

## Transforming Teaching and Learning : Enhancing Teacher Competencies via Zoom Workshops and LMS in Lebak Regency

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### ABSTRACT

This research discusses the strategy to enhance teachers' competence through workshops conducted via Zoom and a Learning Management System (LMS) based platform in Lebak Regency. Workshops are an effective method to improve teachers' competence, and with the advancement of digital technology, the use of Zoom and LMS can provide an efficient and flexible solution. Zoom allows direct interaction among workshop participants, even when they are in different locations. Features such as group chat, video conferencing, and screen sharing facilitate discussions and collaboration among participants. On the other hand, using an LMS platform enables structured access to learning materials, online assignments, and exercises. Teachers can access these materials anytime and anywhere, allowing them to learn based on their needs and time availability. The research method employed in this study is a literature review. The use of Zoom and LMS platforms offers flexibility and accessibility to teachers in Lebak Regency. They can participate in workshops without the need to travel far or spend extended periods away. By leveraging digital technology, teachers can access relevant learning materials and continually enhance their competence. However, it's crucial to consider security and privacy aspects when using this technology. Privacy policies and data protection need to be carefully observed. Overall, the use of Zoom and LMS platforms is an effective strategy to enhance teachers' competence through workshops in Lebak Regency. By utilizing digital technology, teachers can attend workshops more flexibly and gain access to relevant learning materials, contributing to the improvement of the quality of education in Lebak Regency.

**Keywords:** Teacher Competence, Workshop, Zoom Media, Learning Management System (LMS)

### INTRODUCTION

Quality education plays a crucial role in the development of individuals, communities, and nations as a whole (Aburizaizah, 2022; Sukaisih et al., 2022; Ubogu, 2020; et al., 2018). Quality education helps individuals realize their full potential. With

proper education, individuals can acquire the knowledge, skills, and understanding necessary to succeed in their lives. High-quality education provides a strong foundation for personal, social, and professional development (Fan et al., 2022; Harrison et al., 2022; Mankki, 2022).

Quality education directly contributes to improving an individual's quality of life. With a good education, an individual has better opportunities to secure a good job, attain stable income, and access healthcare and other public services. Education also helps individuals make wise decisions, develop social skills, and enhance the quality of personal relationships.

High-quality education is the key to a nation's economic advancement. A good education system produces a skilled, creative, and innovative workforce, which contributes to sustainable economic growth. With quality education, individuals can acquire skills relevant to the job market, reduce unemployment rates, and enhance the country's economic competitiveness (Dady & Sang, 2022; Javed & Alenezi, 2023; Saini et al., 2023).

The role of teachers in realizing quality education is crucial. Teachers play a central role in the learning and development of students. Here are some important roles of teachers in achieving quality education (Fitria & Suminah, 2020; Gui et al., 2020; Marschall, 2022; Rahayu et al., 2018):

1. **Learning Facilitator:** Teachers act as facilitators in the learning process. They design and develop effective lesson plans, implement suitable teaching strategies and methods, and create a conducive environment for students. Teachers also assist students in comprehending the material, developing skills, and achieving learning objectives.
2. **Inspirers and Motivators:** A good teacher can inspire and motivate students to learn with enthusiasm. They help students discover their interests and talents and provide the necessary encouragement and praise to boost confidence and learning motivation. Teachers also serve as role models that inspire students to achieve higher accomplishments.
3. **Guidance and Counseling:** Teachers play a role as guides and advisors for students in their personal, social, and academic development. They offer guidance and support in overcoming learning challenges, developing social skills, managing emotions, and making informed decisions. Teachers also assist students in planning their future and provide relevant career advice.
4. **Assessment and Evaluation:** Teachers have a vital role in assessing and evaluating students' learning progress. They design and conduct objective assessments, provide constructive feedback, and identify individual learning needs. Teachers also analyze evaluation results to improve teaching methods and implement more effective learning strategies.
5. **Collaborators and Communicators:** Teachers collaborate with parents, colleagues, and other stakeholders to create a positive educational environment. They

communicate effectively with parents regarding students' progress, learning challenges, and applied strategies. Furthermore, teachers collaborate with colleagues to share experiences, resources, and best practices to enhance the quality of education.

6. Professional Development: Teachers play a role in their ongoing professional development to enhance the quality of teaching. They continue learning, participate in training and workshops, and engage in other professional development activities. Teachers also take part in educational research and innovations to improve teaching practices and contribute to the creation of quality education.

The ability of good teachers is expected to result in good student achievements. However, in reality, the educational report results in Lebak Regency show unsatisfactory outcomes. Based on educational report data, the results are presented in the following table:

**Table 1** : The ability of teachers

Indicator No.	Indicator Name	Lebak Regency Score	Achievement
A.1	Literacy Ability	1.54	Below minimum competence
A.2	Numeracy Ability	1.46	Below minimum competence

## METHOD

The research method employed is a quantitative approach. Qualitative Data Collection: Conduct in-depth interviews with a group of teachers who have participated in the workshop to gain a deep understanding of their experiences in using Zoom and LMS platforms. Interviews may include questions about the benefits, challenges, and their suggestions regarding the use of technology in the workshop.

## RESULT AND DISCUSSION

### Implementation Stages

#### a. Pre-Activity

##### A. Determining Time and Materials

1. Implementation Method

Improving Learning Competencies for Educators is carried out through a self-study method and can also collaborate with training institutions or institutions specializing in employee capacity building.

2. Stages and Timing of Implementation

Improving the Competence of Subject Teachers and Class Teachers is carried out through several activities, including:

- a. Preparation and Development of Teaching Modules

- 1) Preparation of Teaching Modules and the mechanism for conducting this activity are as follows :

No	Activity	Strategy
1.	Preparation of Teaching Modules	<ul style="list-style-type: none"> <li>a. Using Learning Management System (LMS), Zoom, and Workshops</li> <li>b. Zoom sessions are held 5 times, and workshops are held once.</li> <li>c. Participants: Subject Teachers and Class Teachers</li> <li>d. Output: Teaching Modules, Model Implementation of Teaching Modules, and Evaluation Models</li> <li>e. Location: Virtual and Face-to-Face.</li> </ul>

- 2) Educator Competency Enhancement Workshops

After the participants have completed the workshop sessions according to the predetermined schedule, the next step is to conduct workshops. This activity aims to showcase the results of what has been gained in the workshop. The stages of the workshop can be conducted face-to-face (offline) or online. However, it is recommended to conduct it face-to-face to better demonstrate the progress of the workshop results.

## B. Determining Facilitators

To support teachers in the implementation of the competence improvement workshop, it is necessary to appoint facilitators. Determining facilitators for teacher competence improvement workshop is an important process to ensure that the workshop is effective and runs smoothly. Here are some steps you can follow to determine facilitators:

1. Identify the workshop's objectives:

First, determine the objectives of the teacher competence improvement workshop. What do you want to achieve in the workshop? Are there specific skills that need improvement? Knowing these objectives will help in finding a facilitator with relevant expertise and experience.

2. Define the ideal facilitator profile:

Consider the qualifications, experience, and expertise required. Do you need someone with a strong educational background? Is practical teaching experience necessary? Create a list of criteria that will help you filter potential facilitators.

3. Evaluate qualifications and experience:

Evaluate the qualifications and experience of potential facilitators based on the profile you've created. Review their educational background, certifications, teaching experience, and previous experience in facilitating workshops. Also, check if they have a good understanding of the field of education and current trends in teacher competence improvement.

4. As a reference, you can also choose facilitators from School Supervisors, Teacher Leaders, or School Improvement Program Implementers. Alternatively, you can collaborate with the Center for Teacher Improvement (Balai Besar Guru Penggerak, BGP), which has competent resources to train teachers in developing teaching modules according to the predetermined workshop materials.

5. For optimal performance, the selection of facilitators should be proportional to the number of participants. For example, assign 1 facilitator to guide 10 teachers (1:10).

**C. Determining Participants**

1. Define the workshop's goals and objectives.
2. The target participants for this workshop are class teachers and subject teachers within the educational units in Kabupaten Lebak.

**Implementation of Activities**

**A. Opening Activity**

1. Preparation and Facility Setup

Ensure that the necessary facilities for the workshop are available and ready for use. Since the workshop uses Zoom and LMS, make sure that both applications are ready for use and ensure internet access. Also, ensure that the required materials and resources are available.

2. Participant Registration

Register participants when the workshop begins. Verify participant attendance and create an online attendance list embedded in the Zoom application.

3. Opening

Start the workshop with an introduction to the main topic, including general information about the materials to be covered and the workshop's procedures. The opening activity is the first session using the Zoom platform.

**B. Implementation**

**Activity 1:**

1. The first session is guided by a Facilitator according to the assigned groups.
2. The content of this session is about creating teaching modules that include literacy and numeracy improvement activities. Participants are guided on the correct process for creating modules that include literacy and numeracy material.

3. After delivering the teaching activity, participants are given the task of creating teaching modules to be uploaded to the Learning Management System (LMS) platform.
4. The facilitator's task is to check the participants' work and provide feedback or corrections as needed, ensuring that the module is created correctly.
5. The facilitator assesses the participants based on the timeliness of module creation and teaching skills.
6. The duration of this session is conducted twice to ensure that participants become proficient in creating teaching modules.

#### **Activity 2:**

1. In the second session, participants are trained in the process of implementing teaching modules in a learning activity.
2. This session is conducted using the Zoom platform.
3. Every implementation of an activity must be uploaded to LMS.
4. The facilitator provides feedback on each video submitted by the participants.
5. The final video, after improvement, is uploaded to LMS.
6. The duration of this session is conducted three times to ensure that participants become proficient in implementing teaching modules in their lessons.

#### **Activity 3:**

1. In the third activity, participants are trained in creating evaluation questions.
2. The facilitator ensures that each participant becomes proficient in creating evaluation questions.
3. Every implementation of the activity must be uploaded to LMS.
4. The facilitator provides feedback on each evaluation question submitted by the participants.
5. The final evaluation questions, after improvement, are uploaded to LMS.
6. The duration of this session is conducted twice to ensure that participants become proficient in creating evaluation questions.

#### **C. Workshop**

1. In the workshop session, each participant presents their work, including sample teaching modules, instructional videos, and sample evaluation questions.
2. The workshop is conducted in person.
3. The in-person session is conducted three times, ensuring that there aren't too many participants at once.

#### **D. Evaluation and Follow-up**

1. Each workshop participant is awarded a certificate for 300 hours.
2. Participants provide feedback and evaluations of the workshop and the facilitators.

## CONCLUSION

Workshops are one of the effective strategies for enhancing teachers' competencies. In today's digital era, the use of Zoom and Learning Management System (LMS) based platforms provides an efficient and flexible solution for conducting workshops. Zoom offers features that allow workshop participants to interact directly, even if they are located in different places. This platform facilitates discussions, collaboration, and material sharing through features like group chats, video capabilities, and screen sharing.

On the other hand, utilizing Learning Management System (LMS) platforms enables facilitators to provide structured learning materials, assignments, and online exercises. Teachers can access these learning materials at their convenience, from anywhere, allowing them to learn according to their needs and schedules.

The combination of Zoom and LMS platforms offers advantages in terms of flexibility and accessibility. Teachers can participate in workshops without the need for extensive travel or time-consuming journeys. They can access learning materials and resources at any time, enabling independent learning and continuous improvement of their teaching skills.

However, it's essential to emphasize that when using technology and digital platforms, attention to security and privacy aspects is crucial. Ensuring that the use of Zoom and LMS platforms complies with privacy policies and data protection for participants is paramount.

In conclusion, the use of Zoom and LMS-based platforms can be an effective strategy for enhancing teachers' competencies through workshops. Leveraging digital technology, teachers can participate in workshops more flexibly, access relevant learning materials, and improve their teaching skills.

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