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Development of peer tutoring-based training to improve elementary school teacher competence in making *merdeka* curriculum lesson plans

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Abstract

The previous study shows teachers' pedagogical competence in making lesson plans is still low, especially in making Merdeka Curriculum lesson plans. The training that has been developed is inadequate for this need. This study aims to develop a peer tutoring-based training design to improve teachers' pedagogical skills in making Merdeka Curriculum lesson plans. The type of research used in this research is R&D and the product was developed by Dick & Carey model. The method used in this research is a combination of quantitative and qualitative methods. The sampling technique used is simple random sampling. The research subjects were 16 fifth-grade teachers in Pabelan District, Semarang Regency. Data collection techniques included open-ended questionnaires, pretest, and posttest instruments. Quantitative data analysis used category description and the Wilcoxon test. The finding of research results showed that peer tutoring-based training design that has been developed is conducted with guidance in small groups, in contrast to previous training that was conducted in a classical. This design has been validated by the experts and has been revised based on their suggestions. The product trial results show the effectiveness of peer tutoring training design in improving teachers' pedagogical competence in making Merdeka Curriculum lesson plans. Therefore, this training design could be used in the next product trial. It can also be applied to teacher training programs to improve teacher's ability to make lesson plans.

INTRODUCTION

Background of the Study

Based on Indonesia's education report card in 2023, the average learning quality score in Indonesia for primary school is 65.39 and is in the medium category. One of the factors affecting learning quality is teachers' pedagogical competence. Making lesson plans is one of the pedagogical competencies that teachers must have (Sennen, 2018).

Lesson plans are contained in learning tools. Learning tools are not only made as teacher administrative documents, but the completeness of learning tools affects the quality of learning because it can determine the teacher's readiness to carry out learning (Harapan & Kesumawati, 2020). Therefore, as educators who are responsible for educating students, teachers are responsible for making learning tools so that learning can run effectively.

Research conducted by Sudirman (2021) states that teachers have not been able to compile syllabi and lesson plans. Another study also mentioned that teachers only used the syllabus and lesson plans that had been made the previous year (Iskandar, 2018). Some of the problems that cause teachers not be able to make lesson plans are (1) lack of knowledge about how to make lesson plans, (2) lack of theory related to making lesson plans, (3) short time, (4) large class mismanagement, (5) lack of internet facilities, (6) lack of supervision of teacher performance, (7) lack of institutional support, and (8) knowledge gaps in formative assessment (Iqbal et al., 2021). Teachers' competence in preparing lesson plans is still low, teachers download from the internet or buy lesson plans from a publisher and then edit them according to the lessons they teach. Furthermore, it is stated that this is due to the lack of teacher knowledge in making lesson plans and the lack of guidance and training from related agencies (Mawardi, 2019). Based on the research mentioned, it can be seen that the ability of teachers to make lesson plans is still lacking. A lesson plan, which should be part of the teacher's main task to carry out effective learning, is still considered a mere administrative document.

In the Merdeka Curriculum, teachers' pedagogical competence in planning lessons includes designing learning objectives, how to achieve learning objectives, and how to assess the achievement of learning objectives. This is contained in government regulations No. 57 of 2021 Article 11 concerning teacher pedagogical competence.

The Merdeka Curriculum lesson plan is made in the form of lesson plans, one-sheet lesson plans, and a new lesson plan model, namely Teaching Modules (MA). Teaching Modules are developed from the Flow of learning objectives (ATP) that have been prepared by the subject teacher. Before preparing the Flow of learning objectives, teachers first develop Learning Objectives which consist of content and competencies. The content and competencies developed, aim to achieve the Learning Outcomes (CP) that must be achieved at the end of the phase. Learning Outcomes are set by the government through the decision of the standards, curriculum, and education assessment body and are contained in BSKAP No. 033/H/KR/2022.

The components of the teaching module are complete, more than the components in the lesson plan Maryam et al. (2022). There are three main components in the teaching module, general information, core components, and attachments. The components in the teaching module are only preparation instructions, but teachers may develop or add components as needed (Anggraena et al., 2021).

In addition, the terms used in teaching modules and the basis for developing teaching modules are different from lesson plans. The preparation of teaching modules as lesson plans is a pedagogical competence of teachers that must be mastered, but there are still many teachers who do not understand how to make teaching modules (Maulinda, 2022).

Initial research was conducted on August 8, 2023, by the author using instruments in the form of open and closed questionnaires. The questionnaire was given to fifth-grade teachers in Pabelan sub-district with a total of 16 respondents. The results of the initial research showed that 100% of teachers already had Teaching Modules. However, 94% of teachers stated that the teaching modules they had were downloaded. Although it is allowed to download teaching modules, teachers should modify the teaching modules, so that they are relevant and by the latest learning outcomes.

Based on the results of this initial research, it is also known that 50% of teachers have attended training in making teaching modules and as many as 50% have never attended training in making teaching modules. From these data, it can be seen that teachers who have never attended training in making teaching modules are still quite a lot. Furthermore, of the 50% of teachers who have attended the

training, 24% of teachers who have attended the training stated that the training had accommodated the needs of teachers in making teaching modules, while 76% of teachers stated that the training has not been able to accommodate the making of teaching modules. Based on this data, although 50% of teachers who have attended the training, most of them feel that the training needs in making teaching modules are met.

The results of the open-ended questionnaire on the strengths and weaknesses of previous training from the initial research showed that the strengths of the training that teachers participated in were the presence of mentors who guided the activities, increased knowledge and information, and patient tutors. Meanwhile, the weaknesses or obstacles faced by teachers during the training were the lack of training time, too fast in delivering the material, too much material, and lack of guidance.

The results of preliminary research also stated that all teachers needed further training in making teaching modules. In the study, teachers were asked to rate their ability in preparing teaching modules, on a scale of 1-5 from very poor to very good. As a result, the average percentage of teachers' overall ability was 52%, which is in the sufficient category. The data shows that 19% of teachers are in the good category, 31% in the sufficient category, and 50% in the insufficient category. So training is needed so that the ability of teachers to make teaching modules can be improved.

Based on the existing circumstances, such as the large number of schools that have begun to implement the Merdeka Curriculum, the lack of teacher understanding in making Teaching Modules, too short Merdeka Curriculum Implementation training, the importance of developing teachers' pedagogical competence in developing curriculum, planning learning that is following the character of students and contextual, further training is needed related to making teaching modules.

On the other hand, there is potential that can be a solution to the existing problems. This potential is the teachers in the Mobilizing Schools and Mobilizing Teachers in each region, one of whose purposes is to train other teachers, motivators, and agents of change (Sibagariang et al., 2021). So, a training design can be developed that can utilize the potential of these teachers, namely the peer tutoring training design.

Therefore, research and development were carried out which aims to develop a peer tutoring-based training design to improve teacher competence in preparing teaching modules. The benefit of this research is to produce a training design product that can improve teacher competence in preparing Merdeka Curriculum lesson plans.

The Problem of The Study

The results of the preliminary study show that teachers still have difficulty in making Merdeka curriculum lesson plans. The training carried out regarding the Merdeka curriculum is still carried out in general in a short time, too fast, there is a lot of material and, a lack of guidance so they have not been able to make their own Merdeka curriculum lesson plans. Due to the lack of teachers' abilities and knowledge, many teachers download lesson plans, both flow of learning objectives and teaching modules from the internet.

Although teachers may download and make adjustments to the teaching modules of the Merdeka curriculum, there are still many teaching modules on the internet that do not by the instructions for making lesson plans expected from the Merdeka Curriculum. The learning outcomes used as the basis for learning in some of these teaching modules also still use the old learning outcomes, even though there are now new learning outcomes (CP) from the government.

Research's State of the Art

Previous research on teaching module training (Lanos et al., 2023; Maryam et al., 2022; et al., 2021) The training has not yet divided participants into small groups with a tutor, whereas in this study, a peer tutoring-based training design was developed. Peer tutoring is commonly practiced in learning. Peer tutoring also called peer teaching is learning by utilizing Participants with high absorption to teach those who cannot. Several studies mention the effectiveness of peer tutoring in training, as conducted in research on training in making power points with peer tutoring, teachers experienced an increase from before being subjected to action, cycle I, and continued in the second cycle (Nurbayan, 2019). Improvement in teachers' ability to create teaching modules also occurs with mentoring or assistance (Rahimah, 2022). The success of peer tutoring or similar, namely peer teaching also occurred in Jama (2020) in improving teacher competence using mind mapping. The effectiveness of peer tutoring in training also occurs in improving

teacher competence as a companion for Science and Mathematics Olympiads (Purnami & Prihatni, 2018).

In addition to its effectiveness in training, the effectiveness of peer tutoring also occurs in learning activities such as increasing motivation (Demak et al., 2021; Arnándiz et al., 2022; Puri, 2022). Peer tutoring also increases children's exploration of ICT learning (de la Hera et al., 2022). In addition, peer tutoring can also reduce anxiety and increase self-confidence (Rasmussen & Schmidt, 2022). Another study mentioned that when tutors and tutees interact, they will try to understand the material (Rasmussen & Schmidt, 2022). Cross-age peer tutoring can improve math proficiency (Greene et al., 2018) although research by Leung (2019) and Alegre et al. (2019) states that same-age peer tutoring is more effective. Peer tutoring also provides cooperative learning which has proven its effectiveness in learning (Muhlisin, 2018; Salamah, et al., 2024)

Based on the literature review that has been presented, a training design for making Merdeka Curriculum lesson plans was developed. It is hoped that this training design will be effective in improving teachers' pedagogical abilities in compiling Merdeka Curriculum lesson plans so that learning can run effectively.

Novelty, Research Gap, & Objective

Previous research on teaching module training (Lanos et al., 2023; Maryam et al., 2022; et al., 2021) and the training that had been held was in classical design. In this study, a peer tutoring-based training design was developed. Peer tutoring-based training has proven its effectiveness in training from various sources of literature. In this study, peer tutoring is used to improve teachers' pedagogic skills in developing lesson plans for the Merdeka Curriculum, which was implemented last year. For this reason, it is necessary to develop and test the effectiveness of the training design.

METHOD

Type and Design

The type of research conducted is research and development with the R&D model which is carried out up to the stages: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision and product manufacturing, (6) product trial I, and (7) product revision I. This research uses a mixed method approach by combining qualitative and quantitative research.

Product development used the Dick & Carey (Khoiron, Wahyuningtyas, & Miftakhuddin, 2020).

Data and Data Sources

The sampling technique used is simple random sampling. The research was conducted in 2023 in Pabelan District. The product trial was conducted with a pre-experimental design with one group pretest-posttest. The subjects in the study were V grade teachers in Pabelan District, Semarang Regency with 16 people.

Data Collection Technique

The research instruments used were open and closed questionnaires used for needs analysis, expert validation, observation sheets, and training evaluation. In addition, the research also used pretest and posttest instruments in product trial I to see whether or not there was an effect of the training design carried out.

Data Analysis

The data analysis technique used for quantitative data in the form of a questionnaire is a category description which is described based on the percentage category of the questionnaire given. The category of the percentage can be seen in the table below.

Table 1. The Category of the Percentage for Expert Validation

No	Percentage	Category
1	0%-<37,5%	Less
2	37,5%-<62,5%	Enough
3	62,5%-<87,5%	Good
4	87,5%-100%	Excellent

Table 2. The Category of the Percentage for Observation of Training by Supervisor and Category of Training Implementation by Participants

No	Percentage	Category
1.	0%-<30%	Very less
2.	30%-<50%	Less
3.	50%-<70%	Enough
4.	70%-<90%	Good
5.	<90%-100%	Excellent

The pretest and posttest results are analyzed using the Wilcoxon test. The basis for decision making in the Wilcoxon test is if the significance value <0.05 then

there is a relationship between pretest and posttest. If the significance value <0.05 then there is a difference between the pretest and posttest

RESULTS

Product Design for Peer Tutoring-Based Training in Learning Plan Development

Product Design

The product is a book containing a training design with the title "Training Design for Making Merdeka Curriculum Learning Plans Based on Peer Tutoring". The initial design of this book consists of 4 chapters including Chapter I Introduction, Chapter II Training Development, Chapter III Peer Tutoring-Based Training Design, and Chapter 4 Closing plus attachments. Chapter I is divided into three subchapters containing the background, objectives, and benefits of the training. Chapter II consists of 6 subchapters including identification of training objectives, learning analysis, character analysis of training participants and learning context, specific learning objectives, assessment instruments, and learning strategies. Chapter III consists of 6 subchapters, namely the peer tutoring method, the effectiveness of peer tutoring in training, the rationale of peer tutoring-based training design, the prerequisites for successful training implementation, and the training implementation plan. The peer tutoring-based training procedure can be seen in the following figure.

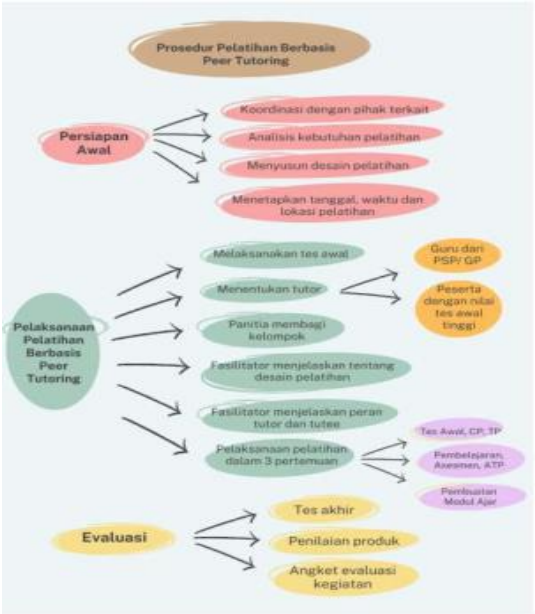

Figure 1. The Peer Tutoring-Based Training Procedure

The closing chapter contains the importance of the training design that has been made, and finally, the appendix contains the committee guidebook, supervisor guidebook, instructor guidebook, and Participant guidebook.

Design Validation

The product design that has been made is validated by training design experts, training materials, and language experts. Validation uses a validation questionnaire instrument in the form of a product assessment with a Likert scale of 1-4 which is analyzed by percentage categories, and a column for product improvement input. The following are the results of the validation carried out:

Table 3. Result of Training Design Validation

No	Assessment Component	Validation Result	Category
1.	Training Design	88%	Excellent
2.	Training Syllabus	88%	Excellent
3.	Training Lesson Plan	91%	Excellent
	Average	89%	Excellent

Table 4. Results of Training Material Validation

No	Assessment Component	Validation Result	Category
1.	The suitability of the material with the training objectives	88%	Excellent
2.	The accuracy of the training material	88%	Excellent
3.	Up-to-date training materials	92%	Excellent
	Average	89%	Excellent

Table 5. Result of Language Validation

No.	Assessment Component	Validation Results	Category
1.	Feasibility of material presentation	83%	Good
2.	Language quality	88%	Excellent
	Average	85%	Good

The average percentage of material validation and training design is in the excellent category, while language validation is in the good category. Validators also provided input for product improvement. Feedback from the training design validators was:

1) the formulation of specific objectives is made HOTS, and 2) the table of contents has not yet illustrated the Merdeka Curriculum training. Feedback from training material validators are: 1) complete with illustrations to make it easy to understand the material, and 2) the cover needs to be added to the study program. Input from Language validators is: 1) correct the writing with standardized language, 2) Syllabus and lesson plans are used as attachments and 3) complete the bibliography.

Design Revision and Product Development

The initial design was revised according to suggestions from expert validators. The revisions made include: 1) changing the formulation of special objectives that are still LOTS to HOTS, 2) adding the word Merdeka Curriculum to the table of contents, 3) adding a rational chart of training design and training procedures, 4) adding Master of Educational Administration writing on the cover, 5) improving writing and sentence structure, 6) changing the structure of the book, syllabus, and lesson plans are moved to the appendix, and 7) completing the bibliography. The

Results of Product Trial I

The results of the pretest and posttest were tested to see whether or not there were differences before and after the training. To determine the difference test conducted, the data normality test was carried out first with SPSS by looking at the significance value in the Shapiro-Wilk test because the amount of data was less than 30. The following are the results of the data normality test conducted.

Table 6. Data Normality Result

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.149	16	.200*	.908	16	.107
Posttest	.229	16	.024	.879	16	.037

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From these results, it can be seen that the significance of the pretest value is 0.107, which means that the data is normally distributed. In the posttest value, the significant value is 0.037 which means that the data is not normally distributed. So, the difference test was carried out with the Wilcoxon Test. The following are the results of the Wilcoxon test with SPSS.

Table 7. Wilcoxon test result

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest -Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	16[b]	8.50	136.00
	Ties	0[c]		
	Total	16		

a. *Posttest < Pretest*

b. *Posttest > Pretest*

c. *Posttest = Pretest*

Test Statistics	
	Posttest – Pretest
Z	-3.522[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From the data above, it can be seen that Asymp. Sig. (2-tailed) is 0.000 or <0.05. So, it can be seen that there is a difference between the pretest and the posttest. In addition to seeing the significance value, in the Table ranks it can also be seen that negative ranks are 0, while positive ranks are 16, which means that all Participants experience an increase in value from pretest to posttest.

To ensure data validation, during the training, observations were made by supervisors using a Likert scale of 1-5. The observation results were averaged and categorized. The following are the results of the observation results and their categories.

Table 8. Observation Results of Training Implementation by Supervisors

No.	Training Implementation	Observation Result	Category
1.	First meeting	81%	Good
2.	Second meeting	89%	Good
3.	Third meeting	93%	Very good

Supervisors also provide input regarding the time in doing the task. Apart from these observations, validation was also carried out using an activity evaluation questionnare by Participants, with the following results.

Table 9. Results of Evaluation of Training Implementation by Participants

No.	Participants	Average Percentage of Activity Evaluation Results	Category
1	Participant 1	97 %	Very good
2	Participant 2	77 %	Good
3	Participant 3	97 %	Very good
4	Participant 4	95 %	Very good
5	Participant 5	98 %	Very good
6	Participant 6	97 %	Very good
7	Participant 7	97 %	Very good
8	Participant 8	78 %	Good
9	Participant 9	92 %	Very good
10	Participant 10	78 %	Good
11	Participant 11	90 %	Very good
12	Participant 12	83 %	Good
13	Participant 13	97 %	Very good
14	Participant 14	88 %	Good
15	Participant 15	90 %	Very good
16	Participant 16	85 %	Good
	Average	**90 %**	**Very good**

The table above shows that the participants gave positive feedback regarding the training conducted. The average results of the participant's evaluation of the training activities are in the excellent category. This shows that the training design implemented can be well received by the participants.

Product Revision

Based on the input and feedback from supervisors and participants as well as the questionnaires given, the products that have been made are good and can be applied on a wider trial scale.

DISCUSSIONS

The development of the training design was conducted using the 10 steps developed by Dick and Carey (Khoiron et al., 2020) starting from identifying training objectives to designing a summative evaluation. As explained in the research results, the method used in this training is the peer tutoring-based training method.

This method was chosen by taking into account several considerations, including differences in ability competence to make lesson plans, teachers who have attended training, teachers from the driving school, and the driving teacher. The existence of driving teachers and driving schools is expected to improve the quality of other teachers and become a reference in implementing the Merdeka Curriculum. The driving teacher has the task of being a trainer and activator in the learning community (Sibagariang et al., 2021). Participants who have more abilities can become tutors for their friends. This is by the definition of peer tutoring where participants who have advantages guide other participants in a group (Tetiwar & Appulembang, 2018).

Peer tutoring-based training is in line with the andragogy approach that must be applied because the training participants are adults. The andragogy approach is one of the principles in training. In peer tutoring, there is interaction between tutors and tutees or collaboration. In addition, they can also actively discuss and share their knowledge more openly so that they can build their knowledge. Collaboration, problem-centered learning, active participation, and constructivism are the characteristics of andragogy learning (Sibagariang et al., 2021).

The objective of the training design developed in general is to improve the pedagogical ability of teachers in making Merdeka curriculum lesson plans. The general objectives of the training include analyzing learning outcomes, making learning objectives, preparing the flow of learning objectives, learning and assessment principles, and making teaching modules. Learning plans are realized in the form of teaching modules (Ruhaliah et al., 2020) but in addition to teaching modules as a change from lesson plans, teachers need to make learning objectives and develop the flow of learning objectives.

Before the product was tested, the design was validated by experts and improved to get a more appropriate product. The validation results showed that the product was in the good category for language and very good in training design and material so that the product could be tested. There was some input from the experts to improve the product, so it needed to be revised before it was tested.

After the product was revised, the product was tested in a limited trial or stage I trial in the R&D stage (Contreras et al., 2020). The results of the limited trial showed that there was a difference between the pretest and posttest results. In addition, all respondents showed an increase in scores. So, the peer tutoring training

design shows effectiveness in improving teachers' pedagogical competence. The research results obtained are in line with school action research conducted by (Rahimah, 2022). In the study, it was mentioned that the number of teachers who could create teaching modules increased with assistance or mentoring. The similarity between this research and the research conducted by (Rahimah, 2022) is the existence of mentoring or guidance. The effectiveness of the peer tutoring method in training has also been shown in other studies (Jama, 2020; Purnami & Prihatni, 2018). Peer tutoring across ages can improve participants' skills. Similar results were also found in a study on peer tutoring in math skills. The study showed that cross-age peer tutoring can significantly improve skills (Greene et al., 2018).

To ensure the validity of the trial data, observations were made by the supervisor. The observation results showed good results in the first and second meetings and very good in the third meeting. By considering the results of these observations, the trial conducted can be accepted for validity.

The validity of the data from the product trial was also seen in the participant's responses to the training. The average of all participants showed that the implementation of the training was in the very good category.

In addition to the questionnaire about the implementation of the training, participants also gave positive responses to the training conducted. Participants stated that the training had been carried out well, interesting, and useful, this shows that this peer tutoring-based training can increase the motivation of participants. The increase in motivation in using the peer tutoring method is also shown in several research studies conducted by (Demak et al., 2021; Arnándiz et al., 2022; Puri, 2022).

Trainees also stated that the training helped them in implementing learning. Lesson plans are indeed important in addressing achieving lesson plans and overcoming various problems that can arise in learning (Contreras et al., 2020; Nesari & Heidari, 2014). Lesson plans can also increase student engagement and participation so that learning is more enjoyable (Iqbal et al., 2021).

The training increased knowledge about the Merdeka curriculum and was useful in preparing learning objectives, flow of learning objectives, and Teaching Modules. The responses show that the training has achieved the knowledge and skills aspects of the participants according to the training objectives (Contreras et al., 2020). The responses also indicate the effectiveness of the training. Increased

understanding of peer tutoring-based training is also stated in research conducted by de la Hera et al. (2022) on peer tutoring in computer programming.

Another response was that the delivery of the material was clear. The trainer or facilitator should understand the topic and be able to deliver the material. Participants also responded that the training provided hands-on experience in creating teaching modules. This is in line with the participants' expectations of being involved in learning and practicing their tutoring skills during the training session. In addition, participants also revealed that they could ask questions with the tutor, making it easier to understand the making of teaching modules. The advantages of the peer tutoring method in stimulating participants' exploration were also revealed by de la Hera et al. (2022) in their research.

The peer tutoring method in groups can not only increase exploration but also increase cooperation between participants in completing the assigned tasks. By working on tasks in groups with tutors who can help other participants, participants become more confident and their anxiety decreases. Through peer tutoring activities, participants become more confident through cooperation and their anxiety decreases (Kachaturoff et al., 2020).

Through the peer tutoring method, tutors can train their ability to communicate and gain new experiences as tutors, so they get in-depth learning. Tutors will try to truly understand the material provided (Rasmussen & Schmidt, 2022). This was also stated by (Svellingen et al., 2021) who studied students' experiences as tutors. The next stage is product revision I. Since there were no problems related to the product during the trial, the product can be tested on a wider range of subjects.

In addition, peer tutoring-based training must pay attention to tutor selection (Leung, 2019). By selecting good tutors, it is expected that the tutoring during the training can run smoothly. In this training design, the selection of tutors is done by considering the training scores that teachers have participated in which has an impact on their pretest scores. In addition, if possible, it is necessary to hold additional training for tutors before the training is carried out (Demak et al., 2021) so that guidance to tutees can be maximized because tutors understand their role, as well as training materials.

This training was carried out in Teachers Working Group, which is a form of inter-school learning community where teachers share knowledge to improve the

quality of education. Learning communities can be a place to carry out training to improve teacher competence, especially if the training is designed according to teacher needs and developed with clear materials and methods or strategies. This is in line with research conducted by Khusna & Priyanti (2023) that learning communities can improve teachers' pedagogical competence because teachers can share best practices and develop their abilities in learning.

CONCLUSION

The product developed is a book entitled "Training Design for Making Merdeka Curriculum Learning Plans Based on Peer Tutoring". Contains training in making lesson plans for the Merdeka Curriculum which is carried out by applying the peer tutoring method. The product was validated by experts in the fields of training design, training materials, and language. The validation results show that the product is in the excellent category in training material and design and the good category in the language aspect so that it is suitable for testing. From the validation results, there were some inputs for product improvement. The product was improved before being tested. The results of the product trial showed a difference between before and after the training. In addition, the scores of all participants increased. As a validation of the product trial, training observations were conducted by supervisors and evaluation of activities by participants. The observation assessment showed that the training was in a good category at the first meeting and very good at the second and third meetings. Meanwhile, the average percentage of the evaluation of activities by participants was in the very good category. So, the data from the trial I has been validated. The last stage in this research is revision I. The input from the supervisor's observation is to pay attention to the time of the training implementation, while the responses from the participants show that the participants have run effectively. So, there is no product revision, but in its implementation, it must pay more attention to time.

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