

Training and development of learning devices in the digital era at Asy-Syadzili junior high school Pakis Malang

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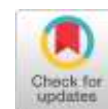
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ABSTRACT

The teaching and learning process is the core of educational activities in schools. There is an interaction between educators and students in the teaching and learning process. Good learning is possible to produce good graduates as well. The service was carried out at Asy-Syadzili Junior High School, Sumberpasil, Pakis, Malang Regency, which involved 31 teachers. Based on the results of the training preparation of learning devices in the digital era at Asy-Syadzili Junior High School, we can conclude that 85.7% of teachers understand the learning tools in accordance with the applicable curriculum; 71.4% of teachers can prepare lesson plans in the digital era; 57.1% of teachers are able to make IT-based learning media, and 57.1% of teachers are able to implement the plans and media that have been made in learning.



KEYWORDS

Learning tools
Learning media
Digital era



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1. Introduction

National development is carried out in various fields, one of which is in the field of education. Education is the main foundation in preparing the next generation to achieve the ideals of the nation. Therefore, education must be carried out and implemented as well as possible. Education is carried out intentionally so that educational goals are achieved, namely the occurrence of changes in students' attitudes and personality after educational activities are held. This is in line with Szymkowiak opinion that education is a process to influence students to adapt as best as possible to their environment, and thus will cause changes in themselves [1]. Teaching is tasked with directing the educational process so that the goals of the change can be achieved as desired [2]. The achievement of educational goals depends on how the teaching and learning process is carried out professionally. The teaching and learning process is the core of educational activities in schools [3]. There is an interaction between educators and students in the teaching and learning process. Students experience the educational process, while educators process learning activities and other roles so that teaching and learning activities become effective [4]. Good learning is possible to produce good graduates as well. Therefore, in carrying out learning, educators must really have good preparation [5]. Preparations that educators must do can be done in writing or unwritten. In writing, educators must have good material and mental readiness [6]. While in writing, the preparation of educators is contained in a set of learning which is usually referred to as a learning device [7]. Based on observations and information obtained at Asy-Syadzili Junior High School Pakis Malang, it can be said that Asy-Syadzili Junior High School Pakis Malang is one of the schools with great potential in improving the quality of learning. There are approximately 600 students with 35 educators or teachers. Asy-Sadzili Junior High School is one of the schools located in the "Asy-Syadzili Islamic Boarding School" environment so that the learning content of students is very dense. Students have to take lessons in public schools; in the afternoon until the evening, they take lessons in Islamic boarding schools. Considering the dense learning load received by students, However, the reality is that based on observations, there are still

many educators who teach at Asy-Syadzili Junior High School who use learning tools, especially the improvised Learning Implementation Plan (RPP), without paying attention to the concept of learning in the preparation of learning tools. At the same time, it is important for an educator to analyze the concept of learning and plan to learn according to the applicable curriculum to enable educators and students to carry out a directed and planned learning process according to predetermined goals. In preparing lesson plans, educators should be able to adjust to curriculum developments.

Furthermore, based on the needs analysis results, it shows that in Asy-Syadzili Junior High School, there is still a need to increase teachers' pedagogic competence in developing learning tools. Learning devices are media that are used as guidelines or instructions in a learning process [8]. The learning device itself has a goal to fulfil a teacher's success in learning. Regarding the Standards for Primary and Secondary Education, it is stated that the preparation of learning tools is part of learning planning [9]. Learning planning is designed in the form of a syllabus and lesson plans that refer to content standards. In general, the problems faced by partners, educators are still weak in mastering learning theory and educational learning principles, the ability to design educational lessons and the ability to design lessons that can facilitate the development of students' potential to actualize their various potentials also still lacking. The results of the analysis of the Learning Implementation Plan (RPP) document indicate that in general, there are still some problems with the RPP produced, including; (1) Most of the teachers of Asy-Syadzli Junior High School Pakis Malang use the syllabus and lesson plans that are produced and adapted to environmental characteristics outside; (2) The formulation of learning objectives is not clear; (3) The learning material is not yet organized as seen from the coherence, Based on these problems, the servant will carry out community service with the title "Training for the Preparation of Learning Devices in the Digital Era at Asy-Syadzli Junior High School, Malang". The learning tools here are focused on the Learning Implementation Plan (RPP).

2. Method

To achieve the objectives of program implementation, after finding partner problems, it is necessary to determine the approach method that will be used in solving problems appropriately while planning work procedures, as follows; (1) Educational activities or lectures on concepts and scope of learning devices in accordance with the curriculum as a solution to problems understanding of the concept and scope of learning devices in accordance with the applicable curriculum is still lacking. The methods used are Lecture, Discussion, Simulation, Questions and Answers, Pre Test. The work procedures carried out are as follows; (a) Preparation of learning materials about the concept and scope of learning devices; (b) Preparation of pre-test questions; (c) Preparation of simulation demonstrations related to education and training materials; (d) Lectures supported by relevant media and innovative methods; (2) Education or lectures on the use of technology in the learning process as a solution to the problem of knowledge and the use of technology in the learning process is still not optimal. The methods used are Lecture, Discussion, Simulation, Questions and Answers, Pre Test. The work procedures carried out are; (a) Preparation of learning materials about knowledge and use of technology in PBM; (b) Preparation of pre-test questions; (c) Preparation of simulation demonstrations related to education and training materials; (d) Lectures supported by relevant media and innovative methods; (3) Training and education prepare learning tools (RPP) in accordance with curriculum developments as a solution to problems RPP used as a guide in teaching is still not in accordance with curriculum development. The methods used are Lectures, Discussions, Questions and Answers. The work procedures carried out are; (a) Practice, preparation of material on the Learning Implementation Plan (RPP); (b) Lectures supported by relevant RPP examples and innovative methods; (c) Training in preparing RPP; (4) Training in the manufacture of IT-based learning media as a solution to the problem of learning media used is still conventional. The methods used are Lectures, Discussions, Questions and Answers. The work procedures carried out are; (a) Practice preparation of materials on IT-based learning media; (b) Lectures supported by examples of IT-based learning media; (c) Training on making IT-based learning media; (5) Assistance in carrying out learning discussions a solution to the problem of learning that is carried out is not fully in accordance with the

lesson plan. The methods used are Question and answer, Practice. The work procedures carried out are; (a) Practice Learning /PeerTeaching; (b) Carry out learning in class.

3. Results and Discussion

3.1. Results of Community Service Activities

Community service with the activity "Training for Preparation of Learning Devices in the Digital Era at Asy-Syadzli Junior High School Malang" has been carried out from July to September 2020 at Asy-Syadzli Junior High School Malang, which 35 teachers attended. The results of the training activities for the preparation of learning tools in the digital era at Asy-Syadzli Junior High School Pakis Malang are detailed as follows.

1) Before Training

Before the training started, a discussion was held with the participants whether the participants had prepared learning tools independently. In the discussion, it was found that most of the teachers had not developed learning tools independently. They use learning tools, especially Learning Implementation Plans (RPP), from existing school documentation. The difficulty experienced by teachers in conducting action research into preparing lesson plans is that they do not understand how to formulate indicators of achievement of HOTS-based competencies, formulate learning objectives, develop learning steps that are in line with established learning models, approaches and methods, create IT-based learning media, compiling Student Worksheets (KLPD), and compiling evaluation instruments.

2) Training

In the initial activity, we asked two training participants to deliver or present the lesson plans that have been used as the basis for carrying out teaching and learning activities. After that, we will discuss together the shortcomings of the RPP. After all, participants were able to analyze the shortcomings of the lesson plans, and our next activity was to provide training materials related to the preparation of the lesson plans. The training related to the preparation of the RPP was carried out for two days. This training was attended by 35 Asy-Syadzli Junior High School Pakis Malang teachers. On the first day of the training, the opening material was delivered by Mrs Dr Endah Andayani, MM Materials related to the components of learning tools. The second material was delivered by Mrs Dr Lilik Sri Hariani, M.Ak., the material presented is related to the preparation of lesson plans that are oriented to the needs of students; this is in accordance with the regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for Basic and Secondary Education Processes. The principle of preparing lesson plans is to apply written pedagogical principles to be realized in learning activities so that students gain effective learning experiences in developing attitudes, character values, knowledge, and skills in accordance with the learning objectives that have been set. After receiving these two materials, the participants immediately practised preparing the lesson plans. The second day, the material was delivered by Mrs Della Rulita, N., M.Pd., materials related to the preparation of digital-based learning media. In the process of designing learning media, there are several steps that must be considered, namely: (1) the media must be designed as simple as possible so that it is clear and easily understood by students; (2) the media should be designed according to the subject to be taught; (3) the media should be designed not too complicated and not make students confused; (4) the media should be designed with materials that are simple and easy to obtain but do not reduce the meaning and function of the media itself; (5) the media can be designed in the form of models, pictures, structured charts, etc., but with cheap and easily available materials so that it does not make it difficult for the teacher to make the media.

3) Accompaniment

Community service activities do not stop on those two days, and the next activity is mentoring in the preparation of learning tools. Mentoring is carried out from July to September 2021. In addition to mentoring activities, peer teaching activities are also carried out to practice lesson plans and learning media that have been produced.

3.2. Discussion of the Results of Community Service Activities

The implementation of community service activities with the theme "Training for Preparation of Learning Devices in the Digital Era at Asy-Syadzli Junior High School Pakis Malang" can be said that the achievement of the training objectives is actually very good because from the indicators of achieving the goals all can be achieved. The participants were very enthusiastic in participating in the training and mentoring activities. The strategies developed in this activity are education, training, and mentoring to design learning so that learning is more meaningful and fun. Broadly speaking, the service activities run smoothly without any obstacles and obstacles. The objectives of the service activities can be achieved, namely; (1) Teachers gain new knowledge related to the preparation of learning tools that are in accordance with the needs of students as mandated in the Decree of the Minister of Education and Culture of 2016; (2) Teachers are able to make learning media based on information technology and the internet. There is an increase in abilities and skills in the use of information technology and internet-based learning media to support the online learning process. Figure 1 is a presentation of data on improving teacher skills in compiling learning tools and preparing IT-based media.

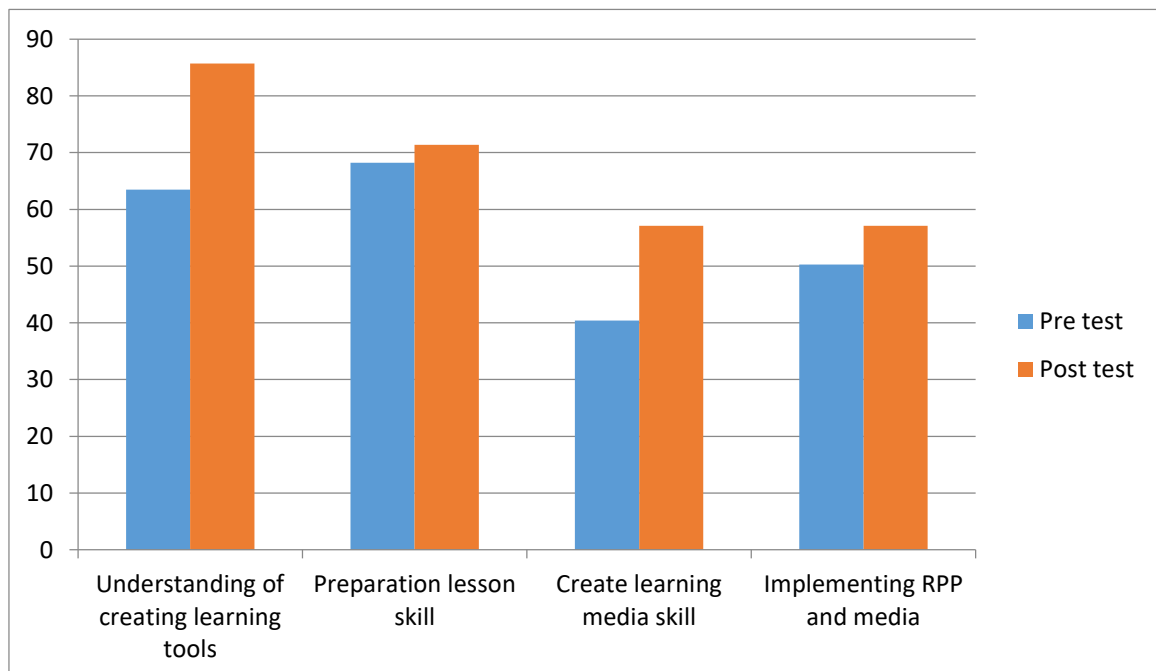


Fig. 1. Pre-test and Post-test graphic

In more detail, it is described as follows; The training was attended by all 35 teachers of Asy-Syadzli Junior High School. The impact of this training is that 85.7% of teachers understand the learning tools in accordance with the applicable curriculum; 71.4% of teachers can prepare lesson plans in the digital era; 57.1% of teachers are able to create IT-based learning media, and 57.1% of teachers can implement the plans and media that have been made in learning. Being a creative, professional and fun teacher is required to have the ability to develop effective media and evaluation of learning. This is very important, especially to create a conducive and fun learning climate because the teaching and learning process is an interaction between teachers and students in a lesson to realize the goals that have been planned and set. The teacher must know how to develop learning programs using computer media to achieve this. In general, an active learning strategy by utilizing information and communication technology in the learning process is the presentation method. In presentations, a teacher does not always have to stand in front of the class giving lessons or use the lecture method but can use videos, films, or interactive slides visualized through an LCD projector. Through the use of laptops and LCD projectors, this media can make

presentations more interesting. The main success in using an active presentation strategy is the presenter or teacher. Media is just a tool that helps make presentations more interesting.

4. Conclusion

Provide a statement that what is expected, as stated in the "Introduction" chapter, can ultimately result in the "Results and Discussion" chapter, so there is compatibility. Moreover, the prospect of the development of research results and application prospects of further studies can also be added to the next (based on result and discussion).

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