Improvement of Madrasah Teachers' Competence in Developing Teaching Modules through a Workshop at MI Al-Islam Balesari Parakan

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**ARTICLE INFO**

ABSTRACT

Educators at MI Al-Islam Balesari must possess the ability to plan creatively inspiring and motivating learning experiences for students. Initial observations at the school have indicated that the implementation of the Self-Curriculum Teaching Module does not meet the expectations of many stakeholders. Therefore, MI Al-Islam Balesari, both in the context of online and offline learning, has decided to conduct research in 2023, between July and August. In this study, 14 teachers from MI Al-Islam Balesari are participating. This research takes the form of a school action research, a form of self-reflection commonly carried out by educational practitioners within the educational environment to improve the quality of education, gain a deeper understanding of teaching practices, and seek improvements in educational implementation. Data are collected through interviews, observations, and documentation. Based on the results of this research, it can be concluded that the training provided by the workshop facilitators has the potential to enhance teachers' ability to design Self-Curriculum Teaching Modules. One of the success indicators measurable in this school action research is that 90% of the teachers have successfully created Self-Curriculum Teaching Modules with a high level of creativity and innovation.
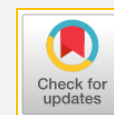
Introduction

MI Al-Islam Balesari currently does not have a Self-Managed Curriculum Teaching Module. Therefore, training is needed for the madrasah teachers so that they can create Self-Managed Curriculum Teaching Modules. This effort aims to provide the best service to students, in line with the school's responsibility as an official educational institution in the new normal era (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). The learning process

at school is considered an effective tool of public policy for expanding knowledge and skills (Aji, et al. 2022). In any learning, an approach is essential to understand the competencies possessed by students (Ratnawatiningsih & Hastuti, 2022). The selection of the appropriate approach greatly influences the effectiveness of teaching, which in turn determines the success of learning (Sarwadi; Nashihin, 2023).

Therefore, schools always refer to the education policies formulated by the central and regional authorities in carrying out their duties and functions. Additionally, schools have their own internal educational curriculum (Hadisi et al., 2023). The Minister of Education and Culture of the Republic of Indonesia issued Circular Letter No. 4 of 2020 on the Implementation of Education Policies During the Spread of COVID-19. This circular regulates that online and distance learning are used to provide meaningful learning experiences for students, with a focus on homeschooling (Dewi, 2020).

According to Anas et al. (2023), the implementation of the Independent Curriculum based on KMA No. 347 has received substantial support through the Merdeka Belajar platform and teaching materials available to educators and students on the Merdeka Curriculum application (Triana et al., 2023). In Madrasah Ibtidaiyah, this curriculum provides a broader opportunity for students to develop competencies and character. This is supported by interactive learning and a focus on the development of noble character, nationalism, independence, critical thinking, and creativity.

One of the main characteristics of the Merdeka Curriculum is that the learning process in the classroom is carried out according to the achievements of students. Learning becomes more flexible as it is tailored to the abilities of the students (Marlina, 2022). The Merdeka Learning Curriculum is a new policy introduced and enacted by the Minister of Education in 2019 (Marisa; 2021). This applies not only to students but also to teachers. Therefore, educational institutions such as campuses or schools need to quickly adapt to the ongoing curriculum changes (Baharuddin; 2021).

According to Hamzah B. Uno, as quoted in (Rusman, 2019), learning can be explained as an interaction between learners, educators or instructors, and learning resources that occur in a learning environment to achieve specific learning goals. Thus, learning is part of the education or training process (training) (Hafidz, 2021). The views of M. Irham and Novan Ardy, the term learning is almost identical to teaching and instruction. Learning is related to the efforts of teachers or educators in delivering materials to students by designing content, organizing students, and creating a learning environment, which generally takes place in the classroom (M. Irham, 2019). This includes learning in the Merdeka Curriculum, where the essence of independent learning is to deepen the skills of teachers and students in innovation and self-improvement (Merta, 2022).

Therefore, the role of teachers in enhancing students' problem-solving skills, analytical thinking, and information gathering from various sources is crucial because the quality of students is influenced by the quality of teachers (Husna Nashihin, Yenny Aulia Rachman, Betania Kartika, Nurmasinta Fadhilah, 2023). One essential tool in preparing teachers for teaching is the Lesson Implementation Plan (RPP). RPP is a plan for face-to-face learning activities developed in accordance with the syllabus to guide student activities towards Basic Competencies (KD) (Muspawi, 2019). Learning modules are learning tools or plans based on the curriculum, used with the aim of achieving predetermined competency standards (Nurdyansyah, 2018). As facilitators, teachers provide facilities according to the individual needs of students. This is because individual students have different needs and characteristics, making it impossible to treat them all the same (Nasution, 2022).

Education is a process aimed at shaping individuals to become valuable contributors

to society and the nation. This education process does not yield instant results because education is a long-term investment that will show its results when educated individuals can fulfill their roles in the future, contributing to the progress of the nation in various fields. Education plays a significant role in preparing and developing Human Resources (HR) with skills and competitiveness at a global level (Andri, 2020: 9). In implementing the Merdeka Curriculum, educational institutions such as schools or madrasahs must start by developing the School Operational Curriculum. The operational school curriculum is a plan for the learning process within the educational institution (Basori; 2022).

In the development of teaching materials, teachers play a key role, and teachers need to develop their thinking skills to be able to innovate in creating teaching modules. Therefore, teachers' ability to create teaching modules is a pedagogical competence that needs to be improved. This aims to make the teacher's teaching methods in the classroom more effective, efficient, and in accordance with the achievement indicators set (Nesri, et al.; 2020).

To create interactive learning, education that encourages active student participation, and provides room for initiative, creativity, and independence, every educator is required to prepare a comprehensive and methodical RPP. One of the important components of RPP is the Self-Managed Curriculum Teaching Module, which teaches students relevant skills and knowledge for the current world, such as critical thinking, problem-solving, communication, collaboration, creativity, and information and communication technology literacy (Saputri, 2019). However, the Self-Managed Curriculum Teaching Module is not yet available at MI Al-Islam Balesari, even though they already have RPPs for the 2023/2024 academic year. Therefore, in 2023, there is expected to be an addition of the Self-Managed Curriculum Teaching Module to the school curriculum. During the first semester of the 2023/2024 academic year, educators will undergo training to create the Self-Managed Curriculum Teaching Module. In accordance with Circular Letter No. 14 of 2019 concerning the Restructuring of the Implementation of Learning Plans, the main principles in the preparation of RPPs are efficiency, effectiveness, and student orientation. One of the main components of RPP is learning objectives, learning activities, and learning assessment, while other components are complementary (Minister of Education and Culture Regulation Number 22 of 2016 concerning Elementary and Secondary Education Process Standards).

Learning essentially involves communication between educators and learners, whether through direct interaction such as in face-to-face lessons or through other learning media (Soim, 2021). The RPP or teaching module format can be adjusted and developed by schools and individual educators to maximize student learning outcomes. In the process of developing the Self-Managed Curriculum Teaching Module, the evaluation of educator performance in managing learning cannot be separated from the training provided by school supervisors. The main goal of academic supervision is to assist teachers in improving their professional skills. Evaluating educator performance is a crucial aspect of learning management, allowing educators to continuously improve themselves. Ultimately, the training provided by facilitators in Madrasah aims to help teachers develop their skills in managing the learning process and designing Self-Managed Curriculum Teaching Modules. In this regard, academic supervision also plays a role in assisting teachers in planning, implementing, and evaluating learning that aligns with student

Method

This research is a School Action Research (SAR) (Syaiful Anam, 2023), which is an educational approach used by educational practitioners to reflect on their practices, enhance aspects such as justice and rationality in the context of learning, and deepen their understanding of those practices and the environment in which they are conducted

(Suhardjono, 2019). In this research, the SAR method was chosen due to its reflective nature, which involves reflecting on the strengthening of teacher competencies in the madrasah. The aim of this research is to provide educators with reinforcement as they engage in the teaching and learning process, with the goal of improving their teaching methods implemented in their respective classrooms. Examples of reflections on actions taken include the actions that educators need to take, their understanding of those actions, and the context in which those actions are applied. School supervisors provide SAR training as an effort to improve the learning environment. This research involves two stages of data collection. The first stage is initial observation or observation, which is then supplemented with interviews, especially before the researcher begins teaching in the classroom. This observation stage is conducted before and after the workshop activities. The second stage, after taking action, is the next phase in this research. The results of the observations conducted are analyzed by the researcher and the educators who are the subjects of the observation.

The data that emerges in the field and findings regarding the effectiveness of training instruments serve as the basis for planning the next steps in the school action research cycle. The school action research cycle will begin again from the beginning after changes have been made to the following steps. Throughout the stages before, during, and after observation, research instruments are used. Before the first meeting, the following steps are taken: (a) Creating a warm atmosphere with teachers; (b) Determining the aspects that will be the focus of observation and discussing educator preparations; and (c) Determining instruments to measure perceptions. Examples of learning observations include: (a) Focusing on agreed-upon aspects; (b) Using observation instruments; (c) In addition to instruments, taking field notes; (d) Recording student and teacher behaviors in observation notes; (e) Not disrupting the learning process. After observation, an evaluation meeting is held, which includes: (a) Enhancing teachers' opinions about the current learning process; (b) Providing instructors with the opportunity to review instruments and observed notes; (c) Discussing observation results openly, especially those agreed upon in the contract; (d) Strengthening educator performance by identifying their own shortcomings; (e) Encouraging students by showing that teachers can overcome problems; and (f) Collaboratively planning further training (Nurudin, 2021). The data analysis steps involve data reduction, data presentation, drawing conclusions, and reflection verification. Data reduction begins by selecting and organizing the most significant points from the reduced interview and observation results. The recorded data has been systematically and succinctly organized to emphasize key points that will sharpen the observations in this research and make it easier to re-record data if necessary. The reduced data is then presented in various ways to explain existing patterns.

Results and Discussion
Results of Cycle I

In the year 2023, the action was carried out from July to August. This action research took place throughout the learning period at MI Al-Islam Balesari, with observations conducted directly by the researcher and facilitator. They observed and recorded behaviors and events that occurred firsthand. Observations began from the beginning of the learning process. To collect data more effectively, observation instruments were focused on facts, behaviors, and the informants' work results in natural situations during this research process.

After the madrasah facilitator had completed their work, they used discussions as a means to provide guidance to educators at MI Al-Islam Balesari. Educators were able to do

this by considering the results of the facilitator's activities optimally, adjusting the achievement of performance indicators, and taking into account the training results provided by the school supervisor. Interviews with educators and information from the facilitator's training served as the basis for further guidance to ensure optimal results.

To improve the success of implementation, teacher presentations would be modified in the second cycle, which would take place in the next six months (Sulastri, 2021). The majority of educators, based on their individual reflections, felt that this training was highly beneficial for their competencies. After participating in the training, educators at MI Al-Islam Balesari sought to improve the quality of the Independent Curriculum Teaching Modules. Before this training, teachers often created Lesson Implementation Plans (RPP) apart from using Independent Curriculum Teaching Modules. As a result, educators had to continuously strive to improve their teaching quality. Most of the time, the needed improvements were in critical parts of the learning modules. This can be summarized as follows:

To demonstrate good understanding, learning objectives must be evaluable through various types of tests and reflect the most important aspects of learning. Learning activities, resources used, adaptability to diverse students, and assessment strategies will all be determined by the learning objectives. Learning objectives can also include factual knowledge, procedural knowledge, contextual knowledge, critical thinking skills, analytical thinking skills, collaborative skills, and other forms of knowledge.

Core learning activities that can be adapted to students' learning needs are included in instructional activities. Active learning method steps are divided into three phases according to the established timeline: introduction, core, and conclusion. Assessment plans include assessment instruments and methods. Clear goal criteria must be established in line with the specified learning objectives. Both formative and summative assessments can be used, and the type of test used should align with students' learning objectives and needs.

This training was highly appreciated by teachers, and it is expected to be conducted more frequently as it helps improve teaching quality. As much as 90% of these activities were considered successful by educators, indicating that this supervision activity has the potential to enhance teacher quality. In an effort to achieve the expected results, the Action Research will continue in Cycle II.

Results of Cycle II

After evaluating the training results by the facilitator at MI Al-Islam Balesari and observing the performance of educators, the researcher examined the second cycle to ensure whether the performance indicators had been achieved. If performance indicators were still not met, the research would proceed to the next cycle, and so on until the desired performance indicators were reached. Teachers could better prepare Independent Curriculum Teaching Modules after receiving training from the facilitator. No teacher had poor learning processes, and all teachers worked well in preparing teaching modules before the learning process began. The majority of educators felt that this training was very helpful, and they continued to strive to improve the quality of Independent Curriculum Teaching Modules after the training. The training results by the facilitator showed improvement. This school action research has achieved the established performance indicators, making classroom actions successful without the need for further cycles. Training from the facilitator had improved the ability to create Independent Curriculum Teaching Modules for teachers at MI Al-Islam Balesari.

Changes have occurred in many schools, including MI Al-Islam Balesari, which have improved the learning system by widely implementing the Independent Curriculum. One crucial component for the success of implementing the Independent Curriculum in schools is the learning module. This learning module replaces the role of the Lesson

Implementation Plan (RPP) with significant differences in content. Several schools had developed the Educational Unit Operational Curriculum (KOSP) before starting learning, which included learning objectives and the Learning Objective Flow (ATP).

The purpose of developing the learning module, in accordance with the learning and assessment guidelines, is to enrich learning tools that help teachers organize learning both inside and outside the classroom. In this context, the Independent Curriculum provides teachers with the freedom to enrich learning modules through two ways: by selecting or adapting modules prepared by the government and tailoring them to the characteristics of students, or by creating individual modules based on student material and characteristics.

Before creating a learning module, teachers must understand module development strategies and meet two minimum requirements: meeting established criteria and ensuring that learning activities in the module comply with learning and assessment principles. The criteria for Independent Curriculum learning modules include: (1) Essential, meaning that each subject is delivered through interdisciplinary learning experiences; (2) Engaging, meaningful, and challenging, with the aim of capturing students' interest and actively involving them in learning, with an appropriate level of difficulty; (3) Relevant and contextual, meaning the module must be relevant to students' prior knowledge and experiences, as well as suitable for the time and place; and (4) Continuous, meaning learning activities must be related to and follow the stages of students' learning development (Phase 1, Phase 2, Phase 3).

The previously explained criteria should serve as a guide when creating learning modules. After setting the principles of these criteria, teachers need to create learning modules that correspond to the components specified based on needs. However, in general, learning modules have three main components: (a) General Information Component, (b) Core Component, and (c) Appendices.

In the General Information Component, several key points include:

1. Author identification, originating institution, module creation year, school or madrasah level, class, and time allocation.
2. Initial competencies, which are statements about the knowledge and skills that students should have before studying the material.
3. Pancasila Learner Profile, which is the final goal of the learning process and relates to students' character formation. Teachers can integrate the Pancasila Learner Profile into content or teaching methods as needed by students.
4. Facilities and Infrastructure, including the facilities and media needed by teachers and students to support the learning process in the classroom, including the use of technology.
5. Student Targets, referring to students' psychological characteristics before starting learning. Teachers can create learning modules according to student categories, such as regular students, students with learning difficulties, or high-achieving students.
6. Learning Models, which can vary depending on the material and the class being taught. One example is the syntax 5 learning model, which can be used to make learning more meaningful.

Workshops improved their knowledge because of the information and exercises provided in module development. Such exercises need to be enhanced to improve their skill levels (Haryuni et al., 2022; Lestariningsih, 2020).

Learning models aimed at making learning more meaningful.

In the core part of the learning module, there are learning objectives, assessment, meaningful understanding, trigger questions, learning activities, and student and teacher reflections. Learning objectives should reflect important aspects of learning and be

evaluable through various types of assessments. Learning objectives include learning achievement content

Conclusion

Based on the school action research results conducted, it can be concluded that madrasah management has the option to focus on developing the ability to design independent education plans that include the use of modules in the professional school environment they oversee, such as MI Al-Islam Balesari. This is evidenced by the improvement in educators' ability to design Independent Curriculum Teaching Modules after receiving training from the School Facilitator, as seen in all educators who successfully designed modules according to their needs. This is one of the success indicators of this school action research

There are at least ten steps involved in developing teaching modules in the context of the Independent Curriculum at MI Al-Islam Balesari, including: 1) Analyzing the conditions and needs of students, teachers, and the educational unit. At this stage, teachers can identify issues that arise during learning, analyze the students' situation, and identify their needs so that teaching modules can be accurately designed to address the existing learning issues. 2) Conducting diagnostic assessments on students to evaluate their learning conditions and needs. Teachers perform this assessment specifically to identify students' competencies, strengths, and weaknesses before starting the learning process. 3) Identifying and determining the Pancasila learner profile to be achieved. At this stage, teachers can identify students' needs and refer to character education. The Pancasila learner profile can be achieved through projects; therefore, teachers must plan the allocation of time and the dimensions of the Pancasila learner profile program 4) Developing teaching modules referring to the Learning Objective Flow based on Learning Achievements. At this stage, teachers develop content similar to the content development process in Lesson Implementation Plans (RPP). 5) Designing the types, techniques, and assessment instruments. At this stage, teachers determine the instruments to be used for assessment in accordance with the three types of national assessments: minimum competency assessment, character survey, and learning environment survey. 6) Compiling teaching modules based on the planned components. 7) Teachers can select essential components according to learning needs. 8) Essential components can be explained in more detail in learning activities. 9)After going through the previous stages, the teaching module is ready for use. 10) Teaching modules are evaluated to ensure their effectiveness in learning.

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