

Effectiveness of guru pembelajar program in improving social Studies teacher competence by using fully online and blended learning mode: Evaluative and comparative study

Yasser Awaluddin, author

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Abstrak

It has been claimed that the implementation of Guru Pembelajar Program has successfully improved the participation of competent teachers. Yet, there has not been any thorough and detailed studies regarding the effectiveness of the program on each subject including social studies. This research aims to reveal whether the Guru Pembelajar Program using mode of fully online and blended learning has improved social studies teachers' competency. This research also compares the effectiveness of the two modes, and reveals participants' perception on the program. Mix method which analysed both quantitative and qualitative data was used in this study. Descriptive analysis and gap analysis were used for the quantitative part, while the qualitative aspect was carried out using pattern and theme analysis of participants' responses. Findings show that both modes effectively improved teachers' competency. There was a significant different in learning result from the two modes. However, the difference was due to the initial gap between the participants of the two modes. Participating teachers conveyed that the training was relevant with their teaching tasks and was effective in increasing their skill. In conclusion, the Teacher Learning Program implementation is effective in improving teacher competence, either by pure online mode or blended mode.