

Needs-Based Training Management Model for Educational Units in Preparing Teaching Modules on the Merdeka Mengajar Platform for PAUD Teachers

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ABSTRACT

The study aims to analyze the development process, effectiveness, and feasibility of the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers. This study uses the Research and Development (R&D) method using the ADDIE model. The collection technique uses a Likert scale questionnaire, an open questionnaire, a discussion note format, and an observation sheet. The data analysis technique is descriptive analysis, model feasibility test analysis, and model effectiveness analysis. The results of the model feasibility were obtained from the expert validation results with a score of 3.49 in the Very Good category, indicating that the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers is suitable for use in schools. Finally, the model effectiveness test can significantly improve teachers' ability to compile teaching modules, with an average pre-test score of 59 and an increase during the post-test with an average of 93 and a gain test result of 0.82, which is categorized as high. Thus, the effective needs-based training model can improve teachers' ability to compile teaching modules for PAUD teachers at the work center of the Pantai Labu District Cluster, Deli Serdang Regency.

KEYWORDS

Training management; teaching modules; Merdeka Mengajar Platform; PAUD Teachers

INTRODUCTION

The increase in PAUD units is expected not only in terms of quantity but also in terms of quality. PAUD quality is measured by the achievement of PAUD National Standards and prioritizes the quality of the learning process. However, the fact is that in the province of North Sumatra, PAUD units that are accredited A are 105 institutions, accredited B are 523 institutions, and accredited C are 602 institutions (BANPAUD-PNF, 2019). These data indicate the need to improve the quality of PAUD, where this cannot be separated from the role of teachers as the spearhead of PAUD implementation, and some PAUD quality indicators are related to the duties of PAUD teachers.

Minister of Education and Culture Decree No. 56 of 2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery (Independent Curriculum) in order to improve the previous curriculum. The Independent Curriculum is a curriculum basis that implements diverse intracurricular learning. A curriculum with more optimal content so that students have enough time to understand concepts and improve their competencies. Teachers have the freedom to choose learning tools in the learning

process so that learning can be adjusted to the learning needs and interests of students. Independent learning is the embodiment of a learning process that is managed by students independently. Students manage goals, methods, and assessments based on the teacher's perspective.

Independent learning means involving students in determining goals, methods, and reflections on the learning process and outcomes. The teaching tools used include textbooks, teaching modules, project modules to strengthen the Pancasila student profile, examples of operational curricula for educational units, learning videos, and other forms. Teacher creativity is needed to reduce learning difficulties and limitations of students so that teaching materials can be conveyed properly and can be understood by students.

Teaching modules are learning tools or learning designs based on the curriculum that is applied with the aim of achieving the established competency standards (Nurdyansyah, N., 2018). Teaching modules have a primary role in supporting teachers in designing learning. In the preparation of learning devices that play an important role are teachers. Teachers are honed their thinking skills to be able to innovate in teaching modules. A module is a reading that is written and printed because it has the intention that students are able to seek knowledge independently without direction from educators (Maulida: 2022). Modules are also a part that holds a very influential position in the learning system. With the existence of modules, it is able to support students to understand the explanations related to the learning materials (Munawar & Hasyim, 2020). Teaching modules are one of the objects that can be used to support educators in carrying out teaching and learning activities during classroom learning. The object in question can be in the form of written or unwritten material. Modules play a role in teaching and learning activities, but the structure of the method and its arrangement are different; teaching modules only examine one topic of discussion and stand alone or independently and do not depend on other modules (Purwanto, 2019).

Teaching modules consist of a series of learning activities so that they clearly meet the acquisition so that they succeed in realizing plans that have been formulated clearly and specifically. Modules are also referred to as the embodiment of teaching materials used to ease educators and students in the learning process (Rahayu, 2019). The learning process that does not plan teaching modules properly is certain to deliver content to students unsystematically, so that learning occurs unbalanced between teachers and students. It is certain that only teachers are active, or vice versa, and the learning that is carried out seems less interesting because teachers do not prepare teaching modules properly. Therefore, to deal with this problem is to hold training for PAUD teachers in compiling teaching modules according to the latest curriculum, namely the independent curriculum. Training can provide opportunities for teachers to gain new knowledge, skills, and attitudes that can change their behavior, which will ultimately improve student learning achievement. Finks and Willits in Fadlurrahman (2009) said, "Almost all large organizations have programs for employee training and development.

Based on interviews with PAUD principals and two PAUD teachers in each PAUD school throughout Deli Serdang Regency, a total of three PAUD principals and six PAUD teachers, it was found that training for PAUD teachers had previously been conducted, but in reality, the training for preparing teaching modules that had been implemented so far still had several weaknesses in its implementation and management, namely: (1) there was no training guidebook for the organizers; (2) no teaching materials/training modules; (3) inadequate facilities and infrastructure; (4) the schedule was not in accordance with the implementation because the training was not managed properly; and (5) the evaluation was not comprehensive. According to Musfah (2011: 61), training often does not meet the

results expected by the organizers. Therefore, professional training organizers must carefully plan each training, starting from the selection of materials, time, place, and methods to the quality of the instructors. So that in training it is necessary to apply the management functions of planning, organizing, implementing, and supervising so that its objectives can be achieved optimally. Training, according to Rothwell in Toharudin (2019), is the field of activity that focuses on identifying, assuring, and helping develop, through planned learning, the key competencies that enable individuals to perform current or future jobs." Hamalik (2000: 10) said that "Training is a management function that needs to be carried out continuously in order to develop manpower in an organization." It can be concluded that training is an activity that focuses on efforts to identify, guarantee, and help develop, through learning planning, core competencies that enable someone to be able to perform work in the future; therefore, the implementation of education and training must pay attention to its quality and management. Basri and Rusdiana (2015: 28-29) state that the role of management is no less important in the success of a training. If it is expected to be beneficial for all parties involved in it, training activities must be managed/managed properly, starting from the existence of activities, identification of needs, design/creation of programs, organizing implementation, and systematic evaluation of training. So that training management can be a good alternative to improve teachers' ability in compiling teaching modules according to the independent curriculum and learning can be achieved according to objectives.

Management or management of good teaching material preparation training programs in their implementation, as stated by Barnardin and Russell in Ambar & Rosidah (2003: 178), that in the implementation of education and training programs (diklat) there are three stages of activity that must be passed, including needs planning, program implementation, and assessment/evaluation of training programs. These three stages should be considered in the implementation of previous teaching material preparation training so that the quality of training is good and the expected goals can be achieved.

Hamalik (2000: 183), who said that training is a process that includes a series of actions (efforts) that are carried out deliberately in the form of providing assistance to workers carried out by professional personnel to training in a unit of time that aims to improve the work abilities of participants in certain fields of work in order to increase effectiveness and productivity in an organization. In line with what Rivai Veithzal said in Simamora (2017), training is a vehicle for building human resources towards the era of globalization, which is full of challenges; therefore, training activities cannot be ignored, especially in entering an era of increasingly tight, sharp, and heavy competition in the current century.

Training aims to improve employee performance in achieving organizational goals. Based on Mudjiman's explanation (2006: 103), there are two main objectives of employee training, including: (1) Training is carried out to close the gap between employee skills or abilities and job requirements; and (2) These programs are expected to increase employee work efficiency and effectiveness in achieving predetermined work targets.

Stoner and Freeman in Lidya and Rifa (2022) define management as the process of planning, organizing, leading, and supervising the work of organizational members and using all available organizational resources to achieve clearly stated organizational goals. Robert Kritiner in Susanto (2019) defines management as a work process through others to achieve organizational goals in a changing environment. This process focuses on the effective and efficient use of human resources.

George R. Terry in Kamsidjo (2014) states that there are four management functions, namely planning, organizing, implementing (actuating), and controlling. These four management functions are known by the abbreviation POAC.

Hidayati (2022) Training in Making Independent Learning Curriculum Teaching Modules for PAUD Teachers Bina Tunas Bangsa Lidah Wetan Lakarsantri: that the training in compiling independent curriculum teaching modules for PAUD teachers Bina Tunas Bangsa Lidah Wetan Lakarsantri, Surabaya, can be implemented well. The Merdeka Mengajar platform provides references for teachers to develop teaching practices in accordance with the Merdeka Curriculum. In the Teaching feature, there is a Teaching Device feature that can be used by teachers and education personnel in developing themselves; currently, there are more than 2000 references for teaching devices based on the Merdeka Curriculum. The student assessment feature was developed to help teachers and education personnel conduct diagnostic analysis related to students' abilities in literacy and numeracy quickly so that they can apply learning that is in accordance with the stages of achievement and development of students (pusatinformasi.guru.kemdikbud.go.id).

The Merdeka Mengajar platform provides equal opportunities for teachers to continue learning and developing their competencies whenever and wherever the teacher is. The Learning feature on the Merdeka Mengajar Platform provides independent training facilities that provide opportunities for teachers and education personnel to obtain quality training materials by accessing them independently. Based on the problems above, the researcher can formulate: (1) How is the process of developing a training management model based on the needs of educational units in compiling teaching modules on the Merdeka platform; (2) How is the feasibility of the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Mengajar platform; and (3) How effective is the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Mengajar platform?

RESEARCH METHODS

This study uses the Research and Development (R&D) research method. This study focuses on the development of a training management model based on the needs of educational units in compiling teaching modules on the Merdeka Mengajar platform for PAUD teachers at the Pantai Labu District Cluster Work Center, Deli Serdang Regency.

In this study, to develop a training management model based on the needs of educational units in compiling teaching modules on the Merdeka Mengajar platform for PAUD teachers, the author uses the ADDIE development model. This research was conducted at PAUD from 3 educational units, namely TK Negeri Satu Atap 01 Pantai Labu, TK Islam Terpadu Mulia, and TK Ceria Pantai Labu, in Deli Serdang Regency.

The trial subjects of the PAUD teacher teaching module training management model were PAUD teachers in Pantai Labu District, Deli Serdang Regency, from 3 educational units, namely TK Negeri Satu Atap 01 Pantai Labu totaling four people, TK Islam Terpadu Mulia totaling three people, and TK Ceria Pantai Labu totaling three people. The total number of training participants was 10 people. Then four lecturers in the field of education management as experts in the focus group discussion (FGD). The research procedure for developing the PAUD teacher teaching module training management model is presented in the following figure:

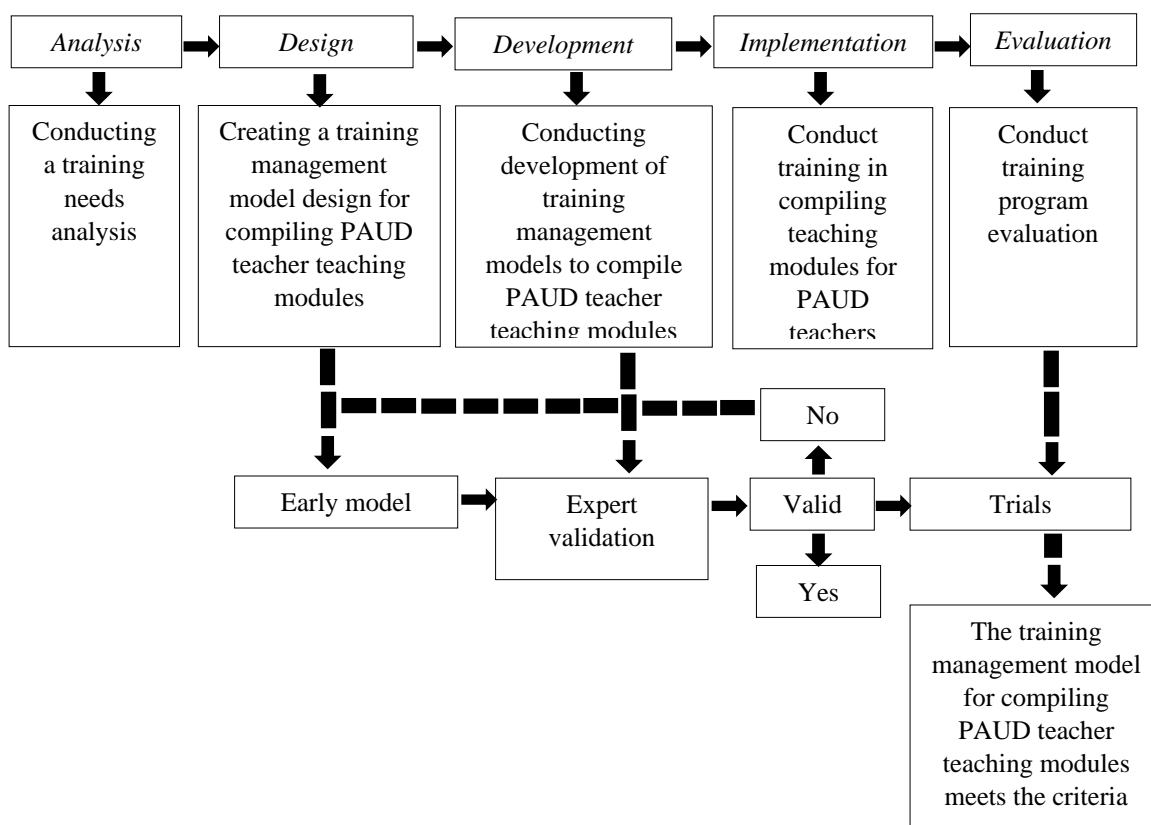


Figure 1. Research Procedure

Data collection techniques are a conscious effort to collect data that is carried out systematically with standard procedures (Arikunto, 2010: 237). Data collection carried out systematically and according to procedures is expected to be able to provide data that is in accordance with the conditions that actually occur. Data collection can be done in various settings, various sources, and various methods (Sugiyono, 2008: 308).

The tools used to collect data are Likert scale questionnaires, open questionnaires, discussion note formats, and observation sheets for teachers' ability to compile teaching modules, including: (1) Likert scale questionnaires are used to collect data on evaluation of training in compiling teaching modules; (2) Open questionnaires are used to collect data on: (1) analysis of training needs in compiling teaching modules; (2) criticism and suggestions from experts and practitioners; (3) Interviews are used to collect data on teacher competence in preparing teaching materials; (4) Focus Group Discussion (FGD) development of training management models for compiling teaching modules; (5) Teacher response questionnaire on the implementation of the training management model for compiling teaching modules; (6) Observation sheets used to collect data on teachers' ability to compile teaching modules; and (7) Test tools for pre-test and post-test after training to test the effectiveness of the training management model for compiling teaching modules.

The developed instrument was validated using two methods, namely: (1) prediction validation, by consulting the concept of the model with experts and management practitioners; and (2) content validity, by consulting the instrument that had been created by the researcher with experts in the field that was in accordance with the research objectives.

Table 1. Outline of the Questionnaire for Training Needs in Preparing PAUD Teacher Teaching Modules

No	Aspect	Indicator
1	Training Material Needs	Scope of Training Material Suitability of Material
2	Training Program Needs	Training Planning Training Objectives Organizing Training Implementation Monitoring Evaluation Follow-up
3	Training Procedure Needs	Training Implementation Stages Training Timeliness
4	Resource Person Needs	Resource Person Competence Module Design Use of Language and Attitude

Table 2. Grid of Questionnaire for Real Conditions of Teacher Learning Related to Teaching Modules

No	Aspect	Indicator
1	Classroom learning	Teacher teaching activities using teaching modules
2	Teacher constraints in preparing teaching modules	Teaching modules
3	Teacher interest in training to prepare teaching modules	Teacher desires

To measure the level of effectiveness, data will be processed from the results of the post-test after using training management based on the needs of educational units in preparing teaching modules on the Merdeka Teaching platform for PAUD teachers. The steps to analyze student post-test data are:

- a. Giving student post-test score
- b. Giving each value using the formula:

$$N = \frac{\text{Score obtained}}{\text{Highest score}} \times 100\%$$

- c. The level of effectiveness of the needs-based training management of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers implemented in is 70 through the following index percentage:

$$\text{Percentage} = \frac{\text{Number of students who get } \geq 70}{\text{Number of students who take the test}} \times 100\%$$

Table 3. Qualification of Effectiveness Level Based on Percentage

Percentage (%)	Validity Level	Description
81% < Score ≤ 100%	Very Effective	Can be used
61% < Score ≤ 80%	Effective	Can be used
41% < Score ≤ 60%	Quite Effective	Partially Revised
21% < Score ≤ 40%	Less Effective	Revision
0% < Score ≤ 20%	Ineffective	Revision

Source: Jannah & Julianto (2018)

Training management based on the needs of educational units in compiling teaching modules on the Merdeka Pembelajaran platform for PAUD teachers that are developed will be declared to have a good level of effectiveness if it reaches the index percentage that reaches the minimum criteria of being quite effective even though there are still parts that need to be revised.

The results of the test are used to see the effectiveness of the achievement of the results of improving teachers' abilities in compiling teaching modules on the Merdeka Teaching platform after or before using training management based on the needs of educational units to improve teachers' abilities in compiling teaching modules on the Merdeka Teaching platform by calculating N-gain. Gain score is a good indicator to show the level of effectiveness of the treatment from the post-test score. The N-gain formula is as follows:

$$(g) = \frac{(gain)}{(gain)_{max}} = \frac{(postest) - (pretest)}{100 - (pretest)}$$

Table 4. Criteria for Improving the Ability to Compile Teaching Modules

No.	Score	Category
1	0,70 < gs ≤ 1,00%	High
2	0,30 < gs ≤ 0,70%	Medium
3	0,00 < gs ≤ 0,30%	Low

Source: Tresnaningtyas et al. (2023)

RESULTS AND DISCUSSION

The planning stage begins with a training needs analysis. In the analysis of training needs for the Training Management Process Based on Needs Training for Education Units in Compiling Teaching Modules on the Merdeka Mengajar Platform for PAUD Teachers at the Pantai Labu District Cluster Work Center, Deli Serdang Regency, it begins with the distribution of a Likert scale questionnaire with a Likert scale category score of 1 to 4. The distribution of the questionnaire was distributed directly to 10 (ten) PAUD teachers in Pantai Labu District. The results of the training needs distributed to respondents of ten PAUD teachers in Pantai Labu District can be seen in the following table:

Table 5. Summary of Needs-Based Training Material Needs in Compiling Teaching Modules

Indicators needed	Average	Category
Scope of training materials	3,70	Very Necessary
Suitability of materials	3,60	Very Necessary
Average	3,65	Very Necessary

From the respondent questionnaire on the aspect of training material needs based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers which includes the scope and suitability of materials in the training are very much needed by teachers as training participants.

Table 6. Summary of Needs for Needs-Based Training Programs in Preparing Teaching Modules

Indicators needed	Average	Category
Training Planning	3,50	Very Necessary
Training Objectives	3,65	Very Necessary
Training Organization	3,50	Very Necessary

Indicators needed	Average	Category
Training Implementation	3,75	Very Necessary
Monitoring	3,60	Very Necessary
Evaluation	3,60	Very Necessary
Follow-up	3,50	Very Necessary
Average	3,59	Very Necessary

Table 7. Summary of Needs for Needs-Based Training Procedures in Preparing Teaching Modules

Indicators needed	Average	Category
Training Implementation Stages	3,50	Very Necessary
Training Timeliness	3,65	Very Necessary
Average	3,58	Very Necessary

Tabel 8. Summary of Needs-Based Training Resource Person Needs in Preparing Teaching Modules

Indicators needed	Average	Category
Resource Person Competence	3,55	Very Necessary
Application Use	3,60	Very Necessary
Use of Method	3,45	Very Necessary
Use of language and attitude	3,45	Very Necessary
Average	3,51	Very Necessary

Table 9. Percentage of Real Conditions of Teachers' Ability to Compile Teaching Modules

No	Aspect	Percent age
A. Learning Conditions at School		
1	Teachers do not use teaching module guidelines	90%
2	Teachers do not vary learning	90%
3	Teachers find it difficult to compile teaching modules	90%
B. Ability in the Merdeka Megajar Platform		
4	Teachers rarely access PMM	100%
5	Teachers' ability to compile teaching modules is still low	100%
6	Teachers need to improve their ability to compile teaching modules	100%
C. Teachers' Interest in Training to Compile Teaching Modules		
7	Teachers need training to compile teaching modules in PMM	100%
8	Teachers' desire to improve their ability to compile teaching modules in PMM	100%
9	Teachers' desire to participate in training to compile teaching modules in PMM	100%
10	PAUD teachers in Kec. Pantai Labu has never participated in training to compile teaching modules at PMM	100%

Evaluation is an activity carried out to evaluate training activities. To see whether or not the training is absorbed, a pre-test and post-test are carried out. The results of the pre-test and post-test can be seen in the following table:

Table 10. Summary of pre-test and post-test of training participants based on needs in compiling teaching modules

No Respondent	Pre-test Score	Post-test Score	Average
1	56	100	78
2	49	91	70

No Respondent	Pre-test Score	Post-test Score	Average
3	63	98	80,5
4	70	100	85
5	63	100	81,5
6	77	84	80,5
7	56	100	78
8	49	98	73,5
9	42	100	71
10	63	98	80,5

To assess the implementation of the training, the author also distributed instruments to training participants with the results in the following table:

Table 11. Summary of Evaluation and Monitoring of the Implementation of Needs-Based Training in Preparing Teaching Modules

Aspects evaluated	Average	Category
Material	3,53	Strongly Agree
Application Operation	3,37	Strongly Agree
Organizer	3,55	Strongly Agree
Training Process Based	3,60	Strongly Agree
Training Method	3,53	Strongly Agree
Average	3,52	Strongly Agree

Post-training follow-up will be supervised by the principal. the results of supervision can be seen in the following table:

Table 12. Principal Supervision Resume in Preparing Teaching Modules

Aspects evaluated	Average	Category
Preparation	3,65	Very Professional
Implementation	3,57	Very Professional
Evaluation	3,55	Very Professional
Average	3,59	Very Professional

Table 13. Expert Validation Score for Training Management Model Development

Aspects assessed	Average score			
	Expert 1	Expert 2	Expert 3	Average
Planning	3,50	3,67	3,33	3,50
Organizing	3,50	3,50	3,50	3,50
Implementation	3,00	3,33	3,33	3,22
Evaluation	3,00	3,50	4,00	3,50
Teacher Ability to Prepare Teaching Modules	3,50	3,50	4,00	3,67
Follow-up	3,33	3,67	3,67	3,56
Average Score				3,49

Table 14. Average Score of Participant Assessment (Individual Test, Group Test and Limited Test) on the Development of Training Management Model

Aspects assessed	Average score			
	Individual Trial (6)	Group Trial (8)	Limited Trial (10)	Average
Planning	3,47	3,55	3,59	3,54
Organizing	3,17	3,31	3,35	3,28
Implementation	3,22	3,29	3,35	3,29
Evaluation	3,42	3,44	3,55	3,47
Teacher Ability to Prepare Teaching Modules	3,50	3,56	3,60	3,55
Follow-up	3,56	3,63	3,67	3,62
Average Score				3,46

Measuring the effectiveness of the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Mengajar platform for PAUD teachers can be done through pre-test and post-test treatments. The pre-test aims to measure the initial understanding of training participants before being introduced to the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Mengajar platform for PAUD teachers. The results of the pre-test scores can be seen in the following table:

Table 15. Recapitulation of Pre-Test Results

No Respondent	Pre-Test Score
1	56
2	49
3	63
4	70
5	63
6	77
7	56
8	49
9	42
10	63
Total	588
Average	59
Highest Score	77
Lowest Score	42

Next, the level of completion of the pre-test of training participants will be presented in the following table:

Table 16. Recapitulation of Training Participants' Pre-Test Completion

Category	Training participant pre-test Number of training participant	Classical Completion (%)
Completed	2	20%
Not Completed	8	80%
Total	10	100%

The results of the post-test of training participants can be seen in the following table:

Table 17. Recapitulation of Post-Test Results Training Participant Test

No Respondent	Post Test Score
1	100
2	91
3	98
4	100
5	100
6	84
7	62
8	98
9	100
10	98
<hr/>	
Total	931
Average	93
Highest Score	100
Lowest Score	62

From the table, the post test completion of training participants can be briefly described in the following table:

Table 18. Recapitulation of Post Test Completion of Training Participants

Category	Training participant post-test Number of training participants	Classical Completion (%)
Completed	9	90%
Not Completed	1	10%
Total	10	100%

The following is a recapitulation of teachers' abilities in compiling teaching modules presented in the following table:

Table 19. Recapitulation of Teachers' Ability to Compile Teaching Modules for PAUD teachers after training

Assessed indicators	Average	Category
Preparation		
- Mapping of Standard Competencies and Basic Competencies of Subject Matter	3.30	Profesional
- Material Presented according to Syllabus	4.00	Very Profesional
- Worksheets Used	3.70	Very Profesional
- Learning Resources Used	3.60	Very Profesional
Implementation		
- Ability to Compile Independent Curriculum Teaching Modules	3.40	Very Profesional
- Ability to Provide Variations in Each Component of the Teaching Module	3.70	Very Profesional
- Ability to Create Interesting Learning Practice Materials	3.60	Very Profesional
Assessment		
- Suitability of Learning Objectives with Material Created in the Teaching Module	3.40	Profesional
- Suitability of teaching module components with learning materials	3.70	Very Profesional

Gain test data was obtained from the results of the pre-test and post-test. The results of the gain test are shown in the following table:

Table 20. Recapitulation of Pre-Test and Post-Test Results of Training Participants

No Respondent	Pre-Test Score	Post-Test Score
1	56	100
2	49	91
3	63	98
4	70	100
5	63	100
6	77	84
7	56	62
8	49	98
9	42	100
10	63	98
Total	588	931
Average	59	93
Highest Score	77	100
Lowest Score	42	62

The results of the gain test from the pre-test and post-test scores of training participants are as follows:

$$Gain(g) = \frac{93 - 59}{100 - 59} = 0,82$$

From the calculations that have been done, the gain result is 0.82. This result is included in the high category. Thus, it can be concluded that the use of a training management model based on the needs of educational units is effective in improving the ability of PAUD teachers to prepare teaching modules on the Merdeka Mengajar platform.

Discussion

The results of the analysis show that the development of training based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers has produced a training management model that can be implemented in schools to improve teachers' abilities in compiling teaching modules. Training that is implemented using management functions will be carried out effectively because the steps have been structured, starting from planning, organizing, implementing, and evaluating.

The evaluation carried out was in the form of measuring the abilities of training participants in the training material through pre-tests and post-tests and evaluating the implementation of the training. Evaluation of the implementation of the training was carried out by distributing instruments to training participants. The aspects evaluated included material aspects, application operation aspects, organizer aspects, training process aspects, and training method aspects. The results of the respondents showed an average of 3.52, which means that monitoring by training participants regarding the implementation of the training strongly agreed with each aspect assessed.

Post-training follow-up was carried out by training graduates by creating a Merdeka curriculum teaching module, then uploading the teaching module to the Merdeka Teaching platform as evidence of work that will be supervised by the principal. Supervised aspects include planning, implementing, and evaluating. The results of the supervision obtained an average of 3.59; this shows that the teacher's ability to compile teaching modules on the

Merdeka Teaching platform for PAUD teachers at the Pantai Labu District cluster work center is very professional.

As explained by Mangkuprawira (2002: 139–140), there are three major stages in training management, namely the assessment stage, the training stage, and the evaluation stage. In the assessment stage, an analysis of training needs is carried out from the organization, work, and individual needs. In the training stage, activities are carried out to design and select training procedures, as well as implementing training. The last stage is the evaluation stage; at this stage the training results are measured and the results are compared with the criteria.

The development of a training management model based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers was compiled by the author based on the results of the Focus Group Discussion (FGD) process and validated by experts. From the results of the expert validation, a score of 3.49 was obtained with a Very Good category; this shows that the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers is suitable for use in schools. In the validation stage by experts, this model received a good rating but received some input to further refine the model before being tested in schools. The parts that received improvements were the indicators contained in the management functions, which include planning, organizing, implementing, and evaluating. After the model was revised, the final model of training management based on the needs of educational units was born in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers, which will be implemented in schools. Training will be carried out well if it implements management functions. Because the management functions consisting of planning, organizing, implementing, and evaluating make training more coherent in its application so as to achieve training objectives. This is in line with the theory put forward by Basri and Rusdiana (2015: 28-29), which states that the role of management is no less important in the success of a training that must be managed/managed properly starting from the existence of activities, identification of needs, designing/creating programs, organizing implementation, and evaluating training systematically. So that training management can be a good alternative to improve teachers' abilities in compiling teaching modules according to the Merdeka curriculum and learning can be achieved according to objectives. This is in line with what Hamalik (2007: 10) said: management activities are carried out in a comprehensive, continuous process, are carried out formally, and are closely related to management functions.

In the trial at the school in the individual trial, group test, and limited test, an average score of 3.46 was obtained with a very easy category; this indicates that the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers is very easy to do.

The results of the model effectiveness test showed a significant understanding of the training participants regarding the training model developed. This can be seen clearly from the results of the pre-test and post-test of training participants who were taught in the training based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers. The results of the pre-test conducted on 10 training participants showed an average score of 59. Then, after using a training model based on the needs of educational units in compiling teaching modules on the Merdeka platform and conducting a post-test, the training participants' scores increased with an average of 93 out of 10 training participants. Furthermore, the data results were analyzed using a gain test, which produced a score of 0.82, which is categorized as high.

During the process of implementing the training objectives to improve teachers' ability to compile teaching modules for PAUD teachers at the work center of the Pantai Labu District cluster, Deli Serdang Regency, it was seen that teachers began to show increased enthusiasm in compiling teaching modules and uploading the teaching modules to the Merdeka Teaching platform in the Bukti Karya section. This is also a place for teachers to filter each other regarding teaching modules. As stated in the Ministry of Education, Culture, Research, and Technology (2022), Bukti Karya is a place to document the work of teachers and principals. The work created describes the performance, competence, and achievements achieved while carrying out the profession of teacher or principal. Work that has been saved to Bukti Karya can be accessed by colleagues via the shared link. Teachers teaching in class must use teaching tools as a guide in learning. Therefore, teachers must be able to compose their own teaching modules. This is in line with what Nurdyansyah (2018) stated: teaching modules are learning tools or learning designs that are based on a curriculum that is applied with the aim of achieving predetermined competency standards.

CONCLUSION

The process of training management based on the needs of educational units in compiling teaching modules consists of planning, organizing, implementing, evaluating, and monitoring, as well as post-training follow-up. The planning process begins with an analysis of training needs. The organizing process is carried out by forming a training management team that will be responsible for organizing the training. The implementation process is carried out through face-to-face training. The evaluation process is carried out by conducting pre-tests and post-tests and evaluating monitoring of the implementation of the training. The post-training follow-up process is carried out by the principal to assess the improvement in teachers' ability to compile teaching modules.

The results of the model's feasibility were obtained from the results of expert validation, with a score of 3.49 in the Very Good category; this indicates that the training management model based on the needs of educational units in compiling teaching modules is suitable for use in schools. In the trial at the school, for individual trials, group tests, and limited tests, the average score was 3.46 in the very easy category; this indicates that the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers is very easy to do.

The results of the model effectiveness test showed a significant increase in the training participants' understanding of the training model developed. This can be seen clearly from the results of the pre-test and post-test of the training participants. The results of the pre-test conducted on 10 training participants showed an average score of 59. Then, after using the training model based on the needs of the educational unit in compiling teaching modules and conducting a post-test, the training participants' scores increased, with an average of 93 out of 10 training participants. Furthermore, the data results were analyzed using a gain test with a value of 0.82, which is categorized as high. Thus, it can be concluded that the needs-based training model that was carried out effectively can improve teachers' abilities in compiling teaching modules for PAUD teachers at the work center of the Pantai Labu District cluster, Deli Serdang Regency.

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