

IMPROVING TEACHERS' ABILITY TO DEVELOP INDEPENDENT CURRICULUM TEACHING MODULES THROUGH TRAINING BY SCHOOL SUPERVISORS AT SMK NEGERI 3 TABANAN

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Abstract. Teachers must be able to plan hands-on lessons in a way that encourages fun, creative, and engaging learning. The research objective was to improve the ability of SMK Negeri 3 Tabanan teachers to develop teaching modules. The results of the supervision and evaluation carried out on the teachers of SMK Negeri 3 Tabanan show that most of the teachers have not been able to develop teaching modules independently, so anticipatory action is needed. This research is a school action research. School Action Research is a type of self-reflection carried out by educational actors in the educational environment to improve the quality of education, understanding of these practices, and the conditions for their implementation. The research was done at SMK Negeri 3 Tabanan both online and offline. The Study took place in 2022 between July and August. A total of 86 teachers of SMK Negeri 3 Tabanan participated in this study. Based on the research findings, supervising coaching

has the potential to improve teachers' ability to create Independent Curriculum Teaching Modules through training. One indicator of the success of school action research is that 100% of teachers are very good at making Independent Curriculum Teaching Modules.

INTRODUCTION

The teaching module is one of the learning tools that must be owned by teachers in implementing the Independent Curriculum. Teaching modules at least contain components of learning objectives, learning steps, and learning assessments (Sumandya et al., 2022). Learning objectives are derived from learning outcomes set by the government. Good learning steps should be in line with the formulation of learning objectives, so that learning can take place in an interactive, inspiring, fun way, and provide opportunities for students to develop ideas or initiatives (Karyasa, 2021). The assessment was developed referring to the learning objectives. Assessment is used as a tool to find out whether the learning objectives have been achieved or not. Learning assessments should be prepared referring to the learning steps used by the teacher (Tarigan, 2022).

Teacher needs to prepare learning tools as blueprints for lesson plans before teaching. However, SMK N 3 Tabanan does not yet have an Independent Curriculum Teaching Module as a guideline for teachers to prepare their lesson plans. Therefore, teachers must get a training of creating Independent Curriculum Teaching Module. In order to provide the best

service to students, schools need to work hard and continue to carry out their responsibilities as formal educational institution in the new normal era. The school learning process is the best public policy tool for broadening knowledge and skills (Aji, 2020). As a consequence, the school is always guided by all policies in the field of education formulated by the central government and certain regional government in carrying out their duties and functions. Another set of guidelines created and implemented by the school is the educational curriculum. On March 24th, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policies during the Modest Period of the Spread of COVID. The circular explained, in order to provide a meaningful learning experience to students, online and distance learning is used at home to facilitate the learning process. The Covid-19 pandemic and other lifelong learning topics can be emphasized through homeschooling (Dewi, 2020). The circular letter explains that the learning process is carried out at home through bold/distance learning in order to provide a meaningful learning experience for students (Rosali, 2020).

This is absolutely necessary for educators to improve students' skills in problem solving, analytical thinking, and gathering information from various sources (Widana et al., 2023). Since the quality of students is influenced by the quality of teachers, they are an important link in the education system. One of the most important considerations is how educators prepare themselves to teach as much as possible. One such plan is the lesson plan. The Learning Implementation Plan (in Indonesia usually called RPP) is a face-to-face learning activity plan for one or more meetings. RPP was developed in accordance with the syllabus to direct student learning activities to Basic Competency (Muspawi, 2014). To facilitate interactive learning, encourage students to participate actively, and provide sufficient space for initiative, creativity, and independence according to their talents and interests, every educator in an educational unit is required to prepare a comprehensive and methodical lesson plan. The basis of the RPP is Basic Competency or sub-themes discussed in one or more meetings. A lesson plan called the Independent Curriculum Teaching Module teaches students the skills and knowledge they need to succeed in today's world. The ability to think critically, solve problems, communicate, collaborate, be creative, keep up with the latest developments, be literate in information and communication technology, learn in context, and understand information are the examples of these competencies or skills (Saputri, 2017). The Independent Curriculum Teaching Module is not yet available at SMK N 3 Tabanan in the academic year 2022/2023. Communication and teamwork, creativity and up-to-date skills, information and media literacy, contextual learning, and IT literacy are all components of lesson plans. Therefore, it is hoped that in 2022 and 2023, lessons will include the Independent Curriculum Teaching Module. During the odd semester of academic year 2022/2023, the supervisor will create an Independent Curriculum Teaching Module.

Circular Letter Number 14 of 2019 Regarding Rearrangement of Learning Implementation Plans contains several concepts, such as: (1) the principles for preparing Learning Implementation Plans (RPP) are efficiency, effectiveness, and student orientation. (2) One of the 13 (thirteen) components of the RPP as outlined in the Regulation of the Minister of Education and Culture Number 2, referring to the Regulation of the Minister of Education and Culture Number 22 of 2016, concerning Process Standards for Elementary and Secondary Education, teaching staff is the core component of learning objectives, steps of learning activities, and learning assessment (assessor), while other components are only as a complement. (3) The RPP format can be selected, created, used, and developed by schools, groups of educators who teach similar subjects at schools, Educators Working Groups/Subject Educators Consultations (KKG/MGMP), and individual educators to

maximize student learning success. (4) By modifying the existing RPP, the first, second, and third materials can still be included.

In an effort to help educators achieve learning goals, school managers provide training. The main purpose of the training provided by school supervisors is not at all to evaluate how well teachers create the Self Curriculum Teaching Module, but to assist teachers in improving their professional skills. The main responsibilities of school supervisor, as defined in Regulation no. 21 of 2016/2017, Article 5 Menpan RB, is carrying out academic and managerial oversight responsibilities within the educational unit environment. Preparing supervision programs, carrying out coaching, supervising the implementation of 8 (eight) National Education Standards, evaluating the results of supervision programs, carrying out supervisory responsibilities in certain areas, as well as guiding and training professional educators are examples of these responsibilities. However, evaluating the performance of educators in managing learning cannot be separated from the training provided by school supervisors. If the definition of training by school supervisors above refers to a series of activities designed to assist educators in developing their abilities in managing the learning process, then one of the activities that cannot be avoided by this process is evaluating the performance of educators in creating an Independent Curriculum Teaching Module.

The academic supervision purpose of this study is that school supervisors create Independent Curriculum Teaching Module because the ability of educators to plan, implement and evaluate learning activities, as well as their capacity to use the results of assessments could improve learning services and creating a fun learning environment. Utilizing available learning resources, and developing appropriate learning interactions (strategies, methods, techniques), are all included in the creation of Independent Curriculum Teaching Modules.

Appropriate instruments should also be used to support the training of supervisors of school education. Teachers should design the Independent Curriculum Teaching Modules in a way that encourages active, creative and fun learning. However, the Independent Curriculum Teaching Module is not yet available for teachers at SMK N 3 Tabanan, according to preliminary observations. Therefore, the author is interested in conducting School Action Research with the title "Improving Teachers' Ability to Develop Independent Curriculum Learning Modules through Training by School Supervisors at SMK N 3 Tabanan in academic year 2022/2023".

METHOD

Research Location was at SMK Negeri 3 Tabanan. The research took place in July and August 2022. The research participants were 86 teachers at SMK Negeri 3 Tabanan. School Action Research or also known as PTS is a method of self-reflection used by educators in educational settings to increase rationality and justice regarding educational practices, understanding of these practices, and the environment in which these practices are carried out (Suhardjono, 2009). This research uses school action research because it is a reflective research. The aim of this study was to supervise educators as they participate in class activities that involve teaching and learning in an effort to improve their teaching methods. The focus of reflection on the actions include the actions that must be done by the educator, the understanding of these actions, and the context in which these actions are carried out. School supervisors provide training in school action research to improve the learning environment.

Two stages of data collection were used in this study. The observation or initial observation stage is the first stage. The interview completed this phase, especially before the researcher started teaching activity in the class. The observation stage before and after taking action is the second stage. Observation results were analyzed by researcher and educator who was the subject of observation. A list of problems that arose in the field and findings regarding the effectiveness of the training instruments became the basis for planning. Through the stages before, during, and after observation, this research instrument was used. Prior to the first meeting, the researcher observed (Gede, 2020 & Satyani, 2021): (a) fostering a warm atmosphere with the teacher; (b) agree on the aspects that will be the focus of observation and discuss how educators are prepared; furthermore, (c) assign instruments for perception. The following are examples of learning observations: (a) concentrating on agreed aspects; (b) using instruments for observation; (c) apart from instruments, it is necessary to make notes (field notes); (d) the observation notes include the behavior of students and teachers; (e) does not interfere with the learning process (Hariwirawan, 2020). After the first observation, the next observation (re-meeting) was held, which included: (a) asking the teacher's opinion about the current learning process; (b) giving the instructor the opportunity to view the observed instruments and notes; (c) openly discussing the results of observations, especially those that have been agreed upon (contracts); (d) strengthening the appearance of educators by uncovering the teacher's shortcomings; (e) showing students that teachers can solve problems by encouraging them; and (f) after considering it, making plans for further training together (Nurudin, 2021).

Data reduction, data presentation, conclusion drawing, and reflection verification are methods of data analysis at this point. Before looking for patterns, the most significant points from the reduced interview and observation data are selected and arranged as recorded data. The recorded data has been compiled methodically and concisely as a result. This emphasizes important points that will sharpen the observation made in this study and make it easier for researcher to re-record data when necessary. Data can be presented by utilizing data that has been reduced in various ways. After that, the patterns are described in terms that it can be used to view the whole or only part of the image. Exposure data is used to write presentation data. The next steps are considering the data, drawing conclusion and checking it. After that, the collected data is used to make a conclusion, verify it, and think about it. Then, research findings make provisional conclusions by looking for patterns, relationships, or things that often arise from the data. To arrive at a final conclusion, researcher based his conclusion on the indicators of his findings which are then interpreted or reflected. Decisions or making subsequent action plans are based on the results of the final conclusion. To reach a final conclusion, an examination or verification test of scientific findings is carried out following the next reduction activity (Astutik, 2022).

RESULT AND DISCUSSION

Cycle I

The actions were done from July to August 2022. Action research was carried out during the lesson. Direct observation was carried out by researcher and observer in this study, namely the researcher saw and observed directly and then recorded actual behavior and events. Observations were made during the learning process starting from the first activity. Observational instruments would be more effective if the facts, behavior, and results of the respondent's work in natural situations are the data to be collected. Researcher used discussions to provide coaching to these educators after school supervisor training was completed (Damayanti et al., 2022). They are able to do this by looking at the results of the activities carried out by the teacher model, making adjustments to achievement of

performance indicators, and looking at the results of teacher training provided by school supervisors. The results of interview with educators and training provided by school supervisors form the basis for guidance. To increase the success of implementation, teacher presentations are distinguished in the second cycle for the following half year (Sulastrri, 2021).

The majority of educators, based on their reflections, found this training is very helpful, and by following the training, educators strive to perfect the independent curriculum teaching module. Before having this training, teachers often made lesson plans differ from the independent curriculum teaching module. As a result, educators continue to strive to improve their performance (Zainuddin et al., 2022). Most of the time, the content that needs to be added is an important part of the learning module. The following can be summarized: (1) learning objectives to demonstrate understanding, learning objectives must be able to be evaluated by various tests and reflected the most important aspects of learning. Learning activities, resources used, suitability for student diversity, and assessment strategies will all be determined by learning objectives. Learning objectives can also include knowledge in the form of facts and information, procedural, contextual, thinking and reasoning skills, collaboration and communication strategies, and other forms of knowledge. (2) Core learning activities that can be adapted to the learning needs of students are included in instructional activities. The learning steps of the active learning method are written in three stages according to a predetermined time: core, introduction, and conclusion. (3) Evaluation strategy of the assessment plan includes evaluation instruments and methods. In accordance with the learning objectives that have been set, the goal criteria must be clearly defined (Rustiawan et al., 2020). Either formative or summative assessment can be used. On the other hand, none of these types of tests should be used in every teaching module. Instead, they can adapt to a variety of student learning goals and needs. This training activity is liked by the teachers, so it is hoped that it will be carried out more often because it can help them in the real life of teaching and learning activities. According to the teachers about 78.15% of these activities can be mastered by them. This shows that this supervision activity can improve teacher quality. In order to maximize the expected results, action activities are continued in cycle II.

Cycle II

After reviewing the results of teachers training and observing the activities of teachers, the researcher examined the second cycle result to see if the predetermined performance indicators had been met. If it has not been achieved, the researcher continues to the next cycle, and so on until the performance indicator is reached (Azizah, 2021; Sulastrri, 2021). Teachers can better prepare the Independent Curriculum Teaching Module after receiving training from school supervisors and school principals. This is shown by the fact that none of the teachers had a poor learning process and all the teachers did well in their work to prepare the modules. Based on the reflection, the majority of educators find this very helpful, and educators strive to perfect the Independent Curriculum Teaching Module after attending the training. Training outcomes have improved, All teachers of SMK Negeri 3 Tabanan have been able to compile teaching modules in accordance with the provisions. This school action research has met the performance indicator targets, so that class action is considered successful and there is no need to hold the next cycle because the training of teachers has improved the portrait of the ability to compose the Independent Curriculum Teaching Module. The teacher who is accompanied can increase knowledge because of the provided information and the exercises that have been carried out in the module menu.

This habituation in the form of training needs to be increased in order to increase skill levels (Haryuni et al., 2022; Lestariningsih, 2020).

The success of this school action research is inseparable from the positive commitment of the teachers (Tingkat, 2020). Teacher cooperation between teachers of similar subjects also greatly supports this success. Through discussion in small groups, teachers exchange ideas and information (Widana et al., 2022). The role of the principal as a motivator is also a supporting factor, which encourages teachers when conducting group discussions. However, teacher creativity in developing teaching modules is the key word in improving the quality of teaching modules. A good teaching module can be a barometer of the quality of learning carried out by teachers in the classroom. There is no success without the cooperation of all parties, mutual support, and mutual encouragement (Astuti, 2021).

CONCLUSION

Based on the review results, researcher concluded that school administrators have the option of working on the ability to develop self-directed educational plans featuring modules in fostered secret professional schools. Increasing the ability of educators in compiling Independent Curriculum Teaching Modules after the training, as evidenced by all educators (100% of teachers) succeeding in making Independent Curriculum Teaching Modules, is an indicator of the success of school action research. Suggestions that can be conveyed from this school action research include: (1) school principals can adapt the use of teacher coaching techniques in the development of this teaching module, (2) in addition to coaching and mentoring, class supervision activities also need to be continued and carried out periodically to cultivating a quality culture, and (3) teachers are expected to be willing to learn and foster creativity independently to increase professionalism as teachers, not merely waiting for coaching by the school principal or educational unit supervisor.

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