

## LAYANG TEACHER PLATFORM IN THE CYBER PEDAGOGY ROOM

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*This article research aims to examine the readiness of learning in the digital arena for teachers and students through the application of the “Teacher Layang” platform. How are student learning activities and teacher establishment in carrying out the teaching and learning process in the cyber pedagogy space. Through the fly teacher platform, student learning outcomes are expected to be able to organize learning outcomes optimally because there are no supporting e-learning media facilities and the readiness of teachers who seem digitally stuttered so that learning orientation takes place less effectively. The floating teacher platform based on android and web becomes a simple e-learning media with the principles of learning theory and learning outcomes. This research uses a qualitative approach with a case study method. The object of research is teachers and students. Data were obtained through observation, interviews, FGD (focus group discussions) and documentation studies. The data analyzed consisted of three activity lines, namely data reduction, data presentation and conclusion drawing. The findings of this study through the floating teacher platform have shown changes in achievement, teachers can easily manage digital classes to the maximum, from communication with students, presenting material to assessment. Teacher creativity can be implemented through the platform in the cyber pedagogy space. Students who seem to have facilitated their study room well and are fun. Teachers in maturity in the cyber pedagogy space are the main requirements to be able to*

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*organize distance learning activities, so that students will respond with the management of the learning process that has been prepared by the teacher. The fly teacher platform is an adequate attribute of cyber pedagogy for teaching and learning activities effectively and optimally.*

**KEYWORDS**

Cyber Pedagogy, Platform Digital, E-Learning



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## INTRODUCTION

The world is entering a new phase called the post-pandemic period, a new era with new normal activities or new habits, this has a significant impact in various fields, such as economic, social, political, cultural, and also education. In the dimension of education, new turmoil has emerged for all elements of the education system, starting from routine learning activities that are usually done face-to-face, now turning to face-to-face or virtual (Simamora, 2020). Guided by the circular letter of the Ministry of Education and Culture (Kemendikbud) No. 4 of 2020 regarding the implementation of education policies during the COVID-19 emergency, which switched from face-to-face to online methods as one way to suppress the spread of the COVID-19 virus in Indonesia (Restian, 2020). The shift of teaching and learning activities (KBM) from conventional to online, automatically changes the habit patterns of students and teachers. Learning activities are no longer carried out in the classroom, but through a network or e-learning.

The unpreparedness of all aspects of online learning activities is an obstacle in creating learning effectiveness. Especially at the elementary school level where online learning activities are new things that have been done since the pandemic took place. This certainly has a long-term and short-term impact on elementary school children. In the long term, the quality of education will decline sharply along with limited facilities and infrastructure. The lack of student knowledge in understanding the advantages of technology which is growing day by day is increasingly felt and one of them is using electronic books or digital books as a source of vehicle for student knowledge (Jamaludin, 2020).

The learning process carried out at home or through online has a huge impact on the learning process, the assessment process, a decrease in the quality of graduates, and a decrease in public evaluation of graduates. Although online learning that is carried out has many problems, an educator is required to be able to master information technology to be able to innovate in learning. However, from the other side, the facilities and infrastructure that support learning must also be available properly, so that the learning process runs as expected. One of the principles in virtual learning is an authority and collaboration, student authorities have the freedom to choose teaching materials, teaching materials and learning resources. as well as the time, the media used and the place of learning. Collaborative in the sense that to be able to carry out a responsibility towards students, students are required to continue to interact and establish communication with colleagues, teachers or tutors and other available learning resources (Gusty et al., 2020).

Most conventional platforms do not facilitate the development of character values in students (Shum & Crick, 2012). Whereas character values are one of the initial foundations in shaping the character of the nation's generation. The objectives are (1) to create an educational platform that has meaning, value, and character for the nation's

diversity, (2) to prepare a strong and competitive generation, (3) to put character education as the spirit and foundation of education through harmonization of ethics, aesthetics, literacy, kinesthetic, (4) revitalize and strengthen the capacity of the educational ecosystem in the implementation of character education, (5) build networks inside and outside the school, (6) preserve culture and national identity (Farhatilwardah, Hastuti, & Krisnatuti, 2019).

Distance learning requires readiness from both parties involved, namely teachers and students. In addition, in the e-learning-based learning process, students certainly need supporting facilities and infrastructure so that learning can take place and have better learning quality (RUSTIANI, 2014). The most important thing in online learning activities is the use of online media in its implementation. Based on the results of research (Sabran & Sabara, 2019) that the use of new media is an adaptive use because it is able to deliver a series of solutions in teaching and learning methods. Online learning activities prioritize the use of online media in their implementation. There are many platforms that can be used during online learning, such as google meet, zoom, webex, and others. However, it turns out that not all schools are able to use the existing online platform. Various reasons arise such as inadequate online facilities and infrastructure in schools, and unsupported human resources.

Amal Salih private school is one of the schools in the city of Medan that implements distance learning during this pandemic. Learning activities continue to run by utilizing existing technology. For students at the elementary school level, the learning method used is whatups group media. There are no other media used during distance learning. Through whatups group the teachers give instructions related to learning materials and assignments. Assignments that have been given by the teacher are carried out in the assignment book of each student. Usually the teachers will set a time for the collection of school assignments.

Based on these online learning activities, it can be seen that the technology used to support learning activities is still very limited. So we need a platform that will make it easier for teachers and students in learning activities, in the era of digitalization teachers actually have the establishment of cyber pedagogy as knowledge and are able to implement smart education that adheres to the latest technology references, then can be tracked through the activities of the teacher, because being a teacher in this era digital technology requires competence in the field of pedagogy technology and learning content (Lubis, 2021).

The "Teacher Layang" platform is an application that can support learning activities during the pandemic. This platform is used so that students no longer feel bothered to study and collect school assignments. Everything can be done online, anywhere and anytime. Through this platform, collecting assignments no longer has to go to school and cause crowds. So that students and teachers can prevent the spread of the COVID-19 virus. This platform can be downloaded for free through the Playstore, where this platform will be equipped with complete features that are adapted to the conditions of elementary school children so that they do not cause boredom. Building the mood of the students is a very important point, so that the platform provided does not make students bored and bored during online learning.

## RESEARCH METHOD

This type of research uses a qualitative approach with a case study method. In essence, this study aims to measure the effectiveness of the application of the "Layang

Teacher" platform during online learning for grade IV-VI students of SD Amal Shaleh Medan. The fact is that this school only uses the WhatsApp group application in managing their learning activities. The floating teacher platform is different from conventional online learning platforms, interestingly this platform is also equipped with the formation of character values for elementary school students, so that the teacher's role remains oriented to the cultivation of character values. Scientific research aims to obtain data with certain purposes and uses, the tendency to use the scientific method is based on rational, empirical and systematic. Rational means that research activities are carried out in a way that makes sense so that it is affordable by the human mind, empirically by observing directly the object being studied and systematically as a corridor for researchers in carrying out research (Creswell, 2013).

Data collection techniques are through observation, interviews, FGD (focus group discussions) and documentation studies to obtain data related to learning activities using the Android and web-based Teacher Kite platform. Observations are made by observing the facts that occur in the field related to the process of implementing the teaching and learning process in the cyber pedagogy space. Interviews were conducted to find out how the implementation occurred both in the teacher and students. The informant in this research is the teacher. FGDs were conducted to listen to opinions and suggestions as well as discussions from the principal, teachers and students. Documentation studies are carried out by collecting data in the form of documents related to the implementation of the teaching and learning process using the Flying Teacher platform. The data analysis technique proposed by Miles and Huberman consists of three patterns, namely data reduction, data presentation and conclusion drawing (Djunadi Ghony & Almanshur, 2016). The validity of the data is tested by triangulation, namely checking data or information obtained through different sources such as comparing observations with interviews or comparing observations with existing documents (Bachri, 2010).

## **RESULT AND DISCUSSION**

Preliminary research conducted by researchers through direct observation, the findings are through the identification of problems at the MIS Amal Shaleh school in Medan. The cyber pedagogy space is a new and surprising thing for this school, understanding and mastering TPACK is complicated for the teacher, and distance learning activities are only through the Whats App application, which then has an impact on students' enthusiasm for learning.

The details of these problems appear in online learning activities where in fact teachers and students experience digital stuttering technically and the management of cyber pedagogy space management has not been touched in this school. Either by using conventional platforms such as google met, zoom, webex, google classroom. This finding concludes that human resources are one of the causes of inefficient online learning activities for both teachers and students.

Education in the era of the industrial revolution 4.0, how to construct learning designs that involve technology attributes, this term is described by education experts with cyber pedagogy. The demands of the 4.0 education era force teachers to use technology to be implemented in an integrated teaching and learning process. Teacher's skills in using this technology can be seen in the Technological Pedagogical Content Knowledge. TPaCK is an integration of

theoretical frameworks in technology, pedagogy, and subject matter in learning (Sintawati & Indriani, 2019)

Seeing the facts that happened at the school, the researchers applied the Teacher kite platform, namely internet digital media based on android and web with simpler principles and of course based on learning theory to be able to achieve achievements in aspects of students' knowledge, attitudes and character. Of the 18 teachers who teach in grades 4,5 and 6, only a few people are able to use the Flying Teacher platform. The average age above 40 years is less able to apply online platforms but the motivation to be able to master the platform can be seen from their curiosity and desire to master the platform. Meanwhile, students in grades 4,5 and 6 have different abilities and grasping power in applying the Kite Teacher platform. The factor of children's habits in using smart phones is one of the supports in understanding online learning platforms. The purpose of this technology being present in student classrooms is to facilitate the achievement of student learning competencies, so technology must be presented to teachers who are ready and proficient as users so that the teacher's professional and pedagogical competence abilities can be integrated in the implementation of the teaching and learning process (Sukaesih, Ridlo, & Saptono, 2017)

The main facilities in the implementation of learning in digital spaces are infrastructure facilities and online learning superstructure. The most common obstacle encountered in the field is that not all students have smart phones and laptops to be able to study online. The level of economic stability of students' parents is a logical reason for this. Parents of students who study at MIS Amal Salih have a variety of jobs and the majority come from simple families. Likewise, schools do not have complete facilities to support online learning activities.

In the implementation of the use of the Flying Teacher platform, there was excitement from the Teachers to technically master the platform, then the Teacher packaged simple materials in the form of videos that were uploaded and presented on the web-based Teacher Flying platform. The web-based Flying Teacher platform is presented to teachers because they have complete tools for accessing data, uploading data and downloading data. The device is equipped with student study sheet project features. The teacher can easily recap each activity starting from attendance, students' online duration in using the application, comments or student responses on each video (Teacher greeting videos, material videos, enrichment videos, closing videos or teacher's narrative).

Teacher's tasks in using the web-based Teacher fly application, making classes and class codes, uploading student names so that students can click on attendance, making Teacher greeting videos with a maximum duration of 5 minutes containing class opening, apperception and learning agenda, video material prepared by Teacher in packaging material which is simply described in a maximum of 10 minutes, enrichment videos that can be integrated with YouTube or other online videos, reinforcement videos or Teacher narratives, namely videos containing learning conclusions and material messages oriented to the values of students' attitudes and behavior.

Student activities in using the Android-based Teacher kite application, namely, downloading the Kite Teacher application on the Playstore for free and then registering. then ask for class code from a teacher in the field of study to become a user. Then pay attention, listen and click on every command that is on the platform. Students are asked to provide responses or responses from each session, because the click button will automatically appear if the order has been fulfilled. The floating teacher platform based on android is presented with rigidity and regularity, meaning that students cannot skip or skip displays, or duplicate smart phone screens. This application was created so that it cannot be duplicated or ignored by opening other applications when the operation of the Flying Teacher application is in progress and if it is done by students then they have to start over from the beginning, in that situation the teacher can see the history of the student's learning activities (cyber pedagogy control is centered on the teacher) .

The kite teacher platform based on android offers several display features ranging from student and teacher registration features, student and teacher attendance features, prayer display features that have been presented automatically by selecting religion and belief, teacher greeting video features, material source features (material videos, material teaching pdf or word, enrichment videos), student stability features (students present their learning experiences in written, audio or video form and there are student practice questions), reinforcement features (Teacher's video narrative contains validation of material summary and closes by connecting the material at the next meeting) and the last feature is closed prayer.



Figure 1. The flow of using the Android-based Teacher kite application for students

The application of the Flying Teacher platform which is charged with aspects of students' knowledge, attitudes and character during teaching and learning activities at Amal Shaleh private elementary school Medan has resulted

in an effective online learning process in the post-covid-19 period. The Flying Teacher platform is used for students and teachers in grades IV-VI at Amal Shaleh private elementary school, Medan, and is greeted with enthusiasm and mutual cooperation between the principal, teacher and students. The response from the student's guardian or parents responded positively because while studying at home using the Whats App application it was as if the parents took the position of Teacher, the presence of the Flying Teacher application parents only accompanied and supervised their children when clicking on the application, parents were not confused by According to Kapitzke, there are four main pedagogical features of cyber pedagogy, namely; teaching and learning as self-directed activities; changes in student identity and self-perception; new forms of technoliteration, and E-tutorials. and his most coherent finding is that online pedagogy forms a new spatiality, multiliteracy, communication identity and learning (Von Günter Schweigert, Dietl, Kapitzke, & Rieter, n.d.).

The cyber pedagogy space actually creates students' independence in learning and their learning achievements can be packaged in these digital spaces. The teacher becomes a wise and communicative guide, so as to minimize the ambiguity and confusion of students who are limited in the virtual space. Accuracy in achieving learning outcomes from the aspects of knowledge, attitude and character can be achieved independently and collaboratively for students as users so that the teacher must adapt to changes innovatively, the teacher is not only limited to 4 competencies in the fields of pedagogy, personality, professional, and social, but competence in the field of mastery of technology is absolutely necessary, the teacher faces students from different generations, therefore the teacher must be up to date and upgrade to changes that occur in order to keep abreast of developments in the latest issues.

## **CONCLUSION**

Through the Flying Teacher platform, it has shown changes in student learning outcomes both in terms of aspects of knowledge, attitudes and leads to character. The teacher's ability to manage digital classrooms is creative and innovative, it can be seen from communication with students, presentation of materials to assessments. Teacher creativity can be carried out through the platform in the cyber pedagogy room so that students look like their learning space has been facilitated well and is fun. Teacher maturity in the cyber pedagogy space is the main requirement to be able to organize distance learning activities, so that students will respond with the management of the learning process that has been prepared by the teacher. The Flying Teacher Platform is an adequate attribute of cyber pedagogy for teaching and learning activities effectively and optimally. Achieving the right learning accuracy is a momentum for students to gain knowledge, attitudes and character. The implementation of distance learning in the cyber pedagogy space is a learning design in the era of digitalization, but can the teacher package it all and present it in these electronic walls, when the teacher does not have digital learning skills, then charming online learning will not be possible to achieve, becoming a teacher in the future requires maturity of cyber pedagogy attributes as a vehicle for smart education to become a teacher in the future. Technological stuttering is a PR with the teacher and school administrators who must immediately respond properly because the teacher has a central role in printing the nation's civilization, especially

elementary school students who become hypothetical people who are suspected and predicted by the teacher to grow up in the future, therefore it is hoped that the teacher fly is expected play an important role in contributing to creating an established generation in the future that is ready to be efficient, productive and competitive because teachers (those who are in the cyber pedagogy space) must be able to translate the language of the future to their students clearly so that later they (students) know what will be and for what.

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