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#### Needs-Based Training Management Model for Educational Units in Preparing Teaching Modules on the Merdeka Mengajar Platform for PAUD Teachers

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#### **ABSTRACT**

The study aims to analyze the development process, effectiveness, and feasibility of the training managented model based on the needs of educational units in compiling teaching modules on the platform for PAUD teachers. This study uses the Research and Development (R&48 method using the ADDIE model. The collection technique uses a Likert scale questionnaire, an open 49 estionnaire, a discussion note format, and an observation sheet. The data analysis technique is descriptive analysis, model feasibility test analysis, and model effectiveness analysimples results of the model feasibility were obtained from the expert validation results with a score of 3.49 in the Very Good category, indicating that the training management model based on the needs of educational units in compiling teaching modules on the Merdeka Teaching platform for PAUD teachers is suitable for use in schools. Finally, the model effectiveness test can significantly improve teachers' ability to compile teaching modules, with an average pre-test score of 59 and an increase during the post-test with an average of 93 and a gain test result of 0.82, which is categorized as high. Thus, the effective needs-based training model can improve teachers' ability to compile teaching modules for PAUD teachers at the work center of the Pantai Labu District Cluster, Deli Serdang Regency.

#### **KEYWORDS**

Training Management, Teaching Modules, Merdeka Mengajar Platform, PAUD Teachers

#### INTRODUCTION

The increase in PAUD units is expected not only in terms of quantity but also in terms of quality. PAUD quality is measured by the achievement of PAUD National Standards and prioritizes the quality of the learning process. However, the fact is that in the province of North Sumatra, PAUD units that are accredited A are 105 institutions, accredited B are 523 institutions, and predited C are 602 institutions (BANPAUD-PNF, 2019). These data indicate the need to improve the quality of PAUD, where this cannot be separated from the role of teachers as the spearhead of PAUD implementation, and some PAUD quality indicates are related to the duties of PAUD teachers.

Minister of Education and Culture Decree No. 56 of 2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Inning Recovery (Independent Curriculum) in order to improve the previous curriculum. The Independent Curriculum basis that implements diverse intracurricular learning. A curriculum with more optimal content so that students have enough time to understand concepts and improve the competencies. Teachers have the freedom to choose learning tools in the learning process so



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