

Bridging The Gap: Enhancing the Pedagogical Competence of Teachers at School in the Outermost Area of Jakarta

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Abstract

The development of Indonesian education policy of teacher standard competence, changes in national curriculum, and new learning paradigm have become a difficult challenge for Indonesian teachers who must develop their abilities so fast. The difficult challenges is also witnessed by teachers in the state Elementary and Junior High Schools 2 under one roof of Sabira Island, a school at the outermost area of Jakarta, Indonesia. This research aims to design, implement, and report on the pedagogical competence enhance. A case study model descriptive type with a qualitative approach is utilized, and was conducted over 45 days. The result is; Developing a design of teacher is constructed as a workshop for on-the-job training; The workshop was held on November 2023 for 14 teachers based on the design formulated; The evaluation by the Kirkpatrick model shows that the workshop's aim is achieved. This result is crucial as a new model about how to improve the pedagogical competence of teachers. The implication is the educational policymakers must give a great attention to developing teachers' pedagogical competence in the age of *Merdeka Belajar*. Considering the National Indonesian Education Assessment in 2023, we recommend the teachers' training in other areas to develop Indonesian teacher competence.

Keywords: Case study, *Merdeka Belajar*, New learning paradigm, Pedagogical competence, Teacher improvement.

Received: August 14, 2024

Revised: November 9, 2024

Accepted: November 15, 2024

Article Identity:

Ruhimat, M.D.C., Rahyasih, Y., Shodikin, R. (2025). Bridging The Gap: Enhancing the Pedagogical Competence of Teachers at School in the Outermost Area of Jakarta. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 16(2), 183-202.

INTRODUCTION

Teacher competence is always regarded as a dominant factor influencing the low achievement of Indonesian students (Suparya et al., 2022). When student achievement is below average, as published by the Programme for International Student Assessment (PISA) in 2021 (Rihada et al., 2021), some experts argue that teacher competence in Indonesia is one of the factors behind it. Despite that, the evaluation of teacher pedagogical competence is not seen as a pivotal consideration in a teacher competence policy. As a matter of fact, the policy of teacher standard competence is the tool to evaluate teacher competence (Ciptaningtyas et al., 2020). The policy of teacher standard competence is dynamic (Comalasari et al., 2020). It follows the national curriculum change and the vision of education, which continually develops, responding to many challenges. Consequently, a teacher believed to own the advanced competencies in the era of the revision of the 2013

curriculum (K-13) as the previous curriculum – is not recognized to master those advanced competencies anymore, when he is evaluated through the standard evaluation of teacher competence applied in the *Kurikulum Merdeka* – as the present curriculum (Novita et al., 2022). In other words, developing the evaluation standard of teacher competence impacts the different criteria for the evaluation of teacher competence.

In terms of policy, teacher competence was first introduced in the Law of Number 20 in 2003 about the National Education System (Irawati & Susetyo, 2017). In addition, it is regulated more clearly in the Law of Number 14 in 2005 about teachers and lecturers. It is said that an educator fulfills the national standard if the educator is a professional individual who fulfills academic qualifications and four minimum standard competencies: pedagogic, personality, social, and professional (Dewan Perwakilan Rakyat Indonesia, 2005).

Defining teacher competence improved when the Regulation of the Ministry of Optimisation of State Apparatus and Bureaucracy Number 38 in 2017 about Standard Competence of Civil Servant Duty (PAN RI, 2017) was unveiled. Moreover, teacher competence is defined more broadly in the Rule of the Director of Teacher and Educational Staff Number 6565/B/GT/2020 about the Competence Model in Developing the Teaching Profession (Kemendikbud, 2020). There was a publication of the rule of the Director of Teacher and Educational Staff Number 2626/B/HK.04.01/2023 (Perdirjen GTK 2626, 2023) recognized as the most updated teacher competence. The development, alteration, or transition of teacher competence caused by the improvement of national education policy leads to the amplification of teacher tasks and job descriptions.

Apart from being challenged by the policy of teacher competence standard, which changes and develops, at the same time, teacher competence is also moderated by the curriculum development, just to mention the newest: when the transition of the K-13 revision to the *Kurikulum Merdeka* which has been running since 2021. The *Kurikulum Merdeka* brings new hopes. There are many innovations of building character being introduced to close the gap of Indonesia being left behind in education compared to other countries (Alifah, 2021), encouraging the acceleration of human resources quality of Indonesia to the projection of the gold generation vision in 2045 (Simanjuntak, 2019). Therefore, the *Kurikulum Merdeka* envisions new targets to be achieved in school within the scope of the graduate competence standard. As an impact, the content standards (SI) also witnessed some changes.

The structure of SI, which previously consisted of Core Competence (KI) and fundamental competence (KD) in the K-13 curriculum revised. This has changed in the *Kurikulum Merdeka*, becoming a Learning Achievement (CP) containing a descriptive narration about competencies and contents comprehensively with the classification of each element in it (Tusyanah et al., 2023). This descriptive narration must be analyzed, and mapped into the learning goal (TP), and the plot of the learning goal (ATP) to make a learning material with learning activities (Minarti et al., 2023). This procedure is different from what is required for KI and KD in the K-13 curriculum revised. This means that in designing TP, a teacher can only do that, if they have analytical abilities in whatever subject a teacher conducts. Unfortunately, not every teacher has this ability.

Another change also happened in the student phases, paradigms, and principles, a new learning approach with a new paradigm, and the project of empowering Pancasila student profiles (P5) through intra-curricular activities in school (BSKAP, 2022). All of them have become new elements that represent the *Kurikulum Merdeka*. Because of these changes, the learning approach as the process of building student competencies, in turn, must be developed. This massive alteration urges teacher competence to be enhanced more.

The dynamic of teacher competency policy with its changes occurred within a relatively short time. The transition impacted teachers' ability to fulfill the standard competence required in the specific period. Consequently, there has been resistance towards the unfulfillment of the standard competence when teachers are not able to be quickly adaptive (Akbar, 2021). In other developing countries, the same problem also happens when teachers try to adapt to the curriculum changes (Ituma, 2022). One of the approaches the most unique in learning introduced in the *Kurikulum Merdeka* is the strategy of differentiated learning (Marheni et al., 2023). It is a new learning strategy amongst teachers because never was it applied in the previous Indonesian educational policy. By this strategy, every student is guaranteed to receive learning support equally (Sugianto, 2022). The differentiated learning strategy which focuses on students, is still difficult to apply. The National Education Report in 2023 shows that the quality of learning (which takes sides with students) at the junior high school level only reached a 60.69 score. (Kemdikbud, 2023).

When the *Kurikulum Merdeka* policy states that the strategy of differentiated learning as an approach to taking sides with students must be mastered by teachers so that defining teacher pedagogical competencies in leading lessons must improve. Because the distance between teacher competence should have resulted from learning management nationally with all the factual data. More specifically, what we meant is pedagogical competence because of the definition and relation with the learning management aspects. As one of four teacher standard competencies (Rahyasih et al., 2020), pedagogical competence is the ability to manage student learning to achieve learning goals that focus on students. This competence can be evaluated at least through observation of teachers towards three indicators (Perdirjen GTK 2626, 2023), which are: A safe and comfortable learning environment; Effective learning focusing on students; An assessment, feedback, and report focusing on students.

In the pre-research interview, which we conducted virtually on 13th November 2023 with the principal and teachers who work in the State Elementary School and State Junior High School under one roof 02 Sabira, Sabira Islands, the outermost area of North Jakarta. We received a confusing statement on how the learning mechanism focusing on students as the new paradigm in the *Kurikulum Merdeka* can work. They do not understand how to map CP to TP and design ATP, and also foreigners with differentiated learning, the standard of a lesson plan, and P5. Ironically, these schools located in the outskirts of Jakarta have just been nominated as a school with a good improvement on the Educational Report. They are on the edge and must prove the improvement of the preferred learning quality. A gap between the understanding and the ideal teacher's pedagogical competence with the factual statement has become necessary for teachers' competence enhance.

The Indonesian research that improves the pedagogical competence of teachers has done a lot. Falachi et al. (2017), Sihotang et al. (2019) etc. However, improving pedagogical competence in the age of *Kurikulum Merdeka* has not been done much. The development of teachers, which we meant is improving pedagogical competence for teachers in those schools to encourage a conducive learning environment and learning and assessment that focus on students as a duty of the *Kurikulum Merdeka* as a part of *Merdeka Belajar* policy. It is vital to create a culture that urges improvement in pedagogical competence (Nind & Lewthwaite, 2018). Consecutively, if neglected, the lack of a teacher's pedagogical competence will threaten the quality of the learning process. In response to the presented problem, this study tries to answer three research questions. (1) How to formulate a model for improving the pedagogical competence of teachers according to *Merdeka Belajar*? (2) How is the implementation model for improving the pedagogical competence of teachers according to the *Merdeka Belajar*? (3) What is the result of the implementation model for improving teachers' pedagogical competence according to the *Merdeka Belajar*?

RESEARCH METHOD

Research Design

This research was carried out using a qualitative approach (Charli et al., 2022), a case study method (Trilaksono et al., 2019), descriptive type (Susantini et al., 2020). Case studies are used to prepare a description of an intervention or phenomenon and require research to start with a descriptive theory (Prihatsanti et al., 2018). The authors chose this approach because case studies are relevant to answer research questions.

Data Collections

The first data of this research are policy education documents and academic literature. Documentation is taken to gather documents (Sidiq & Choiri, 2019) of national education policy about teacher pedagogical competence in Indonesia and academic publication sources such as peer-reviewed journal articles with Sinta and Scopus-indexed (Xiao & Watson, 2019) to guide in formulating a model for improving the pedagogical competence of teachers. The second data is the behavior of teacher pedagogy that is observed periodically, starting from one month before improving the pedagogical competence of teachers' activities until one month after. Observation is conducted to evaluate the behavior (Husnul Khaatimah, 2017) and the process of teacher's involvement in the implementation of teacher development activities. In addition, an interview is utilized to evaluate (Fadli, 2021) the achievement of development goals. The interview instrument is designed based on the statement of human resources development goals (Aprianty et al., 2023). So documentation, observation, and interview are combined as a Triangulation collecting data model (Rahyasih et al., 2020).

Subject and Participants

The subject of the research is three of us as researchers. The research participants are 14 teachers who work in the State Elementary School and State

Junior High School Ane Roof 02 Sabira, Sabira Islands – the outermost area of North Jakarta, Indonesia. The research was conducted over 45 days. 13 days to answer the first research question, 2 days for the implementation of teacher pedagogical competence development activities, and 30 days to observe the results of the teacher pedagogical competence development.

Data Analysis

The analysis method is interactive model analysis which was introduced by Miles-Huberman dan Saldana (Aprianty et al., 2023). This model can map the data analysis into four phases: data condensation, data display, conclusion drawing, and verification. Moreover, the validity of the data is proved by credibility tools through triangulation (Suwarno, 2023) to link and match every data that has been analyzed. The Kirkpatrick model training evaluation is used to measure the achievement of training objectives.

RESULTS AND DISCUSSION

Formulating a Model for Improving the Pedagogical Competence Teachers According to *Merdeka Belajar*

Exploration of academic sources to design human resources development activities encourages more findings regarding some models of varied human resources development (Mukminin et al., 2019). Training is one of them. It effectively impacts teacher pedagogical competence (Pratama & Lestari, 2020; Prawira & Nugraha, 2021; Utiahman, 2020).

The criteria for improving capability and ability in a short time (Nurhalim & Puspita, 2021) provided in training answers the schools' need to enhance teacher pedagogical competence quickly. So training is seen as the most suitable model of teacher development (Kirk & King, 2022) within this context. The goals and materials of training must be in line with the identified gap in particular human resources competencies (Anam, 2023). To identify the gap, we recommend the material of school-positive cultures and learning with a new paradigm in the *Kurikulum Merdeka*. As a result, this training is recommended to aim to raise teacher pedagogical competence in leading a lesson in line with the *Kurikulum Merdeka* through the process of conveying the concept of exploration, explaining the problem, and practicing.

These training goals are presented in three targets; 1) Understanding the urgency of school-positive cultures and their effects on school education services; 2) As positive-valued subjects, teachers can step up by constructing class belief as the model of school agreement and technical regulation of anti-social behavior; 3) Showing their understanding and behavior in leading a lesson in line with the *Kurikulum Merdeka*.

How the goals and targets are achieved must be added in the training design at least containing the indicators of training goals, the structure of training materials, the training methods, the qualification of speakers and coaches, and the qualification of participants (Wahyuningsih, 2019). Table 1 shows the training model that we created, following those indicators.

Table 1. The Training Model for Improving the Pedagogical Competence of Teachers According to *Merdeka Belajar*

Aspects of Training	Descriptions
Training Name	The Workshop of Learning with A New Paradigm
Workshop Goal	The workshop is expected to raise teachers' pedagogical competence in leading a lesson in line with the <i>kurikulum Merdeka</i> through the process of exploring the concept, explaining the problem, and practicing.
Topics (Time Allocation); Subtopic	<ol style="list-style-type: none"> 1. Positive School Cultures (12TA); <ol style="list-style-type: none"> a. The theory of motivation by William Glasser b. The theory of fundamental human needs c. Positive discipline d. The transition of stimulus-response paradigm to control paradigm e. Class belief f. Five positions of teachers' control towards students g. Restitution to avoid anti-social behavior from students 2. Learning with a new paradigm in the <i>Kurikulum Merdeka</i> (12TA). <ol style="list-style-type: none"> a. Learning principles of the Kurikulum Merdeka b. The analysis of CP and mapping TP and ATP c. The plan and execution of diagnostic assessment d. Developing Lesson Materials e. Learning which takes sides with students' learning needs f. Planning and processing formative and summative assessments g. Reporting the progress of students' learning h. Assessment and learning evaluation
Duration	Two workdays
Method	<i>On the Job Training</i>
The Qualification of Speakers	<i>Guru Penggerak</i> (GP) or the learning committee (<i>Komjar</i>) in <i>Program Sekolah Penggerak</i> (PSP)
The Participants' Qualification	Teachers of the State Elementary School and State Junior High School One Roof 02 Sabira Island who state the need to empower themselves in the pedagogical competence aspect
Evaluation Models	<p>Kirkpatrick Model considers four dimensions: <i>Reaction, Learning, Behavior, and Result</i>.</p> <ol style="list-style-type: none"> 1. The reflection instrument of the training is built to consider <i>reaction & learning</i> aspects. 2. Interview activities with the principal to observe the rise of changing behavior in teachers' pedagogical competence one month after the workshop, where this result will be the workshop's conclusion on whether the training goals are achieved or not.

Aspects of Training	Descriptions
Funding	The Support of School Operational (BOS) of Work Rate in the Best Progress Category

The name of the workshop was chosen because it is suited to the case context. A workshop is a meeting of some people or groups with specific interests, expertise, or professions, actively involved in a discussion and intensive activities from some institution to find a solution to the presented topic (Indarwati, 2021). The problem in this context is a gap in teachers' pedagogical competence. The workshop materials we recommend are constructed to solve the identified gap in pedagogical competence in the *Kurikulum Merdeka*. The *Kurikulum Merdeka* states the priority of a conducive learning environment through positive school cultures for the safety and effectiveness of learning (Souisa et al., 2022), emancipating students with seven learning design phases in the D phase of the *Kurikulum Merdeka*. Considering the accumulation of all materials in 24 TA, we recommend that the workshop be held in two workdays.

On-the-job training becomes the method we chose (Gustiana et al., 2022) because deepening some workshop sub-materials requires practical experience in the class with students. The qualification of a speaker that considers the experience of being a GP or a member of the learning committee in a PSP is based on the fact that these teachers have learned the module of positive learning and learning sides with students (Kemendikbudristek, 2022) as regarded by the policy of *Merdeka Belajar* in the PSP, while the committee is trusted to fulfill the qualified competencies required in the role of speakers because those schools have implemented the *Kurikulum Merdeka* earlier compared to other schools.

In terms of evaluation, we chose the Kirkpatrick model. The reason is that this model is suitable for checking the success rate of training, which encourages a rise in behavior (Muhammad et al., 2022). Teacher pedagogical competence is a behavior expected to rise up in this workshop. Indeed, it will not be effective if the changing behavior is measured only through a test approach or cognitive test (Andini & Supardi, 2018). Then this school receives BOS to award the best work progress as support from the government to accelerate the achievement of the educational school report in 2022. The Rule of The Ministry of Education and Culture Number 63 in 2022 about The Technical Guide of Fund Management explains that the BOS award can be allocated for learning development with the new paradigm or data-based planning (Permendikbudristek, 2022). Based on this rule, we recommend this source to fund the workshop.

The Implementation Model for Improving the Pedagogical Competence of Teachers According to the *Merdeka Belajar*

The workshop was held on 23-24 November 2023. Our aims and targets are processed by implementing the training model (Gustiana et al., 2022). 14 teachers attended and committed to joining the workshop in two days, and we joined as the speakers because one of us is *Guru Penggerak* and *Komjar* PSP also.

First Day of the Workshop; Positive School Culture

Using the andragogy approach because it has been proven to have a positive

influence on study results in a workshop (Santosa, 2023). Starting with the motivation theories, we presented two kinds of human motivation: external and internal motivation (Manja, 2019). External motivation is classified into two reasons. The first is a motivation to avoid the punishment. The second one is to get a reward. Meanwhile, internal motivation is a self-encouragement to do positive values that are believed. By doing so, people can value themselves. If a task to construct a positive culture in school means creating conducive behavior for everyone in school, internal motivation from all school individuals should be strengthened (Abdullah et al., 2018). However, the choice to do or not to do something - is a part of their own authority. It is connected with an instinct to fulfill human needs, as William Glaser (Gilani et al., 2018) classifies this matter into five needs: survival, power, love, fun, and freedom (Sari et al., 2023). We explain that Discipline comes from Latin, which is *disciplina*, meaning that learning is connected to a body which is learning for students of Greek philosophers Socrates and Plato (Herho, 2018).

Self-discipline is supposed to help someone find their potential and achieve the goals that they value. It is not to be obedient to strict rules like what has developed in our cultures. Discipline means learning to control ourselves by digging into our potential and doing good deeds that humans believe in what they will be and what life they will become. It is not to force students to fully obey so that it is possible to control them fully. They have to become independent to order themselves (Yanto, 2022). Teachers have to guide students to become more independent.

If a student makes a mistake, *Kurikulum Merdeka* says that the teacher must give the restitution. Restitution is a collaborative process teaching students to find a solution for their problems, helping them think about whom they would become (honorable purpose) and how they should treat others (Sari et al., 2023). Restitution is operated into three phases, which is usually called the triangle of restitution, and they should be operated by teachers to students who make a mistake. Students who disobey the rules are trying to fulfill specific needs, but the needs are against the rules, so they feel they have failed. If teachers criticize students, teachers will keep students feeling they have failed. As a matter of fact, an excellent pedagogical treatment should provide a suitable condition for the students' self-development (Murray, 2023). Considering this matter, teachers should act more reflective.

First, teachers should stabilize their identity or the feelings of failure students experience. It could happen by comforting students with sentences such as "It is okay to make a mistake" or "We can solve the problem together". Secondly, teachers validate the wrongdoings. This phase is an action to show that teachers understand the purpose of students' behavior and guide students to accept the feeling of guilt because of their behavior (Souisa et al., 2022). The third phase is to ask about belief. This phase tries to invite students to look through themselves. They are encouraged to know what positive values students believe in and how their actions contradict these values so that they can reflect and plan how to fix their mistakes. Therefore, students will initiatively avoid the same mistake in the future.

It can be started with class belief. It is not to make some rule sentences that curb students but positive values that are agreed upon in the class, if implemented, can make students feel happier. These values are aspired and decided to become

students' belief in a group to motivate them to do what they believe instead of following written rules without meaningful purposes (Souisa et al., 2022). According to the practical approach, we encouraged the participants to work in groups to facilitate forming class beliefs and presenting the result. The provided worksheet was shared with each group. Three groups of participants went to their own targeted class to meet students and build class belief in 60 minutes. After that, They expressed the enthusiasm they felt and different class beliefs.

Second Day of Workshop: The Learning with A New Paradigm in Kurikulum Merdeka

We started the second day with the pedagogical competence topic according to the knowledge and practical learning (Susantini et al., 2020) in line with the learning context and the new paradigm proposed in the *Merdeka Belajar* policy. To understand how to operate learning, we continue the explanation of the seven learning phases in the *Kurikulum Merdeka*.

1. The Analysis of Learning Achievement (CP) and Mapping of The Learning Goal (TP) and The Plot of the Learning Goals (ATP)

After some changes CP, which is currently applied, is ruled in the Decision of the Institution of Curriculum Standards and Educational Assessment (BSKAP) The Ministry of Education, Cultures, Research and Technology (Kemendikbud) Number 033/H/KR/2022. Specifically, in terms of Citizenship Education (The Lesson of Pancasila Education), it is in the same decision of BSKAP but a different No. 033/H/KR/2023. It is not similar to the K-13, which consists of foundational competencies (KI) that can be directly utilized as a learning goal. CP contains some elements that possess a description that combines competence and content. To formulate the Learning Goal (TP) and the Plot of the Learning Goal (ATP), we invited the participants to directly analyze and map TP in the worksheet of the analysis table of CP in 90 minutes following the subjects they teach.



Figure 1. The Participants practice mapping CP into TP and ATP

The ability to think in more detail and the knowledge of pedagogical content (Nind & Lewthwaite, 2018) become the key to this activity. CP in each element is not derivate in the same type of sentences. Finding one competence and one content that are directly related will be easier. However, there will be a moment when one competence contains two contents or more. It causes them to mistakenly form the

sentences of TP due to repeating certain competence sentences for different contents. This requirement must exist between teacher skills to make sure every sentence of ATP is related.

2. *The Planning and Operation of Diagnostic Assessment*

The "students' learning needs" is the sentence that indicates that teachers should do a diagnostic assessment before designing learning. Diagnostic assessment is a pre-learning evaluation that understands students' learning needs as a model for designing learning. It is essential because without understanding students' learning needs, leading learning that takes sides with students is challenging. Three basic needs should be observed in order to determine the students' learning needs; learning readiness, learning style, and interest in what students like and how their interests can be integrated with learning activities to improve learning motivation. We showed different techniques and the types of instruments for diagnostic assessment. It is one example of the integration of technological facilities to support the diagnostic assessment. (Alegre & Galado, 2023).

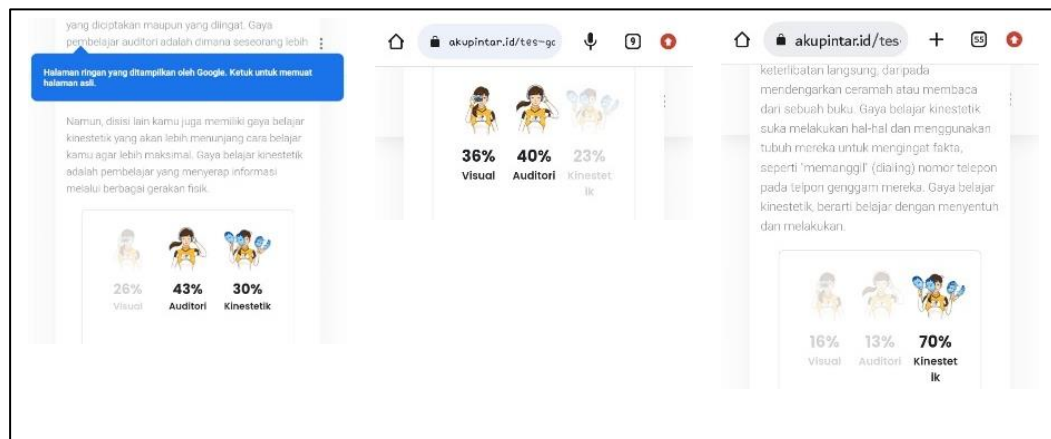


Figure 2. The Screenshot of the Test Result of the Learning Style

Source: *The Platform of Akupintar*

The results of the diagnostic assessment give guidance about how treatment and support are required for students. It is vital for students to provide varied learning support because students' learning needs are diverse (Mumpuniarti et al., 2023).

3. *Developing Learning Modules*

We commenced the sub-material by explaining the differences between a learning plan and a module. Both of them are described as a form of learning plan possessing the same function but different schemes. The *Kurikulum Merdeka* allows teachers to choose one as required with a note to fulfill three core elements: the identity and profile containing TP, learning steps, and assessment. There are eight operational phases in designing a learning plan (Mengajar, 2023). Two participants asked about the meaning of the differentiation we mentioned previously. Differentiated learning is known as a broad issue amongst educator communities across different areas. However, the understanding of the real meaning of it is still lacking (Sugianto, 2022). We realize that the explanation of

sub-materials in terms of learning in the *Kurikulum Merdeka* should be given using a structured and practical approach.

4. *The Learning that Takes Sides with The Learning Needs of Students*

Learning that takes sides with students is a paradigm in the *Kurikulum Merdeka* introduced through three strategies: differentiated learning, emotional social learning (PSE), and coaching (Zuhro et al., 2023). Differentiated learning is strategic learning that allows teachers to provide treatment and support as students' learning needs (Mumpuniarti et al., 2023) consist of students' study readiness, profile or learning style, and interest, which are classified into three types of differentiation: content, process, and project (Mumpuniarti et al., 2023). Differentiation learning is to ensure that varied needs can be provided for each student without exception. It is forbidden if teachers only facilitate some students. Ki Hajar Dewantara also stresses this argument that nurturing the natural potential of students following their uniqueness (Bartolomeus Samho, SS & Oscar Yasunari, SS, 2013). We continued to explain the concept of learning differentiation by inviting participants to pay attention to a study case that telling about a teacher namely Miss Renjana. "Miss Renjana will not give a higher-order thinking skills (HOTS) question to these three students, although she understands that their study readiness exceeds the others," the principal said. "That is right. Giving a harder question to students who are smarter than others, is how content differentiation is implemented for students as the targeted study results. In order to plan how high study results should be, a diagnostic assessment will be the answer," we responded. We believe that understanding differentiation learning and designing a lesson plan is very related. We deepen this understanding by asking the participants to design one lesson plan in the instrument (Mayudana & Sukendra, 2020) we have prepared for. It is a part of the lesson preparation which should be done carefully (Engeness, 2021).

This worksheet contains three main blank parts that the participants should fill in. We gave more details to guide them on how to fill in each part. In terms of identity and TP, we asked the participants to write down TP they can choose from the mapping table of CP, TP, and ATP. Regarding steps of learning, we provided three clues; 1) How do your positive treatment and effort of class conductivity from starting a class to giving a trigger question; 2) In order to encourage students to achieve TP, what best method could be used. Example, Project-Based Learning, Problem-Based Learning, etc; 3) How to build a conclusion with students? Is there any homework you would give. In the worksheet, we also added a Note that they must connect the result of the diagnostic assessment before. Then we show a link to a video about an example of practical differentiation learning we designed beforehand (best-practice sample). It has been awarded as an example of an inspirational supervisor nationally in 2022. This note is really important as a conceptual dialogue between new learning policy and stakeholders (Levyda et al., 2022)

5. *Planning and Processing Formative and Summative Assessment*

Assessment in the *Kurikulum Merdeka* is integrated into the learning. So formative, summative, and diagnostic should be executed by focusing on assessment characteristics. In the D phase, we show one of the assessment rubrics

to evaluate an assignment of “My Introduction with Quran” in Islamic Education subject. Look at Figure 3.

Jenis Karya (M – G – S)	Aspek Penilaian	Skor	Kategori Keterangan				
			Kurang	Cukup	Baik	Sangat Baik	Istimewa
a) Deskriptif tertulis atau essay bagi murid gemar menulis (M)	Bobot penjelasan	20	0-5	6-10	11-14	15-17	18-20
	Keluasan/ Kelengkapan penjelasan	30	0-7	8-14	15-21	22-26	27-30
b) Gambar bagan/ infografi bagi murid yang suka menggambar (G)	Sistematika Penulisan (M)	25	0-5	6-10	11-15	16-21	22-25
	Kerangka Berpikir/ Mind Map (G) Artikulasi & Intonasi (S)						
c) <i>Vodcast</i> bagi murid yang gemar berbicara dan membuat video. (S)	Ilustrasi contoh tindakan konkret bagi remaja yang relevan (refleksi sikap)	25	0-5	6-10	11-15	16-21	22-25
	Skor Maksimal	100	Perlu dukungan khusus				Perlu pengayaan lanjutan

Figure 3. The Example of Evaluation Rubric of Differentiation Project

Source: Workshop Instrument

The rubric is designed as an evaluation guide for projects in three types: essay for those who like writing (M), information graphic for those who like drawing (G), and video for those who like public speaking (S). Although there are two types that are being observed, each type will be assessed for its uniqueness. The writing system of the essay assignment will be assessed. In the drawing assignment, its framework will be observed, and the speaker's articulation and intonation will be evaluated in the video.

6. The Report on Students' Learning Progress

A teacher is a professional educator (Muh Akib, 2021) who works under the role of a headmaster and receives certain responsibilities from a student parent to educate students. Reporting students' learning progress to a student's parent is one indicator of whether teachers are responsible or not (Yanto, 2022). So, schools must provide a student's learning progress that can be reported in real time. When parents visit the school, or when teachers need information about relevant material, a real-time report students' achievement is required. We recommend an example of a table of students' learning progress we have developed before.

CONTOH TABEL PROGRES CAPAIAN BELAJAR MURID KELAS ...														
Dikembangkan Oleh: M. Devi C. Ruhimat														
Nama Guru: Mata Pelajaran:														
NO	NIS	NISN	NAMA MURID	PROGRES CAPAIAN BELAJAR MATA PELAJARAN ...*										
				Elemen ...			Elemen ...			Elemen ...				Hambatan Belajar
				TP 1.1	TP 1.2	TP 1.3	TP 2.1	TP 2.2	TP 2.3	TP 3.1	TP 3.2	TP 3.3	TP 3.4	
			A											
			B											
			C											
			D											

Figure 4. An Example of a Table of Students' Learning Progress

Source: Workshop Instrument

Alphabets in the table above are examples of a list of students' names. Meanwhile, the blue columns are an example of TP, which is assumed to be achieved by students. The number of element columns and numbering TP is designed based on the table mapping CP to TP and ATP. So that it will be different for every subject. We gave this instrument to ensure the participants could apply the example to their needs in the subject they teach. It is possible to implement the trilogy of education, which believes that educating students could be successful if supported by three elements: family, school, and society (Yanto, 2022).

7. *Learning Evaluation and Assessment*

Evaluation of the learning process and results and learning assessment are some important parts of the main school activities. It is to ensure learning activities can be measured effectively and can be improved sustainably (Noer, 2023). Academic supervision activities are required in pre-observation class to decide what is important to improve in learning activities, clinical observation activities or direct observation towards learning activities led by teachers (Tuasikal et al., 2021), reflection conversation after learning to consider what to improve in the next learning and building a plan of improving teacher competence in leading a class. The approach of academic supervision with coaching enables teachers to hone their pedagogical competence collaboratively. This phase is also to decide the real plan for improving certain competencies. We shared a link to the video of an example of practical academic supervision as the phases that have been explained. Eventually, the explanation session on day two ended with a prayer and taking a picture together.



Figure 5. Documentation of Workshop's End

The Result of Implementation Model for Improving Teachers' Pedagogical Competence According to the *Merdeka Belajar*

After the explanation session finished, the workshop was continued by a reflection activity with all participants. This phase is to evaluate the workshop achievements as well as feedback for improving the quality of human resources improvement activities that have been done. In this regard, the instrument we prepared was built to trigger more explanation about what our 14 participants have experienced in the workshop. Feeling reflection and feedback are combined in open questions. The instrument is created by using a Google form. The results show that all participants are feeling happy during the workshop. The relationship between

Figure 6 and Table 2 illustrates the understanding change the participants experienced.

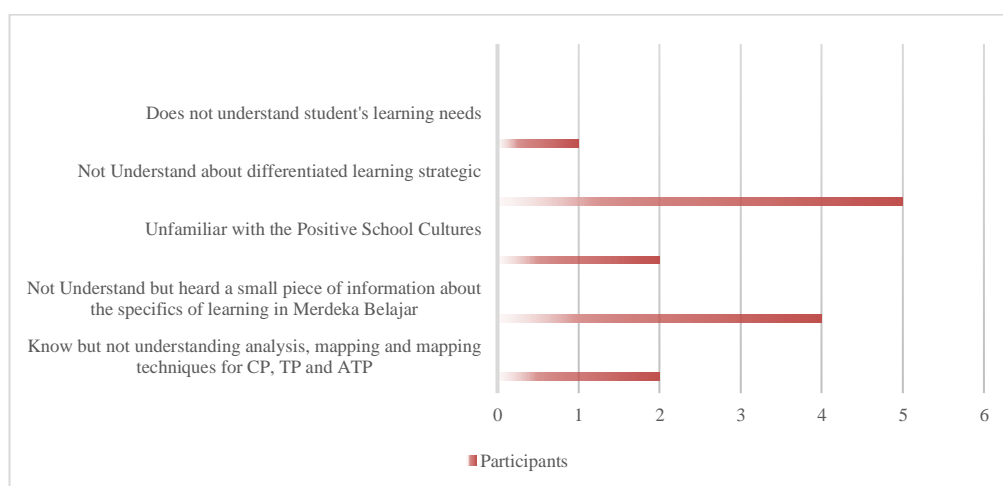


Figure 6. Participants Statements of the Topics Before the Workshop

Figure 6 illustrates that most of the workshop participants do not understand differentiated learning before the workshop. Then changes in their understanding are reflected through the instrument filling after the workshop has been completed. Look at Table 2.

Table 2. The Participants' Answers from the Workshop's Reflection Instrument

Question	Main Idea of Participants' Answer
After joining the workshop, what new understanding did you gain?	1. Realize that a home visit is needed to know students' development.
	2. The competence to do a diagnostic assessment through study readiness, study profile, and interest
	3. The competence to design a lesson plan
	4. Knowing and Creating CP, TP, and ATP, positive cultures, positive discipline, and collaboration
	5. Teacher pedagogical competence as a tool to teach well in class
	6. The strategy of differentiation learning
	7. More Understanding Learning in the New Paradigm
	8. Positive school culture to nurture students' character
	9. Being able to implement positive discipline in a school environment
	10. Being able to collaborate between teachers in differentiation learning activities
	11. Being able to implement coaching activities to develop better learning that focuses on students
	12. Supported to Becoming a long-life learner

The approach of human resource development evaluation depicted by Kirkpatrick emphasizes four dimensions (Muhammad et al., 2022), including reactions and what participants learn when the activities run. Both of them have been recorded by the reflection instrument and participant feedback as shown in Table 2 above. Meanwhile, to analyze the behavior dimension of participants after the training and conclude the results effectively, it is crucial to observe them in the long run. We conducted a virtual interview with the headmaster as planned on 23rd December 2023. He expressed his gratitude for the increase in pedagogical competence shown by teachers under his supervision in the last 30 days after the workshop. This statement indicates that the workshop's result was coherent and successful in leading participants to the goals of the workshop.

CONCLUSION

According to the needs of pedagogical teacher competence in the age of *Merdeka Belajar* by teachers in schools of Sabira – the outermost area of Jakarta, this research aims to design, implement, and report on the pedagogical competence enhance. The result is that; (1) Developing a design of human resources is constructed as a workshop for on-the-job training; (2) The workshop held on November 2023 for 14 teachers based on the design formulated; (3) The evaluation by the Kirkpatrick model shows that the workshop's aim is achieved. This result is crucial as a new model about how to enhance the pedagogical competence of teachers. The implication is that educational policymakers must give a great attention to improving teachers' pedagogical competence in the age of *Merdeka Belajar*. Considering the National Indonesian Education Assessment in 2023, we recommend the teachers' training in other areas to develop Indonesian teacher competence and then construct the learning quality in every single school in Indonesia.

ACKNOWLEDGMENT

The authors would like to gratitude to the teachers of Sabira 02 School as participants of this research who have expressed their greatest spirit as teachers.

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