

Electronic Module-Based Learning Media Training for Teachers in Kertamukti Village

Agus Sugendi, Alfi Munajab Badar, Alif Ramadhan, Aulia Permadi, Driska Komala, Epi Nurhayati, Fadilla Trinalia, Fauzia Nurul Fikri, Indah Tamimun Namah, Mohammad Zidan Hidar, Nanda Aulya Nur Fadillah, Neng Wulandari, Silfia Rinda, Yunika Dwi Agustin, Aam Imaddudin

Universitas Muhammadiyah Tasikmalaya, Tasikmalaya, Indonesia

Corresponding Author: aam.imaduddin@umtas.ac.id

ABSTRACT

The minimal use of instructional media in schools in Kertamukti Village is caused by the low competence of teachers in the use of information technology that supports learning. The purpose of the electronic module participatory training is to increase the competence of teachers in compiling and presenting interactive and innovative electronic learning media, so that it is expected to be able to attract the attention and interest of students to increase learning motivation. This training involved teachers at schools in Kertamukti Village, Cimerak District, Pangandaran Regency. This electronic module-based learning media training was attended by 9 teachers from several schools, namely: SD Negeri 1 Kertamukti 3 people, SD Negeri 3 Kertamukti 2 people, MI Cireuma 2 people, and One Roof Middle School 1 Cimerak 2 people. This training uses a participatory method designed to actively involve all activity participants. The training activities are divided into three stages, namely examining the theoretical concepts of electronic modules, simulations and practice, independent learning to develop electronic modules. The teachers participated in 8 hours of training materials and 24 hours of assignments to make electronic modules at their respective homes, so a total of 32 hours of training with teachers producing products in the form of electronic modules that can be used in their respective schools.

Keywords: Participatory training, learning media, electronic modules

INTRODUCTION

Online learning during the pandemic requires students and teachers to interact through online learning on internet media. Online learning media (Sofyana & Abdul, 2019) are learning tools or intermediaries that are not carried out face-to-face, but use platforms that can help the teaching and learning process which is carried out even remotely. Online learning media can be in the form of Google Classroom, Google Meet, Google Form, Google Drive, Zoom, Canva and others.

This learning media training was carried out because teachers have not been able to develop electronic-based digital media. According to Law Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1) teacher competencies include pedagogical competence, personal competence, social competence, and professional competence obtained through professional education. Then in Permendiknas No. 16 of 2007 stated that teachers must have the ability to use learning media and learning resources that are relevant to the characteristics of students and the subjects taught to achieve learning objectives as a whole.

To improve the quality of education, learning media is also an alternative that can be done. Learning media is a message carrier technology that can be used for learning purposes, and is also a physical and communication means for conveying subject matter.

According to the results of field observations conducted in Kertamukti Village, Cimerak District, Pangandaran Regency, there are still many teachers who have not been able to present a creative learning atmosphere in learning. Often students experience boredom in participating in online learning due to the teacher's teaching methods which are still conventional and the use of limited learning resources. Under these conditions, teachers should be able to develop teaching materials and learning media that can be accessed digitally. Of course, the current momentum can be used by teachers as an arena to increase their competence in terms of technological transformation.

RESEARCH METHOD

Electronic module development training uses a participatory training method, namely a training method designed to actively involve all participants and resource persons in activities. Participatory training refers to 4 basic principles, namely participant-centered, learning experiences, goal-oriented, and cooperation. Participatory training to develop electronic modules is designed in 3 main activities: studying the theoretical concepts of electronic modules, simulations and practice, independent learning to develop electronic modules.

RESULT AND DISCUSSION

The results achieved from the implementation of the electronic module development training are the first that teachers can increase competence in making electronic modules. Second, teachers can produce interesting electronic modules for students.

The training on making electronic modules was attended by 9 teachers from several schools in Campaka and Cireuma hamlets, namely 3 people from SD Negeri 1 Kertamukti, 2 people from SD Negeri 3 Kertamukti, 2 people from MI Cireuma, and 1 Cimerak 2 One Roof Public Middle School. person. The electronic module training will be held on August 31, 2022 from 09.00 to 16.00 WIB in the Kertamukti Village Hall.

This training activity for making electronic modules is designed in 3 main activities, namely first, studying the theoretical concept of electronic modules which lasts for 8 hours covering 3 basic electronic module concept materials, electronic module supporting devices in the form of using Canva, and the stages of developing electronic modules. The second activity is the simulation and practice of making an introductory learning video, the simulation that is carried out is also related to the simulation of applying the material

that has been studied such as linking media from YouTube, then the third is independent learning activities in developing electronic modules according to the subject matter being developed. The second and third activities lasted for 24 hours of assignment at their respective homes so a total of 32 hours of training with the teachers producing products in the form of electronic modules.

Achievement of training activities for making electronic modules, namely electronic modules made by teachers who attended the training. Making electronic modules with material including: delivery of an introduction to electronic media which contains the basic concepts of electronic media, supporting devices in the form of the Canva application and stages of developing electronic media.

The previously prepared material is then converted into an electronic module, assistance is provided in making the electronic module with the Canva application. The results of this electronic module will be visible on Android phones so that the material in the module is read on the Android phones of each training participant which can then be distributed to students during class learning. The making of electronic modules with the Canva application is accompanied by expert sources in their fields to make it easier to understand the development of electronic media and provide intensive guidance to training participants. This is in accordance with the opinion of Zuriah, Sunaryo & Yusuf (2016) in Retno Marsitin et al (2018), that the process of implementing the community service program is in the form of workshops with a practice orientation and workshops by prioritizing the principle of partnership which makes the process interactive and dynamic and develops constructively.

With regard to electronic modules, teachers are expected to be creative in making modules and able to develop materials that will be delivered so that electronic modules are attractive to students. This is in accordance with the opinion of Husain (2014) in Retno Marsitin et al (2018), that efforts to optimize the use of information and communication technology in learning provide motivation to teachers regarding the use of information and communication technology in learning as well as various trainings and workshops both held by the school independently or from outside the school.

Increasing teacher understanding in making electronic modules is expected to have an impact on improving teacher quality in learning. Teachers need to be creative in learning to be in line with the demands of the curriculum.

Making electronic modules and modules is one of the teacher's skills in learning using technology. Technology-based learning plays a very important role in efforts to improve the quality of education. Teachers as educators must be innovative in their learning. This is in accordance with the opinion (Fitriyadi, 2012; Munir, 2009) in Retno Marsitin et al (2018), which states that teachers as key players in the educational process are required to quickly update their knowledge, skills and competencies in the field of Information and Communication Technology (ICT).

Organizing training can give a different impression to teachers in carrying out learning activities by displaying material in interactive and interesting modules, so that students can learn in a different and fun atmosphere and learning. Teachers also gain new knowledge with training so that existing competencies increase with increased competency in making electronic modules that can be used as learning media. The training carried out can make teachers work in producing electronic-based modules. This training on making electronic modules will be beneficial for everyone because over time skills in developing electronic modules can be useful and become competencies that can be developed by everyone related to everything that can be accessed directly via the internet so that training on making electronic modules can be beneficial for trainees. In addition, this training was designed to directly involve all participants to take part in a whole series of simulations and practices that were guided and monitored directly by the resource person in the activity, so that the training ran smoothly and all participants could ask questions directly to the resource person when something was not understood.

An effective and efficient teaching and learning process is supported by the availability of supporting media. The provision of media and teaching methods that are dynamic, nurturing and interactive is urgently needed to optimally develop students' potential. Because the potential of students is more stimulated when supported by various media or facilities and infrastructure that support the ongoing interactive process. Media from an educational perspective is a very strategic tool to determine the success of the teaching and learning process. Its existence because it can directly offer its own dynamics to students.

The word media comes from the Latin *medius* which literally means middle, intermediary, or introduction. More specifically, the concept of media in teaching and learning processes tends to be defined as graphic, photographic, or electronic tools for acquiring, processing, and reconstructing visual or verbal information. AECT (Association of Education and Communication Technology) defines media as all forms and channels used to convey messages or information. Aside from being a mediation or initiation system, media is often replaced by the term mediator. The term media mediator shows its function or role. In other words, it coordinates an effective relationship between the two main actors in the learning process: students and course content. In short, the media is a tool to mediate or convey messages that act as lessons (Azhar Arsyad, 2010:3).

According to Anderson (1987) quoted by Bambang Warsita (2008: 123) in Bayu Kurniawan et al (2017), media can be divided into two categories, namely instructional aids and instructional media.

Learning aids or tools to assist teachers (educators) in clarifying the material (message) to be communicated. Therefore, learning aids are also called visual aids. For example OHP/OHT, photo frame films (slides), maps, posters, graphics, flip charts, physical models, learning environments to clarify learning material, and others.

According to Oemar Hamalik (1989) in Cheppy Sunzuphy, learning media are tools, methods and techniques used to make communication and interaction between teachers and students more effective in teaching and learning processes in schools.

According to Suprapto et al in Cheppy Sunzuphy, learning media is a powerful tool that teachers can use to achieve the desired goals. E-learning or e-learning is an increasingly popular way to solve educational problems in both developed and developing countries. Learning is learning that uses electronic services as a tool.

A learning media is a combination of materials and tools or software and hardware (Sadiman, et al., 1996: 5). Learning media can be understood as the media used in the learning process and learning objectives. Because in essence the learning process is also a communication, learning media can be understood as a communication medium used in the communication process, and learning media plays an important role as a means of conveying learning messages.

E-learning is a relatively new learning technology in Indonesia. To simplify terminology, electronic learning is abbreviated as e-learning. This word is a combination of two words, "e" which means "electronic" and "learning" which means "study". Therefore, e-learning means learning using electronic device-assisted services, and implementing e-learning using audio, video or computer devices, or a combination of the three.

The learning media developed in this training are in the form of electronic modules. Electronic modules are computer-based learning media that provide opportunities for students to explore themselves in receiving lessons individually by following the program instructions used (Arsyad, 2013). Also supported by Yasa's findings (2018) in A.A.M. Maharcika et al (2021) which stated that the use of electronic modules (electronic modules) greatly contributed to increasing student interest and motivation in learning in the learning process. In addition, the results of Kuncahyono's research (2018) in A.A.M. Maharcika et al (2021) stated that the practicality level of electronic modules reached 86.5% with teacher and student responses indicating that electronic modules (electronic modules) are very helpful in electronic processes (electronic modules) that can be used independently with the use of digital-based equipment. The teaching materials developed are in the form of modules packaged electronically or often referred to as electronic modules.

The choice of the form of presentation of teaching materials in electronic form is based on several factors, namely technological developments have shifted the existence of printed teaching materials and encouraged the use of electronic teaching materials because they are considered more practical, efficient, and can support all media components needed in learning such as pictures, audio, and video, electronic modules adopt all the advantages and components found in printed modules; and based on the studies that have been conducted, electronic teaching materials have proven to be effective in learning.

Making electronic modules is to compile electronic module material related to articles and books published by the General Administration of Vocational Secondary Education, Ministry of Education, Culture, Sports, Science and Technology, so that the scope of content does not deviate from the national standard of digital simulation content in basic education . level. The selection of books is based on the characteristics of the competency performance indicators of each chapter. The update aspect (up to date) is also a consideration in selecting material sources, so it is very relevant to convey to students.

The contents of the electronic module are conveyed orally in daily conversations. Simple and interesting sentences can give the impression that the user is communicating directly with the material. In addition to linguistic factors, writing patterns also affect reading comprehension. The material in the interactive module uses fixed patterns for writing. This is in accordance with Tompkins (2010) in Komang Rudy Winatha et al (2018), who found that important ideas and information are more easily recognized when students understand the writing style in which they present material.

Interesting information about the history and development of information technology is also included in the delivery of electronic module material. This information conveys not only the main content, but also other important information that you need to know, which helps broaden the reader's horizons and enrich the content of the e-module. The Teacher's Guide is presented in an interesting, simple, concise and clear manner. In this way, teachers as users can really understand how to use it and what needs to be considered when working with interactive electronic modules.

The advantages of electronic modules are that they are designed in an attractive and simple way so that they can stimulate students' interest and involvement in learning. Delivery of material is not only based on text aspects, but is also supported by multimedia components such as images, graphics, videos and animations. The electronic module presents information in the form of text, images, sound, animation and video to clarify the material in the module and follow the instructions for use anytime, anywhere. seen in a structured sequence and give an interesting impression.

CONCLUSION AND SUGGESTION

Electronic module learning media training for teachers in Kertamukti Village can be said to be successful in helping teacher competence and teachers have also succeeded in making electronic learning modules in their respective schools.

The results achieved from the implementation of the electronic module development training are the first that teachers can increase competence in making electronic modules. Second, teachers can produce interesting electronic modules for students. The output of the training on making electronic modules is electronic modules made by teachers who take part in the training. Training on making electronic modules

with material covering: delivery of an introduction to electronic media which contains the basic concepts of electronic media, supporting devices in the form of the Canva application and the stages of developing electronic media.

It is hoped that after conducting the electronic module training for teachers in Kertamukti Village, the knowledge gained can be used on an ongoing basis to support learning activities and can be useful in the future.

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