



E-Module Design Workshop as Professional Development Program for Pre-School Teachers

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ABSTRAK

Pendidikan anak usia dini merupakan bentuk pendidikan yang menempatkan anak sebagai pusat proses pembelajaran dan disesuaikan dengan tahap perkembangan anak. Untuk melakukan proses yang menarik dan bermakna dalam Pendidikan Anak Usia Dini (PAUD), guru diharapkan untuk meningkatkan kapasitas mereka untuk mengejar ketinggalan dengan perkembangan teknologi. Program pemberdayaan masyarakat yang diusulkan akan melibatkan KB Taman Harapan yang terletak di Jl Raya Sumbersekar No 108 RT 01 RW 03 Krajan, Sumbersekar, Malang. Berdasarkan apa yang diamati dan apa yang diungkapkan dalam wawancara dengan kepala sekolah, KB Taman Harapan menghadapi tantangan. Pertama-tama, mereka kesulitan menghadapi kurangnya program pengembangan profesional bagi para guru. Kedua, kepala perusahaan mengindikasikan bahwa mereka juga berurusan dengan beberapa masalah keuangan. Terakhir, kepala sekolah juga menyebutkan bahwa mereka kesulitan menghasilkan sumber daya yang menarik untuk pengajaran online. Agenda utama akan diselenggarakan untuk mengatasi permasalahan tersebut, yaitu memberikan pelatihan program pengembangan e-modul untuk guru dan memberikan sesi uji coba hasil e-modul. Dalam prosesnya, akan ada 4 tahapan tindakan: (1) Perencanaan, (2) pelaksanaan, (3) Evaluasi.

ABSTRACT

Early childhood education is a form of education that places the children at the centre of the learning process and is adapted to the child's developmental stage. To conduct an engaging and meaningful process in Early Childhood Education (PAUD), teachers are expected to improve their capacities in order to catch up with the technological development. The proposed community empowerment program would involve KB Taman Harapan which is located at Jl Raya Sumbersekar No 108 RT 01 RW 03 Krajan, Sumbersekar, Malang. Based on what was observed and what was stated in the interview with the principal, KB Taman Harapan is struggling with challenges. In the first place, they are having trouble dealing with the lack of professional development programs for the teachers. Second, the principal indicated that they are also dealing with some financial issues. Lastly, the principal also mentioned that they were having difficulty generating interesting resources for online instruction. The main agendas would be organized to solve the issues, namely providing training for e-module development program for teachers and providing a tryout session for the results of the e-module. In the process, there would be 4 stages of action: (1) Planning, (2) implementation, (3) Evaluation.

1. INTRODUCTION

Learning is a process that takes place via structured activities or changes that occur as a result of activities in order to deal with situations. These changes shape the nature of each action towards maturity. Early Childhood Education enables students to begin their educational careers at the youngest ages possible (PAUD). Early childhood education refers to any learning activity that is centered on the child and is modified according to the child's age. Early childhood educators provide a variety of learning experiences for children to have via play by preparing both the material (content) and the learning process (Aras, 2016; Blanchard et al., 2018; McClure et al., 2017). Early childhood is one of the most important periods of growth, as can be shown by the fact that children continue to grow and change even after they have moved on to the next stage of their development (Dewi et al., 2020; Hasanah & Priyantoro, 2019; Nugraha, 2015). In addition, it is an endeavour that targets children from birth to the age of six (6) years and is carried out through the

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provision of educational stimuli to aid in the growth and development of the child's physical self as well as their spiritual self. PAUD is the Indonesian acronym for preschool education and it is offered to children from 0 to 6 years old. Early childhood education in Indonesia is provided in this way.

According to the Ministry of Education and Culture, the objective of early childhood education is to allow children to grow and mature in accordance with their current level of development so that they are prepared to enter higher levels of education and to navigate life after they have reached adulthood. Referring to the Permendikbud Number 18 of 2018 about the Implementation of Early Childhood Education Services, it is mentioned that the quality of PAUD services can be recognized from the learning innovations, enhancing the competence of educators and education staff in carrying out learning innovations, and the supply of facilities and infrastructure. Accordingly, early childhood education is seen by the government as being of critical significance since it presents opportunities for a children's personality from the very beginning, providing a foundation for the child to develop into a civilized human being in the years to come (Juanda, 2018; Spencer et al., 2019; Taggart, 2016).

Early childhood education is a form of education that places the children at the centre of the learning process and is adapted to the child's developmental stage. Early Childhood Education, also known as PAUD, is designed to foster children's optimal growth and development so that they are prepared to continue their education after completing their preschool years (Kuhn et al., 2017; Maimunah et al., 2018; Meyer et al., 2021). As a result, children are prepared to move on to higher levels of education (Law of the Republic of Indonesia Number 20 of 2003-chapter 1 article 1 point 14), and article 28 states that Early Childhood Education is carried out in three (three) different pathways, the first of which is Formal Education in the form of Kindergarten (TKK) or in a form that is equivalent to it. Playgroups (KB), Child Care (TPA), Similar Education Units (SPS), and other analogous forms are examples of non-formal education routes. Informal education pathways, such as family education or education that is held inside the home context, are examples of informal education pathways.

In light of this, educational activities for children of this age should ideally be carried out by trained professionals so as to facilitate the process of early childhood development (Purba et al., 2022; Rismayani et al., 2021). Early childhood education is a form of schooling that focuses on the cognitive, emotional, social, and physical development of children from birth through the early elementary years (Nur et al., 2020; Palupi & Watini, 2022). In addition to this, the PAUD classes that children take need to be held in a positive environment. It should come as no surprise that the activities that are done in PAUD utilize a play while learning strategy in order to ensure that the children do not become bored. PAUD institutions are required to provide not just a curriculum but also tools that are capable of helping children explore their potential (Salasiah et al., 2018; Setiawan, 2018).

Teachers in Early Childhood Education set a variety of learning experiences while playing by providing information (content) and the learning process (Rasmani et al., 2022; Zahro et al., 2019). To conduct an engaging and meaningful process in Early Childhood Education (PAUD), teachers are expected to improve their capacities in order to catch up with the technological development. In early childhood education, the degree of professionalism displayed by teachers has a direct influence on the quality of education that students experience (Cahyaningrum et al., 2017; Jaya et al., 2023; Siron, 2020). Furthermore, the use of information technology encourages and facilitates instructors' creative expression, which is essential to the development of an autonomous educational environment. In recent years, a pandemic caused by the COVID-19 virus has caused havoc on all facets of life throughout the world, including the field of education (Nasir et al., 2020; Ulfadhilah, 2021).

The outbreak of COVID-19 has made the situation worse and caused other problems that have forced educators to indirectly be creative by providing new breakthrough learning methods in the future. One of the problems that continue to be a problem today is the problem of a lack of competence and professionalization among educators. During the pandemic, it is thus very vital to increase the pedagogical and professional capacity of teachers in order to respond appropriately to new issues that have surfaced as a direct result of the Covid-19 virus. Indeed, the Covid-19 epidemic has necessitated the utilization of ICT at several school levels, including early childhood education. Even though there are numerous advantages to using ICT to aid in education, it will be difficult to implement in settings where ICT has not been widely utilized in the past, this includes early childhood education in Indonesia (Aditya et al., 2022; Nurkolis & Muhdi, 2020).

Previous research stated that the predicate of a professional teacher can be achieved by possessing four professional characteristics, which are as follows: (1) professional abilities, specifically intelligence abilities, attitudes, values, and skills, as well as achievements in their work; in other words, a teacher must be an expert in the subject matter that they are instructing; (2) Competence in one's professional endeavors, namely competence in one's ability to educate pupils; (3) Professionalism in time management; and (4)

Professional pay that may enhance both their own and their families' well-being (Nolan & Molla, 2017; Safitri & Sos, 2019).

The proposed community empowerment program would involve KB Taman Harapan which is located at Jl Raya Sumbersekar No 108 RT 01 RW 03 Krajan, Sumbersekar, Malang. This is a private institution which was formed by the local authorities in order to support the early Childhood Education for the society in the neighbourhood. Based on what was observed and what was stated in the interview with the principal, KB Taman Harapan is struggling with challenges. In the first place, they are having trouble dealing with the dearth of professional development programs for the teachers. They pointed out that the professional development program had certain restrictions because they did not receive any help from other sources. In point of fact, the instructors said that they would be extremely motivated to participate in such programs if they were made available to them because they believed that participating in such programs would increase their expertise, knowledge, and professional experience. In regards to this, the degree of a teacher's expertise may serve as a catalyst for various teaching and learning activities at all educational levels, from primary to secondary. Throughout instruction and class time, teachers need to be able to identify and nurture students' latent abilities in order to help them reach their full potential. In order to be able to generate graduates who have excellent successes, both academically and in other areas of their lives as well. The competency of teachers in schools will be fruitful if instructors build the idea of excellent teachers and constantly generate new ideas (Falloon, 2020; Forzani, 2014).

The second issue is the head of the company indicated that they are also dealing with some financial issues. Due to the fact that the school is privately run and is intended to serve the residents of the surrounding area, the majority of whom are of a lower to middle socioeconomic position, the school is required to have effective financial management. In this particular instance, it had an effect on their hesitation to run a program for professional growth. In regards to this, the same issue is also identified in the other community service program targeting PAUD as the partners.

Lastly, the principal also noted that they had trouble keeping up with the online learning that took place in the early years of the COVID 19 epidemic, which was the last point she addressed. She went on to say that the school continued to operate the online learning program during the epidemic by focusing largely on making the most of the features offered by the Whatsapp application. In line with this, the effective parent-teacher communication is established through the strategic use of many social media platforms, including whatsapp groups (Erdreich, 2021; Turin & Davidson, 2022). Even if it was done in an online format, the principal wished there was something she could do that was more interesting and would make the process of learning more inspiring. Referring to the results of the interview, the community empowerment aims at providing professional development program for teachers at KB Taman Harapan, Dau Malang.

2. METHOD

The current community service program targets to solve the three issues experienced in the KB Taman Harapan. The program was conducted in two main agendas, namely providing training for e-module development program for teachers and providing a tryout session for the results of the e-module. The first agenda is providing training for e-module development program for teachers. This is identified as the solution because referring to the results of the interview with the principal, teachers at KB Taman Harapan did not have adequate access for professional development scheme. In addition, they also admitted that they have limited skills in material development, especially for the online pedagogy. By conducting the training for e-module development, it is expected that the teachers obtain the demanded skills and knowledge. Secondly, the community service program would also provide a tryout session for the results of the e-module. By doing so, the effect to the skills and knowledge that the teachers have mastered in the training session can be observed further. Additionally, the tryout session would also help the teacher to motivate the students with a new teaching approach.

3. RESULTS AND DISCUSSION

Result

Planning Stage

The team and student volunteers had an online discussion via Google Meet to plan the program on 9 August 2022. We conducted coordination discussions in the form of briefings for approximately 90 minutes. One of the students made meeting minutes which was later is distributed on the WhatsApp group. Another online discussion was done via Google Meet. We conducted coordination discussions arranging a timeline of activities, and discussions related to how the Community Service program would be carried out.

This coordination was carried out for approximately 90 minutes with one of the students making meeting minutes so that the results remained structured. On the next meeting, we had a meeting on campus. We conducted coordination discussions related to preparation for the workshop, determining the theme and sub-theme of the E-Module, and dividing the tasks of making learning videos according to the theme of the E-Module. For more systematic planning, we also conducted discussion to map out the timeline, the concept of the workshop, and the personnel distribution. The coordination was conducted offline and was attended by all team members.

The next day, the student volunteers gathered and discussed the plan more thoroughly. They distributed the responsibilities in order to make the program run well. In this case the student volunteers also prepared all the necessary tools and equipments for the workshop such as banners, attendance list, etc. On 4 September 2022, we held coordination with PMM partners, namely Taman Harapan PAUD Teachers, lecturers and the student volunteers. This coordination was carried out at site of the KB Taman Harapan. In coordinating with the PMM partners, we discussed a number of things such as sharing themes for making E-Modules and learning videos, agreeing on time and place for conducting workshops, collecting data on the needs needed by partners to support the smooth process of making E-Modules and learning videos and discussing PMM activities that will be carried out.

On September 6 2022, the team visited partners (PAUD Taman Harapan) at KB Taman Harapan. This visit aimed to observe students at Taman Harapan KB so that the team can adjust the students' characteristic and the E-Modules and learning videos that was planned to be made. The team then discussed with PAUD Taman Harapan teachers particularly about what we needed to prepare for the workshop in making E-Modules and learning videos.

Implementation Stage

On 11 September 2022, the team conducted Workshop on Making E-Modules and Learning Videos with the Teacher of Taman Harapan Preschool. This activity was held at the American Corner of UMM. The PMM team came to the location of the workshop, namely at the UMM American Corner one hour before the workshop started at 08.00 to re-check the equipment needed, such as: laptop, smartphone, Wi-Fi, sound, microphone, table, chair, and stationery. At the main event, a workshop on learning videos was delivered which was followed by direct practice by the Taman Harapan teacher. After the workshop on learning videos was finished, a workshop on using Canva was held and followed by hands-on practice by the Taman Harapan KB teacher. During the workshop, the PMM team accompanied the Taman Harapan teacher and helped when the teacher experienced difficulties in the process.

Afterwards, for the next six days, the PMM Team carried out the process of making learning video materials with the Taman Harapan Teacher. This activity was carried out around the campus. During the activity, the Taman Harapan Teacher asked about anything that was not understood through the WhatsApp Group. The PMM team also conducts online mentoring and assistance through WhatsApp group coordination. In addition, the team created learning videos according to predetermined themes. The team made learning videos together with location in around the UMM campus. On 19 September 2022, the team organized an online meeting via Google Meet. At this meeting we coordinated with the E-Module discussion agenda. The team discussed determining the time and place for the module trial test. The PMM team opened our E-Module results, conducted trials to correct if there were errors and made several revisions to the E-Module.

The next stage was making E-Modules by the Taman Harapan teacher and the Student PMM team. This activity was carried out independently in accordance with the division of tasks. The Taman Harapan teacher arranges E-Modules using Canva according to the chosen theme. Because it was independent, the Taman Harapan Teacher asks all things related to making E-Modules that are not understood through the WhatsApp Group. In addition, the Team conducted online mentoring and assistance through WhatsApp Group coordination. Besides that, the PMM Team compiled the E-Module in accordance with the division of themes. Finally, the results of making the E-Module were distributed to lecturer for corrections. On 26 September 2022, the team conducted a pilot test of the E-Module before conducting trials on partners. This activity was held next to the UMM library. Trials were carried out to identify and correct errors, and after that the PMM Team made several revisions to the E-Module.

On 30 September 2022, the team together with Taman Harapan PAUD teachers conducted mentoring and consultation sessions on E-Modules and learning videos which took place at GKB 1 floor 5 Room 5.15 at 09.00 - 13.00 WIB. The team came to the location of the mentoring and consulting activities, namely at GKB 1 floor 5 room 5.15 at 08.00 to check the needs for mentoring and consultation, such as projectors, laptops, wifi, banners, tables and chairs. At the main event, the Taman Harapan teacher consulted with the team regarding the development of the E-Module and learning videos that had been made. The team provided direct assistance accompanied by a Canva display on the projector to make it

easier for the teacher. In addition, in the event, the Taman Harapan Teacher actively participated in revising the E-Module and was assisted by the team.

On 3 October 2022, the main event of activities was to conduct a trial of the KB Taman Harapan Student E-Module at KB Taman Harapan. The team came to the Taman Harapan KB location according to the schedule agreed with the partners. The team made preparations such as preparing sound, laptops, and participating in conditioning the Taman Harapan KB students. The class was opened by the KB Taman Harapan teacher and then transferred to the PMM team. KB Taman Harapan students were divided into two groups with one laptop in each group. Practice learning through E-Modules that contain the learning videos are guided by the team and assisted by the Taman Harapan teacher. Lessons last for approximately 60 minutes which contain videos and some fun questions. In addition, students were asked questions regarding the impressions and messages of learning using E-Modules and learning videos. After the lesson was finished, Taman Harapan KB students played with the existing facilities in class, the games that the students played had a correlation with the material in the E-Module. Finally, the PMM Team and the Taman Harapan KB teacher conducted an evaluation regarding learning activities using the E-Module.

Evaluation Stage

At the end, the team conducted an evaluation of the e module workshop program. The evaluation was conducted to identify the teachers' attitudes on the community service program. In doing so, Google form is distributed to the teachers.

Discussion

Millennial instructors are the educators of today. Everything has changed as a result of technology, including people's educational demands, throughout the present industrial revolution (Ismail et al., 2020; Priyanti & Warmansyah, 2021). Accordingly, teachers are expected to have capacity to teach in any situation, offline and online. Our experience during the pandemic challenges any teachers' capacity to deliver the lesson online. In this case, they also need to integrate technology in their teaching. One of the ways is to use electronic module or Emodule. To motivate students to continue their study and develop as learners, teachers must ensure that the e-module is an effective teaching instrument. Additionally, emodules are a wonderful alternative for a learning medium since they can be adapted to new technological advances, which is crucial in today's digital environment (Sutama et al., 2021; Winatha, 2018). The argument supports our aim in the community service program, in which provide the teacher with professional development program which prepare them to design Emodule to support their teaching. Based on the results of the community service program, the emodule has been designed in a small unit which was determined by the objectives. E-modules are a type of portion of learning content that is systematically grouped into the smaller learning units to achieve particular learning. They are delivered in electronic form where animation, audio, and making user navigation more engaging with this software (Sugianto et al., 2013; Winatha, 2018).

The results also confirmed that there are some advancements of e-module compared to the print module. To begin, the e-module may be viewed online using a laptop or smartphone. Given that the characteristics of media and typing courses for learning are the theory and practice of planning and designing a production of instructional media based on the characteristics of subjects in schools that can be used as a tool in teaching practice field experiences, it will be more practical if students are facilitated e - module. Second, the e-module allows students to learn on their own time. Students may use their smartphones to access the e-module at any time and from any location. The visuals in the module are completely colourful and high definition, making it easier for pupils to grasp the information. Third, the e-module includes interactive questions and quizzes to assess knowledge of the topic at the end of the learning session. This is an attempt to address the shortcomings of the print module, where students may view the answer key. Fourth, the e-module includes various genuine projects. The e-project module's component asks students to work together and collaborate to fulfill project themes. In addition, the goal of any initiative to increase digital literacy in a community should not be only to make more people more familiar with digital media and devices connected to the internet, but rather to foster a culture of continuity between the routine tasks people perform every day and the efforts they make to improve their productivity. Based on these advantages, we believed that giving the skills to design e-module will significantly improve the teachers' skills in material development.

In addition, the benefits of an interactive e-module include encouraging students' interest in learning by combining module components with text, graphics, images, animations, and sounds; attracting students' attention with vibrant and diverse color schemes; using animation practicum to further strengthen students' understanding of the material; and having practice questions that can be used as a benchmark for students' understanding in independent learning (Mutia & Pritasari, 2022; Sidiq et al., 2022).

The findings in our community service program also revealed that the teachers express their creativity in designing the e-module. It means that they are expected to have an original idea which is supported with various elements which shows dynamics of the e-module. Developing electronic modules also demands for originality, creative habits of thought, and the establishment of dynamic, efficient, inventive, and pleasurable environments (Al Amin, 2018; Rahman et al., 2022).

4. CONCLUSIONS

The community service conducted in KB Taman Harapan is expected to solve the issues identified based on the interview with the principal. First, they are struggling to address the dearth of teacher training and development opportunities. Second, the organization is experiencing financial difficulties. The principal also noted that he or she was having trouble thinking of engaging online teaching materials. To address these problems, we hold two primary events: first, training for the e-module production program for educators, and second, a tryout session for the e-final module's product. There were three stages of action in the process: (1) planning, (2) carrying out, and (3) assessing the results. The results of the community service indicated that the teachers were happy to be involved in such program. However, there are suggestions are directed for teachers. Firstly, it is expected that the teacher can improve their E-module design by continuously exploring features in application. Secondly, it is also recommended to expand the content of the E-module to more topics so that the E-module can be used in many contexts.

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