



Increasing Competence in Compiling Teaching Materials through Assistance in the Development of Teaching Materials for Lecturers

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ABSTRAK

Bahan ajar merupakan bagian integral dalam pembelajaran. Bahan ajar akan selalu berkembang sesuai dengan perkembangan teknologi serta ilmu pengetahuan. Dosen IAI Al-Khairat memerlukan suatu kegiatan yang dapat membantu mereka dalam meningkatkan kemampuan menyusun bahan ajar yang terbaru. Tujuan penelitian ini untuk menganalisis peningkatan kompetensi menyusun bahan ajar melalui pendampingan pengembangan bahan ajar bagi dosen. Pendampingan pengembangan bahan ajar dilakukan dengan metode pembelajaran berbasis proyek, dimana peserta akan menghasilkan draft bahan ajar mata kuliah. Bahan ajar dapat membantu memudahkan dosen dalam kegiatan mengajar. Selain itu, dengan adanya bahan ajar akan dapat membantu mahasiswa mencapai tujuan pembelajaran dengan baik. Subyek kegiatan pelatihan ini adalah dosen IAI Al-Khairat Pamekasan yang berjumlah 30 dosen. Hasil dari kegiatan pelatihan yang dilakukan, dosen bisa menyusun bahan ajar yang sesuai dengan mata kuliah yang diampu dengan baik dan sesuai perkembangan zaman. Kesimpulan dalam kegiatan ini ialah kompetensi dosen dalam mengembangkan bahan ajar semakin meningkat.

ABSTRACT

Teaching materials are an integral part of learning. Teaching materials will always develop according to technological and scientific developments. IAI Al-Khairat lecturers need an activity to help them improve their ability to compile the latest teaching materials. This mentoring activity for preparing teaching materials aims to assist lecturers in producing teaching materials that are by the characteristics of courses and students in the IAI Al-Khairat Pamekasan Madura environment. The development of teaching materials is one of the performance indicators used to evaluate the contribution of lecturers to the university's main performance indicators. Teaching materials in the main performance indicators can be used to show that the community uses them. Assistance in the development of teaching materials is carried out using the project-based learning method, where participants will produce drafts of course teaching materials. The subjects of this training activity were IAI Al-Khairat Pamekasan lecturers, totalling 30 lecturers. As a result of the training activities, lecturers can compile teaching materials on the subjects that are well taught and by the times. This activity concludes that the competence of lecturers in developing teaching materials is increasing.

1. INTRODUCTION

The Ministry of Education and Culture issued an independent learning campus policy to improve the quality and freedom of learning (Susilawati, 2021; Warsiti, 2021). Thus allowing the college to improve its quality. Universities set performance targets based on Internal Quality Standards to meet Key Performance Indicators (KPI). The target performance of human resources includes the number of lecturers with doctoral degrees, certified educators, lecturers with the position of head lecturer, and professors. Teaching materials are all forms of sources of information or materials used by lecturers in the learning process in tertiary institutions. These teaching materials include various things such as textbooks, presentation slides, videos, and assignments given to students (Jasiah, 2019; Nugrahani, 2017). The purpose of using teaching materials is to help students understand the material and achieve learning goals. Good teaching materials must be appropriate to the level of difficulty of the material, easy to understand, and attractive to students (Maison & Wahyuni, 2021; Utami et al., 2021). In higher education, teaching materials must also meet academic standards and take into account the diverse needs of students, such as students with special needs (David & Hill, 2021; Hernández-Castellano et al., 2020). Improving human resources and then the quality of learning is one of the strategies to meet university

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performance targets (Hardika, 2021; Yusrie et al., 2021).

Lecturers are encouraged to engage in problem-based collaborative learning rather than relying solely on classroom instruction (de Hei et al., 2015; Marisda, 2019). To realize this, lecturers must have teaching materials that are by the established curriculum. Teaching materials are collections of systematically arranged, whether written or not, to create a conducive learning environment or atmosphere (Lathief Dwi Putra & Nurafni, 2021; Yulian, 2018). The development of teaching materials is one of the performance indicators used to evaluate lecturers' contribution to the university's leading performance indicators. Teaching materials in key performance indicators can be used to show that people are taking advantage of them. The lecturer must innovate and be creative in developing teaching materials (Nugraha et al., 2021; Prasetyo et al., 2021). A lecturer must be able to create teaching materials that aim to assist students in achieving a higher level of reading comprehension (Apriliani et al., 2021; Kurniaman & Zufriady, 2019). Teaching materials are one of the essential parts in determining the quality of learning (Adirakasiwi et al., 2020; Cahyadi, 2019; Widarti et al., 2020). Without teaching materials, knowledge cannot be carried out correctly. With the appropriate teaching materials, it is hoped that it can help the smooth running of learning activities (Irawati & Saifuddin, 2018). Learning that cannot be carried out correctly is a futile act. Teaching materials have an essential role in achieving the competencies that must be completed by students (Dharmayanti et al., 2021; Hamdunah et al., 2020).

Lecturers must be able to develop teaching materials in learning because developing teaching materials is a professional demand that can provide meaning and make learning fun (Kurniaman & Zufriady, 2019). In the context of education in higher education, lecturers provide teaching materials used to students through the lecture process (Arsanti, 2018). Lecturers can obtain up-to-date teaching materials to support the theory presented (Indaryani & Lusianti, 2021). It can help students in achieving competencies that are used as learning objectives. Teaching materials that facilitate independent learning impact students' lack of understanding (Dharmayanti et al., 2021). Students carry out active learning activities by studying the material meaningfully by working and thinking (Kristanto et al., 2021). The development of teaching materials is needed to create learning with a pleasant atmosphere for students. Lecturers must be better prepared to make teaching materials because, with this teaching material, students can be helped in learning (Asbari et al., 2020; Hadi & Handayani, 2021; Lawe et al., 2021). The problem in the field related to curriculum changes in tertiary institutions is that lecturers must adapt to the changes that occur and ensure that the teaching materials they compose are in accordance with the demands of the new curriculum. This is important because curriculum changes can affect the material taught and learning objectives, so lecturers need to ensure that the teaching materials used are still relevant and effective. Therefore, lecturers need to participate in the preparation of teaching materials in order to ensure that the teaching materials (Amin et al., 2021; Fitriani et al., 2019). They arrange are in accordance with the demands of the new curriculum and can produce appropriate teaching materials. This assistance can be in the form of training, workshops, or discussions with fellow lecturers who have experience in preparing good teaching materials. Students need teaching materials in helping them to be able to understand the material being studied (Soraya et al., 2021). With teaching materials, students will be able to form their knowledge. Teaching materials can be taken from various learning sources. It was more accessible for students to create their understanding in more depth. By forming their knowledge, students will have an impression of the learning material, and it will be easier to understand the material they are studying. The learning process requires teaching materials that can support learning in the classroom (Aulia & Prahmana, 2022; Iba'd & Pahlevi, 2020). A lecturer developing teaching materials requires cognitive abilities to analyze the curriculum, indicators and learning objectives (Prihandoko et al., 2018). All types of teaching materials are used to assist lecturers in carrying out the learning process. Teaching materials are essential in learning (Irawati & Saifuddin, 2018; Kristanto et al., 2021). Assistance in writing teaching materials for lecturers is needed in the IAI Al-Khairat Pamekasan environment, in addition to meeting key performance indicators and increasing lecturer competence.

The design of teaching material development must pay attention to the development model to ensure the quality of teaching materials in supporting the effectiveness of learning because the development of teaching materials is a linear process parallel to the learning process (Arsanti, 2018; Cahyadi, 2019; Lathief Dwi Putra & Nurafni, 2021). Lecturers play an important role in choosing teaching materials that are by the material that students will master and can also provide guidelines for studying them (Djannah et al., 2021; Kristanto et al., 2021). Lecturers play an important role in choosing teaching materials that are the material that students will master and can also provide guidelines for learning it (Eliyanti et al., 2020; Setiawan & Basyari, 2017). The aim of the research on improving the preparation of teaching materials for lecturers through mentoring is to find out how effective mentoring is in improving the quality of teaching materials prepared by lecturers. This study also aims to analyze whether mentoring can help lecturers adjust to changes in the curriculum and ensure that the teaching materials

they arrange are in accordance with the demands of the new curriculum. The main objective of this research is to improve the quality of learning and ensure that students receive good and effective teaching materials. The results of this study can be used to provide recommendations and solutions for tertiary institutions in improving the quality of teaching materials prepared by lecturers. The novelty in this research is that this research can combine different mentoring methods to find out whether the combination is more effective in improving the preparation of teaching materials for lecturers.

2. METHODS

This activity was carried out to be 30 lecturers from IAI AL-Khairat Pamekasan. This Assistance aims to produce teaching materials on the subjects taught that can later be applied in classroom learning. study uses a qualitative design. The instruments used in assisting the preparation of teaching materials for lecturers are interviews and observations. Interviews can be used to collect more in-depth data about assisting in the preparation of teaching materials for lecturers. Observations can be used to collect data about the process of assisting in the preparation of teaching materials for lecturers. Increasing the competence in the preparation of teaching materials is carried out by mentoring lecturers at IAI AL-Khairat. This activity is carried out in several stages. The first stage is the counselling stage, where each participant will get an idea of the concept of teaching materials. The learning method is a combination of lectures and discussions. The second stage is to provide training; Each participant will be instructed in advance on how to use the components of the teaching materials. The learning method is a combination of lectures and discussions. The third stage is demonstration and practice. Each participant will be given a task and go through the process of making teaching materials. Trainees are free to choose courses based on their academic ability. The final stage is evaluation, which includes evaluating the process that co-occurs with the activity. Activities are evaluated based on participants' willingness to participate in question-and-answer sessions and group discussions on the training topics presented. The training results are determined by requiring participants to make teaching materials.

3. RESULT AND DISCUSSION

Results

A mentoring activity was carried out to improve competence at IAI AL-Khairat, Pamekasan Regency. This activity aims to assist lecturers in developing teaching materials that students can use directly. Before starting the activity, participants must go in and out of the training area. In addition, MC opened the movement, which continued with the speaker's explanation of the concept of teaching material. The speaker discusses the idea of teaching materials before delving into the teaching materials themselves and their parts. After the presentation of all the concepts, the presenter informs the participants about their responsibilities and assists them in preparing teaching materials. The following are some of the messages given by the speaker during the mentoring activity for the creation of instructional materials. Training and Assistance on the concept of teaching materials. According to preliminary findings, most teachers are still unfamiliar with the concept of teaching materials. They are providing background information on the idea of teaching materials. This stage of training and mentoring allows teachers to understand learning concepts and practice developing learning teaching materials. Training and Assistance for material teaching components. Provision of component materials for teaching materials at this stage. The result of intensive coaching and mentoring. At this stage, lecturers can understand and develop teaching materials. It is hoped that lecturers will gain understanding and the ability to create teaching materials due to this training. Assigning and collecting assignments and presenting results. Some teachers give the results of their development to other teachers to ask for input or suggestions from resource persons. It is done to improve the outcome of teaching materials.

Based on the assistance activities for the preparation of teaching materials that have been carried out, it is known that some lecturers state that it is necessary to improve competence in compiling teaching materials based on technology. The lecturer can also utilize the teaching materials; then, the faculty can share the role with teaching materials (Jasiah, 2019). In compiling teaching materials, lecturers do not only pour material in the form of teaching materials, but it requires a thought or cognitive process, and good literacy skills are needed. The obstacles and obstacles of lecturers in compiling teaching materials can be overcome by providing training and Assistance in preparing teaching materials. The mentoring activities have been deemed a success since more than 90% of participants attended the training and mentoring sessions; the response and excitement of enthusiastic participants. The lecturers' comprehension of scientific language and publications has risen, and with technology, some instructors can create complicated instructional materials. Teaching materials are vital in learning (Irvan &

Muslihuddin, 2020; Syah, 2020). Not only does it positively impact lecturers' competence, but this scientific paper writing training also affects students. In addition, the professionalism of lecturers can be seen from the ability of lecturers to innovate learning and make improvements to the learning process through the preparation of teaching materials. Increasing the competence of lecturers will have a positive impact on student progress. Teaching materials were essential to be developed because there was no teaching material and students' knowledge (Harianja et al., 2021; Ridhwan, Sumarmi, Ruja et al., 2019). In general, the mentoring activities for preparing teaching materials went well, and the lecturers participated with great enthusiasm because they felt firsthand the benefits of the movement. They claim a lot of new things are being gained. Significantly, they gain knowledge that can be applied to create innovative learning and take advantage of the role of technology. This activity was said to be successful because the participants' understanding of the material increased, and the response of participants to this activity was very positive.

Discussion

The implementation of the preparation of teaching materials for IAI Al-Khairat Pamekasan Lecturers went smoothly. It is marked by 90% of participants feeling the benefits of participating in this teaching material preparation training. The result of this training and mentoring is that participants can understand the concept of teaching materials and compile teaching materials. This activity was said to be successful because the participants' understanding of the material increased, and the participant's response to this activity was very positive. The result of efforts to improve the competence in compiling teaching materials through Assistance that has been carried out is that participants understand the concepts and procedures involved in developing teaching materials, and this training is intended to improve the ability of lecturers to make teaching materials. Assistance can improve the performance and performance of lecturers (Keller et al., 2021; Yañez & Yañez, 2018). The following recommendations can be made based on the conclusions above, namely that each institution needs Assistance in implementing teaching materials by lecturers, and additional training activities are required to develop further lecturers' ability to make teaching materials.

The discussion of the results of this study shows that training and mentoring play an important role in improving the quality of teaching materials for lecturers. From the messages conveyed by resource persons during mentoring activities, it appears that through training and mentoring of teaching material concepts, lecturers can understand learning concepts and practice developing learning teaching materials. Stages of training and mentoring of teaching material components also help lecturers to understand and develop teaching materials. Based on this message, it can be said that mentoring activities provide positive benefits and results for lecturers in terms of making teaching materials. This can be related to previous research which shows the importance of training and mentoring in improving the quality of teaching materials (Darmayanti et al., 2022; Nurussaniah et al., 2020). The interpretation of these findings indicates that mentoring is very helpful in improving the quality of teaching materials for lecturers. Generalizing the findings into an established theoretical framework that can become mentoring is an effective strategy in assisting lecturers in compiling quality teaching materials. The impact of the results of this study are improving the quality of teaching materials prepared by lecturers, in line with increasing understanding and ability in compiling teaching materials, lecturers can understand the concepts and procedures in developing teaching materials, so they are able to prepare teaching materials that are in accordance with standards and support learning, mentoring activities can be considered as an effective strategy in assisting lecturers in improving the quality of teaching materials, recommendations that each institution needs to provide additional assistance and training for lecturers in making teaching materials. The positive impact of the results of this research is to help improve the quality of education and strengthen learning for students. This will increase the competence and quality of human resources, so that it can have a positive impact on the development and progress of the nation.

4. CONCLUSION

The conclusion of the activities carried out is that with training activities aimed at lecturers at IAI Al-Khairat Pamekasan, they can increase their competence in compiling teaching materials. As a result of the follow-up in training, the lecturer at IAI Al-Khairat Pamekasan was able to develop competence in making teaching materials for the courses being taught. It will have a positive impact on the future progress of the institution. In addition, mentoring activities for lecturers will make learning easy to do, and learning objectives will be achieved properly. Lecturers feel the benefits of these activities and their understanding of the material increases. This activity was said to be successful and the participants understood the concepts and procedures for developing teaching materials. Recommendations were made

for each institution requiring assistance in implementing teaching materials by lecturers and requiring additional training activities. This conclusion can be related to the results of previous studies which show the importance of training and mentoring in improving the quality of teaching materials.

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