

Teacher Training Design Blended Learning of Pedagogical Competence School Counseling

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Abstract. The purpose of this paper is to provide teacher guidance and counseling training references using the blended learning model. A pedagogical competency is a competency that must be possessed and improved by the current guidance and counseling teacher. There are still many guidance and counseling teachers who do not pay attention to pedagogical competence. Pedagogical competence must collaborate with school counseling teachers because pedagogical competence is a scholastic ability to manage the learning process that includes student understanding, design and implementation of learning, evaluating results, and developing various student potentials. Blended Learning Model is a learning model that combines face-to-face learning with e-learning. So that guidance and counseling teachers can combine face-to-face learning with e-learning due to limited time and easy to make students feel bored quickly in the learning process and the demands of increasingly broad technological development. This study uses a qualitative approach with documentation as a basis for developing school counselor competencies in scientific publications. The method used is the study of literature, analysis of the results of research using national policy analysis.

Keywords: Blended Learning; competence; pedagogy

1 Introduction

Education has a role for students' self-development following their potential. Competency-based education as a form of education that obtains curriculum from prospective or actual role analysis in modern society and seeks to certify student progress based on performance from the measured aspects [1]. The condition is because competence is the only way to improve a job that is based on knowledge and abilities [2]. The teacher is the key to delivering the education process. The condition can happen because the success of education is shaped by the quality of the teacher [3]. So those professional teachers are considered close to students, who develop student potential, so teachers must continue to improve their competence.

School counselors need to increase their potential because they have a role in developing students' skills. School counselors or called guidance and counseling teachers have four essential competencies as educators in the Republic of Indonesia's Minister of National Education Regulation Number 27 the Year 2008 [4] about School Counselor Qualifications and Competencies. The four essential competencies, namely pedagogical competence, social

competence, professional competence, and personality competence, are referred to as school counselor competency standards [5].

However, pedagogical competence is felt to be the lowest. The condition is reinforced by the results of the 2019 Teacher Competency Test for the pedagogical field results, on average, only 50.43, which is still below the minimum competency standard of 55, while for the province with the highest score, namely DI Yogyakarta, which receives an average rating of 62.99 [6]. The result indicates that the pattern of services, especially the guidance teacher, still uses ineffective methods [7].

One of them is the lecture method, which is less effective if it is used in a classroom with a large number of students because some of them will do their activities and pay less attention to the teacher's speech optimally. Thus, this pedagogical competence is deemed necessary to optimize the ability to provide teacher guidance and counseling services.

Furthermore, we need a competency that has mastered the mastery of technology in organizing increasingly advanced education in the current era of disruption [8]. The disruption era or known as the industrial revolution 4.0, not only affected the economic and industrial fields but also changed the process of providing education. (Astuti et al., 2019). Guidance and Counseling teachers need to prepare students with various abilities required in the era of disruption [9]. Guidance and counseling development can also be interpreted as a perspective, approach in guidance and counseling that is based on development theories and aims to develop individuals towards optimal growth in a supportive development environment [10]. Because it is undeniable that the explosion of knowledge and information technology change is swift, teachers sometimes find it rather challenging to overcome the new intellectual challenges thrown by global change and local contexts. Therefore, they need to gain new knowledge and trust. Information that useful and authentic. That is because, at this time, the students have less interest in general services. Students are more interested in everything that smells of technology ranging from games, information, services, and so forth. The unfortunate reality at this time is the teacher or counselor is far behind with the progress of the times. The condition, of course, is inversely proportional to the ability of students at this age who are very knowledgeable about technology. Therefore, Blended learning-based teacher guidance and counseling training are needed to improve the teacher's guidance and counseling pedagogical competence.

A. Teacher Pedagogical Competency

The quality of guidance and counseling teachers is influenced by several aspects, including qualified teachers categorized by having knowledge that is classified into four: 1) having a good personality, 2) excellent teaching skills, 3) broad knowledge, and 4) teaching attitudes and behavior. Thus, qualified teachers must, of course, meet all of these aspects [11]. Pedagogical competence is related to how the teacher teaches, the teacher's teaching skills, the appropriate use of strategies and methods [7]. The concept of pedagogical competence is the ability to be able to understand students, design, and instruction, and implement it in learning diagnosis, evaluating learning and developing learning [12].

B. Blended Learning Model

Blended learning is a learning A combination of learning combinations from face-to-face and online models. Is a balanced learning [13]. Functional integration between face-to-face teaching where teachers and students meet face to face and through online media that can be accessed at any time. The combination of face-to-face learning with e-learning is due to the limited time and easy to make students feel bored quickly in the learning process and the

demands of increasingly broad technological development. Blended learning is developed because of the weaknesses that arise in face-to-face learning (face-to-face) and e-learning. Besides caused by the emergence of both learning's vulnerabilities, blended learning was developed because of the advantages of face-to-face learning and e-learning. Therefore, Blended Learning can be said to be the result of a merger that is passed with a structured process [14]

With the implementation of blended learning, learning takes place more meaningfully because of the diversity of learning resources that might be obtained. While [15] mentioned four concepts regarding blended learning, namely:

- a. Blended learning models that combine various media specifically technology for the success of an education
- b. Blended learning is a combination of various learning approaches (such as behaviorism, constructivism, cognitivism) to produce an optimal learning achievement with or without learning technology.
- c. Blended learning also produces various formats for learning.
- d. Blended learning combines learning technology with actual work task orders to create a good influence on learning and assignments.

The advantages of blended learning revealed by [13]), that is:

- a. Make it easy for users to understand the material and can be studied independently
- b. Make it easier to communicate / discuss among users without having to do face-to-face
- c. Activities can take place efficiently
- d. Users can add various materials utilizing the internet network.
- e. Before conducting belended learning activities, you can share material first
- f. Make it easy to share material is not limited by time.

Blended learning Merges through several stages.

Steps that must be applied in designing and considering blended learning include: [16]

- Plan activities based on blended learning
- Develop Blended learning according to needs and situations
- Implement Blended learning
- Evaluate from the principle of blended learning
- Increase blended learning in a variety of further learning

Thus, in the process of combining a method, these stages are needed to produce a sound and optimal approach. Therefore, Blended Learning can be said to be the result of a merger that is passed with a structured process. The process needs to be done so that Blended Learning itself can be an appropriate method of teaching. The condition is because the purpose of blended learning is suitable for refining various kinds of skills. The most crucial aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts, and objectives. [17]. Thus, if Blended Learning can be implemented optimally, this method can increase a variety of students' potentials and abilities.

2 Methodology

The method used in this paper is to use the literature review method. Here the process of collecting data is done in the form of literature that has been published and written by other

authors. Literature used, such as books, articles, and journals [18]. Some critical and quality information from the literature obtained, combined, and combined with strengthening this writing. For this paper, we did several processes of literature review.

The types of data obtained are varied, qualitative, and quantitative. The collected data is selected and sorted according to the study topic. Then the preparation of the paper is based on data that has been prepared logically and systematically. Data analysis techniques are descriptive argumentative. Writing is done by looking at the relevance and synchronization between one data/information, one with other data/information following the topics studied. Then, the conclusion of the paper is made. Findings are obtained after referring back to the formulation of the problem, the purpose of writing, and the discussion. The conclusions drawn represent the subject matter of the paper and are supported by practical suggestions for further recommendations.

3 Result and Discussion

The results of this study are the creation of a learning training design with a blended learning model that will be applied by the counselor in the learning and counseling process implementation.. Of course, preparation and stages are needed in their formation before reaching the realm of

A. Conceptual Blended Learning Model

a. Plan activities based on blended learning

Beginning in implementing blended learning that is integrating tools and intended use as needed when the application of the blended learning model is applied. At this stage, according to [16] is by 1) examining various digital tools that can be incorporated into learning and teaching to support blended learning, 2) investigating learning and teaching strategies as options for blended learning and 3) analyzing critical components of inverted classes.

Before starting to plan the units or tools to be used for learning with a blended learning model, it is essential to prepare carefully the concepts and strategies that might be useful as part of learning preparation. It starts with learning theory. Learning theory [16] is a set of ideas about how people learn, and to some extent, they identify the strategies that underlie the cognitive processes in learning. Educators are also familiar with a variety of learning theories that have often been applied such as behaviorism, cognitivism, and constructivism so that they strongly support mixed learning activities

b. Develop Blended learning according to needs and situations

The next stage is planning learning activities, evaluating, and preparing them according to the needs that will be needed in learning this blended learning model. What must be considered in determining which learning material can be provided online and which content should be given directly (offline). Educators must specify in detail the effectiveness of the delivery of content online and instantly following the needs needed when the material is delivered.

In detail, the planning stage in this model involves several activities, including (1) Identification of learning needs, where educators and students determine what material will be delivered in learning following the curriculum. (2) Determine the type of learning media, according to portions, can be online-based (e-learning) or face-to-face (face to face). So that blended learning will run effectively [19].

c. Implementing the Blended Learning design

In implementing blended learning, it must be done according to the procedure. The implementation phase of learning blended learning educators act as facilitators and act as learning resources to facilitate the implementation of learning process activities by the following steps: (1) conveying the objectives (competencies) to be achieved, (2) describing the material briefly; (3) explains the steps of using e-learning media and media that can be used face to face, to provide learning experiences for students, with the use of media that facilitates learning citizens to conduct independent learning [19].

d. Evaluate from the principle of blended learning

The evaluation stage is carried out based on criteria and instruments that will be used to provide an assessment of the effectiveness of the blended learning model. Evaluation of the effectiveness of the model is carried out through three stages, namely (1) assessment of learning outcomes (output), (2) evaluation of the model implementation process, and (3) evaluation of the impact of the model implementation (result). Learning outcomes assessment is carried out to measure the effectiveness of success [19].

e. Increase blended learning in a variety of further learning

The next stage is the evaluation results obtained, the results obtained because the blended learning model is very flexible so. The condition is, according to [20] argues that instructors must be skilled in incorporating Information Technology in training to help the education and learning process. Teacher trainers take on meaningful work in the combination of ICT in teacher training. They are media in which information about ICT is transmitted to pre-service teacher guidance and counseling. So with the final step, evaluation results are used to improve the methods that have been applied.

B. Implementation of Blended Learning Training Activities

The method used in the training process is a workshop. The activity begins with a means of joint socialization to participants (Educators). The implementation team explained the purpose and objectives of the workshop/training activities, and also about the implementation schedule. All trainees listened to the team's presentation. The next action was filled with the core stages of the training, which were carried out in several stages of the activity. The steps of the work presented refer to [21] is as follows:

1. The first stage of the training activity is the planning stage. At this stage, participants are introduced to the objectives and the process of implementing the training that they are taking, and also explained the application of internet-based learning (e-learning), namely Edmodo and media video conference zoom.
2. The next step is that the participant is first asked to register an Edmodo and Zoom Meeting account, which will be used later in the learning process and direct counseling. In this process, they will still be guided and accompanied by the resource persons and the implementation team.
3. The next step is arranging Edmodo and Zoom accounts so that they can be used in the learning and counseling process. The emphasis point at this stage is that each participant/teacher can manage and operate Edmodo and Zoom accounts. At Edmodo, mainly in the assignment and training sections for students, while for Zoom, it is preferred to be able to run a video conference session, which will be used for the direct counseling process. At this stage.

4. Next, is the simulation stage, where representatives of the participants are asked to try to operate the Edmodo account in a learning simulation; here, some students are presented to follow the simulation. Each student also requested to read the material and watch a video that was prepared by the participants, and give their responses about Edmodo's media. Then for Zoom media, Participants (teachers) are asked to conduct an online counseling simulation session with one of the students. Then students are asked to request a response regarding this media.

5. The last stage is the evaluation stage, which provides input, suggestions, criticism, or comments on the results that participants have obtained from this training activity. The evaluation and review phase is carried out face-to-face (offline) while having discussions with students directly about learning conducted online [22].

C. Success indicator

The success indicator of activities marked by:

1. The trainees have an understanding of the blended learning system.
2. Training participants have an understanding of the use of media used in blended learning.
3. The trainees can install a blended learning program.
4. Trainees can set courses, upload course files, manage course activities, and learner management from e-learning and face-to-face meetings that are built.
5. Trainees can upload e-learning and effectiveness when face to face.
6. Training participants can create and carry out content management on e-learning and face to face.

4 Conclusion

The counselor's pedagogical competence is a significant factor in developing the quality of the counselor. One way to improve teacher guidance and counseling competencies is by designing a blended learning training, with the changing era of teacher guidance and counseling must also be demanded to provide technology-based services. This blended learning-based training design can be a reference source for teacher guidance and counseling pedagogy development. It is hoped that the training design will be applied in schools so that they can develop teacher guidance and counseling competencies to help improve student competencies.

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