Clarity of use of language and grammar	5	5	5
	Clarity of layout, images, colors and writing	4	3	4
	Clarity of material content with learning objectives	5	4	4
	Depth of material	5	5	5
	Easy to understand	4	4	4
	Systematic, coherent and clear logic flow	5	5	5
	There is an evaluation with the aim of learning	5	5	5
	Easy to practice	5	5	5
	There are indicators of competency attainment	4	4	4

The results of the accumulated assessment of the three validators obtained an average score of 131 which was in the very good category. This

means that the device can be used without revision. Even so, there are parts that need to be

refined by paying attention to suggestions and input from the validators.

b. One-To-One

At this stage, what has been validated by the experts is tested on the object and the results still need to be improved regarding the steps in the factual model. In terms of time, the training model in delivering material, practice in making textbooks, and reflection and evaluation of the results of the questionnaire showed that 43.8% of participants stated that they were still lacking, while 31.3% said it was enough.

c. Small Group

Furthermore, the follow-up of any deficiencies in the One-To-One stage, is corrected again to be retested at the field test stage. At this stage the training telegram group presents various kinds of questions related to time, training model, material, practice, and evaluation that are expected in the digital textbook writing training to be more effective in its implementation. Of the respondents who had answered the researcher

questionnaire, 56.3% had been able to attend this training better than before, they were able to collect assignments on time, but there were still some participants who wanted additional time in collecting assignments to determine the graduation of this training.

d. Field Test

It is at this stage that the suggestions and test results are used as the basis for revising the second prototype design. At this stage, it discusses how the implementation of On the job learning is in the process of making textbooks and what needs to be improved. Challenges and obstacles when practicing making textbooks will be discussed together. Textbooks from the training participants were collected and assessed based on the standards set by the instructor team. The training ended with a post-test to find out the changes in participants' knowledge in making digital textbooks and a questionnaire to evaluate the implementation of the training.

Table 3. Structure of Manuals and In-On-In Service-Learning Modules

No.	Guidebook	Modul
1.	Foreword	Rational
2.	Legal basis	Purpose and Objectives of Training
3.	Destination	Target
4.	Traget	Program Structure
5.	Benefits	Training Strategy
6.	Signs of implementing in-on-in service learning	Instructor Team
7.	Time and place of implementation	Schedule of activities
8.	The elements involved	Target and achievement of participants
9.	Program Structure	Training materials
10.	Course Description	Closing
11.	Flow of implementation of in-on-in service learning	
12.	Stages and Flow of Activities	
13.	Example of a training schedule	
14.	Closing	

Final Model

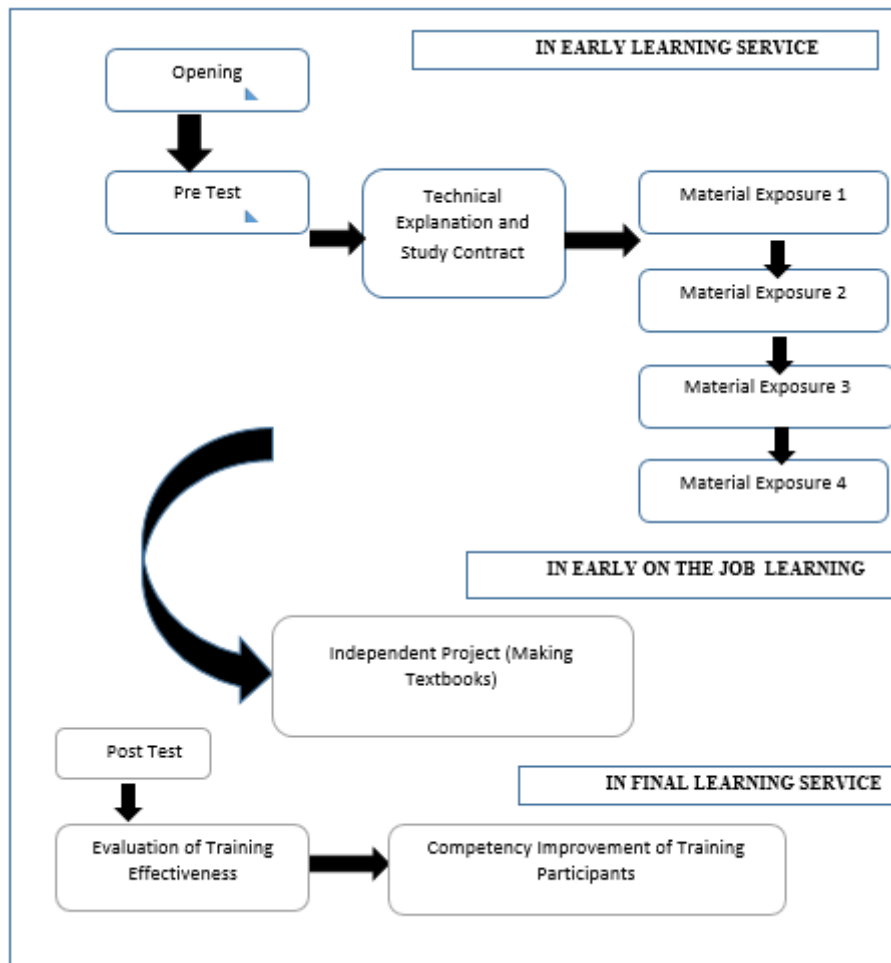


Figure 3. Syntax In-On-In Service Learning Model

This final model is that In-On-In Service Learning has stages, the first is In-service learning which consists of opening activities then conducting a pre-test, then followed by technical explanations and learning contracts, then material presentation. Furthermore, the initial on-the-job learning stage is in the form of making textbook projects by training participants. Entering the third stage, namely In Service Learning, in which there are post-test and evaluation of the effectiveness of the training, namely by looking at the increase in the competence of the training participants after participating in this training.

The Service Learning model is one form of implementation (St. Syamsudduha & Tekeng, 2017) of experiential learning put forward by John Dewey (1939, 1916) “give the pupils

something to do, not something to learn; and the doing is of such nature as to demand thinking; learning naturally result. So this means that learning is actually (Spear-Swerling et al., 2020; Schoenefeld & Jordan, 2019) reflection and evaluation in a certain environment will encourage the desire (Kasi et al., 2018; Rahzianta, 2016) to learn in the search for greater accountability. Increasing experience-based learning is becoming (Hoel & Barland, 2020) evidence of the experience of educators more and more people will trust them to educate their children.

David Kolb (2015) also introduced experiential learning theory. Kolb states that learning is a process in which knowledge (St.Syamsudduha & Tekeng, 2017) is created through the transformation of experiences, and

knowledge is a combination of acquiring and transforming experiences (Rastgou et al., 2020; Hills & Thomas, 2020; Prabowo & Arofah, 2017) on any use or not using digital technology. In his article (Waldner & Hunter, 2018) in service-learning in distance training or short training for either students or the community, client-based training can also be successful using this model. In developing this model, it also produces a training manual using the In-On-In-Service Learning model along with material modules aimed at training participants.

Digital textbooks will meet the needs of society to be more practical in finding references, with the benefits of their use (Neumann, 2020; (Haugh, 2016). Factual models are usually seen in actual situations in the field and are used. For supervision, the stages took (Pallawagau et al., 2017) are planning, implementation, and evaluation. Factual models are usually obtained from interviews, learning observations, and document tracking. Likewise, for resource persons in this digital textbook writing training, the training coordinator plays a role also as a resource on one of the training materials or competencies by the field. Facilities that meet the standards in conducting training (Prayuda & Palupi, 2020) such as various sources, computer equipment, and information, and awarding certificates after conducting training. this lasted only as a rebel material and practice (Dyson, 2020), while the follow-up to this training is to see the habits of teachers who initially still use manual methods in writing digital textbooks, but after participating in this training teachers are increasingly able to think more creatively in making more textbooks attractive and simple.

As has been argued by Akker (1999) that the three quality criteria are: validity, practicality, and effectiveness (has a potential effect). The trial phase is then analyzed how the effectiveness of the training is. The effectiveness of the training was seen (Lengkong et al., 2018) from how the participants' reactions were measured using a questionnaire instrument. From the data, it was found that 62.5% of the participants believed that the quality of the training was very good and 18.8% of the participants rated the quality of the training as good. This questionnaire instrument needs to be tested for validity and reliability (Sopandi, 2019; Yuliana et al., 2019). The validity test is useful for knowing the validity and suitability of the questionnaire that the researcher uses (Pramesti, 2016: 39).

The Effect of Training on Teacher Competence

The validity test with Pearson Correlation used SPSS version 22. Based on the results of the calculation, it was obtained data that all the question items in the questionnaire evaluating the reaction of students' interest in learning were categorized as valid. Instruments that have been tested for validity are then tested for reliability using Cronbach Alpha on SPSS version 22. The basis for making a decision is that if the Alpha value is greater than 0.60 then the instrument is said to be reliable. Training interest is seen from how the participants (Susanti & Saud, 2016; Handayani & Rukmana, 2020) create and use applications in making digital textbooks, before and after training are measured by pretest and posttest. After the pretest and posttest data were obtained, analysis was carried out using the Wilcoxon test.

		Ranks		
		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	2 ^a	11,75	23,50
	Positive Ranks	14 ^b	8,04	112,50
	Ties	0 ^c		
	Total	16		

a. Post Test < Pre Test
b. Post Test > Pre Test
c. Post Test = Pre Test

Test Statistics ^a	
	Post Test - Pre Test
Z	-2,307 ^b
Asymp. Sig. (2-tailed)	,021

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Gambar Hasil Perhitungan Wilcoxon Signed Rank Test

Gambar 4. Perhitungan *Wilcoxon Signed Rank Test*

According to Ramadhoan (2019), training interest is seen in making and using applications in making digital textbooks, before and after training are measured by pretest and posttest. After the pretest and posttest data were obtained, analysis was carried out with the Wilcoxon Test (Myori et al., 2019; Pratama & Lestari, 2020). The value of an Asymp.Sig. (2-tailed) is 0.021 which is less than the critical research limit of 0.05, which means that there is a difference in the interests of the training participants between before and after the training.

CONCLUSION

Based on the research that has been done, it is concluded that the writing of digital textbooks with an in-on-in service-learning approach using three main activities, namely initial in-service, on-the-job learning, and final in-service learning. Initial in-service learning is the provision of material. On the job learning is the teacher practicing the material that has been provided by the instructor in training. In the final in service-learning, the teacher meets the instructor again to discuss how on-the-job learning is implemented and what needs to be improved. At the on-the-job learning stage, an evaluation of the effect of using supporting applications in digital textbook writing training activities is carried out on teachers in applying material that will be used as textbooks. The

training model for writing digital textbooks can be used as a policy reference in the context of coaching training and mentoring teachers in improving the ability to plan and implement learning. The design of a digital textbook writing training model with an in-on-in service-learning approach can be implemented effectively to increase the competence, knowledge, and insight of teachers in using applications to write digital textbooks in the implementation of on-the-job learning. This means that there are differences in the interests of the training participants between before and after the training.

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