VISUAL E BOOK ENGLISH INSTRUCTIONS IN IMPROVING PRIMARY SCHOOL TEACHERS' PERFORMANCE IN INDONESIA

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Abstract

This research aims to improve teachers' performance in Indonesia. This research uses observation, questionnaire and test with quasi experimental research design. The research population is the teachers of primary school in Tangerang District. The sample of this research is 80 respondents. The type of analysis used is nonequivalent control group design. The results of the study are: First, there is a significant effect of the influence of visual e book in increasing performance primary school teachers with minimum score posttest of experiment group 12, maximum score 84, mean 35.15, std Deviation 21.99 and variance 483.26 than maximum score from posttest of control group is 10, maximum score is 66, mean 28.70, Std Deviation 11.05, Variance 122.164. mean that there is the influence from the score for percentage is 22% in improving teacher performance through visual e book.

Keywords: Visual E-Book, English Instructions, Primary School, Teachers Performance

Introduction

This research is follow-up research from prior study that remains relevant to enhancing the English language abilities of elementary school teachers in the Tangerang area. Based on the findings of Mulyanah's study at the University of Muhammadiyah Tangerang, including the following findings: In 2018, study focused on the impact of the TPR technique on English language learners' learning outcomes, concluding that students' skills increased with this approach. Nonetheless, an issue occurred, namely a dearth of human resources among educators or teachers. especially in mastering English (Mulyanah, Ishak, Firdaus, 2018) In 2019, the research was redeveloped by focusing on increasing teacher competence in mastering English, which then resulted in the conclusion of increasing the competence of Mastering English in teachers in Tangerang both in The City and in Tangerang Regency, but it caused a new problem, namely the lack of media such as adequate books as teacher companion books in teaching English (Ishak, Mulyanah, 2019). In 2020, focusing on study on the use of teacher-companion printed books to make teaching English simpler, with the conclusion that the book is very beneficial for English instructors (Mulyanah, Ishak, 2020). This study was conducted based on the researcher's background, which is a development of the outcomes of PDP research conducted over the last three years.

The purpose of this study is to improve human resources, particularly in teaching learning in Tangerang with training and assistance that results in improved performance of English teachers. Based on the results of previous research, namely in the 2020 PDP scheme, it was found that 80% of teachers were still reluctant to use English in daily teaching, this was caused by several factors including: 1) The Teacher's lack of understanding of English language, 2) The teacher feels insecure, 3) The teacher is ashamed and afraid of mispronouncing English in the teaching and learning process in the classroom., 4) The lack of a book medium for teacher learning that is easy to practice in daily teaching, resulting in a decrease in students' English score results. However, there are no other studies on visual e-book

English Instructions that can be accessed by teachers, through this research it can make it easier for teachers to access electronic book visuals online

Theory

Visual E-Book

The Risk and Solution of English-Language E-book for Non-English Study Program Students is Currently Available Asti Gumartifa, Sri Yuliani, and Sherly Marliasari have developed technology-based learning initiatives in the school. Consequently, this study may broaden the horizons of both students and teachers, allowing them to enhance and maximize the quality of learning via the use of technology to acquire voluminous knowledge. Teachers and students may obtain more information in the form of the most recent electronic books from anywhere and at any time, thanks to technology. In addition, this study presents evidence that the internet, computers, and technology pose hazards or have negative impacts on the learning process. Thus, this study may give answers to problems associated with the use of electronic textbooks in education (Gumartifa, Yuliani, Marliasari, 2021).

E book is a book that has been converted to digital format so that its use on a smartphone or computer is no longer limited to print medium. An e-book is a digital version of a book, which typically consists of a collection of pages with text or graphics. E-books are an alternative to printed books. Therefore, with an e-book, one may learn where and when since they do not need to carry books because they can use their smartphone [34]. Consequently, e-books are well suited for usage as a learning medium in line with the evolution of the educational landscape. Through the e-book, students may repeat the lesson regardless of where they are, since the application is also easily accessible to students (Levan's, Oktavia, 2022).

E-books are printed books that have been totally converted to or created in a digital format. There are now two primary sources for electronic books: internet websites and personal electronic devices. This technology enables users to download books, periodicals, and newspapers in less than one minute, with over two hundred thousand titles accessible (Dwipayana, 2021). Digital books contain the contents of printed books in digital form, and their popularity has expanded in recent years. Digital books provide instant access to book material in the form of ease of browsing, running, searching, and data sharing, as well as other advantages. These advantages inevitably lead to digital book piracy. Furthermore, obtaining pirated items from the Internet is simple and may be accomplished in under a minute (Anggraeni & Kholid, 2020)

Teachers are required to be able to create their own instructional materials utilizing the Ministry of Education and Culture-recommended media and learning resources as a guide. For instance, creating an e-book on character education that includes character values depending on the requirements and learning environment of children. The e-book may be provided to students and studied at home, allowing not just academic information but also character qualities to be instilled in them. It depends on how the teacher incorporates character education principles (Rahmawati & Hasfat, 2021).

Interaction among students, among students and teachers, and among students and learning materials in a prescribed setting is a requirement of the curricula of 2013. The purpose of this learning resource is to aid in efficient study and the completion of course requirements. Books are the most prevalent tool for teacher education, and teachers utilize them often. Books are still used as the primary learning resource and the most effective learning assistance and resource besides teachers such as E-nook. E-books have numerous benefits over printed books, including a tiny physical size, the ability to be kept on a hard drive, CD, or flash disc, being detachable, ageless, simple to process, easy to reproduce, and simple to share. The benefits of e-books are that they are accessible online, simple to search, inexpensive, and portable (Tania & Fadiawati, 2015).

The students' interest and willingness to read these materials rise. Through eBook, students will be more at ease and independent, as they will be able to discover reading material that they may customize

according to their preferences. In addition to its own comparison, the quality of reading students acquire from print media versus reading on the computer now has its own.

When reading in print, students are often more tired or uninterested, but reading on a screen makes them more engaged (Mahendra, 2020).

English Instructions

English instructions are based on studies of how newborns acquire their native language, which often involves discussions in which youngsters respond physically to the commands of their parents and others. For instance, a youngster will comply when a parent says "Look at dad" or "Give me the ball" (Madisa&Suariah, 2019). English instructions are language teaching approaches meant to help students to acquire new expressions, particularly verbs and other accompanying words, via hearing and acting these phrases, and may also be implemented with individual learning style (Rissanes, all, 2019). In learning, students are not required to speak. Their primary responsibility is to obey the teacher's (acting as parents) repeated directions until they are carried out smoothly (Sulfemi & Kamalia, 2020). This implies that at the level of practice, the instructor initiates learning by uttering a command in the form of a word (such as "Jump!" or "Read!") or a phrase (such as "look at the board") and doing activities according to the instruction. After then, the instructor returned to provide the instruction, and every student followed it. After doing an exercise several times, a teacher may assign students to simultaneously speak and carry out the order. Once each student feels sure in his or her mastery of the word or phrase, the instructor may assign students to switch roles as the instruction givers and receivers (Syafrijal & Haerudin, 2021). (Hasibuan, 2020).

To teach English vocabulary using English instructions, teachers may use a variety of expert-created processes that can be found in bookshops that sell school-related instructional materials. In addition, teachers may design their own individualized instructional strategies for their students. Remember that the phrases to be taught must be able to be performed so that students may comprehend their meanings (Solihat & Riansi, 2018). (Uzer, 2019).

Teachers' Performance

A school is one kind of educational institution. Based on the constituents, the structure of the school is comprised of a number of key factors. Human resources include principals, teachers, administrative personnel, and students. Material resources include equipment, supplies, finances, and other infrastructure. Organization, which includes goals, size, task structure, level of position, formalization, and administrative regulations, the fourth element is the internal organizational climate, which is the organizational situation felt by personnel during the interaction, and the fifth element is the school organizational environment (Hasibuan, 2022).

The academic supervision of learning during the COVID-19 pandemic required a series of good preparations, an approach to academic supervision that was typically carried out face-to-face, carried out remotely, and divided into two parts, verification of program plans, manual learning, and online synchronization in order to support the sustainability of teacher performance effectively (Nuryani, *at all*. 2022).

Principally, a teacher is responsible for studying this new Merdeka Curriculum paradigm. The quality of teachers is the most influential aspect of student learning and well-being. In the field of education, teachers play a key role. A teacher is a professional who fulfills his or her responsibilities professionally by respecting the mandate and moral obligation associated with his or her position. A teacher must be creative, imaginative, and devoted to lifelong learning, particularly in the rapidly advancing and ever-changing digital age. The quality of teachers cannot be separated from their performance in the learning process. Students' success in accomplishing desired objectives is directly influenced by the quality of instruction provided by teachers. proposed a method for determining the performance level of teachers based on their practices in conducting the learning process, beginning with planning, creating classroom activities, managing and regulating the students' attitudes, and overseeing

the students' learning. According to, the performance of teachers throughout the learning process comprises planning, implementing, and evaluating learning (Muliati, *at all*. 2022).

Method

The following research approaches were applied: In the first stage, researchers utilize a quantitative descriptive method using quasi-experimental designs to compare groups. In order to determine the ratio of ability level scores before and after treatment, the kind of quasi-experimental design used is a nonequivalent control group design that includes a pre- and post-test in both the experimental and control groups. Stage 2, researchers drafted in preparation for the development of personalized electronic books with the Book Creator application. After completing the draft, researchers created a handbook for the usage of electronic books and then tested the e-book with 80 Primary School teachers.

Result and Discussion

Observation

Based on observations made on the ground, there are a number of issues, but the lack of learning materials in the form of a visual e-book that may enhance the performance and English abilities of primary school teachers in Tangerang, Indonesia, must be addressed immediately.

Performance Teachers test

Tabel 1. Pretest Experiment and Control Group

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PRETEST EXPERIMENT GROUP	40	9	92	1202	30.05	18.583	345.331
PRETEST CONTROL GROUP	40	7	96	1263	31.58	18.135	328.866

Tabel 2. Posttest Experiment and Control Group

Descriptive Statistics

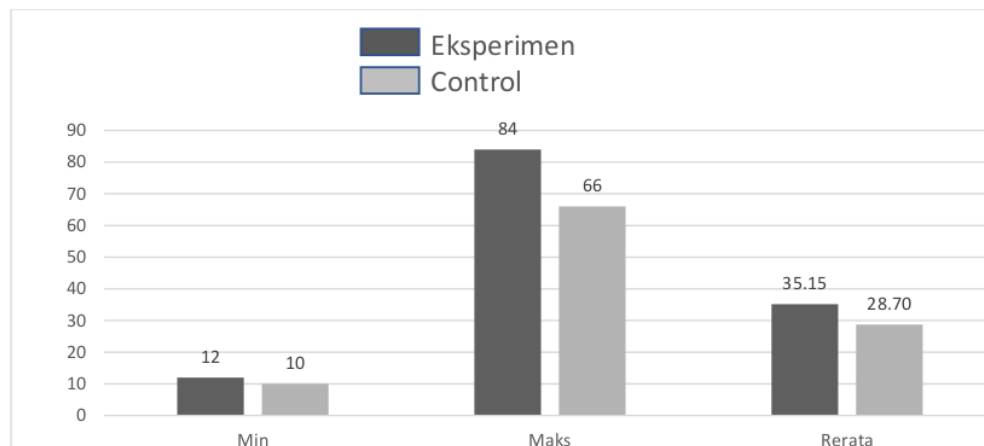|	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
POST TEST EXPERIMENT GROUP	40	12	84	1406	35.15	21.983	483.259
POST TEST CONTROL GROUP	40	10	66	1148	28.70	11.053	122.164
GAIN		2	18	258	6	11	361
PRESENTAGE		20%	27%	22%	22%	99%	296%

Figure 1. Chat Bar of Posttest Experimen and Control Group

The final test results of the experimental group increased when compared to those of the control group, as seen in Table 2. The average score for the experimental group was 35.15, whereas the average score for the control group was 28.70. After receiving treatment, the experimental group experienced an increase in score expressed as a percentage of 22%. Moreover, according to Figure 1 (chart bar), the experiment group had the highest score on the performance test, which was 84. It can also be seen that there is an increase, indicating that the treatment has been successful in improving teachers' performance through Visual E-Book English Instructions to the primary School teacher in Tangerang, Indonesia.

Conclusion

The research was done with the purpose of improving the performance of teachers, particularly primary school teachers in the Tangerang Regency by u sing a quasi-experiment design, the researcher used a quantitative descriptive method (Nonequivalent Control Group Design). Pre- and post-tests were given to the experimental and control groups, allowing for the comparing of scores before and after treatment with visual e-book English Instruction for improving the performance of primary school instructors. In the Tangerang regency, as many as 80 teachers were sampled. In this research, the average score on the teacher performance exam for the experiment group was 35.15, whereas the average score for the control group was 28.70, resulting in an increase of 22 percent. Based on the above statement, it is possible to conclude that the enhancement of teacher performance through the use of visual e-book English lessons has been successful. The originality of this research is that printed books become more inventive in terms of form and look as e-books, making it simpler for teachers to study them wherever they want.

Acknowledgment

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