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NIDN : 0719017501
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menyatakan bahwa:

Nama : ANISA RAHMAWATI
NPM : 19101080022
Judul Skripsi : THE IMPLEMENTATION OF MODELLING PRACTICE REFLECTION (MPR) IN SERVICE TRAINING FOR TEACHERS OF MADRASAH IBTIDAIYAH AL-IKHLASH KEDIRI

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THE IMPLEMENTATION OF MODELLING PRACTICE REFLECTION (MPR) IN SERVICE TRAINING FOR THE TEACHERS OF MADRASAH IBTIDAIYAH AL-IKHLASH KEDIRI SKRIPSI Presented as a Partial Fulfillment of The Requirement to Obtain the Sarjana Degree of Education (S. Pd) of English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri / BY: ANISA RAHMAWATI NPM: 19.1.01.08.0022 ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF NUSANTARA PGRI KEDIRI 2023

APPROVAL PAGE SKRIPSI By: ANISA RAHMAWATI NPM 19.1.01.08.0022 ENTITLED: THE IMPLEMENTATION OF MODELLING PRACTICE REFLECTION (MPR) IN SERVICE TRAINING FOR THE TEACHERS OF MADRASAH IBTIDAIYAH AL-IKHLASH KEDIRI Approved by the Advisors to be proposed to The English Education Department Examination Committee of University of Nusantara PGRI Kediri Kediri, 25 July 2023 The Advisors, Advisor 1 Dr. Diani Nurhajati, M. Pd NIDN. 0711126302 _Advisor 2 Dr. Suhartono, M. Pd NIDN. 0714026901 _ _ APPROVAL SHEET SKRIPSI By: ANISA RAHMAWATI NPM: 19.1.01.08.0022 ENTITLED: THE IMPLEMENTATION OF MODELLING PRACTICE REFLECTION (MPR) IN SERVICE TRAINING FOR THE TEACHERS OF MADRASAH IBTIDAIYAH AL-IKHLASH KEDIRI Approved and Accepted by all its qualification by the Examination Committee of University of Nusantara PGRI Kediri Kediri, 25 July 2023 Board of Examiners, Chairman : Dr. HJ.

DIANI NURHAJATI, M. Pd _____ First Examiner : Dr. YUNIK SUSANTI, M. Pd _____ Second Examiner : Dr. SUHARTONO, M, Pd _____ The Dean of the Faculty of Teacher Training and Education University of Nusantara PGRI Kediri Dr. Mumun Nurmilawati, M. Pd NIDN. 006096801 THE STATEMENT OF WRITING ORIGINALITY The undersigned below, I: Name : Anisa Rahmawati Gender : Female Place/Date of Birth : Nganjuk/July 31, 1999 NPM : 19.1.01.08.0022 Fac/Dept. : FKIP/English Department State that: The SKRIPSI is never collected to any institute of higher education for any academic degree.

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MOTTO AND DEDICATION MOTTO: "God has perfect timing, never early, never late.

It takes a little patience and it takes a lot of faith, but it's a worth the wait." "Long Story Short, I Survived" Taylor Swift DEDICATION: There is no most beautiful sheet in this skripsi report except the dedication sheet. I dedicated this skripsi to my beloved parents who have supported physically, mentally, financially, and sincere prayers that continue to flow every day to complete this skripsi. My beloved brother who should know that he can achieve more than I can today.

As a man he can explore more things and should have more experience than me.

ABSTRACT Anisa Rahmawati The Implementation of Modelling Practice Reflection (MPR) In **Service Training for Teachers** at MI Al-Ikhlash Kediri, Skripsi, English Department, **University of Nusantara PGRI** Kediri, 2019.

Key Words: Modelling Practice Reflection (MPR), In service training, Independent Curriculum The independent curriculum must be implemented in every schools. So, the teachers must adapt to every new policy. The teachers at MI Al-Ikhlash have less knowledge about that and they have different educational backgrounds with the lessons they teach, especially in teaching English. So, training is needed for them.

This research aims to describe the implementation of Modelling Practice Reflection (MPR) which focus on materials in the training activities, the steps of MPR training model, and teachers' understanding about the materials of training activities. The method used is descriptive qualitative. The research data were collected through observation, documentation, and interviews.

The subjects in this study were the lecturers **of University of Nusantara PGRI Kediri** and two teachers from MI Al-Ikhlash as representatives. The researcher found that the materials provided in this training are the independent curriculum, child-friendly English learning, and literacy. The trainers applied MPR training model. The first step is modeling, the trainer provides material and teaching examples.

The second step is practice, teachers practice teaching based on the examples given. The third step is reflection, that is evaluation activities carried out through discussion and questionnaires. From result, it turns out that the teacher's **understanding of the material** is quite poor. So, further training is needed.

ACKNOWLEDGEMENT Praise to Allah SWT the Lord of the World, by expressing gratitude to him as the most gracious and most merciful who has been giving the researcher blessing to finish this thesis. With his grace and blessing she can finish this thesis on time completely and successfully. This thesis entitled "The Implementation of Modelling Practice Reflection (MPR) In Service Training for Teachers at MI Al – Ikhlas Kediri".

She knows that this thesis is far from perfection and has many weaknesses. This thesis will never be finished without other people's help and involvement. Therefore, she would like to express her big gratitude and appreciation to: Dr. Zainal Afandi, M. Pd. as the Rector at University of Nusantara PGRI Kediri. Dr. Mumun Nurmilawati, M. Pd. as the Dean of Teacher Training and Education Faculty. Khoiriyah, M. Pd. as the Head master of the English Education. Dr.

Diani Nurhajati, M.Pd. as the first advisor who guides and leads the researcher patiently in finishing this skripsi. Dr. Suhartono, M. Pd. as the second advisor who has helped the researcher to complete this skripsi. Dr. Yunik Susanti, M. Pd. as first examiner in thesis examination. All of the lecturers in English Education at University of Nusantara PGRI Kediri for their knowledge that the researcher has during the study.

The researcher realizes that this skripsi is far from being perfect about the contents. Therefore, she accepts any critics and suggestion from readers or the other researchers to improve this skripsi. She hopes this skripsi is not only useful for the researcher but also the readers and other researchers. Kediri, 25 June 2023 ANISA RAHMAWATI NPM: 19.1.01.08.0022

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CHAPTER I INTRODUCTION This chapter presents background of the research, scope of the research, research problem, objective of the research, significance, and definition of key terms.

Background of the Research The flow of globalization and technology continues to trigger changes in the world of education, especially in the applicable curriculum. The curriculum is an important aspect of education that must be evaluated in accordance with the times and the required graduate competencies. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the Indonesian National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Compiled and evaluated innovatively to achieve learning objectives.

In Indonesia, Kurikulum Merdeka (independent curriculum) is currently being implemented. The curriculum is an improvement or refinement of the 2013 curriculum. In addition, the independent curriculum is one of the government's responses and solutions to the loss of meaning in learning (learning loss) both before, during and after the COVID-19 pandemic.

The curriculum emphasizes the learning process according to the needs and abilities of students by providing flexibility for students to develop according to their potential, talents, and interests. The curriculum will not be implemented properly as expected without the teacher as student facilitators. As facilitators, teachers must understand the independent curriculum. In addition, they are also required to have competence and quality.

In Law number 14 of 2005 about Teachers and Lecturers it is stated, "Teachers' competencies as must be possessed include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". In pedagogic competence, teachers are expected to be able to manage the learning process or teaching and learning interactions with students.

In connection with this, all schools and teachers in Indonesia are trying to get a good understanding of the independent curriculum to make it easier to implement in the classroom. The independent curriculum educates and teaches children according to the characteristics of the school environment and the abilities of each child. In the implementation of an independent curriculum, teachers apply the principle of independent learning.

In the sense that teachers create comfortable and enjoyable learning. Joyful learning is a learning design with the aim of creating an atmosphere that frees students to dare to try, act, ask questions and express opinions so that students' attention can be fully focused on learning. In fact, one of the success factors for teaching depends on the teacher's performance.

At this time teachers not only need to understand the material, but also follow the development of technology and existing science. Teachers need to attend training, workshops, or seminars to support the development of their competencies. Teachers who have participated in these activities will definitely get several benefits, such as restoring the spirit of teaching, increasing productivity, and increasing connections. Through training, teachers are re-directed about their goals and roles in the world of education, there by fostering the spirit of teaching.

Training programs usually provide new skills and knowledge to increase productivity and innovation in learning. Then, through teacher training, teachers will get acquainted with other teachers with different conditions and situations, so that they can exchange experiences and find solutions to each other or can benefit greatly from these connections.

In conclusion, attending the right training program can help to develop teachers' performance. The success of the training carried out is very dependent on the conditions of the target (trainees), trainers, and the training model. Training requires planning before the implementation process because a needs analysis is required.

There are four training models that can be applied to teachers, which is Teachers Working Group (KKG) - Practice Reflection (KPR), Modelling Practice Reflection (MPR), and Telling Practice Reflection (CPR). The KKG-based training model or the so-called KKG-Practice in Class-Reflection (KPR) is a model based on the use of the Teacher Working Group (KKG) forum.

The Modeling-Practice-Reflection (MPR) training model is a training model in which each training meeting is managed in three stages of activity. Two training sessions were held, with each session reflecting on modeling practices. Practices and reflections carried out during the training sessions are carried out under the guidance of a facilitator.

The Telling-Practice-Reflection or Ceramah Praktik Refleksi (CPR) training model consists of three phases of activity: a facilitator lecture for class-based assessment, followed by practice and reflection. As a comparison, we chose a hands-on training model with a lecture format that can be delivered to many people. There are several researchers who

prove that teachers need to attend training to increase their experience and knowledge.

The first is research by Suwono (2009), the result showed that one of the training models, namely Modeling-Practice-Reflection (MPR) was the most effective model. This model was perceived as the one which was beneficial to improve the teachers' capability in designing the instruments of classroom-based assessment for science teaching. That is different from this research. The difference is the step in the implementation of the Modeling Practice Reflection (MPR) training model.

Meanwhile, Rochayadi (2014) conducted a research, it showed that teacher education and training is one alternative in increasing competence, recommendations that the problem is teachers lack competence. The solution is teacher education and training. The study found that the independent curriculum requires teachers to adapt to technology and digital literacy training requires teachers to be equipped with the four pillars of digital literacy – digital skills, digital culture, digital ethics, and digital security – to become good teachers, especially when dealing with the independent curriculum.

In line with research by Mulyawan (2005), he found that teaching experience is the factor that most influences the professionalism of learning teachers, so learning teachers must devote their time to improving their knowledge and skills through training and preparation of learning management such as syllabus, lesson plans and syllabus. Influence the level of knowledge, attitudes, skills and professional competence of teachers.

Based on the researcher's experience in participating Community Service Program (Pengabdian Kepada Masyarakat) held by some English lecturers, she found that training programs are very important for teachers. Some teachers at MI Al-Ikhlash had some problems, one of them was that the teachers did not understand the current developments in learning methods, such as how to teach joyfully and also about the independent curriculum. Moreover, based on the interview, some of them were students of university.

So, they need training activity to increase their knowledge. The aim of the program was training on the development of English teaching preparation according to an independent curriculum based on joyful learning the teacher was very excited to participate in the training to increase knowledge.

They participated in various activities, such as providing material on literacy, independent curriculum, and joyful learning. In addition, one of the teachers also practices being a joyful teacher. Realizing the facts, the researcher is interested in doing

a research to explain the process of in-service training for MI Al-Ikhlash teachers.

Therefore, she decided to conduct research entitled "THE IMPLEMENTATION OF MODELLING PRACTICE REFLECTION (MPR) IN SERVICE TRAINING FOR THE TEACHERS OF MADRASAH IBTIDAIYAH AL-IKHLASH KEDIRI" Scope of the Research This research was carried out at MI Al-Ikhlash. There were in service training held by some lecturers' form University of Nusantara PGRI Kediri and the participant is 7 teachers.

This study focused on the model of service training carry out at MI Al-Ikhlash Kediri. There are 3 things that become the limitations of the research in this study: The material contains in the service training, the steps of MPR, and the teacher's ability after participate this training activity. The research carries out at MI Al-Ikhlash Blabak Kediri.

The subjects were 3 lecturers and 10 teachers who were actively teaching and participating in the training activities. Research Problem In order to focus, the researcher formulates the problem of the research as follows: What materials are given in the training for teachers at MI Al-Ikhlash Kediri? What are the steps of Modelling Practice Reflection (MPR) in training for teachers at MI Al-Ikhlash Kediri? How do the teachers of MI Al-Ikhlash Kediri understand about the materials of training? Objective of the Research Based on the research problems above, the objectives of this research are: To describe the materials were given in the training for teachers at MI Al Ikhlash Kediri.

To describe the steps of Modelling Practice Reflection (MPR) in training for teachers at MI Al Ikhlash Kediri. To describe MI Al Ikhlash Kediri teacher's understanding the materials of training. Significance of the Research The researcher expects that this research will give advantages to reader and other writers: For Teachers As facilitators for students, this study is expected to make teachers become joyful and understand about literacy, independent curriculum, and joyful learning through MPR.

For other Researchers The result of the study can probably be used as the references for those who want to conduct the same type of research. Definition of Key Terms Modelling Practice Reflection (MPR) Modelling Practice Reflection is a training model consisting of three steps of activity. In the modelling steps, the teacher gets material from the trainer about literacy, joyful learning, and independent curriculum.

At the practice steps the teacher makes teaching modules and practices teaching in class. The reflection steps are an evaluation of the teacher's ability or understanding. Teaching English to Young Learners Teaching English to young learners is to train elementary school students to be able to communicate using English based on the independent curriculum.

In -Service Training According to Amadi (2013), in-service training is defined as a workshop for employed professionals, paraprofessionals and other practitioners to acquire new knowledge, better methods, etc. for improving their skills toward more effective, efficient and competent rendering of service in various fields and to diverse groups of people.

CHAPTER II REVIEW OF RELATED LITERATURE The review of related literature is written to explain the theoretical frame work and description of the concept in this study. This chapter presents the following topics: Modelling Practice Reflection (MPR) which is explain definitions and steps in MPR. Teaching English which explains independent curriculum and joyful learning. In Service Training which explain the steps in training.

In Service Training One of the factors that influence teacher performance is training. According to Handayani (2009), In-service is a process of teaching certain knowledge and skills as well as attitudes so that teachers are more skilled and able to carry out their responsibilities better, according to standards.

In this training, teachers are expected to understand more about the independent curriculum, the importance of literacy, and also be able to condition the class well. Teachers are also expected to be able to teach in class by creating a joyful classroom atmosphere. Currently, teachers are required to have competence and quality.

In-Law number 14 of 2005 it is stated that "Teachers' competencies as must be possessed include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". In pedagogic competence, teachers are expected to be able to manage the learning process or teaching and learning interactions with students.

In addition, according to Hamalik in the Handayani Journal (2009), In - Service is a process that includes a series of actions (efforts) that are carried out deliberately in the form of providing assistance to the workforce carried out by training professionals in a timely manner that aims to improve the ability the work of participants in certain fields of work in order to increase effectiveness and productivity within an organization.

For the success of training, there are several aspects that support. In line with, Susatya (2012), several aspects influence the successful implementation of the training, namely the quality of: 1) resource persons; 2) programs; 3) academic facilities; 4) supporting facilities; and 5) service.

The resource persons in this in-service training were lecturers from universities and also participants who took part in the activity. The program is training in the development of English teaching tools according to the independent curriculum based on joyful learning. Academic facilities in the form of certificates and materials or examples of teaching devices from presenters.

Supporting facilities from the school where the training took place such as power points

and LCD. Then, the service from the presenters is **in the form of** providing material and teaching practice with joyful learning. The purpose of implementing **in-service training is to** make it easier for teachers to carry out learning related to their work assignments.

In line with Suherman (2015), training is needed to prepare them for curriculum changes so that they are aware of developments **in teaching and learning** methods, **to equip teachers with the knowledge** and skills to provide new subjects. Current curriculum changes continue to occur so that teachers need to adapt, learn, then practice in every teaching and learning activity that is carried out.

According Suherman (2015), training is a program held specifically to further enhance and also improve teacher performance in improving the quality of education. Through this description, we can conclude that training is very necessary and useful for teachers, the benefit is to improve and enhance teacher performance. Training is a necessity that must be carried out with pleasure and earnestly and with the spirit of change for the better.

The application of the training model is closely related to the quality of the training process. The training model plays a very **important role in the success of the** training process, namely if the training model is carried out correctly and by taking the right steps, it is likely that it can be used optimally and the quality of the training can be improved.

In line with research by Suwono (2009) there are 2 training models namely Ceramah Praktek Refleksi (CPR) and Modelling Praktek Refleksi (MPR). The MPR training model developed **in this study is** a tiered training model with several training meetings according to the Kelompok Kerja Guru (KKG) schedule. This model focuses on managing the training at each meeting. Each training session has three main phases, namely modeling, practice and reflection.

Practice and reflection in the workshop are carried out under the guidance of the facilitator. The training facilitator is a Lecturer at PGRI Kediri, Nusantara University. The practice is **in the form of** teaching and preparing learning tools. The CPR training model is a training model that consists of three steps, namely a lecture meeting from the facilitator followed by practice and reflection.

The lecture method was chosen as a comparison, because it is a practical training model and can be implemented with a large number of participants. There are several researches that had proven **the effectiveness of in-service training** to increase the teacher's competencies. Ozer (2010), found that in-service training system of teachers

more functional, to increase the quantity and quality of the activities, and to obtain the benefits expected from the activities.

Through these findings we can conclude that competent teachers are born from in-service training, and competent teachers can improve the quality and quantity in every activity carried out. In line with Ozer, Omar (2014) found that in-service training is important for teachers to face new challenges and changes in the education world.

In-service training is also a fundamental aspect to improve teacher professionalism and teachers can apply the knowledge acquired in teaching and learning. Meanwhile, Fadriati (2020) showed that increasing teacher competence can be achieved through teacher training. It can be concluded, that increasing teacher competence can be achieved through training.

Organizing teacher training requires careful planning based on an analysis of teacher needs, sufficient teaching materials, appropriate and effective training strategies and methods, so that teachers can organize learning activities properly and meet the needs of students in general. Modelling Practice Reflection (MPR) Training is generally used by an institution using different training models. The training model aims to improve human resources.

Training can also be carried out in the community with the aim of increasing the quality of certain knowledge or skills from the community. In this study, the researcher's focus on the MPR training model. Modelling Practice Reflection is a training model consisting of three steps of activity. In the modelling steps, the teacher gets material from the trainer about literacy, joyful learning, and independent curriculum.

One of the benefits of modeling is that teachers become more motivated in participating in training. At the practice steps, the teacher makes teaching modules and practices teaching in class. Practice is needed to find out the teacher's understanding, if the teacher directly understands their mistakes so that they can be corrected.

The reflection steps are an evaluation of the teacher's ability or understanding. The purpose of carrying out reflection is to find out the level of success in delivering the material, as well as to find out the shortcomings or weaknesses of the trainer in delivering the material.

Suwono (2009), the results of the study indicated that an effective training model increases the ability of teachers to develop assessment tools. Modeling Practice Reflection (MPR) models. The reason is that the MPR model is seen as an educational

model useful for improving the ability of teachers in developing assessment tools.

In this training, the trainers use MPR Training model. The Modeling Practice Reflection (MPR) training model includes three steps. At the Modeling stage, observing an existing situation or problem. Training participants are invited to pay close attention to the existing situation and context. Next, the training participants were given an explanation of the concept of the training.

In the Practice phase, the trainer provides materials and examples, this involves applying certain concepts, theories or principles acquired during the training process. In addition, the participants also carried out teaching practice as exemplified by the trainer. The reflection stage is an activity to reflect on **the results of the** training.

In this stage, the trainers and trainees carry out an evaluation of the ongoing training activities. **Teaching English to Young Learners** Teaching English to children in Indonesia is growing rapidly. Nurhajati (2023), looking at current developments, English seems to be used in many countries around the world, so it is very important to learn English from an early school age. However, that's has its own challenges compared to teaching English in other countries.

The following are three things that describe the context of learning English for children in Indonesia which are at the same time the challenges that must be faced by teachers in the classroom. First, the lack of **use of English in** real-life situations. Second, there are system differences writing between English and Indonesian. Third, there is an erroneous assumption that children learn English the same as adults.

Teaching **English to Young Learners is** to train elementary school students to be able to communicate using English based on the independent curriculum. It means, students can express and accept simple expressions in English. In addition, students are trained to interact using simple English according to situations in class, such as making acquaintances, greeting, and responding to simple instructions **either orally or in** writing.

According to Nurhajati (2020), the implementation **of learning English as a foreign language in** elementary schools should be **taught by teachers who** have an educational background in their fields, because this learning is not easy. Based on the explanation of the challenges above, it is better for English teachers to be experts in their field because the teacher not only introduces foreign vocabulary and their pronunciation, but the teacher must teach how students can communicate in the language they have learned.

Nurhajati (2023), It is important to consider the **development of children's language**

performance, especially when English teachers develop materials for children. This is because the material given to children must be in accordance with their abilities. For this reason, teaching English to elementary school aged children must consider the level of difficulty and complexity of the language by considering the different linguistic performance in each class. Furthermore, teacher competence also supports the ability to compose material.

The material taught must be appropriate to the world of children and their level of ability. For example, using simple expressions in English in the context of communication. Teachers who are experts in their field will also understand the characteristics of different children and choose appropriate learning strategies. According to Scott and Ytreberg (1990), they stated that children enjoy being embarrassed by activities that involve physical activity.

They understand something from what is seen, heard, done and felt. It means, that children are more interested in activities that involve them physically. So, the teacher chooses learning strategies such as through playing, singing, or storytelling. Independent Curriculum During the Covid-19 pandemic there was a learning crisis which made education even more left behind.

Therefore, the government saw the need decision making to overcome the education gap due to the pandemic. The policy taken was in the form of simplifying the learning curriculum from the 2013 curriculum to an emergency curriculum. The emergency curriculum was finally changed to the Independent Curriculum.

It has several advantages, it is simpler and deeper, more independent and more relevant and interactive. It is expected to be able to offer students the widest possible scope for creativity and self-development. Wahyuningsih (2022), showed that Independent Curriculum is a curriculum with various learning.

It focuses on essential content so that students have enough time to deepen concepts and strengthen competence. That means, the independent curriculum brings changes to be simpler, more flexible, focuses on the competence and character of all students, aligned, works together, pays attention to the results of studies and feedback.

Students need a lot of time to explore their talents and interests so that with this independent curriculum students are given a place to strengthen the competencies they have. Capaian Pembelajaran / CP (Learning Outcomes) English learning for elementary school students according to the independent curriculum are divided into 3 phases.

Phase A for grades 1-2, phase B for grades 3-4, and phase C for grades 5-6. By the end of phase A, students understand that spoken English can help them interact with others in everyday social situations and classroom contexts. In developing their listening and speaking skills, they follow/respond to simple instructions or questions in English and pronounce simple vocabulary well.

In this phase, students make extensive use of visual aids and non-verbal communication to help them communicate. They understand that reading is an individual or group activity that can be done for fun. They also understand that pictures in books read by the teacher or pictures that learners observe have meaning.

They respond with oral, visual, and/or non-verbal communication to simple texts that are read or pictures they see. (The decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology number 008/H/KR/22 concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Independent Curriculum) Furthermore, at the end of phase B students understand and respond to simple spoken and visual texts in English.

In developing listening and speaking skills, students follow/respond to simple instructions or questions in English and share information with simple vocabulary. They respond to a variety of simple oral and written texts/images with visual aids and non-verbal communication. In Phase B, students can interact using simple English. By the end of Phase C, students understand and respond to simple spoken, written and visual texts in English.

They use simple English to interact and communicate in familiar/routine situations. Students understand letter-sound relationships in simple English vocabulary and use this understanding to comprehend and produce simple written and visual texts in English with the help of examples.

One of the new things that distinguishes the independent curriculum from the previous curriculum is the Pancasila Student Profile Strengthening Project. A project to raise the profile of Pancasila students provide opportunities for students to gain knowledge as a process of character strengthening and learning opportunities. This project can also inspire students to contribute and impact the environment.

Students have the opportunity to study important topics or issues, such as sustainable lifestyles, culture, entrepreneurship, and technology that students must take concrete steps to overcome these problems according to their level of learning needs. According

to Wahyuningsih (2022), this project also provides benefits not only for students, but also for schools and teachers.

Benefits for students are strengthen character and develop competence, participate in planning learning actively and sustainable, develop skills, attitudes, and knowledge needed to do the job project for a certain period of time, practicing deep problem-solving skills various learning situations, show a sense of responsibility and concern to the issues around as one form of learning outcomes, appreciate **the learning process and** be proud of the results of their achievements.

In the other side, benefits for school are Making the school an open ecosystem for community involvement and making the school a learning organization that contributes to the environment and community. Then, benefits for teachers are Provide space and time for students to develop competencies and strengthen the character and Pancasila Student Profile, plan a project learning process with a clear end goal, and develop competencies as teachers who are open to collaborating with teachers from other subjects to enrich learning outcomes.

Joyful Learning There are several definitions that have been argued by some experts. According to Luis (2020), **Joyful Learning means bringing the element of happiness and joy in teaching and learning activities. This enables learners and teachers to experience teaching learning in a stress-free** environment.

In other words, **Joyful Learning is a** good relationship between students and teachers **in the learning process. The** teachers are students' partners and do not rule out the possibility of lecturer learning from their students. Due to technological developments, students usually understand better or get information faster.

The research conducted by Anggoro, Sopandi, and Sholehuddin (2017) showed that **Joyful Learning is a learning** activity that is tried by students through role playing activities, experiments, and group discussions carried out **inside and outside the classroom.** Ariawan and Pratiwi (2017) stated Joyful Learning makes students the main actors **in the learning process and teachers** become facilitators.

Based on these definitions, **it can be concluded that** learning with joyful learning makes students play an active role, through collaborative activities inside or outside the classroom and **the teacher as a facilitator** who teaches them. **Joyful Learning is a** new trend nowadays because teaching and learning activities are usually identical with a lot of pressure.

It is a fun teaching and learning atmosphere. In line with Handayani (2020), "The social environment or classroom atmosphere is the main psychological determinant in a teaching and learning process." It means, to carry out joyful learning required sufficient preparation from the environment so that students feel comfortable.

This is very important because learning activities will be effective if students feel comfortable both physically and emotionally. An environment with a comfortable physical situation for students such as the arrangement of classrooms, friends, and learning tools. In the TEYL, students' sitting positions are changed before starting teaching and learning activities so that students get a new atmosphere.

Sometimes they also form a circle and sit on the floor together. A good environment will create a new atmosphere and students have high motivation to learn. A joyful learning atmosphere is not enough if the teaching learning activities are not active and effective. Students are active when they are always involved in that activities, such as responding, actively asking and answering questions based on their perspective.

Effective learning allows students to learn easily and fun, after following the learning process students are expected to be able to understand the material and practice in daily life. So, in this research joyful learning is about the environment, activities, and good relationship between students and teachers. Previous research on the application of joyful learning in language learning activities has been carried out by several researchers, including Ramadani, Stiasi & Luke (2020).

The results of the study show that the joyful learning method is one of the right methods to be applied to Attention Deficit Hyperactivity Disorder (ADHD) children because this method does not make children feel bored and depressed, especially ADHD children who have characteristics of hyperactivity, are easily restless and feel bored quickly about something. Furthermore, research that has been done by Wei, et.

al, (2011) found that the Joyful Learning Classroom Learning System (JCLS) approach has been used to help children learn multiplication in mathematics, based on the results of trials and field tests, it shows that JCLS provides a deeper understanding of the subject matter through hands-on exercises. The Principles of Joyful Learning Joyful Learning is actually a method, concept, and practice of learning.

The principle of Joyful Learning is to create a fun learning environment and students know what they are learning. That principle makes the teacher must have a strategy in teaching and can be interpreted as a plan. Learning will be more effective if it is carried out in a joyful atmosphere.

In **Government Regulation number 32 of 2013 concerning** Education Process Standards, the learning process in educational units is held interactively, inspiring, fun, **challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence** according to talent, interests, and physical and psychological development of students.

Through a fun learning process will help students develop critical thinking skills, have a place to develop talents and interests because they do not feel afraid and lack confidence. It means the implementation of joyful learning greatly affects student achievement. Students will be enthusiastic in learning if they understand the meaning and use of studying the material.

With joyful feeling the educational goals will be achieved slowly and their learning motivation will continue to increase. Participation is one of the principles of joyful learning, students do physical activities directly by involving many senses. Reflection activities are also part of student participation, because at that time students can comment directly on what the advantages and disadvantages of the material are sometimes presented by other students. In addition, interaction is also the principle of that learning.

Interaction **between students and lecturers** or with other students is very important to build collaboration. With interaction, learning activities become more interesting, collaboration is built and learning motivation is increased. Communication is the most important thing in learning activities. That is a way of conveying what we know.

With communication, lecturers will know the extent to which students understand the material and other students will know which material they have not understood. So, the principles of joyful learning are participation, interaction, and communication. The Activities of Joyful Learning Joyful learning activities are designed to make students active, creative, and happy during the learning process.

According to **the National Education System** Law Number 30 of 2003, education is held by setting an example, building the will, and developing the creativity of students **in the learning process**. This will challenge students to have soft skills, such as collaboration, critical thinking, communication, or creativity and express what is being learned.

Joyful Learning activities carried out are singing, games, **Total Physical Response (TPR)** and storytelling. In line with Setyaningsih (2007), **Teaching English through songs is one alternative for the children to achieve the foreign language easily and effectively. Songs**

can help children internalize some terms and sentences in a new language.

Songs can be used to introduce new vocabulary to students, according to the topics they will learn that day. Songs also provide a connection with everyday life. Songs can be used at all age levels in teaching and learning activities. At the beginning of a lesson, songs can be used to mark a change from one topic to another. The song can be a break from other activities that are more concentrated in the middle of the lesson and are used to end the lesson.

Besides singing, children learn through games. Maolida & Anjaniputra (2017) states, using games in teaching and learning activities can increase children's learning motivation and participation because their attention has been diverted by playing, as if they were not studying.

Children like to play and some games are deliberately arranged to practice listening and speaking skills in children. Because these skills are basic skills in learning English that children must acquire, before they learn to write and read.

CHAPTER III RESEARCH METHOD This chapter, the researcher wants to discuss how the answered of the research questions.

The chapter consists of Approaches and Types of Research, The Role of the Researcher, Steps of the Research, Place and Time of the Research, Source of the Data, Technique of the Data Analysis, and Checking the Finding of the Research. Approach and Type of Research Research Approach There are two kinds of research approach for conducting a research namely quantitative and qualitative research.

The researcher used qualitative research. This study does not use data in the form of numbers, but in the form of a narrative. The data was obtained from interviews, case studies, and observations. According to Yusuf (2014), Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, descriptions of a phenomenon, natural and whole, prioritizes quality, and use several methods.

In this study, the researcher emphasizes the description of a phenomenon that trainers use MPR training models and educational backgrounds that are less relevant to what they teach, especially in English lessons. The researcher explained the results using narrative. Type of Research This research is a case study because the researcher focuses on a particular case and proves the case based on theory.

Yusuf (2014) states, case study is a process of collecting in-depth, detailed, intensive, though, and systematic data and information about people, events, social backgrounds (social background), or groups using various methods and techniques as well as many sources. Information to understand effectively how people, events, natural settings (social settings) operate or function according to the context.

It can be concluded that case studies can be used to research or investigate phenomena that occur in real life. It can be an event or an individual that is used as an object to be studied. Extracting information is obtained from some that have been collected and carried out by the researcher for a more detailed understanding.

In this study, the cases that were revealed were lecturers who conducted training for MI Al-Ikhlas teachers using the MPR training model and teachers' educational backgrounds that are less relevant to the subjects they teach, especially English lessons. The Role of the Researcher In qualitative research, the role of the researcher is an observer. A qualitative researcher can be a participant or a non-participant.

According to Sugiyono (2013), in qualitative research, the instrument is the researcher.

In this research, she can be referred as a human instrument whose role is to determine the focus of research. Defining the focus of research, selecting data sources, collecting data, assessing data quality, analyzing data, interpreting data and drawing conclusions about research results as research results.

Steps of the Research Preliminary Study A preliminary study was conducted to find out how the lecturers at Nusantara University PGRI Kediri apply MPR training model in in-service training. The researcher found the facts that 6 teachers graduated from bachelor of education, 3 of them were still studying in college, they also did not understand about independent curriculum, and have not implemented joyful learning during the training.

She found that the training activities were going well and the teachers were happy to follow them to receive knowledge. Therefore, the purpose of this study was to determine the implementation of the Modelling Practice Reflection training model used during the training at MI Al-Ikhlash Kediri.

Research Design Development Making Proposal At this stage the researcher made a proposal as a condition before conducting the research, including the title and what was researched. In addition, as a plan before conducting real research at the MI Al-Ikhlash Kediri. Making Research Instrument At this stage, the researcher created a research instrument as a tool to obtain data.

The researcher used observation as a data collection technique. Furthermore, a close-ended questionnaire used to collected data. In this stage the researcher made some questions for the questionnaire, the questions contained the activities of in-service training. Documentation was used to support the data that has been obtained through participative observation and semi-structured interviews.

The Real Research Collecting the Data At this stage the researcher collected data and the data collection was carried out at MI Al-Ikhlash Kediri. Data collected from in-service training activities through observation. In addition, the researcher prepared notes and wrote important notes. Furthermore, she conducted interviews with the lecturers and some teachers to look for data that was not found in the observations.

Analyzed the Data In collecting data, the researcher tried to found as much as possible. Then, she analyzed the data during the observations and interviews that was carried out. Wrote the Report The researcher made a research report. The report wrote based on all the data that obtained and wrote descriptively and clearly to make the readers understand all the contents of this research.

Place and Time of the Research Place of the Research The research had been conducted at MI Al-Ikhlash, located on Jalan Raya Blabak 369 Blabak-Kandat-Kediri. This place was chosen because it was the place where in-service training activities were carried out.

Time of the Research The researcher has set the research time schedule.

This process has started from preliminary studies, developing research designs, actual research, and writing research reports. The research time has been clearly indicated in the table below. Table 3. 1 Time of the Research No Procedure and Activities Time
_September 2022 _September 2022 _Oktober – November 2022 _Desember 2022 – June 2023
_Meeting 1 _Meeting 2 _Meeting 3 _Meeting 4
_1 Preliminary Study
_2 Research Design Development
_3 The Real Research
_4 Writing the Research Report
_Source of Data In this study, the data source came from the in-service training process carried out by several lecturers to see teaching and learning activities with some of the materials needed by the teacher, according to the current curriculum development.

The lecturers provided information through interviews to complete the observation data. Sources of data also come from teachers who have attended in-service training, to see whether the training model is effective enough to be used in training. The subjects are 3 lecturers and 7 teachers who will take part in in-service training.

In addition, data sources were obtained through questionnaires and interviews with teacher representatives regarding the training process. Procedure of Collecting the Data Observation In this study, the researcher made direct observations to find facts in the field. Yusuf (2014) states, one of the techniques that can be used to find out or investigate nonverbal behavior is to use observation techniques.

The nonverbal behavior referred to in theory is expression, emotion, or movement in the classroom during the learning process. Therefore, the researcher saw, heard, and wrote everything in the in-service training process carried out by the lecturers from University of Nusantara PGRI Kediri at MI Al-Ikhlash Blabak Kediri.

The researcher participated in training activities and observed material provided by the trainers, as well as observed the MPR stages, this makes it easier for she to collect data or obtain information related to research. She also took some photos during the training to get accurate data. Interview Interview is the second instrument that used in this research. According to Ary, et al.

(2010), "Interviews are used to gather data from people about opinions, beliefs and

feelings about situation in their own word." It means, the interview may provide information that cannot be obtained from observation. In this study, she used directive interview by compiled questions before conduct the interview.

Interviews with the lecturers to obtain information in the form of the material and stages of MPR in the training. As well as, interviewing training participants or MI Al-Ikhlash teachers to obtain information in the form of material and their knowledge about the independent curriculum after participating in the training activities. The interviews are conducted to collect the data which aims to complete from the observation.

Documentation In this study, the researcher used documentation in the form of images. Yusuf (2014) states, Documents can be in the form of written text, artifacts, images, or photos. These documents are a very useful source of information in qualitative research.

The documents collected by the researcher are training materials, training forms provided by the trainers, and lesson plans made by teachers after the training was carried out. Technique of Analyzing the Data Data analysis is the process of finding and compiling data from observations, interviews, and other data. Ary (2010) states that the activity of analyze the data can be described in three stages, (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

The data will be analyzed with the following steps: The first step in qualitative analysis is familiarization and organization so that the data can be easily retrieved. Based on Ary (2010:481): "Initially, the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes. The researcher must be immersed in the data.

Field notes, audiotapes, videotapes, observer comments, and other data must be put into a form ready for analysis." It can be concluded that the researcher collected all data from observations, field notes, interviews and documentation and then the researcher copied all the data. The second step is coding and reduction. According to Ary (2010: 483), "Coding is about developing concepts from the raw data.

The most common approach is to read and reread all the data and sort them by looking for units of meaning—words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important. The researcher marks all data from observations, interviews and documentation. Then, reject the data that can't be used, because the goal is to reduce the data without losing important information.

The last stage, the researcher interpreted and represented it. According to Ary (2010: 490), "Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. It is an inductive process in which you make generalizations based on the connections and common aspects among the categories and patterns".

The researcher explained the data found and presented the data in a research paper. Checking the Findings of the Research The researcher used triangulation to obtain valid data. In checking the validity of research findings, the researcher used triangulation to obtain accurate and perfect data.

Mentioned by Ary (2010), qualitative researchers use four characteristics in checking data validation, such as credibility, transferability, dependability, and confirmability. In this study, she chose credibility because it involved the truth about findings in an observation. In line with Mekarisce (2020), qualitative research data can be declared credible if there are similarities between what the researcher reported and what actually happened to the object under study. It means, presenting research findings based on the processes that occurred during the training.

So, in this study draw conclusions based on facts and evidence through observation, interviews and documentation. To achieve data credibility, she used triangulation. There are different types of triangulation; namely methodological triangulation, researcher triangulation, theoretical triangulation, and data triangulation. The triangulation used in this research is methodological triangulation.

The reason why she used methodological triangulation because this study used several methods such as observation, interviews and documentation to collect accurate data.

CHAPTER IV RESEARCH FINDING This chapter presents insights into how MPR implementation in service training for MI Al-Ikhlash teachers. This chapter is divided into three sections.

The first part is a description of the place, which includes the description of setting and research subjects; the second part is the research findings and the last part is interpretation and discussion. Description of the Place In this part the researcher explained about description of the place including setting description and the subject of the research.

Setting Description There are many public and private schools in Kediri at various levels of education. In addition, there are also schools under the auspices of the Ministry of Religion. One of them is MI Al-Ikhlash, which is located on Jalan Raya Blabak 369, Blabak, Kandat, Kediri.

The researcher chose this place because he participated in Pengabdian Kepada Masyarakat (PKM), this activity was a training activity for MI Al-Ikhlash teachers regarding joyful learning activities. It also has facilities to support learning activities, such as classrooms, LCD projectors, blackboards, tables and chairs, shoe racks, cleaning equipment, a prayer room for students and teachers, and a school canteen. In addition, this school has two school buildings which are commonly referred to as the east and west buildings.

The east building is only used on Fridays, while the west building is only used on Fridays. Several classrooms at this school are also still under construction. Teachers at this school have an undergraduate education background and some are still in college, but not all of them come from English education graduates. / Picture 4. 1 MI Al - Ikhlash Building
The Subject of the Research The researcher chose to conducted research at MI Al-Ikhlash because carrying out PKM activities.

Not all teachers have a background in English education, so they do not have the basics to teach English. It is important for her to choose research here to find out the training model that is carried out in this service and to find out the ability of the teacher. That is the reason why she chose teachers as training participants and training presenters as research subjects.

Not all teachers at this school have the same education, some are still in college and have graduated from high school. In addition, teachers should teach in accordance with their fields. Like learning child-friendly English, the teacher should have an educational or basic background to teach English.

Meanwhile she decided to choose the trainer from the training that had been held at this school. The trainers in this activity were several lecturers from the English Education Study Program at Nusantara PGRI Kediri University. They filled in a number of materials that currently they really need to know as insights, such as the independent curriculum, joyful learning activities, and literacy.

The trainers for this activity were very fun, because the activity included not only the core material but also ice breaking such as games and singing. This encourages teachers to do the same in teaching and learning activities in class. Such activities serve as examples and ideas for teachers. In addition, the model of this training is also an attraction for the researcher to conduct research.

Research Findings In this part the researcher explained how she collected the data by observation, interview and documentation methods. She got the results how trainees apply MPR in service training activities at MI Al-Ikhlash Kediri. The results are about the training material, Modelling Practice Reflection steps, and the teacher's understanding of the independent curriculum material after the training was carried out. Based on the trainer's plan, there are several steps that must be carried out by the trainees within a period of 2 months.

There is delivery of material from trainers, product creation in the form of lesson plans for the independent curriculum, teaching practice, and evaluation of activities. Facts and evidence show real situations in the training process through observation, interviews and documentation starting from the beginning of the project to presenting the final product of the project.

The following description shows the results of how Modelling Practice Reflection (MPR) is implemented in MI Al-IKHLASH teacher training conducted by lecturers at the University of Nusantara PGRI Kediri based on research questions: The materials were given in the training In training activities, the trainers certainly provide material to fill in activities and provide insight to teachers as training participants.

The trainer chooses the material according to what is currently needed by the teacher. The material presented can be seen from the results of observations and interviews. Based on the results of observations and interviews, the material presented is a new concept or paradigm of the independent curriculum, which includes the preparation of teaching modules (RPP), understanding of Learning Outcomes (CP), and learning English in the independent curriculum.

Based on interviews with the trainer's "The first material is about the concepts of learning **in the independent curriculum**, especially for elementary school. The second material is about the preparation of teaching modules for English language learning. The new paradigm of the independent curriculum, understanding the Learning Outcomes (CP), learning English **in the independent curriculum**, as well as materials and approaches to learning English."

Learning English in question is learning that is fun and child-friendly, **in the sense that** while participating **in teaching and learning** activities children feel happy, not feeling burdened with the lessons they get. Furthermore, the trainer provides material about literacy, from this material the teacher is expected to understand **the concept of literacy** in teaching, especially in English subjects. In addition, the trainers also provide material on material development, learning methods, and teaching practice.

Based on interviews result, the trainer said "The first material is related to the concept of an independent curriculum, the second is related to child-friendly English learning, and also in teaching English teachers follow **the concept of literacy**, so we give teachers insight into **the concept of literacy** but focus on how to learn English, then develop materials, learning methods, and teaching practices."

In line with the interviews result with the training participants she said "The materials is about the independent curriculum, how the concepts **of the independent curriculum** will be applied at school, there are fun English learning materials for elementary school children." **Examples of joyful learning** activities and independent curriculum are presented in the following PowerPoint material. / Picture 4.

2 Joyful learning activities _ _ / Picture 4. 3 Independent Curriculum material _ _ The material was chosen because of the teacher's need for understanding the independent curriculum. Some teachers stated that they had received the material but not from training activities at school. Some of them had never understood the material.

In addition, the teacher's educational background in this school is also a consideration in selecting material. Not all teachers come from S1 graduates from majors that are appropriate to the subject, especially in English subjects. They also rarely get information from outside regarding the independent curriculum and joyful learning.

On this occasion, the trainer used it to introduce the independent curriculum and train teachers to have teaching skills, especially teaching English to children. / Picture 4. 4 Teacher's educational background _ _ The steps of Modelling Practice Reflection (MPR) in training In this study, the researcher focused on the MPR training model.

It was the most effective model. Based on the research, there are three steps in the training model. In line with the results of interviews with the trainers, she said "First, we explain the material, give examples, then ask them to practice, after that we give an evaluation, we give feedback.

Evaluation in the sense of which feedback is good, which has been understood, which has not been discussed at the time of giving feedback." It can be concluded from the interviews result that there are three steps, namely providing material and examples, practice, then evaluation of all activities that have been carried out. The first step is modeling, in this step the trainer provides materials. Previously, the trainer gave examples of teaching and learning activities.

Based on the results of the interview conducted with the teacher, she said that the trainer gave an example. The examples are not only activities in learning and teaching, but the trainer also gives examples of making teaching modules or methods in teaching. The material provided has been described above.

Then, the example of the activity is learning activities, such as providing ice breaking activities, such as singing and games that can be carried out at the beginning of learning activities to arouse enthusiasm or in the middle of learning activities so that students do not feel bored. Based on interviews result, a training participant said "From the beginning of the training, every activity the speaker gives ice breaking to make it fun."

Here is one of the songs in the ice-breaking activity and photos of the activities in modelling steps. Banana Open banana, open banana 2x Peel banana, peel - peel banana 2x Chop banana, chop - chop banana 2x Eat banana, eat - eat banana 2x __Table 4. 1 Banana song / Picture 4. 5 Ice breaking activity / Picture 4.

6 Delivery of literacy material __ The second step is practice, in this step the teachers practiced teaching. Based on interviews, the teachers said "yesterday they were also given examples such as lesson plans, well for yesterday's lesson plan, it was an English lesson plan, so it was in order of material, objectives, KI, KD, and the methods used."

In carrying out teaching practice, the teachers improvised according to their ideas and experiences. In this step, teachers practiced teaching activities from the beginning, main, and closing activities, according to the examples given by the trainer. At the beginning of the lesson, the teacher starts the lesson by inviting students to sing and also tells them the material they will learn.

Then, in the main activities the teacher provides material about clothes, students are asked to mention pictures of several clothes in English, and also compose sentences in English about clothes. The last one, in the closing activity the teacher reviews the material and invites students to pray together. Here is an example of a song at the beginning of a learning activity. Table 4.

2 Example of song If you're happy If you're happy and you know it, clap your hands 2x If you happy and you know it, and you really want to show it If you're happy and you know it clap your hands If you're happy and you know it, stomp your feet 2x If you happy and you know it, and you really want to show it If you're happy and you know it stomp your feet If you're happy and you know it, say hello! 2x If you happy and you know it, and you really want to show it If you're happy and you know it say hello! If you're happy and you know it, and you really want to show it If you're happy and you know it, do all three _ _ The last step is reflection.

In this step, the trainers and teachers as in-service training participants conducted evaluation activities or provide feedback. Through feedback activities, the trainers become aware of material that has been understood or not understood by participants. Based on the interviews, the teachers said "the trainers always conduct an evaluation at the end of the training activities."

Other teachers said "the trainers conduct the evaluation." This activity is carried out after the training activities are completed; participants are asked to fill out a google form and carried out by direct discussion in the classroom, according to the points of the material that has been delivered at that time.

Based on the result of interviews, the trainers said "For evaluation activities, the first is with google forms, they fill out google forms. The second is direct discussion in class, what points are the focus of the evaluation." Here is a google form that is given to teachers during evaluation activities and the list of evaluation questions is attached in the appendix 2. // Picture 4.

7 Google form for evaluation _ _ The teachers understanding about the materials of training The independent curriculum is one of materials of this training, a new paradigm that must be implemented by schools. However, many teachers do not quite understand what an independent curriculum is. Some of the teachers at this school have never received materials about the independent curriculum.

However, some others have received the material but from outside the school. Based on

the interview the teachers said "I have received material on the independent curriculum, but not in training activities." The implementation and concept are not yet understood by teachers.

This is the basis for choosing the independent curriculum material **in the implementation of** this training. Some materials and practices for making English lesson plans have been implemented well but their understanding is still very lacking. Based on the interviews, the trainers said "It is still very lacking and requires further training.

From yesterday's meeting it is less, still very lacking in terms of the ability of teachers to develop teaching modules." The limited time we have for training activities is an obstacle to teacher understanding. However, this does not detract from the knowledge that has been delivered. Other trainers on the interviews said "Overall, we are not satisfied with the training activities, because the time is very short, to synchronize time with them is also very difficult, but we are positive thinking, at least with us giving insight they are open and have the desire to continue learning."

In addition, teachers also have limited information about the independent curriculum. So, their understanding is very lacking and there must be an effort from the school to carry out further training so that the school can **implement the independent curriculum** because currently the school is still using K13. Based on **the results of the** interview, the teacher said "For now, our school is still using K13."

Every school is obliged to prepare teachers for **the implementation of the independent curriculum**, because **the implementation of the curriculum** is not judged by **whether or not the** school is suitable for **implementing the independent curriculum**. However, it is the teachers who must prepare themselves. Based on the interviews, the trainer said "If it is feasible or not, all schools must be ready, so it is not that this school is feasible, this school is not.

But the independent curriculum must be implemented and how teachers prepare themselves to welcome the independent curriculum. So, like it or not, it must be implemented. The conclusion is that there must be further **training for teachers so that** their understanding is even better." Interpretation and Discussion The researcher interprets and discusses what she found about **how the implementation of** MPR in **service training for teachers** of MI Al-Iklash Kediri.

This study shows that the implementation of MPR for in-service training is effective in several ways, although there are still difficulties during the implementation in the final results **to answering the research question**. The materials given in the training It **can be**

seen in the research finding of the first research question that the first step of MPR is modeling.

That is the step of develop material. Some materials can be accepted by teachers and provide new knowledge and insights for teachers. The selection of this material is adjusted by the current needs of the teacher. In addition, the material is designed and organized in such a way that it is easily understood by teachers as training participants.

Some of the materials presented included the independent curriculum, joyful learning, and the importance of literacy. Some things related to the independent curriculum that were delivered were the preparation of teaching modules (RPP), understanding of Learning Outcomes (CP), and learning English in the independent curriculum.

The joyful learning material is expected to turn teachers into joyful teachers so that they can implement joyful learning activities. learning that is done in a fun way is very important so that students can achieve optimal learning outcomes. Joyful learning will be a pleasant and not boring experience for students.

When students enjoy learning, they will be more open and creative in absorbing and processing information. Students will not feel burdened while learning and are more motivated to learn. Thus, students gain satisfaction and better results in learning. The materials were chosen based on the needs of teachers who have different educational backgrounds and tend not to be the same as their fields.

In fact, some teachers are still in college. In conclusion, the selection of material is good enough because it pays attention to the current needs of teachers. During the training process, the presentation of the material was also well received by the teachers. The steps of Modelling Practice Reflection (MPR) in training In the first step, modeling or delivery of material is well delivered.

Some materials can be accepted by teachers and provide new knowledge and insights for teachers. In the second step, the teachers practiced directly well, according to the trainer's example, but maybe the teachers were still embarrassed to show their joyful side. In fact, teachers began to innovate ice breaking activities according to their version.

The last step, the reflection carried out at the end of the training activities showed that the material on the independent curriculum was not sufficiently understood by them and they still needed further training. In addition, they have not yet become joyful teachers. This training model has not been widely used by others. However, it was rated effective by Suwono (2009) through his research, he said that

Modeling-Practice-Reflection (MPR) was the most effective model.

This model was perceived as the one which was beneficial to improve the teachers' capability in designing the instruments of classroom-based assessment for teaching. It means, in accordance with previous research in this study, the MPR training model is also effective in helping to improve teacher knowledge, although it only provides a small change for teachers. However, the MPR training model in this study is different.

In a previous study by Suwono (2009), The Modeling-Practice-Reflection (MPR) training model is a training model in which each training meeting is managed in three stages of activity. Two training sessions were held, with each session reflecting on modeling practices. Practices and reflections carried out during the training sessions are carried out under the guidance of a facilitator.

Whereas in the previous study two sessions were held to reflect on modeling practices, in this study the MPR training model was implemented with different activities in each session. Modeling is carried out at the beginning, after the session is completed or the material has been fully conveyed, the trainer gives an example to the participants, after all activities are completed, reflection is given through discussion and questionnaires.

Then, similar to what has been conveyed in previous studies, all activities carried out during training are carried out under the guidance of the trainers as facilitators in the training. The teachers understanding about the materials of training Based on the decision of the minister of education, culture, research and technology number 262 / M / 2022 concerning changes to the minister of education, culture, research and technology number 56 / M / 2022 concerning guidelines for curriculum implementation in the context of learning recovery "The essence of intracurricular learning activities is meaningful play as a manifestation of "Merdeka Belajar, Merdeka Bermain".

The selected activities must provide a fun experience and be able to improve children's achievements. Activities need to be supported by the use of learning resources that are real and in the environment around the child." Children can have a pleasant experience through teachers who have more understanding of what will be applied.

Such as an understanding of the curriculum implemented at school. In addition, the teacher is one of the real learning resources or can be said to be a facilitator for students. So, training is needed if teachers do not have an understanding.

In this school, teachers do not have enough knowledge about the independent curriculum that every school must now implement. This material has been delivered

quite well during the training. In addition, the training to introduce joyful learning for teachers to practice has also been carried out well, but due to the limited time, this training is considered less than optimal so there is still a **need for further training** for teachers.

If further training is held, teachers' insights and understanding will be better so that they can be practiced **in teaching and learning** activities in the classroom.

CHAPTER V CONCLUSION AND SUGGESTION The purpose of this chapter is to present some conclusions concerning the research findings discussed in the previous chapter. To provide some suggestions to some people who are interested in adopting Modeling Practice Reflection (MPR) as a training model and to increase knowledge about how to implement MPR in the training process. This chapter is divided into three parts: Conclusion, Implication, and Suggestion.

Conclusion This research is considered in the type of qualitative research. This research describes the facts that occur in the field naturally based on the results of observations, interviews and documents as data collection methods. There are several points that concluded by researchers from the results of research and discussion regarding implementation of MPR in teacher training MI Al-ikhlah Kediri.

In the training that has been carried out at MI Al-Ikhlah Kediri, the material presented during the training is selected based on the needs of teachers about understanding the new paradigm of the independent curriculum, child-friendly English learning, and the educational background of the teachers at the school. The materials presented were the independent curriculum, preparation of English teaching modules, understanding CP, learning English in the independent curriculum, and child-friendly English learning that is fun and not boring for elementary school children. The MPR training model consists of 3 steps.

First, modeling with material provision. Second, practice which is a practical activity carried out by trainees. The practice is carried out after giving examples by the trainer in the modeling step. Third, reflection, which is an activity evaluation activity through class discussions and questionnaires.

The independent curriculum materials still need to be learned by teachers. This is due to the limited training time that has been carried out. The independent curriculum is also a new thing that is very unfamiliar to teachers. So, it cannot be easily learned and understood in a short time. It requires adjustment and more time to learn.

So, it is still necessary to continue to carry out training until teachers understand and understand the implementation of the independent curriculum. Implication The implication is drawn from the research finding. The research came with a finding about the description of training materials, step MPR training model, and teachers' understanding of the independent curriculum.

Training activities were carried out using the MPR training model. Submission of material in the form of literacy, joyful learning, providing examples of joyful learning

activities, and an independent curriculum. Implementation of teaching practices by trainees and reflection activities **in the form of** evaluation of activities through discussions and questionnaires.

The training model helps participants understand the material presented by the trainers. Teachers' understanding **of the independent curriculum is** still lacking and further in-depth training activities are needed. **Suggestion Based on the research** findings, there are some suggestions which are addressed to the teachers, students, and other researchers.

For the teachers Based on the results of teachers' **understanding of the material** presented, further training is needed for teachers. As someone who has **an important role in** learning activities. Teachers should continue to find out the latest information in the world of education to add insight and then apply it in learning activities.

For other researchers There are still many training models that students should learn. Perhaps, other researcher will conduct the similar research to improve for the next research finding in the similar subject that can be useful for the next researcher as the reference to develop the research study.

In addition, future researchers **are expected to be** more creative and innovative in compiling research on this training model.

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Appendix 1 Teachers Interview Peneliti : Selamat pagi bu, disini saya ingin menanyakan tentang kegiatan pelatihan yang telah berlangsung di MI AL-IKHLASH. Yang pertama, **Apa saja materi yang** anda dapatkan dalam pelatihan yang telah terlaksana?
Narasumber 1 : Pertama tentang kurikulum merdeka, bagaimana konsep-konsepnya kurikulum merdeka yang akan diterapkan disekolah, ada materi pembelajaran bahasa inggris yang menyenangkan untuk anak sekolah dasar.

Narasumber 2 : Kurikulum merdeka dan pendekatan scientific. Peneliti : Apakah sebelumnya pernah diadakan pelatihan dengan materi tersebut? Narasumber 1 : Saya pernah mendapatkan materi tentang kurikulum merdeka, tapi tidak dalam kegiatan pelatihan. Narasumber 2 : Saya pernah mendapatkan materi-materi seperti itu, tapi tidak disekolah.

Peneliti : Apakah **materi yang disampaikan dapat diterima dengan** baik? Narasumber 1 : Materinya dapat diterima dengan baik. Narasumber 2 : Ya, materinya dapat saya terima dengan baik. Peneliti : Dalam kegiatan pelatihan, apakah pemateri memberikan kegiatan awal seperti game / ice breaking untuk membangkitkan semangat? Narasumber 1 : Ya, dari awal pelatihan setiap kegiatan pemateri memberi ice breaking tujuannya agar menyenangkan. Narasumber 2 : Ya diberi, tapi tidak selalu di awal.

Lebih sering dipertengahan kegiatan. Peneliti : Contohnya kegiatan ice breaking dalam pelatihan kemarin seperti apa? Narasumber 1 : Bervariasi, ada yang game dan menyanyi. Narasumber 2 : Game dan menyanyi. Peneliti : Jadi, kegiatan ice breaking setiap pelatihan dilaksanakan di awal? Narasumber 1 : Ya, terkadang juga ditengah kegiatan atau ditengah pemberian materi.

Narasumber 2 : Tidak selalu di awal Peneliti : Apakah pemateri membahas konsep pelatihan? Narasumber 1 : Ya dijelaskan, kemarin setelah ice breaking pemateri juga menyampaikan tentang hari ini materinya tentang ini dan ini serta tujuannya. Narasumber 2 : Ya, pemateri menjelaskan. Peneliti : Apakah guru melakukan praktek

mengajar dengan metode yang diajarkan pemateri? Narasumber 1 : Ya, guru melakukan praktek dan sedikit banyak sudah diterapkan disekolah. Narasumber 2 : Ya, guru melakukannya.

Peneliti : Apakah pemateri memberikan contoh sebelum guru praktek secara mandiri? Narasumber 1 : Ya, kemarin juga diberi contoh seperti RPP, nah untuk RPP kemarin itu RPP bahasa inggris, jadi urut dari materi, tujuan, KI, KD, dan metode yang digunakan. Narasumber 2 : Ya, diberi contoh oleh pemateri. Peneliti : Setelah kegiatan pelatihan selesai apakah pemateri melaksanakan evaluasi? Narasumber 1 : Ya, pemateri selalu melakukan evaluasi di akhir kegiatan pelatihan.

Narasumber 2 : Ya, pemateri melaksanakan evaluasi. Peneliti : Untuk kurikulum merdeka, Apakah kurikulum merdeka diterapkan disekolah ini? Narasumber 1 : Belum, untuk saat ini sekolah kami masih menggunakan k13. Narasumber 2 : Belum, masih menggunakan K13.

Peneliti : Apakah setelah dilaksanakan pelatihan ini guru menjadi lebih memahami tentang kurikulum merdeka? Narasumber 1 : Pertama, kami masih bingung apasih kurikulum merdeka. Setelah pelatihan sedikit-sedikit menjadi lebih tau konsepnya kurikulum merdeka. Narasumber 2 : Sedikit lebih tau tentang kurikulum merdeka. Peneliti : Kemarin pemateri memberi contoh RPP, Apakah RPP yang dibuat sudah sesuai dengan kurikulum merdeka? Narasumber 1 : Sudah, waktu pelatihan kami langsung belajar membuat RPP tersebut. Narasumber 2 : Ya, sudah sesuai.

Peneliti : Untuk kegiatan joyful learning, apakah disekolah ini diterapkan? Narasumber 1 : Ya, sebagian guru ada yang mengajar dengan metode tersebut. Narasumber 2 : Ya, diterapkan. Peneliti : Menurut anda, apakah joyful learning dapat diterapkan disekolah ini? Narasumber 1 : Bisa, joyful learning sangat efektif diterapkan di anak usia sekolah dasar, karena mereka masih anak-anak jadi membutuhkan kegiatan pembelajaran yang menyenangkan. Narasumber 2 : Ya, bisa diterapkan disekolah ini.

Trainer Interview 1 Peneliti : Selamat pagi bu, hari ini saya akan mengajukan beberapa pertanyaan kepada anda tentang kegiatan yang telah berlangsung. Apakah latar belakang dari kegiatan tersebut? Pemateri : Guru-guru MI ini kan berada disekolah yang naungannya di bawah KEMENAG itu rata-rata memiliki background pendidikan yang sangat memprihatinkan, artinya mereka yang mengajar tidak selalu lulusan S1 dengan jurusan yang sesuai.

Tentu saja hal tersebut akan berpengaruh pada proses pembelajaran. Yang kedua, mereka jarang tersentuh oleh informasi-informasi yang baru dari luar, misalnya terkait

dengan kurikulum merdeka. Oleh karena itu, kami ingin berbagi dengan para guru, selain itu juga karena saya mengajar **teaching English to young learners** kemudian saya sering mengupload video pembelajaran mahasiswa yang pemilik yayasannya itu tertarik, akhirnya kita komunikasi bagaimana kalau kita melaksanakan berbagi dengan para guru cara mengajarnya **sesuai dengan ketentuan yang berlaku**.

Peneliti : Kalau untuk tujuannya sendiri apa bu? Pemateri : Tujuannya, satu untuk mengenalkan tentang kurikulum merdeka, yang kedua melatih mereka supaya memiliki keterampilan mengajar, khususnya **mengajar bahasa inggris untuk** anak-anak. Peneliti : Design dari pelatihan ini bagaimana bu? Pemateri : Kami membuat design, kami memaparkan materi, memberikan contoh, kemudian meminta mereka untuk praktek, setelah itu kita beri evaluasi, kita beri feedback.

Evaluasi dalam arti feedback yang bagus yang mana, yang sudah dipahami yang mana, yang belum yang mana kita diskusikan pada saat pemberian feedback itu. Peneliti : **Apa saja materi yang** diberikan saat pelatihan? Pemateri : Yang pertama terkait dengan konsep kurikulum merdeka, yang kedua terkait dengan pembelajaran bahasa inggris yang ramah anak, dan juga **dalam mengajar bahasa inggris** guru-guru mengikuti konsep literasi, maka guru kita beri wawasan tentang konsep literasi tapi difokuskan pada bagaimana untuk pembelajaran bahasa inggris, kemudian pengembangan materi, metode pembelajaran, dan praktek mengajar.

Peneliti : Dari materi yang begitu banyak, sebenarnya materi yang di prioritaskan itu apa? Pemateri : Yang di prioritaskan adalah mereka bisa memilih materi, yang kedua bisa mengajar materi itu sesuai dengan prinsip pembelajaran ramah anak. Peneliti : Apa harapan anda setelah memberikan materi tersebut kepada guru-guru MI? Pemateri : Tentu saja harapannya para guru bisa menerapkan pandangan atau pengetahuan atau wawasan yang baru dikelas, jadi saat guru mengajar tidak terfokus pada buku, buka halaman ini, kerjakan halaman ini, padahal pembelajaran bahasa inggris tidak seperti itu. Pembelajaran bahasa inggris itu melatih anak-anak untuk bisa berkomunikasi, nah kalau buka buku halaman ini kan mereka hanya bisa mengerjakan soal.

Peneliti : Apakah sebelumnya pemateri menjelaskan konsep pelatihan pada guru? Pemateri : Tidak, karena waktunya sangat terbatas dan untuk mengatur jadwal juga sudah susah, jadi langsung tapi di tengah-tengah saya sampaikan, sebenarnya apa sih maksudnya, bagaimana sih kegiatannya. Peneliti : Untuk kegiatan awal dari pelatihan tersebut, seperti apa anda mengisi kegiatannya? Pemateri : Untuk kegiatan awalnya ini tentang konsep yaa, jadi saya memaparkan materinya tapi tidak seperti itu terus, kadang saya langsung praktek setelah itu kita diskusikan sebenarnya dari praktek itu konsepnya seperti apa sih, jadi tergantung materinya.

Peneliti : Saat kegiatan praktek sebelumnya anda memberi contoh atau langsung?

Pemateri : Ada dua cara, yang pertama di beri contoh dan setelah itu bisa praktek langsung, bisa juga yang kedua mereka punya ide, misalnya saat ice breaking activity yang guru-guru ada kegiatan mouse terus salaman itu dari mereka. Nah, dari situ mereka punya ide terus mengembangkan sendiri, jadi tidak hanya dari saya selaku pemateri tapi juga dari guru-gurunya.

Ada guru yang memang memiliki pengalaman jadi mereka harus berbagi pengalaman.

Peneliti : Seperti apa kegiatan evaluasi yang anda laksanakan? Pemateri : Untuk evaluasi, yang pertama dengan google form, mereka mengisi google form. Yang kedua diskusi langsung dikelas, poin apa yang menjadi fokus evaluasi tersebut.

Peneliti : Bagaimana pemahaman mereka tentang kurikulum merdeka dan semua materi yang telah diberikan? Pemateri :

Secara keseluruhan kurang puas ya mbak, karena waktunya sangat pendek, untuk menyingkronkan waktu dengan mereka juga sudah sangat sulit, tapi kita positif thinking saja, paling tidak dengan kita beri wawasan itu mereka terbuka dan memiliki keinginan untuk terus belajar.

Peneliti : Apakah ada produk yang mereka buat tentang kurikulum merdeka? Pemateri :

Membuat persiapan pembelajaran, RPP sederhana seperti contoh itu. Peneliti : Apakah yang mereka buat sudah sesuai dengan kurikulum merdeka? Pemateri : Kalau jujur, belum sesuai karena mereka tidak memiliki latar belakang guru bahasa inggris. Jujur tidak sesuai tapi paling tidak mereka sudah memasukkan hal-hal tentang joyful learning yang menyenangkan.

Belum sesuai tidak papa yang penting mereka jangan sampai terbebani, belajar bahasa inggris jangan sampai terbebani. Peneliti :

Bagaimana penilaian anda kepada gurunya? Apakah joyful mereka sudah muncul maksudnya apakah mereka sudah menjadi guru yang joyful? Pemateri :

Sedikit Peneliti : Semua guru atau beberapa saja? Pemateri : Karena yang praktek kan sebagian jadi tidak begitu terlihat, terutama guru senior kan tidak mau menunjukkan atau praktek. Peneliti : Baik bu, terimakasih atas semua informasi yang diberikan.

Trainer Interview 2 Peneliti : Materi apa yang anda sampaikan dalam kegiatan pelatihan? Pemateri :

Pertama, materinya tentang konsep – konsep pembelajaran dalam kurikulum merdeka seperti apa, khususnya untuk SD. Yang kedua materinya tentang penyusunan modul ajar untuk pembelajaran bahasa inggris. Paradigma baru kurikulum merdeka, pemahaman Capaian Pembelajaran (CP), pembelajaran bahasa inggris dalam kurikulum merdeka, serta materi dan pendekatan pembelajaran bahasa inggris.

Peneliti : Apakah alasan memilih materi kurikulum merdeka? Pemateri : Karena kurikulum merdeka merupakan kurikulum baru yang belum dipahami oleh guru, jadi kebutuhan guru akan pemahaman kurikulum merdeka menjadi alasan pemilihan materi tersebut. Peneliti : Apakah fokus dari materi tersebut, konsep, kegiatannya atau kesemuanya dari kurikulum merdeka itu? Pemateri : Untuk fokusnya, satu pada penyusunan modul ajar. Jadi, bagaimana guru bisa menyiapkan pembelajaran bahasa inggris sesuai dengan kurikulum merdeka, fokusnya di situ.

Peneliti : Untuk tujuannya pemberian materi tersebut? Pemateri : Pemahaman guru terhadap pembelajaran menggunakan kurikulum merdeka, mengetahui pemahaman dalam menyusun perangkat ajar atau modul ajar untuk mengajar bahasa inggris di SD. Peneliti : Apakah ada produk yang dibuat oleh guru? Pemateri : Modul ajar yang dibuat oleh guru. Peneliti : Dari interaksi dalam kegiatan pelatihan tersebut, menurut anda bagaimana pemahaman guru tentang kurikulum merdeka? Apakah kurang atau bagaimana? Pemateri : Masih sangat kurang dan memerlukan pelatihan lanjutan. Dari pertemuan kemarin itu kurang, masih sangat kurang dalam hal kemampuan guru menyusun modul ajar.

Peneliti : Dari kondisi sekolahnya dan gurunya, apakah sekolah tersebut layak untuk menerapkan kurikulum merdeka? Pemateri : Kalo layak atau tidaknya semua sekolah harus siap, jadi bukan disekolah ini layak, disekolah ini tidak. Tapi, kurikulum merdeka harus diterapkan dan bagaimana guru menyiapkan diri untuk menyongsong kurikulum merdeka tersebut. Jadi, mau tidak mau harus diterapkan.

Kesimpulannya ya harus ada pelatihan lanjutan kepada guru supaya lebih bagus lagi pemahamannya. Appendix 2 Questionnaire Questions Timestamp _Nama Guru _Pendidikan Terakhir _Lama Mengajar _1. Saya memahami Kurikulum Merdeka. _9/30/2022 11:19:56 _Siti nur fatimatuz zahro' _S1 Kependidikan _Antara 5-10 tahun _Kurang setuju _9/30/2022 11:20:27 _Ragil Saputri _S1 Kependidikan _4 bulan _Kurang setuju _9/30/2022 11:20:33 _Saiful Fanani _S1 Kependidikan _Kurang dari 5 tahun _Setuju _9/30/2022 11:20:48 _Mixel Ceke p s _Masih menempuh kuliah _3 bulan _Kurang setuju _9/30/2022 11:21:13 _Nurvia Ashylla Azzahra _Masih menempuh kuliah _3 bulan _Setuju _9/30/2022 11:21:42 _HISOM FAUZI _S1 Kependidikan _Lebih dari 10 tahun _Tidak setuju _9/30/2022 11:22:11 _Jaenuri _S1 Kependidikan _Lebih dari 10 tahun _Setuju _ _2. Saya memahami komponen Kurikulum Merdeka. _3.

Saya memahami bagaimana implementasi Kurikulum Merdeka disekolah. _4. Saya memahami tentang modul ajar sesuai dengan Kurikulum Merdeka. _5. Saya memiliki pengalaman menyusun modul ajar. _6. Saya memahami tentang bahan ajar sesuai

dengan Kurikulum Merdeka. _Kurang setuju _Kurang setuju _Kurang setuju _Kurang setuju _Kurang setuju _Kurang setuju _Kurang setuju _Kurang setuju _Kurang setuju _Setuju _Kurang setuju _Kurang setuju _Kurang setuju _Kurang setuju _Setuju _Kurang setuju _Kurang setuju _Kurang setuju _Setuju _Kurang setuju _Setuju _Kurang setuju _Kurang setuju _Kurang setuju _Tidak setuju _Kurang setuju _Setuju _Setuju _Setuju _Setuju _Tidak setuju _Tidak setuju _Tidak setuju _Tidak setuju _Tidak setuju _Kurang setuju _Setuju _Kurang setuju _Kurang setuju _Kurang setuju _Kurang setuju _ 7.

Saya bisa memilih bahan ajar sesuai dengan susunan modul ajar. _8. Saya memahami tugas sebagai guru sesuai Kurikulum Merdeka. _9. Saya memahami prinsip-prinsip dalam mengajar Bahasa Inggris untuk anak-anak. _10. Pembelajaran dikelas harus dibuat nyaman bagi peserta didik. _11. Saya memahami aktivitas pembelajaran yang sesuai untuk anak-anak.

_Kurang setuju _Kurang setuju _Kurang setuju _Sangat setuju _Setuju _Kurang setuju _Kurang setuju _Setuju _Sangat setuju _Setuju _Kurang setuju _Kurang setuju _Tidak setuju _Setuju _Setuju _Kurang setuju _Kurang setuju _Kurang setuju _Sangat setuju _Setuju _Setuju _Setuju _Setuju _Sangat setuju _Setuju _Tidak setuju _Tidak setuju _Tidak setuju _Tidak setuju _Sangat setuju _Setuju _Tidak setuju _Setuju _Setuju _ 12. Saya sanggup mengajar Bahasa Inggris. _13.

Tugas saya sebagai guru adalah merancang pembelajaran yaitu membuat persiapan, memilih materi, memilih aktivitas belajar peserta didik, dan menyusun asesmen. _14. Saya melakukan inovasi dalam pembelajaran. _15. Saya mengikuti pelatihan untuk meningkatkan pengetahuan dan keterampilan mengajar. _Setuju _Kadang-kadang melakukan _Kadang-kadang melakukan _Jarang melakukan _Setuju _Sering melakukan _Sering melakukan _Kadang-kadang melakukan _Kurang setuju _Sering melakukan _Sering melakukan _Sering melakukan _Setuju _Sering melakukan _Sering melakukan _Kadang-kadang melakukan _Sangat setuju _Selalu melakukan _Selalu melakukan _Kadang-kadang melakukan _Tidak setuju _Kadang-kadang melakukan _Kadang-kadang melakukan _Sangat tidak setuju _Sering melakukan _Kadang-kadang melakukan _Kadang-kadang melakukan _ Appendix 3 Observation pictures Modelling activities // Practice Activities // _Reflection Activities // _ Observation pictures Giving Independent Curriculum Material // // Giving Joyful Learning Material // _ Appendix 4 / Appendix 5 / Appendix 6 // Appendix

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