DIGITAL LITERATURE COMPETENCY TRAINING FOR ENGLISH TEACHERS BASED ON E-LEARNING MOODLE

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Abstract

The teaching and learning process at all levels of education must continue in the period of the COVID-19 epidemic that is currently sweeping the globe. Both offline and online, a variety of learning methods and tools are employed. Online learning is still limited, and rigorous health standards must be followed. In the meantime, online learning is a viable option. Many online media, such as Google Classroom, WA Group, Zoom, Cisco Webex, Google Duo, and others, can be used. This community service intends to assist teachers in improving their Moodle application skills. It is now the most feature-rich online (distance) learning program available. The teachers were very engaged in this activity throughout the activation process, from socialization to training, as indicated by the large number of invited participants who all showed up. Participants attended the training from beginning to end, actively participated in the training, and the Teacher submitted numerous questions and concerns. Participants used the Moodle application to learn English online after completing the training. Some teachers use their classroom time to create educational materials, online conversations, quizzes, and assignments, as well as to ask questions and motivate students.

Keywords: Competency, English learning, Moodle application, Online learning

Introduction

Face-to-face schooling has been replaced by online learning during this epidemic. However, both teachers and students perceive a number of flaws in the system (Dhawan, 2020; Gherheș, Stoian, Fărcașiu, & Stanici, 2021). The existence of the COVID-19 virus in the year 2020 has had a huge impact on practically every field, including education (Abidah et al., 2020; Dwivedi et al., 2020; Murad, Hassan, Heryadi, & Wijanarko, 2020). The learning process has become remote learning as a result of the Covid-19 virus, but even in these conditions, the instructor must fulfill his obligations as a teacher, which include ensuring that pupils can acquire information/knowledge to be delivered to them.

On March 16, 2020, children will begin learning from the comfort of their own homes, eliminating the need to attend school (Irawan, Dwisona, & Lestari, 2020; Abidah et al., 2020; Husni Rahiem, 2021). Technology is required for a teacher in online learning in order for online learning to continue to function successfully during a pandemic like this. Teachers must be innovative in their teaching methods, including the use of technology. Some teachers have been learning through online media such as Whatsapp, Google Meet, Google Classroom, and others since learning has been adopted at home (Joshi, Vinay, & Bhaskar, 2020; Singh et al., 2020; Iivari, Sharma, & Ventä-Olkkonen, 2020). Teachers can make a variety of changes in the delivery of learning materials. One of them is a Whatsapp Group, in which the teacher creates a learning video and then sends it to a group for students to watch.

Students in Kindergarten/PAUD, Elementary School, Junior High School, and High School can participate in a program run by the Ministry of Education and Culture. During the pandemic, this is an effort to coordinate education for everyone (Ariyanti, 2020; Churiyah, Sholikhan, Filianti,

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& Sakdiyyah, 2020; Wibisono, & Hartono, 2021). Helping people who have restricted access to the internet, both financially and in terms of where they live. An elementary school student who participated in a TVRI station learning program was added. In a learning setting, learning can be defined as the process of students interacting with instructors and learning resources. When the teacher explains and the pupils witness the TV broadcast, the TV program is transmitted according to the level of interaction that occurs only in one direction. As a result, there will be a high likelihood of misunderstandings. As a result, leadership and direction are required to build two-way conversations and avoid misunderstandings.

An essential aspect that was also underlined regarding the teacher's assessment of students was that in the current pandemic, the teacher's assessment must focus on quality rather than quantity (Almazova, Krylova, Rubtsova, & Odinokaya, 2020; Delcker & Ifenthaler, 2021). As a result, the tasks cannot be evaluated as usual, but they should be able to provide greater motivation. This COVID-19 pandemic has taught us a lot, not only about breaking the transmission chain but also about how schools respond to using technology in the teaching and learning process. Since the government issued recommendations on how to avoid contracting the coronavirus, one of which is avoiding crowds and keeping personal cleanliness and health. Governors, Regents, Mayors, and the Ministry of Education and Culture all work together to give schools and colleges instructions on how to conduct online learning.

Several research findings recommend online learning as an educational medium that has a beneficial impact on student learning outcomes (Chen, Lambert, & Guidry, 2010; Merchant et al., 2014; Bui et al., 2021; Laksana et al., 2021). Learning to alter someone to be smart, not just brilliant, as smart people are described, is what online learning is all about. bright people can find it out on their own, as we know from the repeat of others.

Participants in E-Learning have a strong desire to study and conduct self-development studies as a result of their personalities. Participants in E-Learning must have a need for subject knowledge without having to leave their homes. Therefore, online learning is expected to deliver learning packaging that is aligned with instructional objectives (Aliyyah et al., 2020; Lapitan Jr et al., 2021). All instructional materials, conversations, consultations, assignments, exercises, and tests are conducted entirely online, eliminating the need for face-to-face interaction between professors and students. However, some people continue to doubt the concept of distance learning (Santos, 2016; Hapsari, 2021; Misra, 2021; Kim, 2021), particularly from the affective and psychomotor perspectives. The teacher's personal criterion is that he be able to engage well with pupils and be more intimate with them by paying attention to their progress and assisting them with challenges.

It's critical to pay attention to an attractive and appealing E-Learning design. E-Learning design should be simple, personalized, and quick (Lim, 2003; Cercone, 2008; Klašnja-Milićević, Ivanović, Vesin, & Budimac, 2018). Simple in the sense that pupils are aware of and familiar with the application. Personal engagement occurs in the classroom, and service is bolstered by the quickness with which concerns and other students' needs are addressed. The state of the corona outbreak pandemic in Indonesia from March to 2020 indicates that the future education process is easily accessible with an integrated network related to productivity on time, pluralistic, more dialogical, more open, and this is a picture of a more flexible, open, and diverse education that anyone can access.

The primary problems that will be sought in real terms can be formulated based on the challenges discussed above and the grounds for seeking assistance. Some of the issues include: MTs teachers receiving less attention; a lack of training, particularly for private teachers, on how to use digital media in language learning and its evaluation to improve the pedagogical competence of MTs English teachers in Sengkang City; and a lack of training in designing learning-based learning. It is easier and more effective for MTs teachers to use Moodle (e-learning) and evaluate learning results.

This PKM aims to (1) explain, equip, and provide assistance in implementing digital media in language learning and evaluating it in order to improve the pedagogical competence of English teachers at MTs in Sengkang City, and (2) explain literacy in the use of easily accessible digital media in language learning and evaluating it in this era of the industrial revolution 4.0. They gain benefits from this project through holding workshops and mentoring the usage of digital media for MTs teachers in Sengkang City.

Implementation Method

Lectures, practice, group work, discussion, and evaluation were used in the implementation of this PkM. Hands-on practical training, coaching, and follow-up on ways for language learning and teacher evaluation using digital education technologies at MTs in Sengkang City.

MTs teachers were taught how to use Moodle in the classroom during the Covid-19 Pandemic Period, accompanied by lecturers and writers as service implementers. This community service activity in the form of a training program (Moodle training workshop) was carried out offline, following the health protocol, and was followed by online practice supervision and mentoring for a week in the most recent version of Moodle virtual class 3.9.

The goal of this mentorship activity is for MTs teachers to be able to practice and become experienced in using Moodle both offline and online. Participants who finish all sessions on Moodle version 3.9's online training functionality receive data quota assistance and certificates. Furthermore, participants received direct explanations from resource persons during offline training, and then continued with demonstrations and performances of learning materials at the workshop, supported by a team of service implementation committees, while still following health standards.

Results and Discussion

This service activity for the MTs English teacher yielded the following results based on interviews, questions and answers, and direct observations during the activity:

Supporting and Inhibiting Factors

Support from the university, as well as the amount of interest and enthusiasm of the participants in the activity, all help to ensure that the activity runs smoothly and effectively, as evidenced by the responses and interactions of participants with the trainer as well as interactions between participants. In addition, there was assistance from stakeholders;

1. The teachers enthusiastically encouraged students to participate.

2. Good communication and cooperation are two other supporting variables that will influence PkM's effectiveness.

The teachers were very interested in this activity throughout the activity process, from the socialization process to the training, as evidenced by the large number of invited participants who all showed up, the participants attended the training from start to finish, the participants actively participated in the training, and the teacher submitted many questions and complaints. The participants were eager about using their knowledge to help guide teaching practice. Participants used the Moodle application in online English learning once they completed the session. When instructing, asking questions, and motivating students, some teachers used the technique of creating teaching materials, online conversations, quizzes, and assignments.

While the Pandemic Period limits the amount of time available for socialization, training, and offline support, this is an impediment. If the training activities were done offline, the participants would be more enthusiastic and full of power and enthusiasm. Online assistance, on the other hand, can be obtained through WA groups or by watching Narsum's comprehensive tutorial videos. As well as the limitations imposed by a slow internet connection.

Evaluation of PkM Training Results

This training's evaluation is done utilizing behavior application methodologies (behavior change). The approach is used to assess cognitive, affective, and psychological domain competency. The majority of the training participants, namely the MTs English teachers, agreed that the Moodle learning design training was very effective for learning English; however, there are still obstacles for students who do not have internet access, either because their parents are unable or because their parents cannot afford it. institutions who have refused to grant access. Teachers frequently use the online discussion and quiz capabilities, as well as the ability to input test questions, in the Moodle program version 3.9, although the use of particular films is still uncommon due to student access issues.

Respondents acknowledged the difficulty of utilizing the Moodle application because not all web browsers support Moodle apps, as well as the challenges of creating embedded replies without multiple choices. Respondents stated that they could get video instructions on how to use the model to help them overcome these challenges. However, several respondents stated that they did not utilize this program during the epidemic because learning at the cottage, in particular, was still done offline or face-to-face. Furthermore, in terms of the app's benefits and drawbacks, respondents agreed that it has a wide range of functionality, particularly for grading pupils with quizzes because the score can be seen right away. It's merely that the inability to present alternative answers to exam questions is a flaw. In terms of institutional support, respondents admitted that while some people supported the application's use in schools, others were unable to put it into practice.

As a result, while the Moodle program is very effective in teaching English, it is still limited by students' internet access, and certain institutions are not yet interested in the Moodle online approach. Because the deployment of the learning system will be successful if the institution where the teachers educate provides support. These findings are in line with those of Al Bataineh, Banikalef, & Albashtawi (2019); Butova, Dubskikh, Kisel, & Chigintseva (2019); Salatska, Zotova-Sadylo, & Muzyka (2020); Prasetya, Zotova-Sadylo, & Muzyka (2020); Prasetya, Zotova-Sad (2021).

The training program on the use of Moodle in learning English and its assessment for MTs teachers in Wajo Regency in the form of mentoring MTs teachers in teaching has gone well so far, but it still needs to be developed and followed up on to ensure effective implementation. Some suggestions for future program development are as follows:

1. Each supported object's specific approach needs to be more rigorously carried out so that the assisted object actually feels empowered and benefits from this program.

2. Specialized training for MTs teachers is still required. More discussion of the curriculum and teaching materials on the use of digital media in learning English, as well as its evaluation, is recommended for future programs.

Teachers must continue to develop and practice their skills after completing this course in order to become more skilled and professional in using the Moodle application and other apps. We will continue to provide this training to help lecturers and teachers maintain their professionalism.

Conclusions and Suggestions

Based on the findings of a series of service activities, it can be stated that this community service program benefits MTS teachers. Moodle is an efficient tool for students to learn English online. Teachers can use the Moodle program to keep track of their students' activities, such as seeing who has or has not seen the information they have provided. Moodle can also tell you which students aren't actively participating in class. Furthermore, the quiz feature makes it easier for teachers to provide learning evaluations. Using the book function to give content, a forum for discussion, and quizzes to measure learning are among the features in the Moodle version 3.9 application that are frequently utilized by MTs instructor participants (based on the results of interviews). Teachers who are skilled and familiar with these aspects make the best use of them. When using the feature, however, it is congea, not maximized, and does not work. The attendees overcame this by watching a video tutorial from the presenter. Participants also know how to evaluate students using the Moodle application, including employing Quiz elements like multiple choice and embedded answers, as well as recapping student activity on the notification menu.

When students initially log in with their username and password, they encounter difficulties or barriers when utilizing the Moodle application for online English learning. Also, when engaging for the first time in online conversations and quizzes. These barriers can be removed by providing video training, and individuals will gradually become accustomed to using Moodle. As a result, the instructor can keep track of which students are actively engaged in learning during PJJ, the teacher can simply assess using the quiz feature, and the content is neatly saved and accessible at any time. Students who are submitting assignments in the form of photos or videos must include a link.

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