Increasing Teacher Competency using the contextual inquiry Learning Model through In-House Training at SD Negeri 1 Giripurwo Kapanewon Girimulyo Kulon Progo Regency Academic Year 2022/2023

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ABSTRACT: This research aims to determine teachers' activities and abilities in implementing the Contextual Inquiry Learning, as well as researchers' abilities in managing IHT. School Action Research was carried out at SD Negeri 1 Giripurwo Kapanewon Girimuyo Kulon Progo Regency for the 2022-2023 Academic Year in three cycles consisting of 2 meetings in each cycle, the procedures in this research include planning, implementation/action, observation and reflection. The subjects of this research were 8 people consisting of 6 class teachers and 2 subject teachers. Qualitative data was collected in the form of active observations and the application of the "Contextual Inquiry Learning" learning model, and the researcher's assessment sheet for managing IHT. The research results relate to participant activity, the application of the "Contextual Inquiry Learning" learning model, as well as the management of IHT by researchers. The results of the activities of the first cycle participants at the 1st meeting obtained an average score of 2.56 with a percentage of 79.31%, at the 2nd meeting the average score was 3.40 with a percentage of 85.07%. Furthermore, the results of cycle II of the 1st meeting averaged a score of 3.63 with a percentage of 90.63%, at the 2nd meeting the average score was 3.81 with a percentage of 95.14%. Then, in the application of the learning model for cycles I and II, namely 1. Preparation of syntax/phases, an average score of 91.41% was obtained; Preparation of learning model steps had an average score of 91.15%, 2. Preparation of lesson plans was obtained based on an average of 91.96%, and 3. Teaching practice was 91.25%, while in the IHT Management cycle I, the 1st meeting was obtained an average -average score 3.40 with a percentage of 84.38%, at the 2nd meeting an average score of 3.60 was obtained with a percentage of 89.38%. Next, cycle II, 1st meeting. average score 3.73; percentage 92.81%; Following is the 2nd meeting; average score 3.81; percentage 95.31%; The results of the research concluded that each meeting in cycle I and cycle II had achieved improvement and had met the research success indicator of 85%.

Keywords: Activities, learning models, IHT, inquiry learning

INTRODUCTION

The choice of learning model has a very important role in the educational context because the right learning model can increase the effectiveness of learning and achieve educational goals [1]. So teachers in carrying out teaching and learning process activities should choose a learning model that suits the character of the subject matter that will be presented. Apart from that, learning process activities should be oriented towards the curriculum which always uses learning methods during the teaching and learning process [2]. For teachers, understanding the concept of a learning model is very important, because by understanding this, teachers will be successful in helping students achieve learning outcomes. Not all learning models are suitable for use by teachers in learning activities so teachers have certain considerations before choosing the learning model to use. Teachers will use a learning model that suits the character of the material and students [3] considering that this project-based learning model can be very suitable to be applied in learning. In this learning model, teachers

and students can learn independently or face-to-face.

The results of initial observations carried out by supervision in order to see directly the performance of the teachers showed that the teachers' use of learning models still used conventional methods in general and still focused on the lecture method, so that learning was still teacher-centered. Teachers in carrying out learning activities are still classical as the main process using limited media so that it appears that teacher creativity is still lacking [3]. A less creative learning process can be seen in a lack of pedagogical competence and the quality of students' learning outcomes is low. The ability of learning outcomes is low due to the use of inappropriate learning methods. Apart from that, the low understanding of the concepts of the material presented by the teacher resulted in the average teacher performance score being less than 60%. The results of observations of the principal's learning documents found that, of the 8 teachers consisting of class teachers and subject teachers, there were less than 75% of teachers at SD Negeri 1 Giripurwo who were still using learning models that were not in accordance with the characteristics of the students, as well as using learning steps. not yet in accordance with the syntax of the learning model.

Based on the problems above, learning creativity is really needed by teachers to increase teacher competency in implementing learning models, especially for elementary school teachers, most of whom have never attended training at the regional or national level, thus affecting the quality of learning in general [4]. Based on the documents and supervision carried out by the school principal, it is necessary to take steps to improve teacher performance in order to improve the quality of learning practices by choosing the Inquiry learning model. The Inquiry learning model is a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that students can formulate their own discoveries with full confidence [5]. In House Training is a training program held in one's own place, as an effort to increase teacher competence, in optimizing existing potential. is expected to be able to resolve problems related to the lack of teacher ability in implementing learning models [6].

To overcome the above problems, strategies are needed that can help teachers complete the learning process, so researchers are interested in conducting research with the title Increasing Teacher Competence in Implementing the Inquiry Learning Model Through In House Training (IHT) at the State Elementary School 1 Giripurwo Kapanewon Girimulyo Regency Kulon Progo Academic Year 2022/2023. The aim of this research is to increase teacher activity in implementing the contextual inquiry learning model in learning at SD Negeri 1 Giripurwo semester II of the 2022/2023 academic year.

RESEARCH METHODS

The type of research used is qualitative descriptive research. Qualitative research prioritizes natural settings and natural methods so that it can be presented directly and will produce descriptive data in the form of the author's or spoken words [7]. This research was conducted at SD Negeri 1 Giripurwo Kapanewon Girimulyo, Kulon Progo Regency in the 2022/2023 academic year. The subjects of this research consisted of 6 class teachers and 2 subject teachers.

The school action research model chosen is a cycle model that is carried out repeatedly and continuously (spiral cycle) with a learning process that increases over time. The cycle model includes the components of planning, action, observation, and reflection. There are two techniques for collecting PTS data, namely the first is qualitative data in the form of a description of the implementation of the Contextual Inquiry learning model. Second, in the form of quantitative data in the form of values/numbers that describe the performance of teacher competence in implementing the Contextual Inquiry learning model through IHT at SD Negeri 1 Giripurwo.

Participatory observation data collection techniques also involve researchers who work as teachers who are being observed or who are used as sources of research data. Apart from researchers participating in observations, researchers also act as facilitators. Researchers use a documentation method approach to find out data related to observation (supervision) data, number of teachers, class attendance, learning documents, assessment of teacher performance results, and learning implementation to find out data on class teachers and subject teachers, as well as data that other related. The data analysis technique used in this classroom action research is:

1. Quantitative Data

   Quantitative data in the form of participant observations/observations were then analyzed using descriptive analysis techniques by determining the percentage of success indicators based on the average score. The presentation of quantitative data is presented in the form of presentations and numbers as follows:

   a. The formula for calculating the percentage of success in participating in IHT is as follows:

$$\text{Percentage} = \frac{\Sigma \text{ Score obtained}}{\Sigma \text{ Maximum Score}} \text{x}100\%$$

b. The formula for calculating the average value is as follows:

$$\text{x} = \frac{\Sigma \text{ X}}{\Sigma \text{N}}$$

Information:

x   = Average value

ΣX = The sum of all student grades

ΣN = The number of students

Calculating the percentage using the formula above must be in accordance with and take into account the success criteria for IHT participants at SD Negeri 1 Giripurwo Kapanewon Girimulyo Kulon Progo Regency which are grouped into two categories, namely successful and unsuccessful with the criteria presented in Table 1.

TABLE 1. Success criteria for IHT participants

Success criteria	Qualification/Category
$\geq$ 85%	Succeed
$\leq$ 85%	Less successful

2. Qualitative Data

Qualitative data consists of data on the results of participants' abilities in applying the inquiry learning model, the results of observations of the abilities of researchers (school principals) and teacher activities in implementing the "inquiry learning" learning model. Qualitative data is presented in sentences separated by categories to obtain conclusions. Data resulting from teacher abilities can be analyzed qualitatively to obtain conclusions using Table 2.

TABLE 2. Success Level Criteria for IHT Participants

Level of success (%)	Meaning
> 80	Very high
60 – 79	high
1 – 59	moderate
1 – 39	Low
< 20	Very low

If the data resulting from calculations of IHT participants' activities and the performance of the school principal are in the form of fractional numbers, they must be rounded to whole numbers. If the result is 0.49 or below then it is rounded down, whereas if the result is 0.5 and above then it is rounded up. The data from observations in the IHT process using observation sheets on the skills of researchers (school principals) and the activities of IHT participants can be analyzed qualitatively to obtain conclusions using Table 3.

TABLE 3. Analysis Signs of Analysis Results

Achievement of IHT Goals (%)	Qualification	Levels of Learning Success
85 < X ≤ 100	Very good	Succeed
75 < X ≤ 84	Good	Succeed
65 < X ≤ 74	Enough	Not successful
55 < X ≤ 64	not enough	Not successful

RESULTS AND DISCUSSION

This research is based on the low competence of teachers in implementing the learning model specifically at SD Negeri 1 Giripurwo in the first semester of the 2022/2023 academic year. From the results of initial observations, the lack of knowledge about learning models is influenced by factors such as lack of training on pedagogy and implementation of learning models. To overcome this, the principal through research and guidance in implementing the learning model so that the principal takes steps to improve the quality of learning practices through school action research using holding IHT activities increases teachers' abilities in implementing the Contextual Inquiry Learning model in accordance with

the 2013 curriculum. Apart from that, teachers also have limited knowledge about IT, and the results of initial supervision are a consideration for taking corrective steps through school action research to overcome this problem. Inquiry learning is a learning model that prepares students in situations to carry out their own experiments so that they can think independently and think critically to seek and find answers to a problem in question. The low competence of teachers in implementing the contextual inquiry learning model in learning encourages school principals to conduct research using the IHT program which is expected to be able to solve problems.

After conducting an in-depth study through action research, data was obtained on teacher competence in implementing the Contextual Inquiry Learning Model and the success of resource persons in managing IHT. Therefore, data from research results from cycles I and II can be seen based on the table below:

1. Results of observations from cycles I and II of the activities of IHT participants.

The results of observations regarding participants' activeness in participating in IHT activities applying the Contextual Inquiry learning model, after analysis and evaluation, are then described and can be seen in Table 4.

TABLE 4. Results of observations from Cycles I and II of participant activities through IHT

No	Aspect	Cycle I		Cycle I	
		1st meeting	2nd meeting	1st meeting	2nd meeting
1.	Participants are motivated in receiving IHT material	3.00	3.63	4.00	4.00
2	The seriousness of participants in following the IHT directions and objectives conveyed	2.13	3.13	3.50	3.75
3.	IHT participants understand the Contextual Inquiry learning method.	2.75	3.50	3.75	3.88
4.	Enthusiastic participants in participating in sustainable IHT activities	2.75	3.63	3.88	3.88
5.	IHT participants understand the material presented	2.63	3.25	3.25	3.63
6.	Participants follow the IHT process according to the instructions	2.25	3.38	3.38	3.75
7.	IHT participants actively discussed	2.13	3,38	3.75	3.75
8.	IHT participants actively ask questions about material they don't understand	2.38	3.38	3.50	3.75
9.	IHT participants pay attention to the conclusions conveyed by the resource person.	3.00	3.38	3.63	3.88
	Total score	**23.00**	**30.63**	**32.63**	**34.25**
	Average Score	**2.56**	**3.40**	**3.63**	**3.81**
	Percentage (%)	**79.31**	**85.07**	**90.63**	**95.14**

Based on the research results (Table 4), after analysis and evaluation, it shows that the development of participants' activeness in participating in IHT activities in cycles I and II has shown significant development. This is proven that each meeting has experienced improvement after taking corrective steps. The results of cycle I at the 1st meeting obtained a total score of 23.00 and the average score reached 2.56 with a percentage reaching 79.31%. At the 2nd meeting the total score reached 30.63 and the average score reached 3.40 with a percentage reaching 85.07% which showed an increase of 5.76%. Furthermore, the results of cycle II at the 1st meeting totaled the average score reaching 32.63 and the average score reached 3.63 with a percentage reaching 90.63%, there was an increase of 5.56%. At the 2nd meeting the average score was 34.25 and the average score reached 3.81 with a percentage reaching 95.14%; there was an increase of 4.51%. So it can be seen from the results above that at each meeting there is an increase in participants' activeness in participating in IHT, meaning this has a positive impact on increasing the application of the Contextual Inquiry learning model.

2. Teacher observation results in implementing the learning model

The results of observations regarding the implementation of the Contextual Inquiry learning model after taking steps to improve participants' abilities through IHT, data obtained after analysis and evaluation by researchers together with colleagues/colleagues, are then arranged based on Table 5.

TABLE 5. Teacher observation results in implementing the contextual inquiry learning model

No	Aspect	Score Gain for Teacher (%)								Σ Average Score (%)
		Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Physical Education	Islamic Religion	
1	Preparation of syntax/phases of contextual learning inquiry learning models	93.75	90.63	90.63	90.63	90.63	96.88	87.50	90.63	**91.41**
2.	Preparation of contextual inquiry learning model steps	87.50	91.67	91.67	91.67	91.67	95.83	87.50	91.67	**91.15**
3	Preparation of contextual inquiry learning model tools	95.69	91.11	92.78	89.31	89.72	97.08	91.53	88.47	**91.96**
4	Application of the contextual inquiry learning model in the classroom	93.75	90.00	91.25	90.00	88.75	95.00	91.25	90.00	**91.25**

Based on the research results (Table 5), cycles I and II show that the level of development of IHT participants' abilities in implementing the Contextual Inquiry Learning model after the researcher carried out improvement steps through action research, school research experienced development, this was proven through the introduction of syntax/phases, learning steps. and preparation of lesson plans using the Contextual Inquiry Learning model and then implemented through teaching practice, the results show "Very Satisfactory", the results of the above research are proven by the results of observations obtained based on the Contextual Inquiry Learning learning model, namely:

a. Syntax/phase preparation obtained a percentage of 91.41%;

b. By compiling the learning model steps, the average percentage value reached 91.15%;

c. The percentage of learning tools obtained was 91.96%;

d. Teaching practice based on a percentage of 91.25%. So the results of this research show that there is an increase every time improvements are made in each cycle.

3. Observation Results of IHT Implementation by Researchers

Results of participants' assessments of researchers in managing IHT activities implementing the Contextual iLearning Inquiry learning model cycles I and II Teachers at SD Negeri 1 Giripurwo Kapanewon Girimulyo, Kulon Progo Regency for the 2022-2023 academic year experienced development and showed improvement as can be seen in Table 6.

TABLE 6. Results of Assessment of Implementation of IHT Cycles I and II by Researcher

No	Activity	Σ Average Score			
		Cycle I		Cycle II	
		1st meeting	2nd meeting	1st meeting	2nd meeting
A	Preparation	3.17	3.50	3.79	3.92
B	Implementation	3.40	3.55	3.65	3.78
C	Monitoring and Evaluation	3.63	3.75	3.75	3.75
	Total score	**23.00**	**30.63**	**32.63**	**34.25**
	Average Score	**3.40**	**3.60**	**3.73**	**3.81**
	Percentage	**84.38**	**89.38**	**92.81**	**95.31**

Based on Table 6 above, research that has been carried out by researchers in order to improve the abilities of participants and researchers in managing IHT shows significant development. The results obtained by the researchers were; The average score for cycle I at the 1st meeting reached 23.00 and the average score was 3.40 with a percentage reaching 84.38%. In the second meeting it reached 30.63 and the average score reached 3.60 with a percentage reaching 89.38%. Next cycle II at the 1st meeting, the total score was 32.63 and the average score reached 3.73 with a percentage reaching 92.81%, at the 2nd meeting the total score was 34.25 and the average score reached 3.81 with a percentage reaching 95.31%. So from the research data it can be concluded that every meeting in cycles I to cycle II has achieved improvement and has met the research success indicator of 85%. In House Training is training that is carried out internally by a teacher working group, school or other place that is designated as providing training that is carried out based on the idea that some abilities in improving teacher competence and career do not have to be done externally, but can be done internally by the teacher. others [6].

Based on the research results above, it can be concluded that In House training is a training program carried out by the school itself to improve teacher professionalism, teacher competency and teacher performance. in carrying out learning process activities by applying the Inquiry Learning Contextual learning model cycles I and II Teachers of SD Negeri 1 Giripurwo Kapanewon Girimulyo Kulon Progo Regency Academic Year 2022-2023.

CONCLUSION

From the research that has been carried out, it can be concluded that IHT activities can increase teacher activity in implementing the Contextual Inquiry Learning Model in learning at SD Negeri 1 Giripurwo in the second semester of the 2022/2023 academic year. This is proven by the results obtained from the first cycle of the 1st meeting. Through IHT, teacher competence in implementing the Contextual Inquiry Learning Model can be increased based on the results of observations of participants' abilities showing significant improvement. From the research data, it was concluded that each meeting in cycle I to cycle II had achieved an increase/improvement and had met the research success indicator of 85%..

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