Development of Digital-Based Teaching Material Management for Teachers of SMP Negeri 13 Ternate City

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ABSTRACT

There are several factors that determine the success of the learning process, one of which is teaching materials. Teaching materials need to be designed in such a way that they can

support the achievement of expected learning outcomes. On the other hand, in the current era of the COVID-19 pandemic, the government and all stakeholders must work together and think hard about dealing with this virus.

One of the efforts that can be done to improve the ability of these teachers is to conduct training for teachers of SMP Negeri 13 which aims to improve the quality of teaching and learning in schools. The community service activities in this report aim to improve the ability of junior high school teachers in making digital-based teaching materials to facilitate students in the learning process.

Keywords: Learning, Teaching Materials, Teacher

A. INTRODUCTION

There are several factors that determine the success of the learning process, one of which is teaching materials. Teaching materials need to be designed in such a way that they can support the achievement of expected learning outcomes. In addition, teaching materials need to be adapted to the needs of students and the demands of the applicable curriculum. However, the teaching materials that are usually available are still limited to the procurement of hardcopy (printed materials) in the form of handouts, modules, books, and material summaries which are deemed inefficient and consumptive. While teaching materials are in hardcopy form, teaching materials are available in other forms, namely in the form of presentation materials in the form of slides, which are still very limited. Even if they are available, the majority of them are used as ready-to-use teaching materials and teachers as users, not as creators. Thus, it is important for teachers to be able to create their own teaching materials that can reach the needs and can attract the interest of students in the learning process.

With the rapid development of technology, especially in the field of education, students and teachers are increasingly being facilitated in terms of procurement of learning materials and materials. For students, technology helps students in gaining knowledge with the availability of an unlimited variety of information. Technology also allows students to be able to practice using the knowledge they have in real contexts both with friends and with other people. As for teachers, advances in information technology

encourage teachers to always update knowledge and new trends in learning. In addition, technology allows teachers to innovate in the teaching and learning process, one of which is to innovate in creating technology-based teaching materials. These technology-based teaching materials are more effective in terms of delivering material to students, because students can more easily obtain the information contained in them, in addition to the unlimited time of use, besides that students are easy to access the material, and allow students to learn online/offline anytime and anywhere.

On the other hand, in the current era of the COVID-19 pandemic, the government and all stakeholders must work together and think hard about dealing with this virus. Likewise, many teachers are not familiar with and operate online learning, so teachers are required to be creative and understand online learning. Online learning is distance learning by using computer devices or gadgets that are interconnected with each other between teachers and students interactively. The use of applications such as Whatsapp Group, Google Classroom, Zoom Cloud and others is certainly very useful to support the learning process in the pandemic era.

However, in the field today there are still many obstacles that we encounter, for example, the lack of infrastructure or devices such as computers and gadgets. Some of the educators are still not used to using or operating this device. Thus, teachers are required to be able to operate online learning tools that are effective and efficient by utilizing appropriate online devices or media and according to the material being taught.

So the existence of teachers at SMP Negeri 13 Ternate City certainly experienced the same thing, so an alternative solution was needed to assist teachers in operating the application, with the hope that after participating in service activities, teachers were able to understand the concept of learning design and were able to utilize and operate Microsoft Power Point and Google applications. classroom, this activity was held in the form of community service by lecturers of the Islamic Education Management Study Program, Faculty of Teacher Training and Education, IAIN Ternate, entitled "Development of Digital-Based Teaching Material Management for Teachers of SMP Negeri 13 Ternate City".

1. The Problem

Teaching materials are one of the important elements to support an effective and efficient learning process. The presence of digital-based learning allows teachers not only as users but also as makers of materials or teaching materials. Teachers can create teaching materials or additional learning materials online that can be easily accessed by students anywhere and anytime. However, the limited ability of teachers in terms of operating applications and providing technology-based teaching materials is often an obstacle for both teachers and students in the learning process. Therefore, improving the quality of the teacher's ability to operate applications and create teaching materials is very necessary. Because the teacher concerned is the one who best understands the content of teaching materials that are in accordance with the needs of students and what is required in the applicable curriculum. One of the efforts that can be done to improve the ability of these teachers is to conduct training for teachers of SMP Negeri 13 which aims to improve the quality of teaching and learning in schools, but in general the problems faced by teachers of SMP Negeri 13 currently include:

a. Most teachers do not understand the concept of using information technology.
b. Lack of knowledge about the use of microsoft power point learning technology and the use of the google classroom application

The formulation of the problem that must be answered in Community Service at SMP Negeri 13 Ternate City is as follows:

a. How to introduce information technology to teachers of SMP Negeri 3 Ternate City?
b. How to introduce the use of Microsoft Power Point and Google Class Room applications as learning media for every teacher of SMP Negeri 13 Ternate City?

2. Implementation objectives

The community service activities in this report aim to improve the ability of junior high school teachers in making digital-based teaching materials to facilitate students in the learning process. This activity is in the form of development activities which generally aim to provide an understanding of digital-based learning management that can be used by teachers for learning activities in the classroom or for other independent learning. The objectives of this community service activity are as follows:

    a. Teachers of SMP Negeri 13 Ternate City are able to understand the concept of using information technology.

    b. Teachers of SMP Negeri 13 Ternate City are able to operate Microsoft Power Point and Google Classroom applications.

B. METHODS

The methods used in community service activities for SMP Negeri 13 teachers are:

1. Lecture method, where the speaker provides an explanation through oral, written, presentation about the theory of Microsoft Power Point and Google Classroom applications.

2. The practicum method, namely the presenter and the trainees together practice the use of Microsoft Power Point and Google Classroom applications.

3. Question and answer method, where participants are given the opportunity to ask questions about the material presented.

Community service activities carried out by Lecturers of the Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, the State Islamic Institute of Ternate, were carried out for two days with the following details:

1. Utilization of Information Technology in Learning (Power Point & Google Classroom)

2. Practice Making Teaching Materials Through Google Classroom for All Participants

3. Practice Making Teaching Materials Through Power Point for All Participants

4. Inspirational Learning Design

5. Practice Using Google Drive in Online Learning

6. Practice Using Google Forms in Online Learning

C. RESULTS

1. Participant Demographics

   a. Implementation of the first day

No	Gender	Amount	Percentage (%)
1	Female	6	30
2	Male	14	70
	Total	20	100

On the first day of implementation, the number of participants who attended was 20 of the 20 people invited, with details of 6 women and 14 men.

Figure 1. The PKM team for the Islamic Education
Management Study Program, Faculty of Tarbiyah and Teacher
Training,
IAIN Ternate, provided PKM material

b. Second day of implementation

No	Gender	Amount	Percentage (%)
1	Female	6	30
2	Male	14	70
	Total	20	100

On the second day of implementation, the number of participants who attended was 20 of the 20 people invited, with details of 6 women and 14 men. Participants were very enthusiastic about participating in community service activities held by the Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, IAIN Ternate.

Figure 2. The PKM team for the Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, IAIN Ternate, provided PKM material

2. Implementation of Activities

Community service is carried out for 2 days, with the number of hours of implementation each day being 8 hours of implementation and the total hours of implementation for 4 days being 16 hours of implementation. The explanation of the implementation of each service is as follows:

a. Implementation on the first day

The implementation of the service on the first day focused on delivering material on the use of information and technology in learning which was focused on the Microsoft power point application and google classroom. The material was delivered in two sessions, interspersed with breaks, prayers, and meals. In the first session, the material presented was Utilization of Information Technology in Learning (Power Point & Google Classroom) by Mubin Noho, S.Ag., M.Ag.

While in the second session, the material presented was the Practice of Making Teaching Materials through Google Classroom for All Participants by Minggusta Juliadarma, M.Pd.I. and Practice Making Teaching Materials Through Power Point for All Participants by Andy, S.Pd.I., M.Pd.

b. Implementation on the second day

The implementation of the service on the first day focused on delivering material about learning design and the practice of using the Google Drive and Google Form applications. The material was delivered in two sessions, interspersed with breaks, prayers, and meals. In the first session, the material presented was Inspirational Learning Design by Drs. Ramli Yusuf, M.Pd. While in the second session, the material presented was the Practice of Using Google Drive in Online Learning by Minggusta Juliadarma, M.Pd.I. and the Practice of Using Google Forms in Online Learning by Andy, S.Pd.I., M.Pd.

The training activities ran smoothly for 2 days of training which was attended by 20 people. Activities from the beginning to the end of the event participants followed well. Through this activity, participants not only learn material about learning, participants also learn and practice making digital-based teaching materials. This is very helpful for participants as educators at the junior high school level in providing online learning materials to students at school.

The participants were very active in the discussion and asked the service team about the materials provided. This service activity is considered by the participants as a means of introduction and learning about making Microsoft power point, google classroom, google drive and google form.

D. DISCUSSION

In general, this service activity went smoothly, starting from preliminary survey activities, implementation of service activities, to the preparation of reports. The implementation of the activity went smoothly as seen from the level of attendance of the participants, their activeness during discussions and the number of questions asked during the question-and-answer session to the service team. This is because the participants realized that in the era of information technology, online learning is an important means of delivering subject matter to school students.

Through continuous service, a cooperative relationship will be established between the Tarbiyah Department of the Islamic Education Management Study Program and the State Junior High School 13 of Ternate City. A cooperative relationship in terms of developing learning methods for teachers so that community service programs can run optimally, which is one of the obligations of the university academic community.

1. Target and Scope of Community Service

   The general target of this Community Service (PKM) program are teachers at the State Junior High School 13 in Ternate City. Meanwhile, the targeted skills are the ability to manage digital-based learning.

2. Supporting Factors for the implementation of PKM activities

   a. The implementation of the service in general went smoothly with the support of the teachers of SMP Negeri 13 Ternate City in participating in the development activities for the management of digital-based teaching materials for teachers of SMP Negeri 13 Ternate City.

   b. In the era of information technology, online learning is a very important tool in delivering school subject matter to students, so this service activity is very useful for teachers.

   c. The facilities and the spirit of the service team that support the smooth service.

3. Inhibiting factors for the implementation of PKM activities

In addition to supporting factors, there are also inhibiting factors that result in this service activity not being able to achieve its goals optimally, namely the lack of optimal internet network to meet the needs of presenters and participants.

4. Outcomes of Community Service Activities

The outputs of the proposed community service activities are as follows:

a. Availability of computer software/applications that support the learning process in 13 Ternate Junior High Schools;

b. The continuous implementation of training in the management of digital-based teaching materials for teachers in Ternate 13 Junior High Schools;

c. The creation of teaching materials/materials and training for digital-based teaching material management skills that are in accordance with the needs of students and the demands of the curriculum;

d. Implementation of the use and implementation of digital-based teaching and learning processes.

Figure 3. PKM Team of Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training IAIN Ternate

E. CONCLUSION

Based on the description of the implementation of this service activity, the following conclusions can be drawn.

1. This service activity can be categorized as successful in terms of participant participation considering that from the 20 potential target participants who were invited there were 20 people present.

2. The participants felt that this service activity was very beneficial for them, because as educators they felt the need to develop digital-based learning media as a medium for delivering learning messages. This media can help educators in integrating online and face-to-face learning (conventional) so that they can complement each other. It also provides a new learning experience for students so that the teaching and learning process can be more varied and innovative.

3. The participants feel that with new experiences in the teaching and learning process, it is hoped that it can foster students' enthusiasm for learning and creativity so that they can improve student achievement.

4. Participants gain skills in preparing and designing learning processes using digital-based media using applications through organized training.

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