

ANALYSIS OF TECHNOLOGY ADAPTATION IN LEARNING AT DEMANGAN 1 BANGKALAN ELEMENTARY SCHOOL

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ABSTRACT

One of the tasks of the Asistensi Mengajar student participants is to assist students and teachers in terms of technology adaptation. The purpose of this research is to describe the application of learning in Demangan 1 Bangkalan Elementary School class using technology. This research is a qualitative descriptive study with the research subjects being students and teachers in class VB Demangan 1 Bangkalan Elementary School. Data collected using observation techniques, interviews, and documentation. The results of this study indicate that teachers and students use digital technology-based media in the form of power points and videos several times. Teachers have the ability to compile the media themselves, but at some times the teacher uses sources from Google or YouTube. In the learning process using these two media, students look active and focused so that learning is conducive. This technological adaptation also received a positive response from the school, namely by providing adequate facilities and infrastructure to carry out technological adaptation in the classroom. Based on the results of this study, it can be concluded that the technology adaptation in class V of Demangan 1 Bangkalan Elementary School has been implemented properly.

ARTICLE INFO

Article History:
Received 26
November 2022
Revised 3 December
2022
Accepted 7
December 2022
Available online 8
December 2022

Keywords:
Asistensi Mengajar;
Technology;
Learning Process.



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A. Introduction

The Asistensi Mengajar Program is one of several Merdeka Learning Kampus Merdeka programs, in which students participating in the program are deployed to work in schools to assist in the learning process, administration, and technology adaptation (Fauzi et al., 2021). The implementation of this program can certainly provide many benefits both for students and for the school (Anwar, 2021). For students participating in the program, of course, they will get learning experience and various soft skills outside the classroom, including honing leadership, character, and increasing relationships and collaboration with teachers at the elementary and junior high school levels. For the school, this program also has a positive impact because having students with their respective knowledge will be able to help schools, especially in terms of learning, administration, and technology adaptation. In addition, it is hoped that creative and innovative mindsets as well as more up-to-date knowledge from students can also be transmitted to teachers at school.

The scope of the asistensi mengajar program covers all subjects focusing on literacy and numeracy, technology adaptation, and school administrative assistance (Etika et al., 2021). One of the scopes of the Teaching Assistance Program is technology adaptation. There are several tasks that must be carried out by the participants in the asistensi mengajar program within the scope of technology adaptation including helping teachers and schools to become more technologically literate and assisting teachers and students in implementing technology-based learning systems (Muthi'ah et al., 2021). Applicative things that can be done are motivating teachers to utilize technology for the benefit of learning and helping teachers to be able to know the steps for using technology.

As a result of the COVID 19 pandemic that has hit Indonesia, it has forced educational actors to change the learning system, from which everything is always held face-to-face or done outside the network, now it has to be held online. This makes teachers and students have to change learning methods, models and strategies so that they can be applied to online learning. Not only methods, models and strategies, even teachers and students are also required to be able to use various kinds of digital technology-based learning media so that learning continues to run optimally even though it is done in a network (online). The impact of the

pandemic which has lasted for more than two years has resulted in various impacts. One of the impacts is that educational actors who were previously very unfamiliar with the use of technology are now starting to recognize and even be able to operate technology to support learning.

The pandemic, which had subsided a while ago, allowed learning to gradually return to being held offline. Until now, learning in schools from starting at an early age level, elementary school to middle and high school has been carried out 100% offline or face to face. This situation certainly provides various possibilities for educators. One possibility that could happen is that teachers and students will abandon the implementation of using technology in learning and return to conventional learning methods and media such as during the COVID 19 pandemic. Of course this is one of the negative possibilities because even though the ability to use this technology is one of the skills that inevitably must be mastered in order to be able to adapt in 21st century life (Prayogi & Estetika, 2019). In addition, it cannot be denied that the use of this technology can improve the quality of education (Salsabila et al., 2020). Through the use of technology, it can help teachers overcome space and time problems so that students can learn freely, access learning materials easily from various sources and at any time. The use of digital technology features can also make learning more interactive so that it can make learning more varied and fun. Therefore, through this *asistensi mengajar* program, students will help motivate and encourage adaptation to technology, assist teachers to prepare learning by utilizing technology, and help teachers and students improve their skills in using technology.

The school that is the target of the *asistensi mengajar* program is Demangan 1 Bangkalan Elementary School. Based on the results of observations and interviews conducted by researchers at the school, teachers and students are used to and able to use technology in learning. Some examples of the use of technology in these schools are utilizing PowerPoint and video media. There are also facilities and infrastructure at the school that also support teachers and students to be able to use technology in learning. Therefore, in the *asistensi mengajar* program, especially in the scope of this technology adaptation, the main focus of students is to help teachers prepare learning using technology and familiarize teachers and students to be able to use technology so that learning becomes more optimal and so that the ability to use technology for teachers and students can increase. . The

purpose of this research is to describe how the implementation of learning in Demangan 1 Bangkalan School class uses technology.

B. Method

The method in this study used a descriptive qualitative approach involving research subjects, namely students and teachers at Demangan 1 Bangkalan Elementary School and the research object, namely technological adaptation in the asistensi mengajar program. The research was conducted at Demangan 1 Bangkalan Elementary School. Data collection techniques using observation and documentation techniques using observation sheet instruments and documentation grids.

C. Result and Discussion

The capacity to use technology in learning continues to increase with the times. In the implementation of everyday learning we often find the use of technology. At present, many educators have begun to combine the use of digital technology with learning models and methods in the classroom, even now many learning media developments also utilize the use of digital technology such as video media, interactive multimedia, and others. The use of digital technology should be able to make the quality of learning better by helping teachers overcome problems of space and time so that students can study freely, easily access learning materials from various sources and at any time. The use of digital technology features can also make learning more interactive so that it can make learning more varied and fun. However, this will be realized if teachers, students, and parents also have the ability to use this technology. This is in accordance with what was said by (Adlin, 2019) that the successful use of technology in learning also depends on the ability of teachers and students to utilize the technology. Therefore, through a asistensi mengajar program, mentoring, socialization and training programs will be held so that mastery of technology is more good.

The results of this study indicate that Demangan 1 Bangkalan School has used technology in teaching and learning in the classroom. Most teachers and students have been able to make good use of technology. Some of them are the use of visual learning media such as PPT and videos. Making visual learning media is often done to help students understand the material. Based on the results of interviews conducted by the teacher, this learning media is sometimes made by

the teacher himself according to the situation, conditions and characteristics of students and the material to be taught or search for material through Google or YouTube. The use of visual learning media using this technology is considered to be very helpful for teachers in increasing student interest and learning outcomes in class. Powerpoint and video are indeed one of the visual media that can increase student interest and learning outcomes. This has indeed been researched by (Supit, 2021), where the results of his research show that the use of PowerPoint and video media can make students more interested and focus on learning so that they can improve student learning outcomes. There are also other studies (Nirmawati & Arief, 2018) which have also proven that the use of PowerPoint media can also improve student learning outcomes. Then in research (Maulida et al., 2020), which has also proven that visual media in the form of videos can also increase interest in learning and learning outcomes of elementary school students.

In the implementation process, researchers tried to practice teaching using visual media in the form of PowerPoint and videos in class learning. As a result, students look happy and do not experience difficulties. This is because learning using PowerPoint and video media has been applied by the teacher several times, so that in practice students are not surprised. This is also supported by the completeness of facilities and infrastructure that is quite good. The school has provided a sound system and projector so that teachers can easily show powerpoint slides. Demangan 1 Bangkalan Elementary School in each class is also equipped with a loudspeaker or sound system so that in the process of delivering learning material it can be heard up to the very back of the bench. Learning takes place conducive and fun. The selection of learning media in the form of PowerPoint and learning videos is considered quite effective.

In terms of the use of technology, based on the results of interviews and observations conducted, teachers already have the ability to make learning media (in this case powerpoint and videos) themselves or search for learning materials and content on the internet such as Google and YouTube. This is also supported by the existence of an adequate network connection so that teachers can search for learning materials directly in browsers, both Google and others. When researchers carry out teaching practices, the adaptation process does not take long. Students can be classified as conducive. Students also look happy, active, and focused in participating in learning. During the practice of learning by researchers, in general there were no obstacles to students in using technology in

learning, technology-based learning was considered quite fun in its implementation. Students are also considered to be quicker to grasp the material being taught.

D. Conclusion

Based on the results of the research above, it can be concluded that technological adaptation in class V at Demangan 1 Bangkalan Elementary School has been well implemented by teachers and students in learning. In this case the teacher and students several times use digital technology-based media in the form of power points and videos. Teachers have the ability to compile the media themselves, but at some times the teacher uses sources from Google or YouTube. In the learning process using these two media, students look active and focused so that learning is conducive. This technological adaptation also received a positive response from the school, namely by providing adequate facilities and infrastructure to carry out technological adaptation in the classroom.

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