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Teacher Training on Digital Media Utilization to Improve Learning Effectiveness in MIS Al-Afkari

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A B S T R A C T

The integration of digital media in teaching has become increasingly important in enhancing learning effectiveness and student engagement. However, many teachers, particularly in madrasah-based schools, face challenges in utilizing digital media due to limited digital literacy and lack of structured training. This community service program aimed to improve teachers' competencies in using digital media to support effective learning at MIS Al-Afkari. The program employed a training-based and participatory approach involving teachers from various subject areas. The activities were conducted through needs assessment, workshops, demonstrations, guided practice, and evaluation sessions. The training focused on the development of digital learning materials, the integration of multimedia content into lesson planning, and the application of interactive teaching strategies. Data were collected through observations, review of teachers' learning products, and feedback questionnaires, and analyzed descriptively. The results indicate that the training program positively impacted teachers' knowledge, skills, and confidence in utilizing digital media for instructional purposes. Teachers demonstrated improved ability to design interactive learning materials and implement more student-centered teaching practices. Additionally, teachers reported increased student engagement and more effective learning interactions in the classroom. Despite challenges related to technological infrastructure and varying levels of digital literacy, the program proved effective in enhancing teaching quality. Overall, this community service initiative highlights the importance of continuous teacher training in digital media utilization to improve learning effectiveness and supports sustainable professional development in educational institutions.

INTRODUCTION

The rapid development of digital technology has significantly transformed educational practices, particularly in the ways teachers design, deliver, and evaluate learning activities. Digital media has become an essential tool to enhance learning effectiveness by facilitating interactive instruction, improving student engagement, and supporting diverse learning styles. However, the effective integration of digital media in classroom practices requires adequate teacher competence, which remains a challenge in many educational institutions, including madrasah-based schools.

At MIS Al-Afkari, teachers face several constraints in utilizing digital media to support the learning process. Limited digital literacy, lack of structured training, and minimal exposure to innovative educational technologies have resulted in the underutilization of available digital resources. Consequently, learning activities tend to rely on conventional teaching methods, which may reduce students' motivation and limit opportunities for active and meaningful learning experiences.

Teacher training plays a critical role in addressing these challenges by equipping educators with practical skills and pedagogical understanding related to digital media utilization. Through targeted training programs, teachers can learn how to select appropriate digital tools, develop interactive learning materials, and integrate technology into lesson planning in alignment with curriculum objectives. Such training not only enhances teachers' technical skills but also strengthens their pedagogical competence in implementing student-centered learning approaches.

Community service programs in education serve as a strategic platform to support schools in improving teaching quality through capacity building initiatives. By providing systematic training on digital media utilization, higher education institutions can contribute to the professional development of teachers and promote sustainable improvements in instructional practices. This collaboration between universities and schools is particularly important in madrasah settings, where the integration of technology can enrich both general and religious education.

Therefore, this community service activity aims to conduct teacher training on digital media utilization at MIS Al-Afkari to improve learning effectiveness. The program focuses on enhancing teachers' digital competencies, encouraging innovative teaching practices, and fostering more engaging learning environments. It is expected that the training will contribute to improved teaching effectiveness and positively impact students' learning experiences at MIS Al-Afkari.

METHOD

This community service program employed a training-based and participatory approach aimed at improving teachers' competencies in utilizing digital media to enhance learning effectiveness. The program was conducted at MIS Al-Afkari and involved teachers as active participants in the learning process. The approach emphasized hands-on practice, collaborative learning, and reflective evaluation to ensure the applicability of digital media in classroom instruction.

The participants of the program were teachers at MIS Al-Afkari from various subject areas. They were selected based on their teaching roles and willingness to improve their digital teaching skills. The training was implemented over several sessions, combining theoretical instruction and practical workshops to provide a comprehensive learning experience.

The implementation of the program consisted of three main stages. The first stage was a preliminary needs analysis, conducted through observations and informal interviews to identify teachers' existing digital competencies, available technological resources, and challenges in integrating digital media into teaching. This stage served as the basis for designing relevant training materials aligned with teachers' needs.

The second stage was the implementation of the training activities. This stage included workshops, demonstrations, and guided practice sessions focusing on the utilization of digital media such as presentation tools, interactive learning

applications, and online learning platforms. Teachers were trained to develop digital learning materials, integrate multimedia content into lesson plans, and apply interactive teaching strategies to support student engagement and understanding.

The third stage was monitoring and evaluation. Evaluation was carried out through observation of teachers' participation, review of digital learning products created during the training, and feedback questionnaires. This stage aimed to assess improvements in teachers' knowledge, skills, and confidence in using digital media for teaching. Data collected from these instruments were analyzed descriptively to evaluate the effectiveness of the training program and identify areas for further improvement.

Through this systematic method, the community service program sought to enhance teachers' digital competencies and promote more effective and innovative learning practices at MIS Al-Afkari.

RESULTS AND DISCUSSION

The implementation of the teacher training program on digital media utilization at MIS Al-Afkari demonstrated positive outcomes in improving teachers' knowledge, skills, and attitudes toward the integration of technology in teaching. Based on observations and feedback collected during the training sessions, teachers showed increased enthusiasm and active participation, particularly during hands-on practice and collaborative activities.

The results of the preliminary needs analysis indicated that prior to the training, most teachers had limited experience in using digital media beyond basic presentation tools. After participating in the program, teachers were able to design and develop simple digital learning materials, such as interactive presentations, multimedia-based instructional content, and online learning activities. This improvement reflects the effectiveness of practice-oriented training in enhancing teachers' digital competencies.

Furthermore, teachers reported greater confidence in integrating digital media into their lesson planning and classroom instruction. They became more aware of the pedagogical benefits of digital media, including increased student engagement, improved understanding of learning materials, and more varied instructional approaches. These findings are consistent with educational research emphasizing that technology-supported instruction can enhance learning effectiveness when aligned with pedagogical objectives.

In terms of teaching practices, teachers demonstrated a shift toward more student-centered learning approaches. The use of digital media encouraged interactive learning activities, such as discussions, quizzes, and multimedia exploration, which contributed to a more engaging learning environment. Teachers also acknowledged that digital media helped them present abstract concepts more clearly and efficiently, particularly in subjects requiring visual and contextual explanations.

Despite the positive results, several challenges were identified during the implementation of the program. Limited access to technological infrastructure, such as stable internet connections and adequate devices, constrained the optimal use of digital media in some learning contexts. Additionally, variations in teachers' initial digital literacy levels affected the pace of learning during the training sessions. These challenges highlight the need for continuous support, follow-up training, and institutional commitment to improving technological facilities.

Overall, the results indicate that teacher training on digital media utilization effectively contributes to improving learning effectiveness at MIS Al-Afkari. The discussion underscores the importance of ongoing professional development and school–community collaboration in supporting sustainable integration of digital technology in teaching and learning processes.

CONCLUSION

This community service program demonstrates that teacher training on digital media utilization plays a significant role in improving learning effectiveness at MIS Al-Afkari. Through structured training activities, teachers enhanced their knowledge and practical skills in using digital media as instructional tools. The program enabled teachers to move beyond conventional teaching methods and adopt more innovative and interactive learning approaches.

The results indicate that the training contributed to increased teacher confidence and pedagogical awareness in integrating digital media into lesson planning and classroom instruction. Teachers reported positive changes in student engagement and learning participation as a result of the use of multimedia-based learning materials and interactive activities. These improvements suggest that digital media utilization can support more effective and meaningful learning experiences when applied appropriately.

Despite the positive outcomes, challenges related to technological infrastructure and varying levels of teachers' digital literacy were identified. These limitations indicate the need for continuous professional development, adequate technological support, and institutional commitment to sustain the integration of digital media in teaching practices. In conclusion, empowering teachers through digital media training is an effective strategy for enhancing teaching quality and learning effectiveness. This community service initiative provides a practical model for supporting teachers' professional development and encourages sustainable collaboration between educational institutions and communities to improve educational outcomes.

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