

Web Lexiroom as a Media for Teacher Social Competency Training Based on GESI in Indonesia

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Abstract: The purpose of this research is to develop the Lexiroom web as a medium for training the social competence of elementary school teachers based on GESI (Gender Equality and Social Inclusion). The social competence of teachers that will be improved is in the aspects of attitudes towards inclusive education, empathy, and problem solving. The research method used is Research and Development, with the ADDIE model. The research sample is 39 teachers who teach in four locations of public elementary schools in Bandung City, Indonesia. Based on the validation results of three experts in terms of the content of training materials, software aspects and visual communication have very valid criteria, so the Lexiroom web is suitable for use. Social competence instrument after validation there are 36 valid items with sig value. < 0.05. The reliability result is 0.930 and this shows that the instrument is reliable. The results of the pre-test before training obtained that 38 teachers (97.4%) had a teacher social competence score in the low category, and 1 respondent (2.6%) had a teacher social competence score in the high category. Then after they were given training, the data obtained that the post-test results of 39 teachers were in the high score range (N = 39; 100%). Thus, Gender Equality and Social Inclusion-based teacher social competence training with lexiroom web media is effective in improving teacher social competence.

Keywords: Web Lexiroom; Teacher Social Competence; Gender Equality and Social Inclusion (GESI).

INTRODUCTION

Currently, technological change is moving towards the industrial revolution 5.0, so that people's lives today cannot be separated from various products resulting from technological developments, one of which is the internet. The We Are Social report in January 2023 noted that the number of internet users in Indonesia had reached 212 million or 77% of the Indonesian population had used the internet (Rizaty, 2023). The use of the internet has become one of the basic needs in accessing various kinds of information needed. In line with this, various technology-based learning innovations have also been developed, so that this can realize Indonesia's Sustainable Development Goals (SDGs) because education has an important role in reducing social inequality, encouraging inclusiveness, and ensuring equal access for all.

One of the technology-based learning tools that encourages inclusivity that is easy to access is the Lexiroom web. Lexiroom web was developed as a web-based learning media to help dyslexic students to improve understanding of words and sentences in a paragraph (Rosita et al., 2020). Obstacles to word understanding in dyslexic children after in-depth observation of one of the dyslexic students, obtained data that there is a phonological deficit so that it requires learning media to help him practice increasing phonological awareness (Rosita et al., 2021). Then the Lexiroom web was developed into one of the web-based learning media to improve the phonological awareness of dyslexic children (Rosita et al., 2022). However, the development of the Lexiroom web as an assistive technology-based learning media is not enough because dyslexic children's obstacles are also in their psychological aspects. Based on the results of research by Kusumawardana, D., & Rosita, T. (2021) that dyslexia has an impact on low self-esteem. In addition, the development of dyslexia can be a cause or correlation of social problems, including self-regulation and social interaction (De Beer, 2014). As a result, they experience emotional distress which results in

them falling behind academically. This condition requires the efforts of a teacher who is able to present social inclusion that can improve the interaction and social acceptance of students with disabilities with their peers in the classroom.

Based on a developmental perspective that uses the term social inclusion to denote social acceptance by peers and having friends who care (Fabes, 2018). By focusing on social experiences and relationships across a range of student identities and attributes, by extending previous analyses of inclusion that focused on students' subjective perceptions of school belonging. However, there are challenges in effectively promoting social inclusion through cooperative learning, including the condition of teachers who do not have social competence. Social competence is the ability of teachers as part of the community to communicate and associate effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community (E. Mulyasa, 2007: 173).

Based on data from the OECD (Organization for Economic Co-operation and Development) in June 2022 that teacher competence in Indonesia is still at a very low level (Wuryanto, H & Abduh, M., 2022). The low social competence of teachers causes less understanding of how to interact with students so that problems arise in the classroom. One of them is forcing contact between students who are members of different friend groups can exacerbate differences in perception (Dovidio, 2009). To be able to create effective learning groups, teachers must be very aware of the social relationships among their students. For example, they can task aggressive children with positive classroom roles, or foster opportunities to form friendships among isolated or marginalized students, thus increasing students' sense of community with peers (Gest, 2014). Realizing this condition requires teachers to improve their social competence.

Lexiroom Web development seeks to be part of the solution to become one of the media in providing information on social competency training programs for elementary school teachers in Bandung City, Indonesia in implementing an independent curriculum based on gender equality and social inclusion (GESI). Based on the characteristics of the independent curriculum that teachers have the flexibility to be able to do differentiated learning according to student abilities, project-based assignments to develop soft skills and character in accordance with the Pancasila learning profile. Gender equality and social inclusion (GESI) is a concept of teacher alignment and management of social dynamics that provides a framework where teachers can promote social inclusion in their classrooms in a way that is integrated with their daily routine activities (Farmer et al., 2019).

METHOD

Research Design

This research uses a research and development approach which is also called development research. LexiRoom web development research uses the ADDIE model, namely there are five stages in the ADDIE development model, namely: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009).

Participants

The sample was 39 teachers who have low social competence and they teach in four Public Elementary Schools in Bandung City.

Data Collection Techniques and Data Analysis Techniques

Data collection was carried out by giving teachers a questionnaire about the needs of teachers' social competence as an analysis of Lexiroom web development needs. In developing the questionnaire, this research incorporates a measurement framework that provides a systematic way to develop questionnaires and is based on a combination of

theoretical and psychometric approaches to scale development (DeVellis, 2003; Wilson, 2003).

As for the evaluation of instrument items, analysis was carried out using Statistics for the Social Sciences (SPSS) and the ConQuest computer program. Items were evaluated using goodness-of-fit analysis through the mean square statistics INFIT and OUTFIT (Wright & Masters, 1982), confirmatory factor analysis, validity and reliability of constructs and criteria through the item and person separation index (Wright & Masters, 1982) and the alpha coefficient of internal consistency index (Cronbach, 1951). Apart from that, to complete the questionnaire data, interviews were conducted with the Principal and Curriculum team teachers using the Focus Group Discussion (FGD) technique.

FINDING AND DISCUSSION

Finding(s)

Based on the LexiRoom web development research method using the ADDIE model, there are five stages in the ADDIE development model, namely: Analysis, Design, Development, Implementation, and Evaluation. The following are the results of the five stages:

Analysis Stage

At the analysis stage, we created an instrument to measure teachers' social competence. Based on the results of the preparation of the instrument, we formulated that the teacher's social competence referred to in this research is the teacher's ability to implement an independent curriculum which can be seen from his attitude towards inclusive education, his empathy for students with special needs, and his problem solving. The validity process carried out for all items reaches a sig value. < 0.05 . There are 7 invalid items, so the total valid items are 36 items. The 36 valid item distributions are as follows:

Table 1. Distribution of the number of items for aspects of teacher social competence

Variable	Aspect	Number of Items
Teacher social competence	Attitudes towards inclusive education	17
	Empathy	9
	Problem solving	10

After ensuring that the teacher's social competency instrument items are valid, the psychometric test is continued by measuring reliability using Cronbach's alpha internal consistency method. According to Ghazali (2018), the criteria for a reliable measuring instrument is a measuring instrument that has a Cronbach's alpha coefficient value of more than 0.6. By using SPSS, the reliability results of the Social Competency instrument were obtained as follows:

Table 2. Reliability of Teacher Social Competency Instruments

Measuring instrument	Cronbach alpha	Description
Teacher Social Competence	0,930	Reliable
• Attitude Aspect	0,806	Reliable
• Empathy aspect	0,848	Reliable
• Problem Solving Aspect	0,927	Reliable

Next, a normality test is carried out, namely a test carried out to see the distribution of the data, whether the data is normally distributed or not. The normality test is carried out using Kolmogorov-Smirnov calculations, the results of the normality test for this measuring instrument are as follows:

Table 3. Normality test results

Measuring instrument	Sig/p-value	Information
Teacher Social Competence	0.233	Normally distributed

The normality test has test criteria, if the p-value is more than 0.05 ($p\text{-value} > 0.05$), the data can be said to be normally distributed and said to be abnormal if the p-value is less than 0.05 ($p\text{-value} < 0.05$). So based on Table 3, the teacher social competence variable data is normally distributed because the p value is more than 0.05. Thus, based on the overall process of content validity, construct validity, reliability and providing initial evidence to warrant further use of this instrument for the purpose of measuring GESI-based teacher competency attitudes in inclusive schools.

Based on the results of the social competency survey filled out by 39 State Elementary School teachers, they are as follows:

Table 4. Categorization of Teacher Social Competencies (Pre-Test)

Pre-Test	Frequency	Percent	Cumulative Percent
Low ($X < 85$)	38	97.4	97.4
High ($X \geq 85$)	1	2.6	100.0
Total	39	100.0	

The data above is strengthened by the results of the FGD (Focus Group Discussion) with the School Principal and Curriculum Team Teachers, namely:

- a) When a teacher conveys the condition of a student with special needs to the parents, but the parents have not accepted their child's condition. So when the teacher told them, the parents actually refused and in the end the parents did not follow up on the psychological examination process for their child. So parental communication tends to be less cooperative whenever there is an incident with their child at school.
- b) During classroom learning, teachers lack understanding in responding to students with special needs, especially when students look emotional. So the students are separated in their seats and not accompanied by their friends so that they don't disturb them again.
- c) When learning in class, teachers do not understand the social barriers of students with special needs, so teachers tend to be confused when students are seen playing alone without joining their classmates.
- d) When learning in class, teachers do not understand the psychological conditions of academic barriers for students with special needs so that teachers tend to be confused in giving instructions and providing appropriate material for these students.

Design stage

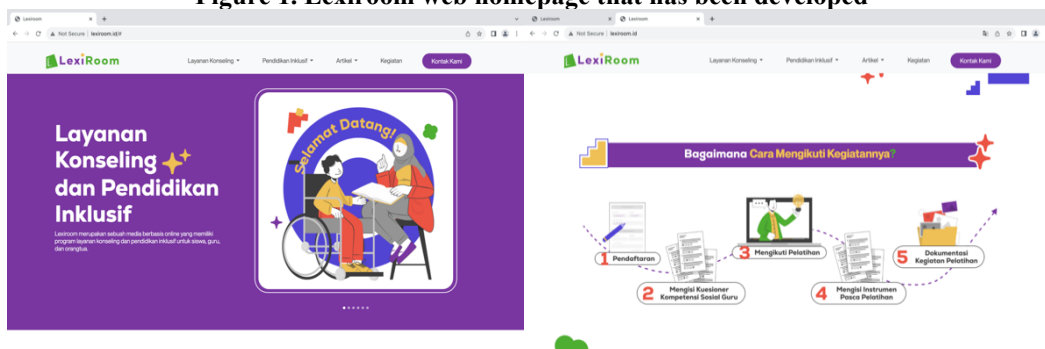
At the design stage, namely designing teacher social competency training materials and designing the web design. Based on the needs analysis, the teacher social competency training material consists of three aspects, namely the attitude aspect towards inclusive education, the empathy aspect, and the problem-solving aspect. The web design stage is

determining the training strategy and creating a media design which is realized in the form of a storyboard. Apart from that, create a flow diagram to show the sequence of the media process and create a flowchart to simplify the process of developing web-based interactive training media.

Development stage

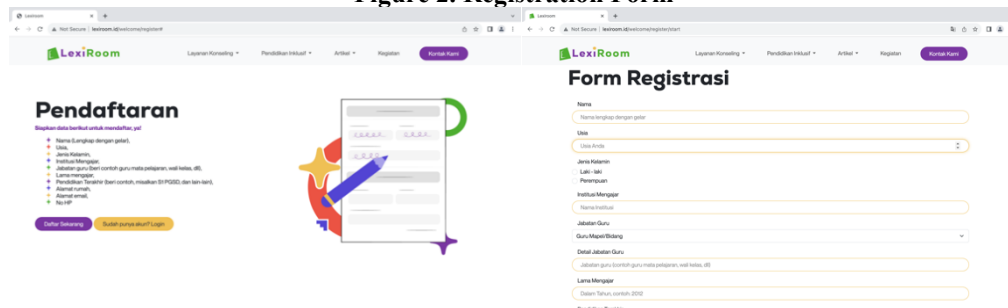
At the development stage, namely the process of creating the Lexiroom web product. The first step is to develop a homepage. Homepage is the page when a user first opens the Lexiroom website. When users access the developed homepage, there is room for phonological learning and teacher social competency training. so that for training activities on the homepage users can register for activities via the Lexiroom website. The following is the design developed on the Lexiroom web homepage. To access the homepage, use the following link: <http://lexiroom.id/>

Figure 1. Lexiroom web homepage that has been developed



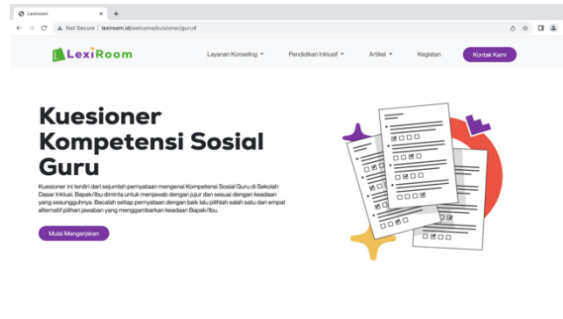
Then, in the second step, the user fills in the registration form to take part in the training when they have accessed the following homepage, the Lexiroom web display that was developed:

Figure 2. Registration Form



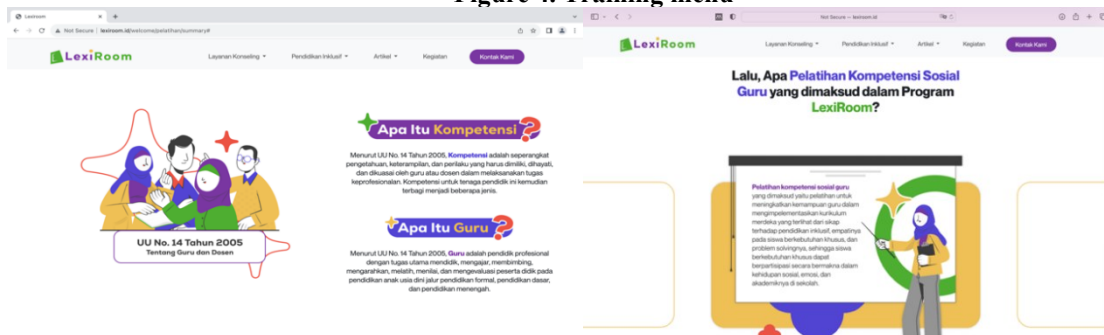
The third step is that users fill out a teacher social competency questionnaire before training. The web display is as follows:

Figure 3. View of filling out the questionnaire



The fourth step is that the user accesses the training menu to get an overview of the teacher social competency material based on Gender Equality and Social Inclusion (GESI) and the training objectives. The following is what it looks like when the user accesses the training menu:

Figure 4. Training menu



The fifth step, namely users who have low social competence based on the results of the questionnaire that has been filled in, will take part in training for three sessions. The training schedule and zoom link can be accessed on the Lexiroom website. To make it easier to take part in the training, users receive a guidebook in ebook form.

Figure 5. Training manual



Implementation Stage

At the implementation stage, the validation process was carried out by three experts, namely two experts for material validation and one expert for web media validation. Based on the results of the material expert assessment in terms of the content aspect of the training material, the indicators assessed in this aspect are very good criteria. The total number of scores obtained is 40 and the average score is 4. Then a percentage is carried out to obtain a score of 100% (very valid criteria). Based on the validation results, the material expert concluded that the LexiRoom web training media is suitable for use. The validation results obtained from media experts in terms of general, software and visual communication aspects show that the indicators assessed in this aspect are good and very good criteria. The total number of scores obtained is 80 and the average score is 3.5. Then a percentage is carried out to obtain a value of 87.5% (very valid criteria). Based on the validation results, media experts concluded that the LexiRoom web training media is suitable for use.

The training was carried out for 3 days, namely on 29, 30 September and 1 October 2023. Based on the results of GESI-based social competency training via the lexiroom web, the following data was obtained:

- a. Demographic data for teachers who took part in the training

Table 5. Teacher Positions

	Frequency	Percent	Valid Percent	Cumulative Percent
Homeroom teacher	32	82.0	82.0	82.0
Subject teachers	7	17.9	17.9	100.0
Total	39	100.0	100.0	

Based on the table above, data was obtained that 32 respondents (82.0%) were homeroom teachers, and 7 people were subject teachers (17.9%). Therefore, the respondents in this study were dominated by homeroom teachers and class teachers

- b. Categorization score results from pre-test and post-test data questionnaires on teacher social competence

Table 6. Categorization of Teacher Social Competencies (Pre-Test and Post-Test)

Pre-Test	Frequency	Percent	Cumulative Percent
Low ($X < 85$)	38	97.4	97.4
High ($X \geq 85$)	1	2.6	100.0
Total	39	100.0	
Post-Test	Frequency	Percent	Cumulative Percent
Low ($X < 85$)	0	0.0	0.0
High ($X \geq 85$)	39	100.0	100.0
Total	39	100.0	

Based on the results of the table above, it can be seen that there are differences in the categories of Teacher Social Competency before and after being given training. Before being given training, it was discovered that 38 respondents (97.4%) were in the low category of teacher social competency scores, and 1 respondent (2.6%) had a high teacher social competency score. Then, in the condition after being given training, all respondents were in

the high score range (N = 39; 100%). Thus, GESI-based teacher social competency training via the Lexiroom web has high effectiveness in improving the social competency of State Elementary School teachers in Bandung City.

Evaluation Stage

Based on suggestions from media experts, the Lexiroom web was revised on several web displays and carried out a system evaluation so that the Lexiroom web could be accessed on various web browser devices. This can be handled so that the Lexiroom web can be accessed on various web browser devices. Based on the results of the implementation of GESI-based social competency training via the Lexiroom web, there are several suggestions from web users, including the need for an inclusive learning video menu and a resume menu for teacher social competency training materials. So for the development of the lexiroom web in the second year of research, it can be further developed in the presentation of material and some access to download inclusive learning videos as a teacher's guide. Then web-based training can also be implemented widely.

Discussion(s)

The development of Lexiroom web (<https://lexiroom.id>) as a GESI-based teacher social competency training media can realize Sustainable Development (SDGs) in Indonesia because it ensures equal access to technology-based training for all teachers in Indonesia. Based on the assessment results of three expert validators, the Lexiroom web is declared feasible to use and the implementation results of the online-based training program have high effectiveness in improving the social competence of 39 teachers from Bandung City Public Elementary Schools. This research is in line with Osman, F. M. (2024) that training programs for teachers who teach students with special needs in primary schools need to utilize technology.

GESI-based teacher social competency training is also delivered by an expert in the field of inclusion and psychology, so that the results of this study can make teacher collaboration in handling children with special needs at school. This is because the results of Jaya, I., et al (2023) research that teacher collaboration with experts is still lacking, so that the lexiroom web can provide opportunities for teachers to take part in training with experts to increase understanding in creating a social inclusion climate that refers to a balanced learning process for students with special needs not only present in more than just a shared physical space but they can also be socially accepted in the same class.

The above is in line with Ulferts' (2019) research that teachers are also responsible for creating an inclusive learning environment, and providing extra support to students who have difficulty catching up with learning and integrating well into the school community. Positive social interactions must be facilitated and supported by adults to create a truly inclusive community. So teachers as adults in the classroom can help socially rejected and victimized students to take on social roles or identities that highlight positive qualities and strengths and thus improve their social status, or they can change negative perceptions from peers (Farmer et al., 2019). Moreover, for students to participate meaningfully in the social and academic life of the classroom, both social dynamics and academic opportunities must be carefully designed to ensure that interactions move beyond physical contact or presence towards full and meaningful relationships and learning (Forslund Frykedal, 2018).

Based on the above conditions, teachers can influence social dynamics in peer groups. Teachers who have high social competence will understand social support empathetically and have the ability to interact with their students. Teachers' interactions with certain

students convey information about students with special needs to other class members. Peers' perceptions of classmates are influenced by who teachers provide support to and how they provide it (Hughes et al., 2014). In addition, classmates' perceptions of teacher support and conflicts with students are related to peers' likes and dislikes, levels of social hierarchy, and levels of prosocial behavior in the classroom (Hendrickx et al., 2016).

Teachers also contribute to social dynamics with grouping strategies, seat assignments, discipline practices and other methods that influence students' social opportunities (Farmer et al., 2019; Gest et al., 2014). Teachers' efforts to manage the classroom ecology by monitoring, guiding and supporting students' social experiences impact the positive adaptation of socially vulnerable adolescents (Gest et al., 2014; Shin & Ryan, 2017). When teachers have an accurate understanding of students' and peer groups' social roles and relationships in the classroom (social dynamics) and use this information to help guide instructional practices and classroom behavior management, they are likely to create a social ecology that supports students with diverse needs (Norwalk et al., 2016).

CONCLUSION

Lexiroom web development based on the validation results of 3 experts in terms of training material content, software and visual communication aspects have very valid criteria, so Lexiroom web is suitable for use. For the social competence instrument after validation there are 36 valid items with a sig value. < 0.05 . The reliability result is 0.930 and this shows that the instrument is reliable. The results of the pre-test before training obtained that 38 teachers (97.4%) had a low category teacher social competence score, and 1 respondent (2.6%) had a high category teacher social competence score. Then after they were given training, the data obtained that the post-test results of 39 teachers were in the high score range (N = 39; 100%). Thus, GESI-based teacher social competence training through lexiroom web is effective in improving teacher social competence.

Based on this research, the development of web lexiroom as a social competency training media for GESI-based teachers in Indonesia is designed as a training program to help teachers in Bandung City Public Elementary Schools need to be implemented comprehensively. However, there are several conditions that need to be considered in the implementation of teacher social competency training. Based on the results of the implementation of GESI-based social competency training through the lexiroom web, there are conditions of teachers who are still not accustomed to and do not understand the use of web technology in the process of implementing and evaluating a series of training activities, so they need to continue to receive information assistance in the implementation of training. So that the next research is suggested to facilitate teachers in accessing the web, it is necessary to present videos in the stages of the registration process through the web and how to access training activities on the web. Then in addition to elementary school teachers, training can also be carried out for junior high school teachers and high school teachers.

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