

Tutorial On The designing Learning Devices For Preschool Teachers at Kindergarten Aisyiyah 2 Palu

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ABSTRAK

Perangkat pembelajaran di PAUD sebagai suatu sistem yang bertujuan agar guru dapat memahami apa yang direncanakan dalam suatu perencanaan konsep berdasarkan kurikulum yang berlaku pada Pendidikan Anak Usia Dini. Guru perlu memiliki kompetensi merancang pembelajaran untuk AUD berdasarkan teori bermain dan permainan dalam rangka mewujudkan pembelajaran yang sesuai dengan karakteristik anak abad 21, merancang pembelajaran yang inovatif, kreatif, dan sesuai dengan tingkat perkembangan anak dan tuntutan perkembangan IPTEKS, mengimplementasikan pembelajaran untuk anak usia dini yang sesuai dengan tuntutan perkembangan abad 21. Kompetensi ini akan menciptakan pembelajaran yang baik dan dilaksanakan secara sistematis dan berkesinambungan. Tujuan utama dari pengabdian ini adalah untuk meningkatkan kompetensi guru PAUD dalam membuat perangkat pembelajaran.

ABSTRACT

Learning tools in Early Childhood Education are a system that aims to enable teachers to understand what is planned in concept planning based on the curriculum that applies to Early Childhood Education. Teachers need to have the competence to design learning for Early Childhood based on play and game theory in order to realize learning that is in accordance with the characteristics of 21st century children,

design learning that is innovative, creative and in line with the child's level of development and the demands of science and technology development, implement learning for early childhood that is in accordance with the demands of 21st century developments. This competency will create good learning and be implemented systematically and continuously. The main aim of this service is to increase the competency of Early Childhood Education teachers in creating learning device.

INTRODUCTION

Government Regulation No. 32 of 2013 concerning National Education Standards as stated in article 19 indicates that teachers feel the need to create a learning process that provides sufficient space for initiative, creativity and independence in accordance with students' talents, interests and physical and psychological development (Rachelly, 2018). Especially early childhood education. Early childhood education is fundamental and strategic education, because early childhood is the golden period and the initial foundation for children's growth and development to determine the quality of children in the future (Fadlilah, 2020). This requires various stimulation from parents and a conducive environment. The environment plays a very large role in the formation of attitudes, personality and development of abilities of early childhood (Aprianti & Sugito, 2022). In this case, early childhood education institutions are really needed by parents and the community to help provide stimulus for growth and development for young children (Humaedi et al., 2021).

Therefore, in providing stimulus to early childhood, schools must have learning activities that always require good management. This management is also needed in learning activities for children. With a clear learning plan, there are clear goals and objectives. Clarity of goals and objectives will provide clear direction regarding the activities carried out in the learning process,

as well as assessments carried out on children (Astuti, 2019). Learning planning is part of a complete learning device.

Learning tools have an important role for a teacher before starting the learning process. The learning tools needed to manage the teaching and learning process are annual program, semester program, weekly learning program plan, and daily learning program plan (Darsinah et al., 2015). Learning program planning includes activities to formulate learning objectives, formulate content/lesson material that must be studied, formulate learning activities and formulate learning resources or learning media that will be used as well as formulate assessments of learning outcomes (Apriyanti, 2017). The function of learning tools and planning is to guide the activities of early childhood education teachers in teaching and guide children in learning activities that are prepared systematically and systemically. Learning tools and learning program planning must be based on a systems approach that prioritizes integration between objectives, materials, learning activities and assessments.

In connection with the teacher's duties as a planner, learning plans must be prepared by the teacher independently, in accordance with applicable regulations. Early childhood learning planning that must be prepared and prepared by teachers before implementing learning consists of semester learning planning, weekly learning planning and daily learning planning. In preparing the three types of planning above, it must refer to the learning content that has been formulated and determined. The principles of teaching planning that must be taken into account are: a) teaching planning must be based on the child's condition, b) teaching planning must be based on the applicable curriculum, c) planning must take into account the available time, d) teaching planning must be a systematic sequence of teaching and learning activities, e) teaching planning, if necessary, is equipped with worksheets/assignments and/or observation sheets and teaching planning must be flexible.

From the analysis of the situation that the proposer has described above, a solution can be offered to resolve this problem, namely that teachers are given training in preparing learning tools starting from introducing the new curriculum, how to use computers and the internet, formulating indicators, selecting learning approaches or methods and how to develop learning activities. Because in preparing learning tools, several factors must be taken into account, including the suitability of the material to the curriculum, learning resources, and determining the sequence of the learning process. Apart from that, in preparing learning tools, there are several factors that must be considered by teachers, namely considering individual differences in students such as initial abilities, intellectual level, talents, potential, interests, learning motivation, social abilities, emotions, learning styles, special needs, cultural background, norms, values, and student environment and pay attention to student active participation.

METHOD

The learning method in this training uses adult learning methods which prioritize experiential learning techniques. The learning methods used include pretest posttest, lectures, role plays, discussions, ice breakers, energizers and games (Rusli, T. S et al., 2024). The work procedures carried out to support the realization of the method offered are focused on providing knowledge and increasing understanding regarding character education. Activities will be packaged in 3 (three) stages, namely: (1) preparation stage, (2) training implementation stage and (3) stage evaluating and monitoring the success of implementing activities.

RESULT AND DISCUSSION

Result

Data from observations of teachers' understanding of the preparation of early childhood education learning tools in the implementation of the independent curriculum which will be described consists of pretest data and posttest data as well as gain scores. The pretest in this service is in the form of observations carried out on a group of teachers before being given

training. The pretest aims to determine teacher understanding, namely the teacher's understanding of the preparation of early childhood education learning tools in implementing the Merdeka Belajar curriculum before implementing the training. The posttest is carried out after the training is completed. This posttest aims to determine the teacher's final understanding, namely the teacher's understanding of the preparation of early childhood education learning tools after implementing the training. While the gain score is the difference between the posttest and pretest scores, the gain score shows the increase in teacher understanding of the preparation of early childhood education learning tools in implementing the Merdeka Belajar curriculum after the learning has been carried out.

Data on teachers' understanding of the preparation of early childhood education learning tools by early childhood education teachers at Aisyiyah 2 Kindergarten, Palu, below is described and taken from the results of the pretest and posttest as well as the gain score for the teacher group. In summary, the results of observations of teachers' understanding of the preparation of early childhood education learning tools are presented as follows:

Table 1. Summary of data description of increasing teacher understanding with tutorial in designing learning device in early childhood education in the form of average, standard deviation, highest score, lowest score pretest and posttest

| Description of Increasing Teacher Understanding With Tutorial in Designing ECE Learning Tools For Teacher | Groups with Technical Training | |
|---|--------------------------------|----------|
| | Pretest | Posttest |
| Average | 50,6 | 75,7 |
| Standard Deviation | 10,90 | 9,10 |
| Highest Score | 60 | 89 |
| Lowest Score | 20 | 65 |

Based on table 1, it can be concluded that the average pretest score for teachers was 50.6, while in the posttest the average score increased to 75.7. For teachers, the highest score on the pretest was 60, while on the posttest the highest score increased to 89. Furthermore, the teacher's lowest score on the pretest was 20 and on the posttest it increased to 65. For teachers, the standard deviation score on the pretest was 10.90 and on the posttest was 9.10.

Table 2. Gain score from observations of increasing teacher understanding with training in preparing early childhood education learning tools

| Gain Score Criteria | Group of teachers with training in preparing Early Childhood Education learning tools | |
|---|---|------------|
| | Frequency | Percentage |
| High <i>gain score > 0,7</i> | 4 | 33,34 |
| Medium <i>0,3 < gain score < 0,7</i> | 8 | 66,66 |
| Low <i>gain score < 0,3</i> | 0 | 0,0 |
| Total | 12 | 100 |

Based on table 2, it can be concluded that the gain score for training in preparing early childhood education learning tools was 4 teachers (33.34%), with medium criteria there were 8 teachers (66.66%), and there were no teachers with low criteria.

Hypothesis testing in this service uses the -t test (Independent Sample t Test). This t-test is used to see whether there is a significant difference between the means before and after the training is given.

The t-test analysis technique (Independent Sample t Test) is calculated using the SPSS 16.0 program. for windows. The decision making criteria used in this service are if sig. The result obtained is smaller than 0.05, meaning there is a significant difference between the average before training and after training. The t-test results can be seen as follows.

Table 3. Independent Sample t Test (Increasing Teacher Understanding of the preparation of early childhood education learning device)

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances | .806 | .375 | 2.519 | 22 | .014 | .09103 | .03614 | .0178 | .16419 |
| Assumed Equal variances | | | 2.519 | 36 | .014 | .09103 | .03614 | .0177 | .16431 |

Based on table 3, it is concluded that the gain score data for increasing teacher knowledge in composing learning tools has $\text{Sig} < \alpha$ ($0.014 < 0.05$) which means the gain score in teacher understanding of preparing early childhood education learning tools before training is significantly different from after training, in other words technical training effective for increasing teachers' understanding of the preparation of early childhood education learning device.

Discussion

The results show that there is a positive and significant influence in increasing teacher understanding of the preparation of early childhood education learning tools for early childhood education teachers at Aisyiyah 2 Kindergarten, Palu. This is shown by $\text{Sig} < \alpha$ ($0.014 < 0.05$) meaning that the gain score for increasing teacher understanding of the preparation of early childhood education learning tools before training is significantly different from after training. Apart from that, it can be seen from the results that the average pretest score for teachers was 50.6, while in the posttest the average score increased to 75.7. For teachers, the highest score on the pretest was 60, while on the posttest the highest score increased to 89. Furthermore, the teacher's lowest score on the pretest was 20 and on the posttest it increased to 65. For teachers, the standard deviation score on the pretest was 10.90 and on the posttest was 9.10.

Tutorial on designing early childhood education learning device took place at the Aisyiyah 2 Kindergarten, Palu, which was attended by teachers at the Kindergarten School. This activity was carried out for 2 days accompanied by a service team of 3 Study Program Early Childhood Education lecturers at Tadulako University and 2 students. This activity was carried out with the aim of providing insight and refreshment to teachers in responding to early childhood in implementing the independent curriculum. Every teacher must be able to understand the preparation of learning tools in order to improve the quality of learning. This is because the number of early childhood education children in the field is large and varied, so it must be addressed by a teacher who, apart from being able to control the class, is also well prepared. This training activity is given to early childhood education teachers to make a good contribution to the Aisyiyah 2 Kindergarten school.

For teachers or school principals, through this training activity they hope to have understanding and competence in teaching. The principal and administrators of the Aisyiyah 2 Kindergarten are also expected to act as facilitators and motivators so that teachers understand and implement it in the preparation and learning process. Based on the results of the training that has been carried out by the service team, there are several benefits felt by the teachers; 1).

teachers have an understanding of the concept of independent curriculum teaching module learning tools, who previously did not understand because they did not know them and became teachers because they were appointed by the village head. 2). Teachers' skills improve in preparing or making teaching plans, 3). the teacher's stability in implementing the teaching plan created for the quality of learning. Moreover, the independent curriculum requires teachers to maximize their role as activators and facilitators (Lestari et al., 2022; Sari, 2019; Suhandi & Robi'ah, 2022). In implementing the independent learning program, teachers are required to design contextual and meaningful learning in accordance with the Pancasila student profile standards. The concept of independent learning must start with the teacher's mentality before teaching it to students and the independent curriculum policy gives teachers flexibility and freedom (Muhammad et al., 2021; Surahman et al., 2022).

Providing equipment and facilities is very necessary in the learning process to support the implementation of an optimal learning process. With maximum facilities, children can gain even more knowledge. Furthermore, teachers must always upgrade their knowledge, both in preparing learning tools, administration and innovative learning, to improve their competence and quality (Hendarwati, 2017). Then, apart from that, developing learning tools is a solution to overcome weaknesses when kindergarten schools are facing accreditation. Therefore, teachers will prove the extent to which the implementation of the independent curriculum has been mastered. Teachers will gather knowledge by participating in training and outreach so that the preparation of learning tools in kindergarten in the form of a new curriculum can be mastered (Widiasari, 2017). Based on the results of service which are supported by the results of previous research and service, it can be stated that preparing good and correct early childhood education learning tools can improve the quality of student learning outcomes, so teachers must master the process and mechanisms for preparing tools in order to create a learning process that is meaningful, high quality and in accordance with the current curriculum.

CONCLUSION

Based on the results and discussion, several conclusions can be drawn regarding the effectiveness of training in increasing teachers' understanding of the preparation of learning tools for early childhood education teachers at Aisyiyah 2 Kindergarten, Palu. This is shown from the gain score data on teachers' understanding of the preparation of learning tools which has $\text{Sig} < \alpha$ ($0.014 < 0.05$), which means that the gain score of increasing teachers' understanding of the preparation of early childhood education learning device before the training is significantly different from after the training.

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