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# Improving the Competence of Teacher Candidate: Evaluation of the Effectiveness of Experiential Learning *GURU* Model assisted by *Flip-HTML*

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**ABSTRACT**
This study aims to evaluate the effectiveness of the Experiential Learning GURU Model Flip-HTML assisted by Flip-HTML. This research uses the CIPP evaluation method by Stuffbleam, which consists of context, inputs, processes, and products. The research approach uses a mixed method approach, namely the sequential exploratory model, using a qualitative approach first, then the next stage using a quantitative approach. Data collection techniques use questionnaires, observation, and interviews. The subject of research is prospective primary school education teachers. Qualitative data were analyzed using the Miles and Huberman model, while quantitative data were processed by calculating percentages and categorization. The results of this study show that the context has been perfect, the input is quite good, the process is excellent, and the results are categorized as very good. Thus, the Experiential Learning model of Flip-HTML assisted teachers effectively improves prospective teachers' competence, but it still requires adequate internet facilities so that all prospective teachers can easily access it.

**Keywords:**
Experiential Learning; GURU; Flip_HTML; Teacher competence.

## INTRODUCTION

### Competence of Teacher Candidates

Nowadays, the world of education must constantly innovate to face changes and global challenges that are so fast and significant. In addition, the world of education is also responsible for educating the nation's life and preparing students to become educated people, have good competitiveness, and in the future, become ready-made workers (Bhakti & Maryani, 2016; Delipiter, 2019; Lanjarsih et al., 2018; Suherman, 2014)*.* Institutions providing educators and education staff must be able to prepare ready-made educators and have qualified competencies to carry out the learning process in schools(Archianti, 2017; Kholis et al., 2014b; Lase, 2019; Sridana et al., 2018; Suherman, 2014)*.* Because in fact, most educators do not have sufficient competence or ability to carry out learning correctly; this can be seen in the National Education Balance data; teacher competence is still below the average score of the National standard, namely 55.0 in 2017 (Lalupanda et al., 2019; Nirtha & Sulasmono, 2020; Tyagita & Iriani, 2018)*.* So that in this case, Institution of Educator Service Provider, universities also take a role that can create ready-made graduates of educators (Bhakti & Maryani, 2016; Kholis et al., 2014a; Lanjarsih et al., 2018)*.*

The competence of prospective educators can be well prepared before they jump into spaciousness, one of which is by conducting or applying an experiential learning-based GURU model (Kalungwizi et al., 2020; Kang & Martin, 2018).

Because experiential Learning is a learning model that aims to help students to form knowledge from experiences that transform into knowledge and are formed through four stages of Learning (Barida, 2018; Bohon et al., 2017; Vinayanti & Fadhillah, 2019) in a study conducted by Bohon 2018, Kalung Wizi 2017, Nirtha, Eva 2021 stated that this model is effective in improving the abilities of both educators and prospective educators. Thus, Experiential Learning is one of the alternative models that can be used to improve the competence of prospective teachers.

However, Experiential Learning has a variety of learning models tailored to the needs of learners (Colin's article). One of them is the GURU model.

One of the experiential learning models is the GURU model. The teacher is an acronym for Ground, Understand, Revise, and Use. This model is quite effectively used at various levels of education, from primary to higher education. (Krisphianti et al., 2019; Setyaputri et al., 2016; Wiley, 2009). Prospective teachers have had past experiences. When they experience the learning process in school, they can reflect on the experiences that have been gained in the past and be used as Learning and motivation in the future.

Prospective teachers make improvements to the learning process that has been experienced before in schools. So this model is the right one to use in improving prospective teachers' abilities. The use of the GURU model needs to be done by utilizing various digital-based educational media, including the use of Flip-HTML (Divayana et al., 2019; Habib et al., 2020; Hamid & Alberida, 2021; Herayanti et al., 2017; Lase, 2019; Rokhim et al., 2020; Sharon, 2015; Singh, 2017)

Flip HTML is one of the interactive, accessible, and flexible digital publishing platforms (Divayana et al., 2019; Miswar, 2020; Rokhim et al., 2020). Flip HTML can be used by anyone and anytime along the internet network, and supporting device is available, such as computer devices, Android, etc.

Because of its flexible use, free and can be used by anyone and from anywhere as long as there is an adequate internet network, this media is used to support the learning process, especially used as a medium for learning based on the experiential learning model GURU.

This study aims to analyze the Flip-HTML-assisted TEACHER experiential Learning model's effectiveness to improve prospective teachers' competence. Evaluation using a CIPP model by Stuffbleam consisting of Context, Input, Process and Product. This model is used not to prove but to correct the four things evaluated (Astuti et al., 2018; Dwikurnaningsih & Waruwu, 2022; Kurniawan et al., 2018)

## METHOD

### Research Design

This study used the CIPP model evaluation research method by Stuffbleam. The approach in this study is the Mix method with a sequential explanatory model, namely using a quantifiable approach first, then in the next stage using a qualitative approach.

### Participants

The subjects of this study were prospective teacher students majoring in Elementary School Teacher Education in semesters 8,10 and 12 totaling 30 students.

Materials

The research procedure uses the CIPP evaluation model by Stuffbelam with 4 steps, namely: 1) context; 2)input; 3)process; 4) product

## RESULTS AND DISCUSSION

The results of the evaluation research on the Experiential Learning-based learning model of the Flip_HTML-assisted GURU model using the CIPP model are presented in table one with the following information:

Context Evaluation:

TABLE: I

| Aspect | Items evaluated | Evaluation Results |
|---|---|---|
| **Context** | Learning Media | 1. Prospective teachers still do not use digital media in following the learning process. 2. Teacher candidates using Flip-HTML |
| **Input** | Student candidates for teachers, lecturers and facilities | Prospective teachers still have low teaching competence |
| **Process** | Learning Model | Growing awareness of the importance of improving competence in teaching |
| **Product** | Competence of Teacher Candidates | There is an increase in teaching competence of prospective teachers |

Context Evaluation:

Evaluation of the context in this study using participant observation sheets and checklist sheets. Researchers found that prospective teachers still do not use digital media in following the learning process. So that in the Experiential Learning-based learning model, the GURU model is used for Flip-HTML assisted Learning. Based on the results of context evaluation using observation sheets, it was found that 86.7% of prospective teachers responded enthusiastically and positively to the Experiential learning model based on the TEACHER model assisted by Flip-HTML in improving the teaching competence of prospective teachers. Based on the assessment indicators, prospective teachers have not learned to use digital media due to the difficulty of network access and the unavailability of adequate internet access. So that prospective teachers need good internet access and networks to be able to learn to use digital media in order to improve their competence.

TABLE: 2

| Indicators | Items evaluated | (%) | Category |
|---|---|---|---|
| **Flip-HTML based Learning Media** | Media availability | 100 | Very good |
| | Media utilization | 84,6 | good |
| | Media application | 82 | good |
| | Satisfaction | 88 | Very good |
| **Total scoring** | | 86,7 | Very good |

Input Evaluation:

The results of the evaluation on the input are prospective teachers who still have low teaching competence even though they have been in the next semester, for example in semesters 8, 10 and 12 It was even found that prospective teachers have difficulty in accessing the internet as a means of Learning. In addition, it was also found that lecturers as teaching staff also did not fully use the internet to provide access to learning to students because other supporting facilities were inadequate such as the number of projectors that were not balanced with the number of classes to be taught. So that in the use of projectors lecturers must alternate in their use and the hope is that prospective teachers in the next semester need to get a learning model that uses the help of the internet and other complete facilities that are more adequate. Low teacher competence based on observation table results

TABLE: 3

| Indicator | Items evaluated | (%) | Category |
|---|---|---|---|
| **Prospective Teachers, Lecturers and Facilities** | Input availability | 75 | good |
| | Class organizing | 84 | Very good |
| | Time efficiency | 82 | good |
| | Performance of prospective teachers | 82 | good |
| **Total scoring** | | 80,75 | good |

Process Evaluation:

Evaluation of this process is focused on the behavior of prospective teacher students towards activities carried out at the beginning to the end of the learning process. The results of the evaluation of this learning process found that prospective teacher students realized the importance of increasing the competence of prospective teachers in teaching. They realize that to face the real world of work when they have to be assigned to school, qualified competencies are needed and the competence of good prospective teachers will affect the competence of the students who will be taught in the future. This can be known based on reflection and observation data.

TABLE: 4

| Indicators | Items evaluated | (%) | Category |
|---|---|---|---|
| **Learning Model** | Model Deployment | 100 | Very good |
| | Satisfaction | 86,4 | Very good |
| | Enthusiasm | 94 | Very good |
| | Interest | 94 | Very good |
| **Total scoring** | | 93,6 | Very good |

Product Evaluation:

The evaluation of this product is focused on the competence of prospective teachers in teaching using the Experiential Learning learning model of the Flip-HTML assisted GURU model. The result of this evaluation is the value of the formative and summative test during the learning process. The average result is that the teacher candidate meets the completion criteria on each test, both formative and summative. For formative test 1, as many as 80% of prospective teachers received the complete category, 75% completed on formative test 2, 85% completed on formative test 3 and 85% completed on summative test. So that the average total of prospective teachers who are able to complete both formative and summative tests is 82.5%.

TABLE 5

| Indicators | Items evaluated | (%) | Category |
|---|---|---|---|
| **Competence of Teacher Candidates** | Formatif 1 | 80 | Complete |
| | Formatif 2 | 75 | Complete |
| | Formatif 3 | 85 | Very Complete |
| | Sumatif | 85 | Very Complete |
| **Total Scoring** | | 81,25 | Complete |

Based on the results of the evaluation on four components, namely context, input, process and product, in the evalution of context, the thing that needs more attention is the absence of digital media to help prospective teachers in improving their competence. Even though learning in the 21st century the role of digital media is very helpful for the learning process (Crittenden & Crittenden, 2015; Habib et al., 2020; Sugiyarti et al., 2018). So far, the learning model applied is also less varied so that when the Experiential Learning GURU model is applied this provides new knowledge for prospective teachers and the advantage of this model is that it is assisted by digital media, namely HTML flip that can be accessed from anywhere and anytime or in other words can facilitate access to learning for prospective teachers (Hamid & Alberida, 2021; Nirtha & Sulasmono, n.d.; Rokhim et al., 2020). Meanwhile, in the input component, the thing that needs attention is in addition to the competence of teaching staff, in this case lecturers who can affect the ability of prospective teachers. (Hapsari

& Prasetio, 2017; Nirtha & Sulasmono, n.d.; Permana, 2017) Also, facilities that support learning activities need to be improved in quality. Then in the process component, prospective teachers realize how important it is to improve their teaching competencies through the Flip-HTML assisted Experiential Learning GURU learning model. Through the process of reflection on the learning model and the results of class observations, it was found that the prospective teachers were enthusiastic, interested and satisfied with the application of the Flip-Html-assisted Experiential Learning GURU learning model. And finally, the product evaluation component, formative and summative test results show that prospective teachers are able to achieve the completeness criteria both partially and in whole. Thus, it can be said that the Flip-HTML-assisted TEACHER Experiential Learning model is effective in improving teacher competence based on CIPP evaluation.

## CONCLUSION

Based on the results of the CIPP evaluation in the study, a conclusion can be drawn that almost all components of the evaluation item have a good and very good average score. For very good categories there are components of context, process and results. Meanwhile, the good category is found in the input component. This shows that the Experiential Learning GURU model assisted the FLIP-HTML can help improve the competence of prospective teachers in teaching. Because after this model is applied, prospective teachers realize the importance of increasing teaching competencies which will have an impact on the competence of their students in the future. Furthermore, prospective teachers also have enthusiasm in using Flip-HTML as a medium that helps them learn and improve their competence.

However, there are still weaknesses in the use of Flip-HTML when the Experiential Learning GURU model is applied, namely the unavailability of networks and also adequate facilities such as PCs or androids so that this will also make it difficult for prospective teachers to learn. Thus the Experiential Learning GURU model assisted of the Flip-HTML is effective in improving the teaching competence of prospective teachers as long as the network and other facilities are available for Learning.

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