

Improving Teacher Competence Using Independent Teaching Application Completing Learning Content Based ICT in Ceria Pantai Labu Kindergarten

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Improving Teacher Competence Using Independent Teaching Application Completing Learning Content Based ICT in Ceria Pantai Labu Kindergarten

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ABSTRACT

The Merdeka Mengajar Platform is a technology platform that is provided to become a driving partner for teachers and principals in teaching, learning and work. The use of technology platforms in the world of education is very necessary in the learning process and in the management process at school. Teachers are expected to be able to improve competence, one of which is in mastering Information and Communication Technology (ICT). An activity or training needs to be held to increase teacher knowledge/insight and skills about ICT. The training is expected to be applied by teachers in using independent teaching applications and the use of information technology media in teaching and learning activities. The purpose of this study is to improve teacher pedagogic competence and the ability of teachers to use independent teaching platforms and fill in ICT-based learning content. The methods used in this training are lectures, demonstrations and practice. The data collection technique uses a questionnaire regarding the participants' perceptions of the training implementation. Indicators of the success of this training include the level of learning, level of behavior, level of reaction and level of results. The results obtained from data processing of all indicators are that participants agree that the implementation of the training has gone well, where most of the participants are of the view that the implementation of the training has provided profound benefits and is very helpful in improving the quality of the participants themselves.

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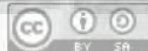
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INTRODUCTION

Merdeka belajar is a new policy issued by the Ministry of Education and culture. Merdeka belajar was initiated by Mr. Nadiem Makarim as a policy holder in the world of Education. Support in the field of technology for schools in implementing the Merdeka curriculum is realized with the Merdeka teaching Platform. Merdeka belajar which has been initiated by the minister of education

is a new breakthrough as the openness of the learning process from home that will be able to provide a learning experience without having to be required by the standards of completeness and graduation standards (Tiwikrama et al., 2021). Merdeka belajar program is in line with the flow of progressivism education, where this flow is opposed to authoritarian educational patterns that occurred in the past (Mustaghfiroh, 2020).

In addition to the curriculum, to help bring about systemic change, teachers need an accessible medium, as a tool to help them improve and develop their potential. Answering the needs of these teachers, the Merdeka Mengajar platform is present as an educational tool that can help teachers carry out their role in teaching, learning, and career, to realize merdeka learning (Susilawati et al., 2021). Merdeka Mengajar Platform is a technology platform provided to be a driving force for teachers and principals in teaching, learning, and work. The Merdeka Mengajar Platform was built to support the implementation of the Merdeka curriculum in order to assist teachers in obtaining references, inspiration, and understanding in implementing the Merdeka curriculum. There are 5 Merdeka Mengajar platform products, namely independent training, inspirational videos, proof of my work, Student Assessment, teaching tools (Arisanti, 2022).

Law No. 20 of 2003 on the National Education System has mandated that the need to improve the quality of Human Resources (HR) through education both in Formal education, Non-Formal Education and Informal education. According to UNESCO, Education should be built with four pillars, namely learning to know, learning to do, learning to be, and learning to live together. In reality learning should last a lifetime. To create a quality generation, education must be carried out from an early age in this case through kindergarten, which is education aimed at children from birth to 6 years of age.

PAUD teachers or educators play an important role in the character development of students or students who will be the next generation (Setyaningrum et al., 2020). The government through Permendiknas No. 16 of 2007 set academic qualifications and competency standards for educators, it certainly aims to maintain the quality of education in Indonesia. In early childhood education, ideally the academic qualification required is a minimum of diploma four (D-IV) or Bachelor (S1) in early childhood education or psychology obtained from an accredited study program. Meanwhile, the required competency standards include pedagogical competence, personality competence, social competence, and professional competence.

(Astriani & Alfahnum, 2020) In the research that the knowledge and skills possessed by educators (cadres) in carrying out early childhood learning and

teaching activities tend to be lacking, especially in using and developing learning media. (Myori et al., 2019) also in his research said the conditions that occur now there are some problems, among others, the use of smartphone use by teachers and students is still limited to communication and entertainment tools, but can be optimized its use to improve the pedagogical competence of teachers and the ability of teachers in making interactive learning media based on android. The results of his research is still lack of preparation of teachers in the face of online learning by using technology platforms that have been provided by the ministry for the process of teaching and learning activities.

Over time, the use of technology platforms in the world of Education has become very necessary both in the learning process and the management process in schools. This is very influential to support the implementation of education policies that will be applied both to teachers, education personnel, and students. Based on regional learning account activation dashboard data, the highest number of learning account activations as of October 24, 2022 for Deli Serdang regency is in 214th place with 199,279 available accounts and 34.72% new activations.

Based on the results of surveys and interviews conducted by the implementation team with the school kindergarten ceria Labu Beach, revealed the problems that are being faced by teachers in connection with the socialist platform of independent teaching that has been launched by the government. The problems include the lack of understanding of teachers in activating the merdeka mengajar platform. In addition, existing teachers also do not have the competence to develop learning media optimally, to be able to develop ICT-based learning content materials.

With this background, it is necessary to hold training activities for teachers to optimize the improvement of teacher competence in using the merdeka teach application and filling ICT-based learning content at ceria pantai labu kindergarten. With this training, it is hoped that teachers who teach in this kindergarten will further optimize the existing merdeka teaching platform facilities to develop teacher competence, especially in the implementation of the merdeka curriculum. Thus, it is not only the competence of teachers that can be improved, but also student achievement. Thus, the target of this proposed study is the teachers of kindergarten ceria District. Pumpkin Beach.

RESEARCH METHOD

The method of this activity was carried out in kindergarten Ceria Deli Serdang district by implementing training for 2 days both the use of the application and the creation of independent teaching learning media content that will be included in the application. Human resources development in technology knowledge is also carried out in line with this training activity. The target of this activity is the teachers and educational personnel at the kindergarten ceria Labu Beach. The methods of achieving the goal are as follows:

1. Lecture method: this method is used to convey theories, concepts and principles that are very important for the trainee to understand and master.
2. Demonstration method: this method shows and demonstrates a systematic work process, easy to work with and followed by the trainee.
3. Practice/practice method: this method is used to give tasks to trainees to practice the activation of learning id account, the creation of learning media that has been delivered.

Data collection techniques using questionnaires about the perception of participants to the implementation of training. The indicators of the success of this training include the level of learning (measuring the level of learning experienced by the trainee), the level of behavior (measuring the implementation of training results), the level of reaction (measuring the level of satisfaction of the trainee to the training program followed) and the level of results (measuring the success of training from the point of view of increasing both capacity and competence of trainees) (Sugiyono, 2013; Unaradjan, 2019).

RESULT AND DISCUSSION

This training activity was conducted at ceria Pantai Labu Kindergarten, which took place on November 1, 2022 until November 2, 2022. The stages of work on this activity are the preparation stage, the stage of implementation of activities, the evaluation stage.

Preparatory Stage

In order for this activity to run smoothly in accordance with what is planned and meet the goals and targets to be achieved, preparatory activities are carried out, among others:

- a. Conduct observations of the target object, so that the information obtained provides a clear picture of the activities to be carried out later.

This activity is an initial coordination with the ceria Pantai Labu

kindergarten school. Through interviews with principals and several teachers, information was obtained about the merdeka mengajar platform, ID account activation, and the use of ICT as a support for Learning media. So far, teachers have difficulty in developing IT-based learning because of the limitations of teachers in following the development of IT. Teachers only use conventional learning methods in classroom learning and teaching activities. The result of coordination with school leaders, it was agreed that the activities would be carried out in early November 2022

- b. Carry out meetings/ discussions with members of the research team and formulate what steps should be implemented to this activity, including in this case stipulating the preparation of training tools, training materials and forms of skills that will be carried out. From the results of the initial coordination, the implementation team prepares training materials by taking into account the proposals of the principal or according to the needs of teachers
- c. Determination of trainees trainees consist of several teachers who come from kindergarten ceria Beach Labu
- d. The next activity was to establish training materials, which consisted of socialization of the Merdeka Mengajar Platform, activating learning accounts. Id, making learning media using Canva, and uploading learning media to the merdeka mengajar application
- e. Establish a schedule of activities along with the schedule of activities.

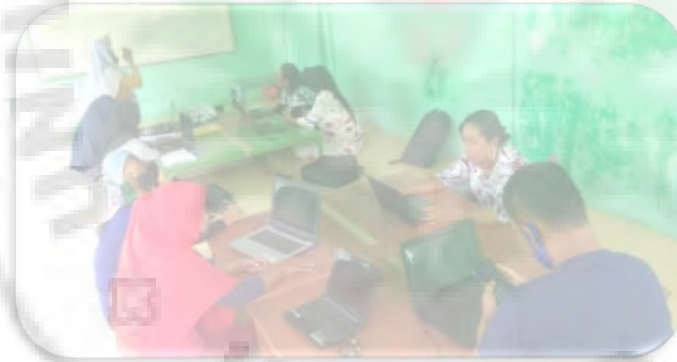
Stages Of Implementation

Training begins with. The activities were carried out in two stages, namely (1) the introduction of the merdeka mengajar platform, then the activation of the learning id account, and then entering the merdeka mengajar platform. And (2) Create Learning media using Canva and (2) directly practice the material that has been given to improve knowledge and understanding of the material provided. The method used in the delivery of the material, both theoretical and practical is the method of lectures and questions and direct practice. In this activity, the implementation team involved resource persons of fellow teachers and kindergarten supervisors.

Picture 1.
The Free Education Platform



Picture 2.
Participants login to Merdeka Mengajar Platform and ID account activation



Picture 3.
Participants Practice Directly The Material That Has Been Delivered Accompanied By The Implementation Team



Evaluation Stage

Indicators of training success include the level of learning (measuring the level of learning experienced by trainees), the level of behavior (measuring the implementation of training results), the level of reaction (measuring the level of satisfaction of trainees to the training program followed) and the level of results (measuring the success of training from the point of view of increasing both capacity and competence of trainees).

Table 1.
Recapitulation Of Teachers Perceptions Of Training

No.	Indikator	Skor	% Skor
1	Learning	64	85
2	Behavior	62,5	83
3	Reaction	63,3	84
4	Results	61	81
Total score		62,7	83,25

Learning indicators are used to determine the extent of absorption of training program participants in the training materials that have been given, and can also determine the impact of the training program followed by the participants in terms of increasing knowledge, skills and attitude about a matter learned in the training. Based on the calculation results table above, it can be seen that the learning indicators show participants feel very agree on the improvement of knowledge, skills and attitude after following the training Andorid-Based Learning media Development and training methods held is good, it can be seen with the assessment score reached 64 which is included in the range of criteria strongly agree.

The behavioral indicators showed that in general the trainees gave a good response to the importance of the merdeka mengajar platform and the use of learning media in teaching and learning activities. The assessment score on this indicator reached 62.5 which entered on the agreed criteria. In the reaction indicators and results showed the same information that most participants showed their approval of the reaction indicators and results. The assessment score for the reaction indicator reached 63.3 and the result indicator reached a score of 61. This shows that participants are satisfied with the implementation, speakers and training facilities, and participants can also practice the training materials provided themselves.

From the results of the assessment scores of respondents' answers above, obtained the highest score for learning indicators, which obtained the range of answer scores of 64 or 85%, participants strongly agree on the improvement of

knowledge, skills and attitude after training to improve teacher competence in using the application of independent teaching and filling ICT-based learning content and training methods held is good. Based on the overall score for all indicators obtained a score of 62.7 or 82.5% and the score is in the range of agreed criteria. This shows that participants tend to agree that the training has gone well.

(König et al., 2020) Information and Communication Technology (ICT) tools, especially digital teacher competencies and teacher education opportunities to learn digital competencies, play an important role in adapting teaching. (Shokirovch, 2022) The use of innovative technologies in the learning process, such as mobile educational applications, allows students to develop various skills, such as the ability to independently organize and plan the process of learning a language.

CONCLUSION

Activities to improve teacher competence in using the merdeka teaching application and filling ICT-based learning content at ceria pantai labu kindergarten have been running as expected and the results hopefully can provide benefits for teachers in preparing learning materials in an interesting and interactive way. Based on the results obtained from the evaluation phase, it can be concluded that the participants agreed that the implementation of the training has gone well, where most participants are of the view that the implementation of the training has provided profound benefits and is very helpful in improving the quality of participants. Through this training, teachers are able to use the merdeka mengajar application so that they can support the implementation of the Merdeka curriculum and can assist teachers in obtaining references, inspiration, and understanding in implementing the Merdeka curriculum. However, this activity is expected to not end here, but can continue in the form of developing materials and information about learning media using ICT.

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For this study the authors dedicate to teachers in kindergarten cheerful Beach Labu, hopefully technology-based learning and information provide new motivation for better teaching.

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