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Teacher Motivation in the Development of Electronic Teaching Materials in the Yunior High School 7 of Bengkulu City

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Abstract
This study aims to analyze the motivation of teachers in the development of electronic teaching materials in Junior High Schools 7 in Bengkulu City. This research is a mix method research (quantitative and qualitative). The research sample consisted of 20 teachers in Junior High School 7 in Bengkulu City. The technique used is the sampling technique (side purposive). The research instrument used a Likert scale questionnaire with 20 question items. From this data, the results show that the items used to collect data in this study are valid with a validity of 3.265 and reliable with a reliability of 0.91. The average of all items answered agreed by the respondent. So it can be concluded that training activities can foster teacher motivation in developing electronic teaching materials.

Keywords: Motivation, Electronic Teaching Materials

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I. INTRDUCTION

Science and Technology is growing rapidly in accordance with the times. Various types and features of technology are always new from day to day (Pebriana, 2017). Likewise, the digital competence of educators, namely the ability of educators to use information and communication technology based on pedagogical principles, must follow existing developments so that it has implications for educational methodological innovation (Prayogi & Aesthetics, 2019). The main competencies that must be possessed in the context of 21st century education are related to creative thinking and problem-solving abilities, the ability to communicate and collaborate, and the ability to be creative and innovate (Handayani et al., 2018). To innovating in developing learning and improving learning behavior and creativity in the 21st century requires active learning design, one of which is electronic teaching materials (Purwaningtyas & Hariyadi, 2017). One of the challenges faced by 21st century teachers is teaching with technology (Sakti, 2019). This happens because in the 21st century teachers have to deal directly with generation Z. Generation Z has different characteristics from previous generations, namely fluent in technology, tech-savvy, web-savvy, friendly generation. They are the "digital generation" who are proficient and passionate about information technology and various computer applications. They can access various information they need easily and quickly, both for educational purposes and for the benefit of their daily life (Wijoyo et al., 2020). In facing the challenges of teaching Generation Z, teachers / educators are required to be more creative in developing media and learning processes that are suitable for generations. the. An appropriate learning model and media are needed so that students do not easily feel bored, especially generation Z prefers to use the internet or commonly referred to as "googling" in finding and seeking solutions to problems, including in teaching and learning activities in class

(Kusumaningtyas et al. , 2020). This condition requires teachers to have 21st century skills, especially in the field of information and communication technology (ICT). In addition to the factors described above, teachers are required to have skills in the field of information and communication technology due to the ongoing Covid-19 pandemic situation. On March 24, 2020 the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of COVID, in this Circular it was explained that the learning process is carried out at home through online / distance learning carried out to provide a learning experience which is meaningful for students (Dewi, 2020). With this rule, teachers must be able to carry out the learning process effectively online at home. Teachers are required to be able to teach online, teachers' abilities in information technology are needed (Mastura & Santaria, 2020). It is undeniable that various obstacles have arisen in the field, one of which is the condition of teachers in Indonesia who do not fully understand the use of technology, this can be seen from teachers who were born before the 1980s. (Shah, 2020). They do not yet have knowledge about how to make electronic-based teaching materials that they will use in the online learning process so that there are difficulties in delivering the material due to the lack of the teacher's ability to develop teaching materials that will be used through electronic media in online learning.

Therefore, it is very important to conduct training for teachers, especially teachers who teach at in Junior High Schools 7 in Bengkulu City to be able to make electronic teaching materials to match the characteristics possessed by Generation Z and will also help teachers in dealing with online learning carried out during this pandemic. This workshop is expected to increase the motivation of yunior high school 7 Bengkulu City teachers in developing their own electronic teaching materials.

II. METHOD

This research is a mix method research (quantitative and qualitative). The research sample consisted of 20 teachers in Junior High Schools 7 Bengkulu City. The technique used in this research is the sampling technique (purposive side). The research instrument used a Likert scale questionnaire with 20 question items. From this data, quantitative data will be obtained, which are then processed and interpreted and concluded qualitatively.

III. RESULTS AND DISCUSSION

A. Result

From the questionnaire data on teacher motivation in developing electronic teaching materials at in Junior High Schools 7 Bengkulu City, it was found that the items used in collecting the data were valid with an Validity value of 3.265 and reliable with a reliability value of 0.96. The average results of the respondents' answers for all the items asked in the questionnaire show that respondents agree that training activities can foster teacher motivation in developing electronic teaching materials.

B. Discussion

From the questionnaire data on teacher responses in the development of electronic teaching materials at in Junior High Schools 7 in Bengkulu City, it is known that after participating in training on making electronic teaching materials the teachers are more interested in learning ICT, this is evidenced by the average answers of 20 teachers as respondents to item question 1, namely 3, 6 which means they agree with the statement. They prefer to learn ICT through training in making electronic teaching materials like this than in ordinary classrooms. This is evidenced by the average answers of 20 teachers as respondents to item question 2, namely 3.35 which means they agree with the statement.

Then the training on making electronic teaching materials that was given made it easier for teachers as training participants to understand how to make electronic teaching materials, this was evidenced by the average answers of 20 teachers as respondents to item question 3, which was 3.4, which means they agree with the statement. The flow in this training can lead teachers to more easily learn how to make electronic teaching materials. This is evidenced by the average answer from 20 teachers as respondents to item question 4, which is 3.35, which means they agree with the statement. They feel that learning how to make electronic teaching materials through this training is fun, this is evidenced by the average answer from the 20 teachers as respondents to item question 5, which is 3.35, which means they agree with the statement. In addition, the material presented by the instructor in this training helped them concentrate so that it made them enthusiastic about participating in the training, this was evidenced by the average answer of 20 teachers as respondents to item 6, namely 3.4 which means they agreed with the statement. According to them, the stages given from the training activities carried out can lead them to learn to make electronic teaching materials correctly, this is evidenced by the average answers of 20 teachers as respondents to item question 7 which is 3.3 which means they agree with the statement. . They also feel curious and want to get another chance to participate in similar training to improve their skills, this is evidenced by the average answer from 20 teachers as respondents to item question 8, namely 3.55, which means they agree with the statement. After participating in the training, they also felt challenged to make interactive electronic teaching materials, this was evidenced by the average answer from 20 teachers as respondents to item question 9, namely 3.4, which means they agreed with the statement. They are also trying to make this electronic teaching material well, especially during the Covid 19 pandemic, as evidenced by the average answers of 20 teachers as respondents to item question 10, namely 3.3, which means they agree with the statement. They try to make electronic teaching materials by trying to understand the material presented in the training, even though they do not have a strong basic in the field of computers, this is evidenced by the average answer of 20 teachers as respondents to item question 11, namely 3.05 which means they agree with the statement. They also want to study other media for making electronic teaching materials, as evidenced by the average answer from 20 teachers as respondents to question item 12 which is 3.25, which means they agree with the statement. This training gave them the opportunity to learn according to their abilities, as evidenced by the average answer from 20 teachers as respondents to item 13, which was 3.2, which means they agreed with the statement. This training also gives them the opportunity to master computers, this is evidenced by the average answer from 20 teachers as respondents to question item 14, namely 3.25, which means they agree with the statement. According to them, the material presented in this training was interesting, as evidenced by the average answer from 20 teachers as respondents to item 15, namely 3.4, which means they agreed with the statement. The media used at the time of training is also quite easy for them to use without guidance from the instructor, as evidenced by the average answer of 20 teachers as respondents to question item 16, namely 2.45, which means they quite agree with the statement. According to them, with this training their ability to use computers has increased, this is evidenced by the average answer from 20 teachers as respondents to question item 17, namely 3.15, which means they agree with the statement. This training made them want to improve their learning abilities again, this was evidenced by the average answer from 20 teachers as respondents to item question 18, namely 3.45 which means they agreed with the statement. According to them this training is quite good compared to other trainings, this is evidenced by an average answer of 20 teachers as respondents to item question 19, namely 2.75, which means they quite agree with the statement. The discussion is also good and fun, this is evidenced by the average answer from 20 teachers as respondents to question item 20, namely 3.35 which means they agree with the statement. From all items, the results show that Yunior High School 7 teachers who participated in the training stated that they

agreed that the training carried out was able to foster their motivation in developing electronic teaching materials.

IV. CONCLUSION

From the data above, it can be concluded that training activities can foster teacher motivation in developing electronic teaching materials.

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