

**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



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The English Education Department Examination Committee of
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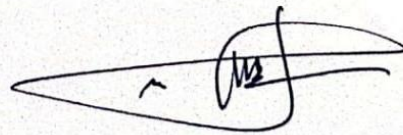
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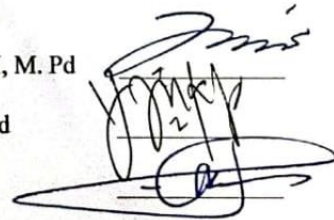
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by the Examination Committee of
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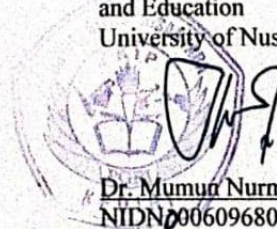
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MOTTO AND DEDICATION

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 – Ikhlah 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:

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7. 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
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TABLE OF CONTENTS

COVER	1
APPROVAL PAGE	Error! Bookmark not defined.
APPROVAL SHEET	iii
THE STATEMENT OF WRITING ORIGINALITY	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF PICTURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Scope of the Research	6
C. Research Problem.....	6
D. Objective of the Research	6
E. Significance of the Research.....	7
F. Definition of Key Terms.....	7
CHAPTER II	9
A. In Service Training	9
B. Modelling Practice Reflection (MPR).....	13
C. Teaching English to Young Learners	14
D. Independent Curriculum	16
E. Joyful Learning	19
F. The Principles of Joyful Learning	21
G. The Activities of Joyful Learning	22

CHAPTER III RESEARCH METHOD	25
A. Approach and Type of Research	25
B. The Role of the Researcher	26
C. Steps of the Research.....	27
D. Place and Time of the Research	28
E. Source of Data.....	29
F. Procedure of Collecting the Data	30
G. Technique of Analyzing the Data.....	31
H. Checking the Findings of the Research	32
CHAPTER IV RESEARCH FINDING	34
A. Description of the Place.....	34
B. Research Findings	36
C. Interpretation and Discussion	47
CHAPTER V	51
A. Conclusion	51
B. Implication	52
C. Suggestion.....	53
BIBLIOGRAPHY	54

LIST OF PICTURES

Picture 4. 1 MI Al - Ikhlah Building	35
Picture 4. 2 Joyful learning activities.....	39
Picture 4. 3 Independent Curriculum material	39
Picture 4. 4 Teacher's educational background	40
Picture 4. 5 Ice breaking activity	42
Picture 4. 6 Delivery of literacy material	42
Picture 4. 7 Google form for evaluation	45

LIST OF TABLES

Table 3. 1 Time of the Research.....	29
Table 4. 1 Banana song	41
Table 4. 2 Example of song.....	43

LIST OF APPENDICES

1	: Interview Results.....	57
2	: Questions of Questionnaire.....	66
3	: Observation Picture.....	68
4	: Permission Letter for Conducting the Research.....	70
5	: Explaining Letter Doing Research.....	71
6	: Guidance Card (Kartu Bimbingan Skripsi)	72
7	: Approval of Attending Skripsi Examination.....	74

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.

A. 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"

B. 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.

C. Research Problem

In order to focus, the researcher formulates the problem of the research as follows:

1. What materials are given in the training for teachers at MI Al-Ikhlash Kediri?
2. What are the steps of Modelling Practice Reflection (MPR) in training for teachers at MI Al-Ikhlash Kediri?
3. How do the teachers of MI Al-Ikhlash Kediri understand about the materials of training?

D. Objective of the Research

Based on the research problems above, the objectives of this research are:

1. To describe the materials were given in the training for teachers at MI Al Iklash Kediri.

2. To describe the steps of Modelling Practice Reflection (MPR) in training for teachers at MI Al Ikhlas Kediri.
3. To describe MI Al Ikhlas Kediri teacher's understanding the materials of training.

E. Significance of the Research

The researcher expects that this research will give advantages to reader and other writers:

1. 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.

2. 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.

F. Definition of Key Terms

1. 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.

2. 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.

3. 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.

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