

Increasing Digital Literacy through Online Learning: Community Service for Elementary School Teachers

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Abstract

The challenge supporting this community activity is from the incapacity of teachers in SDN Sianting-anting, Pangururan District, Samosir Regency, North Sumatera Province, to plan the online learning process by utilizing various online features. The purpose of this service is to give customers the skills and information they need to utilize the different online resources that are available through an online learning platform. This training approach consists of numerous elements, including lectures, group discussions, and practical experience. Teachers who complete this community service project will have gained knowledge of the tools used in online education delivery as well as the skills required to use online tools like Zoom Meeting and Google Classroom efficiently. There are additional advantages to taking part in this course. Along with taking part in online instruction, the participants will also be able to use the Zoom Meeting function to record instructional films. The content will be presented in these movies, and then the content that is being learnt will be shown. This is one of the methods that may be used for offline learning to enable students to be independent of the internet network.

Keywords:

online instruction; zoom meeting; google classroom; education not done online

Introduction

Indonesia is among the nations impacted as a result of the COVID-19 outbreak. Consequently, Circular Letter Number 4 of 2020 from the Ministry of Education and Culture (Kemendikbud) strongly advises educational units to use home-based learning (Gunawan et al., 2021). In addition, in light of Circular Letter Number 15 of 2020, the Ministry of Education and Culture has stressed that, when it comes to home schooling, learning can occur both offline and online (Ramadani & Xhaferi, 2020). For this reason, every Education Unit must be able to deliver instruction in accordance with the Minister's directives.

In light of this, it is critical that all educators be able to instruct pupils utilizing a variety of digital technology platforms (Fuady et al., 2021). Real-world data, however, indicates that a large number of teachers, particularly in eastern Indonesia, still lack these competencies. The

concept of digitization-based learning is still relatively new, particularly when it comes to the utilization of internet resources for online learning coordination and application-based subject material design. These are two relatively recent developments in online education (Aziza, 2021).

It is well known that one tactic that can be used to try to improve the overall quality of the educational experience is the integration of digital technology into educational settings (Dantes et al., 2022). When educators employ digital media, they have the chance to produce innovative and compelling teaching materials. Furthermore, because the resources may be customized to match each student's unique requirements and interests, learners of various ages and socioeconomic backgrounds can benefit from them (Minhas et al., 2021).

One benefit of digital technology use is that it facilitates the refinement of lesson plans by teachers through the incorporation of online resources and real-world examples (Sheelavant, 2020). It is not always necessary for teachers and students to physically contact with one another in a classroom setting because educational approaches can occasionally be created to take place in a virtual environment. Interesting instructional resources that keep students interested can also be made with interactive movies and display pictures (Octoberlina & Muslimin, 2020).

Several teachers at SDN Sianting-anting, Pangururan District, Samosir Regency, East Java Province lack the necessary abilities to make use of the internet resources used for online learning, according to the results of earlier research. As a result, learning appears less engaging and tedious and demands a significant amount of work. Pupils can learn in a variety of methods, including by taking part in turn-based learning in class discussions, getting modules, and more (Prayuda, Pangaribuan, et al., 2023).

We are all aware that teachers need to be adept at using technology in order to support learning during the pandemic. Using digital technology in the classroom has several benefits, including the ability to create lesson plans, locate additional resources, and give students a global perspective (Octaviani, 2021).

The lack of readiness among educators to meet the attitudes, emotions, knowledge, and skill problems associated with digital learning platforms is the root cause of this situation. There is a school of thinking among educators that contends that teachers must possess specialized knowledge of digital technology in order to successfully integrate learning through digital methods. However, the teachers at SDN Sianting-anting are still emotionally committed to using conventional learning methods, despite the fact that there are rules that must be followed while applying online or offline learning.

From a knowledge standpoint, the SDN Sianting-anting teachers find it hard to comprehend what is meant by online learning. This is evident from the responses of a number of educators, who demonstrate that they lack understanding of features like Google Classroom and Skype meetings in addition to other features like programs for creating videos for offline learning (Erna et al., 2022). Furthermore, teachers are less likely to refresh their digitalization-based learning abilities because they are older and no longer regarded as youthful.

In this way, educating the country's future generation is a responsibility of the educator. For continual learning growth, it is crucial to develop competences by reading and consuming a variety of pertinent material. This is particularly crucial for elementary school students. This is being done in order to get ready for the day when teachers will need to be flexible enough to adjust to changing situations, as the current pandemic conditions (Prayuda, 2023).

Teachers at Sianting-anting Elementary School, however, are unable to take advantage of the characteristics and applications of online learning. Teachers still employ traditional teaching techniques even if they must visit their students in their homes to instruct them.

Teachers' experience with digital technology helps them develop more dynamic and engaging classes. Teachers have the ability to produce digital teaching materials that are

accessible on the internet and off. Teachers can also gain a variety of helpful information on teaching materials that can be used in conjunction with these resources by utilizing digital technology in the classroom (Prayuda, Juliana, et al., 2023).

A further obstacle to online learning is the unreliability of electricity and internet networks. Teachers contend that under these situations, trying to teach students online is pointless. It's in situations like these that teachers struggle to come up with fresh, engaging lesson plans. On the other hand, proficiency with digital technology is essential for both online and traditional learning environments.

Teachers need to be able to use digital technology to develop innovative teaching and learning strategies in order to support children's education throughout this pandemic. Digital technology abilities are crucial for both in-person and virtual learning. Teaching professionals can assist students who face challenges in accessing the internet by utilizing educational films, which can be seen on mobile phones, laptops, and desktop computers. This service intends to help educators understand how to use Zoom conferences and online classes during the Covid-19 outbreak because of the current status of SDN Sianting-anting.

Methodology

In May 2021, educators from SDN Sianting-anting will be taking part in a month-long online learning session. In this course, educators will learn how to conduct online and/or offline learning using Zoom conferencing and Google Classroom. Eighty percent of participants in this training exercise should be able to comprehend and use online and/or offline learning techniques. This community service project is implemented using the subsequent methodology:

a. Instructional Strategies

Online-based learning resources, such videos, that are intended to be engaging for students and make use of online features are delivered using the lecture approach. Among the resources are Google Classroom and Zoom Conferencing. We completed these tasks one after the other over the course of two days.

b. The question-and-answer format.

When the topic is being presented, participants have the opportunity to ask and receive answers to questions regarding anything they do not understand. This is done in order for everyone taking part in the activity to absorb the information that is being delivered.

c. Training Techniques and Protocols

Participants are given tasks to accomplish using Zoom meetings and Google Classroom after they show that they have a sufficient comprehension of the subject. Through this exercise, we seek to improve participants' comprehension and their capacity to apply these elements to online learning. Training and drills take place on the third and fifth days. The third and fourth days are dedicated to training, and on the fifth day, an assessment of the training's execution in accordance with the guidelines takes place.

Discussion

The online training service is available till May 2021. In order to get over the challenges of finding instructional resources even in the midst of the COVID-19 pandemic, the principal and instructors at SDN Sianting-anting decided to implement this exercise. After this one-week program, teachers receive guidance for a month. The objective is to broaden their understanding of the efficient application of digital elements in online education. There was a total of 14 attendees at the event, including 8 public servants, 4 regional contract workers, and 2 honorary employees. The event was held after school hours in order to prevent interfering with the usual teaching operations of the school. Thus, it is possible to complete this task without encountering any issues.

Online seminars with activity materials are held via Zoom meetings and Google Classroom. A resource person gave an explanation on how to use the feature both online and offline. It was evident that participants wanted to participate from the vibrant conversations between them and the resource personnel during the program. Participants are given the chance to express their opinions about how to use the features that were covered by the resource person.

The results of the introduction and understanding seminar showed that almost all seminar attendees understood Google Classroom and Zoom sessions well. The remaining 5% of students, however, continue to get assistance until they are satisfied with their comprehension of the subject.

The training process is hindered by insufficient resources as participants are unable to use these features due to inconsistent internet connections. The crew was ready to begin their training session when there was an unexpected power outage. These challenges did not stop the participants' eagerness from studying and developing their online learning skills.

By recording their own personal introduction to the lesson content and presenting text, PowerPoint, and/or video formats, participants can also use the Zoom meeting capability to make educational videos. Students can use the content without the requirement for an internet network as a result. Teachers and trainers can now utilize it in virtual educational training sessions, if there are still a few technical issues. To become independent in the procedures related to online learning, educators do, nevertheless, still require support from the team.

Participant success rates in using Zoom Meetings and Google Classrooms for learning and creating videos were at least 80% among the participants in this program. However, the remaining 80% still require assistance to continue using Google Classroom since they are experiencing issues with it.

A group of lecturers from PGSD UNIMED and SDN Sianting-anting took the initiative to construct an online learning program for educators at SDN Sianting-anting when the COVID-19 pandemic broke out and they needed training in using digital media in the classroom. After the week-long training activities are over, participants receive assistance for one month to help them become self-sufficient in online learning.

As mentioned in Circular Letter Number 4 of 2020 regarding the implementation of education reform during the emergency period of the spread of the corona-causing agent (Covid-19), and reiterated in Circular Letter Number 15 of 2020 concerning Guidelines (Covid-19), this is a response to the government's call to implement online and offline home education policies.

Thanks to the UNIMED PGSD lecturer team's training efforts, teachers at Sianting-anting Elementary School may now utilize the flipped classroom and zoom meeting capabilities in online and offline learning exchanges (Stevani et al., 2022). We are aware that teachers must improve their skills by learning more about integrating technology into the classroom in order to support students' learning during the COVID-19 pandemic (Prayuda et al., 2022). Nonetheless, some teachers continue to instruct without the use of electronic devices. This is partly because educators are not as adept with digital tools as they should be,

which means that pupils are not being taught in a creative fashion (Shoimah et al., 2021).

Conclusion

A major obstacle to online learning is the unreliability of electricity and internet networks. Teachers contend that under these situations, trying to teach students online is pointless. It's in situations like these that teachers struggle to come up with fresh, engaging lesson plans. Nonetheless, having solid digital technology knowledge and abilities is essential for both online and offline learning. By learning more about how to integrate technology into the classroom, educators can improve their ability to instruct. Nonetheless, some teachers continue to instruct without the use of electronic devices. This is partly because educators are not as adept with digital tools, which limits their ability to innovate in the way they instruct students.

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