

## JOURNAL WRITING ASSISTANCE AS A MANIFESTATION OF AUTHENTIC TEACHERS IN THE INDEPENDENT LEARNING CURRICULUM AT THE SD/MI LEVEL

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### Abstract

This article discusses the mentoring process of reflective journal writing. The purpose of the article is to describe the application of reflective journal writing in learning. The method used is the *Participatory Action Research* (PAR) method. The description of the results and discussion shows that the mentoring has been running and the teacher has applied three components in reflective journal writing, 1) the description component, the teacher documents the experience, expresses feelings and thoughts, and describes the cases encountered, 2) the evaluation component, the teacher reassesses the learning process carried out, 3) the reflection component, the teacher finds a pattern of maximizing time, material adjustment, media, And the method also needs further improvement. This has an effect, because realizing authentic teachers, of course, must further examine the learning carried out has reached standardization according to the teaching modules applied.

**Keywords:** Authentic Teacher, Independent Curriculum, Reflective Journal.

### INTRODUCTION

The main concern today continues and leads to equal distribution of education. The facts depicted always find gaps in education equity which are obstacles so that they continue to be reported. It is important to assume that the performance of education is getting better by improving the quality of education. Without realizing it, educators as facilitators are also the main drivers who are required to direct better education.

Facilitators play a major role in realizing education in a more advanced direction. Of course, the main focus that pays great attention lies with the teacher. (Deboer, 2011) explained the exchange of ideas in the world of modern century education highlighting the competence of global standard teachers. In the news broadcast by the South Sumatra Ministry of Religious Affairs Office, highlighting the presentation of workshop resource person Hj. Ulyya, M. Pd from LPMP Palembang who said that authentic learning assessment simulations lead to the need to be "authentic teachers." Teachers not only play a role on assessment but on the strengths and weaknesses of learners. Authentic teachers are not only able to assess students, but reflect

on themselves authentically. Follow-up of this problem can be overcome by conducting *workshops* or mentoring teachers to achieve learning objectives.

The direction of the workshop was carried out, so that assistance was given by relating to the application of reflective journal writing practices for authentic teachers. Reflective journals contain notes through the analysis of contemplation that teachers encounter. Reflective journals are directed as a medium in learning (Bashan & Holsblat, 2017). Writings collected about the learning process are made into reflective statements into evaluation material.

Statement by (O'Brien, 2016; Orland-barak) work plan in the realm of professional teachers as a form of reflective journal writing that has been studied in depth through Tanoto Foundation workshops. According to (Al-karasneh, 2014) the efforts developed stimulate practitioners in applying reflective journals to every learning activity by seeing weaknesses and strengths through evaluation when conducting monitoring that supports 21st century direct teaching.

The reflective journal itself has been applied in the independent curriculum which has now been applied to each school. Merdeka Belajar is designed to adapt to 21st century learning through mastery skills and vision during learning. The direction describes the knowledge, skills, and expertise with benefits that will be obtained by students. A reflective journal is needed to achieve success through measurement, so that follow-up on new things emerge through performance, the same mistakes are not repeated, problem solving can be resolved, and direct to be an authentic teacher to adjust this century through the implementation of independent learning (See PINTAR Tanoto, 2022). In the current curriculum, teachers are encouraged to write a daily journal that is almost the same form as a reflective journal. The independent curriculum itself prioritizes sustainable principles by directing the establishment of authentic principles in the 2013 curriculum.

The application of assessment into the Independent Curriculum is the first step in designing learning. Assessment in the independent curriculum is divided into three areas, namely diagnostic assessment, summative assessment, and formative assessment (Supriyadi, 2022). In order to achieve these three areas, a reflective journal is needed that is used to reflect on previous learning activities. The presentation by (Saputri, 2022) explained that this activity increases assets in the form of educational human resources and educational staff with a decisive position in the learning process.

The assistance was carried out as a continuation of the previous research entitled "Reflective Journal Analysis as a Form of MI Teacher Professionalism." Previous research led prospective teachers to practice reflective journaling in schools. From the results obtained that the benefits obtained are follow-up so that previously corrected learning leads to good.

Reflective journals have actually been geared to be applied to learning. However, its application has not been carried out and the information has not been evenly distributed in every direction. This is an obstacle to the learning process and obstacles found so that it needs to be overcome. Assistance is carried out to provide direct knowledge about the importance of reflective journals applied. Introducing that it is important and influential on the rapid pace of education coupled with technology is a challenge from researchers in conducting further assistance in several schools.

Researchers believe that through this community service, they detect that teachers are able to become authentic teachers in the independent learning curriculum. This assistance aims

to make teachers understand reflective journal writing in the learning process. There is hope that reflective journals expand teachers' professional knowledge. Therefore, the researcher chose the title "The Process of Assisting Reflective Journal Writing as the Embodiment of Authentic Teachers in the Independent Learning Curriculum at the Elementary / MI Level"

## **IMPLEMENTATION METHOD**

This assistance involves a *PKM Participatory Action Research* (PAR) approach that is oriented towards the fulfillment of the community to overcome existing problems through the process so that there are changes that occur in social, religious and scientific areas. The involvement of this approach is considered suitable if there is cooperation from each group to take action on problems that lead to an active community so that involvement is needed to achieve the realization of a social change (Rahmat and Mirnawati, 2020)

According to Mackenzie (in Azhari, 2020) outlines the steps in the implementation of service, namely: a) Inquiri, the stage that leads to problems and needs. This stage looks for problems and needs carried out by service teams in several schools that have implemented an independent curriculum in Jambi in order to find problems faced primarily in the school environment. This stage is obtained priority activities leading to problems and program needs, b) Action, involving two activities through the formation of partnerships with collaborators and service teams and programs held, c) reflection, this stage displays findings, reviews processes, and applies recommendations, d) Inquiry, as the last stage to identify problems and needs in the future.

The steps implemented in the community service program in the Reflective Journal Writing activity as the Embodiment of Authentic Teachers in the Independent Learning Curriculum at the Elementary / MI Level include: a) Counseling: Providing counseling on reflective journals in the form of workshops or assistance in Reflective Journal Writing as a manifestation of Authentic Teachers in the Independent Learning Curriculum at the Elementary / MI Level with teachers, b) Group discussion: The service team conducts Discussion with teachers as well as directing to create a reflective journal that can be used to help the learning process, and c) Reflection: After the application of a reflective journal in the learning process by the teacher, a reflection is carried out on the results of the teacher's work in writing a reflective journal. This activity also shows the benefits provided in applying reflective journal writing activities in the learning process.

## RESULT AND DISCUSSION

Assistance in writing reflective journals is carried out as a form of community service, namely the realization of authentic teachers in the independent learning curriculum at the elementary / MI level. The presentation of these data contains the process of assisting reflective journal writing as a manifestation of authentic teachers in the independent learning curriculum

### **Journal Writing Assistance Process as a Manifestation of Authentic Teachers in the Independent Learning Curriculum at the Elementary / MI Level**

The researcher here discusses the process of mentoring reflective journals carried out at Sekolah Dasar Negeri 110/I Tenam located in Muara Bulian sub-district, Batanghari, Jambi. Before the mentoring process, researchers made observations at school using observation sheets and interviews that had been validated by material experts.

The observations made are a strong reason for researchers to assist in writing reflective journals to realize authentic teachers in an independent curriculum. The implementation of mentoring is carried out as an ideal way for teachers to reflect on each learning activity. Through reflective journals, teachers will conduct evaluations and follow-up so that there is an improvement. Therefore, researchers carry out this assistance repeatedly to achieve maximum results and are applied by teachers to every teaching and learning activity.



**Figure 1 Headmaster's Celebration Sdn 110/I Tenam**

The mentoring activity received a good response from the principal. Through the *workshop*, there is hope from the principal that the activity can invite teachers to be more active in improving the quality of learning through reflective journal writing activities. This is evidenced by an interview with the principal Pak Pahrul, S.Pd.SD., as follows:

"This activity is a good breakthrough in improving the quality of learning. I believe, through the community service program carried out can increase the interest of teachers to be active in writing reflective journals in learning activities. Previously, this reflective journal was unheard of, because in the independent learning curriculum program in the form of a daily journal. However, after an initial visit before carrying out mentoring. The service team directed that reflective journals are almost similar to daily journals. Through that, our knowledge as teachers increases because with this program we can vary in daily and reflective journal writing, and we teachers can understand to start writing journals through mentoring." (Interview, October 24, 2023, at 09.00 WIB).

The above statement was given by the principal of the school about the activity. At first glance, researchers provide an overview before committing service to teachers when carrying out field observations. This activity leads to the assistance of reflective journals that teachers should apply after teaching and learning activities. *The workshop* is an alternative for teachers to explore the writing activity. Educators who want the quality of learning to be better, of course, appreciate this activity.

The mentoring process that takes place contains several components in making a reflective journal, namely description, evaluation, and reflection. Through this component, mentoring or workshops are carried out, listening, paying attention to initial conditions.

### 1. Initial Conditions

Assistance is carried out by paying attention to the initial conditions of the implementation of the service program. Looking at the initial conditions, the lack of teacher knowledge about reflective journal writing which should be mandatory to apply. Moreover, the curriculum used is independent learning which has carried out daily journal writing. The first step taken is to first introduce the reflective journal and show the difference between a reflective journal and a daily journal. Furthermore, writing assistance is carried out by containing mandatory components in a reflective journal.



**Figure 2 Reflective Journal Writing Assistance**

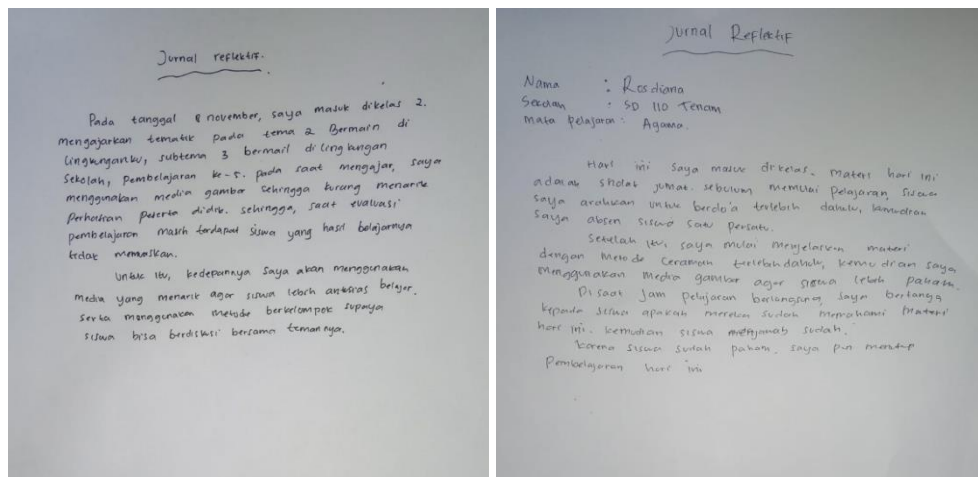
Activities carried out in providing material on reflective journals and the teacher's process in writing reflective journals in groups. The series of activities began with groups so that teachers could discuss with fellow teachers in pouring ideas about learning after teaching in class.

Student learning outcomes are things that continue to be improved. However, indicators of teacher success in educating are not only seen from student learning outcomes, but seen from the teacher's ability to master classes, coordinate students and so on. So there are four competencies that teachers must master. The competencies in question are pedagogic competence, social competence, personality competence and professional competence. If the four competencies are met, it is unlikely that the learning objectives will not be delivered. However, in practice in daily learning at school, there are still shortcomings or there are some understandings that have not been conveyed. This is due to the lack of self-evaluation of a teacher after carrying out learning.

Teacher evaluation can be done in different ways. One of them is the creation of a reflective journal. A reflective journal is a teacher's diary. A reflective journal consists of three components, namely description, evaluation and reflection. With this reflective journal, it can provide insights for teachers related to future learning plans.

## 2. Continuous Mentoring Process

After the end of the first mentoring process, teachers were given 10 days to implement reflective journal writing after lessons. The mentoring process is a consolidation that needs to be done. This is so that teachers can fulfill three components in reflective journal writing. The components of a reflective journal include: (1) A description, in which there is what happened, what was seen, what was experienced, and what was done in class. (2) Evaluation, this is how the teacher evaluates the shortcomings of both the teacher himself and from the students. (3) Reflection is a future learning plan, media use plan, and strategy that is considered suitable to correct previous learning deficiencies.



**Figure 3 Reflective Journal on Second Mentoring**

The follow-up mentoring process is carried out to see the progress that the teacher has applied after the learning ends. The goal is to repair components that are lacking or clumped. The mentoring process is carried out more intensively, meaning that if previously in groups, then this time it was carried out individually in making reflective journals. Thus, the manufacture of reflective journal is also applied to HVS paper. This advanced mentoring process turned out to be more enthusiastic than teachers. This is because teachers are more flexible in asking questions, so the results are better than before.





**Figure 4 Reflective Journal on Third Mentoring**

The third mentoring process went from writing in the form of writing on HVS paper to typing form. The use of this laptop aims to anticipate damage to reflective journals if made on paper, usually torn or wet. When the mentoring process begins, not only discusses reflective journals but also digital portfolios. The last stage of mentoring teachers is required to write with laptop-assisted media in reflective journal writing. Typed writing, poured into the digital portfolio. This avoids if there is damage to file data on the laptop. The data can be stored in a digital portfolio that has been connected to gmail on the laptop.

The implementation of mentoring here not only requires teachers to understand reflective journal writing, but can utilize technology as a bridge of knowledge for students. Previously, digital portfolio materials were presented in the first mentoring. However, the application is carried out in the last mentoring process because it involves a laptop to pour it into the portfolio.



**Figure 5 Digital Portfolio Assistance**

The assistance carried out juxtaposes reflective journals through digital portfolio media. This is so that teachers can vary journal writing not only in the form of paper writing but using laptops to be used. The digital portfolio here helps teachers to vary learning media which can later be used as a reflection in learning. Because, the existence of increasingly sophisticated technology teachers should juxtapose in learning. Through reflective journals as a form of writing to achieve follow-up on learning by utilizing digital portfolios as teacher media in learning and writing media to pour reflective journals.

Based on the mentoring process carried out in the reflective journal, three components have been applied, namely description, evaluation, and reflection or future plans. Here's the flow of the component. The description component, the teacher has revealed his ability to document his experiences through a reflective journal by putting his feelings and thoughts in writing. Delivery that is presented freely because it is in the form of a description makes it easier for teachers to pour experiences in their learning into a series of stories. In addition, reflective journals help them describe cases, recognize imperfections, and reassess the learning process.

Evaluation of the next component prepares teachers to be able to see that every learning activity needs improvement through this component. Which is expected so that the results are effective and on target. In fact, reflective journal evaluation of learning is the verbalization of the meaning contained in the data as it undergoes the process and analysis. Next, a follow-up of the evaluation results is carried out. The reflection component or plan ahead is the most important part of applying a reflective journal for teachers. When referring to learning standardization, of course, future planning is an important target in learning. So that the reflective journal applied is able to weigh the shortcomings that occur in learning (Zahid & Khanam, 2019). At this stage, it shows that the application of reflective journals has been carried out to the final stage.

Students who pay less attention to learning are usually based on classroom mastery carried out by the teacher. The teacher focuses only on the most important objectives of the learning conclusion. Even though every learning rhythm must be considered in detail from student to student. If there are students who are not conducive, the teacher can give a reprimand to the students. This is the first conventional way that teachers have to do. In terms of learning, of course, the media is the base of students' attention, because with ideal media students tend to be interested in the learning system displayed (Iskandar, 2019).

Furthermore, future plans found that the time management pattern used by the teacher concerned was less dynamic. So as to find a new pattern where teachers reduce the time to explain then multiply the classroom practice carried out. So far, high-class teachers still use time to deliver learning without adding time for students to analyze their learning.

The time used for students should ideally adjust the teaching modules made by the teacher. But to sharpen students' analysis and creativity, teachers should be facilitators of learning by explaining a little and increasing student discussion space. So that passive students will become active by giving space for discussion. Teachers can provide learning triggers through applied media. Moreover, the high class, which in fact has a more established level of analysis than the low class. This is of course from the many learning experiences of students from level to level. So that the results of the discussion of practices and teachers concerned can be used as a reference for future plans for the application of reflective journals.

Adjustments to materials, media, and methods also need further improvement. This has an effect, because realizing authentic teachers must certainly further examine the learning carried out has reached standardization according to the teaching modules applied. Through reflective journals, there is hope that it can realize an authentic teacher not only plays a role in his assessment but can be the strengths and weaknesses of students who will be influenced by the teacher's own teaching style. Through the realization of authentic teachers, there is hope to improve the quality of students who are influenced by qualified teachers because they can



develop the potential of students by looking at strengths and weaknesses to be followed up in the future.

## CONCLUSION

The mentoring process carried out in reflective journal writing to realize authentic teachers in the independent curriculum at the elementary / MI level has been running in several mentoring times. In the description of the results and discussion, the teacher has applied reflective journal writing by containing three components: 1) the description component, the teacher documents the experience, expresses feelings and thoughts, and describes the cases encountered, 2) the evaluation component, the teacher reassesses the learning process carried out, 3) the reflection component, the teacher finds a pattern of maximizing time, Adjustment of material, media, and methods also needs further improvement. This has an effect, because realizing authentic teachers, of course, must further examine the learning carried out has reached standardization according to the teaching modules applied. Through reflective journals, there is hope that it can realize an authentic teacher not only plays a role in his assessment but can be the strengths and weaknesses of students who will be influenced by the teacher's own teaching style.

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