Developing Handbook of Job-Embedded Professional Development to Improve Social Presence for Teacher in Post Covid-19 Era

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Abstract
The Covid-19 pandemic is a challenge for teachers to be able to organize an interactive online learning process. Various problems arise in online learning, such as lack of motivation, one-way communication, an excessive amount of assignments, and low competencies and technological skills of teachers. From these problems, the authors offer an idea in the form of handbook of Job-Embedded Professional Development that will equip teachers with social presence skills. This article was compiled using the Research and Development method with a 4D model consisting of Define, Design, Development, and Dissemination. It has reached the Development stage and ready to be developed to Dissemination stage. The JEPD Model handbook is considered to increase teacher's social presence because the training is attached to schools with flexible hours to accommodate all teachers. The training consists of 7 sessions with 56 hours of training duration and needs supervision from the stakeholders to be optimal.
Keywords: teacher, JEPD, training, social presence

Abstrak
Pandemi Covid-19 menjadi tantangan bagi para guru untuk bisa menyelenggarakan proses pembelajaran dalam jaringan (daring) yang interaktif. Berbagai permasalahan muncul dalam pembelajaran daring seperti rendahnya minat belajar siswa, komunikasi satu arah antara siswa dan guru, meningkatnya jumlah penugasan, hingga rendahnya kompetensi dan keterampilan teknologi yang dimiliki oleh guru. Berangkat dari permasalahan tersebut, penulis menawarkan sebuah ide berupa buku model Job-Embedded Professional Development yang akan membekali para guru dengan keterampilan social presence. Artikel ini disusun menggunakan metode Research and Development dengan model 4D yang terdiri atas Define, Design, Development, dan Dissemination. Langkah ini telah sampai pada tahap Development dan siap dikembangkan pada tahap selanjutnya yaitu tahap Dissemination. Buku Model JEPD ini dinilai dapat meningkatkan social presence guru karena pelatihan yang dilakukan melekat pada sekolah dengan jam pelatihan yang fleksibel sehingga dapat mengakomodasi seluruh guru. Pelatihan terdiri dari 7 sesi dengan 56 jam durasi pelatihan dan membutuhkan supervisi dari stakeholders agar lebih optimal.
Kata kunci: guru, JEPD, pelatihan, social presence

INTRODUCTION

Learning is an activity and process which development occurs. One's changes after going through learning process are called learning goals or developing potential. This can be seen from a competent, independent, innovative person with good attitudes and manner. Thus, the learning process is crucial to forming one's self-change in the educational discipline (Ramli & Samad, 2020).

Teacher is the key to the success of the learning process in schools. Various factors including the role of a teacher as a teacher and the relationship between teachers and students influence the learning process. Teaching and learning activities can take place well if teachers can maximize their role as teachers, facilitators, and learning resources for students (Yestiani & Zahwa, 2020).

The emergence of the corona virus disease (Covid-19) is a challenge for teachers to face. The change in the learning model from face-to-face to online learning requires teachers and students to adapt quickly (Amal, 2019). The online learning process requires teachers to still be able to carry out their roles even though teaching and learning activities are carried out through learning applications such as Google Classroom and video conference such as Google Meet and Zoom (Assiddiqi & Soeryanto, 2021).

Based on the findings of a survey of high school, vocational school and extraordinary school teachers in Yogyakarta conducted by Fikriani (2021), the challenges faced during the online learning process include communication between teachers and students is one-way (55.5%), the time for collecting assignments is quite narrow (40.2%), the network is difficult, and the learning motivation of students is low.

The results of research conducted by Aminullah (2021) at SDN 5 Pasui showed that the obstacles experienced during the online learning process were the less than optimal involvement of students in learning activities, the availability of facilities during the online learning process, and the limitations of teachers in utilizing information Technology. This is also felt by students at SMA Negeri 1 Gabus, Grobogan Regency. Based on the results of observations and interviews conducted by Dewi & Sadjiarto (2021), the problems of implementing online learning experienced by teachers and students include the number of tasks given, lack of understanding of the material, signal and network constraints, low motivation and focus on learning, limited ability and facilities, as well as the delivery of material that is only done using the WhatsApp and Google Classroom applications.

Moreover, it showed that online learning was still ineffective in SMP 3 Pendopo (Lestari & Wantini, 2021). This caused by the use of technology was still insufficient, teachers were still not familiar with online learning and lacked skills in terms of integrating technology in online learning. In addition, students had difficulty adapting to the learning situation during the pandemic, from acquiring information to understanding learning material. They also feel burdened with online learning, feel hopeless about the material that could not be understood, and complaint regarding the amount of assignments (Munandar, et al., 2022).

From this explanation, it can be seen that the change in the learning model to online impacts learning loss. According to The Education and Development Forum, learning loss is caused by a prolonged gap or a long educational process that does not last.

Learning loss can cause various main problems, including decreased learning motivation because students feel that no one is watching. Furthermore, parents are busy working so they don't have time to pay attention to their children. The impact of the second main problem is the emergence of a gap between students whose backgrounds

have sufficient learning facilities and students who lack learning motivation (Pratiwi, 2021). The problems experienced during the online learning process indicate a need for other models to be used to improve the quality of learning. The interaction process is also a key in the learning process because with the interaction a reciprocal relationship can be formed that allows the transfer of knowledge, values, and meaning.

In the learning process, both in settings, teachers need to pay attention to various aspects to provide material that is in accordance with the development of students so that they are not only pursuing targets for achieving curriculum and fulfilling competencies. There are three important aspects in online learning: academic presence, pedagogy presence, and social presence (Bhakti & Safitri, 2017). Of the three aspects, social presence is something that often escapes the attention of teachers. Social presence can be interpreted as a condition in which students are able to feel the presence of a "real" teacher through the intermediary of communication media. It is important to be raised in the learning process so that students assess what the teacher conveys is meaningful and memorable for him so that it is easy to remember (Whiteside, et al., 2017).

In order to increase their professionalism and competency, teachers' technical proficiency as well as their abilities to create interactions in the learning process in Indonesia still need to be trained. According to Smith and Gillespie, there are two kinds of teacher professional development, which are traditional professional development and job-embedded professional development (Hartini, et al., 2017). Traditional professional development typically focuses on enhancing teachers' knowledge, abilities, and skills outside of the classroom. While on the job-embedded professional development is used to prepare teachers to deal with issues they may encounter and enhance the quality of student while learning in classrooms or schools.

In contrast to traditional professional development, the JEPD model emphasizes group decision-making at every stage and focuses on the unique requirements of teachers. This JEPD model pays attention to student data analysis, class observations, and collaborative planning to develop professional training needed by teachers. The implementation of the JEPD model is carried out in the context of schools and classrooms, is held during teacher contract hours, and is included in existing routines and learning processes (Cavazos, et al., 2018). Therefore, the authors consider that the Job Embedded Professional Development (JEPD) model is suitable for developing social presence in online learning for teachers because the training takes place in the classroom and teachers can implement their knowledge directly in the learning process.

METHOD

The research method used in this paper is Research and Development (R&D) with a 4D model consisting of Define, Design, Development, and Dissemination. Through research and development, authors intend to produce research products or improve products. Research and development of 4D models is a model that is often used to compile textbooks, modules, and student worksheets. The following describes the JEPD model development procedure using the 4D model (Mulyatiningsih, 2011).

Table 1.
The Description of JEPD Model Activities

Stages	Activities
Define	Conducting analysis by studying literature from various sources
Design	Creating product designs and compiling a handbook of JEPD model
Development	Conducting validation tests for media experts and material experts on the handbook of JEPD model
Dissemination	Submitting intellectual property rights as proof of dissemination

RESULT AND DISCUSSION

At the definition stage, authors analyzed through a literature study, resulting in the definition of the JEPD model. Literature studies are taken from various references such as books, scientific articles, journals, and other sources. Authors collect data which is then used as a basis for problem analysis and formulation of solutions to these problems.

At the design stage, the authors compiled the contents of the handbook of JEPD model and made the front and back cover designs. The authors formulated the JEPD training model with a total of 7 training sessions and 56 hours of training duration. The preparation of the contents of the handbook of JEPD model adjusted to the analysis results in the previous definition stage. The front and back cover designs of the JEPD model handbook are still being developed in the future.

At the development stage, the authors conducted a validation test of media and material experts on the handbook of JEPD model by involving as many as three experts with undergraduate and postgraduate educational qualifications in guidance and counseling and over 5 years of work experiences. The following are the results of the expert validation test.

As for suggestions and input from experts on the development of this handbook of JEPD model, there are the book design need to be improved, color selection need to be adjusted, training procedures need to be detailed, material content each session need to be more develop, and the amount of reference sources need to be added.

During dissemination stage, authors have submitted an intellectual property rights certificate to the Ministry of Law and Human Rights of the Republic of Indonesia. The following are the results of the expert validation test involving three experts with undergraduate and postgraduate educational qualifications in guidance and counseling and more than 5 years of work experiences.

Table 2.
The Expert Validation Test Result

No	Aspect	1st Expert	2nd Expert	3rd Expert	Average Index Aiken's V
1	Feasibility of paper position (portrait)	4	4	4	1.00
2	Accuracy of using letter marks, bold, italic, or underlined bottom and symbols	4	4	4	1.00
3	Relevance of material with illustration images	3	3	4	0.78
4	Accuracy of margins	4	4	4	1.00
5	Accuracy of placement of text, images, and charts	4	4	4	1.00
6	Clumsy layout of titles, subtitles, and description	4	4	4	1.00
7	Cover design	3	3	4	0.78
8	Content design	3	3	4	0.78
9	Ease of use of media	3	4	3	0.78
10	Readability of the shape and size of letters	4	4	4	1.00
11	Proportionality of size/letter	4	4	4	1.00
12	Proportion of distance writing between sections	4	4	4	1.00
13	Consistency of letter shape and spacing	4	4	4	1.00
14	Consistency of spacing between lines or spaces	4	4	4	1.00
15	Consistency of letter size in the content section	4	4	4	1.00
	Total	56	57	59	0.94

The validation test results show that the three experts' average assessment using Index Aiken's V Coefficient is 0.94 which includes in high category. This number means that the product is feasible to be developed and enters the next stage, namely the dissemination stage. Product development needs to pay attention to the advice and input given by the experts so that the feasibility of the product can be more optimal and provide benefits as it should be.

The following is the result of the define stage to formulate the definition of the JEPD model. First, Job Embedded Professional Development are a model of developing an educator's professional performance based on everyday practice in schools, focusing on teaching quality and student development. JEPD is manifested in the activities of several professional teams who evaluate and find solutions to a problem that occurs in the learning process and then practice it as part of a continuous improvement cycle or be carried out continuously (Pacchiano, et al., 2016).

Second, this is closely related to the efforts made by educators, namely teachers, to realize the quality of learning through a series of improvements and the implementation of continuous improvement results. This professional performance development model (JEPD) allows teachers to improve specific materials in learning practices that are designed to refer to daily teaching activities to improve student's learning processes and outcomes (Fithroni, Ghiffari, & Bhakti, 2018).

Third, Job Embedded Professional Development (JEPD) refers to teaching for teachers based on everyday teaching practices designed to enrich teacher-specific instructional instruction to improve student learning. JEPD is a school or classroom-based professional development model integrated into the work day. JEPD is a process carried out continuously and forms a direct relationship between learning and implementation in daily activities. Teachers must actively participate in collaborative and inquiry-based work. As part of enhancing student academic accomplishment and that of associated educational institutions as well as school improvement objectives, high-quality JEPD is also in line with state criteria (Croft, et al., 2010).

The implementation of the Job-Embedded Professional Development (JEPD) model devides into three general schemes. The first scheme is carried out in a classroom or school, directly involving students and focusing on problems during actual practice. In the implementation process, a teacher facilitator will conduct a learning demonstration. A group of teachers keeps track of everything they see and note while they watch the students learn. In small groups, several teachers quiz the pupils on what they have studied. Following the students' leave, the teachers continue their discussion of the specific learning strategies employed by the facilitator and how he or she aids students in grasping the content through questions. The second scheme is carried out in a classroom, with almost direct time, away from students, and focuses on problems that occur during actual practice. In the implementation process, a fourth-grade teacher meets with a learning facilitator to develop a science lesson they plan to conduct the following week. A teacher voluntarily applies the teaching in his class first while the fourth-level teacher observes the learning process. After observing, the teacher adapts the lesson plan based on what they have learned and considers its application to other lessons (Croft, et al., 2010).

The third strategy concentrates on issues that arise during actual practice and is carried out in the classroom, away from the pupils, just after or before learning. In actuality, teachers address the need for more resources and assistance as well as adjustments to instructional methods and student test outcomes within the professional learning community. Teachers involved in the preparation phase asked a question regarding their pupils' persistent failure to learn how to multiply fractions in a state-sponsored professional learning community online. Numerous educators from various nations offer recommendations for techniques and materials. The teachers then attempt to put their advice into practice, share their experiences online after that day, and get more feedback (Croft, et al., 2010).

The JEPD model has been carried out and tested by many teachers in various countries. Research in America showed that the JEPD model can improve the teaching quality of teachers as well as the learning quality of students. In addition, Cavazos' research showed an increase in teachers understanding of reading material for Spanish and English after implementing the JEPD model (Fithroni, Ghiffari, & Bhakti, 2018). The results of these studies indicate that there is a significant development and progress in the understanding and ability of teachers as well as the achievement of students.

Job-Embedded Professional Development (JEPD) can consist of various activities. In the JEPD model, there are 12 implementation formats of the JEPD model, namely action research, case discussions, training, assessment data improvement, student work testing, critical groups, mentoring, lesson study, portfolios, study groups, implementation of lesson plans, and professional learning communities or PLCs (Shaffer & Brown, 2015). The following is a description of each format of the implementation of the JEPD model according to Croft (2010).

First, Action Research, which teacher determines the teaching aspects to be studied so that the research results can improve the closest classroom learning. If applicable, the intent is to generalize across other contexts in the school. Second, Case Discussions, which teachers analyze more critically because they are not directly involved in action directly in the learning process. Third, Coaching, which provides consistent follow-up with teacher demonstrations, observations, and conversations about new strategies and understandings and focuses on more technical aspects of instruction.

Fourth, Data Teams/ Assessment Development, which teachers meet to analyze average test results and formulate learning approaches to improve student learning outcomes. Fifth, Examining Student Work, which teacher develops a general understanding of good work, identifies student misconceptions, and evaluates the learning methods used. Teachers can also give each other feedback on students' work to improve student learning outcomes. Sixth, Critical Friends Groups, which teachers encounter and examine each other's work, including student work, lesson plans, or assessments. Teachers can also discuss the challenges they face when giving material or facing the needs of particular students.

Seventh, Mentoring, is a step of induction for new teachers and can progress to training. Eight, Lesson Study, which teachers demonstrate learning using certain learning techniques and goals while other teachers watch. A discussion was then convened to evaluate the process's advantages and offer suggestions for enhancement. Ninth, Portfolio, in which the instructor prepares and compiles lesson plans, student work, reflection essays, and other resources for use in class or as teaching aids. This portfolio can be used to monitor a teacher's growth in competency and serve as a resource for other educators.

Tenth, Study Groups are small-group discussions in which teachers discuss issues such as student statistics or school development goals that are compared with research findings to generate a more in-depth discussion. Eleventh, Implementing Individual Professional Growth/Learning Plans, teachers create professional performance growth plans to identify professional development opportunities and monitor expanding the competency areas they currently own. Twelfth, Professional Learning Communities, where educators work together to examine their practices and discuss fresh approaches that are then tested in their own classes. They then share the findings with one another.

The parties or stakeholders who play a role in implementing JEPD include JEPD facilitators of various formal roles or positions. JEPD facilitators include principals, vice principals, teachers, school supervisors, mentors, institutional leaders, trainers, and others. The role of the facilitator is significant because it affects the quality of JEPD implementation. A facilitator must have specific competencies and skills such as interpersonal skills, instructional or teaching skills, and skills in effective group processes. This is needed to support the assessment and improvement of the learning process carried out by a teacher. JEPD can be done individually, one by one with guidance, or as a team. However, the JEPD model is more recommended for collaborative

activities that are possible to be carried out in the context of the classroom as a place of teaching and teacher professional development is the result of social interactions both formally and informally between teachers or educators (Croft, et al., 2010).

Furthermore, in today's educational environment, social presence is crucial. Short, Williams, and Christie, social psychologists, first used the phrase "social presence" to describe how important other people are in interactions and how crucial interpersonal relationships are as a result (Whiteside, et al., 2017). Social presence is the perception of someone being present even though they are not physically present in the same space (Kim Song & Luo, 2016; Piquet, et al., 2018). Social presence is described by Kehrwald (2008; Whiteside et al., 2017) as a person's capacity to communicate his situation in a virtual world and his availability for interpersonal engagement. In order to understand and learn how to maximize learning in an online context, social presence is emphasized as the key concept. The social presence paradigm raises awareness of the value of developing relationships and making crucial connections within the learning community, leading to higher student motivation and improved learning outcomes. In addition to being a crucial tool for present and future research, social presence can be an effective heuristic and framework for educators and students. In order to improve the overall learning experience, including the creation of best practices and strategies for teachers, social presence generally aims to support the growth of social presence in online learning settings (Whiteside, et al., 2017).

Social presence is divided into two concepts, namely intimacy and immediacy. Intimacy is shown by physical aspects such as the distance between bodies when communicating, eye contact, facial expressions, body gestures, as well as personal topics discussed. Meanwhile, immediacy is shown through psychological closeness between the communicator and the communicant (Cobb, 2009). Psychological closeness that is built can increase social presence in the learning process.

With teaching and cognitive presence, social presence is one of the three key learning components. Critical thinking components and the amount to which students may create meaning through ongoing communication are also called cognitive presence. Teaching presence involves planning and directing instruction, offering topic knowledge, and promoting active learning among students. The participants (students and educators) ability to exhibit personal traits in learning as genuine persons is called social presence (Garrison, et al., 2000).

Cognitive presence alone is not enough to maintain the continuity of student participation in learning, every student needs to feel comfortable with one another to be sustainable. Social presence is needed to build relationships between students and direct students to gain meaning and think critically. The teaching presence consists of the design of learning experiences and facilities which can support social and cognitive presence so that learning goals can be achieved optimally (Garrison, et al., 2000).

Affective association, community cohesion, instructor involvement, interaction intensity, and knowledge and experience are the five key factors of the social presence model. Affective association is characterized as an emotional link during learning and includes humor, personal self-disclosure, and emotional events (such as sadness, rage, crying, regret, and laughter). Community cohesion refers to all student-involved learning activities, including introductions, sharing materials and knowledge, and viewing the group as a whole (interpreting togetherness, growing a sense of group ownership). The acts that instructors perform and students' responses to these actions constitute instructor involvement. The amount of interaction between teachers and students is meant by

"interaction intensity." Knowledge and experience refer to the information students exchange from their prior knowledge and experiences in the learning environment. This social presence model can boost student engagement and motivation while enhancing learning results (Ensmann, et al., 2021).

As a teacher, it is important to consider the social presence aspect in implementing the online learning process. Because education is not just a process of transferring knowledge to students, but also passing on values and forming character in students. True learning comes from the process of interaction with the environment because in the interaction process a learning process occurs, not the other way around (Sulastini, 2018). Interaction is an important thing to build in the online learning process.

Teachers can maximize their role in implementing social presence so that patterns of interaction can be formed that make students feel safe and comfortable in learning process. From this, it can improve student learning outcomes while at the same time being able to obtain meaningful learning. By implementing the JEPD model training to increase social presence for teachers, it can support educational development in a better direction, improve the quality of teaching staff, and prepare superior resources to be able to face future challenges.

Based on the five factors of social presence model, the authors then design the material of Job-Embedded Professional Development for teachers to improve social presence skills in the learning process. The following is the material design of JEPD model.

Table 3.
The Material Design of JEPD Model

Session	Material	Activities Duration
First Session	Assessment of teacher needs	2 hours
	Introduction to social presence	2 hours
	Open discussion about social presence	2 hours
	Evaluation of first session	2 hours
Second Session	Teaching strategy	2 hours
	Teaching methods	2 hours
	Teaching design project	2 hours
	Evaluation of second session	2 hours
Third Session (Building affective association)	Understanding human emotion	2 hours
	Using humour	2 hours
	Self-disclosure	2 hours
	Evaluation of third session	2 hours
Fourth Session (Increasing community cohesion)	Delivering greetings	2 hours
	Transfering information	2 hours
	Sense of belonging	2 hours
	Evaluation of fourth session	2 hours
Fifth Session (Enhancing instructor involvement)	Delivering personal instructional learning	2 hours
	Giving variative form of assignments	2 hours
	The art of react	2 hours
	Evaluation of fifth session	2 hours
	Interpersonal communication	2 hours

Session	Material	Activities Duration
Sixth Session (Increasing interaction intensity)	The art of verbal communication	2 hours
	The art of nonverbal communication	2 hours
	Evaluation of sixth session	2 hours
Seventh Session (Expanding knowledge and experience)	How to deliver your ideas in the most interesting way	2 hours
	How to share your experiences that attract many people	2 hours
	Understanding diversity	2 hours
	Evaluation of seventh session	2 hours

The following is the contents of handbook of JEPD model.

Table 4.
The Contents of JEPD Model Handbook

No	Item	Page
1	Rational	1-6
2	Purpose and Benefits	6
3	Academic study of social presence	7-10
4	Academic study of JEPD model	10-18
5	Training of JEPD model session one	18-20
6	Training of JEPD model session two	20-22
7	Training JEPD model session three	22-24
8	JEPD model training session four	24-26
9	JEPD model training session five	26-28
10	JEPD model training session six	28-30
11	JEPD model training session seven	30-33
12	Bibliography	33-35

The following is the intellectual property rights certificate of the JEPD model handbook published under no: EC00202252399.

CONCLUSION
Job-Embedded Professional Development model effectively increases teachers' social presence because it is carried out in schools by involving teachers directly. This training consists of 7 sessions with 56 hours of training duration. It is hoped that by doing it in schools, teachers can implement social presence under the supervision of the principal, subject coordinator, and supervisor.

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