The Implementation Of Training Curriculum To Enhance Teacher Competence In Implementing The Education Curriculum At The Elementary School

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ARTICLE INFO	ABSTRACT
	This research addresses the low competence of elementary school teachers in Indonesia, attributed to their limited motivation for professional development. Government-led curriculum training fails to adequately support teachers nationwide. The study aims to elucidate Indonesia's training education curriculum, detailing its impact on teacher competence and factors affecting curriculum implementation. Utilizing descriptive qualitative research, data collection methods include interviews, observations, and document analysis. The research highlights two key outcomes: the curriculum implementation process and factors influencing training success and teacher competence enhancement. The curriculum implementation process involves planning, implementation, and evaluation stages, encompassing participant selection, needs assessment, trainer selection, and resource provision. Internal factors like trainer and participant motivation, along with external elements such as resources and media, impact training implementation. Effective curriculum training enhances teacher competence, enabling better curriculum application at the elementary level. **Keywords:** Curriculum Implementation, Training Curriculum, Teacher Competence, Indonesian Education Curriculum

I. INTRODUCTION

The current educational context in Indonesia is characterized by various efforts at reform and improvement initiated by the government. Several key aspects of educational reform include the implementation of a new national curriculum, teacher competency development, improving access and quality of education, and strengthening educational infrastructure.

One of the major initiatives is the implementation of the "Merdeka Curriculum" designed as a response to educational challenges, particularly since the COVID-19 era. Before the Merdeka Curriculum, curriculum changes occurred regularly alongside technological and societal advancements. As of 2020, the education sector witnessed significant transformation due to the COVID-19 pandemic. Educational institutions often adjusted policies according to new regulations and the school environment. Some changes began with adapting the 2013 curriculum into an emergency curriculum, tailored to the situation and adjusting certain achievable competencies[1]. The implementation of emergency curriculum in schools is often seen as a significant challenge, akin to preparing schools for nuclear bomb threats. A study in Yogyakarta showed that out of 33 surveyed schools, 17 were not ready to adopt curriculum changes[2].

The 2013 curriculum aims to promote productive, creative, innovative, and effective learning processes encompassing cognitive, attitudinal, and skills aspects[3]. In the current era, teachers are faced with demands to adapt to technology to support the fourth industrial revolution. This capability is crucial due to the shift towards online or hybrid learning resulting from the COVID-19 pandemic. One of the most notable changes is the transition from face-to-face to distance learning.

The challenges in implementing distance learning through technology require several strategies by schools, including adequate internet access, support from teachers skilled in digital technology, and students' and teachers' skills in using social media for limited tasks. However, there are still limitations in internet access,

especially in remote areas.

To address these issues and limitations, the government offers the implementation of emergency curriculum tailored to the conditions of each educational institution. This implementation was carried out in 2021, involving around 2,500 educational units in 34 provinces. Based on surveys, institutions implementing emergency curriculum achieved better learning outcomes than those using the 2013 curriculum.[4]

Subsequently, after the emergency curriculum, the government introduced the prototype curriculum, which now becomes the Merdeka Curriculum[5]. The implementation of educational policy changes, including curriculum, is a lengthy learning process, thus the government provides opportunities for educators and educational units to implement the Merdeka Curriculum according to their readiness. Just as students learn according to their readiness stages, educators and educational units also need to learn to implement the Merdeka Curriculum gradually.

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where content will be optimized to allow students enough time to delve into concepts and strengthen competencies. Teachers have the freedom to choose various teaching aids so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila learner profiles are developed based on specific themes set by the government. These projects are not aimed at achieving specific learning targets and are not bound to subject content.

The Merdeka Curriculum strengthens the orientation towards character and competency development through content simplification and flexibility. The three main characteristics of the Merdeka Curriculum are: (1) Simplification of content, focusing on essential material. (2) Collaborative, applicative, and cross-curricular project-based learning. (3) Formulation of learning outcomes and scheduling that provide flexibility for educational units to design operational and learning curricula according to students' abilities[6].

Curriculum changes since 2018 in Indonesia aim to achieve educational goals and determine the quality of a nation. Education is a conscious effort to improve thinking and behavior patterns. It helps children develop their full potential optimally. Formal education institutions have stages or levels that must be systematically passed by children.

Formal education in Indonesia includes Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and Higher Education/Colleges. At each level of education, the role of teachers is crucial in the success of learning goals. Teachers play a significant role in imparting knowledge to students, making them one of the determinants of national educational goals[7].

According to the Constitution of the Republic of Indonesia No.14 of 2005, a teacher is a professional educator with the main task of educating, teaching, guiding, training, evaluating, and evaluating students in early childhood education, formal education, and secondary education[8]. The existence of teachers is irreplaceable even with advanced technology. Therefore, teachers must have competencies and qualifications in accordance with established regulations.

Teacher competency is an ability that must be possessed by teachers as a form of fulfilling quality standards, including pedagogical, personality, social, and professional competencies obtained through professional education.[9] These four competencies are inseparable because being a teacher is not just about imparting knowledge but also instilling character values in students. Among these competencies, some can be obtained through education, professional pathways, training, or teaching experience.

From research conducted regarding the challenges of implementing the Merdeka Curriculum, one of them is the lack of readiness of teachers in facing the transition from the 2013 curriculum to the Merdeka Curriculum, as well as the lack of learning resources for students. Some teachers feel confused about the paradigm shift and learning culture in the Merdeka Curriculum compared to the previous curriculum. Additionally, the pandemic effect, which previously introduced new educational cultures, has resulted in teachers being unprepared for various changes in education. However, teachers need to understand the Merdeka Curriculum, from its concepts to teaching strategies and assessment, in order to teach skillfully and professionally. Thus, if teachers are not adequately prepared in its implementation, it can hinder the effectiveness and essence of the Merdeka Curriculum itself. This is further supported by research findings that implementation of the Merdeka Curriculum may be hindered and not fully realized if teachers do not have sufficient preparation to implement it in the classroom.

Recognizing the importance of teachers' role and the enhancement of teachers' competencies in carrying out their role as professional educators, training becomes one of the answers to meet these needs. The Indonesian government, through the Ministry of Education, Research, and Culture, has introduced the "School Mover" program, one of which is training to enhance teachers' competencies in supporting the implementation of the national curriculum in educational units.

This study aims to identify the effectiveness of training that has taken place through the "School Mover"

program, especially in Elementary Schools, and analyze the impact of training programs on the implementation of the national curriculum in Indonesia

II. METHOD

The method used in this research is classroom action research with a descriptive qualitative approach, supported by documentary studies and literature review. The main participants in this research are 6 schools in the capital city of Jakarta, Indonesia. From these 6 schools, each school is represented by 1 principal, 2 teachers, and 1 supervisor, making a total of 30 participants. All participants have undergone competence improvement training to support the implementation of the Free Curriculum in the school revitalization program.

The research stages will include problem identification, action planning, action implementation, observation of action implementation results, evaluation of results, and reflection together with participants. Data will be collected through direct observation of the learning process, interviews with teachers, analysis of school documents and training materials, as well as literature studies related to the Free Curriculum and appropriate learning approaches. Qualitative analysis will be used to analyze data from interviews and observations, while the results of literature studies will be integrated with findings from classroom action research to provide a more comprehensive understanding. Thus, through this approach, it is hoped that this research can provide an in-depth understanding of the implementation of the Free Curriculum in Elementary Schools and the impact of training on teacher competence improvement.

III. RESULT AND DISCUSSION

RESULT
The Indonesian Curriculum
Curriculum is one of the most vital aspects of education, yet it is often overlooked. Curriculum is highly complex and varied, serving as both the starting and ending points of the learning experience, as well as the core of dynamic and innovative education[10]. Regular evaluation is necessary in line with technological advancements that influence the development of science and technology[11].

In facing these changes and advancements, the education sector needs to be prepared to equip future generations with the skills to compete in an increasingly advanced era[12]. Efforts by the Department of Education to refine existing curricula include a series of studies that students must undergo to achieve specific goals. The curriculum must be dynamic and tailored to the needs and characteristics of students, thus curriculum development must consider student opinions, learning experiences, and interests as the primary focus[13].

Curriculum development in Indonesia began in 1947 and has continued to evolve, culminating in the Free Curriculum, adapting to changes in the national qualification framework aimed at producing graduates suited to the needs of the workforce. The Free Curriculum is a response to the impact of the COVID-19 pandemic, advocating for fully student-centered independent learning. Schools are responsible for developing curricula according to the needs and characteristics of individual students.[14] Independent learning aims to address learning delays during the COVID-19 pandemic by providing opportunities for each educational unit to determine the appropriate time to implement the Free Curriculum according to its readiness. Before implementing the new curriculum, proactive analysis is needed to understand independent curriculum from preparation, implementation, to learning evaluation.

• School Mover Program
The Indonesian government has launched the national curriculum gradually, by offering options to registered educational units that are ready, one of which is through the School Mover Program[15]. The School Mover Program serves as a prototype for the success of the national curriculum, namely whether the Free Curriculum is running smoothly or not. The Ministry of Education and Culture (Kemdikbudristek) sets selection criteria for principals who are selected to become school movers. Subsequently, with the graduation of the school principal, the educational unit under their leadership becomes a Mover School and implements the national curriculum[16].

With this school mover program, educational units receive strengthening and assistance over three years in implementing the Free Curriculum. One of them is a curriculum strengthening training program aimed at school principals, teachers, and internal school supervisors. The training program at Mover Schools also involves collaboration between ministries, city administrations, and several curriculum experts in their fields. The training program at Mover Schools for the development of human resources, both principals, teachers, and supervisors, aims to develop competencies and enable them to implement the national curriculum to achieve the goals of Indonesian education, which is the Vision of Indonesian Education to realize an advanced, sovereign, independent, and personality-building Indonesia through the creation of Pancasila Students. However, like in various other countries, the teacher competency development training program in Indonesia also faces several challenges and issues that need serious attention[17]. One crucial aspect to consider is the curriculum of the training that serves as the foundation for conducting training programs for teachers[18]. The

current training curriculum is being intensively provided by Kemdikbudristek to Mover Schools. However, the provision of this training is also not yet optimal due to limited time. From each training activity, the training participants are also limited, with only one school principal and two teacher representatives from each school. This makes it difficult for teachers to develop competencies in implementing the national curriculum, namely the Free Curriculum.

Characteristics of Mover Schools

Under Research Focus Mover schools, in the research focus, consist of two public schools and 4 private elementary schools. Of these six schools, several key characteristics stand out, forming the foundation for their success. Strong leadership is an inseparable foundation; visionary principals who can motivate teachers and students consistently play a key role in the direction and development of the school. An inclusive and collaborative school culture forms the basis for a conducive learning environment, where all stakeholders - teachers, students, parents, and the community - actively participate[19]. The primary focus on quality learning creates a strong foundation for improving educational quality; mover schools adopt innovative learning strategies that adapt to student needs and utilize technology as a learning tool. Effective data use is a prerequisite for decision-making processes, while partnerships with external parties expand the school network to support educational programs. Continuous professional development for teachers is a key focus; quality training, teacher collaboration, and innovation spaces in teaching form the core of these efforts[9]. In addition, student-centered learning and their active involvement in the learning process mark the pedagogical approach adopted by mover schools. The combination of these characteristics forms a solid foundation for improving the quality of education in Indonesia.

Participant Profile of Training Program

The participants of the school mover program training in this research are a sample of one training class consisting of 30 training participants. The training participants come from diverse backgrounds. Each school principal has their own uniqueness and excellence in managing the educational units they lead. Principals with strong leadership make the training class more lively and active in discussions. Twelve teachers also participate in the school mover program training. The teachers come from various educational backgrounds but share the same profession, which is teaching at the elementary school level. The understanding of the national curriculum among teachers also varies; some teachers have an educational background and have more than 5 years of teaching experience, while others do not have a teaching background and have less than 5 years of teaching experience. Other participants are school supervisors, who, as a form of support and assistance for the implementation of the national curriculum, participate in training alongside principals and teachers. Supervisors have years of experience in the education field and have extensive knowledge of curriculum development. The presence of supervisors, besides learning about the developing national curriculum, also serves as a source of sharing good practices in education.

The improvement of teachers' competencies after participating in the mover school's training program.

The training program at the mover school has proven to make a significant contribution to enhancing teachers' competencies[20]. After participating in the program, teachers generally experience improvement in various aspects. Firstly, they enhance their understanding of innovative and effective teaching approaches[21]. This includes the integration of technology in teaching, differentiation strategies to meet the needs of diverse students, and more holistic evaluation methods[22]. Secondly, this training program also provides opportunities for teachers to refine their leadership and collaboration skills, which are crucial in creating an inclusive and progressive school culture. Additionally, teachers also enhance their understanding of using data for better decision-making regarding curriculum, instruction, and student interventions [23]. Finally, through this training program, teachers become more adept at communicating and collaborating with their colleagues, students' parents, and external partners, all of which contribute to overall educational quality improvement.

That also aligns with the finding that training programs in driving schools as the implementation of the national curriculum in Indonesia have planned training programs according to the analysis of teachers' needs.

Within three years, driving schools are planned to undergo training at Driving Schools covering 5 aspects[24], namely mentoring and (1) improving the ecosystem in educational units, (2) improving teachers' professionalism competencies, (3) improving pedagogical competencies for student-centered learning, (4) curriculum/learning development, and (5) assessment or evaluation systems[15].

It is expected that these 5 training modules can address the challenges of the education world in the future. Regarding ecosystem training, it includes strengthening school principals and teachers, including: 1. Making schools a fun place for activities, 2. Leaders providing service, 3. Collaborative and competent school management, 4. Harmony of education at home and family. Furthermore, the improvement of teacher competencies is aimed at ensuring that teachers have understanding and competencies that include: 1. Teachers as owners and creators of the curriculum, 2. Teachers as facilitators of various sources of knowledge, 3. Teachers learning from practiced experiences. Pedagogical improvement also includes developing teacher competencies in teaching or performing their roles as educators. From this curriculum, it is expected that teachers will implement student-oriented learning, learning utilizing technology, using approaches: Play is

learning, meaningful & contextual, and implementing teaching based on students' ability levels[25].

In curriculum and learning development training, teachers learn to develop school curriculum planning and learning, flexible development in curriculum implementation, understanding curriculum based on competencies, focusing on soft skills and character development, and practicing smooth transitions from early childhood education to elementary school[26]. Lastly, how to conduct formative/supportive assessment rather than punitive ones[27].

The Effectiveness of Training Curriculum in Teacher Competency Development
• Evaluation of training outcomes on the improvement of teacher competencies

Evaluating the outcomes of the school's flagship program training on the enhancement of teacher competencies is a crucial step to ensure the effectiveness and positive impact of the program. This evaluation is carried out through several approaches. Firstly, by measuring teacher performance, involving observation and analysis of performance before and after training, such as improvements in the implementation of new teaching methods and the ability of teachers to facilitate student-centered discussions. Secondly, the use of specific assessment instruments to evaluate teacher progress in various aspects, ranging from teaching ability to the use of technology in teaching.

Furthermore, participant satisfaction surveys provide valuable feedback on their experiences, including satisfaction with training materials and the benefits gained. Additionally, evaluation also involves measuring student learning outcomes, which can be seen through improvements in understanding and skills through the analysis of test results or projects before and after training. Finally, qualitative observations by independent evaluators provide in-depth insights into changes in teaching practices and school culture after training.

By using a combination of these evaluation approaches, flagship schools can gain a comprehensive understanding of the training's impact on enhancing teacher competencies, helping them adjust and improve training programs to achieve better outcomes in the future.

• Factors influencing training effectiveness

The effectiveness of the flagship school program training is influenced by several key factors. Firstly, a relevant curriculum design tailored to the needs of teachers in the field is essential. A curriculum that considers the local context and offers practical skills will be more successful in meeting participants' expectations. Furthermore, interactive and engaging teaching methods, such as group discussions and case studies, encourage active participant involvement, making learning more effective.

Active support from school leadership is also crucial: supportive principals provide encouragement and resources to teachers to implement what they have learned. Additionally, high participant participation and motivation also play a significant role in program success, as engaged and motivated participants will more readily embrace training materials. The quality of instructors also plays a vital role. Competent and experienced instructors will be able to deliver content effectively and provide effective guidance.

Lastly, post-training support, such as opportunities for additional mentoring or sharing experiences after training, helps participants apply learned skills in real-world contexts. By considering these factors, flagship school training programs can enhance their effectiveness and provide maximum benefits for teacher competency development.

DISCUSSION

Implications of Research Findings
• Implications for teaching practices in Elementary

Schools In the context of Elementary Schools, the evaluation results and factors influencing the effectiveness of training have significant implications for teaching practices. Firstly, the evaluation of training outcomes showing improved teacher performance in implementing new teaching methods and facilitating student-centered discussions can encourage the use of more interactive and inclusive learning approaches in the classroom. Teachers can focus more on building deep understanding and critical skills among students rather than just delivering information. Secondly, a curriculum design relevant to the needs of teachers in the field will directly influence teaching practices in Elementary Schools. By considering the local context and offering practical skills, teachers will be better able to adapt the curriculum to meet the needs and uniqueness of their students. Furthermore, the use of interactive and engaging teaching methods, such as group discussions and case studies, will transform classroom dynamics into more collaborative and student-centered ones. This can encourage student participation, promote deeper understanding, and enhance critical thinking skills. Active support from school leadership will also influence teaching practices in Elementary Schools. Supportive school principals will create an environment conducive to innovation and professional development for teachers, thereby encouraging the adoption of more effective teaching approaches. Lastly, post-training support provided to teachers will enable them to continue developing their skills and knowledge, as well as applying the learning acquired in real classroom contexts. This will have a sustainable positive impact on teaching practices in Elementary Schools.

• Implications for education policy related to teacher competency development
The evaluation of training outcomes and factors influencing the effectiveness of training in teacher competency development have significant implications for education policies related to teacher competency development. Firstly, training evaluation results showing improved teacher competency can serve as a basis for assessing the success of training programs and determining further resource allocations for teacher professional development. Secondly, education policies can strengthen curriculum design and training guidelines to ensure that these programs take into account the needs of teachers in the field, as well as emphasize the use of interactive and evidence-based teaching methods to enhance training effectiveness. Furthermore, support and incentives can be provided to school principals to facilitate the implementation of training programs in schools and ensure active participation and involvement of teachers in professional development activities. Additionally, education policies can promote collaboration among training institutions, schools, and local governments to provide sustainable post-training support to teachers, including mentoring, access to additional resources, and opportunities to share best practices. Finally, ongoing evaluation of the effectiveness of training programs can serve as a basis for education policies to continuously adjust and improve these programs, thus maximizing the benefits for teacher competency development and overall educational quality improvement.

IV. CONCLUSION

From the results of the research, several conclusions can be drawn. Firstly, the evaluation of the school leadership training program shows a significant improvement in teacher competencies, including their understanding of innovative teaching approaches, leadership skills, and the use of data for better decision-making. Secondly, factors such as relevant curriculum design, interactive teaching methods, school leadership support, participant motivation, instructor quality, and post-training support have a significant impact on the effectiveness of the training program.
In the context of Elementary Schools, the evaluation results and these factors have significant implications for teaching practices. Teachers are expected to implement more interactive and inclusive teaching approaches, considering the needs and uniqueness of their students, as well as actively collaborating with school principals and peers in a conducive learning environment.
Furthermore, the evaluation of training outcomes can also serve as a basis for education policies related to teacher competency development. The success of the training program can be used as a benchmark to assess program effectiveness and determine further resource allocation for teacher professional development. Support and incentives from education policies can strengthen the implementation of training programs in schools and ensure active teacher participation in their professional development.

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