



Analysis Of Teacher Needs For The Independent Curriculum Learning Platform To Increase Elementary School Teacher Creativity

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ABSTRACT. This study aims to determine the needs of elementary school teachers in Solo Raya Surakarta, for learning platforms to support the implementation of the independent curriculum. The research was conducted in Surakarta, with a population of all elementary schools whose schools had driving teachers in the Greater Solo area. The research sample was elementary school teachers in seven districts/municipalities with a total of 80 teachers. This needs analysis research employed a survey technique for data collection. To examine the requirements for teaching platforms, a survey of Solo Raya primary school teachers was employed as the research tool. The questionnaire contains 3 indicators including knowledge of using platforms, using teaching platforms and creativity in using teaching platforms. Descriptive statistical analysis is the method of data analysis employed. According to the findings of the validity and reliability tests, the requirements questionnaire used to gather data contained items that were both valid and reliable. According to the data analysis's findings, children overwhelmingly supported the creation of a learning platform to foster the teacher's creativity in primary school. 80% of teachers as respondents agreed to the development of a teaching platform. The implication of this needs analysis is a prototype model of a teaching platform called Kuriokreasi.

Keywords: Keyword: learning Platform, need assessment, elementary teacher

1 Introduction

The independent curriculum will be implemented in education units starting in 2022 replacing the previous curriculum, namely the 2013 curriculum. Currently, around 192,000 schools have implemented the independent curriculum in the 2022-2023 school year. The independent learning curriculum is a follow-up program for independent learning as an effort to recover from learning lost due to Covid 19. The intra-curricular learning and projects aimed at strengthening Pancasila students' profiles make up the two main components of the autonomous curriculum's learning framework. Intra curricular learning which refers to learning outcomes that must be

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achieved by students in each subject. Graduate competency standards that students must meet are mentioned in the effort to develop the Pancasila student profile. [1]. This curriculum is considered necessary to overcome the learning crisis in Indonesia, which based on various study results shows that most students in Indonesia are unable to master basic literacy skills such as understanding simple reading and are unable to master basic numeracy skills such as applying basic mathematical concepts [1]. Through various changes included, this curriculum is expected to be able to overcome problems such as increasing literacy and numeracy skills for Indonesian children. The independent curriculum, which will be implemented in stages starting in 2022 and is expected to be fully implemented at all levels of primary and secondary education in 2024 [2] has several changes compared to the 2013

curriculum such as replacing core competencies and basic competencies with learning outcomes, changes in subject status, granting unit authority.

The changes taking place in the world of education are reflected in the emergence of all kinds of innovations both at the educational system level, the learning implementation, learning materials and related questions. to the field of education. It can be seen that curriculum change in Indonesia is carried out as a form of anticipating 21st century developments and needs, as a form of curriculum refinement based on personality as well as skills [3]. All these changes are happening due to changes in skills requirements, thus affecting the continuity of education in the future.

The educational landscape has changed as a result of technological advancements, and teachers are now under pressure to raise the bar on their instruction by providing exceptional and high-quality human resources. The Ministry of Education and Culture then claims that the best course of action in response to worries about the deterioration in the quality of human resources in the midst of quickening digitalization is to enhance teacher performance and competency. A teaching platform is required for teachers in order to accommodate and promote teachers' development of their potential and teaching abilities in the digitalization era. This will increase the competency of teaching teachers in the digitalization era.

Online educational tools are crucial for learning from the COVID-19 epidemic. E-learning platforms are crucial since they are used to administer tests, manage the learning process, notify students, and offer communication services. [4], [5]. As they carry out teaching and learning activities, teachers and students can both benefit greatly from it. Students can achieve their full potential by using online learning platforms to improve the efficiency and efficacy of the learning process [6]–[9].

The Teaching Platform is designed to support the implementation of the Independent Curriculum so that teachers can receive an introduction, inspiration, and understanding of the Independent Curriculum. The platform is also designed to be a driving partner for teachers and school principals in teaching, learning and creativity. The Teaching Platform aims to help teachers develop their abilities and skills in independent curriculum implementation [10]. Research conducted by [11] explains that the need for Merdeka teaching platform is very important for every teacher to support learning activities. [12] argue that technological literacy, especially the use of teaching platforms and the creation of learning materials, is used as the content of self-directed learning platforms is must for teachers to have the necessary knowledge. skill. in

teaching and learning activities. Therefore, the use of teaching platforms will enhance the capacity of teachers to carry out more creative and interesting learning activities [13].

Based on the results of observations related to field experience and community service conducted in 2022 in the Selo Boyolali subdivision, in various elementary schools, there are still many elementary teachers that cannot be fully utilized learning background. They are limited to using meetings in WA, Google Forms and Zoom only to conduct online learning activities [14]. Many features of the digital platform used were not used for teaching. A tool that can help online learning succeed is the Teaching Platform. Several platforms, such as Google Classroom, Edmodo, Learning House, Teacher Room, Your School, Smart Class, Zenius, Google Suite for Education, and Microsoft Office 365 for Education can be used to implement e-learning [15]. Besides these, there are other digital

platforms that can be used during the learning process, including Whatsapp Group (WAG), Google Classroom (GC), Edmodo, and Zoom [16]. However, it cannot increase the creativity of teachers in teaching if it is not used correctly and optimally.

There are three regularly utilized digital platforms, notably Whatsapp group, Google Campus (Google Classroom, Google Form, and Google meet), and Zoom Cloud Meet, according to data from interviews with 30 instructors in the Wonogiri region. According to the analysis performed by the researchers, 20% of students utilize the program extensively while 80% continue to teach using the conventional method, which involves giving students individual and group activities and materials that have been collected. collected by a group representative at the school. The restrictions of parental-owned gadgets and the need for a robust network to use them are the causes of this.

Analysis of the need for a teaching platform in implementing the independent curriculum is to find out whether teachers need a teaching platform that can increase creativity in teaching. The benefits of using a teaching platform include; the teacher is assisted in carrying out learning activities, encourages progress, encourages creativity and can provide options for solutions to concerns and obstacles experienced when carrying out the role as an educator.

From the above explanations, the researcher aims to analyse the needs of teachers for using teaching platforms to improve teachers' capacity to face the challenges of digitalization and globalization today. The results of the needs analysis will be the basis for designing an educational platform that primary school teachers in Solo Raya can easily use.

2 Method

This study aimed to identify the needs of elementary school teachers in Solo Raya regarding the use of teaching platforms. The study was conducted in Solo Raya in the 2022/2023 school year. The sample of the study is 80 primary school teachers. This needs analysis study employed a survey technique for data collecting. A survey of primary school teachers in the Greater Solo region, specifically in Surakarta, Sragen,

Wonogiri, Sukoharjo, Boyolali, and Karanganyar, served as the research tool. A questionnaire is a collection technique or a written statement to the respondent to answer it [22]. The data collection tool used was an electronic survey form created from Google Form. The researcher creates a simple survey form, the respondents will only tick the appropriate options and enter simple information. This tool consists of 3 (three) sections for (1) using the teaching platform; (2) the capacity and creativity of teachers in using the learning platform; and (3) knowledge and skills to use the platform. Here is a grid of the statements in the questionnaire:

Table 1. Questionnaire Statement Grid

Indicator	Number	Total Number
Platform usage knowledge	1,2,3,4,5,6	6
Use of teaching platforms	7,8,9,10,11	5
Creativity using the Platform	12,13,14,15	4
	Total	15

Descriptive statistical analysis is the method of data analysis that is employed. Data obtained as a percentage are used for demand analysis. Based on the modified Likert scale's calculation, the % was determined. The variables that need to be measured are transformed into variables indices using the Likert scale. Additionally, these signs provide guidance for combining items into assertions or questions. Instrumental factors are given quantitative values as shown in Table 2 below:

Table 2. Scoring Scale

Level	Scale Value
Strongly agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The results of the analysis are described to determine the needs of the teaching platform, and the criteria used as a reference are using percentages [23] The results of the analysis are presented and described to determine the teacher need level and the criteria for the needs of supporting facilities uses percentage data analysis such as

80%-100% = Strongly agree
60%-79% = Agree

40%-59% = Disagree

20%-39% = Strongly Disagree

The following conditions were used to examine the internal validity and reliability of the questionnaire using SPSS and Excel: a. Valid: if r count is more than r table value (r count $>$ r table); b. Unreliable if Cronbach's alpha value is less than 0.60 and invalid if r count is less than the value of the r table.

3 Results And DiscussionResults

3.1 Results of the Validity and Reliability of the Teaching Platform Needs Questionnaire Instrument

The implementation of this research was carried out according to a predetermined schedule by first designing the research instrument used in collecting information from respondents, who are sources of information. The validity and reliability of the questionnaire used to ascertain the teacher's need for a teaching platform were calculated before the research instrument was tested on respondents who were not a member of the research population. An instrument's validity and reliability must always be tested before use because they are affected by the subject being measured, the person using the instrument, and the instrument itself. The internal validity, or the validity of the instrument items, is the foundation for testing the validity and reliability. [21]

All instrument statement questions were deemed valid after the validity of the questionnaire was examined using the Excel application, and the results can be used to gauge teachers' demands for teaching platforms. The following are the outcomes of the survey that were handled by the Excel program:

Table 3. Results of the Validity of the Teaching Platform Needs Questionnaire

No Item	t _{hit}	t _{tab}	Information
1	0,503279		valid
2	0,464694		valid
3	0,550766		valid
4	0,647061		valid
5	0,571741		valid
6	0,700582	0.207	valid
7	0,593729		valid
8	0,566042		valid
9	0,670002		valid
10	0,571549		valid
11	0,724914		valid
12	0,621467		valid
13	0,575806		valid

14	0,726529		valid
15	0,614270		valid

The table above shows that all of the questionnaire's items are valid because they all receive t-count values greater than the t-table, or 0.207. The following table contains the reliability test results:

Table 4. Reliability Statistics

Cronbach'sAlpha	N of items
0,875135	90

Table 2. The Cronbach alpha method was used to calculate the reliability of data containing 15 statement items, and the findings are shown in the reliability statistics section with a score of 0.875135. The questionnaire employed in this study is considered reliable because the value obtained is higher than 0.60 and meets the criteria for determining reliability[21]. To ascertain the requirements of teachers for teaching platforms in elementary schools, data analysis was done after the questionnaire's reliability and validity were examined.

3.2 Results of Analysis of Teacher Needs for Teaching Platform Development

Table 5. Results of Teacher Needs Analysis on the Development of a Teaching Platform

Respondent	Total Scor	Score Maximum	Percentage	Category
90	4344	5400	80%	Strongly Agree

Table 3 reveals that instructors in primary schools are firmly in favor of the creation of a teaching platform for those educators. The percentage reached by 80% of the maximum percentage of 100% indicates this. The percentage for each statement can be seen in the following figure:

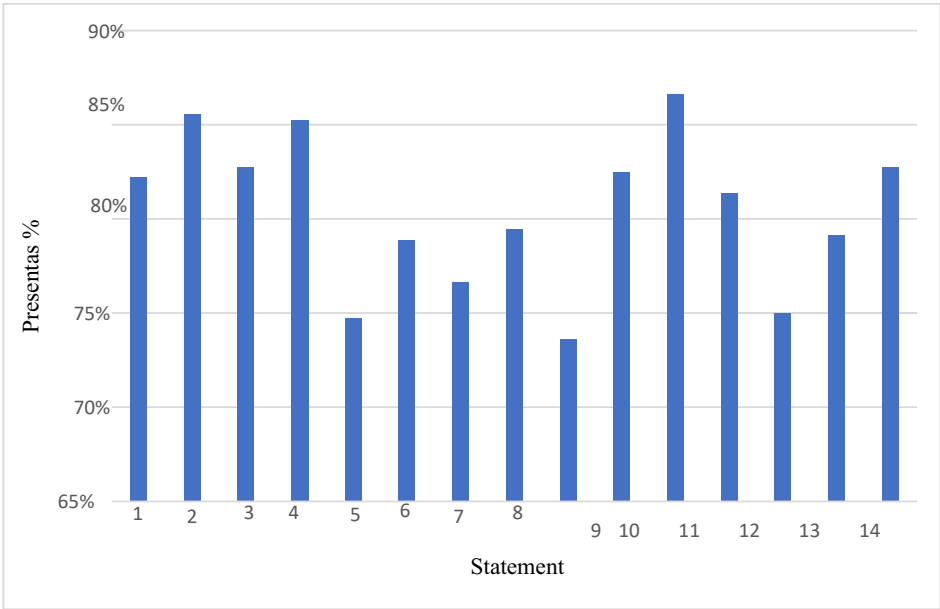


Fig. 1. Graph of the Percentage of Each Statement in the Questionnaire

The graph above shows that 73.6% is the lowest percentage. This demonstrates that all claims achieve percentages of greater than 70%. The Likert scale interpretation table classifies data with a percentage between 76% and 100% as strongly agree. According to the findings of the needs analysis, the majority of teachers concur—many of them strongly—that an engaging teaching environment is necessary to foster both teachers' and students' creativity in primary schools.

4 Discussion

With time, the usage of technology platforms in the educational setting in the modern era has grown increasingly important for both the management of schools' operations and students' learning. This has a significant impact on the execution of educational policies that will apply to students, educators, and teachers alike. Teachers employ the "independence in teaching" platform, one of the government's digital platforms, in their instruction and learning activities, which must continue despite the COVID-19 pandemic.

A program that can help online learning succeed is the digital platform. Google Classroom, Edmodo, Learning House, Teacher Room, Your School, Smart Class, Zenius, Google Suite for Education, and Microsoft Office 365 for Education are just a few of the platforms that can be utilized to implement online learning [15]. In addition to these, there are other online learning tools available, such as Zoom, Edmodo, Google Classroom, and Whatsapp Group (WAG) [16].

Based on the results obtained, teachers strongly agree with the development of a simpler teaching platform in supporting teaching and learning activities in elementary schools. The teaching platform that will be developed through a needs analysis is the development of an existing teaching platform, namely the independent teaching platform that has been launched by the government. The use of the independent teaching platform is known to be very beneficial for teachers, from the features provided such as self-training, student assessment, teaching tools, inspirational videos, and so on. Teachers find it helpful to design teaching modules as well as inspire teachers to create creative content to support the learning process in class. This is in line with the research results of [10] that the independent teaching platform is very helpful for teachers in creating learning content and designing modules. In addition, teachers can also use the student assessment feature to assess literacy and numeracy abilities according to the child's phase. The platform that will be developed through the results of the needs analysis is the "Kuriokreasi teaching platform" which is specifically designed, developed for teaching in elementary schools, so that this teaching platform is more specifically used for the needs of elementary school students, with the initial appearance as follows;

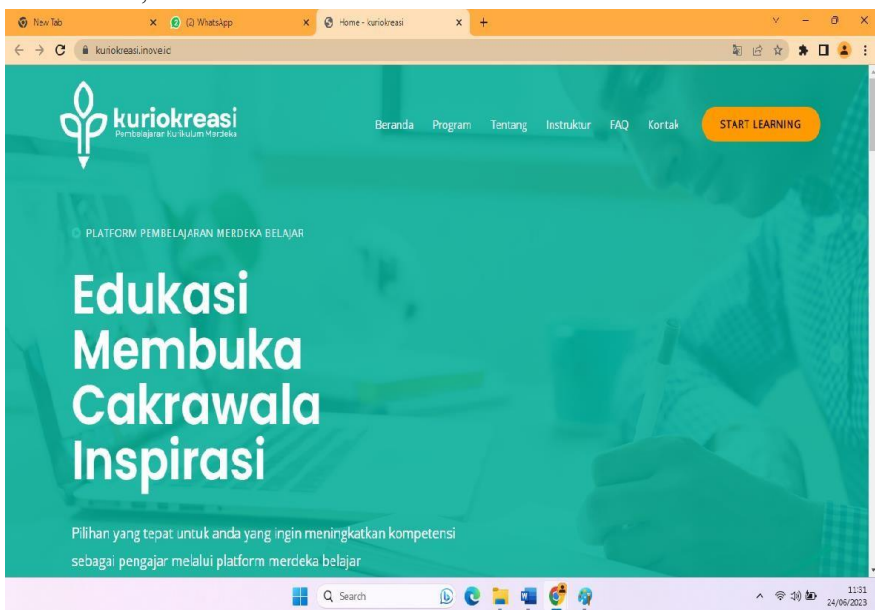


Fig. 2. Kuriokreasi teaching platform

According to the perspective [17], needs analysis is based on the fact that there isn't much interaction between teachers and students during the learning process. Utilizing hardware and software-based technology, online learning can be carried out successfully [18]. Computers, laptops, tablets, smartphones, and software that is integrated with the internet network as an e-learning platform are examples of the hardware required [19]. E-learning platforms can make it easier to handle instructional materials and videos so that students can study the subject matter on their own [20].

5 Conclusions And Suggestions

5.1 Conclusion

According to the findings of the validity and reliability tests, the requirements questionnaire used to gather data contained items that were both valid and reliable. According to the data analysis's findings, instructors firmly supported the creation of an LMS platform that would be used only by primary school teachers to assist the adoption of the autonomous curriculum.

5.2 Suggestions

For further research, more diverse research instruments can be used so that the data obtained also consists of various versions. The population and research samples were further expanded and the research problem further deepened by expanding the research variables.

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