

# Dr. Ridhwan

---

**Submission date:** 02-Oct-2024 07:01AM (UTC+0700)

**Submission ID:** 2472055111

**File name:** Artikel\_Scopus\_Q2\_Penulis\_Tunggal.pdf (471.54K)

**Word count:** 6673

**Character count:** 39143

## 1 MODULE-BASED TRAINING FOR TEACHER PROFESSIONAL DEVELOPMENT IN *MADRASAH*

**Ridhwan Latuapo**

Department of Madrasah Ibtidaiyah Teacher Education, IAIN Ambon  
Jl. Kebun Cengkeh, Ambon, Maluku, Indonesia, 97128  
Email: [ridhwanlatuapo77@gmail.com](mailto:ridhwanlatuapo77@gmail.com)

Received: 04, 2023. Accepted: 06, 2023. Published: 06, 2023

### 1 ABSTRACT

In the era of Industry 4.0, teachers are expected to exhibit a professional attitude in fulfilling their educational responsibilities. Despite their involvement in numerous activities, the level of professionalism among teachers has not seen significant growth. This research aims to analyze the effectiveness of using the SKI (*Sejarah Kebudayaan Islam*/Islamic Culture and History) Module in enhancing the professionalism of SKI teachers. The study was conducted in a *madrasah* affiliated with the Ministry of Religion in the Maluku Province. A total of 20 SKI teachers from the *madrasah* in Ambon City and Central Maluku Regency were selected as research participants. The research utilized a quantitative-qualitative approach, collecting data through observations, interviews, and product assessments. The results indicated that the module's validity score was 90.38, indicating high validity. The product rating was 3.563.56, demonstrating a very high level of quality. Additionally, the assessment of learning tool preparation scored 7.84, representing a high level of proficiency. The mastery of learning material achieved a score of 82.04, signifying a very high level of competence. The preparation of research proposals scored 69.269.2, indicating a medium level of readiness. Overall, the findings suggest that training using modules can effectively enhance the professionalism of SKI teachers within the Ministry of Religion in the Maluku Province.

Keywords: *Madrasah*, Teacher Professionalism Development, Training

### ABSTRAK

Guru di era industri 4.0 dituntut memiliki sikap profesionalisme dalam merealisasikan tugas pendidikan dan pembelajaran. Telah banyak aktivitas yang diikuti oleh guru, tetapi profesionalismenya tidak meningkat. Penelitian ini bertujuan menganalisis kegiatan peningkatan profesionalisme guru Sejarah dan Kebudayaan Islam melalui penggunaan Modul SKI. Penelitian dilaksanakan di madrasah di bawah Naungan Kementerian Agama Provinsi Maluku. Subjek penelitian guru SKI di lingkungan madrasah di Kota Ambon dan Kabupaten Maluku Tengah berjumlah 20 orang. Pendekatan yang digunakan dalam penelitian ini kuantitatif-kualitatif. Data diperoleh melalui observasi, wawancara, dan penilaian produk. Hasil penelitian menunjukkan nilai validitas modul yang diujicobakan 90,38, sangat valid. Penilaian produk 3,563.56, sangat tinggi. Sementara itu, penilaian aspek penyusunan perangkat pembelajaran 7,84, tinggi; penguasaan materi pembelajaran sebesar 82,04, sangat tinggi; dan penyusunan proposal penelitian 69,269,2, sedang. Berdasarkan hasil tersebut, secara umum pelatihan dengan menggunakan modul dapat meningkatkan profesionalitas guru SKI di Kementerian Agama Provinsi Maluku.

Kata Kunci: *Madrasah*, Pengembangan Profesi Guru, Training

### INTRODUCTION

Teacher professionalism development (TPD) has been the issue to pay attention by all stakeholders in any country. It is a necessary condition to improve education and best deliver education for future generation. The Indonesian government has made efforts to develop teacher professionalism including the teacher equalization program, centre for teacher activity, subject teacher deliberations, group of working teacher and teacher certification program

(Risidiani, 2021; Trison, 2011). However, Indonesian teachers were considered to have weaknesses in the aspect of scientific mastery. To some extent, they are viewed as unqualified (Mustofa, 2007). Furthermore, the average test scores for prospective civil servants for teachers in primary and secondary schools are low and they cannot teach well. There are 40% of teachers who do not teach a subject which is relevant to their scientific field (Mustofa, 2007). In addition, many teachers do not pursue their field of knowledge, so they do not perform well (Dasuki, 2010). Those problems require a solution in terms of TPD which is designed and applied in a better direction. TPD in its various aspects aims to improve teachers' knowledge, attitudes, and skills (Guskey, 2000). The emphasis for TPD should be geared toward the teachers' quality and character (Zulfitri, 2020; Saifulloh, 2014).

In the industrial era 4.0, TPD has developed several things to take into consideration in improving teachers' professionalism. Rosyada (2017) argues that TPD should ensure that teachers have good mastery in: learning materials, curriculum, and research skill. Teachers are expected to have mastery on learning material and demonstrate their ability to analyse and develop teaching materials. Their ability to analyze the breadth and constancy of learning material and to use language according to the level of development of students is crucial (Usadiati, 2015; Ismail, 2009). In a nutshell, teachers are required to be able to master teaching materials and to design learning in a model of lesson studies.

Teachers need to understand curriculum which is important in their effort to design a guide in learning (Alek et al., 2021). Theoretically speaking, a curriculum contains core competencies, basic competencies, learning indicators, learning materials, learning strategies, learning media, and learning evaluation. In this context, teachers are required to be able to understand well the concepts and objectives of the curriculum, prepare learning tools, develop learning materials, develop learning media and strategies and evaluate learning activities (Alsubaie, 2016; Nur, 2011). In addition, teachers are required to be able to conduct research in their teaching and learning activities. Since their research is aimed at improving students' learning, classroom action research can be suitable for the teachers. Their research should be able to anticipate students' weaknesses in learning, problem related to the development of learning materials, strategies and media, and problem related to learning evaluation model (Albalawi & Johnson, 2022; Opfer & Sprague, 2018; Wen, 2019; AlShamsi et al., 2022).

TPD has several models to adopt. A number of studies have shown that the TPD can be carried out in various programs. One of them is through lesson study to achieve good results on the parts of teachers (Prihantoro, 2011). Other models to improve TPD are test development training, construction and item analysis (Annisa, 2019). In addition, there is the development of teacher professionalism through training in innovative learning models (Ulandari & Santaria, 2022; Sumaryati, 2013).

Training can be used to improve TPD. It aims to develop teacher competencies including personal competence, professional competence, and social competence. It needs to consider four things: training theory, training strategies, good practice, and feedback. It can be implemented to improve TPD because training has a significant effect on the effectiveness of educational institutions including *madrasah*. The program provides opportunities for teachers to acquire new knowledge, skills and attitudes that change their behavior, so that they can improve their competency as well as their students' learning achievement (Musfah, 2010; Silvhiyani, 2022; Herminayu & Sulasmono, 2020; Sigurðardóttir, 2022).

Research on TPD using modules has been carried out by Komarudin (2021). This research focuses on character development in *madrasah* which begins with the development of professional teachers. It investigated Aqidah-Akhlak teachers at the *madrasah tsanawiyah* in Banten Province. TPD has an influence on character development in *madrasah*, both among students, teachers, and education staff. However, there is a scarce literature reporting module-

based training to develop TPD SKI (Sejarah Kebudayaan Islam/History of Islamic Culture) subject.

## METHOD

1 This research applies research and development (R&D). It includes several stages: analysis, design, development, implementation, and evaluation (Brog & Gall, 1989). The research was conducted at *madrasah* aliyah in Ambon City and North Maluku. The syntax development of R & D with Brog & Gall. First, research and information collecting: This stage involves determining the research needs, conducting literature reviews, studying facilities, and designing the research and development framework. Second, planning: In this stage, the research or study designs the research plan, which includes (1) designing activities and procedures to be carried out, (2) formulating specific objectives to be achieved and developed into a product, (3) estimating the required funding, resources, and time, and (4) designing feasibility testing. Third, developing a preliminary form of the product: This stage focuses on designing the initial draft of the education product for testing, including the necessary facilities and infrastructure for the trial and validation of the product, validation tools, evaluation tools, and others. Fourth, preliminary field testing: The aim of this stage is to obtain a description of the reasons for implementing or the feasibility of a developed product. Limited testing is conducted involving 6-12 educators as test subjects. Questionnaires, observation sheets, and interview guidelines are distributed during the testing process. Fifth, revision based on testing results: This stage involves improving and refining the product based on the results of the preliminary testing. The limited testing results serve as a reference for revising the developed product. Sixth, main field testing: This stage involves conducting the main testing, which involves a larger number of subjects and aims to determine the level of success of the developed product as expected. Seventh, operational product revision: In this stage, the researcher revises the tested product for further improvement to obtain a product ready for validation by experts. Eighth, operational field testing: This stage is the testing of the product on a larger scale. Questionnaires, observation sheets, and survey guidelines are distributed, and the results are analyzed. The purpose of this stage is to determine the readiness level of the developed product for use in *madrasah* as institutions that do not involve the researchers or product developers. Ninth, final product revision: In this stage, the researcher refines the product based on the recommendations from the field testing. Tenth, dissemination and implementation: The results of the product testing in this stage are promoted and socialized to the public, so that they can be utilized by stakeholders in educational institutions.

The subjects of this study were 20 SKI teachers in Ambon City and North Maluku. They have attended training in improving teacher competence, especially those who have passed PPG (*Pendidikan Profesi Guru*/teacher profession education) program.

### Research Procedures and Model Development

Research procedures and model development consist of eight aspects (Aldoobie, 2015).

1. Design and model design. This aspect includes: (1) designing and targeting model for training, (2) determining competence and results of training activities, (3) designing instrument of training which include: guidelines for training implementation, forms of training modules, participant activity sheets, and evaluation tools for training, and (4) designing instrument for data collection in training.
2. Model development. This aspect includes preparation of training materials and validation. Validity of instruments was also developed and it ensures the validity in terms of: model assessment, model implementation observation format, participant activity observation format, participant response questionnaire format on model implementation, facilitator observation format in managing training, and pretest and posttest questionnaire.

3. Implementation of a training model based on consideration of training methods and materials.
4. Evaluation of the training model is based on the following criteria: validity, practicality, interest, and effectiveness.
5. Research instruments cover preliminary studies and product assessment.
6. Product assessment instrument, which is a model that has been developed and trained for SKI teachers. Model assessment instruments include (1) model book assessment questionnaire, (2) training management observation sheet, (3) group/participant activity observation sheet, (4) participant response questionnaire to the learning and training process, and (5) model implementation observation sheet. The Likert scale is used to measure the attitudes, opinions, and perceptions of the trainees.
7. Data analysis techniques were carried out qualitatively and quantitatively including: data analysis in the preliminary study, data analysis in the model development stage, data analysis in the model evaluation stage. Data analysis techniques used include: (1) analysis of the validity and reliability of the training model, (2) analysis of the practicality of the training model, and (3) analysis of training results.
8. Assessment criteria consist of: (1) validity, (2) reliability, (3) practicality, (4) attractiveness, and (5) effectiveness.

## RESULTS AND DISCUSSION

The module-Based TPD is part of stakeholder efforts in developing the professionalism of madrasa teachers in Ambon City and Central Maluku District. SKI Teachers are among those trained in their professional development. There were 20 teachers participating in this study. They belong to three categories: never participating in a training, have attended a training, and have been certified. The research and development for teaching materials was conducted using the steps Brog & Gall.

### Implementation of Module-Based Training

The description of the training implementation using the module includes: preliminary study, model description, and model development.

### Preliminary Study Results

Preliminary study is conducted in order to develop the quality of competence of SKI teachers. Identification in the preliminary study includes: the reality of the competence of teachers at madrasas in Ambon City and Central Maluku, learning activities, and policies and strategies for developing teacher competence in the two regions. The results of the observations showed that most of the teachers' competence in Ambon City and Central Maluku was low. Indicators that can be seen are: (1) their ability to plan implementation of learning is low; they have not been able to prepare a plan for implementing independent learning; (2) the use of computer-based and digital learning media is low; (3) the application of learning strategies is generally based on lectures; and (4) low research ability; In general, they are not used to doing research to improve learning.

The teachers in Ambon City are generally not able to understand and compile learning tools according to the principles of preparation, so that it can be seen in the application of learning, especially the use of media, strategies learning, and evaluation. Actually, the teacher can minimize the shortcomings by conducting classroom action research. In fact, research activities are not carried out seriously (Madjid, personal communication, 10 October 2022).

As a matter of fact, PAI (Pendidikan Agama Islam/ Islamic Religious Education) teachers including SKI teachers has not achieved good condition. This condition was recognized by Jamaluddin Bugis, Head of the Maluku Province Religious Office. He states that teachers need to be encouraged to develop their competence. Some of them have not

mastered and implemented digital-based learning media, information technology; have not achieved the ability to write scientific papers such as classroom action research; and have not achieved the implementation of learning strategies based on the student center. Programs and vehicles are needed for teacher professionalism development (Bugis, personal communication, 7 October 2022). Based on this preliminary study, SKI teachers in Maluku Province need to receive module-based training for TPD.

### Model Description

The implementation of module-based training for SKI teachers in Ambon City and Central Maluku, Maluku Province, is based on a training manual. The manual used in the training consists of three parts. The first part of the introduction consists of the background, the basis for conducting the training, the objectives of the training, and the number of trainees. The second part, the basic concept of training, explains the meaning of training, training objectives for teachers, types of training, training strategies and methods, and training evaluation. The third part, description of the implementation of the training and training rules. In this section, there is an explanation of the technical training for teachers of history of Islamic culture in Ambon City and Central Maluku. This section describes materials related to training, strategies to be used in training, training trainers or instructors, and training reviews.

The module for training consists of five modules. The first module relates to the professionalism module which contains material on the concept of professionalism, professional teacher requirements and how to develop them. The second module, the learning kit contains the standards that need to be achieved in learning up to the preparation of the syllabus and lesson plans. The third module, learning development which consists of developing learning materials, developing learning media, developing learning models and strategies, developing student worksheets, and developing assessments (evaluations). The fourth module, in-depth material on SKI, starts from the time of the Prophet Muhammad, the period of the Companions of the Four, the Khulafâ Râsyidûn, the Ammawiyah Dynasty, the Abbasid Dynasty, the period of Islamic culture in Europe, the period of Islamic culture in America, and the period of Islamic culture in Indonesia, starting from the time of *wali* until now. The fifth module is class action research that is specifically used for problem solving learning.

The documentation data was corroborated by the training participants. The training that was held was different from the one she had attended because the training was not partial in delivering materials, but the training provides integrated materials. These materials relate to deepening SKI learning material in madrasas and how to develop it, both in relation to preparing lesson plans to carrying out evaluations and classroom action research (Nurjanah, personal communication, April 2022). The teacher at the Central Maluku *State Madrasah Aliyah* states that training for teachers is actually comprehensive, it focused on teaching strategies or learning media. Training materials must cover all aspects of learning, including the preparation of classroom action research (Jun Sarwo Edi, personal communication, 12 May 2022).

The training model used modules for SKI teachers in Maluku is actually not a new activity. The training that is often carried out and attended by teachers is partial. The teachers specifically participated in a training in the use of media, or specifically for the preparation of learning devices. In this study, module-based training has combined all aspects of learning in one training event, so the participants could feel the results (Marasabessyi, personal communication, April 2022).

The steps (syantaxs) of the module-based training program include: (1) identification of training objectives; (2) analysis of the participants' abilities in mastering educational theories, mastering learning strategies and participants' abilities in preparing learning evaluations; (3) training and learning analysis; (4) formulation of training performance goals and targets; (5)

development of evaluation instruments; (6) development of training strategies, methods and techniques; (7) evaluation development and implementation; (8) revision of the training program; and (9) mentoring process. The steps of the training program is shown in Figure 3.

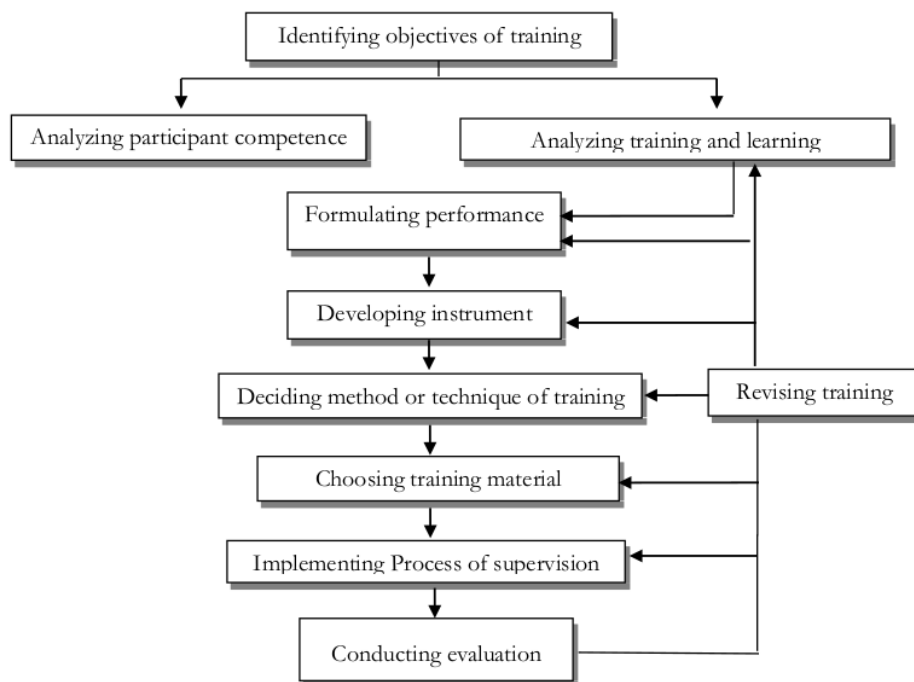


Figure 3. Steps of Module-Based Training

### Model Development

#### 1. Preparation and Organization of Materials

Training using modules for SKI teachers is supported by five materials, modules. The materials are organized into two activities, namely materials for tutorial activities and materials for mentoring activities. Material for tutorial activities refers to material in the module, while material for mentoring activities refers to strengthening tutorial material under the guidance of instructors. The material for tutorial activities consists of basic concepts of teacher professionalism (module 1), learning development (module 2), deepening of SKI material (module 3), learning tools (module 4), and classroom action research (module 4). Assistance materials are focused on strengthening tutorial materials and learning practices.

Organizing material is directed at conceptual and applied mastery. Applied mastery is organized to minimize theory and is organized for the implementation of the conceptual and theoretical results that have been learned in the training. Many benefits can be gained by the trainees, they can immediately practice the results of the training in their assignments guided by expert instructors (Wakano, personal communication, 2 April 2022).

#### *Expert or Practitioner Test*

Expert validation test of the training model developed and the instruments used consisted of model assessment sheets, model implementation observation sheets, training organization observation sheets, participant response questionnaires to the training model and participant activity observation sheets by instructors. The final results of expert validation of

the training model and instruments used an average of 3.61 (90.38%) with a reliability value of  $0.91 \geq 0.75$  indicating a very valid category. The data shows that module-based training TPD can be used in the next stage.

## 2. Trial Results

### Model Validation

The validation of the module-based training is based on the results of an expert test on the feasibility of the model whose indicators consist of: introduction, training concept, syllabus, training model, and model attractiveness. It is known that the average assessment of the training model based on the assessment of three experts is 3.54, indicating a high validity value. The reliability value is  $0.95 \geq 0.75$  and the percentage value is 88.67%. Based on these data, the degree of validity of the model according to the indicators is categorized as high.

### Model Practicality Validation

The practicality validation of the model is based on the results of an expert test on the feasibility of the model used in the training which indicators consist of: introduction, implementation and evaluation. It is known, the average assessment of the training model based on the assessment of three experts is 3.50, indicating a high validity value. The value of the degree of validity of the model according to the indicator is categorized as high.

### Validation of Training Participant Activity Observation Instrument

The validation of the instrument for observing the activities of the trainees is based on the results of testing the implementation of the training model to measure the effectiveness of the model whose indicators consist of: opening lessons, implementation and assessment. It is known that the average assessment of the training model based on the assessment of three experts is 3.56, indicating a high validity value. The reliability value is  $0.88 \geq 0.75$  and the percentage value is 89.17%. Based on these data, the degree of validity of the model is categorized as high.

According to Abidin Wakano, a training instructor (personal communication, April 2022), emphasized that the model being trained has fulfilled the elements of good module preparation. The module has been proven valid and can be well absorbed by the training participants. La Amin, a training participant from the *State Madrasah Tsanawiyah*, Central Maluku, admitted that the module was very easy to understand and could guide the trainees in solving learning activity problems.

### Results of Training Assessment for Teacher Professionalism

After the training model was tried out, the assessment data on teacher professionalism were obtained including the ability to: develop learning tools, carry out learning activities, master the material (in-depth material), and prepare research proposals in the form of class action.

### Results of Assessment of Preparation of Learning Devices

This aspect is related to the ability of history of Islamic Culture teachers in preparing lesson plans before and after module training. Obtained data, the average score of the teacher's ability to prepare a lesson plan before training is 66.1200 with a standard deviation of 4.53982. Meanwhile, the average score for the ability of teachers to prepare lesson plans after training was 78.2000 with a standard deviation of 2.88213. The two assessments show that the teacher's ability to develop lesson plans has increased. Based on hypothesis testing, the average difference in the teacher's ability to plan the implementation of learning before and after training is 10.72000 with a standard deviation of 3.66879. The tcount value obtained is 14.610 and the significance value is 0000. The significance value is less than ( $<$ ) 0.05 and the tcount is more than ( $>$ ) from the ttable value of 9.20560. These results concluded that the increase in the teachers in preparing lesson plans before and after training was very significant.

### Results of Assessment Implementation of Learning Implementation



This aspect is related to the ability of SKI teachers in carrying out learning activities from the aspect of opening lessons, explaining material, to closing learning activities. The data obtained shows that the average score of the teacher's ability to implement learning before training is 63.6900 with a standard deviation of 3.25935. Meanwhile, the average score of teachers' abilities in implementing learning after training was 63.9600 with a standard deviation of 3.32265. The two assessments show that the teacher's ability to implement learning has increased. Based on hypothesis testing, the average difference in the teacher's ability to implement learning before and after training is 20.00000 with a standard deviation of 4.19325. The tcount value obtained is 23.848 and the significance value is 0000. The significance value is less than ( $<$ ) 0.05 and the tcount is more than ( $>$ ) the ttable value is 18.26911. These results concluded that the increase in teachers in the implementation of learning before and after training was very significant.

#### *Material Mastery Assessment Results*

This aspect relates to the ability of SKI teachers in reading, understanding, and mastering material evaluation. Data obtained, the average number of teachers' ability to master the material before training was 70.00 with a standard deviation of 6.92219. Meanwhile, the average number of teachers' ability to master the material after training was 82.04 with a standard deviation of 4.22769. Both assessments show that the teacher's ability to master the material has increased. Based on hypothesis testing, the total difference in the average teacher's ability to implement learning before and after training is 12.04 with a standard deviation of 6.88888. The tcount value obtained is 8.739 and the significance value is 0000. The significance value is less than ( $<$ ) 0.05 and the tcount is more than ( $>$ ) the ttable value is 9.19641. These results concluded that the increase in the ability teachers in mastering learning material before and after training was very significant.

#### *Results of Evaluation of Research Proposal Preparation*

This aspect is related to the ability of SKI teachers in preparing classroom action research proposals from the background to the methodology. The data obtained shows that the average number of teachers' ability to organize classroom action research before training is 51.3600 with a standard deviation of 6.23084. Meanwhile, the average number of teachers' abilities in compiling classroom action research after training was 69.2000 with a standard deviation of 3.43996. Based on hypothesis testing, the total difference in the average teacher's ability to prepare class action research proposals before and after training is 17.84000 with a standard deviation of 5.88558. The tcount obtained is 15.156 and the significance value is 0000. The significance value is less than ( $<$ ) 0.05 and the tcount is more than ( $>$ ) from the ttable value of 15.41055. These results concluded that the increase in the teachers in mastering learning material before and after training was very significant.

The quality of education and teacher professionalism are related to the achievement of educational goals. The quality of education is determined, among other things, by the professionalism of the teachers. Teachers' professional attitude can be seen from their sufficient ability in the field of knowledge, responsibility, a loyal attitude towards that knowledge. There are a number of activities that can be carried out by teachers to develop their professionalism: producing scientific writing in the field of education, finding appropriate education in the field of education, creating media in learning, producing works of art to be used in learning, and following actively in curriculum development activities (Rosyada, 2017). Another view for TPD is that the activities carried out by teachers include: supervision by supervisors to improve teacher discipline, provision of adequate facilities to support educational activities, conducting regular dialogues with teachers by school principals, conducting inter-school visits to share knowledge and experience in learning activities,

conduct research in the field of education, and conduct upgrading, seminars, and training (Zulfitri, 2020; Rosyada, 2017).

In this study, module-based training TPD for SKI teachers in Ambon City and North Maluku is part of an effort to increase and develop the professionalism of teachers. In this context, teacher professionalism requires always being literate and updated to follow educational developments through various scientific improvements, especially writing in scientific journals. Literacy in its various dimensions in the 21st century can help teachers develop the scientific experience of students (Rosyada, 2017). The implementation of teacher professionalism, among other things, is seen from their responsibility as a learning manager, learning director, and future planner for students as a learning community (Rosyada, 2017). Teachers have instructional functions in carrying out learning, educational functions to achieve educational goals, and managerial functions in managing education and learning (Rosyada, 2017; Gray, 1974; Risdiany, 2021).

Based on educational experience in Finland, there are three main teacher competencies that can be developed: competence in mastering teaching materials, competence in curriculum development, and competence in research (Rosyada, 2017). In the 21st century, teachers should master teaching materials and develop them. The training that has been carried out for teachers of history of Islamic Culture in Ambon City and North Maluku has attempted to assist teachers in developing teaching materials including analyzing the needs of teaching materials, analyzing learning resources, and selecting and determining teaching materials. This development is in accordance with the general view of developing teaching materials which include these three aspects (Rosyada, 2017). Curriculum development demands are based on curriculum efficiency as a reference for learning. In this context, the curriculum refers to a document of learning programs for students in the classroom as well as all school/*madrasah* programs that affect changes in students' attitudes and actions (Rosyada, 2013).

Teachers are also required to develop research skill to produce learning that is more effective and efficient, as well as very enjoyable for students. According to Souto-Manning (2012), there are three research objectives in mind, namely changing yourself, changing the curriculum, and changing teaching in teacher education. These goals collectively can lead to the transformation of society.

Module-based training TPD for SKI teachers is very appropriate at this time, especially through the use of research and development models. Research on the development of the Brog & Gall version (analysis, design, development, implementation, evaluation) is contextual (Aldoobie, 2015). The research started with an introductory study which aimed to find out the background of the research using modules in the *madrasah* environment in Maluku Province. The preliminary study is the starting point for model offerings and model development which is then tested practically in schools/*madrasahs*. This research and development is in accordance with the requirements. Teachers are assisted so that they can develop plans for learning programs independently and develop them, carry out guided and responsible learning through material development, development of learning models, development of learning media, development of student worksheets, and research abilities in accordance with the mandate of the Law and regulation in education (Aleks et al., 2021; Alsubaie, 2016; Borko, 2003).

TPD is part of the personnel development that is inherent in the role of *madrasahs*. Its goal is to increase the teachers' knowledge and skills. An important goal of TPD is to improve their knowledge, skills and attitudes, especially to improve the quality of learning. TPD through this training refers to a make approach that is oriented towards the development of existing teacher professionalism. TPD contributes to the quality of education as reported by Musfah's research (2011).

In this study, module-based training TPD for SKI teachers in its implementation is based on an analysis of the needs and goals to be achieved. The training program pays attention to various aspects as a basis for implementing the program so that the objectives of the training program can be achieved properly. This is supported by paying attention to the characteristics of the teacher as a training participant.

TPD for SKI teachers' professionalism is seen from the implementation carried out for needs assessment, implementation of training programs and training evaluation. Needs assessment in the training is the most important stage in the implementation of training. The training program is carried out in an integrative manner, starting with a needs analysis carried out by first conducting interviews, observations, and questionnaires. The next step is setting performance targets, preparing assessment instruments, developing training strategies and methods, choosing materials by discussing them with experts, in focused group discussions, and giving questionnaires to prospective training participants. After this step is carried out, the following steps are determining the steps of the training process, selecting speakers, determining training materials, selecting training methods and techniques, determining the timing of the mentoring process and overall management of the training (Garet, et al., 2001).

The entire series of training programs implemented were evaluated and given responses by all training participants through questionnaires and interviews. Evaluations carried out in training include: pretest, post test, self evaluation, reflection, evaluation of the instructor, evaluation of the training program, and post training evaluation. Based on these assessments and responses it can be seen that this training program is appropriate or not feasible to be used or implemented as a program to improve the competence of SKI teachers (Koşar, et al., 2022)

In this study, module-based TPD for SKI teachers improves not only the ability to complete academic learning assignments but also establish and increase their responsibility. The teacher's duties generally include three tasks, namely: preparing lesson plans, carrying out learning activities, and evaluating learning activities. All of the duties are required to be carried out responsibly. Teachers are also required to carry out discipline, both discipline related to time and assignments, including fostering students so they can prepare prospective future generations.

## CONCLUSION

1 module-Based Teacher Professional Development (TPD) program was implemented for SKI (Sejarah Kebudayaan Islam/ Islamic Culture and History) teachers in Ambon City and North Maluku. The module was prepared following established principles, validated by experts, and tested during training activities. The trained modules underwent review by both the training participants and a team of experts. The module development process followed the Brog & Gall model. Following their participation in the module-based TPD program, SKI teachers were able to enhance their professionalism. They demonstrated their ability to design and plan lessons accurately, create engaging learning materials, select and implement dialogic and enjoyable teaching strategies, evaluate learning effectively with authentic assessments, and address learning gaps through classroom action research. This progress is evident in the high assessment scores for aspects such as learning tool preparation (7.84, high), mastery of learning material (82.04, very high), and preparation of research proposals (69,269.2, medium).

**BIBLIOGRAPHY**

- Albalawi, A. & Johnson, L. N. (2022). Action Research Skills Among Public School Teachers: A Cross-Cultural Study, *International Journal of Research in Education and Science*, Vol. 8, No. 2, 286-310. . <https://doi.org/10.46328/ijres.2548>
- Alek, R. Fitria, H. Eddy, & S. (2021). The role of teachers in implementing curriculum <sup>13</sup> in primary schools, *JPGI: Jurnal Penelitian Guru Indonesia*, 6 (1), 291-295 <https://doi.org/10.29210/021043jjpgi0005>
- AlShamsi, A. S. AlShamsi, A.K. & AlKetbi, A. N. (2022). Training Teachers Using Action Research for Innovation in Early Childhood Education Literacy. *International Journal of Learning, Teaching and Educational Research*, 21 (11), 54-72. <https://doi.org/10.26803/ijlter.21.11.4>
- Alsubaie, M. A. (2016). Curriculum Development: Teacher Involvement in Curriculum Development. *Journal of Education and Practice*, 7 (9), 106-107. Retrieved from [https://www.researchgate.net/publication/362034358\\_Curriculum\\_Development\\_Teacher\\_Involvement\\_in\\_Curriculum\\_Development](https://www.researchgate.net/publication/362034358_Curriculum_Development_Teacher_Involvement_in_Curriculum_Development)
- Annisa, M. (2019). Pengembangan Profesionalisme Guru melalui Pelatihan Pengembangan Tes, Konstruksi dan Analisis Butir Soal di Wilayah 2T. *LENSA (Lentera Sains) Jurnal Pendidikan IPA* 9(2), 46-51. <https://doi.org/10.24929/lensa.v9i2.63>
- Borko, H. (2003). Professional Development and Teacher Learning: Mapping the Terrain. *American Educational Research Association*, 33(8), 3-15. <https://doi.org/10.3102/0013189X033008003>
- Borg, W. R. & Gall, M. D. (1989). *Educational Research : An Introduction, Fifth Edition*. New York: Longman.
- Dasuki, A. (2010). Pengembangan Profesionalisme Guru. *Manajerial*, 9(17), 1-9. <https://doi.org/10.17509/manajerial.v9i2.1263>
- Frimpong, S. O. (2021). The role of teaching and learning materials and interaction as a tool to quality early childhood education in Agona East District of the Central Region of Ghana. *African Educational Research Journal*, 9(1) 169-178. <https://doi.org/10.30918/AERJ.91.20.112>
- Garet, M. S., Porter, A. C. & Suk Yoon, K. (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers, *American Educational Research Association*, 38 (Issue 84), 751-779. <https://doi.org/10.3102/00028312038004>
- Guskey, T. R. (2000). *Evaluating Professional Development*. California: Corwin Press, Inc.
- Herminayu & Sulasmono, B. S. (2020). Pengembangan Modul Pelatihan Model Pembelajaran BCCT bagi Guru dan Kepala Taman Kanak-Kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4 (2), 1111-1123. <https://doi.org/10.31004/obsesi.v4i2.512>
- Ismail, H. Z., Al-Zoubi, S. M., Abdel Rahman, M. & Al-Shabat, A.M. (2009). Competency Based Teacher Education (CBTE): A Training Module for Improving Knowledge Competencies for Resource Room Teachers in Jordan. *European Journal of Social Sciences – 10 (2)*, 166-178. Retrieved from [https://www.researchgate.net/publication/228364077\\_Competency\\_Based\\_Teacher\\_Education\\_CBTE\\_A\\_Training\\_Module\\_for\\_Improving\\_Knowledge\\_Competencies\\_for\\_Resource\\_Room\\_Teachers\\_in\\_Jordan](https://www.researchgate.net/publication/228364077_Competency_Based_Teacher_Education_CBTE_A_Training_Module_for_Improving_Knowledge_Competencies_for_Resource_Room_Teachers_in_Jordan)
- K. R. Gray (1974) What Can Teachers Contribute to Curriculum Development?. *Journal of Curriculum Studies*, 6 (2), 120-132. <https://doi.org/10.1080/0022027740060204>
- Komarudin, M. (2021). Developing Professional Teacher To Improve Madrasah Student Character, *Jurnal Pendidikan Islam*, 7(2), 229-242. <https://doi.org/10.15575/jpi.v7i2.15821>

- Koşar, G. Dolapçioğlu, S. & Akbana, Y.E. (2022). Identifying Professional Development Practices and Needs of The English Language Teachers Teaching at Anatolian High Schools in The County of Antakya, Turkey, Participatory Educational Research (PER), Vol.9(5), 243-261. <https://doi.org/10.17275/per.22.113.9.5>
- Lipowsky, F., & Rzejak, D. (2015). Key Features of Effective Professional Development Programmes for Teachers. *Ricercazione*, 7(2), 27-51. Retrieved from <https://www.semanticscholar.org/paper/Key-features-of-effective-professional-development-Lipowsky-Rzejak/08e857f54f74e26898cb81318ceba3f0dedd8551>
- Mustofa. (2000). Upaya Pengembangan Profesionalisme Guru di Indonesia. *Jurnal Ekonomi & Pendidikan*, 4(1). Retrieved from <https://media.neliti.com/media/publications/17245-ID-upaya-pengembangan-profesionalisme-guru-di-indonesia.pdf>
- Nur, A. M. (2011). Tugas Guru sebagai Pengembang Kurikulum. *Jurnal Ilmiah Didaktika*, XI (1), 59-67. <http://dx.doi.org/10.22373/jid.v12i1.438>
- Opfer, T & Sprague, D. (2018). Teacher Participation in Online Professional Development: Exploring Academic Year Classroom, *Society for Information Technology & Teacher Education International Conference*. <https://www.learntechlib.org/noaccess/182580/>
- Prihantoro, C. R. (2011). Pengembangan Profesionalisme Guru Melalui Model Lesson Study, *Jurnal Pendidikan dan Kebudayaan*, 17(1), 100-108. <https://doi.org/10.24832/jpnk.v17i1.10>
- Risdiany, H. (2021). Pengembangan Profesionalisme Guru dalam Mewujudkan Kualitas Pendidikan di Indonesia. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 817-822. <https://doi.org/10.31004/edukatif.v3i3.434>
- Rosyada, D. (2017). *Madrasah dan Profesionalisme Guru dalam Arus Dinamika Pendidikan Islam di Era Otonomi Daerah*. Jakarta: Prenanda Media Grup.
- Saifulloh, A. (2014). The Role of Teacher in Curriculum Development , *Jurnal At-Ta'dib*, 9 (1), 35-48. <http://dx.doi.org/10.21111/at-tadib.v9i1.314>
- Sigurðardóttir, A. K. Hansen, B. & Gísladóttir, B. (2022). Development of An Intervention Framework for School Improvement That is Adaptive To Cultural Context. *Improving Schools*, 25 (3), 223. <https://doi.org/10.1177/1365480221105>
- Silvhiany, S. (2022). Indonesian Teachers' Professional Development Practices and Needs in Post Pandemic Education. *Voices: Voices of English Language Education Social*, 6 (1), 215-232. <https://doi.org/10.29408/veles.v6i1.5265>
- Sumaryati, S. (2013). Peningkatan Kompetensi Profesional Guru melalui Pelatihan Model-model Pembelajaran Inovatif. *Inotek*, 17(2), 140-150. <https://doi.org/10.21831/ino.v17i2.3355>
- Trison, R. (2011). Pengembangan Profesionalisme Guru dalam Mewujudkan Kualitas Pendidikan. *Ta'dib*, 14 (2), 135-144. <http://dx.doi.org/10.31958/jt.v14i2.205>
- Ulandari, W. & Sntaria, R. (2020). Strategi Pengembangan Profesionalitas Guru melalui Pendidikan dan Pelatihan. *Kelola: Journal of Islamic Education Management*, 5(1), 57-68. <https://doi.org/10.24256/kelola.v5i1.1412>
- Usadiati, W. (2015). Enhancing Student-Teacher's Ability in Writing Lesson Plans for Practice Teaching. *Proceedings of the 1st National Conference on English Language Teaching (NACELT)*, 5-12. File:///C:/Users/almunawwar/Downloads/Proceedingsofthe1stNACELT\_1 wahyuningsihusadiati.pdf
- Wen, J. (2019). A Study on Creating a Successful Classroom Learning Community via Action Research. *Open Journal of Social Sciences*, 7, 387-396. doi: 10.4236/jss.2019.710033.
- Zulfitri. (2020). Teacher Professional Development. *JADEs: Journal of Academia in English Education*, 1(1), 1-18. <https://doi.org/10.32505/jades.v1i1.2680>

## ORIGINALITY REPORT

8%

SIMILARITY INDEX

7%

INTERNET SOURCES

4%

PUBLICATIONS

1%

STUDENT PAPERS

## PRIMARY SOURCES

1

[www.scilit.net](http://www.scilit.net)

Internet Source

4%

2

Endah Retnowati, Anik Ghufron, Marzuki, Kasiyan, Adi Cilik Pierawan, Ashadi.

"Character Education for 21st Century Global Citizens", Routledge, 2018

Publication

1%

3

Submitted to Universitas Pendidikan Indonesia

Student Paper

1%

4

Kun Setyaning Astuti, Gary E. McPherson, Bambang Sugeng, Nila Kurniasari et al. "21st Century Innovation in Music Education", Routledge, 2019

Publication

1%

5

[karyailmiah.unipasby.ac.id](http://karyailmiah.unipasby.ac.id)

Internet Source

1%

Exclude bibliography  On