TRAINING IN DEVELOPING TECHNOLOGY-BASED ISMUBA LEARNING AT UNIVERSITAS MUHAMMADIYAH MAKASSAR JUNIOR HIGH SCHOOL

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Abstrak

Guru diharapkan aktif mengembangkan pembelajaran dengan memanfaatkan teknologi pembelajaran yang inovatif. Salah satu aplikasi pembelajaran yang dapat digunakan oleh guru ISMUBA dalam kegiatan pembelajaran adalah aplikasi Nearpod. Tujuan dari pengabdian ini adalah untuk meningkatkan pengetahuan guru dalam mengenal dan dapat menggunakan salah satu aplikasi teknologi pembelajaran dengan baik. Mitra dalam kegiatan pelatihan ini adalah SMP Unismuh Makassar. Subjek pelatihan ini adalah guru-guru ISMUBA SMP Unismuh Makassar yang berjumlah 25 orang. Metode yang digunakan dalam pengabdian ini meliputi persiapan, analisis kebutuhan, penyusunan modul pelatihan, validasi modul, persiapan teknis, dan pelaksanaan pelatihan. Instrumen yang digunakan adalah angket pilihan ganda untuk mengukur tingkat pengetahuan guru ISMUBA SMP Unismuh Makassar dalam mengenal berbagai teknologi pembelajaran dan penggunaannya. Teknik yang digunakan mencakup pretest dan post-test, dengan hasil dari kegiatan ini menunjukkan adanya peningkatan yang sangat signifikan dalam pengetahuan guru ISMUBA Unismuh Makassar dalam penggunaan teknologi pembelajaran, mencapai 78% dalam kategori baik.

Kata kunci: Pembelajaran ISMUBA, Teknologi, Aplikasi Nearpod

Abstract

Teachers are expected to actively engage in the development of innovative learning by utilizing instructional technology. One of the learning applications that ISMUBA teachers can utilize in their teaching activities is the Nearpod application. The aim of this service is to enhance teachers' knowledge in getting to know and effectively using one of the instructional technology applications. The partner in this training activity is SMP Unismuh Makassar. The training participants consist of 25 teachers from ISMUBA SMP Unismuh Makassar. The method employed in this service includes preparation, needs analysis, training module development, module validation, technical preparation, and training implementation. The instrument used is a multiple-choice questionnaire to assess the level of knowledge of ISMUBA SMP Unismuh Makassar teachers in recognizing various instructional technologies and their utilization. The technique used involves pretests and post-tests, with the results of this activity showing a significant improvement in the knowledge of ISMUBA Unismuh Makassar teachers in the use of instructional technology, achieving a score of 78%, which falls under the "good" category.

Keywords: ISMUBA Learning, Technology, Nearpod Application

INTRODUCTION

Education plays a crucial role in enhancing the quality of a generation within a nation (Muhtadi et al., 2023). Education is undergoing rapid changes in line with the evolution of time. Various activities are carried out to improve the quality of formal education. New ideas and concepts are highly needed to enhance the quality of education, with a key focus on teacher competence. Teachers play a pivotal role in the success and effectiveness of the learning process (Wulandari et al., 2020). Learning resources are essential tools for optimizing information and messages in the learning process (Zahwa & Syafi'i, 2022). When developing teaching materials, the role of teachers is of utmost importance. Among the teacher's responsibilities in the learning process is serving as a facilitator who significantly contributes to the students' learning experience (Arini & Umami, 2019).

In order for the learning atmosphere to run smoothly and be enjoyable for students, educators need creativity and innovation. Just as the changes experienced in the current era of the fourth industrial revolution bring highly significant changes in various aspects of life, especially those related to technology (Jasri et al., 2022). The era of the fourth industrial revolution also has an impact on the field of education, including the utilization of technological advancements in learning, carrying out

tasks using various information resources from the internet, and enhancing teachers' professionalism in the use of technology (Sukono, 2018)

The rapid pace of change undoubtedly affects the field of education, where the way students learn in the current era, referred to as "digital natives," is certainly different from students in the past. Digital native generations consistently require and extensively utilize their engagement with technology to navigate the online world (Sujana et al., 2021). Digital technology (smartphones, computers, and the internet) is an integral part of the learning process. The characteristics of digital natives significantly impact the way students learn. The current generation is more effective in their learning using technological media and can easily access educational materials through digital facilities such as smartphones.

The change in students' learning styles, primarily consisting of the digital native generation, can certainly be balanced by the teacher's ability to deliver instructional content in the classroom. This ensures that the implementation of teaching can proceed effectively, and learning can be achieved in line with the expectations and learning objectives that have been planned. The utilization of instructional technology in teaching is a crucial aspect aimed at enhancing the quality and effectiveness of education, with the hope of improving students' learning outcomes. Instructional technology comprises both software and hardware that can be utilized to deliver educational materials from various learning sources, which can influence students' thinking, emotions, attention, and interest in learning both inside and outside the classroom (Winda & Dafit, 2021). With the changes in the era of Industry 4.0, the development of digital-based teaching materials has become a necessity for educators, as well as for students (Wijanarko et al., 2022).

The advancement of technology, in conjunction with educational content, can be transformed into digital formats. This is closely linked to the utilization of various computer facilities, the internet, and other supporting technological tools (Hidayati et al., 2022).   The advantage of delivering interactive multimedia-based teaching materials is believed to have the potential to influence various learning styles among students, as well as inspire their enthusiasm and creativity in mastering the subject matter. According to Sudjana (2011), the availability of teaching materials is a supportive factor in the success of the learning process. Teaching materials are a fundamental element that cannot be separated from the continuity of learning to ensure that students grasp the subject matter effectively M. Habibi, Chandra, And Nana Fauzana Azima, (2019)

The development of interactive multimedia-based teaching materials is an efficient alternative in the learning process (Suhono & Sari, 2020). Audiovisual teaching materials involve both hearing and sight in the learning process (Septiani, 2019). Through the development of audiovisual materials, limitations in facilities, infrastructure, and time can be overcome, enabling learning to proceed effectively and efficiently (Sulton, 2020) The pedagogical competence of educators in utilizing interactive media, especially from the perspective of self-directed learning, can influence students' future learning activities. Therefore, teachers are expected to innovate in developing interactive multimedia-based teaching materials. The specific subject matter being referred to here is ISMUBA.

The objective to be achieved in ISMUBA lessons is the spiritual development of students through the implementation of faith and devotion to Allah SWT's values, which are manifested in everyday life through noble character, benefiting individuals, society, and the nation (Mufti & Widodo, 2021). Islamic teachings and the Muhammadiyah ethos are distinctive features of education in Muhammadiyah schools. The policy foundation for the implementation of ISMUBA learning is outlined in the Muhammadiyah Educational Council Decree No. 55/KEP/I.4/B/2007 dated March 22, 2007, regarding Content Standards and Graduation Competencies for Islamic Studies and Muhammadiyah Education (Baidarus et al., 2020). The primary focus in the development of the education system, particularly in the development of instructional media, is the foremost priority (Rahim et al., 2019).

Therefore, one of the alternatives that teachers can utilize in developing interactive multimedia teaching materials is the Nearpod application. Nearpod is a technological tool available through a website that can be used both online and offline as a learning facility for educators and students. Minalti, in 2021, highlighted that Nearpod is an application that can be used for interactive teaching and learning activities, both directly and indirectly, with various menus and features available to ensure effective and interactive learning (Nurmasita dkk et al., 2022)

Based on the observational data collected at SMP Unismuh Makassar, a majority of teachers are still facing several challenges, including: (1) The low percentage of ISMUBA teachers' proficiency in

recognizing and effectively using application-based instructional technology, and (2) The teaching materials currently employed by teachers predominantly consist of physical books/hardcopies and manually created Student Worksheets (LKS). Considering the aforementioned considerations, it is essential to provide training for ISMUBA teachers at SMP Unismuh Makassar to equip them with adequate knowledge in recognizing and effectively utilizing various instructional technology applications tailored to the needs of their students and the school's requirements.

METHOD

The method employed in this Community Service activity is divided into several stages of implementation, which can be seen in the following diagram:
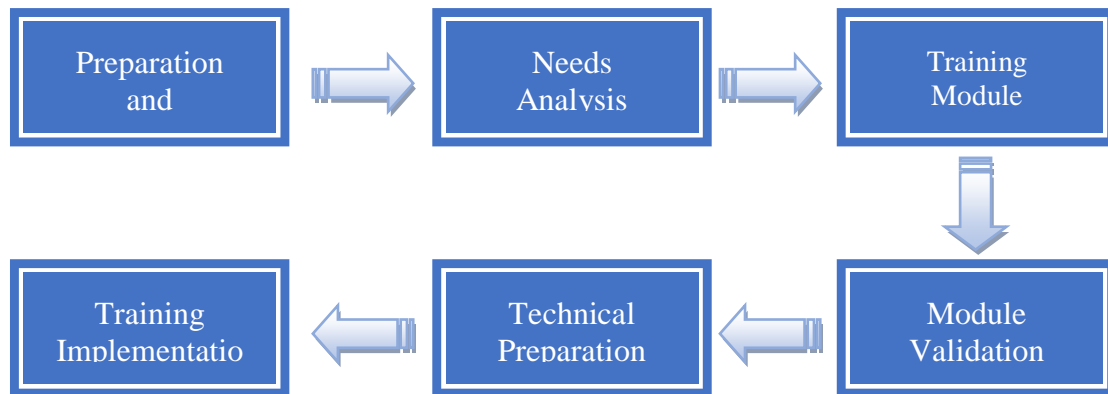

Figure 1. Method of Community Service Implementation

1. Preparation
    Initiating initial coordination with the Vice Principal for Curriculum at SMP Unismuh Makassar.
2. Needs Analysis
    This step is conducted to identify the challenges and requirements of ISMUBA teachers at SMP Unismuh Makassar in developing technology-based learning.
3. Training Module Development
    Modules are created based on the challenges and needs of ISMUBA teachers at SMP Unismuh Makassar.
4. Module Validation
    The training modules are validated to ensure that the training activities are well-structured and effective.
5. Technical Preparation
    Technical preparation involves arranging the necessary resources and materials for the training on the development of learning.
6. Training Implementation
    To support the training implementation, competent technology-enhanced learning experts are invited as speakers to provide knowledge and deliver training on various learning applications.

The number of participants in this training program amounts to 25 individuals. The evaluation tool employed for this activity is a Likert-scale statement questionnaire. A multiple-choice questionnaire is utilized as the instrument to assess the knowledge levels of ISMUBA teachers at SMP Unismuh Makassar regarding various instructional technologies and their utilization. The assessment technique encompasses both pretests and post-tests.

RESULTS AND DISCUSSION
Training for Learning Development

The training provided to ISMUBA teachers at SMP Unismuh Makassar focuses on the Nearpod application. Nearpod is a virtual learning space that educators can utilize to deliver interactive lessons to students. You can find the documentation of the training activities in the following image:

Figure 2. Presentation of Training Material

Figure 3. Training on the utilization of learning applications

Figure 4. Post-test conducted after the completion of the training

The evaluation results of the teachers' level of understanding in recognizing and utilizing instructional technology

The evaluation results conducted through a pre-test before the training for 25 ISMUBA teachers at SMP Unismuh Makassar regarding their knowledge of instructional technology indicate that teachers from SMP Unismuh Makassar who participated in the community service program, totaling 25 teachers, showed varying levels of knowledge regarding the use of technology-based learning applications. This is evident from the data, which shows that 20 teachers, or 81%, had limited knowledge of using instructional technology applications, falling into the category of "not good," while 5 teachers, or 19%, demonstrated a strong understanding of using instructional technology applications, falling into the category of "very good."

Following the pre-test, the training proceeded by providing an introduction to various instructional technologies and their usage, along with hands-on guidance on the utilization of a specific instructional technology application, namely Nearpod. Subsequently, participants were able to directly implement learning development using one of the instructional technology applications.

The post-test results reveal that the teachers from SMP Unismuh Makassar displayed an improvement in their knowledge of using various technology-based learning applications. This is evident from the data, which shows that 3 teachers, or 13%, who initially had limited knowledge of using instructional technology applications, fell into the category of "not good," while 22 teachers, or

78%, demonstrated a good understanding of using instructional technology applications. This comparison is visually represented in the following graph:
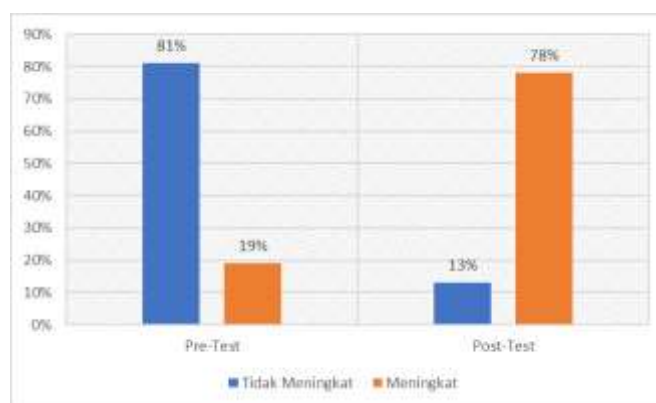

Figure 5. Graph Comparing Pre-Test and Post-Test Knowledge of Teachers in Using Instructional Technology

Based on the pre-test and post-test results, it can be depicted that there were 3 teachers who did not undergo any changes after the training, while 17 teachers experienced a noticeable improvement. This indicates that the training conducted had a significant impact on the teachers' knowledge in using technology-based learning applications.

CONCLUSION

In conclusion, it can be inferred that the training for ISMUBA learning development using instructional technology applications has the potential to enhance the knowledge of ISMUBA teachers at SMP Unismuh Makassar in recognizing and understanding the utilization of instructional technology, including the use of applications, with an achievement rate of 78% falling into the "good" category

ACKNOWLEDGEMENTS

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