



## IMPROVING THE PROFESSIONALISM OF HIGH SCHOOL TEACHERS THROUGH ASSISTANCE IN THE DEVELOPMENT OF INDEPENDENT CURRICULUM ASSESSMENT INSTRUMENTS AT SMAN MANDE, CIANJUR REGENCY

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### Abstract

The current era of digitalization is experiencing very rapid changes. To adjust this, very fast adaptation is needed. Starting from the development of the younger generation in this era, we are currently in the revolution of industry 4.0. The industrial revolution 4.0 is marked by rapid developments in the IT world. The key is in several words such as automation, *big data* analysis, robot technology, artificial intelligence (AI), to the *internet of things* (IoT). While many are still adapting to the industrial revolution 4.0, the discourse about the next revolution is the Industrial Revolution 5.0 where in this era it takes knowledge, skills and character of the younger generation who are able to quickly adopt and adapt to the new technology. To keep up with this era, teacher professionalism is needed in order to educate students to become a young generation who are able to move quickly to adapt to the environment. Conducting Community Service through improving the professionalism of SMAN Mande teachers through assistance in the development of the Merdeka curriculum assessment instrument is one of the strategies to support as a support system to realize that era. A teacher with high professionalism will be able to increase the capacity and capability of his students, so that they can welcome the era of the industrial revolution 4.0 and 5.0.

### Keywords:

Professionalism, High School Teacher, Instrument Development, Independent Curriculum

## INTRODUCTION

The current era of digitalization is undergoing rapid changes. To adjust between Human Resources and the competence of their humans, very fast adaptation is needed. Starting from the development of the younger generation in the current era, being in Industrial revolution 4.0. This revolution is marked by rapid development in the IT world. The key is in several words including automation, analysis *Bigdata*, robot technology, artificial intelligence (AI) until *Internet of Things* (IoT). While there are still many who are still adapting to the industrial revolution 4.0, the discourse about the next revolution is the Industrial Revolution 5.0. In welcoming that era, It takes knowledge, skills and character of the younger generation who are able to quickly adopt and adapt to the new technology. To be able to follow the era of revolution 4.0 to revolution 5.0, teacher professionalism is needed in order to educate students to become a young generation who are able to move quickly to adapt to the new environment. The learning environment is a process that will be quickly followed by young people in the current industrial revolution era. Where the younger generation will gather with fellow young generation communities. The gathering place of the generation, can be directed through formal education carried out in schools. Mande





High School is one of the places where the community of the learning generation gathers. In addition to formal education, non-formal education is also needed by this generation in order to equip young people to equip themselves to face the era of the industrial revolution 5.0. Where in this era, the younger generation as learners can develop interests and talents in accordance with their potential. The Merdeka Curriculum is a new idea where students do Merdeka learning. Freedom of learning is the right choice to develop the interests, talents of the younger generation in accordance with the potential of the young generation. Developing themselves through learning with the Merdeka Belajar curriculum, will make the younger generation develop according to their abilities. So it is hoped that in the future it will be able to adapt to the world of work. (Siagian, 2023)

Currently part of society, we are still even just starting and adapting to industry 4.0 where this era is still the focus today. While many are still adapting to the industrial revolution 4.0, the discourse about the next revolution, namely the Industrial Revolution 5.0, has begun to run. What exactly is the Industrial Revolution 5.0 and how will it impact current and future business strategies? Industrial Revolution 5.0 is a concept that is still in the development and debate stage, but in general refers to technological developments that continue to increase automation and digitalization in industry and the production sector. This concept focuses on the merging of technology and people, as well as the need to develop systems that are more adaptive and responsive to changes in the production environment. The Industrial Revolution 5.0 focuses more on the integration of advanced technologies such as AI, IoT, and robot technology with human expertise and innovation that can encourage the development of production systems that are more efficient, flexible, sustainable, and improve welfare. It aims to create a production system that is more adaptive to changes in market demand, focuses more on customer experience, and optimizes the utilization of limited natural resources. Overall, the Industrial Revolution 5.0 is expected to provide many benefits to industry, customers, workers and society in general, such as increasing productivity, quality, and production safety, as well as creating new job opportunities and reducing negative environmental impacts. The fundamental difference between industry 4.0 and 5.0 is that there is a shift in focus from focusing on economic value to focus on sustainability and welfare. Other examples of differences are as follows. Industry 4.0 focuses on how to automate a job, while Industry 5.0 focuses on how to optimize working hours to complete work. Industry 4.0 focuses on the effectiveness of machine automation and technology, while Industry 5.0 focuses on how to optimize one's knowledge with the help of AI. Industry 4.0 focuses on computerized systems, while Industry 5.0 focuses on how to speed up work with the help of machines for human sustainability and well-being.

The idea of community development emerged in science as a response to the many problems faced by mankind at the end of the 20th century. Some scholars claim that the development of society was the incarnation of a new political format in the early 20th century. Community Development began to grow as a social movement in the 1970s following the progressive awakening of awareness from part of the international community to pay attention to the need for welfare services for the weak,





accept a radically redistributive welfare model, enact an active citizenship model, and make room for citizen participation in the development process.

The ideal teacher is unique and creative and can be an opportunity to establish good classroom conditions and situations between teachers and students (Afriadi and Dahlia 2021). The role of teachers is indispensable in welcoming this era. Teachers are individuals who design methods of communication and activities that are relevant to the needs, concerns and abilities of the community in which they are located (Dahlia and Afriadi 2020). Provide motivation to students and provide appreciation for students who have high capacity and capability. With the implementation of community service at SMAN Mande by assisting in the development of the Merdeka curriculum assessment instrument, it is hoped that it will be able to objectively assess the sustainability of this Merdeka curriculum. Because that science will continue to develop with its times. Lecturers with expertise in assessment instruments, can apply their knowledge and provide training to teachers in areas far from the city. Universities can carry out service that is a maximum distance of 200 km from campus, knowing the urgency that exists and based on the Community Service survey that has been carried out the author chose SMAN Mande School, Cianjur Regency, West Java to be the training location. The school is located no more than 200 km from the campus of Jakarta State University, besides that the author considers the school to have potential in developing assessment instruments, so the Jakarta State University Postgraduate team agreed to carry out service in the area.

#### **PURPOSE OF SERVICE ACTIVITIES**

1. Improve the ability of teachers to design and implement assessments in accordance with the Curriculum Merdeka Belajar approach.
2. Assist teachers in developing effective assessment rubrics to provide specific feedback to students.
3. Improve teachers' ability to develop project-based assessment instruments that support active and collaborative learning.
4. Improve the ability of teachers to develop valid and reliable skill assessment instruments.

#### **METHOD AND IMPLEMENTATION**

This community service aims to improve the professionalism of SMAN (Sekolah Menengah Atas)/ High School 1 Mande teachers through the evaluation of the "Merdeka Belajar" curriculum. Activities include preliminary surveys to identify teachers' understanding and special needs, preparation of additional materials and modules, conduct workshops, evaluation and reflection, and follow-up activities.

Potential problems in implementing assessment include teachers' difficulties in adapting evaluation criteria, variability in assessment among teachers, difficulties in using technology in assessment, challenges in providing constructive feedback, and concerns about the flexibility and objectivity of more flexible and skill-based methods. valuation. Solutions include providing real-life examples of assessment success, conducting internal workshops to equalize perceptions, involving students in the process of reflecting on applied assessment methods, providing technical training for teachers, and offering workshops on feedback techniques.





By identifying and responding to potential problems proactively, SMAN 1 Mande and the Jakarta State University team can ensure that assessments in the context of the "Merdeka Belajar" curriculum are implemented effectively and effectively.

By using a combination of the achievement measurement tools above, SMAN 1 Mande and the mentoring team from Universitas Negeri Jakarta can ensure that mentoring activities have a positive and meaningful impact on teacher professional development. Furthermore, the results of this measurement tool can also be used to design improvement and improvement strategies for future mentoring programs.

The implementation method of this learning is using the blended learning method. Where there is face-to-face learning for one day, namely on June 26, 2023. Then Asynchronous activities until August 8, 2023. Furthermore, it will be continued with the asynchronous method for a day, namely June 27-July 8, 2023. Furthermore, participants continued learning through the asynkronous method. Where participants independently work on the tasks given by the facilitator. Learning products in the form of assignments are collected through links that have been prepared. However, due to time constraints, currently what is reported is still in the direction of the process, then there will be an output in the form of a journal that will describe the results thoroughly.

## **RESULTS AND DISCUSSION**

Community Development is: "a commitment to empowering people at the bottom so that they have real choices about their future. The lower layers of society generally consist of weak, helpless and poor people because they do not have the resources or have no ability to control the means of production. One of the goals of community development is to build a community structure in which it facilitates the growth of democratic participation when decision making occurs. Community Development conducted by Universitas Negeri Jakarta majoring in Educational Research and Evaluation is the transfer and transformation of knowledge. Because one of the main tasks and functions of lecturers is through community development. The arrival of the team from UNJ to carry out community development was well received by the Principal of SMAN Mande and his staff. The event was warm and felt flowing. as we all know that Cianjur is one of the Sundanese tribes in West Java which is famous for its hospitality with a very fine Sundanese language, compared to other Sundanese tribes in West Java.(Zubaedi, 2016)

Figure 1-2







Activities are carried out as in general starting with the opening. The event was opened by the Principal of SMAN Mande. Attended by the coordinator of the Department of Education Research and Evaluation and attended by PEP Lecturers of Jakarta State University along with representatives of UNJ PEP S3 Students. Shown in Figure 1-2 below:

Figure 3-5



Furthermore, the first material was given about improving teacher professionalism through the assessment of the Merdeka Learning curriculum by the Resource Person, Prof. Dr. Awaluddin, MPd. Participants were very enthusiastic and seemed enthusiastic in receiving learning. The essence of this material, participants are able to implement technology. Because technological disruption will have an impact on all sectors. Able to implement socioculturally that, demographic changes, socio-economic profiles of the world population will have a major impact, including increasing life expectancy and working age, growing migration, urbanization, cultural diversity, and middle class, increasing workforce that is constantly mobile and flexible. The emergence of consumer concern for ethics, privacy, and health. Because the way of working in the future will be much different when compared to today. The trend of change is structural, where the emergence of new types of work, multi-generational and diverse workforce, not limited by structure and place. Worker autonomy where careers are determined by workers. And technology empowerment where data access and processing is increasingly massive. With the exposure of this material, teachers as educators increasingly have the ability to solve cognitive and social problems so that it will become increasingly important, because the need for physical skills will decrease. The second material on Assessment in the Merdeka curriculum was learned by Resource Person, Dr. Achmad Ridwan, M.Si, a lecturer at Jakarta State University. Performance appraisal is a form of assessment that requires students to practice and implement the knowledge they have learned into various contexts in accordance with the desired performance. Learning achievement targets in performance appraisals include knowledge, practice and application of knowledge, proficiency in various types of communication skills, visual, artwork, etc. Products (works), attitudes relate to feelings, attitudes, values and interests. The form of performance appraisal is practice appraisal, product appraisal and project appraisal. Practice assessment is carried out through observation when students demonstrate or practice an activity in accordance with the target competence. Product assessment is carried out on the technical and aesthetic quality of the work or products that have been made by students. Project assessment is an assessment of an assignment that must be completed in a certain project / time. Assignments include: planning, data





collection, data analysis, data presentation and reporting. According to research that Education is one of the ways humans "survive" in order to adapt to the changing times that are so rapid. Education in Indonesia is listed in Law No. 20 of 2003. To achieve educational goals, a curriculum that facilitates the educational process is needed. Nadim Makarim is the Minister of Education and Culture who initiated the Merdeka Belajar Kampus Merdeka (MBKM) curriculum. The concept of independent learning aims to liberate education by freely thinking and free to innovate. The MBKM program is often socialized but not many academics or practitioners understand this concept. For this reason, further introduction is needed to deepen insight into MBKM. Based on the selection results, 41 articles were obtained for review. It can be concluded that this study reveals that the MBKM curriculum has several changes in curriculum design, emphasis on the learning process outside and inside the campus through student exchange learning activities, internships / work practices, teaching assistance in educational units, research / research, humanitarian projects, entrepreneurial activities, independent studies / projects, and building villages / thematic real work lectures, as well as special character assessments. The third material on the Development of assessment instruments in the Merdeka Belajar curriculum, delivered by the Resource Person, Dr. Iva Sarifah, M.Pd. Implementation of performance tasks with portfolios (documenting assessment results). Determination of performance tasks by determining basic competencies in accordance with the expected performance context, indicators of competency achievement, assessment objectives, and criteria / benchmarks for standard achievement to be used to measure competencies. Determine the form of assessment (practices, products, and projects). Create indicators that correspond to the selected form of assessment based on the competencies to be measured. Create performance tasks that are relevant to the knowledge to be measured (facts, concepts, principles, procedures) and skills (problem solving, decision making, investigation, experiment, or synthesis) necessary to complete the task. Provide an explanation of the procedure for implementing performance appraisals in accordance with performance tasks. From the writing of Kelana (2022), p(Rendika Vhalery1(\*), 2022)there is a material session on the preparation of HOTS-based Instruments Dr. Riyadi, ST, MT on July 22, 2022 at Mande Junior High School, said that the most difficult job of teachers is to give judgment to students for having the responsibilities of the world and the hereafter. "Various assessment models have been implemented but still cannot obtain satisfactory assessment methods. (Kelana, 2022)

After online learning from June 26-July 8, 2023, participants can understand the material provided, but most participants have not submitted their assignments, some have submitted their assignments, but the assignments are documentation from existing schools.

Figure 6-7





## **Discussion**

Learning challenges include technical issues, access constraints, and participant motivation. Despite understanding the material, many participants have not completed assignments or submitted documents from school, indicating a gap between their understanding and ability to carry it out.

Evaluation of teachers and the world of education in the era of independent learning is very important, because the independent learning curriculum aims to liberate education, provide freedom of thought, and innovate. However, teacher assessment is still a challenge, with various assessment models tried but not yet found a satisfactory method by many parties.

This activity is an effort to improve teacher professionalism and understand the implementation of the Merdeka Belajar Curriculum. The materials presented emphasized the importance of adaptation to changing times, the application of technology, assessment performance, and the development of assessment instruments. Although participants showed enthusiasm, there were challenges in bold learning and real-world application of the material. Awareness of the importance of assessment, both in terms of knowledge and skills, is the main focus in improving the quality of education in the era of Merdeka Belajar.

## **CONCLUSION**

The Free Curriculum Evaluation Instrument is developed through a learning process, participants complete tasks but do not produce their own products. To evaluate the success of the activities undertaken, reliable accessibility measurements are essential. This will help assess the purpose of the activity and provide an objective picture of the effectiveness of mentoring.

Tests are given before and after training to measure the improvement of teachers' knowledge and skills regarding assessment in the "Merdeka Belajar" curriculum. Instruments containing certain criteria are used to assess the implementation of evaluation techniques and methods by teachers in the classroom. Evaluation questionnaires are given to teachers to assess the extent to which they feel they have benefited from the support and which areas need improvement.

A reflection journal is filled out by teachers to reflect on their experience in applying assessments. Class observation is carried out by the assistance team to directly observe the application of assessment techniques and methods carried out by the teacher. Group discussions between teachers and mentoring teams were held to share experiences, challenges, and solutions in the implementation of assessments.

By using these measuring instruments, SMAN 1 Mande and the mentoring team from Universitas Negeri Jakarta can ensure that mentoring activities have a





positive and meaningful impact on teacher professional development. The results of these measurements can also be used to design strategies for improving future mentoring programs.

### CONCLUSION

Suggestions on activities to improve the professionalism of high school teachers through assistance in the development of independent curriculum assessment instruments at SMAN Mande, Cianjur Regency, the classical workshop learning time is added, so that the participants' understanding is even deeper, so that they are able to complete the assignments given by the resource persons optimally

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