

## **Provision of Innovative Learning Development and Assessment for Teachers at SDIT Al Multazam, Kuningan District**

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### **Abstract**

In supporting the increase in teacher capacity and competency, there is a need for continuous guidance for teachers through assistance from universities in the form of coaching and training. One of the training patterns must target how teachers can develop learning tools and authentic assessments appropriately and effectively in the learning process. The training carried out is an introduction and technical guidance on the development of learning tools and authentic assessments. Teachers must have knowledge not only of the subject matter but how that subject matter can be taught and learned as well as a more general knowledge of teaching and learning. The results of this activity are the teacher's initial understanding of the importance of implementing assessments in learning in elementary schools and producing teacher skills in developing authentic learning tools and assessments in education. Therefore, this activity will be relevant to be able to foster and assist in increasing teacher competence in pedagogy and professionalism within a certain time.

**Keyword:** Authentic assessment. learning tools, teacher competence

### **INTRODUCTION**

Law Number 14 of 2005 concerning Teachers and Lecturers states that professional teachers must have pedagogical competence in managing student learning which includes understanding students, designing the implementation of learning, evaluating learning outcomes and developing students to actualize their various potentials. So that planning a teaching and learning program is an educator's projection of the activities that students must carry out during learning, which includes: formulating objectives, outlining the description of the unit of discussion, designing teaching and learning activities, selecting various media and learning resources, and planning an assessment based on objectives (Febriana, 2005).

The development of the teacher education curriculum that has taken place during the 20th century requires the assessment that prospective teachers really need a description of professional knowledge, including pedagogical knowledge and pedagogical knowledge related to the subject matter, in addition to knowledge of the subject matter itself. Teachers must have knowledge not only of the subject matter but how that subject matter can be taught and learned as well as more general knowledge about teaching and learning (Menter, 2015). Knowledge of pedagogical content is a very useful form of representation of subject matter because it contains many analogies, illustrations, examples, and explanations (Rosnita, 2005). Therefore, Trif & Popescu (2013) concluded that in teacher education programs there should be more emphasis on understanding professional development for teachers, and teachers should be made aware of all components of professional development (initial training, induction programs, in-service training programs, and continuing professional development in schools).

Based on the description above, it is important for teachers to have the ability to develop learning, as is the case at SDIT Al-Multazam, where the majority of teachers are not educational graduates, they must be given a number of training specifically related to pedagogics, which later these pedagogical abilities will be integrated with professional abilities that have been owned by each teacher. In simple terms, the problem analysis chart experienced by SDIT Al-Multazam Kuningan Regency is as follows: Law Number 14 of 2005 concerning Teachers and Lecturers states that professional teachers must have pedagogical competence in managing student

learning which includes understanding students, designing the implementation of learning, evaluating learning outcomes and developing students to actualize their various potentials. So that planning a teaching and learning program is an educator's projection of the activities that students must carry out during learning, which includes: formulating objectives, outlining the description of the unit of discussion, designing teaching and learning activities, selecting various media and learning resources, and planning an assessment based on objectives (Febriana, 2005).

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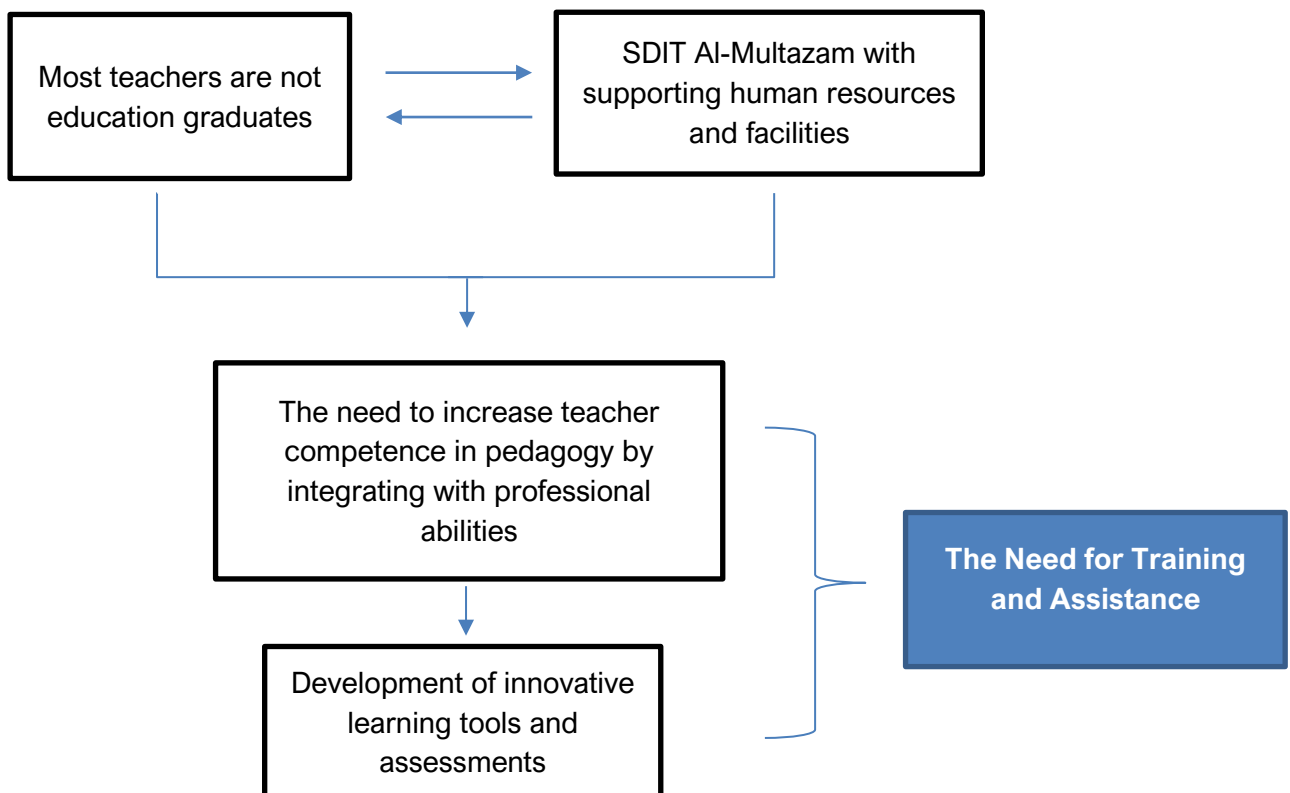


Figure 1. Problem Analysis

Based on the chart above, the main problems of the need to carry out a number of training to increase the competence of teachers based on the problem analysis above include the following: 1) This school is an SDIT with high credibility as it is in the Kuningan district so it must always improve all the capacity and competence of schools, especially teachers; 2) Teachers who generally do not come from educational graduates so that their pedagogical skills need to be improved so that the teacher's ability to develop learning tools that are in accordance with the principles of education and learning science needs to be improved; 3) The learning process carried out requires the ability to make authentic assessments to identify not only student learning outcomes but also to reflect on the learning process that has been carried out.

### METHOD

This service is carried out in accordance with the capacity already owned by the UPI Tasikmalaya Campus which is managed in the Center for Educational Studies that it already has. This service is also carried out in accordance with the stages based on the results of research that has been carried out by researchers (chair partners of the community service) who are indeed focused on developing innovative learning tools and authentic assessments. Based on this experience, training stages were designed that would be applied to increasing the pedagogic and professional competence of teachers as follows.

#### Stages of Debriefing: Face to Face (First & Second Part)

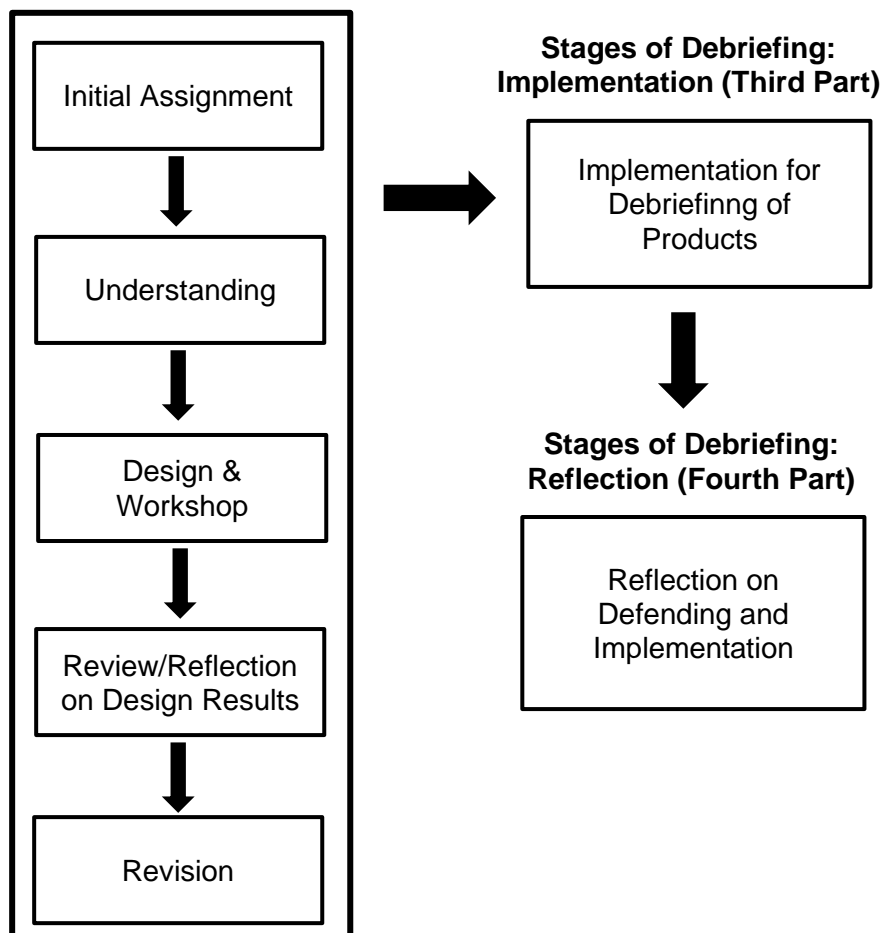


Figure 2. Stages of the Debriefing Program

The stages of implementing the Innovative Learning Debriefing Program and Authentic Assessment in general, the debriefing is divided into several discussions, including:

1. The first part deals with the study of several concepts and products related to the development of integrated innovative learning tools in elementary schools. This first part consists of 4 (four) debriefings. In each of these debriefings, the stages are carried out: Initial Assignment, Understanding, Design and workshops, Review/Reflection on Design Results (Group Discussions and Presentations), and Improvement.

The four debriefings in the first part discuss several concepts as follows:

- a. Debriefing 1: The Nature of Innovative Learning in Elementary Schools, The Position of Elementary School Subjects in the Curriculum, Thematic Learning Concepts, Context-Based Learning Orientation and the Characteristics and Dimensions of Authentic Assessment Development
  - b. Debriefing 2: concept maps and connecting thematically between learning materials.
  - c. Debriefing 3: Good student worksheets by paying attention to authentic assignments and also in selecting, using appropriate media/visual aids so that they can support the implementation of Innovative learning.
  - d. Debriefing 4: How to develop strategies for innovative learning in elementary schools.
2. The second part deals with the study of several concepts and products related to the development of authentic assessments based on innovative integrated learning tools in elementary schools. This first part consists of 3 (three) debriefings. In each of these debriefings, the stages are carried out: Initial Assignment, Understanding, Design and workshops, Review/Reflection on Design Results (Group Discussions and Presentations) and Improvement
    - a. Debriefing 5: Developing test items based on HOTS and using the revised Bloom's taxonomy in developing HOTS.
    - b. Debriefing 6: How to develop several alternative assessments that are authentic in Innovative learning.
    - c. Debriefing 7: Procedures for developing a scoring rubric.
  3. The third part is the implementation of the supply product. Conducted in schools to carry out learning using debriefing products and is called debriefing 8.
  4. The fourth part is a reflection and evaluation of the product supply and implementation processes that have been carried out and is called debriefing 9.

## RESULT AND DISCUSSION

The training for the development of authentic learning tools and assessments was carried out face-to-face at SDIT Al-Multazam, Kuningan Regency. The offline technique was chosen based on the considerations of the situation and conditions of the Covid-19 pandemic which made it possible to be carried out face-to-face and more interactively with the teachers participating in the training. The target audience for this activity is elementary school teachers involving all teachers at SDIT Al-Multazam in the Kuningan District area. The number of participating elementary school teachers is 70 people. The training participants who were involved consisted of class teachers and field teachers at each grade level. The implementation of this debriefing program has been carried out through the planned stages. The stages of implementation that will be reported relate to: preparation, implementation, evaluation, and follow-up.

### Preparation

Preparation is carried out through several stages, including:

- a. Doing coordination with SDIT Al-Multazam Kuningan Regency.

Coordination with SDIT Al-Multazam Kuningan Regency was carried out in discussions with the school principal. The results of this communication resulted in a training activity plan that would involve SDIT Al-Multazam teachers. Communication then began to be intensive between the service members and Al-Multazam. The results of this communication resulted in several agreements, including those related to financing, the

time of implementation of activities, and participants who would be involved in training activities for the development of learning tools.

b. Develop material devices related to the implementation of training.

The development of training tools is related to the plan for the stages of the training to be carried out, teaching materials, and presenters and accompanying teams who will be involved in the training process. The development of this provisioning material device was carried out by the community service team through FGDs.

c. Prepare permits for training activities.

Permits are prepared and submitted to the head of the AI-Multazam Islamic Education Foundation, Kuningan Regency. The letter was delivered from the service executor to the UPI Campus, Tasikmalaya Campus, then it was delivered to the Foundation.

### **Implementation**

The training activities consist of three stages, namely the delivery of material, mentoring, and reflection. The training material delivery stage was carried out for 2 days, 12-13 August 2022. The delivery of the material involved the lecturer service team while for the next stage, mentoring activities were carried out for the development of learning tools and their assessments by involving students who had been given prior debriefing related to the development of innovative learning tools. Mentoring activities are carried out for one week from August 15-19 2022 with schedule adjustments that have been agreed upon by the teachers and mentoring team. Furthermore, the last stage is the reflection of the activities carried out on August 20, 2022, the reflection activities in the form of discussions regarding the results of the analysis of the assessment instruments carried out by the teachers and the submission of several responses from the teachers regarding this training process.

### **Evaluation**

The evaluation is carried out when the activities are finished between the service team and all participants involved in the training activities. Evaluation will also be carried out internally among the service team to follow up on the implementation of this training activity. The results of the evaluation with the training participants were in the form of responses regarding the implementation of the training through question and answer.

### **Follow-up**

Follow-up of this training activity will be carried out based on the results of the evaluation. The evaluation results were obtained from the responses of the training participants, SDIT AI-Multazam, and the campus represented by the community service team. An initial discussion with the principal obtained that there would be a plan to disseminate the results of the training by the teachers to other teachers in the YPI AI-Multazam environment.

The educational process in the new normal era presents challenges for teachers in order to accelerate the increase in learning activities for students and achieve comprehensive and optimal education based on needs, as well as student development (Nur, et al., 2022). This service program provides training on the development of innovative learning tools and ESD-oriented assessments, where issues within the scope of ESD are related to global issues, also related to the sustainability of human life, ESD does not only guide people to be aware of damage recovery. An environment that is happening right now, but thinking about how to make the preservation able to survive and be able to fulfill life in times that will be challenging (Mulyadiprana et al., 2022). ESD generally focuses on developing and strengthening individual competencies, enabling individuals to contribute and participate in sustainable development processes of various types and dimensions (Yulianto et al., 2022). In addition, assessment provision is carried out through the development of HOTS-based questions, where higher-order thinking skills require a person to apply new information or previous knowledge and manipulate information to achieve possible answers in new situations (Yulianto & Widodo, 2020). This needs to be done so that students' comprehension competence must be increased, one of which is through the provision of various forms of questions through HOTS (Hamdu, et al., 2020).

There are several supporting factors and obstacle factors encountered during the process of implementing this community service. The team involved in planning this service involves the entire team (members of the service). During the service, the team members were assisted by UPI Tasikmalaya Campus students and alumni. The participants in the assessment instrument analysis training through rasch modeling for elementary school teachers at SDIT Al-Multazam. Whereas. As for the obstacles encountered during the implementation of the training, namely that there were several times the process of installing software to support the development of learning tools on several participant laptops in the training process. However, to overcome the optimization of material delivery, the participants were given a link to the video recording of the process of delivering the material which had been conditioned by the service. In addition, the obstacles encountered during the preparation for the service were related to adjusting the schedule between the service team and the teachers at SDIT Al-Multazam. Considering that this training activity requires quite a long time because it is accompanied by a process of mentoring the development of learning tools so that the right time is needed for the activities of both parties.

This activity should be able to have an impact in the future by providing follow-up as a result of the implementation of community service. The hope from the service team is that there is a mutual agreement to carry out further training, both related to training in developing learning tools or other activities in the field of education that are synergistic between the UPI Tasikmalaya Campus, SDIT Al-Multazam and related parties in the education sector. This will continue to be communicated intensively between the campus and SDIT Al-Multazam (mediator) to get a wider space for collaboration in the field of education.

### **CONCLUSIONS AND RECOMMENDATIONS**

This authentic learning and assessment tool training has provided additional insight that can be used as an alternative for a teacher or teacher in carrying out innovative learning. Apart from providing a stimulus for teachers in implementing the independent curriculum program, this training provided teachers with understanding and practice of developing more innovative learning materials and tools according to school needs. In developing innovative learning tools, it is advisable to be more prepared for digital use in the learning process. This will be an effort to develop teacher skills in future training activities. Training on the development of authentic learning tools and assessments is still available on the topic of education for sustainable development. So that in the future it is recommended to conduct training with other learning projects.

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