



**WORKSHOP ACTIVITIES IN IMPROVING TEACHER COMPETENCIES TO
DEVELOP AN EDUCATIONAL UNIT LEVEL CURRICULUM (KTSP)
AT TK PERTIWI DUMAI**

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**PELAKSANAAN KEGIATAN WORKSHOP DALAM MENINGKATKAN
KOMPETENSI GURU UNTUK MENYUSUN KURIKULUM TINGKAT SATUAN
PENDIDIKAN (KTSP) DI TK PERTIWI DUMAI**

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ABSTRACT

Abstract: This paper is based on the teachers' low-ability in teacher competencies to develop a curriculum of the educational unit level (KTSP) at TK Pertiwi Dumai. Hence, it needs action to overcome this problem through workshop activities. Based on the description of the background, identification, and limitation of the problem, the focus of the research is related to teacher ability improvement in teacher competencies to develop a curriculum at the educational unit level (KTSP). Therefore, the formulation of the research problem is to see whether there is an improvement in teacher ability of their competencies to compile the educational unit level (KTSP) curriculum through workshop activities at TK Pertiwi Dumai or not. In accordance with the background and formulation of the problem, this paper focuses on the implementation of workshop activities that can improve teachers' abilities in teacher competencies to develop the educational unit level (KTSP) curriculum at TK Pertiwi Dumai. Type of the research is school action research (PTS). Based on the analysis and discussion, it can be concluded that the teacher's ability in developing the educational unit level (KTSP) curriculum can be improved through workshop activities at TK Pertiwi Dumai. Thus, the teacher acceptance rate increased. The results of comparison aspects of the teacher's ability in developing the educational unit level (KTSP) curriculum through workshop activities from cycle I 58% to cycle II 94% increased.

Keywords: *workshop activities, teacher competencies, KTSP*

Abstrak: Artikel ini dilatarbelakangi oleh rendahnya kemampuan guru dalam kompetensi guru untuk menyusun kurikulum tingkat satuan pendidikan (kts) di TK Pertiwi Dumai. Untuk itu, suatu tindakan yang perlu dilakukan untuk mengatasi masalah tersebut yaitu melalui kegiatan *Workshop*. Berdasarkan uraian pada latar belakang, identifikasi dan pembatasan masalah, maka fokus penelitian berkaitan dengan peningkatan kemampuan guru dalam kompetensi guru untuk menyusun kurikulum tingkat satuan pendidikan (KTSP). Oleh karena itu, perumusan masalah penelitian adalah melihat apakah terdapat peningkatan kemampuan guru dalam kompetensi guru untuk menyusun kurikulum tingkat satuan pendidikan (KTSP) melalui kegiatan *Workshop* di TK Pertiwi Dumai atau tidak. Sesuai dengan latar belakang dan perumusan masalahnya, artikel ini berfokus pada penerapan kegiatan *Workshop* yang dapat meningkatkan kemampuan guru dalam kompetensi guru untuk menyusun kurikulum tingkat satuan pendidikan (KTSP) di TK Pertiwi Dumai. Jenis penelitian adalah penelitian tindakan sekolah (PTS). Berdasarkan hasil analisis dan pembahasan dapat disimpulkan bahwa kemampuan guru dalam menyusun Kurikulum Tingkat Satuan Pendidikan (KTSP) dapat ditingkatkan melalui kegiatan *Workshop* di TK Pertiwi Dumai. Dengan kondisi tersebut, maka tingkat penerimaan guru meningkat. Perbandingan aspek kemampuan guru dalam menyusun Kurikulum Tingkat Satuan Pendidikan (KTSP) melalui kegiatan *Workshop* pada siklus I peningkatannya dari 58% dan siklus II menjadi 94%.



Kata Kunci: kegiatan workshop, kompetensi guru, KTSP

CITATION

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INTRODUCTION

In an effort to improve the quality of education, the competence of teachers and school supervisors is an important factor. However, many people do not know about the qualification and competency standards of teachers and school supervisors. Teacher competencies include personality competencies, managerial competencies, supervision competencies and social competencies. And school supervisor competencies include personality competencies, social competencies, managerial supervision competencies, academic supervision competencies, educational evaluation competencies, research and development competencies (Tirtayani et al., 2019). In the perspective of national education policy, there are seven main roles of the teacher namely, as: (1) educator (educator); (2) managers; (3) administrators; (4) supervisors (supervisors); (5) leader (leader); (6) creator of the work climate; and (7) entrepreneur (Nurjanna, 2019).

In research conducted by Sakdiah (2019) stated that based on the response questionnaire distributed to PAI teachers before the implementation of coaching (pre-cycle) and after completing the implementation of coaching in the second cycle, it can be stated that in general the teachers participating in the guidance have a positive attitude towards this direct technical guidance process, when asked for a response to continuing coaching for these teachers, 100% of the teachers participating in the guidance stated that they hoped there would be continued coaching. This is related to

Government Regulation Number 19 of 2005 which states that every educator must have academic qualifications and competence as a learning agent, be physically and mentally healthy and have the ability to realize national education goals. Academic quality is the minimum level of education that must be fulfilled by an educator. Teacher competence as a learning agent includes a) pedagogic competence, b) personality competence, c) social competence, and d) professional competence (Nurmaini, Djasmil & Suntoro, 2015).

In the school organizational system, the teacher is a leader for other school communities. Teachers, employees, and students, as leaders, the teacher's behavior will affect the behavior of other school communities. Positive behavior from teachers will spur teachers and employees to provide positive behavior in achieving educational goals. Conversely, negative teacher behavior is the beginning of the failure of education at the school (Masnah, 2018). The role of a teacher is very large in the process of improving the quality of education in general and improving the quality of a school in particular. To be able to create qualified teachers, it is necessary to have a standard or often referred to as teacher qualifications that must be met. Having teachers who meet these qualifications will create quality schools and quality education in accordance with national education goals (Asmiyati, 2018; Sudana, 2018).

In carrying out their various duties, each teacher certainly does not have the same

abilities, both in terms of managing school management or in the personal abilities of the teacher. Supervision activities or supervision techniques which are competencies that must be possessed by a teacher have not yet received a proper part in the agenda of a teacher's activities. Even though this supervision is very supportive for the development of educational staff, namely teachers in school organizations (Muhammad, 2022). Educational supervision is often interpreted as an effort to improve the quality of processes and learning outcomes through professional guidance by school supervisors. Professional guidance in question is to provide opportunities for teachers to develop professionally in carrying out their main duties, namely improving and enhancing the learning process (Danim, & Khairil, 2011).

With a teacher, it is hoped that the school they lead will be able to achieve the goals that have been set, because the teacher is the person who determines the focus and atmosphere of the school. That way it can be said that school success is a school that has successful leaders. When a school is successful people will always assume that a teacher's leadership is the key to success. Teachers have an important role in the progress and success of schools, therefore to become a teacher must have predetermined qualifications because the quality of teacher leadership is the key to organizational success. Because of the importance of the quality of teacher leadership in achieving school success and progress, it is necessary to have teacher qualification requirements when going to become a teacher (Istianah, 2019).

In the process of teaching and learning in the classroom and on a particular subject, there must be goals to be achieved. This achievement can be achieved by formulating good indicators. The formulation of good (good) indicators cannot be separated from competency standards and basic competencies, in the KTSP

curriculum system schools have the right to develop curricula based on standards determined by the Ministry of National Education (MENDIKNAS), not only that schools also have the right to develop curricula from content locally (Muhlasin, 2018). The curriculum will be achieved well if the formulation of the syllabus and lesson plan goes well. Achievement of lesson plans and syllabus lies in competency standards and basic competencies. While the achievement of basic competencies and competency standards is found in indicators (Sakdiah, 2019). Therefore, formulating indicators is very important in the teaching and learning process in the classroom, if in a lesson the indicators have not been achieved, then the lesson can be considered a failure. Based on the results of observations of several teachers, it was found that there was a lack of teacher ability in compiling an education unit level curriculum (KTSP). Based on this phenomenon, it can be seen that the teacher's competence in compiling the Education Unit Level Curriculum (KTSP) is low. Researchers are interested in knowing more deeply through a school action research on implementation *workshop* activities in improving teacher competence to develop curriculum at the education unit level (KTSP).

RESEARCH METHODS

School Action Research (PTS) was conducted at Pertiwi Dumai Kindergarten. Under the supervision of the school supervisor himself. This study aims to support the teacher's task of knowing and trying to improve the teacher's ability to develop the Education Unit Level Curriculum (KTSP) through workshop activities. This research was conducted in two cycles. The duration of this research is approximately 2 months and until now training is still being held occasionally but at other schools. This research was conducted in August 2022. The subjects studied were teachers at TK

Pertiwi Dumai. The number of teachers who were the subjects in this study totaled 11 teachers. Data collection techniques in this study were interviews, observation, and discussion. Every cycle covers *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016).

1. Planning/preparation

In the planning or preparation stage of this action, the steps taken are as follows:

- a. Setting operational goals
- b. Making worksheets and compiling teacher worksheets to find out the teacher's ability to prepare the Education Unit Level Curriculum (KTSP) through *Workshop activities*
- c. Prepare a format for observing the learning process which consists of situations of teaching and learning activities, teacher activeness in learning and the teacher's ability to answer and or ask questions.
- d. Develop observation sheets to measure teacher teaching competence.

2. Action Implementation

- a. Introduction and transaction of education and training programs
- b. Explanation of competencies, indicators, time allocation and educational scenarios.
- c. Exploration of participants' understanding regarding the teacher's ability to develop the Education Unit Level Curriculum (KTSP) through *workshop activities*
 - 1) Using an andragogical approach to create an atmosphere of education and training that is active, innovative, creative, effective, fun and meaningful. The trainer acts as a facilitator.
 - 2) Discussion on indicators of educational success and their results for teachers.
 - 3) Identify problems related to the ability of teachers so far
 - 4) Conduct discussions on how to develop good learning tools.

d. Evaluation

e. Closing

3. Observation

Observations or observations made in this study were carried out by colleagues who were willing to become observers in this study using the observation format that had been provided. The aspects observed included the teacher's ability to develop the Education Unit Level Curriculum (KTSP) through *workshop activities* and the education and training process.

4. Reflection

After the learning improvement is carried out, the researcher and the observer collaborate and analyze the results of the learning process carried out, so that the successes and weaknesses of the learning that have been carried out are known. The results of the data analysis serve as the basis for the next cycle, so that between cycle I and cycle II there is continuity and it is hoped that the weaknesses in the first cycle can be used as a basis for improvement in the next cycle.

RESULTS AND DISCUSSION

Cycle I

1. Planning

In the planning or preparation stage of this action, the steps taken are as follows:

- a. Setting operational goals.
- b. Making worksheets and compiling teacher worksheets to find out the teacher's ability to prepare the Education Unit Level Curriculum (KTSP) through *Workshop activities*.
- c. Prepare a format for observing the learning process which consists of situations of teaching and learning activities, teacher activeness in learning and the teacher's ability to answer and or ask questions.
- d. Compile observation sheets to measure teacher competence in compiling the

Education Unit Level Curriculum (KTSP).

2. Action

- a. Introduction and transaction of education and training programs
- b. Explanation of competencies, indicators, time allocation and educational scenarios.
- c. Exploration of participants' understanding regarding the teacher's ability to develop the Education Unit Level Curriculum (KTSP).
- d. Using an andragogical approach to create an atmosphere of education and training that is active, innovative, creative,

effective, fun and meaningful. The trainer acts as a facilitator.

- e. Discussion on indicators of educational success and their results for teachers.
- f. Identify problems related to the ability of teachers so far.
- g. Conduct discussions on how to develop good learning tools.
- h. Evaluation
- i. Closing

3. Observation

The results of research observations on the activities of researchers who at that time gave directions will be described in table 6 below.

Table 1. Aspects of Workshop Activities in Cycle I

NO	EVALUATION	SB	B	SD	KB	TB	QMS	%
1	Introduction and transactions of education and training programs (workshops)		√				4	67%
2	Explanation of competencies, indicators, time allocation and educational scenarios			√			3	
3	Exploration of participants' understanding of the preparation of KTSP			√			3	
4	Using an andragogical approach to create an educational atmosphere			√			3	
5	Discussion about the indicators of success to be achieved is related to the teacher's ability in preparing KTSP			√			3	
6	Identifying problems related to the ability of teachers in preparing KTSP			√			3	
7	Conduct discussions on how to prepare KTSP			√			3	
8	Evaluation of the teacher's ability in preparing KTSP		√				4	
9	Closing is by making conclusions that can be understood by all participants		√				4	
AMOUNT			12	18			30	

Category = Fairly Good

Source: Observation Data, 2022

Information:

SB : Very good = 5

B : Good = 4

SD : Moderate = 3

KB : Less Good = 2

SJ : Not Good = 1

From table 1. it can be explained as follows:

1. The introduction and transactions of the education and training program (*Workshop*) were carried out well
2. Explanation of competencies, indicators, time allocation and educational scenarios, implemented moderately or well enough
3. Exploration of participants' understanding of the preparation of KTSP, carried out moderately or well enough
4. Using an andragogic approach to create an educational atmosphere, carried out moderately or well enough
5. Discussions about the indicators of success to be achieved are related to the teacher's ability

to prepare KTSP, carried out moderately or well enough

6. Identifying problems related to the teacher's ability in preparing KTSP, carried out moderately or well enough
7. Conduct discussions on how to prepare KTSP, carried out properly
8. Evaluation of the teacher's ability in preparing the KTSP was carried out properly
9. Closing is by making conclusions that can be understood by all participants, carried out properly

Then to find out the aspects of the training participants in participating in training activities, the following assessment results can be considered.

Table 2. Aspects of *Workshop* Participant Activities

No	TEACHER	Competency Level			QMS
		1	2	3	
1	SN	1	1	0	2
2	NW	1	1	1	3
3	NH	1	0	0	1
4	N.S	1	0	0	1
5	YH	0	1	0	1
6	LK	1	1	1	3
7	NO	1	1	0	2
8	ETC	0	0	0	0
9	FY	1	1	0	2
10	RB	1	1	1	3
11	AN	0	1	0	1
AMOUNT		8	8	3	19
PERCENTAGE		73%	73%	27%	58%

Source: Observation Data, 2022

Information:

1 = Executed correctly

0 = Not Implemented properly

Information on aspects of the training participants in participating in education and training can be seen in the following description.

- 1) Related to seeking information (*dealing with retrieval*) , in this aspect the teacher gets a percentage of 70%
- 2) Processing , in this aspect the teacher gets a percentage of 70%
- 3) Implement and evaluate, in this aspect the teacher gets a percentage of 20%

Thus, from the aspect of teachers participating in training and education, the percentage of achievement was 53%. In accordance with the assessment category, the overall aspect is quite good.

Then to find out the results of observations on the teacher's ability to develop the Education Unit Level Curriculum (KTSP) through *workshop activities* in cycle I can be seen in the following table.

Table 3. Ability to Prepare KTSP Through *Workshop activities*

No	Competency Level	Percentage
1	Dealing with <i>retrieval</i>	73%
2	Processing	73%
3	Implement and evaluate	27%
<i>Average</i>		58%

Source: 2022 research processed results

So it can be concluded that based on the results obtained, the aspect of teacher ability in compiling the Education Unit Level Curriculum (KTSP) through *workshop activities* as a whole gets a percentage of 53% with fairly good criteria.

4. Reflection

The results of data analysis for each step. Implementation of the action is described by the author at this stage. So according to the results of the research on the ability of teachers to develop the Education Unit Level Curriculum (KTSP) through workshops at TK Pertiwi Dumai or education and training from the aspect of organizing education and training cannot be said to be successful because the scores obtained can still be improved. While other aspects also still need correction and improvement in the next cycle, namely cycle II.

Cycle II

1. Planning

In the planning or preparation stage of this action, the steps taken are as follows:

- a. Setting operational goals
- b. Making worksheets and compiling teacher worksheets to find out the teacher's ability to prepare the Education Unit Level

Curriculum (KTSP) through *Workshop activities*

- c. Prepare a format for observing the learning process which consists of situations of teaching and learning activities, teacher activeness in learning and the teacher's ability to answer and or ask questions.
- d. Compile observation sheets to measure teacher competence in compiling the Education Unit Level Curriculum (KTSP).

2. Action

- a. Introduction and transaction of education and training programs
- b. Explanation of competencies, indicators, time allocation and scenarios education.
- c. Exploration of participants' understanding regarding the teacher's ability in compiling the Education Unit Level Curriculum (KTSP) through activities *Workshops*.
 - 1) Using an andragogical approach to create an atmosphere of education and training that is active, innovative, creative, effective, fun and meaningful. The trainer acts as a facilitator.
 - 2) Discussion on indicators of educational success and their results for teachers.
 - 3) Identify problems related to the ability of teachers so far.

- 4) Conduct discussions on how to develop good learning tools.
- d. Evaluation
- e. Closing

3. Observation

The results of research observations on the activities of researchers who at that time gave directions will be described in table 4 below.

Table 4. Aspects of the Organization of Education and Training

NO	EVALUATION	SB	B	SD	KB	TB	QMS	%
1	Introduction and transactions of education and training programs (workshops)	√					5	
2	Explanation of competencies, indicators, time allocation and educational scenarios	√					5	
3	Exploration of participants' understanding of the preparation of KTSP	√					5	
4	Using an andragogical approach to create an educational atmosphere		√				4	
5	Discussion about the indicators of success to be achieved is related to the teacher's ability in preparing KTSP	√					5	96%
6	Identifying problems related to the ability of teachers in preparing KTSP	√					5	
7	Conduct discussions on how to prepare KTSP		√				4	
8	Evaluation of the teacher's ability in preparing KTSP	√					5	
9	Closing is by making conclusions that can be understood by all participants	√					5	
AMOUNT		35	8				43	
CATEGORY = Very Good								

Source: Observation Data, 2022

From the table above it can be explained as follows:

- a. The introduction and transaction of the education and training program (*Workshop*) was carried out very well.
- b. Explanation of competencies, indicators, time allocation and educational scenarios, was carried out very well.
- c. Exploration of participants' understanding of the preparation of KTSP was carried out very well.
- d. Using an andragogic approach to create an educational atmosphere, well implemented

- e. The discussion about the indicators of success to be achieved related to the teacher's ability to prepare KTSP was carried out very well.
- f. Identifying problems related to the teacher's ability to prepare KTSP was carried out very well.
- g. Conducted discussions on how to prepare KTSP, carried out very well.
- h. Evaluation of the teacher's ability to develop the Education Unit Level Curriculum (KTSP) through *workshop activities* was carried out very well.

- i. Closing, namely by making conclusions that can be understood by all participants, carried out very well.

Then to find out the aspects of the training participants in participating in training activities, the following assessment results can be considered.

Table 5. Aspects of Education and Training Participant Activities

No	TEACHER	Competency Level			QMS
		1	2	3	
1	SN	1	1	1	3
2	NW	1	1	1	3
3	NH	1	1	1	3
4	N.S	1	1	0	2
5	YH	1	1	1	3
6	LK	1	1	1	3
7	NO	1	1	1	3
8	ETC	1	1	1	3
9	FY	1	1	1	3
10	RB	1	1	0	2
11	AN	1	1	1	3
AMOUNT		11	11	9	31
PERCENTAGE		100%	100%	82%	94%

Source: Observation Data, 2022

Information on aspects of the training participants in participating in education and training can be seen in the following description.

- 1) In connection with seeking information (*dealing with retrieval*), in this aspect the teacher gets a percentage of 100%
- 2) Processing, in this aspect the teacher gets a percentage of 100%

- 3) Applying and evaluating, in this aspect the teacher gets a percentage of 82%

Thus, from the aspect of teachers participating in training and education, the percentage of achievement was 94%. In accordance with the assessment category, overall it gets a good aspect. Then to find out the results of the evaluation of education and training in cycle II can be seen in the following table

Table 6. Teacher's Ability to Develop Curriculum for *Workshop Activities*

No	Competency Level	Percentage
1	Dealing with <i>retrieval</i>	100%
2	Processing	100%
3	Implement and evaluate	82%
<i>Average</i>		94%

Source: 2022 research processed results

From the table above it can be seen that aspects of the teacher's ability to develop the Education Unit Level Curriculum (KTSP)

through *workshop activities* as a whole get a percentage of 94%. Thus, if it is categorized, it is included in the Very Good category.

Table 7. Results of Observation of Teacher Ability in Developing Education Unit Level Curriculum (KTSP) Through *Workshop Activities*

KET	PERCENTAGE OF CLASSIC ABILITY	CATEGORY
CYCLE I	58%	Not good
CYCLE II	94%	Very good

So it can be concluded that based on the results obtained, the aspect of teacher ability in compiling the Education Unit Level Curriculum (KTSP) through workshop activities in cycle I as

a whole gets a percentage of 53% with good enough criteria and in cycle I as a whole gets a percentage of 94%.



Figure I. Comparative data on aspects of the implementation of education and training

4. Reflection

Based on the data obtained from the observations, it can be concluded that all training and education activities for teachers have progressed in 2 cycles. Thus there is no need for the next cycle of activities because according to the researchers the expected competencies have been achieved with good grades.

From the results of research in the first cycle, it shows that the aspects of organizing education and training in cycle I have not yet reached the set indicators. This indicates that the educational process in the training provided by the teacher still needs better planning by taking into account the weaknesses and strengths that have been identified in cycle I as the basis for improvement in cycle II.

Table 8. Data Comparison of Aspects of Organizing Workshops In Cycles I and II

Criteria	Cycle I	Cycle II
Very good	-	35
Good	12	8
Currently	18	-
Bad	-	-
Very ugly	-	-
Amount	30	43



Figure 2. Graph of comparative data on aspects of the implementation of education and training In Cycles I and II

Workshop training can improve teachers' abilities in preparing the Education Unit Level Curriculum (KTSP) . Robotham (2017), the competencies needed by a person can be obtained either through formal education or experience. McAhsan stated that competency: "...is a knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors" . In this case, competence is defined as the knowledge, skills and abilities that are

mastered by someone who has become part of himself, so that he can carry out cognitive, affective and psychomotor behaviors as well as possible (Mulyasa, 2018).

Teachers or educators in educational units as well obliged to develop a complete and systematic curriculum for learning interactive, inspiring, fun, challenging, efficient, motivating students to participate actively, as well as providing space that enough for initiative, creativity, and independence according to talents, interests, and physical and psychological development of students (Susanto et al., 2021).

In addition, teachers are also required to be innovative, pro-active, and able to make students active in learning (Baroroh, & Muyasaroh, 2020). In this case also seen from student learning outcomes, teachers must also have the ability to evaluate how student learning outcomes are achieved. Activities evaluating student learning outcomes will provide feedback in considering the effectiveness and efficiency of the learning process carried out (Ananda, 2017). Teacher abilities include knowledge, *skills*, and *attitudes* that must be possessed, internalized, and mastered by the teacher in order to be able to carry out tasks in the learning process (Shabir, 2015).

The ability and competence of teachers in learning is highly expected to improve the quality of learning, so that it can improve student learning processes and outcomes optimally (Mardhiah, Yusrizal & Usman, 2014). In this regard, the aim of *the workshop* is to obtain information through direct and mutual experience delivering information, in addition to *workshops* also aims to develop knowledge, understanding, and skills of para targets or goals (Muslihuddin, 2016). The target and target in this case is the teacher, where the teacher's task in learning is to make students learn through creating interesting and meaningful learning strategies and environments. Learning can be said to be successful if students can receive and master the material well (Sulfemi, & Minati, 2018). Forms of teacher professionalism must be shown when the learning process takes place (Rusyan, 2016). Professional or expert teachers must require competence in carrying out their work, competencies or abilities are things that must be possessed by teachers in carrying out their duties professionally (Sagala, 2013).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis and discussion, it can be concluded that the teacher's ability to develop the Education Unit Level Curriculum (KTSP) can be improved through *workshop activities* at Pertiwi Kindergarten, Dumai . Under these conditions, the teacher acceptance rate increased. Comparison aspects of the teacher's ability to develop the Education Unit Level Curriculum (KTSP) through *workshop* activities in cycles I and II increased from 58% and cycle II to 94%.

Based on the research findings, and bearing in mind that the development of teachers' abilities in compiling the Education Unit Level Curriculum (KTSP) through *workshop activities* at TK Pertiwi Dumai , it is suggested that there is a need to increase these activities in the future. In this regard, it is suggested to various parties to follow up on the results of this research. For school supervisors to increase the effectiveness of developing the ability to make learning tools and provide training, improve the quality of education, education and training for teachers is necessary and must be carried out to improve so that the certification carried out so far is truly on target.

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