

Teacher Competency Improvement: Training and Assistance in Mapping Learning Outcomes, Learning Objectives, Flow of Learning Objectives for the Merdeka Curriculum

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Abstract: The quality of teaching in elementary schools is a crucial factor that influences the early development of students. Training and mentoring for elementary school teachers are expected to strengthen teacher capacity in terms of mapping learning outcomes, learning objectives, and learning objective flows. Community service activities are carried out using the Participatory Action Research (PAR) method. The stages of activities that will be carried out by the community service program team are as follows: (1) giving an initial test (pre-test); (2) implementing offline community service; (3) online mentoring; (4) evaluation and reflection; and (5) giving a final test (post-test). The pre-test score with 20 participants obtained an average of 51.75, while the post-test score obtained an average of 90, so that the N-Gain score was 0.79. This value represents an interpretation of a high improvement category. Overall, this community service activity was able to improve the knowledge and understanding of elementary school teachers in Prabumulih City in mapping CP, TP, and ATP in accordance with the independent curriculum.

Keywords: Learning achievement; Learning goals; Flow of learning goals

Introduction

Education is an effort to help the soul of learners physically and mentally, from their nature towards a better sifa in the future. Education is also a process that continues and never ends until whenever or can be called a (never ending proces), so as to produce quality that is sustainable until the future which is embedded in the cultural values of the nation and Pancasila (Sujana, 2019). Education reform in Indonesia has undergone many changes in recent years, with the main objective of improving the quality and relevance of education. One significant step in this reform was the launch of the Merdeka curriculum, introduced by the Ministry of Education and Culture of the Republic of Indonesia. The Merdeka Curriculum aims to give educators more flexibility in designing and implementing the learning

process, as well as being more oriented to the needs and development of individual students.

The Merdeka Curriculum is interpreted as having a new paradigm characterized by intracurricular learning activities with minimum standards for learning outcomes based on the achievements of each phase formulated by the education/school unit. In order to meet the minimum standards for each phase, these learning outcomes (hereinafter referred to as CP) are derived into learning objectives by taking into account each element in each subject for primary and secondary school levels. The formulation of learning objectives accompanied by this element must be formulated by the teacher in the form of a Learning Objective Flow (ATP) as a foothold for implementing the learning process (Utomo, et al., 2024).

The quality of teaching in primary schools is a crucial factor affecting students' early development. This

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is in line with the opinion of Nugroho et al. (2022) and Mediatati & Jati (2022) explaining that teacher quality has a great influence on the quality of learning in schools. Improving the quality of education is done by developing a learning curriculum.

The evolving curriculum is expected to improve the quality of learning in accordance with established standards. Many countries, including Indonesia, often reform their education policies to improve the quality of learning. For example, the establishment of a new curriculum or higher standards of learning outcomes. The problem is, based on information obtained from Ernis (2023), it is explained that 70% of schools in Indonesia have implemented an independent curriculum. However, there are 30% of schools that have not implemented an independent curriculum.

Some of the factors causing the lack of implementation of this curriculum are the absence of complete socialization, the lack of skilled educators, the limited facilities that support learning, the inability of students to follow learning with their curriculum. Dewi & Astuti (2022), Fakhrudin et al. (2023), and Fauzi (2023) also explained that the obstacles that occurred in the process of implementing the independent curriculum were caused by repeated regulations and revisions to regulations, socialization and training that were not evenly distributed to all teachers, not optimal school literacy, teachers did not understand the independent curriculum, teachers had difficulty in compiling teaching modules and evaluations, students were used to being passive by listening to material from the teacher.

The implementation of the Merdeka curriculum requires educators to adapt to new approaches in planning and implementing learning. One important aspect of the Merdeka curriculum is the mapping of learning outcomes, setting specific learning objectives, and developing an integrated flow of learning objectives. This requires deep understanding and practical skills from teachers to effectively implement this curriculum in the classroom. However, many teachers face challenges in implementing these new aspects of the curriculum due to limited knowledge, skills and resources. Therefore, effective training and mentoring are essential to prepare teachers to implement Merdeka curriculum.

Teachers need special training in learning outcome mapping to optimize teaching and assessment. This training could include the latest techniques in mapping learning outcomes. Ongoing mentoring assists teachers in applying the knowledge gained from training into daily practice. This also includes providing direct feedback and support to teachers.

Through community service activities, the Sriwijaya University PGSD Study Program community

service team organized training and mentoring for CP, TP, and ATP mapping for elementary school teachers in Prabumulih City.

Method

Service activities are carried out using the Participatory Action Research (PAR) method. This method is a learning approach in overcoming problems and meeting practical needs in society, as well as producing science, and encouraging social change in society (Patriot, et al: 2023). The steps to achieve the set goals include presentations, workshops/training, demonstrations, and discussions. The stages of activities that will be carried out by the service program team are as follows: (1) giving an initial test (pre-test); (2) offline service implementation; (3) online assistance; (4) evaluation and reflection; and (5) giving the final test (post-test).

Training and mentoring activities for CP, TP, and ATP mapping were attended by 20 elementary school teachers in Prabumulih City. The implementation was carried out at SDN 13 Prabumulih face-to-face. The activity stage begins with giving pre-test questions and delivering material about CP, TP, and ATP mapping. This material was delivered by PGSD study program lecturers who were members of the service team.

Furthermore, mentoring activities were carried out online through zoom for 2 meetings. This mentoring activity is in the form of questions and answers and confirmation of assignments given during face-to-face mentoring. Activities in the final stage are in the form of evaluation and reflection, as well as giving post-test questions to determine the understanding of teachers who have participated in online and offline assistance.

The service team also processed data on the results of the initial test (pre-test) and the results of the final test (post-test) that had been done. The analysis used in data processing uses the N-Gain test. The N-Gain test is used to determine the magnitude of the increase in understanding of training participants before and after being given CP, TP, and ATP mapping material.

$$N - Gain = \frac{\bar{X}_{post} - \bar{X}_{pre}}{\bar{X}_{max} - \bar{X}_{pre}} \quad (1)$$

The results of processing the initial and final test data through N-Gain can be categorized through Table 1.

Tabel 1. Kriteria N-Gain

N-Gain Scale	Criteria
$N-Gain \leq 0.3$	Low
$0.7 \geq N-Gain > 0.3$	Medium
$N-Gain > 0.7$	High

Result and Discussion

Community service aims to help the community in overcoming problems/problems in daily activities. In general, this program was designed by the Community Service Team with the aim of making a real contribution to the community, especially elementary school teachers in terms of mapping the CP, TP, and ATP of the Merdeka Curriculum. Community service activities are one part of the Tridharma of Higher Education so that they must be carried out to improve the quality of lecturers. This activity was attended by 20 elementary school teachers in Prabumulih City.

Giving an initial test

The activity of giving an initial test was carried out to see the extent of the teacher's understanding in terms of mapping CP, TP, and ATP, so that there was an overview before carrying out the activity. The questions given were 20 items in the form of true-false statements. Participants were given the test via googleform and done directly before the activity was carried out.

The screenshot shows a Google Form titled "Pretest Pemetaan CP, TP dan ATP". The form is for user "fahmi.adikara@gmail.com". It contains the following fields: "Email *" with the value "Email Anda", and "Nama Lengkap Beserta Gelar *" with the value "Jawaban Anda". A red asterisk indicates a required question.

Figure 1. Pretest

Submission of material

The activity stage of delivering the material was carried out by the resource person for 90 minutes. The material presented by the resource person is (1) independent curriculum; (2) learning outcomes; (3) learning objectives; and (4) the flow of learning objectives. This training was accompanied by students who were members of the Service Team in mapping CP, TP, and ATP. This activity provides new knowledge and insights for teachers in compiling CP, TP, and ATP in accordance with the independent curriculum guidelines.

Teachers are directed to listen and record the material presented by the resource person. Furthermore,

teachers are divided into several study groups to facilitate assistance in compiling CP, TP, and ATP. This activity was closed with discussions and questions and answers between participants and resource persons to answer what obstacles were experienced.



Figure 2. Submission of material

CP, TP, and ATP mapping assistance

Mentoring activities are carried out online through zoom meetings. Teachers are given up to 1 month to complete the task of compiling CP, TP, and ATP with a focus on elementary science/IPAS teaching. This mentoring activity aims to facilitate trainees in completing the task.

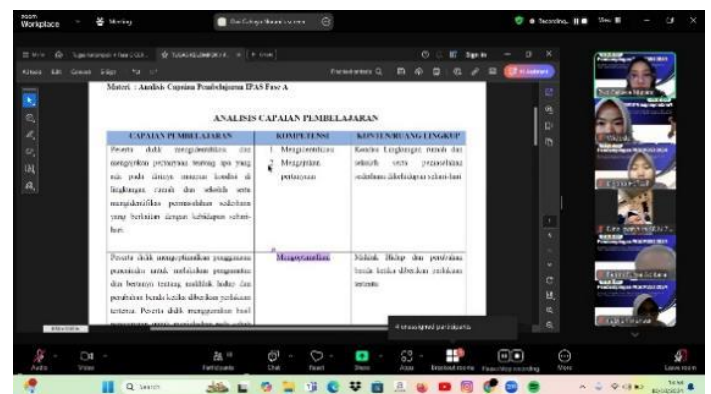


Figure 3. Mentoring activities are carried out online through zoom meetings

The results of the mentoring activities are expected to increase teachers' knowledge and understanding in preparing CP, TP, and ATP in accordance with the independent curriculum. Furthermore, teachers can develop their own according to the needs and characteristics of their students. The following are the results of the preparation of CP, TP, and ATP.

Analisis Capaian Pembelajaran
IPAS Fase B

Capaian Pembelajaran	Kompetensi	Konten/Lingkup Materi	Kelas
Peserta didik menganalisis hubungan antara bentuk serta fungsi bagian tubuh pada manusia (pancaindra).	Menganalisis	Panca Indra	IV
Peserta didik dapat membuat simulasi menggunakan bahan/alat/media sederhana tentang siklus hidup makhluk hidup.	Membuat simulasi / Mendemonstrasikan	Siklus Hidup Makhluk Hidup	IV
Peserta didik dapat mengidentifikasi masalah yang berkaitan dengan pelestarian sumber daya alam di lingkungan sekitarnya dan kaitannya dengan upaya pelestarian makhluk hidup.	Mengidentifikasi	Sumber Daya Alam Pelestarian Sumber Daya Alam Upaya Pelestarian Makhluk Hidup	IV
Peserta didik mengidentifikasi proses perubahan wujud zat dan perubahan bentuk energi dalam kehidupan sehari-hari.	Mengidentifikasi	Perubahan Wujud Zat dan Perubahan Wujud Energi	IV

Hasil Analisis Penyusunan Tujuan Pembelajaran secara Langsung berdasarkan Capaian Pembelajaran:

Penyusunan Tujuan Pembelajaran dan Alur Tujuan Pembelajaran

Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran
Peserta didik melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang sistem pencernaan dengan benar.	1. Peserta didik mampu melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang sistem pencernaan dengan benar. 2. Peserta didik dapat melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang sistem peredaran darah dengan benar.	1. Peserta didik mampu melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang sistem pernafasan dengan benar. 2. Peserta didik mampu melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang sistem peredaran darah dengan benar.
Peserta didik dapat melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang cara menjaga kesehatan organ tubuh dengan benar.	3. Peserta didik dapat melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang cara menjaga kesehatan organ tubuh dengan benar.	3. Peserta didik dapat melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang sistem peredaran darah dengan benar. 4. Peserta didik dapat melakukan simulasi dengan menggunakan gambar/bagan/alat/media sederhana tentang cara menjaga kesehatan organ tubuh dengan benar.
Peserta didik menyelidiki bagaimana hubungan saling ketergantungan antar komponen biotik dapat memengaruhi kestabilan suatu ekosistem di lingkungan sekitarnya.	1. Peserta didik dapat menyelidiki hubungan saling ketergantungan antar komponen biotik yang dapat memengaruhi kestabilan suatu ekosistem di lingkungan sekitarnya. 2. Peserta didik dapat menyelidiki hubungan saling ketergantungan antar komponen biotik yang dapat memengaruhi kestabilan suatu ekosistem di lingkungan sekitarnya.	5. Peserta didik dapat menyelidiki hubungan saling ketergantungan antar komponen biotik yang dapat memengaruhi kestabilan suatu ekosistem di lingkungan sekitarnya.

Figure 4. Results of the preparation of CP, TP, and ATP

Giving the final test

The final stage of the series of training activities and assistance in mapping CP, TP, and ATP is giving the final test. The final test aims to determine the increase in knowledge and understanding of the preparation of CP, TP, and ATP. The questions given were 20 questions in the form of true-false statements through a google form link and were done directly through each teacher's gadget.

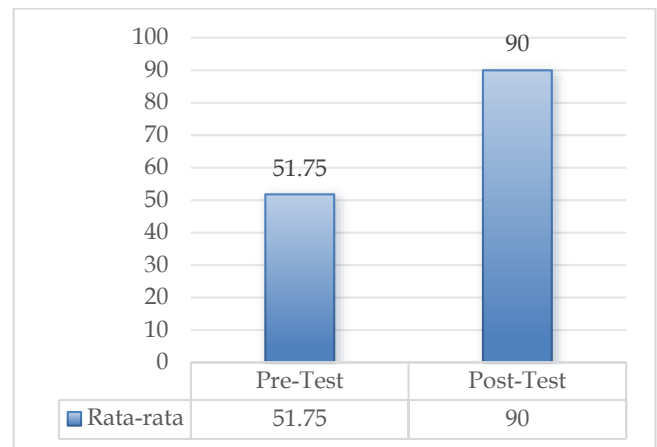


Figure 6. Results of Initial Test and the Final Test

Posttest Pemetaan CP, TP dan ATP

fahmi.adikara@gmail.com [Ganti akun](#)

* Menunjukkan pertanyaan yang wajib diisi

Email *

Email Anda

Nama Lengkap Beserta Gelar *

Jawaban Anda

Figure 5. Posttest

Based on the data obtained from the Pre-test, Post-Test, and N-Gain scores, teachers experienced a significant increase in understanding CP, TP, and ATP mapping. This is evidenced by the increase in scores after being given treatment in the form of training and mentoring. Pre-test and post-test values, namely, the pre-test value is the value obtained before giving it to the teacher in the form of a series of service activities carried out. The post-test value is the value obtained by the teacher after being given treatment or after the trainees follow the service carried out. The data on the results of giving the initial test and the final test are represented in Figure 6 below.

Based on the graph in Figure 6, the pre-test and post-test scores can be seen. The pre-test score with a total of 20 participants obtained an average of 51.75, while the post-test score obtained an average of 90. Based on the results of the pretest and posttest, the N-Gain value obtained is 0.79. This value represents the interpretation of a high improvement category. Overall, this service activity is able to increase the knowledge and understanding of Prabumulih City Elementary School Teachers in mapping CP, TP, and ATP in accordance with the Merdeka Curriculum. These final test results are in line with previous research which states that similar training can improve understanding of CP and preparation of TP and ATP (Amalia, et al: 2023).

Conclusion

The community service program is carried out in the form of training and assistance in mapping CP, TP, and ATP with the target of Prabumulih City Elementary School Teachers. The stages of activities carried out by the service program team are as follows: (1) giving an initial test (pre-test); (2) offline service implementation; (3) online assistance; (4) evaluation and reflection; and (5) giving the final test (post-test).

Based on the results of the pre-test and post-test, it shows an increase in teacher understanding in mapping CP, TP, and ATP. So that this service activity is able to improve the quality of teachers in preparing for learning through the preparation of CP, TP, and ATP according to the independent curriculum.

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