Phenomenological Study of the Use of the Sekolah.mu Platform in Improving Teacher Pedagogical Competence among MGMB Alumni of Kampus Guru Cikal

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Article Info

Abstract

Education is essential because it can develop and encourage society to become more advanced based on noble values and a noble life to build a good personality. Teachers influence the educational process because they have a position as functional technical practitioners. the relationship between using the Sekolah.mu platform and the pedagogical competence and analyzing the impact of using the Sekolah.mu platform on the pedagogical competence of Kampus Guru Cikal alumni. This research uses a qualitative approach in the form of a phenomenological study using subjective methods. Data collection methods use interview techniques, literature studies, documentation, and FGD. Meanwhile, the data analysis technique uses IPA. The use of the Sekolah.mu platform is related to the pedagogical competence of internship alumni at the Cikal teacher campus. Different alumni backgrounds produce different pedagogical knowledge. They are using the Sekolah.mu application allows alumni from the educational and non-educational fields to collaborate in improving their understanding of pedagogy. This application impacts increasing the pedagogical understanding of Kampus Guru Cikal alumni, accompanied by pedagogical mentoring with mentors. The alumni feel that as educators with this platform, we not only learn but can also share the good practices we have done to inspire people out there.

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INTRODUCTION

Learning in the 21st century is driven by the rapid development of technology and information, so education must also be able to adapt according to the developments and advances in science and technology (Hoesny, 2021). Thus, competent education must be implemented to produce human resources that can compete in the future. One of the main determining factors of quality education is the teacher. Teachers have a significant role in process learning (Pujiarti, 2022). Lots of it demands of magnitude role or in a way Specific its height competence will not be achieved when the teacher is not accessible to explore. In many countries, entering the teaching profession is very process selective for people choice. In the country, becoming a teacher is often easy; however, limitations and pressure inside the profession are very challenging (Yani, 2020).

Education is essential because it can develop and encourage society to become more advanced based on noble values and a noble life to build a good personality (Erna, 2012). Teachers influence the educational process because they have a position as functional technical practitioners. High-quality education is created from quality teaching staff (Ardiansyah, 2020). One strategy that can be used to improve the quality of graduates is to improve the teaching performance of educators (Retno et al., 2020).

Teacher competence still becomes a severe problem for some teachers in Indonesia (Sihotang et al., 2019). Teachers still operate their performance as is without competent teachers who are adequate, as expected by the public (Mutalib et al., 2023). According to Regulation of Minister of Education of Republic of Indonesia Number 16 of 2007 concerning Qualification Standards Academic and Teacher Competency. The various competencies that teachers must have include: pedagogical, personality, professional and social competencies through education profession. Fourth, competence is integrated into teacher (Rusmiyati, 2019).

Competence pedagogic ability in managing learning participant education that includes understanding participant education, planning, implementation until evaluation results Study (Dwi et al., 2023). That is currently the problem in the field. A teacher still struggles with road planning, implementation, and evaluation results learn. Still, many teachers feel difficulty compiling design learning. Apart from that, it is also not uncommon for teachers to feel difficulty using existing technology (Wantoro et al., 2019).

To use support from birth teacher competent Minister of Education Nadiem Makarim Then launched an Internship program called Kampus Merdeka, working with several big startups in Indonesia (Farhin, 2022). One partner who was moving into the field of education is Kampus Guru Cikal Company. Kampus Guru Cikal is a moving company in the development of career teachers who independently study to create teachers who are competent in the field of education. In Activity Kampus Guru Cikal Internship, prepare modules in Sekolah.mu for free for Student Apprenticeship accompanied by a Pedagogical Mentor and studied with Focus Group Discussion method. The selected mentor is also an expert in the field of Pedagogy. Activity Mentoring done for three months with a blended system learning.

To support the internship program at the Kampus Guru Cikal, Mrs Najeela Shibab, the founding father of the Kampus Guru Cikal, launched the Sekolah.mu application can help Teachers and Students monitor their learning independently (Ichda et al., 2023). Kampus Guru Cikal partners with Sekolah.mu in utilizing adaptive learning towards technology. Based on observation of initial work done by researchers, some teachers, and prospective teachers, they evaluate that Kampus Guru Cikal is an exciting ride for prospective teachers and teachers to enlighten the nation. Teacher education at Kmapus Guru Cikal uses modules accessed at Sekolah.mu has been tested in the field and delivered by teachers who have carried out professional teacher practice. Sekolahmu

becomes a Learning Management System for Kampus Guru Cikal in mentoring and teacher material during the training program (Dewi et al., 2021).

The uniqueness of using Sekolah.mu platform gave free access for students to apprenticeship; they can freely choose which module can support competence by need each. Apart from that, Sekolah.mu platform was given to support the performance of teachers and candidates at Kampus Guru Cikal. As for the objective, this research is to analyze the relationship between using the Sekolah.mu platform and the pedagogical competence of Kampus Guru Cikal alumni and to analyze the impact of using the Sekolah.mu platform on the pedagogical competence of Kampus Guru Cikal alumni. The benefits of this research are constructing a new theory related to enhancing teacher competency using the Sekolah.mu platform.

METHOD

This research uses a qualitative approach in the type of phenomenological study using subjective methods (Suyanto, 2019). The purpose of using a qualitative approach is so that researchers can describe the empirical reality behind the phenomena that occur related to "Use of the Sekolah.mu Platform in Improving

Teacher Pedagogical Competence Kampus Guru Cikal Alumni." This research will focus on the use of the Sekolah.mu digital platform in improving teacher pedagogical competence among MGMB alumnin at Kampus Guru Cikal. This research has two types of data sources: primary data from interviews with MGMb Alumni of Kampus Guru Cikal. Researchers used the results of interviews obtained from informants regarding the research topic as primary data. Moreover, secondary data from books, journals, and articles related to research topics regarding using the Sekolah.mu platform to increase teacher pedagogical competence at MGMB Alumni of Kampus Guru Cikal. Data collection methods use interview techniques, documentation, and FGD (Setyorini, 2022). This research's data and data sources are interview transcripts, documentation data. Meanwhile, the data analysis technique uses Interpretative Phenomenological Analysis (IPA), which is carried as follows: 1) Reading and Re-reading; 2) Initial Noting; 3) Developing Emergent themes; 4) Searching for connections across emergent themes; 5) Moving the Next Cases; and 6) Looking for Patterns Across (Kamala, 2022). The research flow can be seen in Figure 1 below.
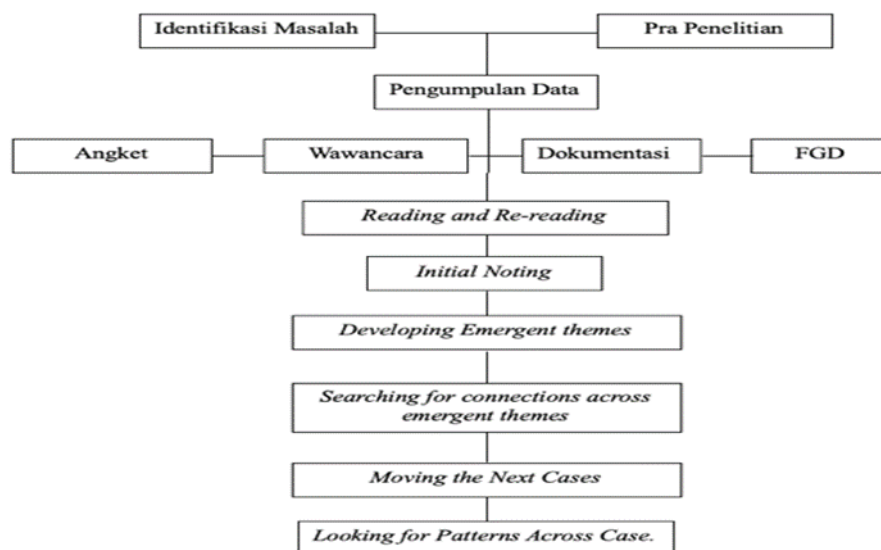
RESULTS AND DISCUSSION

The Independent Learning Teacher Internship Program is one of the ways to continue to expand the independent learning community that impacts independent learning schools so that they can produce students who are free to learn and able to face the challenges of 21st-century life (Wilson, 2020). The Independent Learning Teacher Internship Program has standardized independent learning learning by the Independent Learning curriculum. In providing learning, Independent Teachers learn by providing knowledge of pedagogy and technological applications through the Sekolah.mu application (Marbun, 2020). The competencies developed, and learning output in this internship activity can be seen in Table 1 of the learning flow below:

Tabel 1 Learning Flow Kampus Guru Cikal.

Developed competencies	Learning Output
Mastering *Merdeka Belajar* class management strategies Master the *Merdeka Belajar* learning strategy They are mastering the independent learning assessment strategy Developing learning inovation	Participants are capable of dialogic communication, as seen from the practice of understanding students by making class agreements.
	Participants can create learning plans using a backward design by applying the 5M *Merdeka Belajar* method
	Participant can carry out formative independent learning assessments in class to assess the independent learning process
	Participants can create learning innovations as a solution for independent learning in the classroom

Independent Learning Teacher Internship. Requires students to study and apply the Independent Learning curriculum in Schools, which has been determined by KGC, and will be given guidance by mentors who have also been verified and selected by KGC partners for both Pedagogical and field mentors. Pedagogical mentors guide students regarding the independent learning curriculum before going directly to the designated school. Meanwhile, field mentor is a mentor who accompanies and directs intern students while at the school placement location.

In the Independent Learning Teacher program, students work as independent learning teachers who will create prototypes in the form of innovations to overcome the problems in the school while remaining accessible to learning. Then, we have to write about the good practices of independent learning teachers. After knowing and mastering the independent learning curriculum, students will observe at schools, classes, or programs after making prototypes at a predetermined school and carrying out trials. The next step will be to reflect on the prototype and create an article on good learning practices published in the *Merdeka Belajar* Teacher Internship edition of the Teacher Learning Newspaper. Independent Learning Teacher Internship. Students learn and apply the Independent Learning curriculum at school, which has been determined by KGC, and will be given guidance by mentors who have also been

verified and selected by KGC partners for both Pedagogical and field mentors.

To improve the competency of intern students who will later become teachers, the founder of the initial teacher campus developed a platform called Sekolah. Mu. This platform is intended for students who aspire to become teachers to receive training in the form of modules created by professionals anywhere and anytime without any time limits. This platform can be accessed via the website and downloaded on Google Playstore.

Various features are available in the Sekolah.mu application, such as training modules that contain various training materials to improve the competence of educators. The material is made short to make it easier for teachers to carry out independent training anytime and anywhere. Experts design the available materials according to teachers' needs. They are easy to apply and relevant to the challenges teachers face in the teaching and learning process. Independent training takes the form of videos, quizzes, and written reflections. Apart from that, these modules also contain inspirational videos made by the Indonesian learning teacher community and experts. These various videos have been curated and can be used as references to improve teacher competence as educators. Through Inspiration Videos, teachers can watch various short videos that can inspire developing competence professionally and personally.

Not only that, in the Sekolah.mu modules, there is a teacher assessment containing a pretest and posttest intended to help teachers get information on the extent to which they have mastered the existing material. Moreover, the most important thing is that there are special modules for teachers and students that teachers can use as teaching tools. Through the Teaching Tools product, teachers can easily find inspiration for teaching materials according to the domain and teaching phase. Each teaching tool also has learning pathways and outcomes that make it easier for teachers to navigate the learning process.

The available modules enable intern students to have meaningful learning. Meaningful learning is one of the principles of integrated learning. It is said that learning is meaningful because the learning concepts provided can be absorbed well by students (Kurniawan, 2020). One way to create meaningful learning is by allowing all interns to become facilitators without looking at differences in the abilities of each intern (Alam et al., 2022). The use of the Sekolah.mu platform during internship activities can be seen in the Figure 2 below.
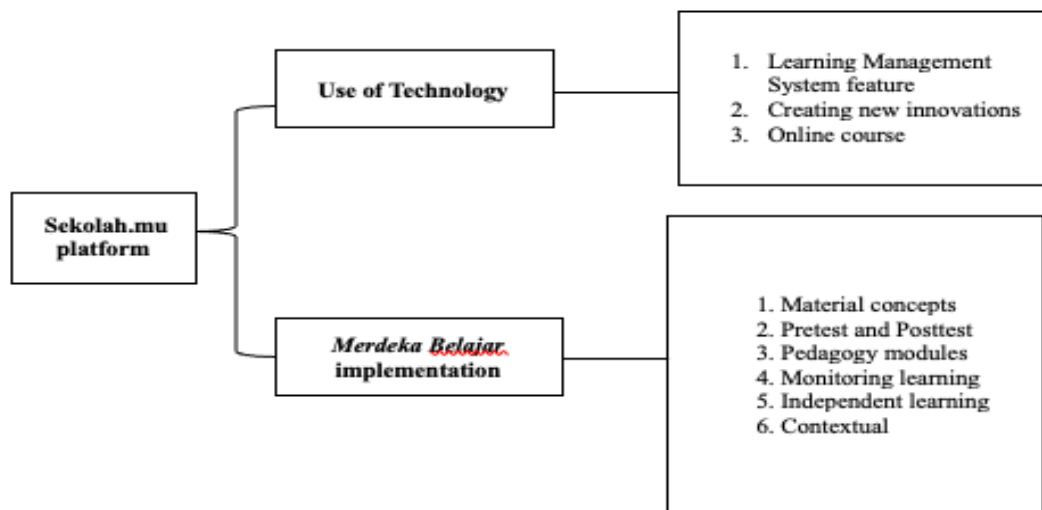

Figure 2 Sekolah.mu platform functions

The Independent Learning Teacher Internship Program has standardized independent learning through the Independent Learning curriculum (Suwarti, 2013). In providing learning, Merdeka Teachers learn by providing knowledge of pedagogy and technological applications through the SekolahMu application. To meet these standards, the scope of the intern's work includes internship activities. The mentees receive a learning timeline every week, including Free Learning Teacher Curriculum Provision, Free Learning Teacher, Free Learning Class Agreement, Designing Free Learning Lesson Plans, 5M Learning, Formative Assessment for Free Learning learning, Competency-Based Learning, Design Thinking in Learning, Observations in class, Teaching Assistance, Validation of problems and mentoring, Reflections and Mid-Semester Reports, Validation of solutions and mentoring, Prototype phase, Prototype testing, Assistance in writing good practices for independent learning class innovation, Competency Test, and finally the graduation celebration and closing of the program. increasing of teacher competence in internship activities at Kampus Guru Cikal can be seen in Figure 3.
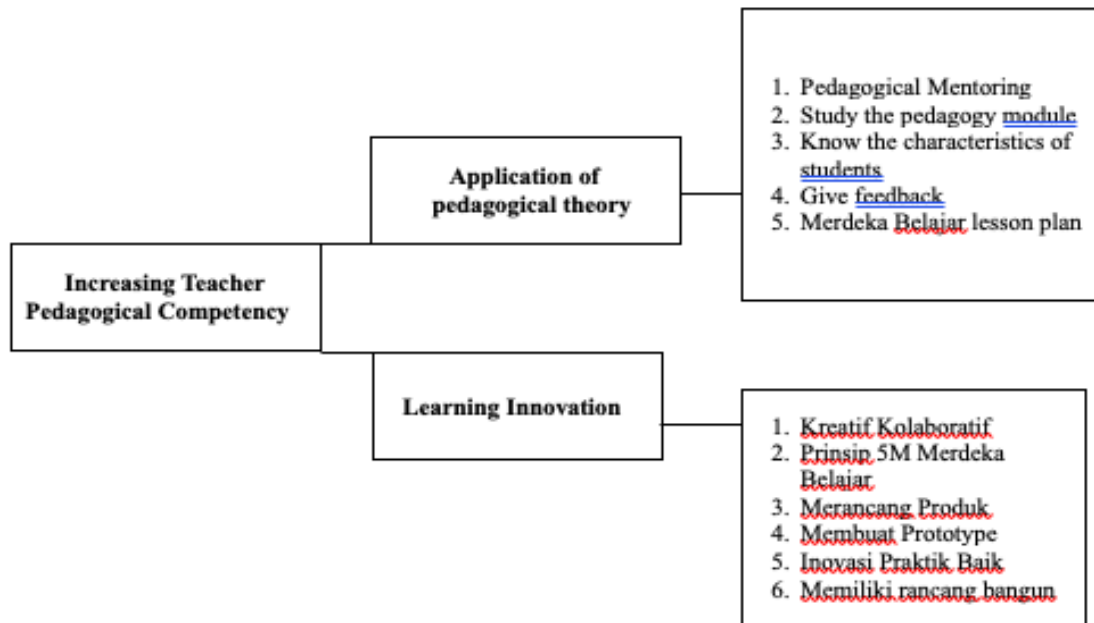
Figure 3 Increasing internship competency at Kampus Guru Cikal

In the Independent Learning Teacher program, students work as independent learning teachers who will create prototypes in the form of innovations to overcome the problems in the school while remaining accessible to learning. Then, we have to write about the good practices of independent learning teachers. After knowing and mastering the independent learning curriculum, students will observe at schools, classes, or programs after making prototypes at a predetermined school and carrying out trials. So, the next step will be to reflect on the prototype and create an article on good learning practices published in the Teacher Learning Newspaper, the Merdeka Belajar Teacher Internship edition.

The Relationship between the Sekolah.mu Platform and the Pedagogical Competencies of MGMB Kampus Guru Cikal. Alumni Independent study teacher internship activities at the Cikal teacher campus are part of certified independent study internship activities organized by the Ministry of Education, Research and Technology (Kemendikbudristek). The MGMB is a collaborative activity between the Cikal teacher campus and the Ministry of Education and Culture to provide opportunities for students from both education and non-

education majors who wish to become teachers. In this activity, students are equipped with practical and applicable pedagogical knowledge based on learning research that has been proven to be effective, which was carried out for one semester to produce learning innovators who have the principle of freedom to learn and are ready to become free-to-learn teachers (Salehudin, 2020).

Independent learning teacher internship activities have the following required student criteria: Male/female college students who are active at least in semester 5, come from various departments, have good communication skills and high initiative, have an Statement of Police Record and Good Conduct Letter issued by Higher Education, Physically and Spiritually Healthy, Willing to be assigned to the Independent Learning School Network (JSMB) and Indonesian Learning Teacher Community (KGBN) areas. To take part in internship activities on campus, early teacher students take part in various types of selection, including Administrative Selection to check the completeness and suitability of internship candidate files, Selection for independent learning activists, selection for essays in the form of "motivation letters," and selection through educational discussion forums.

From various selection series attended by thousands of students from various majors, 108 people successfully graduated and took part in internship activities. 08 internship students consisting of 70 education students and 38 non-education students. Non-education students come from psychology, agribusiness, economics, communication sciences, and law departments. With diverse backgrounds, intern students learn collaboratively to produce educational innovation prototypes. With different backgrounds, students certainly have different understandings. Internship students from education majors will be familiar with the theories and concepts studied during the internship. In contrast, students from non-education majors will feel very unfamiliar with the material studied. This is also felt directly by

non-teaching internship students (Quddus, 2020).

Based on interview data matched with student internship documentation data, it was found that in terms of pedagogical knowledge, independent teacher intern students studying at the initial teacher campus had mastered teacher pedagogical competence in the sufficient category. This is based on the level of understanding of pedagogy among students who have not fully mastered the pedagogical aspects, one of which is making lesson plans. The Sekolah.mu platform is a media or tool used to maximize learning, especially in the 21st century. This platform is the answer to teacher competency problems and creates collaborative and meaningful learning (Disas et al., 2020).

Based on the results of interviews with Cikal Teacher Campus Internship Alumni, the brand is of the view that the user interface of Sekolah.mu is a good application and easy to use because it is very concise and complete where one module not only contains material but also learning videos, practice questions, and various other actual actions. They carry out this task to improve their competence as a teacher. The modules or courses provided are adapted to 21st-century learning and prepared by professionals so that the concepts and content are proven high quality. The internship alumni also provided many views regarding several paid modules in sekolah.mu. They assess that the paid modules are worth the price because it is not just the material we get but also a variety of good practices and actions teachers need in the current era (Indraswati et al., 2020).

The background of intern students at Kampus Guru Cikal is not all from the field of education. However, many come from non-education majors such as Agribusiness, Psychology, Economics, Engineering and Law. Of course, with different backgrounds and a need for understanding concepts related to teacher competency, especially for non-education internship students, they are given optimal training or mentoring and collaboration with students from the education department. Several internship alumni who came from

outside education felt that before the internship, they did not have the competency as a teacher, especially pedagogy, but by studying the modules at Sekolah.mu and guidance from pedagogical mentors provided by the Cikal teacher campus, those who initially did not have the competency to become have teacher pedagogic competence. School.mu module surgical mentoring activities with pedagogical mentors are beneficial in maximizing learning concepts and content absorption. Alumni are required to be able to elaborate on each existing concept and determine appropriate content to support understanding of the concept, which will later be used as good practice when carrying out real action with the field mentor.

Based on documentation data obtained by researchers through stories of good practices from learning teacher communities and Nusantara Educator Gathering activities where alumni were directly involved as presenters or resource persons who shared experiences of actual actions they carried out during their internship (Indraswati et al., 2020). This good practice story is a personal experience that they gained during pedagogical training and field activities to implement the teacher's pedagogical knowledge they gained. Their writing was then made into a book by the Cikal teacher campus. This book is a product that indicates their success in carrying out their duties as teachers. They also shared this story when they were speakers at TPN. This TPN activity is a forum for teachers throughout the archipelago to share good practices to inspire teachers and prospective teachers. This good practice story is a personal experience that they gained during pedagogical training and field activities to implement the teacher's pedagogical knowledge they gained.

Apart from documentation data, researchers also conducted a Focus Group Discussion consisting of eight people, which was conducted online via Zoom meeting. In focus group discussions, the alumni seemed enthusiastic about sharing their experiences studying the Sekolah.mu module and the pedagogical mentoring they carried out during

their internship. Their understanding of teacher pedagogy is excellent, clearly seen in how they describe the implementation of the modules at sekolah.mu. This is not only limited to increasing the competency they gain but also career development, as proven by several alumni who choose to continue their professional teaching education. One internship alumni also said that the knowledge gained in the Sekolah.mu module made the PPG activities easier, where the pedagogical knowledge learned at PPG was familiar because he had obtained it during an internship at the Cikal Teachers Campus.

From FGD activities conducted by researchers with informants regarding their views on sekolah.mu. 7 out of 9 informants in the discussion group said that the Sekolah.mu application helped them improve teacher competency because they could learn more flexibly, especially with their busy lives as teachers with considerable role demands, Sekolah.mu became something essential and delicious. The informants agreed that the school.mu application was an innovation in the world of education where teachers and prospective teachers could study the modules on the platform in depth. Not only is it a platform, but Sekolah.mu is also a Learning Management System where schools and teachers can coordinate all activities they carry out and invite their students to use the Sekolah.mu application.

The researcher only looked from the mentee's perspective; the researcher also looked from the mentor's perspective, who guides the students during their internship using the school.mu application. Some of the mentees' opinions regarding the function of the Sekolah.mu platform is also supported by the opinions of the mentors as supervisors and the outcomes they produce. From a mentor's perspective, interns use the Sekolah well application to improve teacher competency. They read the module and understand and elaborate on it through Focus Group Discussions held with their pedagogical mentor. When conducting FGDs, the mentors found that the intern students were able to explain well and

provide solutions related to problems in the classroom given by the mentors. They get good practices from the learning videos in the school.mu module.

Mentors at the Guru Cikal campus believe that transferring information requires media or tools. When you realize that and adjust it to the budget and the needs, especially of teachers and prospective teachers, this is indeed a platform. Adapting to world conditions where internet use is widespread means the user population will increase. The Sekolah.mu application was not initially predicted as an alternative to a pandemic, but because of the pandemic, this application has become a savior for learning during a pandemic. Sekolah.mu has finally become a stakeholder that can be used as a learning medium that can be done together. It is also an alternative way to create collaboration. From a mentor's point of view, to achieve competency, you need a spirit of learning and collaboration. This Sekolah.mu application is a forum for them to improve their competence, especially pedagogy, with the guidance of pedagogical and field mentors.

Field mentors, especially at the Cikal teacher campus, also felt that the intern students were extraordinary, as evidenced by the output and outcomes produced, and the mentors felt significantly helped when they were accompanied by interns at sekolah.mu. Increasing the mentee's competency is also, of course, influenced by the Sekolah.mu application because taking part in offline training certainly requires money and time, and the concept is that you cannot learn independently. With the Sekolah.mu platform, they learn independently according to their time and needs. The thing that mentors feel the most impact from is when the mentee is asked to make an independent learning lesson plan. Of course, a student still needs to understand the RPP concept. However, because there is a learning module in your school about designing an independent learning lesson plan, the mentee can finally provide good practice and real action related to the concepts they learn in the module.

The Impact of Using the Sekolah.mu Platform on the Pedagogical Competence of MGMB Cikal Teacher Campus Alumnii

The use of the Sekolah.mu platform in the Independent Learning Teacher Internship activities at the Cikal Teacher Campus is a privilege where intern students can access various training modules for free without being charged. This is, of course, one of the facilities provided by the Cikal Teachers Campus so that intern students can have more freedom to increase their competency and develop their future careers. The rapid development of technology at the beginning of the 21st century began to be applied in the world of education (Ilyas., 2023). Technology supports the teaching process. The Sekolah.mu platform provides opportunities for teachers to freely express their work, manage, and apply their knowledge to create solutions to improve the quality of education in IndonesiaThe products on the Sekolah.mu Platform also encourages access to teacher quality development because it helps teachers implement new learning paradigms by providing teaching references and increasing competency.

The Cikal Teacher Campus Internship Alumni have a track record from the school.mu platform and the output of internship products in the form of Learning Teacher Community Storybooks are involved in Nusantara Educator Meeting (TPN) activities. In this activity, Alumni had the opportunity to share exciting stories during their internship and mentoring with the help of the Sekolah.mu application. This, of course, gives prospective teachers wider career development opportunities. The relationship between sekolah.mu and pedagogical competency can be seen in Figure 4 below.
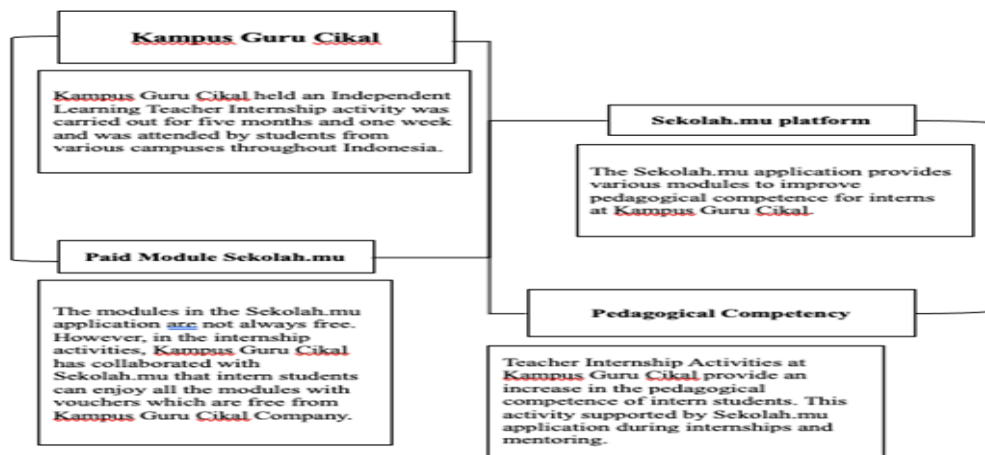
Figure 4 The relationship between sekolah.mu and pedagogical competency

Internship activities at the Kampus Guru Cikal use the school.mu application. Using this platform is something new for intern students because, previously, intern students needed to learn about this platform. This application is a technology-based application with the first blended learning system in Indonesia. It can be used collaboratively to gain access to digital integrated learning with a personal and flexible curriculum structure.

Based on research conducted, it was found that Sekolah.mu application provides a quality and trusted learning experience to complement the various needs of teachers and prospective teachers. This aligns with Gustina's research, which states that an application is quality if it can meet user needs (Gustiani et al., 2023). Each school program curriculum is also created based on experience tested for over 20 years. Run by professional and adaptive teachers according to the needs and readiness of students. Under the auspices of PT Sekolah Pendidikan Digital, Sekolah.mu has been running for one year and has succeeded in having 500 learning programs from more than 100 corporate and industrial partners and 500 school partners. Apart from that, Sekolah.mu also develops skills through internship and mentoring programs to be better prepared to enter the world of work. Guided by experts in various fields from hundreds of companies and universities. Integrated vocational education for anyone who

wants to prepare themselves. That cannot be predicted for various professions that are available now and in the future.

From the various modules prepared by Sekolah.mu, teachers and prospective teachers can easily access paid and unpaid learning to improve their competencies. The modules are diverse so teachers can choose according to their needs. Cikal Teacher Campus internship cctivities use the modules available at Sekolah.mu as mentoring material during the internship process. Mentoring activities are not only provided with Sekolah.mu modules but also with the guidance of pedagogical and field mentors who are competent and experts. Joint internship monitoring activities by mentors and mentees are focused on blended structured learning so that intern students can also monitor and explore independently or in groups.

CONCLUSION

Sekolah.mu platform is related to the pedagogical competence of Kampus Guru Cikal alumni. The different alumni backgrounds mean that alumni from the educational and non-educational fields collaborate in improving their understanding of pedagogy through the Sekolah.mu application. This application has an impact on increasing the pedagogical understanding of Kampus Guru Cikal alumni, accompanied by pedagogical mentoring with

mentors and using the Sekolah.mu application makes it easier for teachers to monitor their learning process and maximizes their potential when becoming facilitators in the classroom.

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