

Training on Creating Digital ILAU Based on Local Cultural Character Bima for Middle MTS Teachers in Bima Regency

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Abstract

The method used was focus group discussion (FGD) and a questionnaire. The aim of conducting an FGD is to seek in-depth information regarding the implementation of the training that has been carried out. Meanwhile, the questionnaire given aims to determine the level of understanding felt by the training participants. The final results will determine the success of the activities that have been carried out. The method for implementing this service activity is ILAU development training based on local cultural characters. At the end of the mentoring activities, an evaluation is carried out to determine the achievements of the implementation of the community partnership program. Implementation achievements can be seen from several indicators: (1) understanding of ILAU (2) skills in creating digital ILAU based on local cultural characteristics (3) ability in developing ILAU, with an increase of more than 60%. From the results of the questionnaire analysis, it can be concluded that there has been an increase in teachers' understanding of the importance of using technology in learning by 52%, an increase in skills in making digital ILAU based on local cultural characters by 55%, and an increase in the ability to make learning tools by 63%. This is in accordance with the goal to be achieved, namely an increase of more than 50%. Apart from that, the team also provided a questionnaire on the level of teacher satisfaction with the implementation of the training. The questionnaire contains 6 closed questions using 4 Likert scales, namely disagree, agree, strongly agree and very much agree. The results of the teacher satisfaction level questionnaire regarding the implementation of the training showed that 75% of teachers agreed that the material was easy to understand, 10% said they strongly agreed, 10% said they strongly agreed, and 5% disagreed. Some teachers are new to and know how to use the Ispring suite. Meanwhile, 80% agreed that they wanted to apply the results of this training to learning, 10% said they strongly agreed, and 10% strongly agreed.

Keywords: *Digital ILAU, Local Culture, Teachers*

Abstrak

Metode yang digunakan focus group discussion (FGD) dan melalui angket. Tujuan melakukan FGD untuk mencari informasi secara mendalam atas pelaksanaan pelatihan yang telah dilakukan. Sementara itu untuk angket yang diberikan bertujuan agar mengetahui tingkat pemahaman yang dirasakan oleh peserta pelatihan. Hasil akhir akan menentukan keberhasilan dari kegiatan yang telah dilaksanakan. Metode pelaksanaan kegiatan pengabdian ini adalah pelatihan pengembangan ILAU berbasis karakter budaya lokal. Di akhir kegiatan pendampingan, dilakukan evaluasi guna mengetahui capaian keterlaksanaan program kemitraan masyarakat. Capaian keterlaksanaan dilihat dari beberapa indikator: (1) pemahaman ILAU (2) keterampilan dalam membuat ILAU digital berbasis karakter budaya lokal (3) kemampuan dalam mengembangkan ILAU, dengan peningkatan lebih dari 60%. Dari hasil analisis kuesioner, dapat disimpulkan bahwa terdapat peningkatan pemahaman guru mengenai pentingnya pemanfaatan teknologi dalam pembelajaran sebesar 52%, peningkatan keterampilan membuat ILAU digital berbasis karakter budaya lokal sebesar 55%, dan peningkatan kemampuan membuat perangkat pembelajaran sebesar 63%. Hal ini sesuai dengan tujuan yang hendak dicapai, yaitu adanya peningkatan lebih dari 50%. Selain itu, tim juga memberikan kuesioner tingkat kepuasan guru terhadap pelaksanaan pelatihan. Kuesioner berisi 6 pertanyaan yang bersifat tertutup dengan menggunakan 4 skala likert, yaitu tidak setuju, setuju, sangat setuju, dan sangat setuju sekali. Hasil kuesioner tingkat kepuasan guru terhadap pelaksanaan pelatihan menunjukkan bahwa sebanyak 75% guru setuju bahwa materi mudah dimengerti, 10% menyatakan sangat setuju sekali, 10% menyatakan sangat setuju, dan 5% tidak setuju. Beberapa guru memang baru mengenal dan mengetahui cara penggunaan *ispring suite*. Sedangkan sebanyak 80% setuju ingin menerapkan hasil pelatihan ini pada pembelajaran, sebanyak 10% menyatakan sangat setuju, dan 10% sangat setuju sekali.

Kata Kunci: ILAU Digital, Budaya Lokal, Guru

INTRODUCTION

The 21st century is oriented towards the development of the industrial revolution era 4.0. Technology is an important element for the survival of society. Every aspect of life requires

the role of technology to support their needs. The role of technology can be maximized in various sectors, one of which is in the field of education such as in learning activities (Abidilnova, etc., 2016; Mulyanta, 2010; Utami, etc., 2021).

Technology in the education sector really helps teachers when carrying out learning activities (Ariyanti, 2020; Muthy, etc., 2020; Burke, etc., 2009). Therefore, educators and students must be able to adapt to existing technological advances. This has become a demand of current developments. If we are unable to make adjustments, the world of education in Indonesia will lag behind. As technology advances, it turns out that there are still many people who do not understand how to use existing technology. Observation results also show that there are still teachers who have minimal information regarding the use of several technology platforms. In fact, there are several digital platforms that can provide learning activity units that are useful for students in supporting learning outcomes.

21st century learning has the essence of being student-centered. The teacher is no longer the center of learning but rather as a facilitator. However, in reality there are still many teachers who dominate learning activities so that teachers are seen as the center of learning (Directorate of High School Development, 2017; Apriani, etc., 2020; Wardana & Yulyansah, 2019). Traditional learning methods are still the teacher's choice. This method does not mean it is not good, but it would be better if the learning carried out was varied and involved several digital platforms.

Apart from being required to master the material being taught, a teacher must also be able to present interesting learning tools. Learning tools consist of lesson plans, syllabus, prota, promissory notes, teaching materials, etc. One of the learning tools that has been introduced by the government is ILAU through the SKS program. This is explained in the background of the ILAU guide text (2017) which states that ILAU is a learning tool for students to achieve knowledge and skills competencies in learning using the Semester Credit System (SKS) (Ventivani Etc, 2021).

The use of digital ILAU is deemed appropriate to current conditions. Apart from studying online, students are required to be able to study independently. The ILAU designed by the teachers of each school is expected to help students learn independently. Therefore, the production of ILAU which is less than optimal is

very unfortunate. When subject teachers create their own ILAU. Hermawan, (2019) Explains that ILAU through multimedia can make the learning process more interesting, more interactive, able to convey historical messages through pictures and videos, encourage student learning through instrumentals, able to develop students' auditory or auditory senses, so that the material presented is easier understandable. Good multimedia is able to present various kinds of events that can be used as learning media exactly like the object that will be presented, through various manipulations of conditions that can be simulated. Of all the objects depicted, so that the media conveys them in accordance with real conditions, there needs to be a good design, and must pay attention to the sequence of events that will be presented. So that students can understand coherently and create a good understanding of the concepts that will be explained.

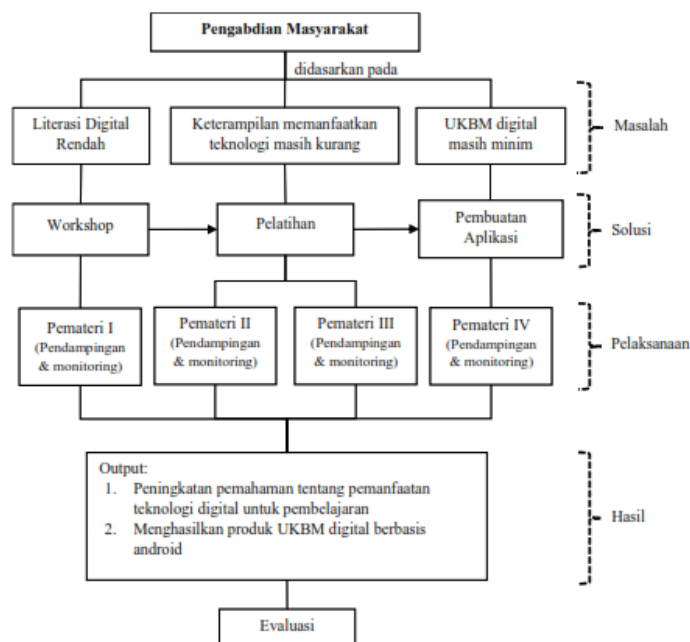
Independent Learning Activity Units (ILAU) are small learning units arranged sequentially from easy to difficult. ILAU as a learning tool for students to achieve knowledge and skills competency in learning using the Semester Credit System (SKS) as well as a vehicle for students to develop 21st Century life skills such as critical thinking, acting creatively, collaborating and communicating, as well as growing a culture of literacy and Strengthening Character Education (SCE). Through ILAU, we can develop independent learning strategies, which help students achieve learning mastery. For this reason, it is very important for ILAU to be developed by subject teachers at SKS administering schools. Hermawan, (2019) Digital ILAU is a form of ILAU that can be opened via a computer or cellphone so that it saves more paper and also costs for printing the ILAU itself. The Digital ILAU design is determined based on the Learning Implementation Plan. The Implementation Plan used to design Digital ILAU is a Implementation Plan designed so that students can learn independently. The digital ILAU material or content written must be in accordance with the Learning Implementation Plan prepared. The contents of Digital ILAU include the substances needed to master a Basic Competency.

Gutiawan, etc. (2022) Culture is all attitudes and to improve the quality and results of

education in schools which refers to human thought patterns which become habits and customs inherited by certain members or groups of society.

IMPLEMENTATION METHOD

The implementation of this service has several stages starting from preparation to evaluation. The ultimate goal of this service is to increase junior high school/MTS teachers' understanding of the use of digital technology for learning and to produce a product that can be utilized during the classroom learning process. The devotion paradigm in solving existing problems can be depicted in the following chart.



Gambar 1. Kerangka Pemecahan Masalah

The targets of this service activity are several junior high school/MTS teachers in Bima Regency. The expected number of training samples (participants) is 20 people. This training is held based on several methods such as lectures, questions and answers, and practice. Lectures and questions and answers were used in delivering basic training material including explanations about digital literacy, Android-based digital ILAU and the importance of utilizing today's technology. The practical method is aimed at training participants in utilizing existing devices/software to develop Android-based digital ILAU products so as to produce an application that can be used in future

learning activities. The approach taken during activities is by means of mentoring and monitoring. This method is quite effective in facilitating service activities.

Evaluation activities need to be seen as a form of assessing the results of the training that has been carried out. The evaluation process can be carried out in two directions, namely by focus group discussion (FGD) and by questionnaire. The aim of conducting an FGD is to seek in-depth information regarding the implementation of the training that has been carried out. Meanwhile, the questionnaire given aims to determine the level of understanding felt by the training participants. The final results will mine the success of the activities that have carried out.

The method for implementing this service activity is ILAU development training based on cultural characters. The description of the problem, the solutions offered, and the resulting output are shown in the following image.

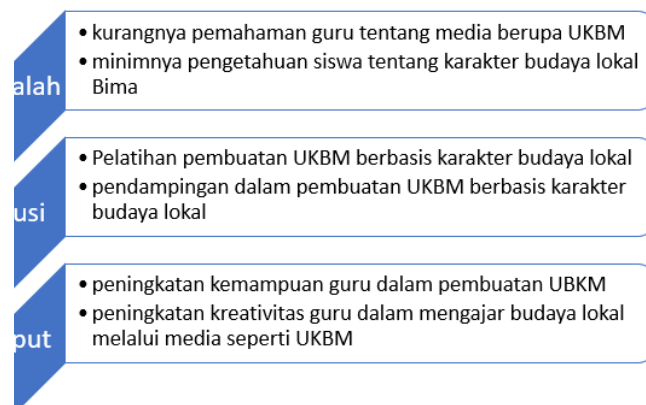
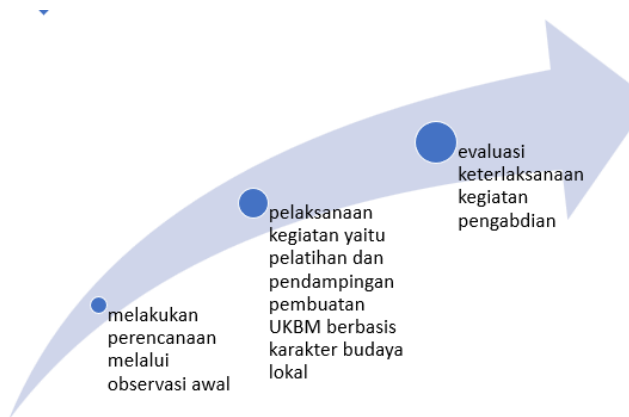


Figure 4.1

Description of Problems, Solutions and Output from Community Service Activities

Community service activities carried out in collaboration with SMPN 5 Satap Bolo. This activity involved all teachers throughout Bima Regency at SMPN 5 Satap Bolo. Training activities were carried out over three meetings.

This service activity is carried out in three stages. There are stages of service program activities public beginners as a whole can be seen in the following picture.

**Figure 4.2**

Stages of Implementing the Beginner Community Service Program

1. Preparation phase

The preparation stage consists of planning related activities to be carried out from the results of observations to produce conceptual and administrative preparations. Conceptual service planning consists of situation and problem analysis, service objectives, previous service research, and literature study. Apart from that, this service also designs service designs, service methods, as well as the flow and structure of service activities. In administrative terms, service planning includes designing service proposals, requesting letters of assignment, as well as administrative coordination with prospective service participants through school leaders.

This planning stage also includes the preparation of documents supporting activities, such as training materials, overall activity schedule, daily schedule, rules and regulations, as well as logistical requirements such as virtual backgrounds and attendance forms. Then, the final planning stage is to solidify the task scenarios and technical sessions during the training.

The students involved in this service are A and B. These students served as note takers, operators, documentation, and contributed to the creation of journal articles.

The preparation stage consists of planning and designing various conceptual and administrative matters.

- a. Correspondence and permits.

- b. The briefing committee consists of 2 students who serve as note takers and documentation.
- c. Preparation of related documents, such as materials, complete schedule, daily schedule, rules and logistics (virtual background, attendance formula).
- d. Letter of invitation
- e. Task scenarios and technical teaching sessions

2. Implementation Stage

The implementation of this service activity is divided into two activities, namely offline activities. Meanwhile, offline activities are carried out in one week with three meetings at SMPN 5 Satap Bolo. The first meeting was an introduction to ILAU. The second meeting was an explanation related to the Android application. The third meeting was the teacher's practice of creating ILAU based on local cultural characters. Before carrying out training activities, training participants fill out a pre-training questionnaire using Google Form.

There are several committees on duty at this event. There are those who serve as emcee, moderator, host and co-host, note taker, as well as design and documentation. On the day of implementation, the committee provides an online attendance list and questionnaire which is delivered to the participants at the end of the event. The questionnaire distributed to participants is a questionnaire whose results will be used to find out several things from the participants after participating in this training activity.

3. Evaluation Stage

Evaluation is carried out offline. The evaluation stage is carried out one month after the training is implemented. The evaluation was carried out to determine the results, benefits and impacts after teachers implemented ILAU based on local cultural characteristics in the classroom. The evaluation takes the form of a questionnaire filled out by the teacher.

Meanwhile, the overall evaluation of activities by the service implementing committee was carried out after all

participants filled out the post-training questionnaire. The evaluation relates to points of deficiencies in this service both in technical and administrative terms, points for improvement, as well as points that need to be improved in the next service.

The evaluation stage of this service is also outlined in a service logbook in the form of a progress report and final report. Offline evaluation. Post-training questionnaire evaluation. After the training activity ended, the service team held an offline meeting to evaluate the progress of the event. Evaluation is carried out based on observations of the course of the event and responses given by participants to the final participant questionnaire.

Partners in implementing the program participate both in kind by providing facilities and infrastructure to support the running of activities. Partners help provide school NGOs that do not yet exist. Partners encourage teachers to be enthusiastic about participating in service programs to increase teachers' personal potential. Meanwhile, in the form of cash, Partners fund activities amounting to Rp. 2,000,000.

The stage for evaluating the implementation of the sustainability program after the activities have been completed is holding an offline meeting to discuss and provide feedback regarding the progress of implementing the service. Teachers were created a consultation room in the WHATSAPP group so they could share all information and experiences related to learning. The proposing PT will also go to school classes to provide public lectures or lessons for students.

RESULTS AND DISCUSSION

The Beginner Community Service (PMP) program activities are carried out through three (3) stages, namely preparation, implementation and evaluation. In the preparation stage, the team carried out all kinds of preparations and made initial observations by communicating directly with the Head of the District MGMP. Bima and the Principal of SMPN 5 Satap Bolo regarding the difficulties faced by teachers in implementing the learning process. The problems found in the

field are the lack of use of technology-based learning media and the lack of teacher understanding regarding creating interactive learning media using technology in the form of smartphones and computers. After knowing the problems in the field, the team carried out follow-up planning (preparatory activities) in the form of creating material regarding the steps in creating ILAU.

Before carrying out training activities, the team first carried out outreach activities. Socialization is carried out by providing explanations about the importance of using technology in the learning process. One way that can be done is to create ILAU. After the socialization was carried out, ILAU development training activities were held using PPT and the i-spring suite.

The team provided material presentations ranging from ILAU to using the application in making ILAU. The team's presentation of the material is presented in the following picture.



Figure 5.1

Implementation of Training by the PMP Team

At the mentoring stage, MGMP teachers are given the opportunity to practice the steps for making ILAU themselves, accompanied by a team. The material provided for each beginner community service training activity is shown in the following table.

Table 5.1

Beginner Community Service Training Materials

Implementation Stage	Material
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Socialization	Socialization of the importance of using technology in the learning process, namely by creating ILAU
Training	Session I: ○ Making <i>ILAU</i> Session II: ○ Local Culture Session III: ○ Task for creating ILAU based on local cultural characters
Accompaniment	○ Practice making ILAU is based on local cultural characteristics ○ Question and answer ○ Evaluation of the implementation of a beginner community service program

At the end of the mentoring activities, an evaluation is carried out to determine the achievements of the implementation of the community partnership program. Implementation achievements can be seen from several indicators: (1) understanding of ILAU (2) skills in creating digital ILAU based on local cultural characteristics (3) ability in developing ILAU, with an increase of more than 60%.

From the results of the questionnaire analysis, it can be concluded that there has been an increase in teachers' understanding of the importance of using technology in learning by 52%, an increase in skills in making digital ILAU based on local cultural characters by 55%, and an increase in the ability to make learning tools by 63%. This is in accordance with the goal to be achieved, namely an increase of more than 50%.

Apart from that, the team also provided a questionnaire on the level of teacher satisfaction with the implementation of the training. The questionnaire contains 6 closed questions using 4 Likert scales, namely disagree, agree, strongly agree and very much agree. The results of the teacher satisfaction level questionnaire regarding the implementation of the training showed that 75% of teachers agreed that the material was easy to understand, 10% said they strongly agreed,

10% said they strongly agreed, and 5% disagreed. Some teachers are new to and know how to use the Ispring suite. Meanwhile, 80% agreed that they wanted to apply the results of this training to learning, 10% said they strongly agreed, and 10% strongly agreed.

Overall, based on the results of the questionnaire, it can be seen that the material presented in the training is in accordance with the objectives to be achieved, the delivery of the material is clear, the material provided is very useful, and after attending the training the teachers want to apply it in learning. Regarding the time allocation given, 20% of teachers answered that the time given to attend training was not enough. This can be interpreted as meaning that the teacher hopes that there will be further training and is very enthusiastic about creating ILAU. Meanwhile, regarding the level of difficulty of the material presented, 10% of teachers answered that the material for making learning media using the Ispring Suite was difficult to understand. To be able to understand and be skilled in making ILAU requires continuous practice. Overall, the training and mentoring provided by the novice community service program team can increase teachers' understanding of ILAU because teachers are given the opportunity and assistance in exploring the creation of ILAU. Teachers become more familiar with various kinds of learning media creation applications that can be used to support the online learning process in all subjects and all levels of education. Based on the results of the questionnaire and the success indicators that have been determined, it can be concluded that the community partnership program activities have been implemented as expected.

Next, the service team conducted a results seminar. The results seminar will be held on Wednesday, September 13 2023 at STKIP Harapan Bima. The seminar participants were lecturers, students and staff were also enlivened. Participants in this seminar were several lecturers from outside agencies, namely STKIP Taman Siswa and STIPAR Soromandi Bima.



Figure 5.2
Service Results Seminar

CONCLUSION

This service activity is training and mentoring for teachers at SMPN 5 Satap Bolo. This service activity ran smoothly and achieved the stated goals. This is demonstrated by an increase in teachers' understanding of ILAU by 50%, an increase in skills in creating digital ILAU based on local cultural characters by 60%, and an increase in the ability to develop learning media by 75%. This service activity has reached 70%, starting from the socialization of service activities, training implementation to results seminars.

SUGGESTION

With this activity, it is hoped that teachers will always follow developments in science and technology because science and technology will continue to develop. Apart from that, it is hoped that teachers will continuously train their motor skills and soft skills in creating various interesting, interactive and up to date learning media.

THANK-YOU NOTE

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