

Training on Digital Module Creation to Enhance Teacher Competency

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Abstract: Digitalization aims to make work easier and optimize time and resources as efficiently as possible. Teachers, like it or not, must face digitalization in this era of society 5.0. The benefits of digitizing education are that it makes teacher and student schedules more flexible, speeds up and simplifies the evaluation process, and creates a more personalized learning experience. The problem partners face is the lack of teachers' experience and knowledge in creating digital modules. Teachers are required to apply digitalization in learning based on the current implementation of the Independent Curriculum. Partner schools lack funds to support training activities to improve teacher competency. There are no instructors who are able to provide training in creating digital modules. The aim of this service activity is to provide education in the form of training and assistance in creating digital modules for MTsN Seuruway teachers, as an effort to increase competency. The method used is Participatory Action Research by involving all participants in training activities. All the teachers at the MTsN Seuruway school were involved in this activity. The results achieved after this activity were that the teachers could use the applications taught in the training. Teachers are able to create digital modules with the Canva program. Increased teacher understanding in updating the teaching modules given to students. The conclusion that can be drawn is that this training has provided additional knowledge and new skills so that teachers can create teaching media that are more interactive and interesting for teaching students.

Keywords: digital modules; mtsn seuruway; teachers; training

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INTRODUCTION

Nowadays, digitalization is a crucial thing that must be applied in every field of work. Digitalization aims to simplify work and optimize time and resources. There is no exception in the world of education. The process of digitizing education is increasing, especially after the COVID-19 pandemic, where the need for e-learning is a solution to the

continuity of schooling done from home. Facilities, interest, and motivation influence competency development (Syardiansah & Safuridar, 2021). This is supported by the digitalization of education.

Although the pandemic has passed, the use of digital technology in education still requires improvement, particularly given the benefits garnered. Teachers

will undoubtedly encounter the digitization process in the era of Society 5.0. According to Sardiana & Moekti (2020), technological advancement is unavoidable, much like the crossing of a light that is changing dynamically. On the other hand, it can be contrasted to the usage of e-marketing apps by Suwardi et al. (2021), who found that developing online marketing was an effective step in maintaining business during the COVID-19 epidemic.

At least, as mentioned on *teralogig.com* (2023). There are three advantages to digitizing education: 1) increasing flexibility in teacher and student schedules; 2) speeding up and simplifying the evaluation process; and 3) delivering a more individualized learning experience. Digital modules are a type of digitization in educational media. A digital module is one teaching material that students can access at any time and location (Dewantara et al., 2021; Misbah et al., 2021).

According to Suryadi et al. (2019), modules are teaching materials that use easy-to-understand language, are organized systematically, and are tailored to students' ages and levels of knowledge. They allow students to learn independently by accessing digital modules, with teachers acting as facilitators. A teacher must be knowledgeable about the most recent educational breakthroughs and the use of technology to promote learning (Dinata et al., 2021; Muhammad et al., 2021).

The learning process must include the availability of learning media that are appealing, innovative, and tailored to the characteristics of students, times, and technology because they are more practical and always up to date. These media allow students to be more motivated and enthusiastic about participating in learning activities and improve the quality of learning. Learning motivation and interest are closely related to improving learning

achievement (Syardiansah, 2016). However, some teachers still need to embrace digital technology in the learning process fully.

Teachers still rely on the traditional method of learning, which involves using physical books. In fact, according to Nucifera et al. (2022). Digital learning media, such as digital modules, are important in increasing students' interest in learning. Teaching materials also need to improve quality by remembering to include local content (Noorhapizah et al., 2023). Training on the Development of Teaching Materials Based on Local Content in Implementing the Merdeka Curriculum. In addition to learning models, in this day and age, where technology is rapidly developing, teachers also need to master virtual laboratories.

Digital learning media can attract students' attention when participating in classroom learning. In line with that, the results of Wuryaningtyas and Setyaningsih's research (2020) show that the phenomenon occurs when teachers cannot adapt the material to technology properly. Furthermore, the study revealed that the teachers needed to incorporate technology into their subject matter. The results of the service conducted by Aslamiah et al. (2023) found that the implementation of training in making multimedia-based learning media can improve skills in using interactive multimedia-based applications to increase student learning motivation.

MTsN Seuruway is a partner location where the community service (PKM) team plans to conduct community service activities such as "Digital Module Making Training to Improve Teacher Competencies at Madrasah Tsanawiyah Kec. Seuruway." MTsN Seuruway is located on Jalan Mesjid Peukan Seuruway in Seuruway District, Aceh Tamiang Regency, Aceh Province. When students are engaged in classroom

learning, digital learning media can capture their attention.

The scenario analysis above describes several partner problems (MTsN Seuruway) as follows:

1. Teachers lack experience and knowledge in making digital modules.
2. Based on the current Merdeka Curriculum, teachers are required to implement digitalization in learning based on the implementation of the current Merdeka Curriculum.
3. Lack of partner school funds to support training activities to improve teacher competence
4. No teachers are available to provide training in creating digital modules.

In accordance with these partner problems, the PKM Team aims to carry out this service activity to provide education in the form of training and assistance in doing digital modules for MTsN Seuruway teachers to improve competence. This is in line with the implementation of digitalization in the Merdeka Belajar Curriculum, highlighting the primary issue of teachers' lack of experience and knowledge in creating digital modules. To address this, the PKM Team plans to conduct a Digital Module Making Training to enhance teacher competency at Madrasah Tsanawiyah Kec. Seuruway..

This PKM activity is related to IKU 3 Lecturers doing activities outside the campus and IKU 5 Lecturer Work Results used by the Community (PKM Partners). This service activity focuses on training in making digital modules to implement digitalization in the Merdeka Curriculum learning era and improve the competence of MTsN Seuruway teachers.

Based on the priority problems faced by partners and the results of the agreement between the proposing team and partners, the following solutions are offered:

1. Education about the urgency and benefits of implementing digitalization in learning.
2. Help prepare a training schedule for MTsN Seuruway teachers.
3. Conducting training and mentoring on digital module creation for MTsN Seuruway teachers.

METHOD

Based on the partners' situation analysis and the solutions offered by the PKM team, the implementation of PKM activities was carried out using the PAR (Participatory Action Research) method, namely by involving all training participants in practising the training content directly (Adnan et al., 2021; Yakob et al., 2022; Syardiansah et al., 2020).

Training on Digital Module Making to Improve Teacher Competence in Madrasah Tsanawiyah Kec. Seuruway was conducted through the following procedures (stages):

1. The PKM team made an initial visit to the relevant parties to obtain permission to implement PKM.
2. The PKM team conducted socialization activities to help participants understand the objectives and uses of PKM activities.
3. The PKM team provided education about digitization in learning.
4. The PKM team provided training on making digital modules for MTsN Seuruway teachers.
5. The PKM team provided assistance for teachers to use digital modules in learning.

The population and sample for this activity were taken from all 20 MTsN Seuruway teachers. The data were obtained by conducting a review, which is an activity carried out to ensure the readiness of partners to carry out the service program with the service team (Sahara et al., 2023). The tools and

materials used during this training were stationery, computers, and teaching materials for making digital modules.

During the implementation of this activity, partners in the community service program participated in utilizing, using, and disseminating the skills that had been obtained from this community service program. Evaluation of program implementation and program sustainability was conducted by conducting pre-tests and post-tests regarding the initial ability of teachers to do digital modules before being given training and assistance by the PKM team and giving post-tests after PKM activities. The purpose of giving this pre-test and post-test was to examine the extent of the increase in teachers' understanding and skills in creating digital teaching modules at MTsN Seuruway (Putri, 2024).

The Figure 1 compares the pre-test and post-test results of teachers' understanding of and ability to create digital teaching materials.

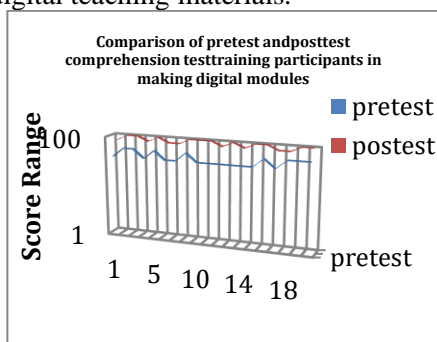


Figure 1 Pre-test and post-test scores of teachers' understanding and ability to make digital teaching materials

Figure 1 shows that after teachers participated in PKM activities, the understanding of MTsN Seuruway teachers towards making digital learning modules increased. This can be seen from the pre-test and post-test results, which measure the ability of teachers at MTsN Seuruway to create digital teaching modules. The PKM team observed and

saw that each training participant was enthusiastic about discussing what applications could be used to design teaching materials and asked how to design modules as interesting as possible. Teachers at MTsN Seuruway were very eager to learn independently. However, there were a few obstacles in its implementation, such as training participants who were a little late because they still needed to end their study hours in class.

RESULT AND DISCUSSION

Madrasah Tsanawiyah Negeri Seuruway District is one of the state madrasahs in Aceh Tamiang District. It is constantly necessary to keep up with current educational and knowledge development demands, particularly in strengthening teacher competency. In this community service project, there are numerous stages of activities carried out to provide training in developing digital modules to teachers at Madrasah Tsanawiyah Negeri Seuruway District, such as:

Assessment Phase

In this activity, what was done was that the service team saw the location where the service (observation) was carried out to ensure that the service activities could be carried out with the needs or supporting facilities needed already in the place of implementation of activities such as computers, internet, etc. The participants of the activity can also be confirmed to be teachers who teach at Madrasah Tsanawiyah Negeri Seuruway District, with as many as 20 people.

On this occasion, the service team also tried to get the principal's written approval so that activities could run smoothly. The school gave permission to use the computer laboratory for the smooth running of the service activities and training in making digital modules to improve teacher competence. Together

with this, the PKM team immediately saw the computer laboratory room, which already had a capacity of 25 computer units, ready to be used as a training place for doing digital modules for MTsN Seuruway teachers according to the agreed schedule. The computer laboratory room is shown as in Figure 2.



Figure 2 Computer laboratory room

Implementation Phase Socialization

At this point, the Madrasah Tsanawiyah Negeri Seuruway District invites all active teachers to participate in activities based on a notification letter from the community service team. This activity is a socialization tool, emphasizing the significance and advantages of engaging in training activities to develop digital modules. Socialization is very important in an activity because it can prevent misunderstandings and different perceptions between people (Syardiansah et al., 2023).

The teachers were invited to come together in the computer laboratory room to get an explanation from the community service team regarding the implementation of the activity. During the socialization activities, the event was opened by the Vice Principal for Curriculum. In this socialization, a brief, concise, and clear explanation was also given by the PKM team that from this activity, it is hoped that teachers will be able to increase their competence to be able to create digital modules for teaching materials so that during the teaching and learning process it is more interactive and interesting so that it

provokes the interest of students to study more actively in class. The socialization of service activities is shown in Figure 3.



Figure 3 Socialization of service activities

Material Presentation

Muhammad Yakob, a PKM team member, initiated the activity. Team leader Prima Nucifera and team member Syardiansah then delivered the presentation. The presentation of material on how to construct a learning module using Canva. The Canva application was chosen because it is the most practical and user-friendly, with a wide range of templates that are accessible and simple for teachers.

At the initial stage, the speaker was directed to choose the type of paper used for the module, which is A4 in size, and look for a preferred design template. Once selected, a design template will appear, starting from the cover page to the contents page. Then, participants can edit and type the text in the module by double-clicking the display on the template and pointing to the text option. You can also move the existing module document to the prepared Word document.

In addition to text, the features in the Canva application also make it possible to add elements such as photos, videos, images, emoticons, and so on. Teachers can also insert quiz links in the form of questions for students in the module. After that, the teacher needs to share the e-module link that has been designed

using Canva with students, or you can also download the module first and then share it with students via WhatsApp group or Google Classroom. The presentation of material by the service team is shown in Figure 4.



Figure 4 Material presentation by the service team

Question and Answer Session

After the speaker's presentation, the teachers were eager to ask questions and requested that the speaker repeat the procedures for developing a module using the Canva application so that they could follow them. Regarding the placement of the quiz link in the e-module, one of the teachers inquired about how to create a quiz using other programs. Therefore, based on the needs analysis, this PKM activity can be developed and used by teachers. Questions and answers with training participants are shown in Figure 5.



Figure 5 Questions and answers with training participants

Closing Activity

After the activity ended, the PKM Team and the training participants, namely teachers at MTsN Aceh Tamiang, took a group photo and assigned teachers to

make their respective e-modules. During the making of this task, the service team continued to assist so that later, the results of the tasks that had been done could be evaluated better.

Twenty teachers who participated in this training were able to run the Canva program as a tool for creating digital modules. Some teachers have also been able to use their abilities to receive orders from outside the school.

The training closing event is shown in Figure 6.



Figure 6 The training closing event

One of the results of the e-module training is shown in Figure 7.

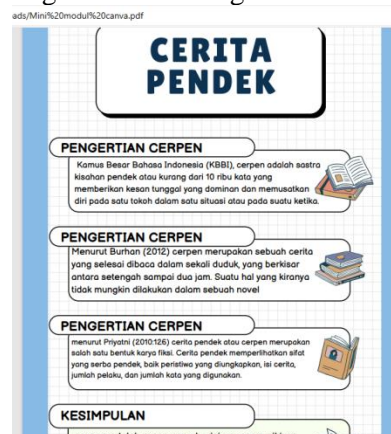


Figure 7 One of the e-module training results

CONCLUSIONS

The implementation of community service activities with the title "Digital Module Making Training to Improve Teacher Competence in Madrasah Tsanawiyah Seuruway District" provided additional knowledge and new skills so that teachers could make teaching media

that were more interactive and interesting for teaching students. After providing this training, the service team would also continue to guide by assisting all teachers in the Madrasah Tsanawiyah Negeri Seuruway sub-district so that they could continue to develop the increasingly attractive latest modules. Remember that the results of this activity opened business opportunities for teachers to be able to accept orders in the form of ad editing through Canva Media.

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