

# Training Materials for Elementary Schools Social Sciences Teacher Forum

Nur Afni<sup>1\*</sup>, Abdul Wahid<sup>2</sup>, Rahma Ashari Hamzah<sup>3</sup> 

<sup>1,2,3</sup> Pendidikan Guru Sekolah Dasar, Universitas Islam Makassar, Makassar, Indonesia

## ARTICLE INFO

### Article history:

Received December 10, 2023

Accepted March 30, 2024

Available online April 25, 2024

### Kata Kunci:

Bahan Diklat, MGMP, Ilmu Pengetahuan Sosial

### Keywords:

Training Materials, MGMP, Social Sciences



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Kegiatan MGMP guru khususnya pada mata pelajaran IPS jenjang SD belum menunjukkan perubahan yang berarti dalam peningkatan kemampuan guru. Berdasarkan hal tersebut, tujuan penelitian ini yaitu mengembangkan bahan diklat pada musyawarah guru mata pelajaran (MGMP) ilmu pengetahuan sosial sekolah dasar. Jenis penelitian ini adalah penelitian pengembangan (Research and Development atau R&D) dengan mengadaptasi dua model penelitian dan pengembangan, yaitu model Borg dan Gall serta model Dick dan Carey. Subjek penelitian melibatkan 3 orang ahli yang menilai bahan diklat yaitu ahli materi, ahli desain, dan ahli bahasa. Responden penelitian adalah pengurus atau pengelola MGMP, instruktur atau narasumber, dan guru yang berjumlah 20. Teknik yang digunakan dalam mengumpulkan data yaitu observasi, kuesioner, wawancara, dan dokumentasi. Instrumen yang digunakan dalam mengumpulkan data yaitu lembar kuesioner. Teknik yang digunakan untuk analisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu hasil uji validitas oleh ahli materi pembelajaran didapatkan nilai rata-rata yaitu 3,58 (valid). Penilaian oleh ahli desain bahan diklat yaitu 3,75 (valid). Penilaian dari pakar bahasa yaitu 3,57 (valid). Hasil uji keefektifan mendapatkan nilai rata-rata dari hasil perhitungan, yaitu 4,27 (sangat efektif). Disimpulkan bahwa bahan diklat MGMP IPS dinyatakan sudah layak untuk digunakan. Hal ini mengindikasikan bahwa bahan diklat MGMP IPS sangat efektif untuk digunakan dalam MGMP IPS. Implikasi penelitian ini yaitu bahan diklat MGMP IPS yang dikembangkan dapat digunakan untuk meningkatkan kemampuan guru.

## ABSTRACT

Subject teacher forum activities, especially in social sciences subjects at the elementary school level, have not shown significant changes in improving teacher abilities. Based on this, this research aims to develop materials for elementary schools social sciences teacher forum. This type of research is development research (Research and Development or R&D) by adapting two research and development models, namely the Borg and Gall model and the Dick and Carey model. The research subjects involved 3 experts who assessed the training materials: material experts, design experts, and language experts. The research respondents were social sciences teacher forum administrators or managers, instructors or resource persons, and 20 teachers. The techniques used in collecting data were observation, questionnaires, interviews, and documentation. The instrument used to collect data was a questionnaire sheet. The techniques used for data analysis are qualitative and quantitative descriptive analysis. The research results, namely the results of validity tests by learning material experts, obtained an average value of 3.58 (valid). The assessment by the training materials design expert was 3.75 (valid). The assessment from language experts is 3.57 (valid). The effectiveness test results obtained an average value from the calculation results, namely 4.27 (very effective). It was concluded that the social sciences teacher forum training materials were declared suitable for use. It indicates that the training materials are very effective for use in the social sciences teacher forum. The implication of this research is that the MGMP IPS training materials developed can be used to improve teacher abilities.

## 1. INTRODUCTION

One effort to improve the quality of development and the quality of human resources is through quality education. Quality improvement is related to targets that must be achieved and the process to achieve them. Improving the quality of education is greatly influenced by various components related to the education implementation process (Bürgener & Barth, 2018; Díez et al., 2020; Salmawati et al., 2017; Taghavinia et al., 2021). One important component of education is the teacher. A teacher is a profession or position that requires special skills and abilities, love of work, and maintaining a code of ethics (Agustini et al., 2020; Aryana et al., 2022; Babuta & Rahmat, 2019; Salmawati et al., 2017). The professional role of teachers in the entire educational program at school is realized to achieve educational goals, namely optimal student development. Teachers are one of the determining factors for the high and low quality of education. The success of providing education is largely determined by the teacher's ability to develop various abilities of his students through learning activities (Kholis, 2019; Meilia & Murdiana, 2019; Nurgiansah & Pringgowijoyo, 2020). Teachers must also be able to act as leaders, supporters, disseminators of noble values, and role models for their students. Professional teachers do not just master subject matter, but have the ability to develop learning (Ramadhani & Zulela, 2020; Sianggaran et al., 2022). Professional teachers have responsibilities in terms of learning, providing guidance, developing curriculum, developing the profession, and building relationships with the community (Agustini et al., 2020; Aryana et al., 2022; Salmawati et al., 2017; Yurizki et al., 2018).

Several activities that can improve teacher competence and skills are training activities (Nuraeni & Riyanto, 2017; Nurhayati, 2018; Nurjanah, 2019). Apart from that, the government has also prepared a forum to develop teacher professionalism called the Subject Teachers' Forum (MGMP). This forum is an association or association for subject teachers to communicate with each other, exchange ideas and experiences in order to improve their performance as learning practitioners (Amalia, 2019; Malikhah et al., 2022; Purnama, 2022). The aim of holding this MGMP is to develop teacher creativity, innovation and professionalism. Apart from that, there are several objectives for establishing MGMP, namely first, to foster teacher enthusiasm to improve skills in preparing, implementing and evaluating learning programs (Purnama, 2022; Yanti et al., 2020). Second, equalize teacher abilities and skills in the learning process so that it can support efforts to equalize and improve the quality of education. Third, discuss the problems faced by teachers in carrying out their daily tasks and look for solutions that are appropriate to the characteristics of the subject, teacher, as well as school and environmental conditions (Amalia, 2019; Malikhah et al., 2022; Purnama, 2022; Yanti et al., 2020). Fourth, help teachers obtain educational technical information related to science and technology, curriculum implementation activities and methodology, as well as evaluation systems in the subjects concerned. Fifth, share information and experiences with each other in order to adapt to developments in Science and Technology (IPTEK).

The results of observations of teachers' MGMP activities, especially in social studies subjects at elementary school level in Makassar City, show that teachers have participated in activities within a certain period. However, after returning to their respective duties the teachers did not show any significant changes in improving their abilities. The performance shown by teachers is still relatively low. This is based on the type of activity or material presented which is often not relevant to the participants' needs. The selection of unstructured meeting places, limited resource persons, inadequate learning facilities and facilities, and the absence of follow-up for participants after participating in activities are some of the many weaknesses in teacher training material development activities for social studies subjects so far. The results of these observations are supported by the results of interviews with administrators and members of the development of teacher training materials for social studies subjects, which generally stated that the output from the development of teacher training materials for social studies subjects did not seem to produce anything. For example, teachers who are expected to be able to apply varied learning models in their learning after following training for social studies subjects, actually rarely or even do not do so when carrying out their duties at school.

Activities to develop teacher training materials for social studies subjects which are in-service training or part of a larger area, namely Continuing Professional Development (CPD), are a series of planned learning activities. Training is an activity to develop individual skills, knowledge, expertise and other characteristics as a teacher (Kharishma & Septiana, 2019; Mantra et al., 2022; Marsitin et al., 2018). The MGMP activity for social studies subjects is a training activity, so in relation to the non-optimal results achieved from the implementation of the MGMP, the cause can be referred to the training materials used. So far, MGMP activities, which are activities to develop teacher competency in various forms, such as training, discussions, workshops and lesson studies, have been carried out without any training materials tailored to the needs of teachers in the field (Amalia, 2019; Malikhah et al., 2022; Purnama, 2022; Yanti et al., 2020). The training materials should be specifically designed to support MGMP activities. Based on this, one solution that can be offered to improve teacher competency is by developing appropriate training materials.

Training is the implementation of the teaching and learning process in order to improve abilities in carrying out certain tasks and positions (Nuraeni & Riyanto, 2017; Nurjanah, 2019). In relation to the teaching and learning process, training materials are needed to support the smooth running of training activities (Rosydiana et al., 2020; Sumitra et al., 2018). This training material is a training material that includes study instructions, competencies to be achieved, supporting information, exercises, worksheets (LK) and evaluation tools. This training material greatly influences the success of learning activities, including activities in the MGMP. Training materials are materials that function for each training activity which is a learning process that provides clear instructions as a liaison media between the instructor and participants in achieving predetermined abilities (Setyowati & Masrukan, 2016; Zinnurain, 2021). The learning process in a training can run well and be directed if it is supported by training materials that can be used as a guide in carrying out learning activities (Nurjanah, 2019; Sulaeman, 2019). This training material must contain things related to the needs of teachers in the field. Training materials can provide solutions to problems faced by teachers in the field, especially teacher problems in MGMP.

Previous research findings also state that appropriate teaching materials can improve a person's understanding (Usman & Anwar, 2021; Uygurer & Uzunboylu, 2017). Other research also confirms that teaching materials must be developed appropriately so that they can increase a person's knowledge or skills (Akbari & Razavi, 2016; Czajka & McConnell, 2019; Gultom et al., 2019). Based on this, it can be concluded that training materials influence the success of a learning activity, including MGMP activities, so it is very reasonable to state it as the main factor causing MGMP activities in elementary school social science subjects, especially in Makassar City, to not achieve the expected results. However, there have been no research studies that have developed materials for primary school social science subject teacher deliberations (MGMP). The advantage of the training materials that will be developed is that the training materials developed are tailored to the needs of teachers in schools. This means that training materials must be a solution to teachers' problems at school. Based on this, the aim of this research is to develop materials for primary school social science subject teacher deliberations (MGMP). It is hoped that the materials provided at the subject teacher deliberation (MGMP) can improve teachers' competence and skills in teaching.

## 2. METHOD

This type of research is development research (Research and Development or R&D) by designing and developing training materials at the Social Sciences Education MGMP at Makassar City Public Elementary Schools. This research adapts two research and development models, namely the Borg and Gall model and the Dick and Carey model. The Borg and Gall model is used as a general reference in the research steps for developing the MGMP training material model and the Dick and Carey model is used because one of the processes for the MGMP training material model that will be developed is making a design, the Dick and Carey model has structured design stages. Another aspect that is also adapted from the Dick and Carey model is the evaluation stage. The main steps of development research according to Borg and Gall consist of ten steps, namely research and gathering information, planning, developing the initial product, testing the initial product, revising the main product, field testing the main product, revising the operational product, revising to produce the final product, dissemination and implementation (Borg & Gall, 1983). The evaluation stages of the Dick and Carey model used in this research are called formative evaluation. Formative evaluation is an evaluation to collect data and information that can be used to improve a model or program that is being developed.

The research subjects involved 3 experts who assessed the training materials, namely material experts, design experts and language experts. Material experts are used to validate the material contained in the training materials. Design experts are used to validate the design of training materials. Linguists are used to validate the language used in training materials. Research respondents were MGMP administrators or administrators, instructors or resource persons, and teachers who had participated in MGMP Social Sciences Education activities in the last year 2021-2022. The techniques used in collecting data are observation, questionnaires, interviews and documentation. Questionnaires are used to obtain data relating to training materials. The questionnaire contains questions related to the training material. The questionnaire is filled out by teachers, administrators and MGMP IPS instructors. Interviews were conducted with learning design experts, social studies education material experts, MGMP administrators, as well as senior teachers and peer teachers at the Social Sciences Education MGMP in Makassar City public elementary schools. Documentation techniques are used to obtain various documents or archives relating to the implementation of MGMP. The instrument used to collect data was a questionnaire sheet. The questionnaire grid is presented in Table 1 and Table 2.

**Table 1. Training Material Validation Questionnaire Grid**

No.	Rated aspect
1	The title of each training material is easy to understand
2	The systematics of the training materials are easy to understand
3	The material in the training materials is in accordance with the learning objectives
4	The material in the training materials is easy to understand
5	The terms in the training materials are easy to understand
6	Systematic training materials help to understand the content of the material
7	The information that must be obtained is written clearly in the training materials
8	The material that must be studied is arranged in learning activity units. The descriptions contained in the training materials help understand the information and knowledge as a whole.
9	The descriptions contained in the training materials help understand the information and knowledge as a whole
10	The material in the training materials provides an opportunity to practice the knowledge learned
11	The module motivates you to deepen the material being studied
12	Training materials contain information that can help expand knowledge and skills

**Table 2. Training Material Design Validation Questionnaire Grid**

No.	Rated aspect
1.	Training materials are developed based on learning needs
2.	The objectives of the training materials are clearly formulated
3.	Training materials are developed based on participant characteristics
4.	The learning objectives for each material are clearly formulated
5.	The material in the training materials is adequate to achieve competency
6.	The learning strategies used are relevant for each material
7.	Each material in the training materials is equipped with an assessment
8.	Assessments in training materials represent each part of the material
9.	Assessment measures the achievement of learning indicators/goals
10.	Attractive material design appearance
11.	Easy to read font size
12.	Consistent use of typeface

The techniques used for data analysis are qualitative and quantitative descriptive analysis. Qualitative descriptive analysis is used to analyze data in the form of input and suggestions provided by experts and administrators. Quantitative descriptive analysis is used to analyze data in the form of scores given by experts and administrators. Determining practicality using Likert scale analysis. Analysis of the effectiveness of training materials is an analysis carried out to determine the level of effectiveness of training materials. The intended effectiveness is the level of success of the training materials used in achieving the objectives of their use in MGMP IPS. After the teacher is trained, they are then given questions in the form of a questionnaire to test the level of effectiveness of the MGMP Social Sciences training materials. The assessment of this training material is also assessed with a value range of 1-5 and given a comments column. These values are then analyzed into Likert scale analysis. The results of this analysis are to determine the effectiveness of the training materials used.

### 3. RESULT AND DISCUSSION

#### Result

This research aims to develop training materials for primary school social science subject teacher deliberations (MGMP). The research results are as follows. First, the research and information gathering stage. The results obtained are that the problems faced by teachers are usually related to preparing indicators and learning objectives, choosing approaches, methods and techniques, and also developing teaching materials. These problems are very crucial, especially since they are an important part of the success of the learning process in school. In relation to the learning design used, research aimed at 50 social studies teachers who took part in MGMP activities found that the condition of social studies teachers' abilities in designing teaching materials was still said to be worrying. This means that the MGMP activities carried out so far have not had the maximum impact on teachers. The achievement of the MGMP results shows a minimal percentage. On the other hand, the lack of training attended by teachers means that teachers lack knowledge in developing PJOK teaching materials.

Second, planning. At this stage, the activities carried out are planning or designing materials for the MGMP Social Sciences Education training. This design is based on the results of the first step which is a preliminary study on the MGMP Physical Education, Sports and Health carried out so far and the MGMP training materials developed in this research. This design process received input from experts, senior teachers in Social Sciences Education subjects as well as resource persons who had presented material at MGMP Physical Education, Sports and Health activities.

Third, develop the initial product. At this stage, training materials are developed which have been arranged in the form of activity designs. Training materials were developed through several tests to be used in research. The first step, expert test, what is meant by expert test here is a test carried out by experts (experts) to assess the training materials used. The experts used are material experts to assess the material contained in the training materials, design experts to assess the designs used in the training materials, and linguists to assess the language in the training materials. After being checked and assessed by experts, the next step is to carry out revisions. This revision was carried out based on the results of examinations and discussions with experts regarding the suitability of the training materials used in the research.

Based on the results of validity tests by learning material experts, the average score was 3.58, thus obtaining a valid qualification. It was concluded that the MGMP IPS training materials that had been validated by material experts were in accordance with the existing MGMP IPS training material needs. This can be seen in the values in all aspects showing valid values. The assessment results given by the training materials design expert were 3.75, thus obtaining a valid qualification. It was concluded that the MGMP IPS training materials had a good design. This can be seen in the values given by experts, all of which are valid. The results of the language expert validity test were to get an average score of 3.57, thus getting a valid qualification. It was concluded that the MGMP IPS training materials were declared suitable for use. This is in accordance with the results of the assessment of each question item by language experts, where all items showed to be valid. The results of the validity test from experts are presented in [Table 3](#).

**Table 3. Validity Test Results from Experts**

No	Types of Experts	Score /Average	Information
1	Learning materials expert	3.58	Valid
2	Training materials design expert	3.75	Valid
3	Linguist Expert	3.57	Valid

The results of data analysis concluded that the training materials developed had valid qualifications and were therefore suitable for use. Next, a practicality test was carried out on the MGMP IPS training materials, intended to determine the level of practicality of the training materials used. The practicality test of this training material was carried out on 10 MGMP IPS administrators and participants. The results of the test are revised or improved based on suggestions and discussion results between researchers, experts and instructors in individual tests. The results of these improvements were then continued at the small group test stage or small group evaluation to determine the level of practicality of the MGMP IPS training materials. The results of data analysis show that the average value of Practicality of MGMP IPS Training Materials gets an average value of 4.12, so it shows that it is practical to use. This is in accordance with the average value from the calculation results, namely 4.12 and is based on a scale range of 3.41 – 4.20 and is in the good category. This indicates that the Subject Teacher Forum (MGMP) of Social Sciences training materials are good for use in the Subject Teacher Forum (MGMP) of Social Sciences.

Furthermore, after the training materials developed have obtained valid and practical qualifications, the effectiveness of the Subject Teacher Forum (MGMP) of Social Sciences training materials is tested. The results of data analysis on the question item in the questionnaire "Training materials help in understanding the material" show that as many as 28 teachers or 56% felt very helped by the presence of the (MGMP) of Social Sciences training materials. As many as 20 teachers or 40% felt helped and as many as 2 teachers or 4% felt quite helped. The results of data analysis on the question item in the questionnaire "MGMP Social Sciences training materials help design social science education learning" showed that 29 teachers or 58% felt helped in designing social science learning designs. In fact, as many as 20 teachers or 40% of teachers felt very helped, and one teacher or 2% felt quite helped. The results of data analysis on the question item in the questionnaire "IPS MGMP training materials are appropriate to use" show that teachers consider the use of MGMP IPS training materials in MGMP, especially for social studies subjects, to be appropriate. As many as 33 people or 66% of teachers thought this was appropriate and 10 people or 20% of teachers even thought that the use of training materials was very appropriate. The remaining 7 people or 14% of teachers considered the training materials to be quite appropriate for use in MGMP IPS.

The results of data analysis on the question item in the questionnaire "The size and type of letters used in the MGMP IPS training materials are easy to read" showed that 32 people or 64% of teachers thought

that the type of letters used were appropriate and easy to read. The remaining 18 people or 36% of teachers thought that the use of letters was very appropriate. The results of data analysis on the question items in the "Clarity of Learning Indicators" questionnaire showed that 37 teachers or 74% thought the indicators prepared in the MGMP IPS training materials were clear. The remaining 13 people or 26% of teachers thought it was very clear. The results of data analysis on the question items in the "Clarity of Learning Objectives" questionnaire showed that as many as 33 people or 66% of teachers considered the learning objectives prepared in the training materials to be clear. In fact, 15 people or 30% of teachers thought the learning objectives were very clear and 2 people or 4% of teachers thought they were clear enough. The results of data analysis on the question item in the questionnaire "Clarity of Exposure to Material in Each Unit in the MGMP of Social Sciences Training Materials" showed that as many as 38 teachers or 76% who had read the MGMP IPS training materials considered that the clarity of the material in each unit in the training materials was clear. As many as 8 people or 16% of teachers even thought the presentation of the material was very clear and 4 teachers or 8% thought it was quite clear. The results of data analysis on the question item in the questionnaire "Use of Learning Approaches, Strategies and Methods with Suitability of Material in MGMP Social Sciences Training Materials" found that 36 people or 72% of teachers thought that the use of learning approaches, strategies and methods was appropriate to the material. The remainder, 11 people or 22% of teachers thought it was very suitable, and 3 teachers, 6% said it was quite suitable.

The results of data analysis on the question items in the questionnaire "clarity of assignments and exercises" showed that as many as 32 people or 64% of teachers thought that assignments and exercises were clear, and were parts that should not be separated from any material in the MGMP IPS training materials. A total of 17 people or 34% thought it was very clear, and one person or 2% of teachers thought it was quite clear. The results of data analysis on the question item in the questionnaire "assignments and exercises can help improve understanding of the material" showed that as many as 29 people or 58% of teachers thought the tasks and exercises presented in the MGMP Social Sciences training materials had helped to improve understanding of the material. On the other hand, 21 people or 42% of teachers even considered the assignments and exercises to be very helpful. Analysis of data on the question item in the questionnaire "Clarity of the Order of Presentation of Material in Each Unit of the Forum (MGMP) of Social Sciences Training Material" found that as many as 34 people or 68% of teachers thought that the material in the MGMP IPS training material was clearly sequenced. In fact, 14 people or 28% of teachers thought the order of presentation of the material was very clear, and 2 people or 4% of teachers thought it was quite clear. The results of data analysis on the question item in the questionnaire " Forum (MGMP) of Social Sciences Training Materials Can Be Understand the Description of the Material Easily" found that 35 people or 70% of teachers thought the training material was easy to understand the description of the material. The rest said it was very easy, namely 13 people or 26% of teachers and quite easy as many as 2 teachers or 4%. The results of the analysis above are then accumulated in the following table to see the average value of the effectiveness of the MGMP PJOK training materials. This assessment uses a predetermined scale width. The results of the average value of the effectiveness test for MGMP Physical Education, Sports, and Health Training Materials are presented in Table 4.

**Table 4. Average Value of Effectiveness Test of MGMP Physical Education Training Materials**

No. Items	Answer Frequency					N = 50	Total score	Mean	Evaluation
	SM/SJ/SS/ST	M/J/S/N	CM/CJ/CS/CT	KM/KJ/KS/KT	SKM/KJ/KS/KT				
1.	28	20	2	-	-	50	226	4.52	Very good
2.	20	29	1	-	-	50	219	4.38	Very good
3.	10	33	7	-	-	50	203	4.06	Very good
4.	18	32	-	-	-	50	218	4.36	Very good
5.	13	37	-	-	-	50	213	4.26	Very good
6.	15	33	2	-	-	50	213	4.26	Very good
7.	8	38	4	-	-	50	201	4.02	Good
8.	11	36	3	-	-	50	211	4.22	Very good
9.	17	32	1	-	-	50	216	4.32	Very good
10.	21	29	-	-	-	50	221	4.42	Very good
11.	14	34	2	-	-	50	212	4.24	Very good
12.	13	35	2	-	-	50	211	4.22	Very good
<b>Average value of effectiveness of MGMP Physical Education training materials</b>								<b>4.27</b>	<b>Very good</b>

Based on the research results depicted in the table, it can be seen that the Forum (MGMP) of Social Sciences training materials show to be very effective to use. This is in accordance with the average value from the calculation results, namely 4.27 and is based on a scale range of 4.21 – 5.00 and is in the very effective category. This indicates that the MGMP IPS training materials are very effective for use in the Forum (MGMP) of Social Sciences.

## Discussion

The results of data analysis show that The training materials developed are qualified as valid and practical so they are suitable for use. The training materials developed receive valid and practical qualifications due to the following factors. First, the training materials developed are suitable for use because they can help teachers improve teachers' understanding of teaching. Clarity of material plays a very important role in supporting the effectiveness of training. Previous findings also confirm that clarity of material will improve understanding (Astra et al., 2020; Puspoko Jati et al., 2019; Tesalonika et al., 2022). This training material is designed in such a way that the material presented in it can be easily understood by readers. This is reinforced by previous research which also states that teaching materials must be designed according to user characteristics so that they are easy to understand (Dwi Lestari & Putu Parmiti, 2020; Fahmi et al., 2021; Fisnani et al., 2020; Nastiti et al., 2018). Moreover, those who use this training material are teachers who in fact have good abilities in understanding the material contained in the training material. Based on the results of interviews with teachers, the Forum (MGMP) of Social Sciences training materials contain material that is not difficult to learn. All material is in accordance with the basic competencies compiled in the curriculum. The materials in this training material can be used to support learning at school. The role of indicators is very important in preparing training materials, because they will determine the goals and direction of learning (Budiyono et al., 2014; Sanurdi et al., 2020). Likewise, the preparation of materials and assignments as well as training really supports the achievement of the previously prepared indicators. This Forum (MGMP) of Social Sciences training material can help teachers improve teachers' understanding of teaching.

Second, the training materials developed are suitable for use because they can improve teachers' teaching abilities. Professional competence is a requirement for every teacher (Ramadhani & Zulela, 2020; Simanjuntak, 2020; Yurizki et al., 2018). Previous research also emphasizes that this responsibility for professional competence means that teachers must continue to improve their abilities (AS Hartanti & Yuniarsih, 2018; Herliani & Wahyudin, 2018; Novitasari & Fitria, 2021; Setiawan & Syaifuddin, 2020). In the MGMP Social Sciences training materials, ways to create effective and efficient learning designs for social studies teaching materials are explained. The selection of approaches, strategies, methods and learning techniques is always adapted to the teaching material, student conditions and equipment conditions in the field or at each school. By always paying attention to these conditions, teachers can adjust the learning design used (Budiyono et al., 2014; Sanurdi et al., 2020). The presence of this training material is intended to assist teachers in solving learning problems in schools, especially those related to creating learning designs. The learning process in a training can run well and be directed if it is supported by training materials that can be used as a guide in carrying out learning activities (Nurjanah, 2019; Sulaeman, 2019). Based on the results of the interviews conducted, the use of Forum (MGMP) of Social Sciences training materials was appropriate because there was no standard material arrangement in the MGMP. So far, the MGMP activities carried out do not have a clear program, and do not even have clear guidelines regarding the activities carried out by teachers in the MGMP. This training material comes with all the adjustments to the needs of teachers in the field.

Third, the training materials developed are suitable for use because they are easy for teachers to use and help solve problems in the field. Previous research also revealed that there are many obstacles when social studies learning activities begin, such as students who are bored with studying, or students who have difficulty understanding the learning material (Alfianti et al., 2020; Arriany et al., 2020; Dewi et al., 2017; Gunawan & Sulistyoningrum, 2016). The use of this training material is specifically for use in MGMP in order to solve problems that arise in the field when teaching social studies. Based on the results of interviews with several teachers, after receiving training using the training materials in MGMP IPS, teachers can guide the Forum (MGMP) of Social Sciences training materials to design social studies learning in their respective schools. Issues such as creating indicators and learning objectives, choosing approaches, methods, strategies and learning techniques can be addressed by referring to the training materials. The use of Forum (MGMP) of Social Sciences training materials is designed for use in training at MGMP. This allows activities at MGMP to be well organized or structured (Amalia, 2019; Malukah et al., 2022; Purnama, 2022; Yanti et al., 2020). Training materials are also prepared based on an analysis of teacher needs in the field. Training materials are also adapted to the applicable curriculum, especially the social studies curriculum in elementary schools.

Previous research also states that Teacher skills in designing learning are very much needed in order to achieve student competence (Alwiyah & Imaniyati, 2018; Damanik & Anggaraeni, 2018; Widarta, 2020). This is intended so that teacher professional competence can be realized (Agustini et al., 2020; Astrid Setianing Hartanti & Yuniarsih, 2018; Hidayat et al., 2021). Other research also states that professional teachers do not just master subject matter, but also have the ability to develop learning (Aryana et al., 2022; Hasan, 2017). Professional teachers have responsibilities in terms of learning, providing guidance, developing curriculum, developing the profession, and building relationships with the community. The implication of this research is that the training materials developed can help teachers improve their professionalism as teachers. These training materials can also provide many options in designing social studies learning. The limitation of this research is that the training materials developed can only be intended for teachers who teach social studies. However, the advantage of the training materials developed is that the materials in the MGMP training materials are in accordance with teacher needs. Moreover, the order of the material is systematic and easy for the teacher to understand so that the teacher's understanding increases.

#### 4. CONCLUSION

Based on the results of the data analysis, it shows that the training materials developed received valid qualifications from experts. The results of the practicality test also show that the training materials developed have practical qualifications. The effectiveness test results also show that it is very effective to use. This indicates that the Forum (MGMP) of Social Sciences at training materials are very effective for use in the Forum (MGMP) of Social Sciences. This Forum (MGMP) of Social Sciences training material can help teachers improve their understanding of teaching.

#### 5. REFERENCES

- Agustini, D., Lian, B., & Sari, A. P. (2020). School'S Strategy for Teacher'S Professionalism Through Digital Literacy in the Industrial Revolution 4.0. *International Journal of Educational Review*, 2(2), 160–173. <https://doi.org/10.33369/ijer.v2i2.10967>.
- Akbari, O., & Razavi, A. (2016). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 4(5), 105–116. <https://doi.org/10.5861/ijrse.2015.1189>.
- Alfianti, A., Taufik, M., Hakim, Z. R., Sultan, U., & Tirtayasa, A. (2020). Pengembangan Media Pembelajaran IPS Berbasis Video Animasi Pada Tema Indahnya Keragaman Di Negeriku. *Indonesian Journal of Elementary Education*, 2(1), 1–12. <https://doi.org/10.31000/ijoe.v1i2.2927.g1791>.
- Alwiyah, D., & Imaniyati, N. (2018). Keterampilan Mengajar Guru Dan Kesiapan Belajar Siswa Sebagai Determinan Terhadap Hasil Belajar Siswa Teachers Teaching Skills and Student Learning Readiness As a Determinant of the Student Learning Outcomes. *Jurnal Manajerial*, 3(4), 95–103. <https://doi.org/10.17509/manajerial.v17i1.9767>.
- Amalia, H. (2019). Manajemen Pengembangan Musyawarah Guru Mata Pelajaran (MGMP) Sebagai Upaya Meningkatkan Kompetensi Profesional Guru PAI. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*, 11(1). <https://doi.org/10.30739/darussalam.v11i1.453>.
- Arriany, I., Ibrahim, N., & Sukardjo, M. (2020). Pengembangan modul online untuk meningkatkan hasil belajar Ilmu Pengetahuan Sosial (IPS). *Jurnal Inovasi Teknologi Pendidikan*, 7(1), 52–66. <https://doi.org/10.21831/jitp.v7i1.23605>.
- Aryana, S., Subyantoro, & Rahayu, P. (2022). Tuntutan Kompetensi Guru Profesional Bahasa Indonesia Dalam Menghadapi Abad 21. *Semantik*, 11(1), 71–86. <https://doi.org/10.22460/semantik.v11i1.p71-86>.
- Astra, I. M., Raihanati, R., & Mujayanah, N. (2020). Development of Electronic Module Using Creative Problem-Solving Model Equipped with Hots Problems on The Kinetic Theory of Gases Material. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, 6(2), 181–194. <https://doi.org/10.21009/1.06205>.
- Babuta, A. I., & Rahmat, A. (2019). Peningkatan Kompetensi Pedagogik Guru Melalui Pelaksanaan Supervisi Klinis Dengan Teknik Kelompok. *Jurnal Manajemen Pendidikan Islam*, 03(01), 1–28. <https://doi.org/10.33650/al-tanzim.v3i1.496>.
- Borg, W. ., & Gall, M. . (1983). Educational Research an Introduction fourth edition. *Longman Inc.*
- Budiyono, H., Rubiati, R., & Setyonegoro, A. (2014). Pengembangan Bahan Pelatihan Desain Sistem Pembelajaran Bagi Guru Bahasa Indonesia SMA. *Tekno-Pedagogi*, 4(1).
- Bürgener, L., & Barth, M. (2018). Sustainability competencies in teacher education: Making teacher



- education count in everyday school practice. *Journal of Cleaner Production*, 174, 821–826. <https://doi.org/10.1016/j.jclepro.2017.10.263>.
- Czajka, C. D., & McConnell, D. (2019). The adoption of student-centered teaching materials as a professional development experience for college faculty. *International Journal of Science Education*, 41(5), 693–711. <https://doi.org/10.1080/09500693.2019.1578908>.
- Damanik, & Anggaraeni. (2018). Hubungan Persepsi Keterampilan Mengajar Guru dengan Motivasi Belajar Siswa Akselerasi di Sekolah Menengah Atas Al-Azhar Medan. *Analitika: Jurnal Magister Psikologi UMA*, 10(2), 60–68.
- Dewi, N. P. D. A., Wiyasa, I. K. N., & Asri, I. G. A. A. S. (2017). Pengaruh Model Kooperatif Talking Stick Berbantu Question Card terhadap Kompetensi Pengetahuan IPS Siswa kelas IV. *Mimbar PGSD*, 5(2). <https://doi.org/10.23887/jjpgsd.v5i2.10790>.
- Díez, F., Villa, A., López, A. L., & Iraurgi, I. (2020). Impact of quality management systems in the performance of educational centers: educational policies and management processes. *Heliyon*, 6(4), e03824. <https://doi.org/10.1016/j.heliyon.2020.e03824>.
- Dwi Lestari, H., & Putu Parmiti, D. P. P. (2020). Pengembangan E-Modul IPA Bermuatan Tes Online Untuk Meningkatkan Hasil Belajar. *Journal of Education Technology*, 4(1), 73. <https://doi.org/10.23887/jet.v4i1.24095>.
- Fahmi, A. N., Yusuf, M., & Muchtarom, M. (2021). Integration of Technology in Learning Activities: E-Module on Islamic Religious Education Learning for Vocational High School Students. *Journal of Education Technology*, 5(2). <https://doi.org/10.23887/jet.v5i2.35313>.
- Fisnani, Y., Utanto, Y., & Ahmadi, F. (2020). The development of e-module for batik local content in Pekalongan Elementary School. *Innovative Journal of Curriculum and Educational Technology*, 9(1), 40–47. <https://doi.org/10.15294/IJCET.V9I1.35592>.
- Gultom, E. L., Simaremare, A., & Dewi, R. (2019). Developing Teaching Materials Based on Social Care Characters Based on Franciscan Spirituality With Contextual Teaching And Learning (CTL) Strategies. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(4), 204–215. <https://doi.org/10.33258/birle.v2i4.509>.
- Gunawan, I., & Sulistyoningrum, R. T. (2016). Menggali Nilai-Nilai Keunggulan Lokal Kesenian Reog Ponorogo Guna Mengembangkan Materi Keragaman Suku Bangsa Dan Budaya Pada Mata Pelajaran IPS Kelas IV Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 3(01). <https://doi.org/10.25273/pe.v3i01.59>.
- Hartanti, A. S., & Yuniarsih, T. (2018). Pengaruh Kompetensi Profesional Guru Dan Motivasi Kerja Terhadap Kinerja Guru Di Sekolah Menengah Kejuruan. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1). <https://doi.org/10.17509/jpm.v3i1.9452>.
- Hartanti, Astrid Setianing, & Yuniarsih, T. (2018). Pengaruh Kompetensi Profesional Guru Dan Motivasi Kerja Terhadap Kinerja Guru Di Sekolah Menengah Kejuruan. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 167. <https://doi.org/10.17509/jpm.v3i1.9452>.
- Hasan, M. (2017). Pengaruh Kompetensi Profesional Guru Terhadap Kinerja Guru Ekonomi Sekolah Menengah Atas Negeri Di Kabupaten Gowa. *Jurnal Economix*, 5(2), 70–81.
- Herliani, A. an, & Wahyudin, D. (2018). Pemetaan kompetensi teknologi informasi dan komunikasi (tik) guru pada dimensi pedagogik. *Jurnal Penelitian Ilmu Pendidikan*, 11(2), 134–148. <https://doi.org/10.21831/JPIPFIP.V11I2.19825>.
- Hidayat, H., Nurfadilah, A., Khoerussaadah, E., & Fauziyyah, N. (2021). Meningkatkan Kreativitas Guru dalam Pembelajaran Anak Usia Dini di Era Digital. *Jurnal Pendidikan Anak*, 10(2), 97–103. <https://doi.org/10.21831/jpa.v10i2.37063>.
- .Kharishma, V., & Septiana, U. (2019). Pelatihan Teknik Ecoprint untuk Guru PAUD. *Seminar Nasional: Seni, Teknologi dan Masyarakat*, 2, 183–187. <https://doi.org/10.33153/semhas.v2i0.119>.
- Kholis, N. (2019). Teacher Professionalism in Indonesia, Malaysia, and New Zealand. *TARBIYA: Journal of Education in Muslim Society*, 6(2), 179–196. <https://doi.org/10.15408/tjems.v6i2.11487>.
- Malikah, S., Winarti, W., Ayuningsih, F., Nugroho, M. R., Sumardi, S., & Murtiyasa, B. (2022). Manajemen Pembelajaran Matematika pada Kurikulum Merdeka. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5912–5918. <https://doi.org/10.31004/edukatif.v4i4.3549>.
- Mantra, I. B. N., Pramerta, I. G. P. A., Arsana, A. A. P., Puspawati, K. R., & Wedasuwari, I. A. M. (2022). Persepsi Guru Terhadap Pentingnya Pelatihan Pengembangan dan Pelaksanaan Kurikulum Merdeka. *Jurnal Inovasi Penelitian*, 3(5), 6313–6318. <https://doi.org/10.47492/jip.v3i5.2073>.
- Marsitin, R., Sesanti, N. R., & Agustina, R. (2018). Pelatihan IT Melalui Pembuatan E-modul Matematika bagi Guru Matematika SMK Kabupaten Malang. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, 3. <https://doi.org/10.26905/abdimas.v3i0.2647>.
- Meilia, M., & Murdiana, M. (2019). Pendidik Harus Melek Kompetensi Dalam Menghadapi Pendidikan Abad

- Ke-21. *Al Amin: Jurnal Kajian Ilmu dan Budaya Islam*, 2(1), 88–104. <https://doi.org/10.36670/alaman.v2i1.19>.
- Nastiti, D., Rahardjo, S. B., Elfi Susanti, V. H., & Perdana, R. (2018). The Need Analysis of Module Development Based on Search, Solve, Create, and Share to Increase Generic Science Skills in Chemistry. *Jurnal Pendidikan IPA Indonesia*, 7(4), 428–434. <https://doi.org/10.15294/jpii.v7i4.12393>.
- Novitasari, D., & Fitria, N. (2021). Gambaran Kompetensi Profesional Guru Paud Mangga Paninggilan Ciledug. *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)*, 3(2), 67–72. <https://doi.org/10.36722/jaudhi.v3i2.595>.
- Nuraeni, L., & Riyanto, A. (2017). Efektivitas Diklat Berjenjang Tingkat Dasar Terhadap Peningkatan Kompetensi Pedagogik Pendidik Paud (Studi Deskriptif Pada Pendidik Paud Di Kota Cimahi). *Jurnal Ilmiah P2M STKIP Siliwangi*, 4(1). <https://doi.org/10.22460/p2m.v4i1p21-29.388>.
- Nurgiansah, T. H., & Pringgowijoyo, Y. (2020). Pelatihan Penggunaan Model Pembelajaran Jurisprudensial Pada Guru Di KB TK Surya Marta Yogyakarta. *KUAT: Keuangan Umum dan Akuntansi Terapan*, 2(1), 52–57. <https://doi.org/10.31092/kuat.v2i1.661>.
- Nurhayati, Y. (2018). Penerapan Model Kirkpatrick untuk Evaluasi Program Diklat Teknis Substantif Materi Perencanaan Pembelajaran Di Wilayah Kerja Provinsi Kepulauan Riau. *Andragogi: Jurnal Diklat Teknis Pendidikan dan Keagamaan*, 6(2), 170–187. <https://doi.org/10.36052/andragogi.v6i2.63>.
- Nurjanah, A. (2019). Evaluasi Diklat Peningkatan Kompetensi Penilaian Kinerja Guru (PKG) dan Pengembangan Keprofesionalan Berkelanjutan (PKB). *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 17(3), 284–299. <https://doi.org/10.32729/edukasi.v17i3.615>.
- Purnama, M. (2022). Pelaksanaan Lesson Study Bagi Pengembangan Kompetensi Pedagogik Guru (Studi Kasus Pada MGMP PKn SMP Kabupaten Ogan Ilir). *Journal of Social Science and Education*, 3(2). <https://doi.org/10.21154/asanka.v3i2.5027>.
- Puspoko Jati, D. H., Ismanto, B., & Sulasmono, B. S. (2019). The Development of Local Wisdom Based Character Education Training Module. *Journal of Education Research and Evaluation*, 3(1), 1–9. <https://doi.org/10.23887/jere.v3i1.17763>.
- Ramadhani, S. P., & Zulela, M. (2020). Profesional Pedagogy Guru Terhadap Perubahan Pembelajaran di Era Digital. *Jurnal Elementaria Edukasia*, 3(2). <https://doi.org/10.31949/jee.v3i2.2538>.
- Rosydiana, E., Dewi, H. I., & Winata, W. (2020). Efektifitas Program Diklat Berjenjang Tingkat Dasar Bagi Guru Paud Dalam Jaringan Di Kota Depok. *Jurnal Instruksional*, 2(1). <https://doi.org/10.24853/instruksional.2.1.47-55>.
- Salmawati, Rahayu, T., & Lestari, W. (2017). Kompetensi Pedagogik, Kontribusi Profesional dan Motivasi Kerja terhadap Kinerja Guru Penjasorkes SMP di Kabupaten Pati. *Journal of Physical Education and Sport*, 6(2), 198–204. <https://doi.org/10.15294/jpes.v6i2.17397>.
- Sanurdi, S., Erizon, N., Syahril, S., & Nabawi, R. A. (2020). Pengembangan Bahan Ajar Mata Diklat Bubut Menjadi Video Tutorial Untuk Pembelajaran Hybrid Learning Di Smk Negeri 1 Padang. *Jurnal Vokasi Mekanika*, 2(4). <https://doi.org/10.24036/vomek.v2i4.145>.
- Setiawan, Y. E., & Syaifuddin, S. (2020). Peningkatan Kompetensi Profesionalitas Guru Melalui Pelatihan Desain Pembelajaran Peta Konsep. *Jurnal Pengabdian Kepada Masyarakat*, 26(3), 148. <https://doi.org/10.24114/jpkm.v26i3.16377>.
- Setyowati, N., & Masrukan, B. E. S. M. (2016). Penggunaan Alat Peraga untuk Meningkatkan Hasil Belajar dan Keaktifan Siswa Mata Diklat Matematika Materi Peluang Di Kelas X AP B Semester 2 SMK N 1 Bawen. *Kreano: Jurnal Matematika Kreatif-Inovatif*, 7(1), 24–30. <https://doi.org/10.15294/kreano.v7i1.4831>.
- Sijabat, O. P., Manao, M. M., Situmorang, A. R., Hutauruk, A., & Panjaitan, S. (2022). Mengatur Kualitas Guru Melalui Program Guru Penggerak. *Journal of Educational Learning and Innovation (ELIa)*, 2(1), 130–144. <https://doi.org/10.46229/elia.v2i1.404>.
- Simanjuntak, R. (2020). Memaknai Profesionalisme Guru Pendidikan Agama Kristen Masa Kini. *Sanctum Domine: Jurnal Teologi*, 9(1), 27–44. <https://doi.org/10.46495/sdjt.v9i1.56>.
- Sulaeman, A. A. (2019). Strategi Diklat Problem Based Learning Untuk Meningkatkan Kreativitas Guru Biologi Dalam Mengembangkan Alat Peraga. *Edusains*, 11(1). <https://doi.org/10.15408/es.v11i1.8731>.
- Sumitra, A., Nuraeni, L., & Nafiqoh, H. (2018). Efektivitas Diklat Berjenjang Tingkat Dasar Terhadap Peningkatan Kompetensi Sosial Pendidik Paud (Studi Deskriptif Pada Pendidik Paud Di Kota Cimahi). *Jurnal Ilmiah P2M STKIP Siliwangi*, 5(1). <https://doi.org/10.22460/p2m.v5i1p11-20.785>.
- Taghavinia, M., Maleki, M. R., & Arabshahi, K. S. (2021). Educational leadership in education development centers: A qualitative study. *Journal of Education and Health Promotion*, 10, 46. [https://doi.org/10.4103/jehp.jehp\\_733\\_20](https://doi.org/10.4103/jehp.jehp_733_20).
- Tesalonika, A., Dwikurnaningsih, Y., & Ismanto, B. (2022). A Training Module for Project-Based Learning

- with Google Workspace in the Merdeka Curriculum Management. *JPI (Jurnal Pendidikan Indonesia)*, 11(4), 610–617. <https://doi.org/10.23887/jpiundiksha.v11i4.53879>.
- Usman, H., & Anwar, M. (2021). Integrated language skill approach: model of teaching materials for elementary school teacher education programs in Indonesia. *Studies in English Language and Education*, 8(2), 656–669. <https://doi.org/10.24815/siele.v8i2.19031>.
- Uygarer, R., & Uzunboylu, H. (2017). An investigation of the digital teaching book compared to traditional books in distance education of teacher education programs. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(8), 5365–5377. <https://doi.org/10.12973/eurasia.2017.00830a>.
- Widarta, F. O. (2020). Persepsi Siswa Terhadap Keterampilan Dasar Mengajar Mahasiswa Program Plp Ii Program Studi Pendidikan Biologi Psdku Universitas Syiah Kuala Gayo Lues Di Smp Negeri 1 Blangjerango. *Biotik: Jurnal Ilmiah Biologi Teknologi dan Kependidikan*, 8(1). <https://doi.org/10.22373/biotik.v8i1.6557>.
- Yanti, N., Setiawan, Y., & Rini, D. S. (2020). Pelatihan Mengelola Daftar Pustaka Menggunakan Aplikasi Mendeley Pada Musyawarah Guru Mata Pelajaran (Mgmp) Bahasa Indonesia Sma/Smk Kota Bengkulu. *Jurnal Berdaya Mandiri*, 2(1). <https://doi.org/10.31316/jbm.v2i1.432>.
- Yurizki, D., Murniati, M., & Nur, S. (2018). Kompetensi Pedagogik dan Profesional Guru dalam Peningkatkan Hasil Belajar Fisika Peserta Didik SMAN di Wilayah Barat Kabupaten Bireuen. *Jurnal Pendidikan Sains Indonesia*, 6(2), 68–74. <https://doi.org/10.24815/JPSI.V6I2.11643>.
- Zinnurain, Z. (2021). Pengembangan E-Modul Pembelajaran Interaktif Berbasis Flip Pdf Corporate Edition Pada Mata Kuliah Manajemen Diklat. *Academia: Jurnal Inovasi Riset Akademik*, 1(1), 132–139. <https://doi.org/10.51878/academia.v1i1.546>.