

Increasing Teacher Participation in Using Digital Literacy with Interactive Animation Media in Thematic Learning Through In-House Training at Tegalharjo State Elementary School for the 2022/2023 Academic Year

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ABSTRACT: The aim of this research is to improve teachers' ability to use digital literacy with animated interactive media and to increase participant participation in taking In-House Training (IHT) at Tegalharjo Kapanewon Kalibawang Elementary School, Kulon Progo Regency. This research is school action research carried out at Tegalharjo Kapanewon Kalibawang Elementary School, Kulon Progo Regency. Data techniques and analysis use observation sheets and assessment instruments. This research was conducted in 2 cycles where each cycle consisted of 2 meetings. Participants' participation in taking part in the IHT each cycle has increased, in the first cycle of the 1st meeting and the 2nd meeting there was an increase of 13.22%. Meanwhile, in cycle II for the 1st meeting and the 2nd meeting there was an increase of 6.28%. The use of animated interactive media in cycle I for the 1st and 2nd meetings reached 12.50%. Cycle I at the 2nd meeting and Cycle II at the 1st meeting reached 5.13%. Furthermore, in cycle II of the 1st meeting and cycle II of the 2nd meeting there was an increase of 6.10%. Regarding IHT management by researchers in cycle I for the 1st and 2nd meetings, there was an increase of 5.42%. Furthermore, cycle I at the 2nd meeting with cycle II at the 1st meeting achieved an increase of 5.62%. In cycle II, at the 1st and 2nd meetings, there was an increase of 5.63%. So it can be said that teacher participation and ability to use digital literacy with animated interactive media through IHT activities can increase.

Keywords: Digital literacy, animated interactive media, In House Training.

INTRODUCTION

The curriculum is a tool to achieve educational goals and at the same time as a guideline in the implementation of education. Along with changes and developments over time, the education curriculum in Indonesia is constantly changing. Curriculum changes starting from the 1947 Curriculum, 1964 Curriculum, 1968 Curriculum, 1973 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Curriculum (Competency Based Curriculum), 2006 Curriculum (Education Unit Level Curriculum), and finally the 2013 Curriculum. 2013 Curriculum is a refinement of the 2006 Curriculum so that education in Indonesia is able to keep up with developments and demands of the times. Since the implementation of the 2013 Curriculum, the learning process in Primary Schools/Madrasah Ibtidaiyah uses thematic learning. As stated in the attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 concerning Primary and Secondary Education Process Standards states that learning activities for Primary Schools/Madrasah Ibtidaiyah/Special Primary Schools/Package A use an integrated thematic learning approach [1]. In the era of globalization, which is characterized by rapidly developing technology and increasingly fierce competition in the world of learning, every individual is required to be able to compete. Teachers strive to design learning so that students can carry out learning activities by utilizing technology that is currently developing.



Technological developments in the global era have touched all areas of life and all walks of life. Not only adults feel the impact of technological developments but also teenagers and children, especially in the world of education. The fact is that students are more interested in playing with gadgets, just fiddling with computers or laptops, rather than reading books. Especially in thematic lessons, most students have the perception that thematic learning is quite difficult to learn considering that it consists of various subjects that are integrated as a concept using a learning approach that involves concepts that are connected both inter-subject and between subjects. Thematic learning strategies are carried out in a friendly, fun atmosphere and are meaningful for students. The emphasis on thematic learning activities is not on providing training but on providing learning experiences to students by connecting concepts that are already known and understood. In thematic learning, learning activities are adjusted to the needs and level of development of students.

Based on the results of preliminary observations of the thematic learning of teachers from class I to class VI, at SD Negeri Tegalharjo Kapanewon Kalibawang for the 2022/2023 school year, the principal obtained information that the implementation of thematic learning was still not optimal due to several problems experienced by teachers and students. These problems include, teachers have difficulty in preparing thematic learning implementation plans, the allocation of available time is limited, facilities and infrastructure are inadequate, students lack concentration and are less focused on paying attention to the teacher when implementing learning, teachers use very conventional learning media so that learning for students boring and uninteresting.

From the problems above, the school principal looked for solutions to overcome them. The principal took action to overcome the problem. Among the things done is taking action to improve the quality of learning presentation through training activities. Even though teachers have attended training on thematic learning, this is only limited to training without any follow-up on the results of the training. This is where the principal is interested in finding out more about the extent of thematic learning problems faced by teachers. Thematic learning is learning that is designed based on certain themes, in another sense, thematic learning is integrated learning that uses themes to link several subjects so that it can provide meaningful experiences to students [2]. The solution to overcome this can be through In-House Training (IHT) activities where this activity is expected to help teachers to solve problems. As stated by M. Ngalim Purwanto [3] the In-house Education/In house Training program is a training or coaching effort that provides opportunities for teachers to receive performance development. In house training is provided to teachers who are deemed to need to improve their skills/knowledge in accordance with developments in science, especially in the field of education. The following training focuses on; use of animated interactive media; Class I to Class VI teacher at Tegalharjo Kapanewon Kalibawang State Elementary School for the 2022/2023 school year.

The aim of In House Training (IHT) is to improve the quality of human resources utilized by related agencies, so that they better support efforts to achieve the goals that have been set. The target of internal training is to create interaction between students in the relevant school environment, as well as strengthening a sense of kinship or togetherness, increasing motivation, both participants and resource persons to get used to a culture of continuous learning [4].

From the problems above, the principal looks for solutions to the problems faced by teachers and students in learning. The principal will take corrective steps by conducting school action research with "Increasing Teacher Participation in Using Interactive Animation Media in Thematic Learning Through In-house Training at Tegalharjo State Elementary School for the 2022/2023 Academic Year". In accordance with the problem formulation, this research aims to: increase teacher participation in using digital literacy with animated interactive media in thematic learning through in-house training at Tegalharjo Kapanewon Kalibawang Elementary School, Kulon Progo Regency: increase the ability of researchers (school principals) in managing In House Training using digital literacy with Animation Interactive Media in Thematic Learning at Tegalharjo Kapanewon Kalibawang Elementary School, Kulon Progo Regency. In House Training is a training program carried out internally by a teacher working group, school or other place designated as providing teacher training [5].

RESEARCH METHODS

The type of research used in this research is an action whose aim is to improve teacher abilities and resolve problems faced by a group of subjects studied by teachers at Tegalharjo Kapanewon Kalibawang State Elementary School, Kulon Progo Regency. Meanwhile, the approach used in the research is a descriptive approach.

The place where the research was carried out was Tegalharjo Kapenewon Kalibawang Elementary School, Kulon Progo Regency. The subjects of this research are class teachers and subject teachers. Meanwhile, the object of this research is based on considering the characteristics of the use of digital literacy using animated interactive media in thematic learning. Research Design refers to the research design carried out by Kemmis and Taggart [6], namely a spiral model that starts from planning, action, observation and reflection, then planning again for the next cycle. Data collection techniques use observation sheets. The data analysis technique used in this research is descriptive qualitative and quantitative data analysis.

RESEARCH RESULTS AND DISCUSSION

The initial conditions related to teacher pedagogical competence show that the ability to use digital literacy with animated interactive media is generally still in the deficient category and the way of teaching still uses conventional methods, there is a lack of innovation in learning so that the implementation of learning is less focused. In general, the planning in learning implemented by teachers is still very lacking in utilizing digital literacy.

The results of the learning implementation carried out by the teacher after conducting observations covering 3 aspects in the pre-research were in the poor category. This shows that teachers' abilities in general are still lacking in carrying out teaching and learning activities in using digital literacy. Based on the results above, treatment/action is carried out to solve learning problems for teachers. The treatment used in this research is In-house Training. The following describes the results of research in improving teachers' abilities to use digital literacy with animated interactive media and to increase participant participation in taking part in In-house Training.

1. Teachers' ability to use digital literacy in cycles I and II

The research results in cycles I and II show that there are still some teachers who think that implementing In-house Training using digital literacy is still very difficult to understand. However, there are also some teachers who say that the IHT carried out can make it easier for teachers to use digital literacy. The ability of teachers to use IT in preparing material has added value if teachers utilize digital literacy and increase knowledge through learning media teaching aids. This can be seen based on the results of observations from cycles I and II of teachers' abilities in using digital literacy which are presented in Table 1.

TABLE1. Results of research on participants' ability to use digital literacy in cycles I and II

No.	Aspect	Average Value of Cycle I		Average Value of Cycle II	
		1 st Meeting	2 nd Meeting	1 st Meeting	2 nd Meeting
1	Ability to search the Internet	3.19	4.06	4.44	4.63
2	Ability to use Hypertext Direction Guide (Hypertextual Navigation)	3.19	3.81	4.13	4.53
3	Ability to evaluate information content (Content Evaluation)	3.25	3.90	4.28	4.63
4	Ability to organize Knowledge (Knowledge Assembly)	3.41	4.34	4.53	4.75
Total Average Score		3.26	4.03	4.34	4.63
Percentage		65.16	80.59	86.84	92.66
Value Conversion		2	3	4	4
Category		Enough	Good	Very good	Very good

Based on Table 1, it shows that cycle I and cycle II in each cycle implementation experienced a significant increase up to cycle II. There was an increase in participants' ability to use digital literacy in cycle I for the 1st and 2nd meetings by 15.43% (65.16% to 80.59%). Meanwhile in cycle I for the 2nd meeting and cycle II at the 1st meeting it reached 5.82%. Meanwhile, in cycle II for the 1st and 2nd meetings there was an increase of 5.82%. If you look at the research results, it shows that the use of digital literacy for IHT participants has a positive impact on the participants' ability to use digital literacy. As stated by Mulyasa [7] states that the application of digital literacy in the world of education for teachers as facilitators does not only utilize existing learning resources in schools such as using textbooks, but is required to study various learning resources, such as magazines, newspapers, internet and digital media. It is very important to apply this, so that what is studied is in accordance with the conditions and developments of the times.

The use of learning resources has a very important meaning, apart from complementing, maintaining and enriching learning resources, learning resources can also increase teacher activity and creativity in the use of digital literacy. So that learning resources are utilized optimally, providing accuracy in exploring various types of knowledge that are appropriate to the subject matter, so that digital literacy learning will always be "up to date", and able to keep up with increasingly global developments in science and technology at Tegalharjo Kapenewon Kalibawang State Elementary School, Kulon Progo Regency.

2. Results of research in cycles I and II on IHT participant participation

The results of cycle I and cycle II research on IHT participant participation are presented in Table 2.

TABLE 2. Results of research on IHT participant participation in cycles I and II

No	Aspect	Average Value of Cycle I		Average Value of Cycle II	
		1 st Meeting	2 nd Meeting	1 st Meeting	2 nd Meeting
1	Participants' participation in paying attention to the resource person	2.67	3.42	3.67	3.96
2	Participant participation when receiving material	2.58	3.10	3.40	3.68
3	Participant participation during group discussion activities	2.65	3.15	3.15	3.53
4	Participant participation when working on individual assignments	2.94	3.44	3.69	3.75
Total Average Score		2.71	3.28	3.48	3.73
Percentage		67.68	81.90	86.90	93.18
Value conversion		2	3	4	4
Category		Agree	Agree	Strongly agree	Strongly agree

Based on the research results presented in Table 1, it shows that almost all of the participants' participation in taking part in IHT activities related to the use of digital literacy with animated interaction media stated that they strongly agreed considering the importance of digital literacy for teachers in gaining new knowledge. This can be seen from the research results shown in cycles I and II where each cycle experienced an increase.

In cycle I, at the 1st and 2nd meetings, there was an increase of 13.22%. Furthermore, in cycle II at the 1st meeting and 2nd meeting there was an increase of 6.28%. This shows that each meeting experienced a significant increase in participant participation in the implementation of IHT. Active

participant participation in taking part in IHT activities in the use of digital literacy with animated interactive media.

3. Results of research in cycles I and II of participants using animated interactive media.

The results of research on the use of animated interactive media through IHT in cycles I and II are presented in Table 3.

TABLE 3. Observation results using Interactive Animation Media Cycles I and II

No.	Aspect	Average Value of Cycle I		Average Value of Cycle II	
		1 st Meeting	2 nd Meeting	1 st Meeting	2 nd Meeting
1	Participants have enthusiasm in following animated interactive media material	2.63	3.25	3.56	3.56
2	Participants' attitudes towards the use of animated interactive media	2.88	3.38	3.69	3.81
3	Participants' interest in IHT activities	2.69	3.50	3.50	3.56
4	Interactive learning media can help participants easily understand learning concepts	2.75	3.25	3.46	3.79
5	Develop the creativity of IHT participants in carrying out teaching assignments	2.69	3.00	3.13	3.75
6	IHT participants' creativity in solving problems	2.88	3.13	3.42	3.79
7	Foster cooperation in groups	2.94	3.44	3.63	3.81
Total Average Score		2.78	3.28	3.48	3.73
Percentage		69.42	81.92	87.05	93.15
Value conversion		2	3	4	4
Category		Agree	Agree	Strongly agree	Strongly agree

Table 3 shows the results of research in cycles I and II regarding the participants' ability to use animated interactive media in the form of interactive multimedia which is used as an alternative to help the teaching and learning process carried out by the teacher. The advantages of multimedia after being studied by IHT participants can provide freedom for participants to operate the media so that it can motivate participants to gain knowledge and an attractive appearance. Multimedia is considered effective for use in learning activities. This is proven by research results showing that almost all participants agreed to use animated interactive media. Based on the research results, there has been an increase in each meeting. Cycle I at the 1st and 2nd meetings achieved an increase of 12.50%. Cycle I at the 2nd meeting to cycle II at the 1st meeting achieved an increase of 5.13%. Furthermore, in cycle II at the 1st meeting with cycle II at the 2nd meeting there was an increase of 6.10%. These results show that the use of interactive media using the IHT method is able to increase the level of participants' knowledge regarding the use of animated interactive media.

Based on this description, it can be stated that the advantage of animated interactive media is that animated media can make it easier to obtain or convey information because animated media has different components from other media.

4. Results of participant assessments of resource persons in IHT management

Participants' assessment of resource persons in IHT management used an assessment instrument for researchers consisting of 8 participants to assess resource persons covering 12 aspects presented in Table 4.

TABLE 4. Results of Assessment of Resource Persons Managing IHT Cycle II 2nd Meeting of Tegalharjo State Elementary School Teachers Kapenewon Kalibawang, Kulon Progo Regency 2022-2023 Academic Year

No.	Aspect	Average Value of Cycle I		Average Value of Cycle II	
		1 st Meeting	2 nd Meeting	1 st Meeting	2 nd Meeting
1	Delivering material in accordance with the training objectives for using digital literacy with animated interactive media	4.38	4.38	4.75	5.00
2	Present the material coherently	3.88	4.00	4.25	4.88
3	Mastering training materials	3.88	4.13	4.75	4.88
4	Presents material clearly	4.00	4.13	4.13	4.50
5	Start and end learning on time	3.75	4.13	4.38	4.88
6	Training methods in accordance with training objectives	3.63	4.13	4.50	4.75
7	Use training methods in accordance with the training material and objectives	3.38	4.00	4.13	4.75
8	The resource person is polite in presenting the material	4.13	4.13	4.50	4.75
9	Answer questions clearly	3.63	4.38	4.63	4.75
10	Use clear language so it is easy to understand	3.63	4.00	4.50	4.63
11	Providing good motivation to IHT participants	3.88	4.00	4.25	4.38
12	Dress politely and neatly	5.00	5.00	5.00	5.00
Total score		47.13	50.38	53.75	57.13
Percentage		78.54	83.96	89.58	95.21
Assess the organizer's performance		3	3	4	4

No.	Aspect	Average Value of Cycle I		Average Value of Cycle II	
		1 st Meeting	2 nd Meeting	1 st Meeting	2 nd Meeting
	Category	Satisfying	Satisfying	Very satisfactory	Very satisfactory

The implementation of IHT using animated interactive media using power points received a good response from participants. The approach used in this training is an andragogy approach which is intended for adult learners.

Table 4 shows that the participants participated in the IHT activities well. This is an indicator that the resource person is able to establish good communication and provide motivation to the training participants. Training participants get a comfortable atmosphere to learn and be motivated. As a result of planning and the training process going well, IHT activities can bring benefits to participants in terms of increasing the resource person's abilities. The results of the research can be seen in Table 4 which shows that each action experienced an increase in cycle I for the 1st meeting and at the 2nd meeting there was an increase of 5.42%. Cycle I at the 2nd meeting with cycle II at the 1st meeting there was an increase of 5.62%. In cycle II, at the 1st and 2nd meetings, there was an increase of 5.63%. If we look at the results of participants' assessments of resource persons in managing IHT, it shows significant development and resource persons are able to overcome the problems faced by IHT participants.

IHT activities using digital literacy are very appropriate if carried out in schools where there are still disparities or gaps in terms of competency. Of course, IHT activities must pay attention to the needs of participants, the materials used, training strategies and methods, competent facilitators, good program planning, and of course representative school facilities.

In this way, teachers as training participants get a comfortable climate to learn to understand and apply the material they have received so they can participate in training activities well. Research conducted by Sumarni [8] shows the same results that IHT can improve teachers' abilities in creating learning media.

CONCLUSION

Digital literacy with animated interactive media that has been presented by researchers through In House Training activities makes it easy for teachers to gain new knowledge both for designing learning implementation, learning implementation materials, and learning evaluation. Based on the results of observations regarding the participation of IHT participants through research actions carried out by researchers assisted by collaboration carried out through the use of digital literacy with interactive intranet-based animated media designed, it can be said that IHT can be implemented well as an action step to improve teacher abilities, from the results of almost all observations. participants stated that they strongly agreed. By using animated interactive media, teachers make teaching and learning easier and have high levels of innovation and creativity, thereby increasing professionalism.

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