

The Implementation of Modelling Practice Reflection (MPR) in Training Program for the Teachers

Anisa Rahmawati¹, Diani Nurhajati², Suhartono³

Universitas Nusantara PGRI Kediri^{1,2,3}

anisaarahma5@gmail.com¹, dianihamzah@unpkediri.ac.id²,

Suhartono@unpkediri.ac.id³

ABSTRACT

The independent curriculum must be implemented by all schools. So, the teachers must adapt to every new policy. The teachers at MI Al-Ikhlash have less knowledge about that and they have different educational backgrounds with the lessons they teach, especially in teaching English. So, training is needed for them. This study aims to describe the implementation of Modelling Practice Reflection (MPR) which focus on materials in the training activities, the steps of MPR training model, and teachers' understanding about independent curriculum. The method used is descriptive qualitative. The research data were collected through observation, documentation, and interviews. The subjects in this study were the lecturers and two teachers as representatives. The materials provided in this training are the independent curriculum, child-friendly English learning, and literacy. The trainers applied MPR training model. The first step is modeling, the trainer provides material and teaching examples. The second step is practice, teachers practice teaching based on the examples given. The third step is reflection, that is evaluation activities carried out through discussion and questionnaires. The result from evaluation turns out that the teacher's understanding of the material is lacking so further training is needed.

Keywords: Modelling Practice Reflection, In-Service Training, Independent Curriculum

ABSTRAK

Kurikulum merdeka harus diterapkan oleh semua sekolah. Jadi, guru harus beradaptasi dengan setiap peraturannya. Guru di MI Al-Ikhlash memiliki pemahaman yang kurang mengenai kurikulum tersebut dan memiliki background pendidikan yang berbeda dengan yang mereka ajarkan, khususnya dalam mengajar bahasa Inggris. Jadi, dibutuhkan pelatihan untuk guru. Penelitian ini bertujuan untuk mendeskripsikan implementasi Modelling Practice Reflection (MPR), yang focus pada materi dalam kegiatan pelatihan, langkah-langkah model pelatihan MPR, dan pemahaman guru tentang kurikulum merdeka. Metode yang digunakan adalah deskriptif kualitatif. Data penelitian dikumpulkan melalui observasi, dokumentasi, dan wawancara. Subjek dalam penelitian ini adalah dosen dan dua orang guru sebagai perwakilan. Materi yang diberikan dalam pelatihan ini adalah kurikulum merdeka, pembelajaran bahasa Inggris ramah anak, dan literasi. Para pelatih menerapkan model pelatihan MPR. Langkah pertama adalah modelling, pelatih memberikan materi dan contoh mengajar. Langkah kedua adalah praktik, guru-guru mempraktikkan pengajaran berdasarkan contoh yang diberikan. Langkah ketiga adalah refleksi, yaitu kegiatan evaluasi yang dilakukan melalui diskusi dan kuesioner. Dari hasil evaluasi disimpulkan bahwa pemahaman guru terhadap materi masih kurang sehingga perlu dilakukan pelatihan lebih lanjut.

Kata Kunci: Modelling Practice Reflection, Pelatihan, Kurikulum Merdeka

SITUATION ANALYSIS

The flow of globalization and technology continues to trigger changes in the world of education, especially in the applicable curriculum. The curriculum is an important aspect of education that must be evaluated in

accordance with the times and the required graduate competencies. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the Indonesian National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Compiled and evaluated innovatively to achieve learning objectives. In Indonesia, Kurikulum Merdeka (independent curriculum) is currently being implemented. The curriculum is an improvement or refinement of the 2013 curriculum. In addition, the independent curriculum is one of the government's responses and solutions to the loss of meaning in learning (learning loss) both before, during and after the COVID-19 pandemic. The curriculum emphasizes the learning process according to the needs and abilities of students by providing flexibility for students to develop according to their potential, talents, and interests. The curriculum will not be implemented properly as expected without the teacher as student facilitators.

As facilitators, teachers must understand the independent curriculum. It educates and teaches children according to the characteristics of the school environment and the abilities of each child. In the implementation of an independent curriculum, teachers apply the principle of independent learning. In the sense that teachers create comfortable and enjoyable learning. Joyful learning is a learning design with the aim of creating an atmosphere that frees students to dare to try, act, ask questions and express opinions so that students' attention can be fully focused on learning. All efforts and actions taken by educators and parents in the process of care, upbringing, and education by creating Joyful Learning. Through this, students can feel enthusiastic and happy in participating in learning activities. In fact, the principle of Joyful Learning is created fun learning. In line with the idea, Ramadani, Stiaty, & Luke (2020:119) state, "Joyful learning is a method used in a fun learning process that aims students do not feel bored in doing the tasks given and hoped that students can understand learning provided and get a good value". The principle of joyful learning is created fun learning. Through that fun learning activities hopefully students can feel enthusiastic, happy, and enjoy to participating in class. It can be concluded that with fun learning activities students are expected to be able to do assignments and get good results. Joyful learning makes students tend to have positive characters, such as cooperation, creativity, self-confidence, high learning motivation, and empathy with their friends. In addition, it can foster students' curiosity and change their view of learning from a boring task to an interesting activity.

In fact, one of the success factors for teaching depends on the teacher's performance. At this time teachers not only need to understand the material, but also follow the development of technology and existing science. Teachers need to attend training, workshops, or seminars to support the development of their competencies. Teachers who have participated in these activities will definitely get several benefits, such as restoring the spirit of

teaching, increasing productivity, and increasing connections. Through training, teachers are re-directed about their goals and roles in the world of education, there by fostering the spirit of teaching. Training programs usually provide new skills and knowledge to increase productivity and innovation in learning. Then, through teacher training, teachers will get acquainted with other teachers with different conditions and situations, so that they can exchange experiences and find solutions to each other or can benefit greatly from these connections. In conclusion, attending the right training program can help to develop teachers' performance. There are several researchers who prove that teachers need to attend training to increase their experience and knowledge. The first is research by Suwono (2009), the result showed that one of the training models, namely Modeling-Practice-Reflection (MPR) was the most effective model. This model was perceived as the one which was beneficial to improve the teachers' capability in designing the instruments of classroom-based assessment for science teaching. Meanwhile, Rochayadi (2014) conducted a research, it showed that teacher education and training is one alternative in increasing competence, recommendations that the problem is teachers lack competence. The solution is teacher education and training.

Based on the researcher's experience in participating Community Service Program (Pengabdian Kepada Masyarakat) held by some English lecturers, she found that training programs are very important for teachers. Some teachers at MI Al-Ikhlash had some problems, one of them was that the teachers did not understand the current developments in learning methods, such as how to teach joyfully and also about the independent curriculum. Moreover, based on the interview, some of them were students of university. The aim of the program was training on the development of English teaching tools according to an independent curriculum based on joyful learning the teacher was very excited to participate in the training to increase knowledge. They participated in various activities, such as providing material on literacy, independent curriculum, and joyful learning. In addition, one of the teachers also practices being a joyful teacher.

SOLUTIONS AND TARGETS

Based on the analysis of the situation at the school, training was conducted that greatly supported the teachers' abilities. Adding teachers' insight into new things that they still do not understand. The research had been conducted at MI Al-Ikhlash, located on Jalan Raya Blabak 369 Blabak-Kandat-Kediri. The researcher has set the research time schedule. This service was carried out for 2 months, starting from September 30, 2022 to November 4, 2022. The target in this activity is teachers at the school who are actively teaching. It is hoped that teachers can have sufficient understanding of the independent curriculum and some other materials provided, besides that they are expected to be joyful teachers so that students do not feel pressured in participating in teaching and learning activities.

IMPLEMENTATION METHOD

This service process includes activities planning, implementation, and reporting activities. Planning activities in community service include preparation, proposal submission, selection and improvement. Service implementation activities are a series of activities carried out by lecturers (as implementers) after the proposal is feasible or approved by the manager of LPPM University of Nusantara PGRI Kediri. While reporting activities include progress reporting activities and final reporting.

RESULTS AND OUTCOMES

In this part the researcher explained how she collected the data by observation, interview and documentation methods. She got the results how trainees apply MPR in service training activities at MI Al-Ikhlash Kediri. The results are about the training material, MPR steps, and the teacher's understanding of the independent curriculum material after the training was carried out. Based on the trainer's plan, there are several steps that must be carried out by the trainees within a period of 2 months. There is delivery of material from trainers, product creation in the form of lesson plans for the independent curriculum, teaching practice, and evaluation of activities.

Facts and evidence show real situations in the training process through observation, interviews and documentation starting from the beginning of the project to presenting the final product of the project. The following description shows the results of how Modeling Practice Reflection (MPR) is implemented in MI Al-IKHLASH teacher training conducted by lecturers at the University of Nusantara PGRI Kediri based on research questions:

1. The materials were given in the in-service training

In training activities, the trainers certainly provide material to fill in activities and provide insight to teachers as training participants. The trainer chooses the material according to what is currently needed by the teacher. The material presented can be seen from the results of observations and interviews. Based on the results of observations and interviews, the material presented is a new concept or paradigm of the independent curriculum, which includes the preparation of teaching modules (RPP), understanding of Learning Outcomes (CP), and learning English in the independent curriculum. Based on interviews with the trainer's "The first material is about the concepts of learning in the independent curriculum, especially for elementary school. The second material is about the preparation of teaching modules for English language learning. The new paradigm of the independent curriculum, understanding the Learning Outcomes (CP), learning English in the independent curriculum, as well as materials and approaches to learning English."

Learning English in question is learning that is fun and child-friendly, in the sense that while participating in teaching and learning activities children feel happy, not feeling burdened with the lessons they get. Furthermore, the trainer provides material about literacy, from this material the teacher is expected to understand the concept of literacy in teaching, especially in English subjects. In addition, the trainers also provide material on material development, learning methods, and teaching practice. Based on interviews result, the trainer said "The first material is related to the concept of an independent curriculum, the second is related to child-friendly English learning, and also in teaching English teachers follow the concept of literacy, so we give teachers insight into the concept of literacy but focus on how to learn English, then develop materials, learning methods, and teaching practices." In line with the interviews result with the training participants she said "The materials is about the independent curriculum, how the concepts of the independent curriculum will be applied at school, there are fun English learning materials for elementary school children." Examples of joyful learning activities and independent curriculum are presented in the following PowerPoint material.

The material was chosen because of the teacher's need for understanding the independent curriculum. Some teachers stated that they had received the material but not from training activities at school. Some of them had never understood the material. In addition, the teacher's educational background in this school is also a consideration in selecting material. Not all teachers come from S1 graduates from majors that are appropriate to the subject, especially in English subjects. They also rarely get information from outside regarding the independent curriculum and joyful learning. On this occasion, the trainer used it to introduce the independent curriculum and train teachers to have teaching skills, especially teaching English to children.

2. The steps of Modelling Practice Reflection (MPR) for in-service training

In this study, the researcher focused on the MPR training model. It was the most effective model. Based on the research, there are three steps in the training model. In line with the results of interviews with the trainers, she said "First we explain the material, give examples, then ask them to practice, after that we give an evaluation, we give feedback. Evaluation in the sense of which feedback is good, which has been understood, which has not been discussed at the time of giving feedback." It can be concluded from the interviews result that there are three steps, namely providing material and examples, practice, then evaluation of all activities that have been carried out.

The first step is modeling, in this step the trainer provides materials, products (lesson plans), and examples of joyful learning activities. The material provided has been described above. Then, the example of the activity is learning activities, such as providing ice breaking activities, such as singing and games that can be carried out at the beginning of learning activities to

arouse enthusiasm or in the middle of learning activities so that students do not feel bored. Based on interviews result, a training participant said "From the beginning of the training, every activity the speaker gives ice breaking to make it fun." Here is one of the songs in the ice-breaking activity and photos of the activities in modelling steps.

Banana

Open banana, open banana 2x
 Peel banana, peel - peel banana 2x
 Chop banana, chop - chop banana
 2x
 Eat banana, eat - eat banana 2x

Example of song



Ice breaking activity

The second step is practice, in this step the teachers practiced teaching. Previously, the trainer gave examples of teaching and learning activities. Based on the results of the interview conducted with the teacher, she said that the trainer gave an example. The examples are not only activities in learning and teaching, but the trainer also gives examples of making teaching modules or methods in teaching. Based on interviews, the teachers said "yesterday they were also given examples such as lesson plans, well for yesterday's lesson plan, it was an English lesson plan, so it was in order of material, objectives, KI, KD, and the methods used." In carrying out teaching practice, the teachers improvised according to their ideas and experiences. In this step, teachers practiced teaching activities from the beginning, core, and closing activities, according to the examples given by the trainer. At the beginning of the lesson, the teacher opens the lesson by inviting students to sing and also tells them

the material they will learn. Then, in the core activities the teacher provides material about clothes, students are asked to mention pictures of several clothes in English, and also compose sentences in English about clothes. The last one, in the closing activity the teacher reviews the material and invites students to pray together. Here is an example of a song at the beginning of a learning activity.

If you're happy

If you're happy and you know it, clap your hands 2x
 If you happy and you know it, and you really want to show it
 If you're happy and you know it clap your hands
 If you're happy and you know it, stomp your feet 2x
 If you happy and you know it, and you really want to show it
 If you're happy and you know it stomp your feet
 If you're happy and you know it, say hello! 2x
 If you happy and you know it, and you really want to show it
 If you're happy and you know it say hello!
 If you're happy and you know it, and you really want to show it
 If you're happy and you know it, do all three

Example of song

The last step is reflection. In this step, the trainers and teachers as in-service training participants conducted evaluation activities or provide feedback. Through feedback activities, the trainers become aware of material that has been understood or not understood by participants. Based on the interviews, the teachers said "the trainers always conduct an evaluation at the end of the training activities." Other teachers said "the trainers conduct the evaluation." This activity is carried out after the training activities are completed; participants are asked to fill out a google form and carried out by direct discussion in the classroom, according to the points of the material that has been delivered at that time. Based on the result of interviews, the trainers said "For evaluation activities, the first is with google forms, they fill out google forms. The second is direct discussion in class, what points are the focus of the evaluation." Here is a google form that is given to teachers during evaluation activities and the list of evaluation questions is attached in the appendix.

3. The teachers understanding about the independent curriculum

The independent curriculum is a new paradigm that must be implemented by schools. However, many teachers do not quite understand what an independent curriculum is. Some of the teachers at this school have never received materials about the independent curriculum. However, some others have received the material but from outside the school. Based on the interview the teachers said "I have received material on the independent curriculum, but not in training activities." The implementation and concept are

not yet understood by teachers. This is the basis for choosing the independent curriculum material in the implementation of this training.

Some materials and practices for making English lesson plans have been implemented well but their understanding is still very lacking. Based on the interviews, the trainers said "It is still very lacking and requires further training. From yesterday's meeting it is less, still very lacking in terms of the ability of teachers to develop teaching modules." The limited time we have for training activities is an obstacle to teacher understanding. However, this does not detract from the knowledge that has been delivered. Other trainers on the interviews said "Overall, we are not satisfied with the training activities, because the time is very short, to synchronize time with them is also very difficult, but we are positive thinking, at least with us giving insight they are open and have the desire to continue learning."

In addition, teachers also have limited information about the independent curriculum. So, their understanding is very lacking and there must be an effort from the school to carry out further training so that the school can implement the independent curriculum because currently the school is still using K13. Based on the results of the interview, the teacher said "For now our school is still using K13." Every school is obliged to prepare teachers for the implementation of the independent curriculum, because the implementation of the curriculum is not judged by whether or not the school is suitable for implementing the independent curriculum. However, it is the teachers who must prepare themselves. Based on the interviews, the trainer said "If it is feasible or not, all schools must be ready, so it is not that this school is feasible, this school is not. But the independent curriculum must be implemented and how teachers prepare themselves to welcome the independent curriculum. So, like it or not, it must be implemented. The conclusion is that there must be further training for teachers so that their understanding is even better."

The researcher interprets and discusses what she found about how the implementation of MPR in service training for teachers of MI Al-Ikhlas Kediri. This research outcomes can be seen in the research finding of the first research question that the first step of MPR is modeling. That is the step of develop material. Some materials can be accepted by teachers and provide new knowledge and insights for teachers. The selection of this material is adjusted by the current needs of the teacher. In addition, the material is designed and organized in such a way that it is easily understood by teachers as training participants.

Some of the materials presented included the independent curriculum, joyful learning, and the importance of literacy. Some things related to the independent curriculum that were delivered were the preparation of teaching modules (RPP), understanding of Learning Outcomes (CP), and learning English in the independent curriculum. The joyful learning material is expected to turn teachers into joyful teachers so that they can implement joyful learning activities. learning that is done in a fun way is very important so that students

can achieve optimal learning outcomes. Joyful learning will be a pleasant and not boring experience for students. When students enjoy learning, they will be more open and creative in absorbing and processing information. Students will not feel burdened while learning and are more motivated to learn. Thus, students gain satisfaction and better results in learning.

The materials were chosen based on the needs of teachers who have different educational backgrounds and tend not to be the same as their fields. In fact, some teachers are still in college. In conclusion, the selection of material is good enough because it pays attention to the current needs of teachers. During the training process, the presentation of the material was also well received by the teachers.

For MPR steps, in the first step is modeling or delivery of material. Some materials can be accepted by teachers and provide new knowledge and insights for teachers. In the second step, the teachers practiced directly well, according to the trainer's example, but maybe the teachers were still embarrassed to show their joyful side. In fact, teachers began to innovate ice breaking activities according to their version. The last step, the reflection carried out at the end of the training activities showed that the material on the independent curriculum was not sufficiently understood by them and they still needed further training. In addition, they have not yet become joyful teachers. This training model has not been widely used by others. However, it was rated effective by Suwono (2009) through his research, he said that Modeling-Practice-Reflection (MPR) was the most effective model. This model was perceived as the one which was beneficial to improve the teachers' capability in designing the instruments of classroom-based assessment for teaching. It means, in accordance with previous research in this study, the MPR training model is also effective in helping to improve teacher knowledge, although it only provides a small change for teachers.

However, the MPR training model in this study is different. In a previous study by Suwono (2009), The Modeling-Practice-Reflection (MPR) training model is a training model in which each training meeting is managed in three stages of activity. Two training sessions were held, with each session reflecting on modeling practices. Practices and reflections carried out during the training sessions are carried out under the guidance of a facilitator. Whereas in the previous study two sessions were held to reflect on modeling practices, in this study the MPR training model was implemented with different activities in each session. Modeling is carried out at the beginning, after the session is completed or the material has been fully conveyed, the trainer gives an example to the participants, after all activities are completed, reflection is given through discussion and questionnaires. Then, similar to what has been conveyed in previous studies, all activities carried out during training are carried out under the guidance of the trainers as facilitators in the training.

Based on the decision of the minister of education, culture, research and technology number 262 / M / 2022 concerning changes to the minister of

education, culture, research and technology number 56 / M / 2022 concerning guidelines for curriculum implementation in the context of learning recovery "The essence of intracurricular learning activities is meaningful play as a manifestation of "Merdeka Belajar, Merdeka Bermain". The selected activities must provide a fun experience and be able to improve children's achievements. Activities need to be supported by the use of learning resources that are real and in the environment around the child." Children can have a pleasant experience through teachers who have more understanding of what will be applied. Such as an understanding of the curriculum implemented at school. In addition, the teacher is one of the real learning resources or can be said to be a facilitator for students. So, training is needed if teachers do not have an understanding.

In this school, teachers do not have enough knowledge about the independent curriculum that every school must now implement. This material has been delivered quite well during the training. In addition, the training to introduce joyful learning for teachers to practice has also been carried out well, but due to the limited time, this training is considered less than optimal so there is still a need for further training for teachers. If further training is held, teachers' insights and understanding will be better so that they can be practiced in teaching and learning activities in the classroom.

CONCLUSIONS AND SUGGESTIONS

This research is considered in the type of qualitative research. This research describes the facts that occur in the field naturally based on the results of observations, interviews and documents as data collection methods. There are several points that concluded by researchers from the results of research and discussion regarding implementation of MPR in teacher training MI Al-Ikhlah Kediri.

1. In the training that has been carried out at MI Al-Ikhlah Kediri, the material presented during the training is selected based on the needs of teachers about understanding the new paradigm of the independent curriculum, child-friendly English learning, and the educational background of the teachers at the school. The materials presented were the independent curriculum, preparation of English teaching modules, understanding CP, learning English in the independent curriculum, and child-friendly English learning that is fun and not boring for elementary school children.
2. The MPR training model consists of 3 steps. First, modeling with material provision. Second, practice which is a practical activity carried out by trainees. The practice is carried out after giving examples by the trainer in the modeling step. Third, reflection, which is an activity evaluation activity through class discussions and questionnaires.
3. Teachers' understanding of the independent curriculum is still lacking. This is due to the limited training time that has been carried out. The

independent curriculum is also a new thing that is very unfamiliar to teachers. So, it cannot be easily learned and understood in a short time. It requires adjustment and more time to learn. So, it is still necessary to continue to carry out training until teachers understand and understand the implementation of the independent curriculum.

Based on the results of teachers' understanding of the material presented, further training is needed for teachers. As someone who has an important role in learning activities. Teachers should continue to find out the latest information in the world of education to add insight and then apply it in learning activities. There are still many training models that students should learn. Perhaps, other researcher will conduct the similar research to improve for the next research finding in the similar subject that can be useful for the next researcher as the reference to develop the research study. In addition, future researchers are expected to be more creative and innovative in compiling research on this training model.

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