



Efforts to Improve Capabilities PAI Teacher in Implementing Differentiated Learning Using the Method Coaching and Media Google Sites in The Kurikulum Merdeka Era

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Abstrak

Penelitian ini bertujuan untuk menjelaskan upaya meningkatkan kemampuan guru PAI dalam mengimplementasikan pembelajaran berdiferensiasi menggunakan metode coaching dan media google sites di era kurikulum merdeka. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Hasil penelitian ini menunjukkan bahwa ternyata guru masih belum memahami tentang pembelajaran berdiferensiasi, dan kepala sekolah pun masih kesulitan bagaimana melaksanakan supervisinya. Untuk itu maka dilakukanlah pendampingan implementasi dan supervisi dengan menggunakan metode coaching dan media Google Sites. Coaching yang dilakukan menggunakan model GROW dan Google Sites digunakan sebagai panduan bagi guru dalam membuat perencanaan sekaligus tempat untuk mendokumentasikan produk dan proses pembelajaran. Hasil pendampingan menunjukkan bahawa guru dapat melaksanakan pembelajaran berdiferensiasi dan kepala sekolah juga mampu melaksanakan supervisi kelas dengan baik. Satu hal yang masih harus ditingkatkan adalah keterampilan guru dalam menyusun instrumen penilaian dan melaksanakannya di kelas.

Kata Kunci: Pembelajaran Berdiferensiasi, Coaching, Google Sites, Kurikulum Merdeka.

Abstract

This study aims to explain efforts to improve the ability of PAI teachers to implement differentiated learning using the coaching method and google sites media in the kurikulum merdeka era. This study uses a descriptive method with a qualitative approach. The results of this study indicate that teachers still do not understand differentiated learning, and school principals still have difficulty implementing their supervision. For this reason, implementation assistance and supervision are carried out using the coaching method and Google Sites media. Coaching which is carried out using the GROW model and Google Sites is used as a guide for teachers in making plans as well as a place to document learning products and processes. The results of the assistance show that teachers can carry out differentiated learning and school principals are also able to carry out class supervision properly. One thing that still needs to be improved is Skills teachers in compiling assessment instruments and implementing them in class.

Keywords: Learning Differentiation, Coaching, Google Sites, Kurikulum Merdeka.

Introduction

Since the stipulation of the Final Decree of the Curriculum Standards and Education Assessment Agency (BSKAP) number 034/H/KR/2022 concerning Education Units

Executing Independent Curriculum Implementation independently with three choices namely choices: 1) independent study, 2) independent change, and 3) independently share in the 2022/2023 school year, all schools without exception are almost all public and

private schools in the Kab. Cianjur, who is under the guidance of the author as PAI Supervisor for the SMK level in Cianjur Regency, is racing to prepare himself and learn how to implement the Independent Curriculum, starting from analyzing Learning Achievements (CP), Compiling Learning Objectives Flow (ATP), teaching modules and the ones that appear the most the question is how to prepare the Pancasila Student Profile Strengthening Project (P5) as a co-curricular activity that is different from the subject projects in the 2013 curriculum.

According to Roestiyah as quoted (Apiyani, 2022) said that: "An educator professional is someone who has the knowledge, skills and attitudes professional who are able and loyal to develop their profession, become members of the organization professional education adheres to the professional code of ethics, participates inside communicate professional development efforts in collaboration with other professions. Meanwhile, according to Rohani as quoted (VF Musyadad, 2022) that the main duties and responsibilities of a teacher/instructor are to manage teaching in a more effective, dynamic, efficient and positive manner which is marked by awareness and active involvement between two teaching subjects, the teacher as the initiator beginning and directing and mentoring, while students as experienced and actively involved to obtain self-change in teaching.

One more thing that is most important for teachers is how to implement differentiated learning that accommodates the needs of students in their class. After having the CP and ATP documents, the teacher must think about how to compile the lesson plans or teaching modules, determine assessments and make them appropriate, as well as how to implement them in the classroom. Even though there are examples in PMM and it is permissible to adopt the examples provided, not all of the module subjects are sufficiently available, let alone PAI and Moral Education subjects. In addition, as teachers, they are required to be willing and able to develop their own learning designs so that learning becomes interesting, fun, and meaningful for students by accommodating

learning readiness, learning styles, and student interests as currently being developed in the independent curriculum.

The learning process learning elements play an important role. This means that the success or failure of the learning process depends a lot on how the learning process is experienced by students as learners (Fikriyah, 2022). According to Sugihartono, et al as quoted (Mayasari, 2021) that learning is a process of changing behavior as a result of individual interactions with their environment in meeting their life needs. Meanwhile, according to Sadiman as quoted (Rahman, 2021) argued that learning is a complex process that occurs in everyone and lasts a lifetime, from when he was a baby to the grave. According to Sadiman as quoted (Ulfah, 2019) that one of the signs that people have learned is a change in behavior within themselves, this change in behavior involves both changes that are knowledge (cognitive), skills (psychomotor) as well as those concerning values and attitudes. (affective). The learning process in essence is a communication process, namely the process of delivering messages from the source of the message through certain channels/media to the recipient of the message. From the understanding of learning above, it can be concluded that learning is a process of increasing knowledge by interacting with individuals and with the environment in meeting the needs of life. Increasing a person's knowledge results in a change in behavior both concerning attitudes, skills and knowledge of a person who is more advanced and focused than the previous situation.

As an PAI supervisor with quite a lot of assisted schools where there are nearly 180 GPAs, the author has to think and find solutions on how to carry out guidance and mentoring the Implementation of the Independent Curriculum in each of the assisted schools so that it runs effectively and efficiently. How to foster school principals in carrying out learning supervision to ensure their PAI teachers carry out differentiated learning in their classes. As we all know, the time available at the start of the 2022/2023 academic year was very limited, only about 2 weeks at the

beginning of July 2022 yesterday, not to mention having to prepare (guiding and accompanying 3 schools that must carry out school accreditation visits), as well as school activity agendas. which was very crowded at the end of the year, so that the average school only prepared the Independent Curriculum in their schools after the PPDB process was completed and they received certainty about the Decree for the Determination of independent IKM implementing schools according to the choice of each school. There are also several schools that have picked up the ball by holding workshops in advance to welcome the independence curriculum.

Cianjur Regency was appointed as the implementer of PSP Batch 3 which will only be implemented next year, and thank God the author passed as PSP Facilitator Batches 1 and 2, hopefully there will be many benefits for the main task and function of the writer as PAI supervisor. It should also be noted that the assisted GPAI consists of 180 GPAI both public and private schools spread across 32 districts. Among them there are several GPAI who have just taught PAI subjects and ethics which really need guidance and assistance in all matters. Apart from public schools and several large private schools, on average each school has a very limited GTK that has been registered with Dapodik and has a learning.id account that is also active on the SIAGA and EMIS applications, even when the author asked someone who didn't know what an account was. learn.id. Some schools also still lack the competence and experience of teachers, some are still in college and are already teaching, some have just graduated from college and some even have a non-linear course with the PAI family and many of their teaching do not match their academic qualifications, pesantren graduates directly teach (as form of dedication) also exists and of course while starting college.

Seeing the above phenomenon as supervisors of Islamic education in vocational schools who must always update with new curricula and any changes to the curriculum, this is a big challenge that must be found a solution, indeed all are still learning about the independent curriculum and as supervisors

must learn and know first so they can guide teachers -teacher assisted in the assisted area. Thank God, we can get a lot through the Merdeka Teaching Platform (PMM) in addition to participating in webinar sessions held by Ministry of Education and Culture Research and Technology and APSI. In March 2022 the author has carried out a workshop/coaching on the use of a studi.id account, starting from account activation, studying several features Google Workspace for Education which is very much needed by teachers and education personnel such as gmail, google slide, google drive, and google forms, as well as the socialization of the Merdeka Teaching Platform which is really needed by teachers in finding references in the current Implementation of the Merdeka Curriculum.

When I became a teacher and at the beginning I became a supervisor, I had enough experience that could provide provisions in carrying out my duties as a supervisor. His experience as a teacher included being the head of the MGMP PAI SMK Kab. Cianjur, became IN Implementation of the 2013 Curriculum in the PAI subject and became a Resource Person for PAI Learning Models, and after becoming a PAI supervisor became an Assessor for BAN SM in 2017 until now, became IN for the Continuous Professional Improvement Program (PPKB) for PAI Teachers and Budi Pekerti, became IN The Driving School Program (PSP) since 2021, and has sufficient IT skills because the authors also often provide online training on both Microsoft and Google features. Armed with sufficient experience and IT skills, the author has provided guidance and assistance both offline and online so that time can be efficient as needed.

When a school has chosen the IKM option at least level 2, namely independent change, the teacher must understand what and how differentiated learning is, including PAI teachers and ethical behavior. Furthermore, after understanding, what the teacher has to do is how to implement it in their learning. Tomlinson as quoted (Arifudin, 2021) argued that Differentiated learning is an attempt to adjust the learning process in the classroom to meet the individual learning needs of each

student. Differentiated learning is a series of rational decisions (common sense) made by teachers who are oriented to the needs of students. There are several things that must be prepared by the teacher before implementing differentiation learning. Tomlinson as quoted (Arifudin, 2020) said that we can categorize student learning needs, based on at least 3 aspects. These three aspects are learning readiness (readiness) students, student interests, and student learning profiles.

One of the most important aspects of a differentiated learning strategy is the aspect of learning readiness. Readiness to learn (readiness) is the capacity to learn new material. An assignment that takes a student's level of readiness into account will take students out of their comfort zone, but with the right learning environment and adequate support, they can still master the new material. Said that designing differentiated learning is similar to using buttons equalizer on the mixer, stereo or CD player. According to (Pratama, 2022), applying the right differentiated learning strategy will be able to improve the quality of learning in the classroom, including in reading or literacy habituation activities.

According to (Pane, 2022), the Differentiated Learning model has an influence on the ability to think creatively, it can be applied by teachers to students so that the learning process can run well. Meanwhile, according to (Herwin, 2021), Differentiated learning is able to help students achieve optimal learning results, because the products they will produce are in accordance with their interests. Based on the opinion above, because the learning process is differentiated, it must provide broad space for students to demonstrate what they have learned. Products produced by students can be presented in an article, song, poem, infographic, poster, video performance, animated video or other form according to the skills and interests of each group. In addition, because 21st century creativity will continue to develop, differentiated learning is an approach that is highly recommended to be applied in independent curriculum learning so as to facilitate the achievement of learning objectives.

Based on the opinions above, it can be emphasized that differentiated learning that accommodates students' learning needs will greatly impact students' creative thinking skills and other 21st century skills such as critical thinking, collaboration and communication, which in practice definitely requires the right strategy to make the process work well and provide optimal results for improving the quality of learning conducted by a teacher.

Focusing on the problem of how to carry out assisting the Implementation of Differentiated Learning in target schools as well as assisting school principals in supervising them, the authors use the method coaching with the help of the media Google Sites. In May 2022 the author graduated to become a Resource Person at PSP training through online selection, the material is about coaching. The results are very useful for writers in carrying out assistance. Armed with knowledge about coaching obtained, the author has coached The Principalbased PAI and some PAI teachers and ethics in target schools use coaching model GROW (Goal, Reality, Option, Will). According to Whitmore as quoted (Ulfah, 2020), coaching results in large numbers because of the strong working relationships created, and the means and style of communication used. Build people (coachee) acquiring facts and developing new skills and behaviors, not by being told or taught but by discovering from within, stimulated by coaching. Of course, the goal of increasing performance is paramount. According to (Kauffman, C., & Bachkirova, 2008), coaching helps build responsibility into others (coachee) by increasing their ability to make choices and have their own decisions. Meanwhile, according to (Smith, 2017), coaching can be thought of as an exploratory process about supporting and guiding people to realize their own goals to improve their performance or realize resolutions.

Based on results coaching with school principals and teachers both online and offline during May-June, then in early July before entering the new school year 2022/2023 the authors held coaching in the form of workshops/training in preparation for the

Implementation of the Independent Curriculum. Due to the large number of PAI teachers at Foster Vocational Schools and with limited time, the coaching schedule is grouped into 6 groups with their distribution: Cianjur Northern Region which is located at SMKN 1 Cipanas, Cianjur Eastern Region which is located at SMKN 1 Cikalongkulon, Cianjur Central Region 1 located at SMKN 1 Cianjur, Cianjur Central Region 2 located at SMKN 2 Cilaku Cianjur, Cianjur Southern Region 1 located at SMKN 1 Pagelaran and Cianjur Southern Region 2 located at SMKN 1 Cidaun. Training in each place is patterned in-on-in. The first lasted 2 full days with material all about the Independent Curriculum including Differentiated Learning, with continuation on assignment to practice compiling KOSP/KTSP, compiling ATP and differentiating teaching modules. After entering the beginning of the school year the writer continued coaching in each group (in 2), until finally the Learning Administration of PAI teachers and Budi Pekerti in the beginning Academic year redesigned, bound and confirmed.

Methodology

This study seeks to analyze and describe the efforts to improve capabilities PAI teacher in implementing differentiated learning using the method coaching and media google sites in the kurikulum merdeka era. The author uses a qualitative approach to analyze the study of the efforts to improve capabilities PAI teacher in implementing differentiated learning using the method coaching and media google sites in the kurikulum merdeka era.

The method used in this study uses a descriptive method or approach, according to Zed in (Arifudin, 2023) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Tanjung, 2023) qualitative research is a study in which data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it

can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

1. Research Object

In this study the research object consisted of 2 (two), namely formal objects and material objects (Rahayu, 2020). The formal object in this study is data, namely data related to a critical review of the study of the efforts to improve capabilities PAI teacher in implementing differentiated learning using the method coaching and media google sites in the kurikulum merdeka era.

2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (Mayasari, 2022) suggests that it is the most strategic step in research because the main objective of research is to obtain data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical review studies of the efforts to improve capabilities PAI teacher in implementing differentiated learning using the method coaching and media google sites in the kurikulum merdeka era, and secondary data obtained from both national and international journals.

3. Data Collection Tools

In this study, the authors will use observation, documentation and interviews as tools for data collection because this research is library research. In other words, according to (Nurbaeti, 2022) this technique is used to collect data from primary and secondary sources.

4. Data Analysis Techniques

Analysis is not only carried out after the data is collected, but since the data collection stage the analysis process has been carried out. According to (Arifudin, 2022) that the use of a

"qualitative" analysis strategy is meant that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

5. Research Procedures

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Mawati, 2023) hat descriptive analysis (descriptive of analyze research), namely searching in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. According to (Sulaeman, 2022) the research procedure is to produce descriptive data in the form of written data after conducting a content of a text. After the writer collects materials related to the problems to be discussed in this study, then the writer analyzes and interprets to draw conclusions.

Findings and Discussions

When conducting monitoring and evaluation of the implementation of PAI development in schools, the author invites discussion (coaching) with 4 Principals with the same Curriculum option, namely option 2 (Independent Change) and 2 Principals whose teachers took part in the Driving Organization Program (POP), it also happened that the module being studied at that time was about Differentiated Learning and the author was one of the facilitators. From the results coaching they want the author to provide an example of how to carry out classroom supervision so that teachers are willing and able to apply differentiated learning which is new to them. The 4 schools consist of all private schools. His four want to really understand about differentiation learning. For the other 2 KS is a private school, which also wants the authors to accompany their teachers who take part in the Mobilization Organization Program (POP) in implementing differentiated learning in class.

According to (Ulfah, 2022) suggests that accompaniment is an effort that can be done in fixing problems in educational institutions. In the focus on assisting the implementation of differentiated learning in assisted schools to assisted PAI teachers, the activities that the authors carry out are as follows:

1. Form a groupWhatsapp

This group is a group whatsapp new addition to the existing SMK PAI Teacher group to initiate mentoring activities so that information can be conveyed and received with focus. The group consists of KS and teachers who are involved in mentoring. Each school has 4 teachers, 3 teachers and 2 teachers and the number of private schools is only 1 PAI teacher and ethics.

2. Create mediaGoogle Sites

According to Haryanto (2017), Google Sites is a product from Google as a tool for creating sites, interesting to learn, free and easy to make. Google Sites allows users to collaborate in its utilization. Available online storage and can be searched with the Google search engine. Users can upload and download documents in various files easily. According to Nyoto as quoted (MF AK, 2021), what is interesting from google sites is that we can create a structured website with attractive accessories without having to have programming skills. All the process of adding pages can be done through an easy wizard process. With the provision of experience to be Google Certified Trainer (GCT) and often provide training on manufacturing Google Sites, then in assisting the implementation of this differentiated learning the author uses media Google Sites.



Figure 1. Media Front Page Google Sites Nailah

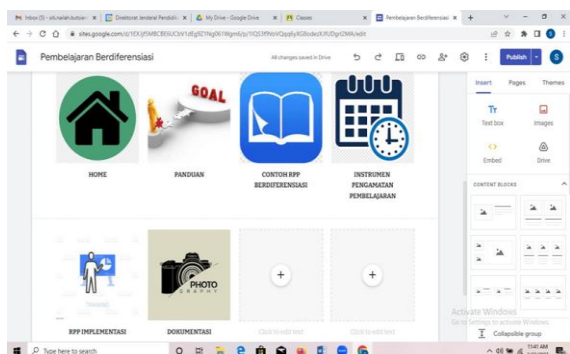


Figure 2. Media Front Page Google Sites Nailah

Media Google Sites created to assist and provide guidance for teachers and principals in the mentoring process. In Google Sites consists of several pages, each of which is explained as follows:

- page "face/home" contains a welcome note and buttons to go to another page,
- page "guide" contains pdf material, google slides related to differentiation learning originating from Ministry of Education and Culture Research and Technology, and powerpoints that are made when the author becomes a resource person for an activity,
- page "example of Differentiated RPP" was made so that it can be used as a reference for teachers in compiling teaching modules/RPP. It also contains a padlet link regarding references to the implementation of differentiated learning.
- page "learning observation instrument" As a reference in learning practice, the instrument is self-made by the author with reference to the applicable regulations, for the free writing model, the most important thing is that besides there are preliminary, core and closing activities, the teacher must also develop Skills 4C, developing literacy, developing Pancasila Student Profile character strengthening, and HOTS-based, which is already good in the 2013 Curriculum must still be continued, It is.
- page "RPP implementation" contains links google drive for teachers to upload lesson plans that they made themselves or modified from PMM and used by teachers in mentoring classes. The author provides input if before accompanying the class the teacher has collected lesson plans. However, most of

the new teachers uploaded their RPP when there was mentoring that day, so there had to be a revision after implementation.

- page "documentation" contains photos and links to video footage of each teacher during mentoring.

After giving the guide through Google Sites for two weeks, the author then arranges and distributes mentoring schedules with one school for a maximum of two mentoring days.

- Carrying out classroom supervision assistance, the author together with the Principal accompanied the teacher for 2 full lesson hours, observing and documenting the important points that emerged in the learning activities. If there is time, the writer invites the teacher to chat briefly about their readiness before entering class, but many don't have time because they have to change classes when one teacher finishes teaching.
- Doing Learning Reflection. After the teacher carries out the learning the writer talks with the teacher, asking the teacher to reflect on his learning, how does he feel teaching while being accompanied, is it in accordance with the plans made, and most importantly conveying notes at the time of observation, showing the teacher's strengths and providing alternative solutions and input to existing deficiencies. Teacher asks to revise RPP according to the notes provided and the revised results are uploaded on the Implementation RPP page on Google Sites. Mentoring activities in this class require 5 days in a period of two weeks for all teachers involved.

From the results of the learning observation instrument, it shows that of the 12 teachers who carry out differentiated learning, it can be described as follows:

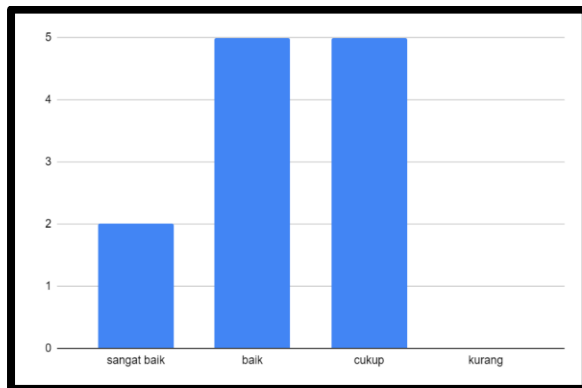


Figure 3. Diagram Of The Results Of The Observation Instrument

If it is detailed from the 13 points in the existing observation instrument, it is found that the teacher has carried out preliminary activities, namely doing apperception, providing motivation and conveying the learning objectives very well, but only 3 teachers have conveyed the learning activity plan to the students completely and well before entering to core activities. In the core activity itself, it is noted that all teachers have implemented differentiation in learning. The differentiation of learning that is done is varied, there are 2 teachers who do one type of differentiation which is process differentiation, there are teachers who do two types of differentiation such as content and process, process and product, content and product or two other types, and there is only 1 teacher who does differentiation 3 types at once, namely content, process, and product. It is also noted that 8 teachers have developed student literacy activities well such as reading literacy, numeracy literacy, and digital literacy.

All teachers have developed the character contained in the 6 dimensions of the Pancasila Student Profile. There are 8 teachers who have developed 21st century skills (critical, creative, collaborative, and communicative thinking) well. For new assessment points, 3 teachers have prepared instruments and carried out assessments well covering the domains of attitude, knowledge, and skills as well as in accordance with the assessment guide. Because each teacher has made a differentiation in learning based on the results of both cognitive and non-cognitive diagnostic assessments, almost all students are actively involved in learning, even though none

of the dormitory students who are busy with activities are sleepy in the learning process.

The results of this assistance will certainly have an impact on increasing teacher competence in providing the best service to students. This is in line with (Tanjung, 2022) which suggests that in improving competence, gradual and continuous training is needed.

Teachers have tried to accommodate students' needs both based on learning styles, learning readiness, and student learning interests. Presenting a learning process that involves students to always be active with various challenging and fun activities according to the available facilities and infrastructure. Of course, there are still many shortcomings in this mentoring program, including that not all teachers have used the guide that the author has prepared in Google Sites. Only 12 teachers from 8 schools have been assisted by the 180 PAI teachers and fostered morals, so only 15%. Of course, this program will continue to be implemented and developed to reach all assisted PAI teachers. Four school principals whose teachers have been assisted have been advised to continue assisting their teachers through a supervision program which is the main function of the school principal apart from managerial and entrepreneurial. The process and results of its implementation will be monitored through the Principal Performance Assessment (PKKS). Based on the results of the observation instrument, it can be seen that the teacher is still weak in the assessment section and the learning model used, then more intensive coaching or guidance will be carried out with a focus on learning assessment and learning models.

This is an overview of the implementation of good practices that are being carried out and will continue to be developed in teacher assistance in the implementation of differentiated learning for schools that choose the option of independent change or independent learning in target schools. Hopefully it will provide benefits, especially for fellow PAI supervisors and school supervisors, school principals, and moreover it can be useful and have an impact on increasing teacher competence both pedagogically and

professionally and especially for improving student competence and learning outcomes. Let's all move and move, Simultaneously Innovate Realizing Independent Learning.

Conclusion

Implementation of differentiated learning that is carried out with the right strategy will have an impact on increasing student learning competencies, which will ultimately lead to improving the quality of learning in schools. How ensure that teachers carry out differentiated learning in their classes, it is necessary to supervise learning devices and class supervision conducted by school principals, so that principals must also understand what differentiated learning is, how to implement it so that PAI teachers and Budi Pekerti are able to implement it in their learning classes. Coaching methods and use of media Google Sites as a guide or reference material, as well as a place to document learning processes and outcomes can be used as an alternative in carrying out differentiated learning guidance and assistance activities for PAI and Moral Education teachers in assisted schools that implement an kurikulum merdeka.

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Profil Penulis

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