

# **Workshop on Context-based Instructional Design to Optimize the Pedagogical and Professional Competence of Science Teachers in the Era of Society 5.0**

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## **ABSTRACT**

The rapid development of technology in the era of society 5.0 has an impact on human life, including education. Many challenges will be faced in the era of society 5.0, one of which is in education related to human resources. Teachers must be technologically literate to develop a learning process that keeps students active to practice the skills needed in the era of society 5.0 and integrate learning resources that prioritize learning resources around students. Therefore, science teachers are required to package learning so that it can be in accordance with the nature of science learning by not ruling out the achievement of learning in accordance with the nature of science. In learning, teachers should provide meaningful contextual learning experiences for students. One way that can be done is to implement learning that helps students to understand the teaching material and relate it to the context of everyday life, better known as context-based learning. This PPM is a PPM on the research results of the service team regarding the application of research products on context-based learning in science learning. This training activity aims to improve the pedagogical and professional competence of teachers in the era of society 5.0.

Activities will be carried out at MGMP IPA Sleman Regency on June 30 for coordination with the audience, July 29, 2023 workshop implementation at SMPN 1 Kalasan and July 30-August 5, 2-23 finalization of workshop products. The purpose of this activity is to disseminate the results of research from the service team on the development of context-based tools, improve teachers' skills in developing instructional design, especially those based on context and integrating technology, help teachers analyze the needs to design context-based learning. Activities are carried out offline as well as online. This activity is divided into several stages, namely the delivery of theory, practical training in the preparation of Context-based Instructional design by integrating TPACK and evaluation of the Instructional design products made that have been developed by participants. Tutorials and workshops, namely the delivery of material (a) Context Based Learning and its Implementation in Science Learning, (b) Instructional Design in science learning, (c) Utilization of technology in the preparation of Instructional Design. Structured assignments, namely the preparation of context-based Instructional Design that integrates contextual learning resources in science subjects. Consultation of tasks, namely consultations carried out via email / WA / HP, especially for trainees who have difficulty in completing structured tasks and evaluation activities through questionnaires, observation and mentoring.

The results of this activity are junior high school science teachers in Sleman Regency have the ability to improve pedagogical and professional competencies in preparing context-based Instructional Design in science learning. In addition, the results of PPM activities also become material for studies, journals, or references in similar PPM activities

*Kata Kunci: eacher Competence, Instructional Design, Context based learning*