



ENHANCING TEACHER PROFESSIONALISM THROUGH TRAINING OF LIVEWORKSHEETS TO SUPPORT IMPLEMENTATION OF MERDEKA CURRICULUM.

Nur Triani¹, Nur Triana^{2*}

^{1,2} Universitas Negeri Yogyakarta, Indonesia

*nurtriani11@gmail.com

ABSTRACT

This research aims to determine the increase in teacher professionalism through training in making interactive LKPD with Liveworksheets to support the implementation of the Merdeka Curriculum. This research is motivated by the existence of a new paradigm in the implementation of the Merdeka Curriculum in schools where teachers in carrying out learning must be in accordance with the nature of nature and the nature of the times. One of them is the application of technology in learning. The use of technology in the learning process at SMP Negeri 19 Tegal just uses PowerPoint as a media for presenting learning material. Meanwhile, for worksheets and assessments in the learning process, conventional methods are still used, so training needs to be held to enhance professionalism. This type of research is quantitative descriptive. The research subjects were teachers at SMP N 19 Tegal. Data collection in this research used observation, interviews, questionnaires and documentation studies. The data analysis techniques used are data reduction, data percentage, and drawing conclusions. If the teacher's response to training is above 70%, then the training carried out can increase teacher professionalism. The results of the calculation of the questionnaire given showed that the teacher response to the training provided was 92%, which means that the training increased teacher professionalism, especially in the use of IT in the classroom.

Keywords: teacher training, professionalism, Merdeka Curriculum

1. INTRODUCTION

Education is the root of human civilization. To become a civilized human being, education must be able to develop character and ways of thinking. Educational goals can be realized if teachers as learning directors have competencies appropriate to their profession. There are four competencies that teachers must have according to Law No. 14 of 2015 about Teachers and Lectures, pedagogical, professional, social, and personality competencies. This means that a professional teacher is a teacher who not only masters science and technology, but also has the required attitudes (Muhsin, 2015). Armed with these four competencies, it is hoped that the quality of teacher learning will increase so that the quality of education in Indonesia will also increase. The competencies possessed by teachers must also be by current developments and technology. Entering the era of the 21st century, the demand for the use of technology in learning is absolute. The conventional learning system must be changed considering that the learning system is no longer relevant to the development of science and technology (Yusrizal et al, 2017). To support this, according to Daryanto and Syaiful (2017), there are 5 skills that 21st-century teachers must have, they're (1) being able to facilitate and inspire students' learning and creativity, (2) designing and developing learning experiences and assessments in the digital era, (3) modeling how to learn and work in the digital era, (4) encouraging and modeling responsibility and digital society, and (5) participating in professional development and leadership. Efforts to enhance teacher professionalism can be done through training and not training, such as In House Training (IHT), internship programs, school partnerships, distance learning, tiered training and special training, short courses at LPTK, internal coaching by schools, and education. continued (Idris, 2020).

The implementation of the Merdeka curriculum in schools today as a curriculum with a new paradigm guides teachers to ensure that learning is carried out by the nature of nature and the nature of the times. This is done so that students gain knowledge according to their essence or needs while simultaneously utilizing and developing students' technological abilities to prepare them as skilled, civilized, and technological members of society. Therefore, as a professional, teachers must have the ability to solve academic problems related to the teaching and learning process so teachers need to increase their professionalism by developments in science and



technology (Widyaningrum et al, 2019). Learning carried out by teachers must be effective in realizing learning objectives. The steps in carrying out effective learning according to Ma'ruf and Syaifin (2021), are (1) actively involving students, (2) attracting students' interest and attention, (3) arousing students' motivation, (4) providing services to individual students, and (5) preparing and using various media in learning. The use of technology in learning can be one of the efforts made by teachers to implement effective learning.

The use of information and communication technology (ICT) in the world of education has many benefits. Umardulis (2019) said that the benefits of using ICT in the world of education consist of wider learning opportunities, better quality, and efficiency of learning, students can learn independently and cooperatively, and encourage the realization of lifelong learning. The use of technology in learning makes learning more fun and interactive so that students' motivation to participate in learning will increase (Sukono, 2018). Not only that, teacher innovation in designing and implementing learning is important (Haryono et al, 2017). Carrying out innovative learning is one effort to increase teacher professionalism (Kritian & Rahmat, 2018).

The Covid-19 pandemic has made us increasingly aware of the big role technology plays in the world of education. Technology makes learning can be done anywhere and at any time. However, at the beginning of its implementation, online learning reduced students' learning motivation. This is caused by the learning provided by teachers only in the form of providing learning materials and assignments in WhatsApp Groups or e-learning, such as Google Classroom, Schoology, or Moodle. Teaching style also influences students' learning motivation (Atma et al., 2021). To increase students' learning motivation, online learning must be innovative, creative, and able to hone students' critical thinking. The use of varied learning media can occur if the teacher knows this matter. According to Haryono, et al (2017), there needs to be training for teachers that is appropriate to the needs to be applied in the learning process and has an impact on student learning outcomes. The teacher's age and habits in applying conventional methods of learning are obstacles to using technology (Yusrizal in Wardinur, 2019).

Based on the results of observations and interviews, it is known that the use of technology at SMP N 19 Tegal in the learning process is still not optimal. Most teachers more often use technology to deliver learning material, for example using PowerPoint as a presentation medium. In contrast to the delivery of material that utilizes technology, assessment of student learning outcomes is still carried out conventionally so that it is not able to facilitate various student learning styles. Based on the description above, teachers at SMP N 19 Tegal need to receive live worksheet training to increase teacher professionalism in assessing student learning outcomes.

2. METHODS

The research was conducted at SMP Negeri 19 Tegal in the odd semester of the 2022/2023 academic year from March to August 2022. The research subjects were 30 teachers at SMP Negeri 19 Tegal. The method used is quantitative research with a descriptive approach to the implementation of liveworksheets training at SMP Negeri 19 Tegal. Quantitative descriptive research is research that gives meaning to data found in the field so that it is easier to understand (Sugiyono, 2019). The research techniques used were closed questionnaires, observation, interviews, and documentation. A closed questionnaire was used to determine teachers' impressions of the implementation of training and increasing teacher professionalism as a result of training in making interactive student worksheets with liveworksheets. The measurement scale used in the questionnaire is a Likert scale, which is a scale of 1-5 with the following scoring guidelines.

Table 1. Likert Scale Instruments

Rating	Score
Very Agree (SS)	5
Agree (S)	4
Less Agree (KS)	3
Don't Agree (TS)	2
So Do Not Agree	1

Source : Sugiyono (2019,p.132)



There are four indicators used to determine the teacher's responses to the training, namely the suitability of the theme with the material, the mastery of the speaker, the attitude of delivery, and the proportion of time and material according to Pambudi's research (2018). The questionnaire regarding the teacher's responses to the training can be seen in Table 2 below:

Table 2. Indicator and Statement of Teacher's Responses to The Training

No	Indikator	Statement
1	suitability of the theme with the material	• The material is related to training objectives
		• Appropriate material systematic
2	the mastery of the speaker	• The speaker mastered the material
		• The speaker gives tutorials how to make students worksheets in liveworksheets
		• The speaker assists training participants in understanding the material through a Q&A session
3	the attitude of delivery	• The speaker delivers material confidently
		• The speaker gives responses to participants
4	the proportion of time and material	• The duration of delivery of liveworksheets material is appropriate
		• The duration of the liveworksheets practice is appropriate
		• The duration of the Q&A session during training is appropriate

Furthermore, to find out the enhancement in teacher professionalism as a result of training, there are three indicators used, namely adding teacher insight regarding liveworksheets, clarity of steps for making worksheets with liveworksheets, and the use of interactive worksheets with liveworksheets in learning. The questionnaire's indicator and statement about enhancing teacher professionalism can be seen in Table 3 below:

Table 3. Indicator and Statement About Enhancing Teacher professionalism

No	Indikator	Statement
1	enlarge teacher insight about liveworksheets	• Liveworksheets can make the learning process more interesting
		• Liveworksheets can make student worksheet looks more interesting
		• Liveworksheets easy to use
2	clarity of steps for making worksheets with liveworksheets	• I know the steps for designing student worksheets using liveworksheets
		• I know the steps for making student worksheets with liveworksheets
3	the use of interactive worksheets with liveworksheets in the learning process	• Liveworksheets can be used <i>in</i> the subject I teach
		• Liveworksheets can enhance interaction in the learning process
		• Liveworksheets can enhance student motivation

The score obtained from the questionnaire is then calculated as the percentage. According to Utami (in Supartha et al., 2021) the teacher's response is considered good if the average for each indicator gets a percentage of more than or equal to 70%. Increasing teacher professionalism is also reflected in the increase in teacher performance and productivity after receiving training. The indicators used are (1) the teacher can create interactive student worksheets, (2) the teacher write down using interactive student worksheets with Liveworksheets on lesson plans, and (3) the teacher can apply the use of Interactive Digital student worksheets in the learning process.



3. RESULTS & DISCUSSION

The use of technology in the learning process by teachers of SMP N 19 Tegal

Before carrying out training activities, researchers collected data about teacher performance and productivity at SMP Negeri 19 Tegal. Initial data regarding the performance and productivity of teachers at SMP Negeri 19 Tegal in the use of technology in learning can be seen in Table 4 below:

Table 4. IT Competencies of Teachers at SMP N 19 Tegal

No.	Indicator	Number of Teachers	Percentage
1	Able to use the internet to search teaching materials	30	100 %
2	Able to create interactive digital student worksheets for learning process	3	10 %

Based on the table above, it can be seen that the use of technology by teachers is limited to searching teaching materials in the form of PowerPoint or learning videos on YouTube. Meanwhile, only 3 teachers were able to use the Interactive student worksheet. This is supported by the results of an interview with one of the English teachers:

"I usually use videos from YouTube as a learning resource for students in narrative text, procedural text, recount text, and grammar material."

The implementation of Merdeka Curriculum at school where teachers act as facilitators means that teachers must be able to facilitate students' needs, especially in the use of gadgets or cellphones. The use of technology in learning is also able to familiarize students with technology so that they can keep up with current developments. Increased motivation can also occur if teachers utilize technology in learning because it is by the characteristics of current students, Z generation, a generation that is familiar with technology.

Teacher Professionalism Enhancement Training

Su (2023) states that teaching is not a static process, teachers must continually develop their professional knowledge, teaching techniques and attitudes towards learning. It is important to develop teacher professionalism in managing classroom student behavior. If teachers have knowledge related to managing student behavior in the classroom, then the teacher can improve the management of learning in the classroom (Paramita et al., 2023). On the other hand, according to the viewpoint of Sulthon et al. (2021), the use of technology, especially in the use of learning media in the classroom, is still lacking. Many factors influence it. One of them is teachers who lack the awareness to organize and take the time to develop learning media. So, teachers need training to enhance their awareness and competencies. The aim of training on creating interactive student worksheets with liveworksheets is also to enhance teacher professionalism. Indicators of enhanced teacher professionalism can be seen in enhancing teacher performance and productivity after receiving training. The training is continuous. This means that after the training, teachers must be able to disseminate in their classes. The dissemination process begins with making lesson plans (lesson plans or teaching modules) that contain plans to use interactive student worksheets in the learning process. Furthermore, the document will be checked by the principal. Evaluation related to the implementation of interactive student worksheets in the learning process is carried out through learning supervision activities by the principal.

The training materials include creating teacher and learner accounts, making student worksheet templates, converting conventional student worksheets into interactive ones, and recapitulating the results of interactive student worksheets. Furthermore, teachers practice the material that has been obtained in the training. The average score and percentage score of the teacher's responses to the training on creating interactive student worksheets with liveworksheets can be seen in Table 5 below:

Table 5. The Average Score and Percentage Score of the Teacher's Responses to The Training



No.	Statement	Average score	Average each indicator	Percentage
First Indicator: suitability of the theme with the material				
1	The material is related to training objectives	4,20	4,28	86
2	Appropriate material systematic	4,37		
Second indicator: The mastery of the speaker				
3	The speaker mastered the material	4,33	4,33	87
4	The speaker gives tutorials on how to make students worksheets in liveworksheets	4,33		
5	The speaker assists training participants in understanding the material through a Q&A session	4,33		
Third indicator: The attitude of delivery				
6	The speaker delivers material confidently	4,20	4,20	84
7	The speaker gives responses to the participants	4,20		
Fourth Indicator: the proportion of time and material				
8	The duration of delivery of liveworksheets material is appropriate	4,43	4,43	89
9	The duration of the liveworksheets practice is appropriate	4,43		
10	The duration of the Q&A session during training is appropriate	4,20		

Based on Table 5 related to teacher responses to training, it is known that the average score of the first indicator is 4.48, which means that of the 5 statements surveyed, it can be said that teachers agree with each statement related to the suitability of the training theme with the training material. This means that the training held is by the training objectives. In the second indicator, the average score is 4.43, which means that of the 5 statements surveyed, it can be said that teachers agree with each statement related to the mastery of the resource person. This means that the resource person has a good command of the material presented during the training. In the third indicator, the average score is 4.20, which means that of the 5 statements surveyed, it can be said that teachers agree with each statement related to the delivery of the resource person. This means that the resource person delivered the material well during the training. In the fourth indicator, the average score is 4.43, which means that out of 5 statements surveyed, it can be said that teachers agree with each statement related to proportions and materials. This means that during the training, the time available is sufficient to deliver the training material.

Meanwhile, the results of the questionnaire regarding the increase in teacher professionalism can be seen in Table 6 below:



Table 6. The Average Score and Percentage Score of Enhancing Teacher Professionalism

No	Statement	Average score	Average each indicator	Percentage
First indicator: enlarge teacher insight about liveworksheets				
1	Liveworksheets can make the learning process more interesting	4,57	4,62	92
2	Liveworksheets can make student worksheet looks more interesting	4,57		
3	Liveworksheets easy to use	4,73		
Second indicator: clarity of steps for making student worksheets with liveworksheets				
3	I know the steps for designing student worksheets using liveworksheets	4,37	4,52	90
4	I know the steps for making student worksheets with liveworksheets	4,67		
Third indicator: the use of interactive student worksheets with liveworksheets in the learning process				
6	Liveworksheets can be used <i>in</i> the subject I teach	4,67	4,64	93
7	Liveworksheets can enhance interaction in the learning process	4,67		
8	Liveworksheets can enhance student motivation	4,60		

The average score of professionalism improvement based on three indicators is 4.62 in the first indicator, 4.52 in the second indicator, and 4.64 in the third indicator. The average indicator score of 4.62 on the first indicator means that of the 5 statements surveyed, it can be said that teachers agree that the training conducted can add teacher insights related to making interactive student worksheets with liveworksheets. The average indicator score is 4.52 on the second indicator, meaning that from the 5 statements surveyed, teachers agree that after the training, teachers can understand the steps in making interactive student worksheets with liveworksheets. The average indicator score of 4.64 in the third indicator, means that of the 5 statements surveyed it can be said that teachers agree that making interactive student worksheets with liveworksheets is useful in the learning process.

The average value of the questionnaire score related to teacher responses is 4,59 or 92%, which means that the teacher's response to enhancing professionalism after the training is good. This means that teachers' professionalism has increased with the training provided. Of course, training to improve teacher professionalism must continue to be carried out to improve the quality of learning and education.

Enhancing Teacher's Performance and Productivity



Data about enhancing teachers' performance and productivity in the use of technology in the learning process, such as the use of interactive student worksheets with liveworksheets in learning after attending training can be seen in Table 7 below:

Table 7. Enhancing Teachers' Performance and Productivity

Indicator	Before	After
Teachers can create interactive student worksheets	3	28
Teachers write down the use of interactive student worksheets on lesson plan	2	26
Teachers apply the use of interactive student worksheets in class	2	22

F
rom
Tabl
e 7 it
is

known that after the training 28 teachers were able to make interactive student worksheets, of which 26 of them had included the use of interactive student worksheets in their lesson plans or teaching modules and 22 teachers had already studied. Obstacles faced by teachers who have not been able to implement the use of interactive student worksheets in the learning process. It means there is a significant improvement in teacher's performance and productivity.

Overall, we can see that holding training in making interactive student worksheets with liveworksheets not only opens up teachers' insight into the use of technology during learning but is also able to improve the quality of teacher learning, especially in the use of technology to facilitate the character of today's students who cannot be separated from its use. gadgets, as well as familiarizing them with the use of technology. In agreement with Instefjord and Munthe (2017), there is a stronger positive correlation between teacher educators' self-reported efficacy and digital competence. Enhancing the effectiveness of learning carried out by teachers and students if the integration of ICT in the learning process is carried out. Teacher professionalism development training plays an important role in increasing the quality of the learning process (Ghavifekr dan Rosdy, 2015)

Enhancing teacher professionalism can occur if teachers participate in continuous professional development (Wahjusaputri et al., 2023). Teachers' abilities regarding the use of technology, and TPACK still need to be improved. Teachers need to know when and how technology is used in learning, as well as attend teacher training regarding the use of the latest and sustainable technology (Makawawa et al., 2021). Providing training can increase teacher enthusiasm and digital skills. However, long-term support and ongoing training are needed to make teachers digitally competent (Joshi et al., 2023). Schools can provide self-development facilities for teachers through organizing training. This training can not only increase teacher professionalism but also their performance and productivity, especially in implementing the Merdeka Curriculum. The success of sustainable development programs for teachers depends on innovative bottom-up responses and reconceptualization of CPD (Bradshaw, 2012).

4. CONCLUSION

Based on the research results, it is known that holding training in making interactive student worksheets through liveworksheets can increase teacher professionalism. Teacher performance and productivity also increase with the training provided. This can be seen from the use of live worksheets in learning after the training has been carried out. Training can be used as a routine school agenda to increase teacher professionalism. The school facilitates conducting training for teachers at least once every semester. Schools also need to encourage teachers to carry out independent training. The more training a teacher participates in, the newer knowledge they will gain so that the quality of learning and teacher professionalism can increase.



REFERENCES

- Atma, B. A., Azahra, F. F., Mustadi, A., & Adina, C.A. (2021). Teaching style, learning motivation, and learning achievement: Do they have significant and positive relationships? *Jurnal Prima Edukasia*, 9(1), 23-31.
- Bradshaw, P., Twining, P., & Walsh, C. S. (2012). The vital program: transforming ICT professional development. *American Journal of Distance Education*, 26(2), 74-85.
- Daryanto, & Syaiful, K. (2017). Pembelajaran Abad 21. Yogyakarta: Gava Media
- Haryono, Stanislaus, S., Budiyono, & Widhanarto, G P. (2017). Peningkatan profesionalisme guru melalui pelatihan inovasi pembelajaran: Program rintisan bagi guru di Kabupaten Semarang. *Jurnal Lembaran Ilmu Kependidikan*, 46(2), 75-80.
- Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science*, 1(2), 175-191.
- Herliani, A A & Wahyudin, D. (2018). Pemetaan kompetensi teknologi informasi dan komunikasi (TIK) guru dalam dimensi pedagogik. *Jurnal Penelitian Ilmu Pendidikan* 11(2), 134-148.
- Idris. (2020). Kajian kebijakan peningkatan profesionalisme guru dan dosen di Indonesia. *Guru Tua: Jurnal Pendidikan dan Pembelajaran*, 3(2), 41 – 52.
- Instefjord, E. J., & Munthe, E. (2017). Educating digitally competent teachers: A study of integration of professional digital competence in teacher education. *Teaching and Teacher Education*, 67, 37-45.
- Joshi, D. R., Adhikari, K. P., Chapai, K. P. S., & Bhattarai, A. R. (2023). Effectiveness of online training on digital pedagogical skills of remote area teachers in nepal. *International Journal of Professional Development, Learners and Learning*, 5(2), ep2311.
- Kristian, M., & Rahmat, N. (2018). Peningkatan profesionalisme guru melalui inovasi pembelajaran. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 3(2), 372-390.
- Makawawa, J. C., Mustadi, A., Sampouw, F., & Najoan, R. A. (2021). Primary school teacher's perception of technological pedagogical content knowledge in online learning due to Covid 19. *Jurnal Prima Edukasia*, 9(1), 85-95.
- Mustadi, A., Septriwanto, J., Sampouw, F., & Najoan, R. (2021). Primary school teachers' perception of technological pedagogical content knowledge in online learning due to Covid 19. *Jurnal Prima Edukasia*, 9(1), 85-95.
- Ma'ruf, M. W., & Syaifin, R. A. (2021). Strategi pengembangan profesi guru dalam mewujudkan suasana pembelajaran yang efektif. *Al-Musannif*, 3(1), 27-44.
- Muhsin, MA. (2015). Pengembangan profesionalisme guru dalam menghadapi era globalisasi dan informasi. *Fitra : Jurnal Pendidikan Islam*, 1(2), 21-28.
- Pambudi, S. (2018). Upaya meningkatkan profesionalisme guru melalui pelatihan penelitian tindakan kelas di SMK muhammadiyah 1 bantul. *ELINVO (Electronics, Informatics, and Vocational Education)*, 3(2), 61-64.



- Paramita, P. P., Andriani, F., Handayani, M. M., & Rusti. (2023). Teacher participation in professional learning programs in classroom behavior management. *Jurnal Prima Edukasia*, 11(1), 96-105.
- Su, J. (2023). Perceived effectiveness of teacher education programs on the professional competencies of beginning teachers. *International Journal of Teacher Education and Professional Development (IJTEPD)*, 6(1), 1-14.
- Sukono. (2018). Memanfaatkan kemajuan teknologi untuk meningkatkan kompetensi guru', in. Yogyakarta: Seminar Nasional IKA UNY, pp. 59–64.
- Sulthon, M., Pujiastuti, P., & Retnawati, H. (2021). What is the teacher's challenge in the development of learning media to increase critical thinking ability and character? *Jurnal Prima Edukasia*, 9(1), 55-64.
- Supartha, I. K. D. G., Panca Saputra Iskandar, A., Andika I, I. G., Tantri Pramawati, D. A. A., & Ariningsih, K. A. (2021). Analisis Dampak Pelatihan Media Pembelajaran Online pada Guru Sekolah Dasar Negeri 1 Pesaban. *WIDYABHAKTI Jurnal Ilmiah Populer*, 3(3), 25-32.
- Umardulis. (2019). Peningkatan kompetensi guru menggunakan teknologi informasi dan komunikasi (TIK) dalam pembelajaran di sekolah dasar melalui supervisi klinis. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 3(4), 870-878.
- Wardinur, F M. (2019). Peningkatan kompetensi Guru Melalui Pelatihan Pemanfaatan Teknologi sebagai Media Pendukung Pembelajaran di MAN 1 Pidie. *Jurnal Sosiologi USK*, 13(2), 167-182.
- Wahjusaputri, S., Syarif, S., Handayani, S. P., Ernawati, & Nastiti, T. I. (2023). Continuous professional development of teachers through teaching clinics at Muhammadiyah 28 Islamic Elementary School. *Jurnal Prima Edukasia*, 11(1), 30-37.
- Widyaningrum, W et al. (2019). Meningkatkan kompetensi Profesionalisme Guru di Abad 21 melalui Pelatihan Pembelajaran Bahasa Inggris, *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 1(1), 35 – 44.
- Yusrizal et al. (2017). Kompetensi guru dalam Memanfaatkan Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi (TIK) di SD Negeri 16 Banda Aceh. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2(2), 126 – 134.