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Improving the Competence of RA Darun Najah Teachers in Developing Teaching Modules through Training and Guidance

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Abstract: Teachers of Raudhatul Athfal (RA) are expected to develop systematic teaching modules that align with the curriculum and the developmental needs of early childhood learners. However, preliminary observations at RA Darun Najah, Batu Bara Regency, North Sumatra, indicated that teachers faced difficulties in understanding teaching module components, formulating learning objectives and their sequences, and designing appropriate assessments. This community service program aimed to strengthen teachers' competencies in developing teaching modules through structured training and mentoring. The activity was conducted in August 2026 and involved all five teachers at RA Darun Najah. A descriptive participatory approach was implemented through four stages: socialization, training, mentoring, and evaluation. Data were collected through observations, pre-test and post-test assessments, and documentation of the teaching modules produced by participants. The results indicated differences between pre-test and post-test scores, suggesting changes in teachers' understanding, although the extent of improvement could not be quantified because the numerical scores were unavailable. In addition, each participant successfully developed a teaching module, resulting in five modules. These findings highlight the practical value of integrating conceptual instruction with hands-on practice and mentoring. The program may serve as a context-specific model for supporting teachers' professional development and improving learning planning in early childhood education institutions. Further evaluation using quantitative test results and a structured module-quality rubric is needed to establish the extent of competency improvement.

Keywords: Teacher Competence, Teaching Modules, Training, Mentoring, Early Childhood Education.

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INTRODUCTION

Early childhood education is a fundamental stage in building the foundation of a child's development, whether in terms of cognitive, language, social-emotional, physical-motor, or religious and moral values (Yasmiati, Lasmawan, Suharta, & Widiana, 2026). The success of education at this stage is not only determined by the availability of facilities and

infrastructure, but also by the teacher's competence in planning, implementing, and evaluating learning in a systematic way. RA teachers play a key role in creating learning experiences that are meaningful, fun, and in line with children's developmental characteristics (Triana, Syahmiarni, Sesmiarni, & Syafitri, 2025). Therefore, teachers are expected to have adequate pedagogical skills, especially in translating curriculum goals into learning plans that are focused and can be applied according to the students' needs.

One important aspect of lesson planning is a teacher's ability to create a teaching module. A teaching module serves as a planning tool that includes learning objectives, activity steps, use of media and learning resources, and assessment strategies to track children's progress (Iskandar, Thalal, Sari, & Azhari, 2026). Creating a good teaching module is not just about completing the administrative side of learning, but also about considering the characteristics, interests, needs, and developmental stages of young children. That way, the module can serve as a guide for teachers to create flexible, contextual, and child-centered learning activities. The ability to put together a teaching module also requires teachers to understand the connection between learning objectives, the activities designed, and the assessments used so that the entire learning process runs smoothly and continuously (Malik, et al., 2026).

Teachers' ability to develop teaching modules remains a challenge in early childhood education. Preliminary observations at RA Darun Najah revealed that teachers had not fully understood the components of teaching modules, the formulation of learning objective sequences, and assessment design. This indicates a gap between the expected competencies and teachers' practical skills, potentially affecting the alignment of learning objectives, activities, and assessments. Therefore, structured training and mentoring are needed to strengthen teachers' conceptual understanding and practical abilities in developing systematic, developmentally appropriate teaching modules.

This community service program, entitled "Enhancing the Competence of RA Darun Najah Teachers in Developing Teaching Modules through Training and Mentoring," aims to improve teachers' skills in preparing teaching modules through practical exercises, discussions, feedback, and revisions. Program outcomes are evaluated through pre-tests and post-tests to measure changes in understanding, alongside an assessment of the teaching modules produced by each teacher. The program is expected to improve the quality of learning planning at RA Darun Najah and provide an adaptable model for professional development in other early childhood education institutions.

Previous studies indicate that training can improve early childhood education teachers' competence in developing learning tools. (Saini, Putri, Fauzan, Pratama, & Sirojudin, 2025) found that training on the Merdeka Curriculum enhanced teachers' understanding of teaching modules, assessments, learning outcomes, learning objectives, and learning objective sequences. Similarly, (Muhlisin, Akhirudin, Suryono, & Khusniahadi, 2025) highlighted the role of community service in strengthening teachers' competence in developing teaching modules.

Research (Aini, Pratama, Sutrisno, Suprayogi, & Sabri, 2023) identified teachers' difficulties in understanding teaching module criteria, development procedures, and alignment with children's characteristics and learning environments. Although these studies emphasize the importance of training and practical support, their contexts and participants differ from those at RA Darun Najah. Therefore, this program addresses teachers' specific difficulties through structured training, module development practice, mentoring, and evaluation, particularly in understanding module components, formulating learning objective sequences, and designing assessments.

The novelty of this program lies in its context-specific training and mentoring approach, designed to address the needs of RA Darun Najah teachers. Evaluation combines pre-tests and post-tests to measure changes in understanding with an assessment of the teaching modules produced by each teacher, covering component completeness, alignment between learning objectives and activities, and assessment design. Unlike previous studies conducted in different contexts, this program emphasizes practical outcomes tailored to

the institution's needs. Its novelty is contextual and application-oriented, rather than claiming that training and mentoring are entirely new methods.

METHODS

This community service activity uses a participatory descriptive approach through training and mentoring to improve teachers' competence in creating teaching modules. This approach actively involves teachers in understanding the material, practicing module development, and refining their work based on feedback. Training and mentoring serve as a strategy for competence development that connects conceptual understanding with practical teaching skills (Creswell, 2018).

The activity was carried out in August 2026 at RA Darun Najah, Batu Bara Regency, North Sumatra, involving five teachers. The implementation consisted of four stages: socialization, training, mentoring, and evaluation. The activity materials included understanding the components of the teaching module, formulating learning objectives, arranging the flow of learning objectives, developing learning activities, and designing assessments.

Data collection was done through observation, pre-tests and post-tests, as well as documentation of the teaching modules created by the participants. Observations were used to identify teacher participation and challenges during the activities. Pre-tests and post-tests were used to show changes in understanding before and after the training, while documentation was used to review the results of the teaching module preparation. Using several data collection techniques helps give a more complete picture of the process and outcomes of the activities (Arikunto, 2021).

The data was analyzed descriptively. The pre-test and post-test results were compared to see changes in participants' understanding, while observation and documentation data were analyzed to explain the implementation process and the results of the mentoring (Miles, Huberman, & Saldaña, 2014). The teaching module was reviewed based on the completeness of its components, clarity of learning objectives, suitability of activities with children's characteristics, relevance of media and learning resources, as well as the accuracy of assessments. However, since the test scores and module evaluation scores are not yet available, the extent of teacher competency improvement cannot be determined quantitatively (Moleong, 2024).

RESULTS

The community service program entitled "Improving the Competence of RA Darun Najah Teachers in Developing Teaching Modules through Training and Mentoring" was conducted in August 2026 at RA Darun Najah, located at Kilometer 100 of the Trans-Sumatra Highway, Laut Tador/Sei Suka District, Batu Bara Regency, North Sumatra Province, Indonesia. The program involved five teachers and focused on strengthening their pedagogical competence, particularly in developing teaching modules that meet the learning needs of early childhood learners. Preliminary observations identified several key challenges, including teachers' limited understanding of teaching module components, the development of learning objective sequences, and assessment design. Accordingly, the program was organized into four stages: socialization, training, mentoring, and evaluation, to help teachers understand and practice the systematic development of teaching modules.

Implementation of Teaching Module Development Training and Mentoring

The results indicated that training and mentoring provided a means of strengthening teachers' understanding of the principles and stages involved in developing teaching modules. During the socialization stage, the activities aimed to establish a shared understanding of the importance of learning planning that aligns with the developmental

characteristics of early childhood learners. Teachers received explanations regarding the function of teaching modules as guidelines for implementing learning activities, covering the formulation of learning objectives, selection of activities, use of instructional media, and design of assessments. This stage provided a foundation for connecting administrative requirements in learning planning with pedagogical practices in the classroom.

During the training stage, the materials focused on introducing the structure of teaching modules, identifying learning outcomes, formulating learning objectives, developing learning objective sequences, and designing activities appropriate to children's needs. The presentation was supplemented with examples of teaching module designs to clarify the relationship between learning objectives and planned activities. Particular emphasis was placed on designing activities that not only meet curriculum requirements but also provide young children with concrete, enjoyable, and meaningful learning experiences.

The subsequent mentoring stage focused on the practical development of teaching modules by each teacher. Through this process, participants had the opportunity to apply the training materials to their own learning documents. The mentoring activities included reviewing the components of teaching modules, examining the alignment between learning objectives and activities, and evaluating assessment designs intended to monitor children's development. Guidance and feedback were essential components of this process, helping teachers identify areas requiring improvement and refine their teaching modules accordingly.



Figure 1. Socialization and coordination activities with the principal and teachers



Figure 2. Delivery of training materials for developing teaching modules



Figure 3. Assisting in preparing teaching modules with the teachers of RA Darun Najah

Improving Teachers' Understanding and Skills in Creating Teaching Modules

The evaluation results indicated an improvement in teachers' understanding of teaching module development following the training and mentoring activities. This improvement was reported based on differences between pre-test and post-test scores and the completion of a teaching module by each participant. However, the extent of the improvement could not be determined because individual scores and average test results were not available.

Table 1. Summary of the Evaluation Results of RA Darun Najah Teachers' Competence

Evaluation Aspect	Reported Results
Number of participants	5 teachers
Initial understanding	Teachers experienced difficulties in developing teaching modules
Pre-test and post-test evaluation	Differences were reported between scores before and after the training
Teaching module development practice	Each teacher produced a teaching module
Program outputs	5 teaching modules
Teaching module quality assessment	Assessment scores were not available

Source: Summary of the community service activities at RA Darun Najah, August 2026.

Based on Table 1, the outcomes of the program can be examined from two main aspects: changes in understanding and the ability to produce learning materials. Differences between pre-test and post-test scores provide an initial indication of changes in participants' knowledge, while the completion of five teaching modules demonstrates the practical output of the mentoring activities. Nevertheless, the availability of teaching modules does not automatically indicate that all participants have achieved an optimal level of competence. The quality of the modules requires further examination in terms of component completeness, alignment between learning objectives and activities, appropriateness for children's developmental stages, and the suitability of the assessment design.

Results of Teaching Module Development through Mentoring

One of the main outcomes of the program was the completion of teaching modules by all five RA Darun Najah teachers, demonstrating the practical application of the knowledge gained during the training. This output indicates that the mentoring activities

provided teachers with opportunities to practice developing learning materials according to the institution's needs. The development process emphasized alignment among learning outcomes, learning objectives, learning activities, and assessment. Such alignment is important because teaching modules serve not merely as administrative documents but also as practical instruments that help teachers organize and implement learning activities systematically.

Table 2. Evaluation Criteria for Teaching Module Products

Evaluation Aspect	Indicators
Completeness of components	The module includes identification information, learning objectives, learning activities, and assessment
Learning objectives	Objectives are clearly formulated and aligned with the intended learning outcomes
Learning activities	Activities are appropriate to children's developmental characteristics and needs
Learning media and resources	Media and resources are relevant to the planned activities
Assessment design	Assessment is aligned with learning objectives and indicators of child development

Source: Proposed evaluation framework for assessing the teaching modules developed through mentoring; these criteria do not represent actual assessment scores.

Table 2 presents the criteria that can be used to assess the quality of teaching modules systematically. This assessment is necessary to ensure that program outcomes are evaluated not only by the number of documents produced but also by the extent to which their content aligns with the principles of early childhood education. Through product evaluation, the strengths and weaknesses of the teaching modules can be identified, providing a basis for continuous improvement.



Figure 4. Example of a product documentation layout for a teaching module. Source: Replace with a photo of a teaching module actually compiled by a teacher from RA Darun Najah, August 2026.

The results of the activities show that training and mentoring at RA Darun Najah have produced outputs in the form of teaching modules created by each teacher, along with reports of changes in understanding after the training. These findings support the importance of teacher professional development through activities that combine knowledge enhancement and hands-on practice. However, conclusions about the level of competence improvement need to be strengthened by presenting pre-test and post-test scores, assessments of the quality of the teaching modules, and documentation of the mentoring process. With this supporting data, the results of the activities can provide

more measurable evidence of how training and mentoring contribute to teachers' competence in preparing teaching modules.

DISCUSSION

The community service activities at RA Darun Najah show that improving teachers' skills in creating teaching modules needs to be done through an approach that combines conceptual understanding with practical skills. Based on initial observations, teachers still have trouble understanding the components of a teaching module, organizing learning objectives, and designing assessments. This situation highlights the need for professional development that doesn't just focus on understanding the curriculum, but also on the ability to translate learning objectives into well-structured activity plans. (Putriani & Kristiantari, 2022; Ridwan, Permana, & A'yuni, 2026) It explains that training on creating teaching modules for early childhood education teachers is needed to strengthen their understanding of the components and steps in preparing learning tools. Their activities in Pamekasan Regency used workshops to provide concrete insights on making teaching modules for the Independent Curriculum. These findings are relevant to the socialization and training implemented at RA Darun Najah because both stem from teachers' need to understand the structure of teaching modules and develop lesson plans that suit the characteristics of young children.

In the context of early childhood education, a teaching module should be understood as a tool that helps teachers plan learning experiences based on the goals, needs, interests, and developmental stages of children. Creating a teaching module shouldn't just stop at fulfilling administrative components, but should also show the connection between learning outcomes, objectives, activities, media, and assessments. (Mohammad, Ladin, & Shaharom, 2025; Arifin, Ibrahim, & Adnan, 2026), In the activity of mentoring early childhood education teachers in Gresik Regency, it was identified that teachers' difficulties were related to understanding the criteria for a good teaching module, the stages of preparation, and adapting it to the characteristics of students and the learning environment. Through workshops and guided group discussions, the activity resulted in ten teaching modules and improved teachers' understanding of the components and techniques of preparing them. These results reinforce the findings at RA Darun Najah that mentoring is needed so that teachers not only understand the theory but can also apply it in learning documents. The practice of preparing modules by each teacher at RA Darun Najah became a form of applying the knowledge gained during training.

The importance of combining training and mentoring is also seen in research (Yantoro, Sholeh, Budiono, & Sastrawati, 2024; Zh, Sari, Thaariq, Sumalee, & Kamilah, 2026) which discusses improving the competence in developing teaching modules for early childhood educators in the implementation of the Merdeka Curriculum. The study emphasizes that mentoring helps teachers create teaching modules that are relevant to children's developmental needs and support student-centered learning. In activities at RA Darun Najah, this principle is applied through delivering materials, providing sample designs, practicing module development, and giving feedback on teachers' work. These activities give participants the chance to review whether the goals align with learning activities and assessment designs. Thus, mentoring serves as a facilitation process that helps teachers identify shortcomings in their initial plans and improve them based on the guidance provided. Even so, changes in the quality of teaching modules still need to be assessed using clear criteria so that the results of the mentoring can be explained based on evidence, not just on whether the activities were carried out.

The findings at RA Darun Najah can also be compared with other activities. (Rafei, Mohamad, & Mafarja, 2024; Islami, Ibrohim, Muttaqien, & Mujib, 2026), The people who carried out the guidance for making teaching modules based on the Merdeka Curriculum for early childhood education teachers did so through lectures, guided group discussions, and training. The activities were reported to be able to motivate participants and

encourage them to produce teaching modules. The similarity with the activities at RA Darun Najah lies in the use of a participatory approach and a focus on learning products. In both contexts, teachers are not just recipients of information but also act as implementers who develop learning tools. The difference lies in the institutional context and the number of participants involved. The activities at RA Darun Najah involved five teachers within one institution, so the guidance could be focused on the specific needs of the institution and issues identified through initial observation. However, because the number of participants was limited, the results are more accurately understood as an illustration of competency development practices at the institutional level, rather than as evidence that can be generalized to all early childhood education teachers.

Research (Junaedi, Syafi'i, Hasyim, & Marwat, 2025; Febrianty & Pujiono, 2026) It's also relevant because it discusses training on creating teaching modules for teachers in Dobo, Aru Islands Regency. The activity arose from a similar problem, namely limited understanding of the concept of teaching modules, formulating learning objectives, and preparing assessments. The activity involved mentoring, discussions, workshops, module preparation simulations, and evaluations through pre-tests and post-tests. The author reported an improvement in participants' ability to create more systematic and practical teaching modules. This similarity shows that evaluation before and after training can be an important tool to understand changes in teachers' understanding. In the activity at RA Darun Najah, the reported difference in pre-test and post-test scores is an initial indication of a change in understanding, but the actual scores are not yet available, so the amount of improvement cannot be calculated. Therefore, presenting the initial scores, final scores, and the difference in each participant's scores will strengthen the reporting of results and allow readers to assess the changes that occurred more transparently.

From the product assessment side, mentoring activities need to be followed by an evaluation of the teaching modules produced. (Kusbah & Khozin, 2025; Abdullah, Rachman, & Muhyiddin, 2026), In training for preparing teaching modules as an effort to improve teachers' skills in lesson planning, delivering the material and practicing module preparation are considered part of developing teacher skills. This approach aligns with activities at RA Darun Najah, which result in teaching modules from each participant. However, the number of products produced does not automatically indicate that the quality of all modules meets the expected criteria. Therefore, the assessment needs to cover the completeness of components, clarity of learning objectives, alignment of activities with the goals, relevance of media and learning resources, and accuracy of assessments. The assessment framework presented in Table 2 can serve as a basis for this evaluation, but it needs to be supplemented with the actual scores of each module so it can be used to draw conclusions about the quality of the products.

Overall, previous research shows that training, workshops, hands-on practice, and mentoring are commonly used approaches to help teachers understand and develop teaching modules. The activities at RA Darun Najah are consistent with this trend, especially in terms of applying the material through practice and producing teaching modules by each teacher. The contextual contribution of these activities lies in addressing specific issues in a single institution by involving all five teachers. However, the report still needs to distinguish between the outputs of the activity, changes in understanding, and improvements in product quality. The output in the form of five teaching modules has been reported, while the extent of changes in understanding and module quality still requires measurable supporting data. By completing the pre-test and post-test results, product assessment rubrics, and documentation of the revision process, this activity can provide stronger evidence of the contribution of training and mentoring to the development of teachers' competence in preparing teaching modules.

CONCLUSION

The training and mentoring activities for preparing teaching modules at RA Darun Najah show that an approach combining socialization, training, practice, and evaluation can support the development of teacher competencies. This activity, which involved five teachers, produced five teaching modules and reportedly showed differences between pre-test and post-test scores. Practically, this activity can serve as a basis for developing an ongoing mentoring program to improve the quality of early childhood learning planning. However, the limited number of participants, the unavailability of numerical test results, and the absence of module quality assessment scores mean that the extent of competency improvement cannot yet be objectively determined. Therefore, future research is suggested to involve more institutions, use a structured module assessment rubric, present pre-test and post-test results quantitatively, and conduct follow-up evaluations to find out the sustainability of teachers' skills and how they apply them in learning.

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