

Increasing the Competency of Teachers in Disaster Prone Areas in Kenergian Sihotang, Harian District, Samosir Regency

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ABSTRACT

UKI carries out community service as an implementation of knowledge to help society. The horror of Sihotang which experienced a disaster. Community service activities in the form of counseling motivate students to have goals and study seriously to achieve their goals. Apart from that, Community service is carried out in the form of training for teachers which aims to improve pedagogical competence, personal competence, social competence and professional competence in order to produce graduates who will become the next generation with their character. There were 204 students who took part in counseling and 65 teachers who took part in training. Community service activities were carried out in collaboration with UKI and the Samosir Regency Education, Youth and Sports Department. The results of community service provide enthusiasm, happiness and increase teacher competence.

INTRODUCTION

Higher education institutions are obliged to provide education, research and community service (Law No. 12 of 2012). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. Education is carried out to realize the development of one's potential to have religious spiritual strength, self-control, personality, intelligence, noble morals (Rizik, M., L., & Us, K. A., 2021). Research is an activity carried out according to scientific principles and methods systematically to obtain information, data and information related to the understanding and/or testing of a branch of science and technology.

Minister of Education and Culture and Technology Research Regulation No. 53 of 2023 concerning quality assurance of higher education, article 8 states that the implementation of education is to produce learning outcomes that take into account the vision and mission of higher education, the Indonesian national qualifications framework, developments in science and technology, work competency needs from the world of work, the scientific domain of study programs, competencies major graduates, and similar curriculum. Article 53 states that the quality, relevance and usefulness of research must support the implementation of the mission to support the vision. Article 59 states that the quality, relevance and usefulness of research must support the implementation of the mission to support the vision. The description above means that the research results are used to help the community solve problems so that they can improve community welfare.

The Indonesian Christian University (UKI) as a higher education provider is obliged to carry out the tridharma as the core business of higher education. Three pillars of Higher Education are three obligations that must be fulfilled by the academic community, namely education and teaching, research and community service. The presence of UKI which has lecturers who have relevant competencies in their scientific fields is really needed by the community in solving the problems they face. Among them are the people in Harian District who on November 13, 2023 experienced a flash flood disaster. In Kenegerian Sihotang Village, Samosir Regency, on Monday, November 13 2023, a flash flood disaster occurred resulting in casualties and losses. The rocks and muddy water carried by the flash flood also destroyed the Harian SMP Negeri 2, damaged houses and devastated people's agricultural land, and others. The villages hit by flash floods were Siparmahan Village, Dolok Raja Village, Sampur Toba Village and Turpuk Limbong Village.



Figure 1. Rocks and Mud Carried By Flash Floods

Figure 1 shows rocks and mud carried by flash floods destroying rice fields and community fields. The rice had started to turn yellow, corn and other crops had been washed away by the flood. Source of community income from agriculture. As a result of flash floods, people experienced economic difficulties.



Figure 2. Refugee Place

Figure 2 shows the simplest building closest to the community residence was used as a temporary refugee camp until they received help from the government and their families.

After the flash flood, the community tried to repair damaged houses, repair schools, and repair damage to rice fields and farming, and so on. Education is a basic need and needs to be restored. Students are given motivation to learn and teachers are also motivated to improve their competence to continue working on learning. Carrying out quality learning will produce graduates who are strong and have character. In order to help resolve educational problems faced by the people of Kenegerian Sihotang Village, Samosir Regency then UKI cares about collaborating with the Samosir Regency Education Office and the community organization of the Indonesian Sihotang (DPP-PPRSSBI). Through community service, UKI can share knowledge by conducting training for 65 teachers to be able to carry out learning in earthquake-prone areas. Teachers in Kenegerian Sihotang Village consist of civil servant teachers and honorary teachers. These

teachers need to be given motivation to remain faithful in carrying out quality learning.

Based on the description above, this school is very appropriate to be the target of the UKI Educational Administration Master's Program to be able to help in many ways to increase teacher motivation for learning.

IMPLEMENTATION AND METHODS

Community Service which aims to make a real contribution to society through the application of science, technology and art. Community service has various methods that can be used to convey knowledge or solutions that are relevant to the problems faced by the community in Kenegerian Sihotang. In implementing community service, the method chosen must be in accordance with the conditions and needs of the target community, as well as considering the sustainability and long-term impact of the activity. Active community involvement in every stage of the community service program is also very important to ensure its success and sustainability.

The target of Community service activities is teachers in Harian District, Samosir Regency, totaling 65 teachers and 204 students of SMP Negeri 2 Harian District. The scope of community service activities includes planning, implementation, assesment and sustainability.

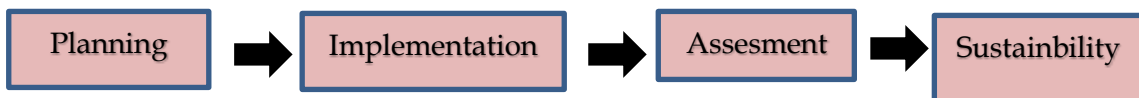


Figure 3. Stage of activities of community service

At the planning stage, the Community service team carried out initial communication with the Sihotang administrators to discuss teacher needs, when to implement, the obligations of each party and technical implementation. This was followed by coordination with the Samosir Regency education, youth and sports department so that all teachers were assigned to take part in full day training. So that learning activities were still carried out from 07.00-09.00 WIB. At 09.00 WIB teachers gathered at SMP Negeri 2. There are 204 students of SMP Negeri 2 were given a motivational seminar to have goals and study seriously to achieve their goals.

The counseling and training will be held on September 28, 2024 at 09.00-17.00 WIB at SMP Negeri 2 Harian District, Samosir Regency. The method of implementing community service is carried out by providing educational outreach to provide motivation to 204 students of SMP Negeri 2 Harian District. Meanwhile, training to increase teacher competency was carried out by grouping participants, namely PAUD and SD teachers in one group of 50 people and another group of junior high school teachers of 15 people. A total of 65 people came from various schools in Kenegerian Sihotang, Harian District, Samosir Regency. The following were the schools the training participants come from:

1. SMP Negeri 2 Harian
2. SD Negeri 6 Hariarapohan
3. SD Negeri 7 Siparmahan
4. SD Negeri 8 Sampurtoba
5. SD Negeri 9 Sampurtoba
6. SD Negeri 11 Siparmahan
7. PAUD Holy Kids
8. PAUD Gloria
9. PAUD Ceria

The event was held by welcoming the Head of the Samosir Regency Education Service, Sihotang Management and UKI Team resource persons according to local customs. The opening of the activity was carried out by the Head of the Samosir Regency Education, Youth and Sports Service.



Figure 4. Giving Souvenirs from UKI to the Head of the Samosir Regency Education Office



Figure 5. Giving Souvenirs from UKI to Head of Sihotang Organization



Figure.6 Singing the Song Indonesia Raya and Mars Samosir Regency

Activity evaluation is carried out after completing the activity where participants are asked to provide testimony. Participants said they were very happy to take part in the training. Even though there were traditional activities on the same day, participants chose to continue participating in the activities until they were finished. The chairman of the school committee was also fully present to provide supervision of activities.

The sustainability of community service activities has been discussed with the parties so that Community service activities are sustainable in the future and the material provided is in accordance with the needs of teachers and students. Therefore, a Memorandum of Agreement (MoA) and Implementation Agreement (IA) document was created to bind the parties.

RESULTS AND DISCUSSION

Educational Counseling to Motivate Students

Educational counseling aims to motivate students to have goals and try to study seriously to achieve their goals. Several methods used in implementing community service include:

a. Educational extension method.

Through counseling or education, resource persons from UKI and Sihotang administrators provide information, knowledge and skills that are relevant to the needs of the community. This counseling can be carried out in the form of seminars, training or discussions. Counseling regarding academic and non-academic achievement motivation. SMP Negeri 2 students won 3rd place in the science competition at the Samosir Regency level and got 1st place in the provincial level art competition so they entered in the national level competition.

b. Training methods

Resource persons provide training to increase the competency of PAUD, SD and SMP teachers. The training was divided into two groups, namely the PAUD and Elementary School teacher group and the Middle School teacher group because it was adjusted to the needs of the training participants.

c. Simulation method

Resource persons prepare books, materials in the form of soft files and learning videos. The resource person simulates how to carry out learning.



Figure 7. Students of SMP Negeri 2 Harian District are Listening to Counseling



Figure 8. Student of SMP Negeri 2, 1st Champion in the Provincial Level Art Competition



Figure 9. Smiles of Outstanding Students



Figure 10. The Enthusiasm of Speakers and Teachers

Abraham Maslow's theory focuses on basic human needs. Maslow's hierarchy of needs consists of five levels, and to achieve optimal motivation, a person needs to fulfill needs at lower levels first (Bari, A., & Hidayat, R., 2022; Hale, et al., 2019). Physiological needs: Middle school children must feel safe and comfortable, both physically (food, shelter) and psychologically. Safety needs: Children must feel safe both at home and at school. Social needs: Children need to feel accepted by their peers, teachers and family. Esteem needs: Children feel appreciated and recognized for their achievements, which provides encouragement to continue learning. Self-actualization needs: At this level, junior high school children can begin to develop their potential to achieve their dreams, such as becoming a doctor, engineer, teacher, artist, accompanied by effort from an early age.

In line with Bandura's learning theory, it emphasizes the importance of models and observations in the learning process (Wahyuni, N., & Fitriani, W., 2022; Bandura, A., 2019). Motivation to learn can be increased if children see other people, either around them or through the media, who have succeeded in achieving similar goals or ideals. The resource person emphasized that there are two things to emphasize, namely self-efficacy and observational learning. Self-efficacy, namely children's self-confidence in their ability to achieve something, is very important. If middle school children feel capable of learning and succeeding, they are more motivated to try. Observational learning: Children can imitate the behavior and learning patterns of successful people (for example, parents, teachers, families from their hometown) that they observe. Apart from that, it also provides a need for a growth mindset (Sihotang, H, 2024). Children with a growth mindset believe that their abilities can develop through effort and practice, while children with a fixed mindset feel that their abilities remain the same without any changes. Middle school students who have a growth mindset tend to be more motivated to learn because they believe that failure is part of the process and they can learn from mistakes. Children with a fixed mindset may feel like they give up easily if they face difficulties, so they need encouragement to change their mindset.

Based on the theory described above, it can be concluded that the application of motivation theory for junior high school students is:

- a. Provide psychological and emotional support: middle school children need a sense of security and support from family, friends, and teachers to feel valued and accepted, which will increase their motivation to learn.
- b. Provide positive models: showing examples of people who are successful in their field of interest can give them an idea of how they can achieve their goals.
- c. Foster self-confidence: helping children to build self-confidence through small achievements and providing appropriate praise can increase their intrinsic motivation.
- d. Setting clear goals: helping children to set short-term and long-term goals that are relevant to their aspirations, and design concrete steps to achieve them.
- e. Using positive reinforcement: giving rewards or recognition for children's learning achievements, whether in the form of praise or prizes, to increase their extrinsic motivation.
- f. By understanding and applying these motivation theories, middle school children can be more motivated to try hard to achieve their goals and face the challenges that are in front of them.

Training to Improve Teacher Competencies

The training to increase teacher competency was welcomed with joy by all participants because of the teachers' recognition that so far they had taken part in training organized by the government which so far had only been implemented by limited teachers. Apart from that, the participants were happy because they felt the attention of the community which was a family relationship.



Figure 11. Teachers Happily Participate in Training

Training to increase the competence of junior high school teachers in Harian sub-district is an activity designed to improve pedagogical competence, personal competence, social competence and professional competence of teachers so that they can carry out their duties more effectively and professionally even though they are in disaster-prone areas (Sihotang, 2023; Lumembang, 2024). This training is important to support better quality education and help teachers keep up with developments in the curriculum and educational technology that continue to develop (Olszewski, 2020). The training material provided is to motivate teachers using lesson materials and several learning videos that have been prepared by resource persons on flash discs. This method is carried out in anticipation that if the WiFi is interrupted, the teacher can open it and simulate it for students. Learning using video is a method that utilizes visual and audio media to convey learning material. Videos can be an effective tool for helping students understand difficult concepts, showing practical examples, and increasing students' interest and attention to the lesson.

Several advantages of using videos in learning: (1) learning videos can help illustrate difficult or abstract concepts such as scientific processes, experiments, or theories that require visual explanations (Mayer, 2021). For example, in science learning, videos can show (1) how a chemical reaction takes place or how organ systems in the human body work; (2) watching learning videos can make students more interested and involved in learning. The combination of images, sound, and text in videos can keep students' attention longer compared to traditional learning methods that rely more on text or lectures; (3) learning videos allow students to learn independently or at their own pace (McClure, C. D., 2021).

They can watch the learning videos multiple times to understand the material better, which is especially beneficial for those who need more time to understand the concepts; (4) some specific skills or procedures are easier to understand through direct demonstration than verbal or written explanation. For example, video tutorials can show how to solve a math problem, how to use a technology tool, or how to write an essay; (5) learning videos allow the integration of various media in one package (Noetel, et. al., 2021). For example, learning videos can combine animation, graphics, text, and voice narration to explain material, making it more dynamic and easy for students to follow; (6) learning videos can be accessed anytime and anywhere as long as students have a device and an internet connection. This gives students more flexibility to study outside of school hours, explore material further, or repeat material that has been taught in class.

CONCLUSIONS AND RECOMMENDATIONS

Educational counseling for students aims to increase their motivation to achieve their goals and make maximum effort in learning, both in academic and non-academic fields. Based on the methods used, such as educational counseling, training and simulations, students are given relevant understanding and skills to develop their potential. Training to increase teacher competency held in Harian District showed a positive response from participants. The teachers felt appreciated because this training provided more attention than previous training which was limited and only carried out by the government. Apart from that, the family relationships that exist between participants and the surrounding community also strengthen their enthusiasm for participating in this training. This training is designed to improve teacher competence in various aspects, including pedagogical, personal, social and professional competence, to help them carry out their teaching duties more effectively and professionally, even though they are in disaster-prone areas. This is in line with the importance of training to improve the quality of education and support teachers in keeping up with increasingly rapid developments in curriculum and educational technology. As a recommendation, counseling activities for students are needed, not only on motivational topics but also on other topics such as academic literacy and competence in the global era. Likewise, teacher training needs to be carried out in a planned and sustainable manner so that teachers continue to be provided with broad knowledge and insight.

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