Community Partnership Empowerment: Optimizing the Teaching Profession Through Omohage Application Based e-Modules Preparation Training

Indah Setyo Wardhani[1,a], Ika Dian Rahmawati[1,b], Bian Dwi Pamungkas[2,c]

[1]Universitas Trunojoyo Madura, Bangkalan, Madura, East Java, Indonesia
[2]Universitas Bhinneka PGRI, Tulungagung, East Java, Indonesia

[a]Corresponding author: indahsetyo.wardani@trunojoyo.ac.id
[b]ika.rahmawati@trunojoyo.ac.id
sabian@uhbi.ac.id

ABSTRACT

This service activity was carried out against the background of the facts: (1) the gap in the quality of education in rural and urban areas; (2) the need for Information and Communication Technology (ICT)-based learning to face the demands of the 21st century, the industrial revolution 4.0, and the digital era; and (3) teachers have difficulty in preparing IT-based learning tools. The Community Partnership Programme team from DRTPM offers a solution by implementing training activities for preparing e-modules to implement spatial imaginative learning models through the omohage (Online Handbook Web-based) application. The participants were all teachers of SDIT AL Kautsar and PAUD AL Kautsar, Kebonduren village, Ponggok sub-district, Blitar district, East Java. Training activities were carried out using the method of discussion, lecture, and practice of handbook preparation by participants. The stages of the activity were: (1) preparation stage, (2) implementation stage, and (3) evaluation stage. The results of the activities are: (1) teachers' understanding of the use of the omohage application; (2) increased teacher skills in preparing learning tools assisted by the omohage application; and (3) published teacher handbook products online.

INTRODUCTION

Al Kautsar Integrated Islamic Elementary School and Wahid Hasyim Al Kautsar Preschool are schools located in Kebonduren village, Ponggok sub-district, Blitar district. The school is located 74.4 km from the centre of East Java province. The school in Ponggok sub-district is bordered by Kediri district to the north, Nglegok sub-district to the south, Srengat sub-district to the east and Udanawu sub-district to the west. The geographical location of the school is on the slopes of Mount Pegat, with narrow, winding roads, many intersections, and bumpy (uneven) ground. The extreme road in this area is the only road for residents to carry out their daily activities. Not surprisingly, there are often traffic jams on the road, even though the speed of the vehicle is only 50-60 km/hour. This makes access to the city relatively long at 5-6 hours, by private car, minibus (waiting period 2-3 hours), or train (according to the train schedule with travel time to the nearest station 1-2 hours). This condition is an obstacle for teachers at Al Kautsar Integrated Islamic Primary School and Wahid Hasyim Al Kautsar PAUD to keep up with the development of science and technology, which results in the low quality of learning in rural schools.

Devotee has made observations about the implementation of the independent curriculum to Al Kautsar Integrated Islamic Elementary School and Wahid Hasyim Al Kautsar PAUD in January 2024. The observation results obtained information that: 1) schools have implemented an independent curriculum, but still need assistance in compiling IT-based learning tools, 2) teachers have compiled IT-based learning tools, but still focus on animation features rather than the substance of the material, 3) some teachers still have difficulty operating power point, sharing screens via zoom, google drive, or learning videos via youtube, and 4) teachers are reluctant to download IT-based applications, because the process is complicated, paid and time-limited. This indicates that: (1) teachers' learning is not yet IT-based, and (2) teachers rarely upgrade their pedagogical and professional skills, especially in the IT field.

Meanwhile, changes in education in the current era require teachers to have the ability to integrate Information and Communication Technology (ICT) into the learning process. This is because teachers must face the challenges of the industrial revolution 4.0 and the 21st century era. The industrial revolution 4.0 has changed the era into a trend of digitalisation, automation, and increased use of Information and Communication Technology (ICT) (Alaloul, et al., 2020). Likewise, the 21st century, has required a person to: (1) master ICT applications; (2) have skills that support higher-order thinking processes; and (3) have skills related to cognitive processes that support learning (van Laar, et al., 2017). Therefore, strategies to deal with an era where all aspects of life, including the learning process, utilise more digital media need to be implemented.

The independent curriculum through the background of curriculum preparation has responded and contributed to facing the challenges of the industrial revolution 4.0 and the 21st century era (Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 12 of 2024: p. 3). These contributions include policy breakthroughs, one of which is the integration of ICT in the learning process. These breakthroughs have been responded by researchers, practitioners, or educational developers to develop applications or platforms for compiling learning tools.

Applications or platforms to support teachers in developing digital-based learning material products have been developed by several researchers. Melanie Perkins, Cliff Obrecht & Cameron Adams have developed the canva platform (Virtanen, 2023) which can be used to create e-modules, e-books, posters, slides, video loops, etc. However, interviews with 15 primary and secondary school teachers found that when they developed e-modules using the canva platform, they took a long time to develop. However, interviews with 15 primary and secondary school teachers revealed that when they developed e-modules using the canva platform, they took a long time, and tended to focus on designing images rather than substance. Tanjung & Faiza, (2019) looked at the weaknesses of the canva application from the other side, namely that canva presentations can only be carried out online. Trivantis Corporation developed lectora

inspire to design learning media using Title Wizard or Blank Title (Fitri, et al., 2023). However, according to (Mandasari, et al., 2020) lectora inspire has weaknesses, namely (1) users who are not proficient in learning computers will have a little difficulty in operating it, (2) it takes time to learn the features and how to use it, (3) at the beginning of downloading the trial version of lectora is only valid for 30 days, if it exceeds it must be paid, (4) if the processor on the computer is slow, it will also affect the speed of the application when used, and (5) must be supported by an LCD and computer to run it. From some of these applications or platforms, it indicates that the existing applications are still relatively complicated, paid, and focus more on animation features rather than the substance of the material. Meanwhile, to respond and contribute to the challenges of the industrial revolution 4.0 and 21st century digital skills (Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 12 of 2024: p. 3), applications that are practical, effective and focused on the substance of the material are needed.

Devotee has produced the Online Mobile Handbook Generator (OMOHAGE) application. Omohage is a web-based application that can be used to create handbooks online. The handbook contains title, materials, learning objectives, learning materials, and quizzes that can be managed and developed by the user. Users do not need to think about the menu arrangement, layout, and other technical matters in the handbook created because it has been pre-configured by the system. The resulting handbook is an HTML-based application that can be run on any platform including Windows, Linux, macOS, iOS, and Android. Omohage application users do not need to worry about features, because this application is designed to focus on the substance of the material. Therefore, the service providers feel obliged to implement the omohage application so that it can provide benefits for teachers at Al Kautsar Integrated Islamic Elementary School and PAUD Wahid Hasyim Al Kautsar.

The Community Partnership Programme from DRTPM supports the collaboration of Trunojoyo Madura University (UTM) with Bhinneka PGRI Tulungagung University (UBHI) in training activities for preparing e-modules to implement spatial imaginative learning models. This activity was carried out as an effort to optimise the teaching profession at SDIT AL Kautsar and PAUD Al Kautsar in Kebonduren village, Ponggok Blitar District. The spatial imaginative learning model was chosen because this learning model has been effectively applied in geometry learning (Wardhani, et al., 2023). So that the training results can be applied in the spatial imaginative learning model.

METHODS

This service activity was carried out in August 2024. The stages of this activity are: (1) preparation stage, (2) implementation stage, and (3) activity evaluation stage. The explanation of each stage is as follows.

Preparation Stage

The preparation stage included: (1) coordination with the school principal for the technical implementation of the training, (2) coordination with the head of the computer laboratory for the technical implementation and timing of the training, (3) preparing a schedule of activities, (4) preparing user names and passwords, manuals for using the omohage application, and omohage application material books, and (5) preparing evaluation sheets.

Implementation Stage

The implementation stage was carried out with details in the form of: (1) delivery of material on the use of the omohage application; (2) practice of using the omohage application by trainees; (3) evaluation of activities; and (4) implementation of activities. The training was attended by all 20 teachers of Al Kautsar Integrated Islamic Elementary School and Wahid Hasyim Al Kautsar PAUD.

Evaluation Stage

The evaluation stage is carried out by assessing all activity activities through the evaluation sheet that has been prepared. Implementation of activities in the form of handbook preparation through the omohage application as an effort to optimise the teaching profession at SDIT AL Kautsar and PAUD Al Kautsar in Kebonduren village, Ponggok Blitar District.

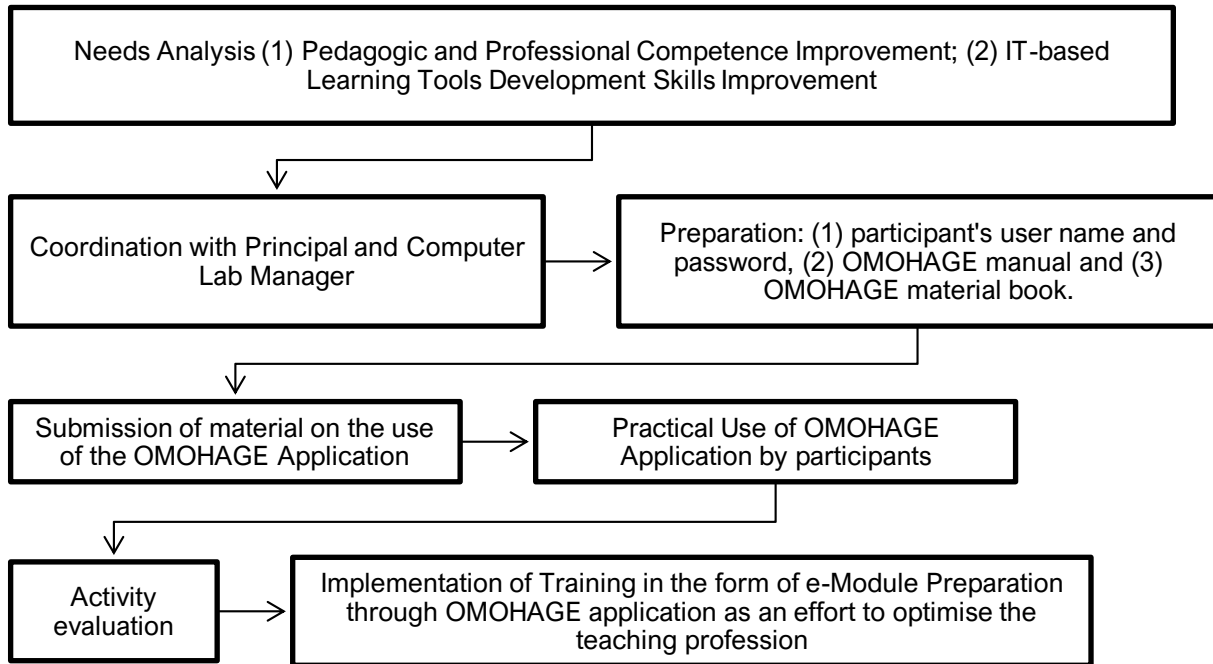The flow of service activities is shown in Figure 1.

FIGURE 1. Flow of Service Activities

The training outcomes and targets are as follows.

TABLE 1. Training Output Target

No	Material	Target Output	Benchmarks of Success
1.	Reinforcement of material on the use of omohage application for electronic learning tools.	Teachers are skilled in learning e-modules such as: Learning materials, LKPD, assessment, and learning media	(1) 70% of teachers are skilled in using the omohage application; (2) 70% of teachers' skills are improved in developing learning tools assisted by the omohage application; and (3) the teacher handbook product is published online.

RESULTS AND DISCUSSION

The results of the training activities in the form of preparing e-modules through the omohage application as an effort to optimise the teaching profession at SDIT AL Kautsar and PAUD Al Kautsar in Kebonduren village, Ponggok Blitar sub-district as follows. Based on the results of observations at SDIT Al Kautsar and PAUD Al Kautsar Kebonduren Ponggok Blitar and the results of discussions with the school, the community service has collected all the information needed to create an e-module training program assisted by the omohage application. The community service was carried out with the aim of compiling e-modules through the omohage application as an effort to optimize the teaching profession at SDIT AL Kautsar and PAUD Al Kautsar Kebonduren Village, Ponggok Blitar District, which was carried out for two days. The first day was held on August 21, 2024, the second day was held on August 22, 2024. On the second day, evaluation, feedback, and documentation were also carried out.

Results of the Preparation Stage

Before implementation, the community service provider coordinates with the school to discuss the technical aspects of implementing the community service. The results of the preparation stage are: (1) permission from the principal and head of leb computer so that the technical implementation of activities, technical use of leb computer, and activity schedule are arranged; (2) the preparation of username and password, guidelines for using the omohage application, and omohage application materials and activity evaluation sheets. The theme of the activity was arranged in the activity banner, namely 'Training in the Preparation of e-Modules to Implement the Spatial Imaginative Learning Model'. The preparation stage was carried out on 19 August 2024. Documentation of the preliminary stage activities is as follows.
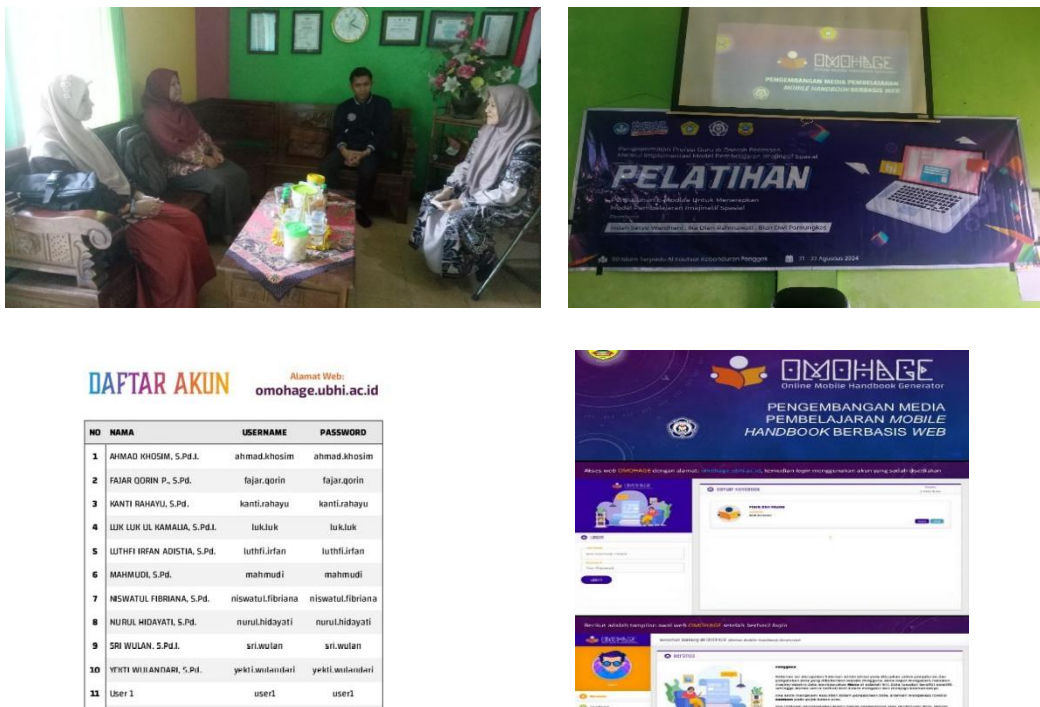

FIGURE 2. Results of the Preparation Stage

The schedule of activities is organised in Table 2 below.

TABLE 2. Activity Schedule

No	Time	Activity Details
1.	21 August 2024	Submission of material on the use of the omohage application
2.	22 August 2024	Practical use of the omohage application
3.	22 August 2024	Activity evaluation
4.	22 August 2024	Activity Implementation

Implementation Stage

Submission of Omohage Application Material

This activity was carried out in the SDIT AL Kautsar computer laboratory with the participants of all SDIT AL Kautsar and PAUD AL Kautsar teachers in Kebonduren village, Ponggok district, Blitar district as many as 20 people. The implementation of the activity was on 21 August 2024. The activity of this activity is in the form of delivering activity material, namely the omohage application. Participants enthusiastically participated in this material delivery activity. The documentation of this stage is as follows.

FIGURE 3. Material Delivery

The first material delivery was technical logging into the omohage application. Participants were given a user name and password to enter the omohage page. The omohage page is www.omohage.uhbi.co.id. The speaker ensured that each participant had logged into the application.

The next step is the delivery of material on the use of the omohage application. The servant provides an explanation of each menu in the omohage application. While participants understand by opening each application provided. In its implementation, participants are accompanied by other speakers, to make it easier for participants if they experience difficulties.

Practice Using the Omohage Application

This activity was carried out at SDIT AL Kautsar with the participants being all teachers of SDIT AL Kautsar and PAUD AL Kautsar, Kebonduren Village, Ponggok District, Blitar Regency, totalling 20 people. The implementation of the activity was on 22 August 2024. This activity is in the form of using the Omohage application. The documentation of this stage is as follows.

FIGURE 4. Practice of Using OMOHAGE Application

Activity evaluation

This activity was carried out by SDIT AL Kautsar with the participation of all teachers of SDIT AL Kautsar and PAUD AL Kautsar, Kebonduren village, Ponggok district, Blitar district as many as 20 people. The implementation of the activity was on 22 August 2024. This activity is an evaluation of the use of the omohage application by participants. Participants were given time to compile a handbook through the omohage application. The evaluation results show that the participants' skills have improved in developing learning tools assisted by the omohage application. Participants have been able to develop teaching tools with the help of the omohage application. The documentation of this stage is as follows.
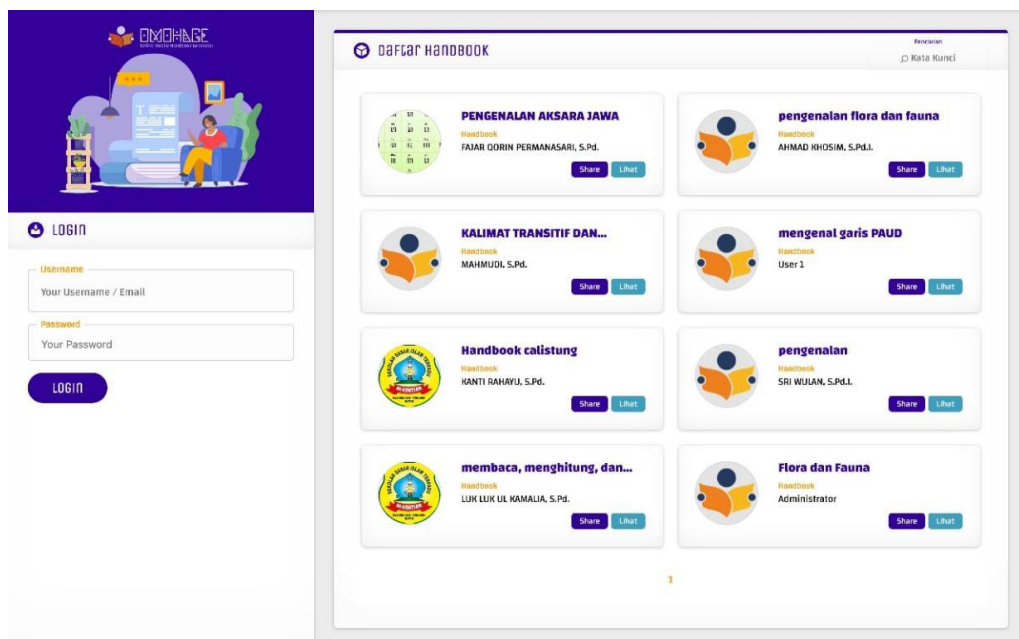

FIGURE 5. Training Evaluation Results

The training results show that:

(1) 100% of teachers can use the omohage application, meaning that more than 70% of teachers according to the plan have been skilled in using the omohage application. Teachers have understood the use of each menu in the omohage application.

(2) 100% of teachers' skills have increased in developing learning devices assisted by the omohage application. Previously, teachers used manual methods, but now they have skills in using IT. So they can compile IT-based learning media.

(3) teacher handbook products are published online.

Training Implementation

This activity can be applied by teachers in preparing learning tools.

CONCLUSIONS

The results of the training are: 1) teachers understanding of the use of omohage application; 2) increased teachers' skills in developing learning tools assisted by omohage application; and 3) published teacher handbook products online. Indicators of this outcome are: 1) teachers can use the omohage application without difficulty; 2) teachers can create digital handbooks through the omohage application; 3) teachers have published their handbooks online.

The advantages of this training include: (1) the omohage application is practical and effective so that it directly focuses on the substance of the material, and (2) the results of the training can be utilised to develop electronic-based learning tools. The disadvantages of the training are the shortcomings of the omohage application, which only provides 3 multiple choice options, so it requires improvement.
As a future plan, the service team will improve the omohage application, and conduct similar activities in different schools.

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