



# Optimizing the Ability of Fifth Grade Elementary School Teachers in Preparing Character-Based LKPD Through in House Training

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## ABSTRAK

LKPD merupakan salah satu sarana yang mampu membantu peserta didik dalam proses pembelajaran. LKPD harus disusun sesuai dengan kebutuhan kurikulum yang berlaku. Oleh karena itu penyusunan LKPD berbasis karakter merupakan hal penting yang perlu dilakukan. Penelitian ini berupaya untuk menganalisis peningkatan kemampuan menyusun LKPD berbasis karakter melalui in house training. Penelitian disusun dengan pendekatan School Action Research (SAR) mengadopsi model Mc. Taggart. Penelitian dilaksanakan dalam dua siklus yang pada tiap siklusnya terdiri dari dua pertemuan. Setiap siklus dilaksanakan dalam empat kegiatan yaitu perencanaan, tindakan, observasi, dan refleksi. Partisipan penelitian adalah seluruh guru kelas V di wilayah Dabim 2 Kecamatan Jatinom yang terdiri dari 19 partisipan. Data penelitian dikumpulkan melalui metode observasi dan penilaian LKPD yang dihasilkan oleh partisipan selama proses penelitian dilaksanakan. Hasil penelitian menunjukkan bahwa In House Training efektif meningkatkan kemampuan guru dalam menyusun LKPD berbasis karakter. Terlihat peningkatan yang signifikan pada semua aspek evaluasi yang meliputi aspek materi, kebahasaan, penyajian, dan kegrafikan. Secara keseluruhan terdapat peningkatan nilai rata-rata keberhasilan dari 60% pada siklus I menjadi 84,21% pada siklus II. Sebagai rekomendasi, penelitian ini menyarankan kelanjutan In House Training serta adopsi metode pengajaran berbasis karakter yang lebih mendalam untuk pengembangan profesionalisme guru.

## ABSTRACT

Student Worksheets (LKPD) are one of the tools that can assist students in the learning process. LKPD must be prepared in accordance with the applicable curriculum. Therefore, the development of character-based LKPD is an important aspect that needs attention. This research aims to analyze the improvement of the ability to develop character-based LKPD through in-house training. The study employs the School Action Research (SAR) approach, adopting the Mc. Taggart model. The research is conducted in two cycles, each consisting of two meetings. Each cycle includes four stages: planning, action, observation, and reflection. The participants in the study are all fifth-grade teachers in the Dabim 2 Jatinom District, totaling 19 participants. Data are collected through observation methods and assessments of LKPD produced by the participants during the research process. The results of the research indicate that In-House Training effectively enhances teachers' ability to develop character-based LKPD. There is a significant improvement in all evaluation aspects, including material, language, presentation, and graphics. Overall, there is an increase in the average success rate from 60% in the first cycle to 84.21% in the second cycle. As a recommendation, this study suggests the continuation of In-House Training and the adoption of more in-depth character-based teaching methods for the professional development of teachers.

## 1. INTRODUCTION

Character education has a central role in forming individuals who not only excel in academic aspects, but also in behavior and morality (M. N. L. Y. Abdullah & Abdullah, 2018; Aningsih et al., 2022). Education has an essential and effective role and purpose in developing human personality and character to explore potential and detail human existence (Har et al., 2021; İnceköse, 2019). Character education is

all efforts to direct, train, foster good values in order to develop a good, wise personality, so that it can make a positive contribution to the environment and wider society (Halawati, 2020; Jhon, 2021; Yulia et al., 2023). Character education aims to develop positive values, ethics and good attitudes in students.

The urgency of character-based education is increasingly visible in the current era of globalization which makes many students whose behavior tends to be indifferent to the environment (Arnyana & Utami, 2022; Rivero-Baiocchi, 2019). Apart from that, various negative behaviors such as the habit of skipping school, cheating on exams, alcohol consumption, violence and anarchy, theft, fights between students, and immoral acts often color the world of education in Indonesia. Character education can be used to handle this situation so that the nation's future can be safeguarded (Hasibuan et al., 2018; Irawan & Windarti, 2023). Character education must be reintroduced as a solution to this problem, especially in basic education which is the foundation for instilling character values. Character education is a system that instills character values in students, including knowledge, individual awareness, determination, and the will and action to implement values towards God, oneself, fellow humans, the environment and the nation (Muassomah et al., 2020; Rivero-Baiocchi, 2019).

The formation of a strong national character as the basic capital in building a high level of civilization has been appointed as one of the tasks and objectives of Indonesian national education. Character-based learning in Indonesia has a strategic role in building students' moral and ethical foundations, in line with the vision and mission of national education (Hasibuan et al., 2018; Widodo et al., 2020). In Indonesia's multicultural context, character-based learning is an effective means of instilling noble values and positive attitudes that reflect the cultural, religious and ethnic diversity of this country. Indonesia is one of the largest multicultural countries in the world, with a wide range of socio-cultural and geographical aspects (Mazid et al., 2021; Suri & Chandra, 2021). There are more than 17,000 large and small islands in Indonesia, and a population of around 270 million people, consisting of 1,300 different ethnic groups with almost 700 regional languages and Indonesian. Apart from that, Indonesian people also adhere to various religions and beliefs such as Islam, Catholicism, Protestant Christianity, Hinduism, Buddhism, and Confucianism (Hoon, 2017; Susanto et al., 2020).

The juridical basis for implementing character education in Indonesia is based on Presidential Decree no. 87 of 2017 which is used as a basis for implementing educational reform starting from schools. The implementation of character education allows students not only to hone their academic abilities, but also to be trained to become individuals who have social awareness, tolerance and inclusive attitudes (I. Abdullah et al., 2019; Pike et al., 2020). Character education in Indonesia is not just a response to global challenges, but is also a real effort to form the next generation who is able to face various changes with integrity and strong morality. The implementation of character-based education in Indonesia is increasingly finding urgency, especially when the 2013 curriculum is implemented which is oriented towards character education (Hermino & Arifin, 2020; Sholekah, 2020). Character-based education has become an interesting research focus in the context of education in Indonesia. Several previous studies have shown the urgency of implementing character education for educational development in Indonesia (Marini, 2018; Sholekah, 2020).

Even though the implementation of character education in Indonesia is considered important, its implementation is still not free from various problems. Previous study stated that the lack of teacher competence in implementing character education in Indonesia is a major problem so that the process of implementing and internalizing character values does not run optimally (Maulana, 2022). The education and learning process always involves educators or instructors who are required to have the ability to educate and teach well and competently. Teachers must have and master four competencies, namely pedagogical, personality, social and professional competencies so that they can be categorized as professional teachers (Cikka, 2020; Nur & Fatonah, 2022). The application of these four teacher competencies in educational and teaching activities is expected to help achieve the educational goals that have been set. One of the important competencies of teachers in learning activities is pedagogical competence (Nurarfiansyah et al., 2022; Zulhafizh, 2021). Pedagogical competence is a competency related to the teacher's ability to manage learning so that it can run optimally. Pedagogical competence is the basic ability that a professional teacher must have in the form of teacher performance behavior in the learning process (Fathurrahman et al., 2019; Lubis, 2018).

Teachers play a key role as the main agent in the implementation of education in transferring character values to students (Lillo & Aponte-Safe, 2019; Supriyadi et al., 2021). One form of teacher pedagogical competence is the teacher's ability to prepare Student Worksheets (LKPD). LKPD is teaching material used by teachers or educators. LKPD contains tasks that students must complete, instructions, steps, and how to complete certain material tasks (Simatupang et al., 2020; Sutarto et al., 2021). Student Worksheets are not only useful for educators but also for students to guide their activities in solving problems given in learning (Majid, 2012; Rahmi & Alberida, 2017; Supriyadi et al., 2021). The development of LKPD must be carried out by teachers in Indonesia and must be based on character values

because the development of LKPD must be in accordance with the demands of curriculum development and student needs (Doyan et al., 2020; Rahmi et al., 2018).

The process of creating LKPDs helps teachers thoroughly understand the material they are teaching. This preparation enhances their ability to explain concepts clearly, answer student questions effectively, and manage classroom activities smoothly (Mumtaza & Zulfiani, 2023; Safitri & Tanjung, 2023; Utami et al., 2023). By adhering to guidelines and best practices in worksheet design, teachers can ensure that the materials effectively support learning objectives and promote student success. Additionally, incorporating elements like science process skills, critical thinking tasks, and local wisdom can enrich the learning experience and improve students' overall academic performance (Nasir et al., 2021; Nizaar et al., 2023; Prasadi et al., 2020).

The problem that is often faced in preparing LKPD in Indonesia is the teacher's lack of ability to prepare LKPD themselves (Simatupang et al., 2020). Compiling effective LKPD requires special competence from teachers, both in understanding character and skills in compiling learning materials (Harahap, 2023; Simatupang et al., 2020). The problem of teachers' lack of ability to prepare their own LKPD can have an impact on the success of learning and the internalization of the character values contained in the lesson. This is in line with the results of preliminary observations carried out by researchers in Dabin 2, Jatinom District, Klaten Regency. Based on an analysis of the monitoring and evaluation results of the Supervisor of Dabin 2 Elementary School, Jatinom District in 2023 on teachers in 19 assisted schools, data showed that 35% of the RPPs and teaching modules attached LKPD and only 45% of the RPPs and teaching modules contained assessment tools and only There are 15% of learning tools that include follow-up activities in the form of improvement and enrichment activities. Based on the facts found in preliminary observations, it can be seen that the ability of elementary school teachers to prepare LKPD in Dabin 2, Jatinom District is still very lacking. The next fact obtained based on the results of the annual evaluation is that the LKPD that has been prepared by teachers is still limited to adopting LKPD in learning companion books so that the LKPD is not enough to provide the expected direction of thinking in learning activities. This fact is in line with the opinion who stated that teachers tend to experience difficulties and lack creativity in compiling activity sheets for students due to a lack of understanding and lack of guidance from fellow senior teachers, school principals or supervisors (Simatupang et al., 2020). The facts found in preliminary observations indicate that teachers' abilities in compiling and integrating LKPD with character values need to be improved.

The process of increasing teachers' abilities in compiling LKPD needs to be carried out because LKPD is one measure of teacher readiness in learning. Teachers have a central role in implementing character education, and developing character-based LKPD is considered an effective strategy for improving students' abilities (Isromi et al., 2022; Makhrus et al., 2019). Increasing teachers' abilities in preparing LKPD is very necessary because the ability of teachers in preparing good LKPD will have a significant impact on the effectiveness of character-based education (Melawati et al., 2022; Sutarto et al., 2021). One training method that is considered quite effective in increasing teacher competency is in-house training. In House Training (IHT) is a training activity or increasing teacher competency carried out in their own work environment (Diana, 2021; Zyl, 2017). IHT is one solution to solving teacher competency problems by holding training in the school itself. Through IHT, educational units can carry out self-development internally and externally so that teachers' pedagogical skills will increase (Aditama et al., 2021; Hodiyanto & Alimin, 2020).

This research aims to analyze the improvement of the ability to develop character-based LKPD through in-house training. This research provides a significant novel contribution in the context of character education at the elementary school level, especially in the preparation of Student Worksheets (LKPD). The focus of research that combines character in LKPD is innovative, strengthening the close relationship between learning material and the development of character values. Apart from that, the use of the In House Training method as a strategy to improve teachers' abilities in compiling LKPD adds a new dimension to the literature on teacher professionalism development. The emphasis on the local context, namely fifth grade elementary school teachers in Se-Dabin 2 Jatinom District, makes this research relevant to the unique needs and challenges of education at that level. Thus, this research not only enriches understanding of character education in elementary schools, but also provides valuable contributions to educational practitioners and researchers in this field.

## 2. METHOD

This research adopted a School Action Research (PTS) approach which involved collaboration between researchers and fifth grade elementary school teachers in Dabim 2 Jatinom District. This approach was chosen to enable continuous reflection and iterative action to achieve continuous improvement in the ability to prepare LKPD. School action research is a cycle-based research approach in

which each cycle contains at least four steps, namely: planning, action, observation and reflection (Taggart & Kemmis, 1998). This research was carried out in a two-cycle format and in each cycle there were 2 meetings held every week. The research participants were all class V teachers in the Dabim 2 area, Jatinom District, consisting of 19 participants. Research data was collected through observation and assessment methods of LKPD produced by participants during the research process. The research is considered successful if the teacher masters more than 75% of the indicators of success in compiling character-based LKPD. The character-based LKPD assessment indicators used can be seen in Table 1.

**Table 1.** LKPD Conformity Observation Sheet

Aspect	Indicator	Yes	No
Material	There is an introduction in the form of learning objectives		
	The character-based LKPD material contains the components of Basic Competencies (KD) and Core Competencies (KI)		
	Suitability of character-based LKPD to student needs		
	The character-based LKPD contains questions that stimulate the character values of Cooperation and Self-Confidence		
	The descriptions and examples reflect the coherence of the concepts and values of Cooperation and Confidence		
	The material contains assignments that encourage students to explore the values of Cooperation and Self-Confidence		
	The material does not raise ethnic, religious, racial and inter-group (SARA) problems and pornography.		
Language	The sentences used are simple and effective		
	The use of spelling, punctuation and writing grammar (in discourse, text, images and illustrations) refers to Indonesian language rules		
	The language used is two-way, encouraging students to study the material completely		
Display	The language used is appropriate to the social emotional maturity of students		
	Sequence of presentation, sequentially presenting the concept or theory followed by application of the concept (discourse and training), and ending with evaluation and practice questions		
	The presentation of the material stimulates creative thinking about what, why, and how to study the material to develop competence in spiritual attitudes and social attitudes.		
	Completeness of the evaluation content so that students are able to apply scientific concepts according to the subject matter.		
Chart	The presentation of material stimulates imagination and creative thinking through case analysis and training.		
	The type of letters (fonts) used are simple, easy to read, do not use decorative letters.		
	There are no more than two types of letters		
Chart	The overall illustration is harmonious, attractive, creative		
	The image has an aesthetic color scheme		
	The image illustration is in line with the size of the text.		

The score range for each criterion than is calculated according to the meaning division is show in Table 2.

**Table 2.** Range of Values and Categories

Range	Category
85% - 100%	Very good
75% - 84%	Good
50% - 74%	Enough
<50%	Not enough

### 3. RESULT AND DISCUSSION

#### Result

The research implementation began with a pre-research process which was carried out with the aim of finding out the basic abilities of teachers in compiling character-based LKPD for class V elementary

school teachers in Dabim 2 Jatinom District. The pre-research process was carried out by examining the LKPD that had been prepared and used in the learning process by grade V elementary school teachers in Dabim 2 Jatinom District. The results of the pre-research evaluation show that the majority of grade V elementary school teachers in Dabim 2 Jatinom District are still unable to prepare LKPD independently. Initial observation results show that only 35% of teachers create teaching modules accompanied by their own LKPD, while the remainder rely on student worksheets that are generally marketed. The results of interviews with teachers through Focus Group Discussion (FGD) showed that the main reason class V teachers in Dabim 2 Jatinom District still had not prepared LKPD independently was because they felt difficulties and lack of understanding of the systematic process of preparing LKPD.

### *Cycle I*

The implementation of cycle I was carried out through 2 meetings held in the first and second weeks of October 2023. The implementation was carried out at SD Negeri 1 Bandungan Jatinom. Cycle I activities began with the process of introducing character-based LKPD and examples of LKPD that had been prepared previously by the researcher. The next stage after introducing the character-based LKPD, the researcher explained the indicators used in preparing the character-based LKPD which included material aspects, language aspects, presentation aspects and graphic aspects. The next stage, after the IHT participants knew the character-based LKPD indicators, the researcher gave the IHT participants one week to prepare a character-based LKPD at home, the results of which would be discussed together at the second meeting the following week. The evaluation process in the second week is the next step, evaluation activities are carried out by presenting the LKPD that has been prepared by IHT participants and explaining what aspects are still lacking and not optimal. Next, the researcher opened a question and opinion sharing session between IHT participants regarding tips for preparing character-based LKPD. At this stage, each teacher is required to provide feedback (Feed Back) from the activities that have been carried out and explain what difficulties they faced while compiling the character-based LKPD.

The results of the character-based LKPD that have been prepared by IHT participants are then evaluated and observed. At the observation stage, researchers found that some teachers had a good understanding of the concepts and indicators of character-based LKPD. However, IHT participants tend to have difficulty in the process of implementing the information they have obtained into the prepared LKPD. IHT participants tend not to be able to translate existing indicators into good LKPD. The results of observations in cycle I as can be seen in [Table 2](#) show that there were only 5 (26) IHT participants who were able to prepare LKPD well as evidenced by obtaining a score between 75%-84% of the total existing indicators. Meanwhile, the balance of 74% still does not meet the expected success value.

**Table 2.** Teacher's Ability in Preparing Character-Based LKPD in Cycle I

No	Classification	Range	Amount	Persentase (%)
1	Very good	85% - 100%	0	0.00%
2	Good	75% - 84%	5	26.32%
3	Enough	50% - 74%	9	47.37%
4	Not enough	<50%	5	26.32%
<b>Totally</b>			<b>19</b>	<b>100%</b>

Base on [Table 2](#), based on the results of observations made on teacher competence in compiling character-based LKPD, reflection in cycle I found 1.) There are still teachers who are not serious about participating in In House Training activities. This can be seen from their discipline in participating in activities and the large number of teachers who still focus on cellphones during the learning process. 2.) Teachers still have difficulty understanding the indicators used in preparing character-based LKPD. 3.) Insufficient understanding of the indicators for preparing LKPD has an impact on difficulties in the implementation process in LKPD. 4.) The follow-up plan that can be carried out in cycle II is enrichment through providing examples of preparing LKPD based on predetermined indicators. Researchers can provide examples of each indicator and the implementation process in the LKPD. 5.) Cycle II can be carried out in a group format to increase IHT participants' focus during learning.

### *Cycle II*

The first meeting of cycle II was held in the third week of October 2023. The second meeting began with random group formation through a lottery conducted at the beginning of the meeting. IHT participants are divided into 6 groups, each group consisting of 3 or 4 IHT participants. In the implementation of cycle II, the researcher focused the discussion on LKPD indicators and the process of implementing these indicators into character-based LKPD. The first meeting of cycle II was also held to

answer the complaints and difficulties of IHT participants in compiling LKPD based on the sharing of opinions held at the second meeting of cycle I. After the presentation process was complete, the researcher invited IHT participants to ask questions regarding the preparation of LKPD and continued with giving assignments for preparing LKPD for the week next.

The second meeting of cycle II was held in the fourth week of October 2023. At the second meeting, the researcher asked the IHT participants to sit in groups again and complete the task of compiling the LKPD that had been given at the first meeting of cycle I. Next, the researcher invited the IHT participants to present the results of the LKPD that had been prepared in front of the class and the researcher provides appreciation and suggestions for improvements to the results of the LKPD that has been created.

The results of observations in cycle II based on character-based LKPD prepared by IHT participants showed that there was an increase in the quality of LKPD prepared in cycle II. The observation results as shown in Table 3 show that all IHT IHT participants have met the minimum success value of 75%. There were 9 (47%) IHT participants who received very good success scores (85% - 100%) and there were 10 (57%) who had good success scores (75% - 84%).

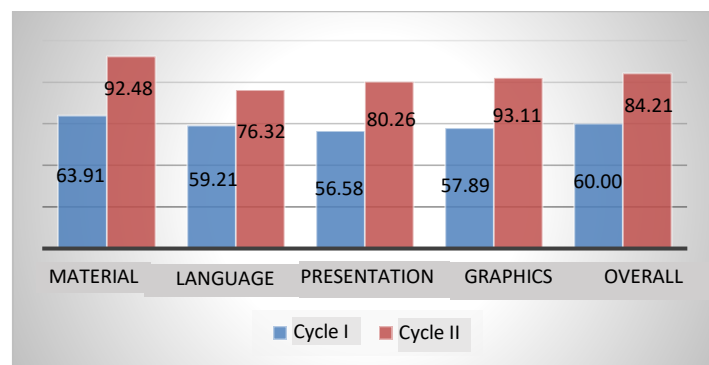
**Table 3. Teacher's Ability in Preparing Character-Based LKPD in Cycle II**

No	Classification	Range	Amount	Presentase (%)
1	Very good	85% - 100%	9	47%
2	Good	75% - 84%	10	53%
3	Enough	50% - 74%	0	0%
4	Not enough	<50%	0	0%
<b>Totally</b>			<b>19</b>	<b>100%</b>

Based on Table 3, the results of observations in cycle II, it is known that there was an increase in the success scores obtained by IHT participants in cycle II. This shows that IHT is effective in increasing teachers' abilities in preparing character-based LKPD.

**Comparison between Cycles**

The comparison between cycles is a comparison of the average values obtained in each cycle, namely pre-cycle, cycle I, and cycle II. The comparison results between cycles can be seen in Figure 1.



**Figure 1. Comparison Results Between Cycles of Ability to Prepare Character-Based LKPD**

Base on Figure 1, in comparing teachers' abilities in compiling character-based Student Worksheets (LKPD) between cycle I and cycle II, significant improvements were seen in all aspects of the evaluation. In the material aspect, there was an increase of 28%, reflecting good improvements in the selection and presentation of LKPD material. Furthermore, teachers' language use skills increased by 17%, indicating efforts to increase the clarity and diversity of language in LKPD. The presentation aspect also experienced a marked increase of 23%, indicating improvements in the way teachers present material to increase student understanding. In the use of graphics, there was an increase of 24%, showing progress in the clarity and effectiveness of visuals in LKPD. Overall, there was an increase of 24% in teachers' ability to prepare character-based LKPD between cycle I and cycle II. These results reflect the effectiveness of implementing corrective actions and developing teacher competency through the IHT approach. This consistent increase provides an indication that teachers have responded positively and succeeded in improving the quality of their LKPD, which has the potential to have a positive impact on student character learning.

## Discussion

The research results show that there is a significant increase in all aspects of evaluation, such as material, language, presentation and graphics, indicating that the effective implementation of In House Training has had a positive impact on the development of teacher competency in compiling character-based LKPD. In House Training (IHT) is a training activity or increasing teacher competency carried out in their own work environment. IHT is one solution to solving teacher competency problems by holding training in the school itself (Hodiyanto & Alimin, 2020; Zyl, 2017). Through IHT, educational units can carry out self-development internally and externally so that teachers' pedagogical skills will increase (Aditama et al., 2021; Ramli et al., 2023).

IHT has several advantages, such as lower costs, more flexible time, materials that are more suited to needs, and a more conducive atmosphere. IHT is effectively carried out to improve teachers' pedagogical competence, such as the ability to prepare character-based LKPD. The teacher's ability to prepare character-based LKPD is very important to improve the quality of learning and student learning outcomes. LKPD is teaching material used by teachers or educators (Astuti et al., 2017; Sutarto et al., 2021). LKPD contains tasks that students must complete, instructions, steps, and how to complete certain material tasks. The teacher's ability to prepare LKPD is one measure of teacher success because LKPD is a form of teacher pedagogical competence that supports successful learning. LKPD is one of the teaching materials used in learning which should be prepared systematically by the teacher so that students' perceptions will be formed in learning activities (Rahmi & Alberida, 2017; Supriyadi et al., 2021). The preparation of LKPD should be prepared according to the applicable curriculum, so that in the Indonesian context the LKPD should be prepared based on character values.

IHT is considered effective for improving teachers' pedagogical competence because IHT is a training activity carried out within a school or institutional environment, involving teachers as participants and facilitators. Constructivist learning theory creates the foundation for In House Training which focuses on direct experience and teacher reflection (Almulla, 2023; Fadil & Aryani, 2021). By participating in training activities in their own school environment, teachers can apply constructivist principles in compiling LKPD that build students' understanding of concepts and character. In House Training allows teachers to learn according to the contextual needs of their school, increasing motivation and involvement in the learning process (Hodiyanto & Alimin, 2020; Muassomah et al., 2020).

In addition, character-based training is in accordance with character education theory which emphasizes the formation of positive values and behavior. In House Training can be focused on strategies for aligning character values with learning material, creating a cohesive and comprehensive learning experience. Thus, this theoretical argument supports the effectiveness of In House Training as a method that is relevant and oriented to the school context to improve teachers' abilities in compiling character-based LKPD. The results of this research are in line with research conducted by previous study which explains that in-house training is able to increase teacher competency (Herawati & Priyanto, 2021). Other study reveals that in-house training can directly improve teachers' pedagogical competence in carrying out learning tasks (Diana et al., 2023).

This study provides significant implications in the field of education, especially in developing the ability of fifth grade elementary school teachers in preparing character-based Student Worksheets (LKPD) through training in the form of In House Training (IHT). Training through IHT can improve teacher competence in compiling character-based LKPD, thereby helping to strengthen character education in elementary schools. This is important in forming students with positive values such as responsibility, integrity, and cooperation. This study was only conducted on fifth grade elementary school teachers, so the findings may not be generalizable to teachers at other levels of education or other classes. Further research is needed to see the effectiveness of the same method at various grade levels.

## 4. CONCLUSION

Based on comparative data on teachers' abilities in compiling character-based Student Worksheets (LKPD) between cycle I and cycle II, it shows a significant increase in teachers' abilities in compiling character-based Student Worksheets (LKPD) from cycle I to cycle II. The results of the evaluation of material, linguistic, presentation and graphic aspects show that the implementation of In House Training has succeeded in having a positive impact on the development of teacher competency. Consistent improvements in the selection and presentation of material, use of language, and graphics indicate the effectiveness of competency development methods, creating LKPD that is of higher quality and in line with student needs. This conclusion provides strong support for the effectiveness of In House Training as a strategy that has the potential to improve the quality of character learning at the elementary school level. As a recommendation, this research suggests the continuation of In House Training and the

adoption of more in-depth character-based teaching methods for the development of teacher professionalism.

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