Management Application Of Prototype Curriculum To Improve Teacher's Competence In Developing Learning Design

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Abstract. This study aims to describe the training management model of implementing a prototype curriculum to improve teacher competence in developing learning designs in schools and the quality of learning designs that have been developed by teachers as trainees. The descriptive approach was followed in this study. The research sample consisted of 25 teachers from Baitul Aziz High School Deli Serdang, North Sumatra, Indonesia. The training management model questionnaire (38) and the quality of the instructional design (30) items met the validity and reliability requirements. The conclusion of the study proves that: 1) the prototype curriculum implementation training management model to improve teacher competence in developing learning designs in schools, which refers to management principles starting from the planning, organizing, implementing, monitoring and evaluation stages are in the good category and feasible to be implemented in the field; 2) the quality of the learning design that has been developed by the teacher as a trainee at Baitul Aziz High School Deli Serdang is in the middle category. 3) Applications used in online learning are WAG and the use of Google Classroom. The results of the teacher's response about the design of online learning have been implemented, that the teachers facilitate students for online learning through WAG and Google Classroom. The results of the study recommend that in the future teacher training is needed to formulate joint learning strategies between students in comfortable, fun, caring conditions and empower students' potential by utilizing IT.

Keywords: Training Management Model, Prototype Curriculum, Learning Design

1 Introduction

The world of education is always trying to improve the quality of education. Improving the quality of education quality can be achieved through improving the quality of educator competencies [1]. However, Yunus (2020) explained that the quality of educators is 11th out of 14 developing countries in the world, while the quality of education in Indonesia is ranked 10th out of 14 developing countries [2]. These conditions indicate that a training management strategy and the development of educators are needed to improve the quality of their competencies [3]. If the competence of educators is good, then education can be successful in carrying out the character development of students. This is in line with the implementation of an independent curriculum that is applied in schools, in an effort to form a profile of Pancasila students.

Erwinsyah explains that management is the process of coordinating and integrating all forms of activities, so that they can be completed effectively and efficiently. The meaning of

management shows that management is an art in science that can be started from planning, building an organization and its organization, organizational activities, and controlling [4]. Thus, the management model requires cooperation to achieve common goals through certain stages. The results of Gafuri's research prove that the concept of developing a management model can be used as a solution to improve the competence of educators, because it can improve the quality of education [5]. Furthermore, it is explained that in developing a management model, it is necessary to pay attention to planning, organizing, implementing, and monitoring. Meanwhile, Wahyu and Yari show that for model development, it is necessary to pay attention to planning, organizing, implementing and evaluating [6].

M. Angga proves that a training management strategy requires an analysis of planning, implementation, analysis of supporting and inhibiting factors as well as the results of the management program implemented [7]. Meanwhile, Subekti proves that the development of a management model starts from: 1) a preliminary study to produce a model development plan, 2) the development of a management model, which consists of developing a management model, model validation and revising the management model, 3) field testing to improve the management model. management model, 4) dissemination for socialization and seminars on the results of the management model development that has been carried out [8]. This shows that training management is needed to improve the quality of education. The success of training management carried out in schools also requires support from school management [9]. In addition, improving the quality of education also needs support from learning management. Good learning management can support curriculum completion and ultimately improve the quality of education [10].

Educational management is a complex series of educational activities aimed at achieving predetermined educational goals. The management process in educational organizations still occurs in harmonious working conditions, so that goals can be achieved effectively and efficiently [11]. Educational management includes the process of managing educational resources both personal and material systematically and continuously as an effort to achieve educational goals effectively and efficiently [12]. The main objective of education management is to obtain the best techniques, tactics and methods, so that data sources for personnel, funding, facilities, personnel, and materials can be empowered to achieve educational goals efficiently and productively [13].

The training management model is a form of training implementation in which there is a training program and its implementation rules starting from planning to identify training needs, clarifying training objectives, considering target participants, compiling quality programs, organizing, implementing and monitoring to carry out continuous improvement [14]. Through training management, it is possible to increase the competence of trainees, especially regarding their knowledge, skills and talent development [15]. Furthermore, Arvian et al prove that the training management model is a series of training activities starting from planning, organizing, implementing, monitoring and evaluating which can improve the professional competence of educators [16]. The training management model can work well, if the training management model has the objectives to be achieved, carries out the training process systematically, the implementation of its activities is coordinated, cooperative, and has been integrated into the management functions, namely planning, organizing, implementing, monitoring and evaluating. Based on the theoretical study above, the development of a training management model for implementing a prototype curriculum in schools refers to the management function starting from planning, organizing, implementing, monitoring and finally evaluation.

The planning stage of the training management model, to improve teacher competence, explained by Muh contains training needs analysis, training objectives, curriculum development, Training preparation [17]. The planning stage of the teacher training management model to improve professional competence contains training identification, training specifications, identification of participant needs, training objectives, curriculum preparation, strategy selection, obtaining learning resources and determining the timing of training implementation [18]. Meanwhile, according to Gafuri (2016) at the planning stage carried out are program planning and program socialization. According to Subekti (2019) and M. Angga (2020) that the planning stage discusses the preliminary study and planning of the training carried out. Based on the theoretical study above, the planning stages of the training management model for implementing a prototype curriculum to improve teacher competence in developing learning designs in schools are 1) Identifying training needs; 2) Prepare training equipment; 3) Prepare the training ground; 4) Recording training materials; 5) Determine the presenter of the training; 6) Provide training materials and media; 7) Identify training participants; 8) Setting training objectives and targets; 9) Develop prototype curriculum; 10) Choose a training strategy.

The stage of organizing the training management model, to improve teacher competence, explained by Muh (2020) contains the division of tasks and responsibilities including the provision of facilities. The stage of organizing the teacher training management model to improve professional competence consists of forming committees, formulating goals, setting goals, determining interviewees, making training schedules, determining training models, determining training models, coordinating training materials (Arvian et al, 2021; Ukhti Rohmawati, Agus Timan and Desi Eri Kusumaningrum, 2019; Muhammad Djajadi, 2020). Meanwhile, according to Gafuri (2016) at the organizing stage, what is done is the determination of teachers, the determination of the main tasks of teachers, coordination meetings and preparatory meetings. Based on the theoretical study above, the stages of organizing the training management model for implementing a prototype curriculum to improve teacher competence in developing learning designs in schools are: 1) Determining the training committee; 2) Prioritizing training objectives and targets; 3) Determine the training participants; 4) Arrange training schedule; 5) Coordinate training materials; 6) Coordinate the order of giving the material; 7) Formulating the training model; 8) Formulate training implementation strategy.

Based on the theoretical review above, the planning stage of the prototype curriculum implementation training management model to improve teacher competence in developing learning designs in schools is the implementation of the prototype curriculum implementation training management model in schools: 1) Conducting the opening of the training;)Singing Indonesia Raya; 3) Presentation of Materials from Interviewees; 4) Response of Training Participants; 4) Assigning tasks to training participants; 6) Discussion among training participants; 7) Collection of tasks for training participants; 8) Closing of the training activities. Supervision of the training management model for the implementation of the prototype curriculum to improve teacher competence in developing learning designs in schools are: 1) Availability of attendance lists of training participants; 2) Availability of the present list of resource persons; 3) Implementation of participant task collection; 4) Report on the review of participant's task feedback; 5) Availability of WAG for follow-up communication between participants. Evaluation of training management model implementation of prototype curriculum to improve teacher competence in developing learning design in schools: 1) Training planning; 2) Organizing training; 3) Implementation of

training; 4) Supervision of training; 5) Improved training outcomes regarding the knowledge, attitudes and skills of the trainees

The prototype curriculum is an option for educational units that are able to restore learning. The prototype curriculum is applied in the world of education in Indonesia in order to restore the learning process and is one of the efforts to transform education (Aiman, 2022). The prototype curriculum in the learning process is oriented towards project-based learning, thus providing opportunities for students to empower their potential, to solve problems raised by the teacher. Problem solving proposed by the teacher can be solved by students through project-based learning. Project-based problem solving in the learning process can build students' self-reliant spirit to face problems in their environment, and get used to thinking with broader insights (Denda, 2022). Project-based learning can improve creativity and learning outcomes, through empowering students' essential competencies, which come from various disciplines, so that students can adapt to their environment (Ni Wayan, 2017; Yulita et al, 2016, Indah and Suhartono, 2021; Christtofel and Zusje W. M. Warouw. 2021).

Implementation of the prototype curriculum familiarizes students with practicing mutual cooperation, tolerance, getting used to completing projects, innovating by empowering their essential competencies, and developing noble character, to support character according to the profile of Pancasila students (Wiwik, 2021; Nugraheni, 2022 and Basuki, 2022) . According to Isamuddin (2021) that the implementation of the prototype curriculum in schools still pays attention to field conditions, continues to choose the right strategy and is adapted to school field conditions. Improving the quality of learning for the implementation of the prototype curriculum, it is still possible to carry out training on curriculum implementation through management training for teachers so that the quality of education can improve. The prototype curriculum is still under trial and improvement, as well as helping students to more easily understand learning materials. Implementation of the prototype curriculum can help students empower their potential to the fullest, to understand and master the material presented by the teacher, so that they can be independent (Primanita, 2022). Implementation of the prototype curriculum gives teachers the flexibility to develop learning designs that can facilitate student characteristics, so that learning becomes more interesting and fun, so that learning outcomes are easy to achieve (Rosnelli, 2022).

Learning design is the science of creating specifications for the development, implementation, assessment and management of situations that provide learning service facilities to students (Irwin et al, 2021). The steps for making learning designs are analyzing learning needs, designing learning processes, determining learning models, developing teaching materials, evaluating learning outcomes (Sundari and Muliyawati, 2017). The important components in learning design are determining learning objectives, analyzing student characteristics and learning, developing learning instruments, developing learning strategies, developing teaching materials. To realize an effective learning design are: 1) explaining the learning objectives in a practical way, 2) conditioning a comfortable learning atmosphere, both from the teacher's and students' perspective, 3) trying to spread a positive aura that is different from other learning processes, 4) summarizing the main points of learning that have been well organized, 5) develop joint learning strategies between students in comfortable, fun, caring conditions and empower students' potential by utilizing IT, 6) use various methods, namely learning by practice, 7) study regularly, even from a distance far but not too long and provide motivation, 8) Not memorizing the priority but understanding, and 9) analyzing the increase in students' knowledge, skills and attitudes (Putri & Ridha, 2020; Asmuni, 2020, Hanifah Salsabila et al., 2020; Imam, 2021; Adawiyah, 2021. Martini et al, 2021). Specifically, this study seeks to answer the following research questions:

1) How is the training management model for implementing the prototype curriculum to improve teacher competence in developing learning designs?
2) What is the quality of the learning design that has been developed by the teacher at Baitul Aziz High School, Deli Serdang Regency, North Sumatra?
3) What types of applications are used during online learning to respond to the development of Information and Computer Technology (ICT)?

2   Research Method

The research method refers to the 4D model development procedure (Define, Design, Develop, Disseminate) proposed by Khaeroni. (2021). The sample population is all teachers (25 teachers) at Baitul Aziz High School Deli Serdang Indonesia. The research sample was 25 high school teachers Baitul Aziz Deli Serdang Indonesia. The instruments used to collect the data are in the form of questionnaires and observation sheets. In addition, interviews with participating teachers were also conducted, to find out how the teacher's response as training participants to the management of training the implementation of a prototype curriculum to improve teacher competence in developing learning designs in schools.

Instrument (30) items to identify teacher competency improvements to develop learning designs, researchers review previous educational literature such as Irwin et al (2021), Sundari and Mulyati (2017), Rosnelli et al (2022), Putri & Ridha (2020), Asmuni (2020), Hanifah Salsabila et al., (2020), Imam (2021), Adawiyah (2021) and Martini et al (2021). Instrument (30) items are distributed into indicators explaining learning objectives in a practical way 1-3; create a comfortable learning atmosphere, both from the teacher's point of view and students 4-6, spreading a positive aura that motivates students to study 7-9; summarizes well-organized learning points 10-12; develop joint learning strategies between students in comfortable, fun, caring conditions and empower students' potential by utilizing IT 13-15, using various methods, namely learning with practice/project-based learning 16-18, studying regularly, even from a distance with keep motivating students motivation 19-21, not memorizing the priority but students understanding 22-23; analyze the increase in knowledge of the preparation of learning designs 24-27; analyze the improvement of learning design preparation skills 28-30. The instrument (38) has met the requirements of validity and reliability and is considered appropriate for this study.

Instrument (38) items to identify the feasibility of a training management model for implementing a prototype curriculum, researchers review previous educational literature such as Elis and Santika (2018), Elizar and Tanjung (2018), Ahmad and Darwis (2020); Aiman and Rizki (2021), Clarra et al (2021), Isamuddin (2022), Fine et al (2018), and Rosnelli (2022). The instrument (38) has met the validity and reliability requirements and is considered appropriate for this study, which is distributed into 5 stages, namely planning 1-10; organizing 11-18; implementation 19-26; supervision 27-31; evaluation 32-38.

For all questionnaires using a Four-Point Likert Scale, adopted to correct the study instrument, by giving each item one score out of four degrees (often occurs, occasionally occurs, rarely occurs, never occurs) representing the numbers (4, 3, 2, 1). The scale was adopted to analyze the results: 1.00-2.00 low, 2.01-3.00 moderate, and 3.01-4.00 large.

The population and sample of this research is all teacher (25 people) at Baitul Aziz High School Deli Serdang Indonesia for the academic year 2021/2022 who were participants in the training on the application of a prototype curriculum to improve teacher competence in developing learning designs.

3 Results and Discussion

The first research question: how does the training management model for implementing a prototype curriculum enhance teacher competence in developing learning designs? The results of Research and Development show that the training management model for implementing a prototype curriculum to improve teacher competence in developing learning designs is as shown in the Figure 1.
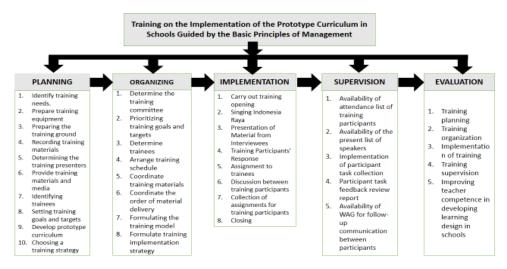

Figure 1. Training Management Model for the Implementation of the Prototype Curriculum to Improve Teacher Competence in Developing Learning Designs in Schools

The results of the study prove that there are 5 stages in the training management model of implementing a prototype curriculum to improve teacher competence in developing learning designs in schools, namely the planning, organizing, implementing, monitoring and evaluation stages. The results of data analysis on these stages as extracted are illustrated in the following table. The teacher's response to the training management model of implementing a prototype curriculum to improve teacher competence in developing learning designs in schools as extracted is illustrated in the Table 1 below.

Table 1. Results of Analysis of Prototype Curriculum Training Management

Rank	No	Tahapan Manajemen	Means	SD	Level
1	19-26	Implementation	3.47	.977	High
2	27-31	Supervision	3.25	.955	High
3	11-18	Organizing	3.14	.949	High
4	01-10	Planning	2.94	.908	Medium
5	32-38	Evaluation	2.72	.892	Medium

The results of the study prove that the average responses of education management experts, teacher training management and materials experts, that the stages of the training management model for implementing a prototype curriculum to improve teacher competence in developing learning designs in schools, ranged from (3.47-2.72). Occupying the highest order (3.47) is the implementation stage of the prototype curriculum implementation training management model activity to improve teacher competence in developing learning designs in schools, while the evaluation stage of the implementation of the prototype curriculum implementation training management model to improve teacher competence in developing learning designs in schools is in the order of last (2.72). The results of data analysis of research results prove that the average response of the experts as a whole is 3.10, which proves that the prototype curriculum implementation training management model to improve teacher competence in developing learning designs in schools is in the high/good category and is feasible to be implemented in the field.

The second research question: What is the quality of the learning design that has been developed by the teacher at Baitul Aziz High School, Deli Serdang Regency?

To answer these research questions, as evidenced by the results of the study, there are ten indicators of the quality of learning designs that have been developed by the trainees illustrated in the Table 2.

Table 2. Stages Analysis to Improve Teacher Competence in Developing Learning Design.

Rank	No	Indicator	Means	SD	Level
1	1-3	Explaining learning outcomes in a practical way,	3.89	.946	High
2	10-12	Summarizing the learning points that have been well organized,	3.62	.840	High
3	13-15	Study regularly, even from a distance while keeping students motivated,	3.59	.996	High
4	19-21	Not memorizing the priority but understanding,	3.32	.957	High
5	4-6	Conditioning a comfortable learning atmosphere, both from the side of teachers and students,	3.22	.982	High
6	16-18	Using various methods, namely learning by practice/project-based learning	2.84	.949	Medium
7	7-9	Spread a positive aura that motivates students to learn,	2.80	.949	Medium
8	22-24	Analyzing the increase in knowledge of the preparation of learning designs	2.74	.949	Medium
9	25-28	Analyzing the improvement of learning design preparation skills	2.63	.949	Medium
10	29-30	Develop joint learning strategies between students in comfortable, fun, caring conditions and empower students' potential by utilizing IT	2.62	.949	Medium

The results of the study prove that the average response from learning design experts and learning materials experts, that the competence of teachers in developing learning designs ranges from (3.89-2.62). Occupying the highest order (3.89) is to explain practical learning achievements, while the indicator to develop joint learning strategies between students with

comfortable, fun, caring conditions and empowering students' potential by utilizing IT is in last place (2.62). While the overall average of teacher competence in developing learning design is 2.86, meaning that it is in the intermediate category.

The third question: What types of applications are used when online learning to respond to the development of Information and Computer Technology (ICT)?

To answer these research questions, as evidenced by the results of the research, the stability of internet use and the devices used consist of 4 indicators consisting of 12 questions, namely items 1-12, while the application instrument used consists of 5 indicators consisting of 15 questions, namely items 13- 27, the results of which are extracted are illustrated in the following steps.

Table 3. Results of Staged Analysis for Tools and Applications Used in Online Learning Contained in Teacher-Developed Learning Designs.

Rank	No	Indicator	Means	SD	Level
Vidio Conference					
1	1-3	Internet stability.	3.62	.879	High
2	7-9	Setting up Tethering from HP.	3.59	.963	High
3	4-6	Ensuring the Headset Device Functions optimally.	3.32	.982	High
4	10-12	The serenity of the surroundings.	3.22	.994	High
Applications used					
5	13-15	Online Google Classroom	3.80	839	High
6	16-18	Lectures: Video Conference and Youtube	2.74	.951	Medium
7	19-21	Brainstorm Google Jamboardz and Ideaboard	1.25	.921	low
8	22-24	Discussion: Google Slides and Padlet	1,21	.947	low
9	25-27	Evaluation: Wordwall Games and Apps	1.18	.916	low

The results of the study prove that school support for online learning in terms of internet stability and the use of devices and the tranquility of the school environment can be categorized as very high, ranging from 3.67-3.22. The average teacher responses about the application used for online learning design, ranged from (3.80-1.38). Occupying the highest rank (3.80), the teacher facilitates students for online learning through WAG and the use of Google Classroom. However, to facilitate learning by using lectures, showing the learning material contained in videos on YouTube is in the medium category, while the use of Google Jamboard, Ideaboard, Google Slides, Padlets, Games and Wordwall Applications can be categorized as low. For the use of applications used ranged from 2.74-1.18. ranks highest (2.74), that teachers facilitate students during learning by showing learning videos that are accessed from youtube, while the lowest order (1.18) is that teachers have not been able to facilitate students in carrying out evaluations using Wordwall Games and Applications. However, the teachers provided input that the teacher was willing if the training was carried out at the school in order to increase teacher competence in developing online learning designs and their implementation in schools.

The results of the data analysis of the research prove that the average response of the experts as a whole, regarding the prototype curriculum implementation training management model, to improve teacher competence in developing learning designs in schools is in the high/good category and is feasible to be implemented in the field. The implementation stage of the management model training activities for implementing a prototype curriculum to improve teacher competence in developing learning designs in schools is in the high//good category. Meanwhile, at the evaluation stage of the implementation of the training management model, the implementation of a prototype curriculum to improve teacher competence in developing learning designs in schools is in the middle category. The advantage at the stage of implementing the training management model is the application of the prototype curriculum to improve teacher competence in developing learning designs, namely the discussions held between participants to share knowledge and skills in an effort to complete the tasks given during the training at school. In addition, there was a positive response from the presenters to improve the knowledge and skills of the trainees in developing learning designs in schools.

The results of the study prove that the average response from learning design experts and learning materials experts, that the competence of teachers in developing learning designs ranges from (3.89-2.62). Occupying the highest order (3.89) is explaining the learning objectives in a practical way, while the indicator of developing joint learning strategies between students with comfortable, fun, caring conditions and empowering students' potential by utilizing IT is in last place (2.62). While the overall average of teacher competence in developing learning design is 2.86, meaning that it is in the intermediate category. The advantages of the learning design that have been developed by the trainees are that the trainees have been able to: 1) explain the learning outcomes in a practical way, 2) summarize well-organized learning materials, 3) direct and motivate students to study regularly even from a distance, 4) make the learning atmosphere comfortable and fun and 5) use a variety of methods, namely learning by practice and project-based learning.

The results of the study prove that school support for online learning in terms of internet stability and the use of devices and the tranquility of the school environment is very good. The results of the teacher's response about the design of online learning have been implemented, that the teachers facilitate students for online learning through WAG and the use of Google Classroom. The variation of the learning model has been able to motivate students in online learning, but in the future, the teacher will provide input, that teacher training is still needed for the use of google jamboard, ideaboard, google slides, padlets, games and wordwall applications, so as to improve teacher knowledge and skills in developing learning design and facilitating students in online learning at school.

4 Conclusion

The conclusion of the study proves that: 1) the prototype curriculum implementation training management model to improve teacher competence in developing learning designs in schools, which refers to management principles starting from the planning, organizing, implementing, monitoring and evaluation stages are in the good category and feasible to be implemented in the field; 2) the quality of the learning design that has been developed by the teacher as a trainee at Baitul Aziz High School Deli Serdang is in the middle category. The advantages of the learning design that have been developed by the trainees are that the trainees have been able to: a) explain the learning outcomes in a practical way, b) summarize well-organized learning materials, c) direct and motivate students to study regularly even from a distance, d) make the learning atmosphere comfortable and fun and e) use a variety of methods, namely learning by practice and project-based learning. 3) Applications used in

online learning are WAG and the use of Google Classroom. The results of the teacher's response about the design of online learning have been implemented, that the teachers facilitate students for online learning through WAG and Google Classroom. School support for online learning in terms of internet stability and the use of devices as well as the tranquility of the school environment is very good. The variation of the learning model has been able to motivate students in online learning.

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