

## Assistance in Making Digital Learning Media Based on Ubiquitous Learning in Implementing The Independent Curriculum in Madrasah Ibtidaiyah Cililin Sub-District

Fikri Rizkia Muhammad <sup>a)</sup>, Saepulloh<sup>b)</sup>

STAI Darul Falah, Bandung Barat, Indonesia

<sup>a)</sup> Corresponding author: vikrimoze@gmail.com

<sup>b)</sup> Saepullohma33@gmail.com

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### ABSTRACT

The implementation of Merdeka Curriculum demands innovation in the learning process, one of which is through the use of digital learning media based on ubiquitous learning (u-learning). U-learning allows learning to take place anytime and anywhere, supporting flexibility in meeting student needs. This research aims to assist Madrasah Ibtidaiyah teachers in Cililin Sub-district in designing and applying u-learning-based digital learning media relevant to the Merdeka Curriculum. The method used is a participatory approach, involving training, workshops and direct assistance to teachers. The mentoring results show that teachers are able to develop digital learning media using platforms. They also successfully integrated elements of the Merdeka Curriculum, such as project-based learning and differentiation, into the designed media. In addition, the utilization of digital technology increases student engagement in learning, both in class and independently. Teachers feel more confident in utilizing technology and show increased creativity in compiling learning materials. This study concludes that assistance in making u-learning-based digital learning media is effective in supporting the implementation of Merdeka Curriculum in Madrasah Ibtidaiyah. The main recommendation is the need for continuous training to ensure teachers can utilize technology optimally, as well as the provision of supporting infrastructure such as an adequate internet network. With this approach, it is expected that learning in madrasah can be more innovative, inclusive, and relevant to the needs of students in the digital era.

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## INTRODUCTION

Currently, the national education system continues to innovate and undergo many major changes. This is done as an effort so that the quality of national education can improve and be in line with the needs of the times. In fact, it cannot be denied that the development of the world today has demanded rapid adaptation from every nation so that it can still exist and have the ability to compete in the era of globalization. In the process of education in Indonesia, there have been many curriculum changes from time to time, the goal is that national education continues to experience improvement and improvement. One of the major breakthroughs in national education today is the launch of the independent curriculum (Pishtari et al., 2020).

In this regard, the independent curriculum is a grand design regarding the national education process that encourages education stakeholders to utilize technology in the learning process, strengthen character, develop a climate of democracy, and learning independence. It is important to understand that the implementation of the Independent Curriculum requires adjustments in the use of technology and learning media that are relevant to the needs of the times, and this is where the role of digital-based learning media becomes important to note (Yogiyatno, 2019). In addition, with the rapid development of technology, learning is no longer limited to traditional classrooms. Ubiquitous Learning, which offers learning anywhere and anytime using various technological devices such as smartphones, tablets, and laptops, is becoming an increasingly recognized approach to learning (Mehmood et al., 2017; Virtanen et al., 2018).

However, in the context of Madrasah Ibtidaiyah in Cililin District, the utilization of digital learning media based on Ubiquitous Learning is still very limited. This is evidenced by research conducted by Takariani et al. (2023) which states that the average digital literacy level of the people of West Bandung Regency, including teachers, is still dominated by the low (35.6%) and medium (43.6%) categories. Therefore, adequate assistance and training are needed to support teachers in developing and implementing the media. In addition, the implementation of Merdeka Curriculum demands curriculum development that is more contextual, relevant, and responsive to the needs of students and their learning environment (Meriläinen & Piispanen, 2018). In this case, digital learning media can be a very effective tool to present learning materials in a more interesting, interactive, and relevant to students' daily lives (Pimmer et al., 2016; Wang et al., 2017)

In line with this, many Madrasah Ibtidaiyah teachers in Cililin District still lack adequate training and support in utilizing this digital learning media in the context of the Merdeka Curriculum (Jones & Jo, 2004; Mota et al., 2019)). Therefore, this PKM will discuss the importance of assistance in making digital learning media based on Ubiquitous Learning, especially in the context of implementing the Merdeka Curriculum in Madrasah Ibtidaiyah Cililin District.

## METHOD

Participatory Action Research (PAR) is a research method that involves active collaboration between researchers and research participants in identifying problems, planning, implementing actions, and analyzing results (Cornish et al., 2023). In PAR, research participants are not only considered as objects of research, but also as subjects who have valuable knowledge and experience about the context under study. The PAR research process begins with the identification of a problem or issue that is relevant and significant to the research participants, which is then studied collaboratively to formulate actions that can be taken to solve the problem. Next, through participatory stages, research participants are actively involved in implementing the planned actions, by observing and reflecting on the impact of these actions (Kemmis et al., 2014, 2019)

At this stage, the researcher acts as a facilitator who assists research participants in planning and implementing actions and collecting relevant data. After the action is implemented, the data analysis process is carried out collaboratively between the researcher and the research participants to evaluate the impact of the actions that have been taken and determine the next steps. Thus, through the participatory approach underlying PAR, this method not only generates new knowledge, but also allows for more sustainable social change that has a positive impact on the research participants and the communities involved. In this regard, this method was chosen by the researcher because it is in accordance with the needs of the service program to be carried out, namely the active involvement of activity participants so that it can achieve the expected goals (Chevalier & Buckles, 2019; Wood, 2019).

## **RESULTS AND DISCUSSION**

The steps of the community service process carried out by researchers in accordance with the PAR method and have been carried out are as follows:

### **Planning**

- **Mapping**  
This initial mapping process was carried out to find out the conditions of the participants/partners of the activity, in this case the participants of the activity were madrasah ibtidaiyah teachers in Cililin District. In addition, the initial mapping was also carried out to find out the various problems experienced by the activity participants.
- **Building Relationships**  
In this case, researchers conducted relationships and interactions with activity participants, madrasah principals, and parties related to the activity agenda. This aims to better understand the conditions experienced by activity participants, build better communication, and find the core of the problem.
- **Determining the Research Agenda**  
At this stage, researchers create an agenda and determine the time of program implementation. This step was carried out by establishing communication with the activity participants. This is important so that the activity time can be carried out optimally and can be attended by the participants.
- **Formulating the Problem**  
The problem formulation process was carried out by researchers together with activity participants. This aims to find the problems experienced by teachers, especially in developing digital learning media.
- **Developing a Strategy**  
In this case the teachers together with the researchers formulated a movement strategy that could be used to solve various problems faced by teachers, especially in developing digital learning media. At this stage, researchers received input and suggestions related to movement strategies that need to be done. Then, researchers and teachers held a discussion to determine the strategy to be carried out.

### **Implementation**

The process of implementing activities is carried out in accordance with the PAR method which essentially involves participants actively in the activity process. The process of implementing programs related to the development of digital learning media for various Ubiquitous Learning to date that has been carried out consists of several stages, namely:

- Research Team Discussion
- Initial Activity Socialization
- Meeting of Activity Socialization Results
- Implementation of Learning Media Making Assistance Activities Session 1
- Meeting to Evaluate the Implementation of Mentoring Session 1

- Implementation of Assistance Activities for Making Learning Media Session 2
- Evaluation Meeting for the Implementation of Mentoring Session 2
- Implementation of Mentoring Activities for Making Learning Media Session 3
- Meeting to evaluate the implementation of mentoring session 3
- Dissemination of Mentoring Results
- Evaluation Meeting of Dissemination Implementation
- Final Report

## DISCUSSION

Based on the stages of implementation that have been realized, there are several results found by researchers, namely as follows:

- Participants in the implementation of community service activities have limitations in developing digital learning media
- Participants in the implementation of community service activities look quite enthusiastic in participating in the activities
- The resource persons presented can provide new insights and skills for activity participants.
- Teachers are increasingly confident in using technology for learning. The digital learning media developed began to attract students' interest and increase interaction during the teaching and learning process.
- Teachers successfully integrated Merdeka Curriculum principles, such as project-based learning and authentic assessment, in the media they created.

## CONCLUSION

Assistance in making digital learning media based on ubiquitous learning in Madrasah Ibtidaiyah Cililin District has proven effective in supporting the implementation of Merdeka Curriculum. Through this assistance, teachers have succeeded in developing learning media based on digital technology, which supports flexible learning and can be accessed anytime and anywhere. The media not only suits students' needs, but also strengthens elements of the Merdeka Curriculum, such as project-based learning and differentiation, which allows learning to be more personalized and meaningful for students. However, to ensure the sustainability and success of this implementation, it is important to continue to hold ongoing training and mentoring for teachers, as well as improve supporting infrastructure, especially in terms of internet access. With sufficient support, it is expected that u-learning-based digital learning media can be an effective tool in improving the quality of learning in Madrasah Ibtidaiyah.

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