



Strengthening the Professionalism of Pre-Service Elementary School Teachers in the Preparation of Learning Tools on the Independent Curriculum

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Abstrak

Tujuan dari PKM ini ialah meningkatkan pengetahuan dan pemahaman calon guru sekolah dasar dalam menyusun perangkat pembelajaran berbasis Kurikulum Merdeka serta mengetahui respon peserta terhadap kegiatan pelatihan yang dilakukan. Metode yang digunakan ialah pelatihan dan praktek langsung. Dengan tahapan kegiatan yang terdiri dari tahap persiapan, tahap pelaksanaan kegiatan, dan evaluasi kegiatan. Instrumen yang digunakan berupa kuesioner studi pendahuluan dan kuesioner respon peserta pelatihan. Kegiatan pelatihan dilaksanakan di Institut Shanti Bhuana, Kabupaten Bengkayang dengan total peserta 70 calon guru sekolah dasar. Hasil dari pelatihan diketahui bahwa 67,2% peserta merasa sangat terbantu dan 32,8% menjawab membantu, hal tersebut menandakan bahwa pelatihan ini dinyatakan bermanfaat bagi calon guru sekolah dasar dan memotivasi para calon guru dalam mengembangkan perangkat pembelajaran sendiri sehingga dapat meningkatkan kualitas pendidikan di Kabupaten Bengkayang.

Kata Kunci: Penguatan Profesionalisme, Perangkat Pembelajaran, Kurikulum Merdeka

Abstract

The purpose of this community service activity is to increase the knowledge and understanding of prospective elementary school teachers in preparing learning tools based on the Independent Curriculum and to determine the participants' response to the training activities carried out. The method used is training and hands-on practice. With the stages of activity consisting of the preparation stage, activity implementation stage, and activity evaluation. The instruments used were a preliminary study questionnaire and a training participant response questionnaire. Training activities were carried out at the Shanti Bhuana Institute, Bengkayang Regency with a total of 70 prospective elementary school teachers. The results of the training showed that 67.2% of participants felt very helpful and 32.8% answered helpful, indicating that this training was declared useful for prospective elementary school teachers and motivated prospective teachers to develop their own learning tools so as to improve the quality of education in Bengkayang Regency.

Keywords: Strengthening Professionalism, Learning Tools, Independent Curriculum.

Introduction

Teachers have a strategic role in both the implementation and success of the

independent learning policy. The role of the teacher is possible because independent learning provides freedom to teachers both in

planning and implementing learning and in evaluating learning. With this freedom, teachers can help students both in acquiring knowledge and in achieving the competencies needed to live in the future. And referring to John Dewey's view that education is a process that liberates then [1] says that education in independent learning is a life process and not just preparation for future life. In this context, independent learning becomes a central part of a joint effort to produce quality human beings. [2]. Freedom of learning means that both teachers and students have the freedom to innovate, the freedom to learn independently and creatively through creating a happy learning atmosphere [3].

In order for teachers or prospective teachers to have the ability to innovate and realize quality education in implementing an independent learning curriculum, adequate teacher competence is needed. The quality of teachers is the benchmark and foundation for the success and progress of education. According to [4], psychologist Gagne categorized the functions of teachers in three groups, as follows. (1) The teacher functions as a designer of instruction. This function requires teacher competence in designing learning tools. (2) Teachers function as managers of instruction. This function requires the teacher's ability to implement effective learning and create joyful learning. (3) Teachers function as evaluators of student learning. This function requires the competence of teachers who are able to conduct assessments on aspects of attitude, knowledge, and skills.

To be able to support the teacher's function as a designer of instruction, which requires the competence of teachers who are able to design learning tools, of course, teachers / prospective teachers who have professional competence in designing learning tools are needed. Based on the results of the preliminary study questionnaire, it is known that pre-service elementary school teachers only know about the Independent Curriculum to the extent of understanding the Curriculum, which is an update of the previous curriculum with the aim of making students active and creative, but the implementation of the this curriculum in learning tools still has obstacles, namely in the use of learning models that are

in accordance with the Independent Curriculum. Therefore, training is needed to improve pre-service teachers' skills in preparing learning tools. This is in accordance with the research results [5] which states that training and assistance for pre-service elementary school teachers in making learning tools in accordance with the Independent Curriculum is needed to improve advanced human resources in accordance with the demands of the curriculum.

Seeing the importance of this, it is necessary to strengthen prospective teachers, especially students as prospective teachers, to be equipped with professional competencies so that they can carry out their duties and responsibilities properly, so that what is expected and the objectives of the learning process can be achieved. The purpose of this community service is to increase the knowledge and understanding of prospective elementary school teachers in preparing learning tools based on the Independent Curriculum and to determine the participants' response to the training activities carried out.

Method

The method that will be applied in this activity is training and hands-on practice. In this training, several activities will be provided which include the presentation of material, and the practice of preparing learning tools on the independent curriculum by pre-service elementary school teachers / student trainees. The instruments used in this community service are preliminary study questionnaire and participant response questionnaire to activities. The steps in this program activity consist of the preparation stage, training implementation and activity evaluation. The preparation stage is the initial stage before the implementation of the training. In this stage, there are several things that are done, namely a preliminary study by distributing questionnaires regarding the knowledge of prospective elementary school teachers / students about the Independent Curriculum, internal coordination, determining and recruiting training participants, and preparing

presentation materials. Furthermore, the implementation of training, this stage is the training stage provided to 70 pre-service elementary school teachers / students at the Shanti Bhuana Institute in preparing learning tools for the independent curriculum. The implementation of this training includes the presentation of material by PGSD FKIP Untan lecturers using lecture and discussion methods. Then continued with the assignment of the practice of making learning tools based on the Independent Curriculum for participants accompanied by the community service team. Finally, the activity evaluation stage is carried out by giving a response questionnaire to participants using *Google Form*.

Result and Discussion

Preparation Stage

The preparation stage in PKM strengthening the professionalism of pre-service elementary school teachers in preparing learning tools for the Independent Curriculum is a series of initial activities of the community service team in conducting preliminary studies in the form of distributing questionnaires regarding the knowledge of pre-service elementary school teachers about the Independent Curriculum, then formulating materials, making participants' response instruments to activities, and preparing examples of learning tools for the Independent Curriculum integrated with technology. The material to be presented is in the form of implementing learning media based on the Independent Curriculum in elementary schools which is summarized in a short, concise and clear manner which aims to make it easier for pre-service elementary school teachers to understand the essence of the Independent Curriculum.

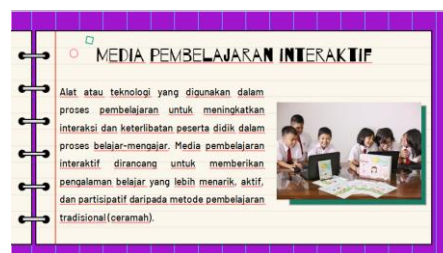
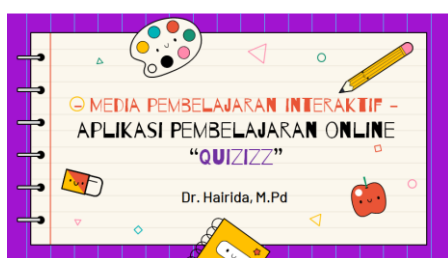


Image 1. Independent Curriculum-Based Learning Media Material

In this community service using the *Quizizz* platform as a demonstration learning media. *Quizizz* was chosen because it is easy to use, can increase creativity, motivate students and is an interactive assessment media [6]. In addition, at the preparation stage, a certificate design was also prepared for participants who participated in a series of activities from start to finish as a sign of appreciation.



Image 2. PKM Participant Certificate Design

Training Implementation

Training to strengthen the professionalism of pre-service elementary school teachers in preparing learning tools for the Independent Curriculum was held at Shanti Bhuana Institute, Bengkayang Regency with 70 participants from the Elementary School Teacher Education Study Program held on October 26, 2023.



Image 3. Participants in Training on Strengthening the Professionalism of Prospective Elementary School Teachers in Preparing Learning Tools for the Merdeka Curriculum

The activity began with remarks from the Head of the PGSD Study Program at Shanti Bhuana Institute then continued with remarks from the Head of the FKIP Untan Basic Education Department. After that, the activity began with providing material on the implementation of learning tools based on the Independent Curriculum in learning by PGSD FKIP Untan lecturers (Figure 4) followed by a question and answer session between participants and presenters. In the question and answer session, participants were observed to be very enthusiastic to asking questions about the preparation of learning tools based on the Independent Curriculum that the participants did not understand.



Image 4. Provision of Material by PGSD FKIP Untan Lecturers

At the end of the material provision, participants were directed to follow the *Quizizz* exercise as an example of the implementation of interactive learning media in accordance with the demands of 21st century learning. In this session, participants competed to get the first rank on the *Quizizz* live Quiz. This indicates that the use of technology can motivate users to improve their skills so that they can improve learning outcomes. This is in accordance with the results of research [7] which states that the use of technology-integrated learning media, in this case *Quizizz*, can improve student learning

outcomes because it can motivate and provide enjoyable learning for students. Furthermore, participants are asked to actively engage in the process of making learning tools based on the Independent Curriculum. Participants start by designing lesson plans that include learning objectives, teaching methods, and assessments that are in accordance with the principles of the Independent Curriculum. Participants are also expected to integrate the technology and platforms they master in these learning tools. This can include using online learning applications, digital resources, or collaborative platforms that support the implementation of the Independent Curriculum.

During this practice, participants are given the freedom to experiment, collaborate and discuss their work with fellow participants. The community service team provides guidance and constructive feedback to help participants improve the quality of their learning devices. By actively involving participants in the creation of Independent Curriculum-based learning tools, it is hoped that they can develop strong instructional design skills, improve their teaching effectiveness, and contribute innovations in the context of continuous learning.

Activity Evaluation

At this stage, participants were asked to fill out an activity response questionnaire using *Google Form* to get feedback on the training activities that had been carried out. Based on the questionnaire results, it is known that this training activity provides benefits and new knowledge for pre-service elementary school teachers. In addition, with this training, participants felt an increase in confidence in designing learning that is relevant to the development of the curriculum and technology. The results of the participants' responses are presented in Figure 5.

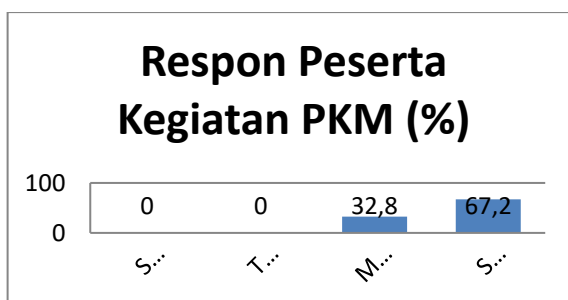


Image 5. Response of PKM Activity Participants

The implementation of training to strengthen the professionalism of pre-service elementary school teachers in preparing Independent Curriculum learning tools is known to have no significant obstacles. The obstacle experienced is the technical difficulty of the signal in the implementation of making learning tools that are integrated with the internet. However, this can be overcome by the internet provided so that the disturbance does not last long.

Conclusion

Training to strengthen the professionalism of pre-service elementary school teachers in preparing Independent Curriculum learning tools provides additional knowledge about the implementation of the Independent Curriculum in learning that can be integrated with technological developments. In addition, this training activity motivates pre-service teachers to develop their own learning tools so that they can improve the quality of education in Bengkulu Regency.

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Profil Penulis

All authors are lecturers at the FKIP Untan elementary school teacher education study program, who have a high

sense of concern for the development of education in the West Borneo, so that this community service activity was created.