

*Facilitator's Perception of Module Effectiveness:
A Qualitative Review in Ministry of Religious Affairs Teacher CPD Training*

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Abstract

The MEQR Component 3 Project is an activity to strengthen and develop the capacity of supervisors, madrasah heads, teachers, librarians, and laboratory workers through tiered training. Modules are an integral part of this training activity. This qualitative research aims to obtain information on the effectiveness of training modules in CPD Teacher activities. This study involved 6 facilitators who were determined using a simple random sampling technique. Data was taken using interview techniques and document analysis and then analyzed descriptively. The results showed that in the aspect of module readability, facilitators have a good perception. Most of the interview results showed that the modules used had a language that was easy to understand. From the aspect of the module content, most facilitators argue that the content of the CPD Teacher module is still not optimal and requires improvement in the form of curriculum adjustments and clarifying learning stages. Furthermore, in terms of the utilization of modules by participants, facilitators have the opinion that their utilization is still not optimal because most participants still like to read information and materials from PPT compared to modules. Following up on the results of this study, it is recommended that the module revision be made in the form of curriculum adjustments and module design, and further research is needed related to participants' interest in reading the CPD Teacher module.

Keywords: CPD Teachers, Facilitators, Training Modules, Teacher Training

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Introduction

Education is the main foundation for shaping a superior future generation (Presidential Regulation of the Republic of Indonesia Number 87 on Strengthening Character Education, 2017). The quality of education is influenced by various factors, one of which is the success of delivering material to educators. In this context, teacher skills in designing fun learning are indispensable (Sudrajat, 2020). Teachers are expected to participate in professional development activities regularly to improve their professionalism and support their careers. Therefore, the Ministry of Religious Affairs, through the program Madrasah Education Quality Reform (MEQR), initiated Project Component 3: Policy and Continuous Professional Development for Teachers and Education Personnel in Madrasah (Kementerian Agama, 2021).

Project Component 3: Policy and Continuous Professional Development for Teachers, Education Personnel in Madrasah, commonly called CPD Project for Teachers and Educators, is an activity to provide strengthening and capacity building of supervisors, madrasah heads, teachers, librarians, and laboratories through tiered training. This activity involves Working Groups such as KKG, MGMP, MGBK, and KKM as part of its training facilities (Kementerian Agama, 2021). Strengthening and development activities are carried out in stages, starting with module writers, National Instructors, Provincial Facilitators, Regional Facilitators, and teachers.

Facilitators have a crucial role as mediators between training materials and participants in teacher competency-strengthening training (CPD) (Waluyo, 2021). They are not only teachers but also facilitators of learning who connect theory with practice in the field (Imtihanah & Gumati, 2022). CPD Guru facilitators are responsible for ensuring that the material presented is not only understood but also effectively applied by the participants (Milaini et al., 2023). They play an important role in creating an inclusive learning environment, facilitating enriching discussions, and providing in-depth guidance in the learning process (Burhamzah et al., 2023).

CPD facilitators are responsible for understanding the individual needs of participants as companions in teacher professional development (Holiah, 2022). They must be able to adapt the learning approach according to the participants' characteristics and facilitate a results-oriented learning process (Giu, 2021). More than just providing information, CPD facilitators are expected to build teacher skills in applying new knowledge to their teaching context (Adia, 2022). With a responsive and interactive approach, CPD Guru facilitators are not only introducers to information but also mentors who encourage reflection and ongoing professional development for participants (Sugiyono & Setiawati, 2020).

Teacher training modules are teaching materials that are systematically designed and presented to assist teachers in improving their competencies. In the context of education, teacher training modules can serve as operational guidance for education and training institutions (Kementrian Pekerjaan Umum dan Perumahan Rakyat, 2019). The concept of the CPD Teacher module in the MEQR Component 3 Project is designed to contain several Learning Units (UP), with each learning unit having 3 stages, namely In Service Learning 1, On Service Learning, and In-Service Learning 2 (Hairunisah et al., 2020). This module not only contains information but also presents learning materials with an approach that facilitates an interactive, fun, and easy-to-understand teaching-learning process (Putri Kumalasan & Eilmelda, 2022). This teacher's CPD module can also function as a teaching

module because each UP contains examples of learning designs that teachers can apply in madrasah.

Apart from being a guide for participants in attending training, the CPD Guru module also aims to be a reference source that can be reaccessed after completing the training. Good modules are comprehensively designed to include a variety of learning methods, case examples, and activities that support the understanding and application of training materials in the field (Maulinda, 2022). An effective CPD Teacher module can also arouse participants' interest in learning and facilitate the process of reflection and improvement of teacher professionalism (Nadeak et al., 2023).

Unfortunately, no research has examined how effective the CPD Master module is in the MEQR Component 3 Project until now. Information about the effectiveness of modules in this activity is needed, especially by policymakers and module authors, so that they can be input and produce even better teacher training modules.

Various studies regarding module development have been carried out before (Sulistiyono, 2022; Wulandari & Iriani, 2018). Some papers also lead to research to evaluate modules (Firdaus et al., 2023). However, the variables of the study are all teaching modules for students. In line with this information, research examining the effectiveness of training modules has never been conducted. This research needs to be done because it can provide information about how efficiently the use of modules in the CPD Teacher training activities of the MEQR Component 3 Project. In addition, this research can also be the basis for research on the development of teacher training modules. Therefore, the purpose of this study is to see an overview of the effectiveness of the CPD Teacher training module from the perspective of the facilitator.

Method

This research uses a qualitative descriptive approach with data collection methods through interviews and document analysis. The study was conducted from October to December 2023 using interview techniques with several facilitators in data collection. The facilitators selected to be interviewed in this study were 6 people.

In the data collection process, researchers involved Provincial Facilitators and Regional Facilitators as resource persons. Researchers conducted observations and interviews through *WhatsApp media*. Researchers also conduct regulatory analysis and training technical guidelines for CPD Teachers and write modules to gain a deeper understanding of the implementation of teacher CPD and module writing. The instrument used here is an interview guide sheet that contains aspects that want to be researched in general related to the extent of the effectiveness of using the CPD Teacher training module in training activities using general guidelines (Patton, 1990). The leading information to be obtained through interviews included the shortcomings of the training module, its readability, construction, and use by participants during the training. This study used the Miles and Huberman Model for data analysis (Sugiyono, 2022). With data reduction analysis steps, data display, and conclusion drawing/verification.

Result and Discussion

MEQR Component 3 Project Teacher CPD Training Module

The Teacher CPD Training Module Component 3 of the MEQR Project of the Ministry of Religious Affairs is part of the efforts to strengthen the ministry's policies and programs related to Continuing Professional Development (CPD) for Teachers and Education Personnel in Madrasahs. This module is designed to provide strengthening and development through working groups, tiered training, and preparation of prospective madrasah heads and supervisors (Kementerian Agama, 2021). This module is teaching material packaged systematically. It contains a set of planned learning experiences and can be used as an operational guide for institutions that organize education and training (Decree of the Director General of Islamic Education Number 4447 of 2020 Concerning Guidelines for the Preparation of Madrasah Teacher Continuing Professional Development Modules, 2020).

The Component 3 project is one part of the Madrasah Education Quality Reform program initiated by the Ministry of Religious Affairs. This program consists of 4 components, namely: Implementation of the e-RKAM (Electronic-based Madrasah Work and Budget Plan) System Nationally and Provision of Assistance Funds for Madrasahs, Implementation of Learning Outcome Assessment System at Madrasah Ibtidaiyah (MI) level for All Grade 4 Learners Nationally Lack of Training Modules, Policies and Continuous Professional Development for Teachers, Education Personnel in Madrasahs, and System Strengthening to Support Quality Development. (Kementerian Agama, 2020) This project aims to assist the government in achieving its Sustainable Development Goals (SDGs). It is funded by a 50 USD per year World Bank grant.

One of the components of the MEQR program is the Component 3 Policy and Continuing Professional Development Project for Teachers and Education Personnel in Madrasahs. This project aims to provide development and strengthening through working groups, training, learning resources for teachers, and Teacher Competency Assessments, as well as strengthening the capacity of supervisors, madrasah heads, librarians, and laboratorians through tiered training (Kementerian Agama, 2021). This project runs from 2020 to 2024.

The main reasons for teachers' CPD activities are individual teacher needs, government needs, learner needs, madrasah needs, and the needs of educational institutions or foundations. The needs of individual teachers are reflected in the results of teacher assessments through the Teacher Needs Assessment (AKG) and Teacher Performance Assessment (PKG). Furthermore, government needs are based on government program priorities. The needs of educational institutions or foundations are based on the priority programs of the educational institutions or foundations themselves, especially teachers in private schools. So based on these needs, it is necessary to determine the priority programs that must be implemented by teachers in implementing CPD. (Decree of the Director General of Islamic Education Number 6673 of 2019 Concerning Technical Guidelines for Implementing Madrasah Teachers' Continuing Professional Development, 2019).

In training activities organized by MEQR, training modules are required as one of the training teaching materials. A package of teaching materials or teaching materials that contains one learning unit that can be read and studied independently is called a module. Modules are also referred to as media for self-study because they are equipped with instructions for self-study. Modules are designed as a guide for facilitators to help

participants achieve their learning objectives. (Decree of the Director General of Islamic Education Number 4447 of 2020 Concerning Guidelines for the Preparation of Madrasah Teacher Continuing Professional Development Modules, 2020). In general, the module consists of 1) target competencies to be achieved; 2) materials and topics that will be the basis of the teaching and learning process; 3) tools and materials to be used; 4) activity steps; 5) worksheets; 6) additional information; 7) assessment; 8) glossary; and 9) bibliography. By using modules, learning objectives can be achieved effectively and efficiently. Modules also allow participants to learn according to their abilities, methods, and techniques (Najuah et al., 2020). Module characteristics, according to the Module Writing Book, include self-instructional, self-contained, stand-alone, adaptive, and user-friendly (Directorate of Education Personnel Ministry of National Education, 2008). Self-instructional means that trainees can learn by themselves through the module and do not depend on themselves. Self-contained means that the module must contain all the material as a whole so that participants can easily learn the module. Stand-alone means that the module is not connected to other media or does not have to be used together with other media. Adaptive means that the module must adjust to the development of science and technology so that it can adapt to the current conditions of the participants. User-friendly means that the module must be easy to understand and use and follow user needs. Based on these definitions and characteristics, it can be concluded that modules are indispensable and have an important role in the training process. The function of the module is as a substitute for facilitators, teaching materials, evaluation tools, and reference materials.

The structure of the MEQR Component 3 Project Teacher CPD module consists of a module introduction, introduction, learning objectives and outcomes, learning flow, learning activities, glossary, PowerPoint slides (PPT), and bibliography (Decree of the Director General of Islamic Education Number 4447 of 2020 Concerning Guidelines for the Preparation of Madrasah Teacher Continuing Professional Development Modules, 2020). The introductory section explains the module's background, summarizes it in several Units of Learning (UPs), explains the module's interrelationship between UPs, explains the training approach used and provides guidelines for using the module.

Furthermore, the introduction explains the content of the UP and the reason why the material is part of the module. The objectives and learning outcomes focus on the teacher competency targets that will be developed in the UP following Permendiknas No. 16 of 2007 concerning Teacher Qualification and Competency Standards. Teacher competency targets are coupled with student competency targets consisting of knowledge, skills, and attitudes, each of which includes KI and KD according to Permendikbud No. 37 of 2018 concerning Amendments to Regulation of the Minister of Education and Culture No. 24 of 2016 concerning Core Competencies and Basic Competencies in the 2013 Curriculum in Primary Education and Secondary Education. In addition, the learning flow section contains a summary in flowchart form of the training process and time allocation through the stages of In-Service Learning 1 (IN1), On Job Learning (ON), and In-Service Learning 2 (IN2).

Learning Activities are the most crucial part of this module. This section contains the activity steps as well as the methods, approaches, materials sources, and techniques used to achieve the competencies expected in the module. In each activity step, there are Worksheets (LK) in the form of assignments or assessments and Additional Information (IT) which aims to expand knowledge of the concepts given or as a reference for further assignments. The learning activities consist of three main activities, namely the In-Service Learning (IN1) activity step, where in this activity participants will get material from the facilitator, work on

tasks in groups, and then create a learning design to be applied at the On-Service Learning (ON) stage. Furthermore, in On Service Learning (ON) activities, participants return to their respective madrasahs to implement the learning designs they have made in IN1. Then, in In Service Learning 2 (IN2), participants return together with the facilitator to reflect on what they have done in the madrasah.

The Glossary section contains concepts and terms that are new to participants. The PowerPoint slides (PPT) section is displayed during the training. This section contains text, relevant images, diagrams, tables, graphs, and more. The last section is the Bibliography, which contains a list of reference sources used in the module.

Module Readability

Module readability refers to the ability of the module to be presented in a clear, understandable, and accessible manner by the reader or trainee. Readability is not only limited to the ease of reading the words but also to the ability of participants to understand the information presented without significant difficulty (McLaughlin, 1969). This includes using simple language, a structured layout, and supportive visual elements to clarify the concepts being taught.

The importance of readability in training modules is that trainees can access information easily and effectively, improve their understanding of the material, and minimize barriers or confusion when learning the content presented in the module. Thus, a module that has good readability will support the purpose of the training itself, which is to provide knowledge and skills to participants efficiently and effectively.

Based on the results of interviews with 6 facilitators regarding the readability of the Teacher ESC training module, the following data were obtained:

Table 1: Interview Transcript Related to Module Readability

Interviewer	Interview Transcript
1 st Facilitator	For the student section of the module, the language is light and easy to understand by students.
2 nd Facilitator	There is some language that is not neatly arranged, and the appearance of the module is not attractive.
3 rd Facilitator	Overall, the module is easy to understand, especially in the learning design section.
4 th Facilitator	The language used is clear and easy to understand, and the display is less colorful.
5 th Facilitator	For the facilitator's part, the parts that must be done are clear. In terms of teachers, there are no clear steps, so teachers have to interpret their steps to the madrasah at the time of ON.
6 th Facilitator	The module is good and easy to understand.

Based on the data in Table 1, the module's readability is generally good. Most (4 facilitators) said that the language is easy to understand so that the trainees easily accept the information. This is following McLaughlin's opinion that readability is not only limited to words but also to the ease of understanding the information in the module (McLaughlin, 1969). However, there is one facilitator who thinks that the readability is suitable or can be understood during

the learning stage by the facilitator. However, for the learning stages carried out by teachers to students, the readability is still lacking. In addition, 2 facilitators think that the appearance of the module is still not attractive. Therefore, it can be concluded that the perception of facilitators on the readability aspect of the module can be said to be good because, in terms of language, it is easy to understand with light language. As stated in the Technical Guidelines for Writing Teacher CPD Modules, the module must be user-friendly or easy to understand and use by trainees (Decree of the Director General of Islamic Education Number 4447 of 2020 Concerning Guidelines for the Preparation of Madrasah Teacher Continuing Professional Development Modules, 2020).

Module Content

Content in a module refers to information or learning materials that are systematically organized to be delivered to trainees (Sumardjo et al., 2020). The role of content is crucial as it forms the core of the entire module, providing the substance or information to be learned and understood by participants. Good content ensures that the material presented is not only relevant to the learning objectives but also delivered in a clear, structured, and easy-to-understand manner, enabling participants to achieve a deep understanding of the topics taught. Thus, understanding and selecting the right content is an important cornerstone in the construction of a module that is effective in supporting the learning process.

In addition to readability, facilitators were also interviewed to find out their perspectives on the content of the MEQR Component 3 Project Teacher CPD module. The following is a table of interview transcripts for the module construction section:

Table 2: Interview Transcript Related to Module Content

Interviewer	Interview Transcript
1 st Facilitator	In the module, teachers seem to be dictated to conduct learning in the same way as the module. Regarding alternative energy materials, the solutions offered are even more expensive and inefficient.
2 nd Facilitator	The content is still lacking and needs to be revised.
3 rd Facilitator	In general, the content meets the learning needs of students in the classroom related to the material.
4 th Facilitator	Not yet paying attention to the diversity of learning, feedback is good with the stimulus at the beginning.
5 th Facilitator	The upper-grade module needs to be revised so that the content is more "applicable." The order of material delivery in some sections is still unclear, and it needs to adjust to the new curriculum.
6 th Facilitator	For the low-grade module, the stages are less coherent and less clear.

Based on the interview results in Table 2 above, most of the 6 facilitators expressed dissatisfaction with the content of the module. In terms of learning stages, 3 of the 6 facilitators thought that the stages were not clear enough, and 1 facilitator thought that the learning stages were too rigid so that teachers could not innovate when implementing them in madrasah in ON sessions. Furthermore, there is 1 facilitator who believes that the module is not following the Merdeka Belajar curriculum and 1 facilitator who believes that the module content still does not pay attention to student diversity. This is following the Technical

Guidelines for Writing Teacher CPD Modules, that participant modules must be adaptive and self-contained so that participants can study and understand the module as a whole even though there is no facilitator (Decree of the Director General of Islamic Education Number 4447 of 2020 Concerning Guidelines for the Preparation of Madrasah Teacher Continuing Professional Development Modules, 2020). Thus, it can be concluded that the facilitators were dissatisfied with the content and needed improvement.

Module Utilization by Participants During Training

Module utilization by participants refers to the process by which participants use, understand, and apply the material presented in the module during the training process (Muhardini et al., 2023). It involves the way participants learn, understand, and integrate information from the module into their understanding of the subject being studied. Module utilization does not only include reading or accessing materials but also involves activities, discussions, and practical application of the information presented (Najuah et al., 2020). In other words, module utilization is about how participants use this tool to deepen knowledge, develop skills, and apply learned concepts to an authentic context.

Participant engagement is crucial as it has a direct impact on the effectiveness of learning. When participants are actively involved in utilizing the module, they have the opportunity to understand the material more deeply. (Maskur, 2023), strengthening skills, and applying learned concepts to practical situations. This engagement also allows participants to personalize the learning process according to their individual needs and learning styles, thus making the module not only a learning tool but also a resource they rely on to improve their knowledge and skills. Thus, participant engagement in utilizing the module is key to the success of effective training.

On the aspect of module utilization during training activities, the results of interviews with 6 facilitators are as follows:

Table 3: Interview Transcript related to Module Utilization by Participants During Training

Interviewer	Interview Transcript
1 st Facilitator	Participants focused more on the PPT and less on the module. In addition, the practicum activities took too much time and did not allow participants to read the module.
2 nd Facilitator	Module utilization was not maximized during the training.
3 rd Facilitator	Most participants did not use the module during the training. More focus on PPT.
4 th Facilitator	Participants did not utilize the module during the training. When asked to make a design, they did not utilize the module but instead searched the internet.
5 th Facilitator	Participants preferred to read the PPT over the module because the PPT was simpler.
6 th Facilitator	Participants pay more attention to PPT only, while the module is less used during training.

Based on the interview results in Table 3 above based on their experience, all facilitators agree that participants are less than optimal in utilizing the modules provided. This can be seen from the facilitators' answers, who stated that most and almost all participants preferred

to read the PPT rather than the module itself. So, it can be concluded that the aspect of module utilization by participants during training is still not optimal.

Conclusion

In this study, researchers examined the responses or perspectives of facilitators on three aspects of the module, namely readability, content, and module use by participants during training. The results of this study show that in the aspect of module readability, facilitators have a good perception. It can be seen from most of the interview results that the module used has a language that is easy to understand. Furthermore, in terms of module content, most facilitators believed that the content of the CPD Project Teacher Component 3 module is still not optimal and requires improvement. Both improvements in terms of curriculum adjustments, as well as stages must be clarified. Furthermore, in terms of module utilization by participants, facilitators also have the opinion that the utilization is still not optimal because most participants still like to read information and materials from PPTs rather than modules.

Recommendations

Through the findings obtained in this study, the perception of facilitators as teachers in the CPD Teacher Training Component 3 Project is an input that needs to be considered. Revisions and improvements to the CPD teacher training module should be made, especially regarding the learning stages, design, and adaptation to the current curriculum. In addition, further research needs to be conducted on why trainees prefer PPT to get information on training materials compared to reading the module itself.

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