

## Workshop Participants' Perceptions On Student-Sided Learning In Pasuruan District

Fatiha Zahra Labiba\*, Zainul Abidin, Agus Wedi

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

\*Author of correspondence, Email: fatiha.zahra.2001216@students.um.ac.id

### Abstract

The workshop is one of the programs that is part of the government's efforts to improve the competence of teachers. Since September 2023, the 1st workshop and 2nd workshop have been held. Then the 3rd workshop will be held in November 2023. The 3rd workshop provides student-friendly learning materials. Therefore, this research was carried out to measure the perceptions of participants who took part in workshop activities. The research method used is descriptive quantitative. The data collection technique uses a questionnaire created using an evaluation model Four-Level Kirkpatrick as a research instrument. The collected data was then processed using descriptive statistical techniques using SPSS. The research results showed that the majority of participants gave positive perceptions of reactions. However, some participants with a percentage of 12.6% were less suited to the application of learning models, learning methods and learning media. These findings provide insight for the organizers in order to improve and develop future workshops

**Keywords:** perception, Four-Level Kirkpatrick; Driving Teacher Education

### 1. Introduction

Education is an effort to create a productive and quality society. In Law no. 20 of 2003 also explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Education is likened to a forum aimed at enabling the nation's next generation of children to become capable get various scientific knowledge and also other skills (Ainia, 2020). Education can also be thought of as a spearhead for producing a superior and quality generation (Indra, 2019).

The implementation of education in Indonesia is experiencing several challenges, one of which is the lack of qualified and highly committed prospective teachers in educating the nation's children (Arlina et al., 2021) so, to overcome these challenges, efforts are needed to develop teacher potential through programs initiated by the Minister Education and Culture, namely the Mobilizing Teacher Education Program.

The Mobilizing Teacher Education Program is the 5th episode program of the Independent Learning policy. The term Driving Teacher in the Merdeka Belajar policy is someone who tries to provide direction to students to develop themselves to the maximum (Sibagariang, Sihotang, Muniarti, 2021: 29). This driving teacher education creates teachers as agents of change who have pedagogical competence, personality competence, social competence and professional competence.

Activities that support the Mobilizing Teacher Education program, one of which is workshops. Workshops are a form of training activity that takes place in a more practical and interactive atmosphere than formal learning over a certain period of time. The learning process at the workshop is carried out in an organized manner on-the-job-learning, where someone will learn while doing it. The workshop learning process applies the inquiry learning model,

lecture and discussion learning methods, and uses learning media power point, learning videos, and flipchart paper.

In this study, researchers focused on measuring participants' perceptions of the learning process at the 3rd workshop with student-oriented learning materials. Perception is the process of interpreting stimuli received by the sensory organs into an understanding. A person's perception is related to the process of gaining knowledge about certain objects within a certain period of time. Perceptions between one person and another are different because of different points of view (Anim, et al., 2020). In measuring the perceptions of workshop 3 participants with learning materials that support students, the Evaluation Model was used Kirkpatrick at level 1, ie reaction.

Measuring participant reactions is carried out to assist in providing feedback, help participants understand what they want and need, assess the program being implemented, and provide quantitative information for program organizers to set performance standards. The main objective of level 1 evaluation (reaction) include (1) Statements developed to measure course, content, instructor, and relevance to the job; (2) The form of evaluation can communicate the relationship between quality, process improvement, and action; (3) Action plans to overcome identified weaknesses.

Based on the explanation that has been explained, research regarding participant perceptions in the learning process at the 3rd workshop can measure each participant's reaction to the use of learning models, learning methods and learning media. Participants' enthusiasm was also measured to determine their active reactions during the learning process. It is hoped that this research will provide insight into participant reactions and can be used as material for future improvements.

## 2. Method

This research uses descriptive quantitative research. Descriptive quantitative is a method in research that describes, explains various conditions, situations, phenomena, or research variables according to events obtained in research and documentary materials studied (Abdullah, M., 2015). The research was carried out at the location of the 3rd Mobilizing Teacher Education workshop, namely SMAN 1 Kejayan, Pasuruan. The workshop learning implementation schedule is:

**Table 1. Workshop Implementation Schedule**

No.	Time	Duration	Activity
1	08.00-09.00	60 minutes	Participant registration
2	09.00-09.30	30 minutes	Opening and Learning Agreement (Practical Teacher provides an introduction to the stages and develops a vision, mission and program to realize student-oriented learning through the video shown)
3	09.30-09.45	15 minutes	Workshop Agenda and Objectives (Practical teacher provides explanations and conveys the agenda, namely:

No.	Time	Duration	Activity
			<ol style="list-style-type: none"> <li>1. Opening and learning agreement</li> <li>2. Take lessons, that is, learn lessons related to the learning and teaching process in schools so far and explore dreams to change the teaching and learning process in favor of students.</li> <li>3. Develop a school vision, mission and programs that have an impact on students</li> <li>4. Agree on the short-term actions of prospective driving teachers and school principals in creating learning that supports students, and</li> <li>5. Closing and follow-up regarding what needs to be improved from the workshop carried out)</li> </ol>
4	09.45-10.15	30 minutes	Self-introduction and exploring motivation
5	10.15-10.30	15 minutes	Class agreement
6	10.30-10.45	15 minutes	Rest
7	10.45-12.00	45 minutes	Hopes and worries
8	12.00-13.00	60 minutes	Rest
9	13.00-14.00	60 minutes	The journey of prospective driving teachers
10	14.00-14.15	15 minutes	Shared commitment
11	14.15-14.45	30 minutes	Participant reflection
12	14.45-15.00	15 minutes	Closing

Respondents involved in conducting the research were 62 workshop participants. These respondents were selected using techniques *proportional random sampling*, where the sample of respondents was taken randomly without paying attention to the overall strata of participants involved in organizing the workshop (Sugiyono, 2015).

To facilitate data collection, research instruments are needed. In this research, the instrument used was a questionnaire containing 17 statements. This research instrument was distributed to students using *google form*. Based on the results of the participants' answers, it can be determined how the participants perceive the ongoing learning process. The higher the participant's score, the better the participant's perception. The participant's perception measurement scale is measured using a scale *likert*, where the answers are 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (disagree).

Once obtained, data analysis techniques were carried out to determine participants' perceptions using descriptive statistical analysis. This analysis was carried out through *software SPSS 20*. Next, measure the percentage to see the difference in positive participant perceptions and negative participant perceptions.

### 3. Results and Discussion

#### 3.1 Result

The results of descriptive statistical analysis can be seen in the following table:

**Table 2. Descriptive Analysis of Participants' Perceptions on the Overall Learning Process**

**Statistics**

Keseluruhan

N	Valid	62
	Missing	0
Mean		64.94
Median		68.00
Mode		68
Std. Deviation		5.241
Variance		27.471
Range		19
Minimum		49
Maximum		68
Sum		4026
Percentiles	25	63.00
	50	68.00
	75	68.00

Based on table 2 that has been presented, it can be seen that the number of respondents who have filled out the questionnaire distributed is 62 people. With a mean or average of 64.94 followed by a median or middle value of 68.00. The mode obtained in this research data is 68 with a standard deviation of 5.241. The table also shows that the minimum score obtained is 49, while the maximum score obtained is 68. The total score of respondents is 4026.

**Table 3. Descriptive Analysis of Participants' Perceptions on the Use of Learning Models**

**Statistics**

Model Pembelajaran

N	Valid	62
	Missing	0
Mean		15.00
Median		16.00
Mode		16
Std. Deviation		1.746
Variance		3.049
Range		7
Minimum		9
Maximum		16
Sum		930
Percentiles	25	13.00
	50	16.00
	75	16.00

Based on table 3 that has been presented, it can be seen that the indicators for using the learning model with four statement points obtained a mean or average value of 15.00 followed by a median or middle value of 16.00. The mode obtained in the indicator research data is 16 and the standard deviation is 1.746. The table also shows that the minimum value for this indicator is 9 and the maximum value is 16. The total score of respondents is 930.

**Table 4. Descriptive Analysis of Participants' Perceptions on the Use of Learning Methods**

**Statistics**

Metode Pembelajaran		
N	Valid	62
	Missing	0
Mean		23.13
Median		24.00
Mode		24
Std. Deviation		1.769
Variance		3.131
Range		7
Minimum		17
Maximum		24
Sum		1434
Percentiles	25	23.00
	50	24.00
	75	24.00

Based on table 4 that has been presented, it can be seen that the indicators for the use of learning methods with six statement points obtained a mean or average value of 23.13 followed by a median or middle value of 24.00. The mode obtained in the indicator research data is 24 with a standard deviation of 1.769. The table also shows that the minimum value for this indicator is 17 and the maximum value is 24. The total score of respondents is 1434.

**Table 5. Descriptive Analysis of Participants' Perceptions on the Use of Learning Media**

**Statistics**

Media Pembelajaran		
N	Valid	62
	Missing	0
Mean		15.35
Median		16.00
Mode		16
Std. Deviation		1.256
Variance		1.577
Range		4
Minimum		12
Maximum		16
Sum		952
Percentiles	25	15.00
	50	16.00
	75	16.00

Based on table 5 that has been presented, it can be seen that the indicators for the use of learning media with four statement points obtained a mean or average value of 15.35 followed by a median value of 16.00. The mode obtained in the indicator research data is 16 with a standard deviation of 1.256. The table also shows that the minimum value for this indicator is 12 and the maximum value is 16. The total score of respondents is 952.

**Table 6. Descriptive Analysis of Participants' Enthusiasm during the Learning Process**

**Statistics**

Antusiasme Peserta

N	Valid	62
	Missing	0
Mean		11.45
Median		12.00
Mode		12
Std. Deviation		.862
Variance		.744
Range		3
Minimum		9
Maximum		12
Sum		710
Percentiles	25	11.00
	50	12.00
	75	12.00

Based on table 6 that has been presented, it can be seen that the participants' enthusiasm indicator with three statement points obtained a mean or average value of 11.45 followed by a median or middle value of 12.00. The mode obtained in the indicator research data is 12 with a standard deviation of 0.862. The table also shows that the minimum value for this indicator is 9 and the maximum value is 12. The total score of respondents is 710.

### 3.2 Discussion

Overall, participants' perceptions of the workshop learning process showed positive results. This is proven by the maximum score of 68 with a frequency of 40 people. This means that 65% of participants gave a positive perception of the delivery of learning with learning materials that support students in the 3rd Teacher Education Workshop (PGP). The score obtained from the participants was 95%, so this shows that almost all participants gave high marks to the entire learning process of this workshop. Then, this is supported by perceptions of each indicator, namely:

#### 1. Use of Learning Models

In the moderation book for the Teacher Driving Education (PGP) workshop, an inquiry learning model is applied, where this learning model helps participants get the opportunity to ask questions, collect data and draw their own conclusions (Yuli Indriyani, 2020). The results of the analysis of participant responses with a score of 87.4% strongly agree and agree with the use of the inquiry learning model. This inquiry learning model can help them get the opportunity to discover facts and concepts about learning that supports students, as well as obtain reflections from Practicing Teachers (PP) regarding learning practices that support students. This inquiry learning model also helps understand the impact of collaborative experiences between participants (Vygotsky, 1978).

However, the participant response value of 12.6% still shows that they do not agree with the use of the inquiry learning model. The reason is the possibility that they feel there is a lack of good understanding in implementing an effective inquiry process. Implementing inquiry learning requires more time to plan and implement, but the workshop was only carried out

within one day. Apart from that, the lack of ability to design experiments or investigations of learning problems on the part of students makes discussion activities less productive. In line with the opinion of (Sanjaya, 2006) that the inquiry model requires a long time so that Practical Teachers (PP) have difficulty adjusting to the time given during the workshop learning process.

## 2. Use of Learning Methods

Participants' perceptions regarding the use of lecture and discussion learning methods with responses of strongly agree and agree were 80.7%. These results show that the lecture method was successfully used by Practical Teachers (PP) in delivering material about student-oriented learning to the participants. In line with the opinion of Abdurahman Saleh (2005) that the lecture method is a way of teaching by presenting material orally to develop participants' skills in understanding a process, followed by asking questions and providing responses.

The discussion method was also successfully implemented in workshop learning, where this discussion method helped participants to learn together with their colleagues in finding alternative learning problems that were in favor of students. In accordance with the opinion of Ramayulis (2010), the discussion method can provide participants with the opportunity to collect opinions, make conclusions, or develop various alternative solutions to a problem.

Meanwhile, the response value of other participants, namely 19.3%, indicated that they did not agree with the lecture and discussion method. This is because some of them felt that this method lacked interaction and active involvement from participants. The lecture method is also considered less helpful in highlighting aspects related to student-oriented learning. In line with the opinion of Wirabumu Ridwan (2020) that the lecture method has weaknesses, namely that participants do not explore themselves and develop competence because learning is only one way. Then, in the discussion method, participants felt that the group was lacking in accommodating different needs and levels of understanding. The discussion method is usually only controlled by two or three participants, the discussion is too broad, and the discussion often takes place over a long period of time so that it does not match what was planned (Suryosubroto, 2009) so this discussion method results in minimal personal involvement of participants in practical learning, which can help them be relevant to the situation they are experiencing.

## 3. Use of Learning Media

The participant's perception value showed results of 80.7% strongly agreeing and agreeing with the use of learning media that can support the workshop learning process, where Practical Teachers (PP) have utilized media learning various, such as power point and videos learning for supports the delivery of learning materials, as well as the use of flipchart paper to write down the results of discussions in the form of alternative solutions to learning problems that are in favor of students. Learning media is an important recommendation for organizing effective learning (Daryanti, Desyandri, and Fitria, 2019).

Other participant response values showed that 19.3% of participants did not agree with the learning media used. Chances are they feel that the media power point and the learning videos displayed were less interactive and did not show an attractive design so they considered that the media was less helpful in visualizing the learning material delivered by the Practicing Teacher (PP). Apart from that, the use of flipchart paper is also considered to not always

provide clear and attractive visual results because the work written on flipchart paper can look less neat.

#### 4. Participants' Enthusiasm in the Learning Process

In implementing the learning, the participants' response in their enthusiasm showed a score of 85.5% where they showed activeness in learning, as seen from (1) participating in carrying out their learning tasks; (2) engage in problem solving; (3) Ask other participants or practical teachers (PP) if they do not understand issues regarding student-oriented learning; (4) Trying to find various information needed for problem solving; (5) Carry out group discussions according to the instructions Teach Practice (PP) (Nana Sudjana, 2004).

However, the response value of other participants showed 14.5%, where participants were less enthusiastic about participating in the learning process at the workshop. They are less active in discussions or other activities in the group because some of them find it difficult to get the opportunity to speak, lack confidence in differences of opinion with other colleagues, or lack of assistance. Teach Practice (PP) during group activities.

#### 4. Conclusion

The conclusion drawn based on the explanation above is that 65% of participants gave a positive perception of the use of inquiry learning models, lecture and discussion learning methods, and the use of learning media, namely powerpoint, learning videos, and flipchart paper. However, another 35% showed a less suitable perception of using the model inquiry, they also considered that the lecture method was not enough to help them highlight aspects of learning in favor of students, the discussion method was also felt to be less helpful in group activities because there were some participants who felt insecure about differences of opinion. It is also felt that the use of learning media does not provide clear and interesting visual results.

The participants' enthusiasm score was 85.5%, which means that the participants were active and had a high willingness to learn during the learning process. However, 14.5% of participants showed less enthusiasm for learning because they found it difficult to express their opinions, or lacked assistance with Practical Teachers (PP).

Suggestions are directed to the organizing institution so that this research can be used as evaluation material to renew the use of various learning models, methods and media to attract participants' attention during the learning process. Participants' lack of enthusiasm can be anticipated with interesting activities, more intense mentoring, strengthening teamwork, and so on.

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