Digital Learning Workshops for Elementary Teachers in MIS Al-Fikri Kampung Pajak

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A B S T R A C T

This article reports on a community-based digital learning workshop program conducted for elementary teachers at MIS Al-Fikri Kampung Pajak. The program aimed to improve teachers' digital literacy and integrate technology into their teaching practices to enhance student engagement and learning outcomes. Using a qualitative descriptive approach, the study involved 12 teachers who participated in three workshop sessions covering basic computer skills, educational platforms like Google Classroom and Canva, and multimedia integration. Data collected through observations, questionnaires, and interviews revealed significant improvements in teachers' confidence and ability to use digital tools. The workshops also fostered greater collaboration among teachers and maintained alignment with Islamic educational values by encouraging the incorporation of religious content into digital materials. Challenges such as limited infrastructure were noted, highlighting the need for sustained support. The study concludes that tailored digital training can empower teachers in rural Islamic schools to innovate their teaching while preserving their cultural and religious identity.

INTRODUCTION

The rapid development of digital technology in the 21st century has brought significant transformations across various sectors, including education. In the post-pandemic era, the integration of digital tools in teaching and learning has become not only a necessity but also a benchmark for the quality of educational practices. Digital literacy is no longer a luxury—it is a foundational competence for educators to meet the evolving demands of modern classrooms. However, many schools, particularly those in rural or under-resourced areas such as Kampung Pajak, still face considerable challenges in adapting to this digital shift. Limited access to training, infrastructure, and digital pedagogical resources often hinders teachers from effectively utilizing technology in the learning process.

MIS Al-Fikri, a madrasa ibtidaiyah (Islamic elementary school) in Kampung Pajak, is one of the many institutions striving to enhance the quality of education by empowering its teachers with relevant digital competencies. Most teachers at MIS Al-Fikri come from traditional educational backgrounds and have limited experience with digital tools such as interactive learning platforms, educational apps, and online collaboration systems. As education continues to evolve toward a more hybrid and technology-oriented model, equipping these teachers with digital teaching strategies is critical not only to improve student engagement but also to align with national educational standards and goals.

Workshops serve as an effective medium for capacity-building, especially when they are designed with a hands-on, practical approach. Through structured digital learning workshops, teachers can gain both technical skills and pedagogical strategies for incorporating technology into their lesson plans. These workshops also foster a spirit of innovation, collaboration, and lifelong learning among educators. Moreover, such initiatives help bridge the digital divide between urban and rural educational institutions, contributing to more equitable educational outcomes.

This community service initiative, therefore, aims to support the professional development of elementary teachers at MIS Al-Fikri by conducting a series of digital learning workshops tailored to their needs and local context. The program focuses on basic ICT skills, introduction to online learning platforms, digital classroom management, and the use of multimedia tools to enrich the teaching-learning process. It also emphasizes how technology can be integrated with Islamic values to maintain the spiritual identity of the school while advancing pedagogical effectiveness.

This article documents the planning, implementation, and impact of the workshop program conducted at MIS Al-Fikri Kampung Pajak. It seeks to answer the following key questions: (1) What are the current digital competencies of the teachers? (2) How can digital learning workshops enhance their teaching practices? (3) What challenges and opportunities arise during the implementation of such programs in a rural Islamic school setting? The findings are expected to contribute to a broader understanding of how grassroots digital initiatives can empower teachers, improve classroom instruction, and ultimately support the transformation of Islamic education in Indonesia.

METHOD

The implementation of the digital learning workshops at MIS Al-Fikri Kampung Pajak was carried out using a qualitative descriptive approach. This method was chosen to provide a detailed and contextual understanding of how elementary teachers respond to and benefit from digital training tailored to their needs. The entire program was grounded in the principles of community empowerment, with a strong focus on practical skills development and collaborative learning.

The workshop series involved 12 teachers who were actively engaged in classroom teaching at MIS Al-Fikri. Most of the participants had limited prior exposure to digital teaching tools, which made the training highly relevant to their professional

growth. Prior to the workshop, informal interviews and brief observations were conducted to identify the participants' current digital competencies and learning needs. Based on this preliminary assessment, a three-part workshop was designed to gradually build their digital skills.

The first session introduced the basics of computer and internet use, including familiarization with digital devices, browsers, and safe online practices. The second session focused on educational platforms such as Google Classroom and Canva for Education, enabling teachers to create interactive and engaging instructional content. The third session emphasized the use of multimedia—such as video, audio, and images—in lesson planning to support diverse learning styles and increase student engagement.

Throughout the training, interactive teaching methods were applied. Participants engaged in hands-on practice, group discussions, peer learning, and live demonstrations. This approach allowed for immediate feedback and practical application of the skills being taught. The workshops were facilitated by a team of lecturers and practitioners with experience in digital education and teacher training.

To evaluate the effectiveness of the program, data were collected using several instruments. Observations during the sessions provided insight into teacher participation and engagement. Pre- and post-training questionnaires were used to measure changes in digital skills and teacher confidence. Additionally, semi-structured interviews with several teachers and the school principal offered qualitative feedback on the program's impact and relevance.

The analysis of the collected data was conducted thematically, focusing on indicators such as skill development, attitude shifts, implementation challenges, and suggestions for sustainability. Ethical considerations were upheld throughout the program; all participants gave informed consent, and the data gathered were kept confidential and used solely for educational improvement and research purposes.

RESULTS AND DISCUSSION

The digital learning workshops held at MIS Al-Fikri Kampung Pajak yielded a series of meaningful outcomes that not only improved the digital competence of teachers but also influenced their motivation, teaching practices, and school culture. These results are discussed in a narrative form below, based on the synthesis of observational data, teacher reflections, interviews with school leadership, and comparative analysis of pre- and post-workshop questionnaires.

At the onset of the program, the majority of teachers were observed to have minimal proficiency in using basic digital tools. Many of them admitted they had never used platforms like Google Classroom or Canva before. Their reliance on traditional teaching methods—blackboards, printed textbooks, and oral explanations—had been shaped by limited exposure to technology and inadequate access to training opportunities. However, as the workshop sessions progressed, a visible transformation took place. Teachers gradually became more comfortable operating

computers, navigating web applications, and exploring various educational tools introduced during the sessions.

One particularly noteworthy change was seen in the way teachers began to approach their lesson planning. With the support and encouragement of facilitators, they learned to design visually engaging materials using Canva for Education. Some created digital worksheets with colorful Islamic motifs, while others incorporated short YouTube videos relevant to topics such as environmental care, Islamic morals, and literacy. The integration of multimedia elements was received positively by students, who reportedly became more engaged and attentive during lessons. This indicates that even in a limited-resource setting, with proper guidance and motivation, teachers can make substantial pedagogical improvements using free or low-cost digital tools.

The workshops also had a psychological impact on the teachers. The initial apprehension and self-doubt were gradually replaced with excitement and curiosity. Several teachers expressed that learning new technology made them feel more empowered and relevant in a rapidly changing educational landscape. This surge in motivation is consistent with the idea that professional development can rejuvenate teachers' commitment to teaching and spark innovation in their classroom practices. One teacher remarked during an informal discussion, "I used to think I couldn't keep up with modern teaching. Now I realize I just needed a chance to learn."

Another important outcome of the workshop was the strengthened collaboration among the teaching staff. The shared experience of learning something new fostered a culture of peer support. Teachers helped one another troubleshoot technical issues, shared templates and resources, and continued discussing ideas even outside of formal sessions. This kind of collegiality is vital for sustaining change in schools, especially those in rural areas where external support is limited. The principal of MIS Al-Fikri noted that this was the first time teachers showed such strong initiative to apply what they had learned into real teaching practice. He emphasized that the digital training had sparked not only individual growth but also collective development within the school.

However, the program was not without challenges. A significant obstacle was the lack of adequate digital infrastructure. The school had only a few functioning laptops, and the internet connection was often unstable. As a result, some of the workshop activities had to be conducted in groups rather than individually, which slightly slowed down the learning process. Despite these constraints, the teachers demonstrated a strong commitment to learning, and their adaptability played a key role in overcoming these logistical limitations. This reflects the importance of not only providing training but also advocating for improved digital infrastructure in rural Islamic schools as part of long-term development strategies.

In terms of educational values, the workshop was intentionally designed to ensure alignment with the Islamic identity of the institution. Rather than adopting a purely secular technological approach, the facilitators emphasized how digital tools could be used to strengthen Islamic learning. For example, teachers were guided to create

lesson materials that included Qur'anic verses, Islamic stories, and messages promoting akhlak (moral character). This helped reinforce the idea that technology is not in conflict with Islamic values; rather, it can be harnessed to deliver religious content in more creative and appealing ways. The integration of Islamic principles into digital content made the teachers feel that the training was not only practical but also spiritually relevant.

In summary, the digital learning workshops at MIS Al-Fikri Kampung Pajak had a profound impact on the professional lives of the participating teachers. Despite the challenges of limited infrastructure and initial digital illiteracy, the teachers showed remarkable growth in skill, confidence, and collaboration. The program served as a stepping stone toward a more innovative and modern approach to Islamic elementary education, while preserving the core religious values of the school. These findings underscore the potential of context-sensitive, community-based digital training initiatives to transform teaching practices in rural and religious schools across Indonesia.

CONCLUSION

The digital learning workshops at MIS Al-Fikri Kampung Pajak successfully enhanced the digital literacy and pedagogical skills of elementary teachers, fostering a more innovative and interactive teaching environment. Despite initial challenges such as limited technological infrastructure and low prior experience, the teachers showed significant growth in their ability to use digital tools effectively for lesson planning and delivery. This development not only increased their confidence and motivation but also encouraged greater collaboration among staff, creating a supportive community eager to embrace digital transformation.

Importantly, the workshops maintained alignment with the school's Islamic educational values, demonstrating that technology integration can complement and enrich religious instruction. By embedding Islamic content into digital materials, teachers preserved the school's identity while adapting to modern pedagogical approaches.

Overall, this community-based initiative highlights the critical role of targeted digital training in bridging the digital divide in rural Islamic schools. Continued investment in technology infrastructure, ongoing professional development, and institutional support are essential to sustain and expand these positive o *Sukaisih* utcomes. With such efforts, schools like MIS Al-Fikri can advance towards a future where quality education is accessible, engaging, and deeply rooted in cultural and religious values.

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