

PkM - Strengthening Digital Literacy in Learning Activities Teaching English at SPM Al-Mashduqiah

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Abstract— *Community Service (PKM) activities with Nurul Jadid University KKN students aimed at strengthening digital literacy at SPM Al-Mashduqiah School. The main problems faced are the low digital literacy among students and some teachers, as well as the lack of technology integration in English learning. The PKM implementation method includes socialization, intensive training, technology integration in learning, mentoring, and evaluation. The solutions offered include digital literacy training for teachers and students, the use of relevant digital resources, and the development of interactive digital learning content. The program evaluation showed a significant improvement in digital literacy comprehension and skills, as well as the use of technology in English language learning. In conclusion, this PKM has succeeded in increasing the capacity of teachers and students in digital literacy, with full support from schools and related parties. The results make a positive contribution to improving the quality of English learning in vocational schools, in line with the demands of the current digital era.*

Keywords: *Competence, Digital Literacy, English Learning, SPM Al-Mashduqiah*

1. Introduction

In the era of digital industry 5.0, digital transformation has changed the economic and social landscape around the world (Asnawati et al., 2023). Digital literacy has become one of the essential competencies for every individual, especially the younger generation who will enter the world of work. In Indonesia, this challenge is even more relevant given the rapid development of technology and digitalization that demands new skills from the future workforce (Mayuni et al., 2022; Nasrullah et al., 2021). The Mulà Education Unit (SPM) plays an important role in preparing students to be ready to enter the world of work with relevant and adaptive skills. One of the industrial institutions that is committed to this goal is SPM Al-Mashduqiah, which continues to strive to present an industry that is in accordance with the needs of modern industry.

SPM Al-Mashduqiah has various expertise programs such as Arabic and English which are excellent in preparing students to enter the workforce, one of the major challenges faced in improving digital literacy among students and teaching staff. The low level of digital literacy has an impact on students' ability to adapt to the needs of the increasingly digital and dynamic world of work. One of the main causes of this condition is that the technology facilities in schools have not been utilized optimally. Many devices such as computers and other technological tools that should be able to be used as a means of learning have not been utilized to the fullest. This shows that there is a gap between the potential and the use of existing technology. Another gap that has emerged is at the curriculum level. Currently, the curriculum at SPM Al-Mashduqiah has not been fully integrated with digital technology, which is actually a semi-modern Islamic boarding school. English learning, for example, still uses conventional methods that are less relevant to the needs of the digital era. In an increasingly connected world, mastery of English and digital technology are key requirements for increasing students' competitiveness. The lack of technology integration in the curriculum results in a lack of student exposure to technology-based learning, which ultimately hinders the development of crucial digital skills (Widiastuti et al., 2024).

Teachers play a vital role in creating an innovative and responsive learning environment to technological developments (Nurhidayat et al., 2022). Unfortunately, many teachers at SPM Al-Mashduqiah have not received adequate training regarding the application of digital literacy in the teaching and learning process. The unpreparedness of teachers in adopting and utilizing digital technology hinders efforts to improve digital literacy among students. Therefore, increasing the capacity of teachers through training and professional development is one of the top priorities in this program (Muhria et al., 2022).

The low motivation of students in using technology as a learning tool is another challenge that needs to be overcome. Many students feel less motivated to use technology in teaching and learning activities, which is largely due to a lack of understanding and skills in digital literacy. This condition demands a more innovative and interactive learning approach to encourage student engagement. Utilizing technology as an effective learning aid can help increase student motivation and improve their learning outcomes.

The Community Service Program (PKM) was designed by students of the Real Work Lecture (KKN) of Nurul Jadid University, Paiton, Probolinggo. This program aims to provide assistance to SPM Al-Mashduqiah by focusing on strengthening digital literacy among students and teachers in training on integrating technology in teaching and learning activities in schools. In English language teaching, the program will develop more interactive and technology-based learning methods. With a holistic approach, this program not only seeks to improve the digital skills of students and teachers, but also makes SPM Al-Mashduqiah a model for the successful implementation of digital literacy in the field of education in the Islamic Boarding School environment. It is hoped that, through this program, students can improve their competitiveness in an increasingly competitive global job market.

2. Methods

The PKM implementation method is in the form of training which will be held for two days starting on July 22, 2024 and July 23, 2024 which will be carried out face-to-face by directly involving Nurul Jadid University KKN students. In this PKM activity, students are tasked with accompanying the trainees during the training process. The participants of this PKM activity consisted of 12 English teachers who taught at various levels at SPM Al-Mashduqiah. In general, this PKM activity is divided into three stages:



Figure 1. Implementation Stages of PKM Activities

Preparation

Some of the stages in the preparation stage are as follows:

- 1) Analyze the situation about the target needs related to assistance activities to strengthen digital literacy in English learning for SPM Al-Mashduqiah teachers by distributing questionnaires in the form of *google forms*. The use of *this google form* is used to obtain initial knowledge related to the understanding of the participants' digital skills. Based on the results of the pre-test, several obstacles were obtained, namely the lack of teachers' knowledge of digital literacy mastery in carrying out learning, especially English learning.
- 2) Asking for permission by attaching a letter of assignment directly to the principal of SPM Al-Mashduqiah and to the Institute for Research and Community Service of Nurul Jadid University. Furthermore, carry out coordination with SPM Al-Mashduqiah to determine the time for the implementation of the activity.
- 3) Preparing modules and materials for PKM activities.



Figure 2. Coordination with SPM Al-Mashduqiah School

Implementation

At the implementation stage of the activity, English and Digital Literacy training was carried out for SPM Al-Mashduqiah Teachers which was carried out directly. At the implementation stage, it began with a question and answer session which was used to find out how far the participants' level of understanding of digital literacy and English learning for early childhood was. Then continued with the presentation of material delivered by speakers from Nurul Jadid University KKN students. This PKM activity is in the form of training where participants are given material with lectures, questions and answers, and practice and monitoring methods carried out with assistance by several students.

| No. | Activities | Time | Time (WIB) | By |
|-----|---|----------------------------|---------------|--------------------------------|
| 1 | Unveiling | Day I, July 22, 2024 | 08.00 - 08.10 | MC |
| 2 | Principal's Speech | | 08.10 - 08.20 | Principal of SPM Al-Mashduqiah |
| 3 | Representative's Speech Presenters | | 08.20 - 08.35 | Warda Anis Sulala |
| 4 | Presentation of Material I: <i>English for Young Learners</i> | | 08.35-10.00 | Warda Anis Sulala |
| 5 | Presentation of Material II: Media Digital | Day II July 23, 2024 | 09.00 -10.00 | Rifka |
| 6 | Presentation of Material III: Digital Web Implementation | | 10.00 – 11.00 | Ulvatun Nisa' |
| 7 | Cover | | 11.00-11.20 | MC |

Table 1. PKM Activity Rundown

The first day of implementation on July 22, 2024 began with an opening by the MC and remarks. The first day of activities started at 08.00 – 10.00 WIB. The material was given about "*English for Young Learners*" by Warda Anis Sulala where it was explained about how to learn English for junior high school children and tips on how to teach English to junior high school children. This activity was continued with a discussion session and a question-and-answer session. The questions asked are related to the importance of English for junior high school children as well as problems that often arise in learning and how to overcome these problems. The second day of implementation on July 23, 2024 starts at 09.00 – 11.20 WIB.



Figure 3. Implementation of PKM Day I

The second material was given by Rifka about the types and uses of digital media in English learning. In this second material, it is explained about the use of digital video in English learning. Meanwhile, the third material was given by Ulvaton Nisa' about the implementation of several web applications (Kahoot, Quizzez, Edmodo) that can be used by English teachers in integrating digital-based English learning. Teachers are also assisted in making digital-based exam questions such as using *Google Form* and *quizzes*. In this activity, the students took turns accompanying the participants during the activity. Some of the obstacles in this activity are that some trainees do not have laptops to practice training directly. So, the PKM team has prepared several laptops to support the activities PKM Ini. The series of activities is as follows:



Figure 4. PKM Day 2 Activities

Monitoring and Evaluation

The evaluation of the activity was carried out after the presentation of the material and discussion sessions, the trainees were given a post-test in the form of a questionnaire directly about the benefits of this training. This evaluation was carried out to see the achievement of the PKM program in improving digital literacy, especially in the morning English learning of SPM Al-Mashduqiah teachers. This evaluation was carried out by distributing questionnaires directly to activity participants. This questionnaire contains eight questions consisting of two scales, namely Yes (scale 1) and No (scale 2).

3. Result and Discussion

The result of this PKM activity is the good implementation of digital literacy training and assistance activities for SPM Al-Mashduqiah teachers. This can be seen from the results of the evaluation or post-test given. The results of data analysis before and after the training are presented in the following table 2:

Table 2. Pre-Test and Post-Test Results

| It | Question | Pre - Tes t (%) | Post - Tes t (%) |
|----|--|---------------------------------|------------------------------|
| 1. | I found out about English Learning in children Early Childhood (<i>English for Young Learners</i>) | 30 | 80 |
| 2 | I know about the tips for Teaching English in Junior High School | 30 | 80 |
| 3 | I know the use of digital media in learning | 40 | 80 |
| 4 | I know about the types of digital learning media | 30 | 90 |
| 5 | I know how to make a learning video | 30 | 80 |
| 6 | I know how to use Web media (<i>Kahoot</i>) | 30 | 80 |
| 7 | I know how to use Web media (<i>Quizizz and Edmodo</i>) | 30 | 90 |
| 8 | I know how to create exam questions using Web media (<i>Quizizz and Google Form</i>) | 20 | 75 |
| | Average score | 30 | 88,12 5 |

Based on the results of the pre-test, an average score of 30% or as many as 3 out of 12 teachers who have known and are able to implement digital media (digital video) in their learning process was obtained. Meanwhile, the results of the post-test show that around 82% or 10 teachers have known and can implement digital media. Based on the results of the pre-test and post-test, it can be concluded that around 52% have experienced an increase in the use of digital literacy in the learning process. Based on direct interviews with participants, it was stated that this training was very useful to improve teachers' competence in mastering the digital literacy of SPM Al-Mashduqiah

teachers. Participants also expressed the need for continuous assistance by holding other trainings or *workshops* related to digital literacy such as (Jatisunda, 2020) to improve the competence of SPM Al-Mashduqiah teachers.

4. Conclusion

Based on the results and discussions that have been explained above, it can be concluded that this PKM program has been implemented well and has been in accordance with the purpose of this PKM activity, namely, successfully improving the competence of SPM Al-Mashduqiah teachers in terms of strengthening digital literacy in learning English for junior high school children. This is marked by an increase in teachers' ability to use *digital media* in learning English for early childhood, which is as much as 52%. With the knowledge and skills of digital literacy in English learning, it is hoped that teachers can be motivated to apply their skills in learning, so that students are also motivated and not bored to learn. After this training and mentoring activity, it is hoped that English teachers at SPM Al-Mashduqiah will be able to apply it to English learning later.

Suggestion

In the context of the sustainability of this program, it is hoped that further training and mentoring activities can be carried out to further improve the competence of teachers as the spearhead of education.

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