

Implementation of the Independent Curriculum in Digital Literacy Training for Interactive Learning Media to Improve Pedagogic Competencies of Teachers in MTsN Gowa Regency

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Abstract. The existence of the Covid-19 pandemic has had a major impact on various sectors in Indonesia, one of which is education. In the new era, education is important to improve human resources. The rapid development of technology will change the way people move and work. The presence of technology as part of society's needs will further reinforce insight into technology. And the Independent Curriculum provides flexibility for educators to improve the quality of education according to the needs of students, so the use of technology in education must be seen as a way to encourage the improvement of the quality of education in this era. In facing the rapid development of technology, digital literacy is the main key and foundation that must be owned by educators. One of the problems faced by teachers is the difficulty of using digital platforms for learning. With limited mastery of technology for learning, it is an initiative for schools to organize training as an effort to increase teacher digital literacy. The purpose of this training activity is to provide interactive learning media training to improve the digital literacy of MTsN teachers in Gowa Regency. The method in this activity is carried out in three stages: pre-training, training implementation, and post-training. Indicators of the success of the activity can be seen from (1) the positive response from the participants regarding this training and (2) the existence of interactive learning media products made by the participants. The results of this training activity showed (1) there was an increase in participants' understanding of interactive learning media with an average of 77% and categorized as very good and, (2) participants were able to make quizzes using interactive learning media.

Keywords: Independent Curriculum; Digital Literacy; Interactive Learning Media

INTRODUCTION

The existence of literacy is part of knowledge that must exist and be embedded as a motivation for everyone, more specifically a student, to develop a literate mindset in order to form a person who has morals, character, and knowledge. Literacy becomes a very important thing because, through it, a person's abilities and insights are honed scientifically, which is in accordance with the essence of education itself. The essence of education is to make a true learner who loves knowledge. Literacy is an indicator of the consumption of information and knowledge in the modern era. It is undeniable that in this modern era, the standard of success is determined and influenced by literacy skills (Sukri, 2021). Literacy is an indicator of the consumption of information and knowledge in the modern era. It is undeniable that in this modern era, the standard of success is determined and influenced by literacy skills (et al., 2017). The world community is increasingly digitized, and the ability to use technology is becoming increasingly important in daily life and work activities (Pdr & Nam, n.d.).

In 2015, PISA also released literacy rankings for various countries, including Indonesia. Our country is ranked 69 out of 76 countries studied. Of course, these results represent the state of literacy in Indonesia, which is still low. The state of literacy in Indonesia, which is still low, is also shown through the results of a survey from the World's Most Literate Nations compiled by Central Connecticut State University in the United States in 2016. In the survey results, it was stated that Indonesia's literacy ranking was the lowest of the 61 countries studied. Therefore, acceleration is needed to pursue the level of digital literacy in Indonesia, both for those who are still in school and those who are adults (Sukri, 2021). Literacy is very important to the progress of a nation, but there is still minimal interest and reading quality among students, and this is very concerning, even though literacy will be a milestone in the rise of world civilization. It is necessary to make efforts to increase interest in reading. Low literacy is not necessarily without a cause; there are many factors, both internally and externally. Such as factors that exist within the students themselves or external factors such as inadequate book

facilities in the library or other influences that make students complacent and reluctant to chat with books.

Literacy needs to become a knowledge paradigm that is reflected in a person's attitudes and behaviors to face the challenges of the 21st century, which is called the century of digital knowledge. The century labeled by futurologists as the era of globalization will give birth to a world without boundaries. This means that communication between humans becomes easy and fast. As a result, the boundaries of space disappear. In this century, human roles are also needed that are of high quality (critical and creative), skilled, able to understand various cultures, able to communicate, knowledge-oriented, and capable of lifelong learning (Bawden, 2002). Likewise, UNESCO 2023 has a digital education action plan for 2021–2027 that promotes the development of an effective digital education system, including infrastructure, communication, technical means, teacher competency development, high-quality educational content, and enhancing digital skills, including basic digital skills from an early age, combating information missions, and ensuring greater access to digital learning (Lucenko et al., 2023).

Revolutions in science and technology, changes in society, understanding how children learn, advances in communication media, and so on give their own meaning to educational activities, and it is these demands that make policies. To take advantage of technological media and technological approaches in the management of education (Li et al., 2022). Education as part of culture is a means of writing values and ideas so that everyone is able to participate in the transformation of values for the betterment of the nation and state, and this means that education is a vehicle for transforming science and technology for the benefit of human life.

Utilization of communication technology for educational activities as well as educational media is necessary in the context of teaching and learning activities. Because with a scientific, systematic, and rational approach, as required by educational technology, effective and efficient educational goals will be achieved, in the context of implementing effective and efficient education, systematic, scientific, and rational studies or analyses are required as required by educational technology, and educational media is an urgent need, especially in the future

(Olanrewaju et al., 2021). The rapid development of technology will change the way people move and work. The presence of technology as part of society's needs will further reinforce insight into technology. And the independent curriculum provides flexibility for teachers to improve the quality of education according to the needs of students, so the use of technology in education must be seen as a way to encourage the improvement of the quality of education in this era. Faced with the rapid development of technology, digital literacy is the main key and foundation that teachers must have.

The Merdeka curriculum also requires teachers to adapt to technology. Furthermore, digital literacy training shows that to become teachers who excel primarily in dealing with the new Merdeka Curriculum, teachers must have the four pillars of digital literacy, namely digital skills, digital culture, digital ethics, and digital safety. (Rizki Septiana & Hanafi, 2022). And according to PP Law of the Republic of Indonesia number 19 of 2005 concerning National Education Standards, Article 28 paragraph 3 states that as a professional job, there are four competencies that must be possessed by teachers: pedagogic competence, personal competence, professional competence, and social competence. One of the very important competencies for teachers to have and develop is pedagogic competence, namely the teacher's ability to manage learning with students. (Maulana Haz et al., 2022).

One of the problems faced by teachers is the difficulty of using digital platforms for learning. With limited mastery of technology for learning, it is an initiative for schools to organize training in an effort to increase teacher digital literacy (Liu & Sammons, 2021). The use of technology in education must be seen as a way to encourage the improvement of the quality of education in this era. And facing the rapid development of technology, digital literacy is the main key and foundation that teachers must have (Maskur et al., 2020). In the digital era, teachers, students, and parents must have an understanding of digital literacy. This situation requires students to learn, and teachers carry out learning with achievement and educational goals that remain of good quality (Anggrasari, 2020).

Teachers are required to be able to make learning as interesting as possible so that students are able to show optimal enthusiasm for learning. Teachers must have skills in using a set of digital tools and technology for their students' learning.

Teachers, like it or not, must be able to take advantage of various supporting digital platforms such as Quizizz, Kahoot, ClassPoint, Classroom, Google Meet, Zoom Meeting, Youtube, or via WhatsApp group (Li et al., 2022). Teachers must have high digital literacy in order to understand and use information from various sources that can be accessed via computer, laptop, or mobile devices. With digital literacy, teachers can improve the quality of learning. The quality of learning is considered good if it succeeds in changing the attitudes, behaviors, and skills of students in relation to their educational goals. Quality learning, in question, is effective and efficient learning, which involves the ability of teachers to facilitate the learning process in class and online. The learning carried out by the teacher greatly determines the quality of the learning outcomes that will be obtained by students (Andriasari, 2020). To improve the quality of learning, teachers must be equipped with a qualified and sustainable understanding of digital literacy. The teacher's inability to understand digital literacy will have an impact on the learning process and the success of learning as determined by the school curriculum (Yang, 2023). Facts on the ground show that there are still many teachers who are digitally illiterate or less skilled in utilizing information and communication technology (ICT) media for learning. Meanwhile, today's digital world offers many freemium platforms that can be used to support a more effective and efficient teaching and learning process. This problem is the background for the importance of holding digital literacy workshops to answer these problems as well as a means of solving problems faced by MTsN teachers in Gowa Regency in fulfilling digital learning (Khoiri et al., 2022).

There was the COVID-19 pandemic two years ago, so the government saw the need for policymaking to overcome the education gap due to the pandemic. The policy taken was to simplify the learning curriculum from the 2013 curriculum to an emergency curriculum. The emergency curriculum was finally changed to become the independent curriculum, which began to be implemented throughout Indonesia starting July 2022 in accordance with Press Release Number: 413/sipers/A6/VII/2022 Ministry of Education, Culture, Research, and Technology. The Independent Curriculum brought several changes, including, according to the study (Puskur Education and Culture Research and Technology, 2021), being simple, flexible,

focusing on the competence and character of all students, aligned, promoting mutual cooperation, and paying attention to the results of studies and feedback. However, the readiness of teachers for the independent curriculum still requires a lot of training and additional understanding of developing an independent curriculum (Rosidah, Pramulia, and Susiloningsih, 2021). One that requires a lot of readiness is literacy and numeracy; where these two things become the focus of the Independent Curriculum, readiness regarding technological adaptation, which requires an understanding of digital literacy for both teachers and students, And this is very important to hold training with an understanding of digital literacy (Detlor & Julien, 2020), especially now that teachers must be digitally literate in order to be able to fully participate in technological developments both in learning and in society (Detlor et al., 2022).

Digital literacy is a basic skill in the use and production of digital media. Mastery of digital literacy, especially for teachers in the era of independent curriculum, is very important. Digital literacy will assist teachers in preparing and storing learning materials in digital form (Purvis et al., 2020). An effective learning process is the responsibility of the teacher. Teachers must have expertise in reflecting on and analyzing their learning activities. This needs to be developed to improve the teacher's ability to develop further learning. Learning planning must also be carried out so that indicators of student development can be accounted for by parents. Therefore, teachers are required to be able to design effective and interactive learning by utilizing the right tools or online media and in accordance with the material being taught to students. The accuracy of the learning media used will affect the achievement of learning objectives.

Quizlet is one of the online learning media. Quizizz is a platform used to design quizzes, tests, polls, surveys, or diagnostic tests that can be separated from the main teaching and learning process or are supplementary (Salsabila et al., 2020). The Quizizz platform is a web-based platform that can be used for digital learning media where users can interact with other users and create an interactive learning atmosphere. (Hidayati et al., 2022). The challenges for teachers and students are increasing to be able to achieve quality education goals. In addition, the meaningfulness of interactive learning remains the main goal. Based on the description above, this training needs to be carried out with the aim

of facilitating increased digital literacy among MTsN Gowa Regency teachers in utilizing interactive learning media (Quizizz).

METHOD

The objects of this training activity were 41 MTsN teachers in Gowa Regency. The stages of the training are carried out as follows: (1) The pre-training stage is carried out by preparing proposals, preparing activity programs and training materials, and preparing pretest questionnaires. (2) The implementation stage is carried out by distributing pretest questionnaires, providing quizizz media material, providing direct practice using quizizz media, and presenting the results of the training. (3) The post-training stage is carried out with impressions of messages from the training participants, the distribution of post-test questionnaires, and documentation of the results of the implementation of the quizizz media that had been made by each participant. The methods used during the process of this training activity for participants include: (1) the lecture method to provide direct explanations about making learning media with the Quizizz platform; (2) the discussion/question and answer method to convey opinions between training participants and resource persons on matters that are considered difficult or poorly understood; and (3) practice methods to provide opportunities for trainees to practice the training material presented by resource persons. In this case, make presentations with the Quizizz Platform according to the subjects taught by the trainees. Indicators of success in implementing training for MTsN teachers in Gowa Regency were: (1) the

positive response of the training participants to the quizizz media training to increase digital literacy of MTsN teachers in Gowa Regency; and (2) the product produced by the trainees, namely quizizz learning media.

Table 1. Teacher Response Indicators for Training Implementation

No	Percentage (%)	Category
1	76 - 100	Very good
2	56 - 75	Good
3	26 - 55	Pretty good
4	0 - 25	Not good

RESULTS AND DISCUSSION

This training activity was attended by 41 participants, namely MTsN teachers in Gowa Regency, South Sulawesi. From the results of the interviews, the mastery of MTsN teachers in Gowa Regency towards learning technology is still limited. The use of computer technology is still limited to the preparation of learning administration. Therefore, this training activity was carried out to help teachers improve their mastery of technology, especially in making interesting and interactive learning media. The implementation of the training begins with a pretest activity, which aims to find out the initial knowledge of the training participants about Quizlet media and the media used by the participants in the learning being carried out. The results of the pretest showed that around 80.5% of the participants did not know about Quizizz Media. The results of the questionnaire can be seen in the following figure:

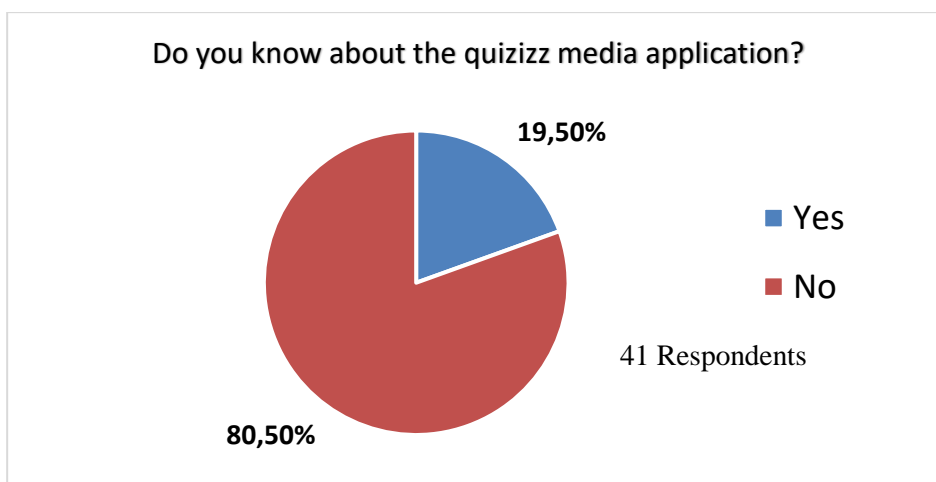


Figure 1. Pretest Results Diagram

The next activity is the provision of material about the Quizizz media application and how to make learning media using Quizizz media. The material is given using an interactive method, in which the material is given for each step and then the trainees try out each stage that has been explained. The presentation of the material ended with the participants trying to take quizzes using quizizz media.



Figure 2. Submission of Quizizz media materials

After delivering the material, participants practiced making learning media using Quizlet. This practical activity was accompanied directly by the resource person. At this stage, participants are expected to be able to create a learning medium that can later be used during class learning.



Figure 3. Assistance for Making Quizizz Media

The next stage is the participants presentation of the learning media that have been made. The presentation was carried out by sharing the Quizizz media link that had been made in the WhatsApp training group, and the participants tried to work on the quiz together. The final stage in this training is evaluating the

implementation of the training and achieving the trainees' understanding of making learning media using Quizizz media. Evaluation is carried out through posttest activities.

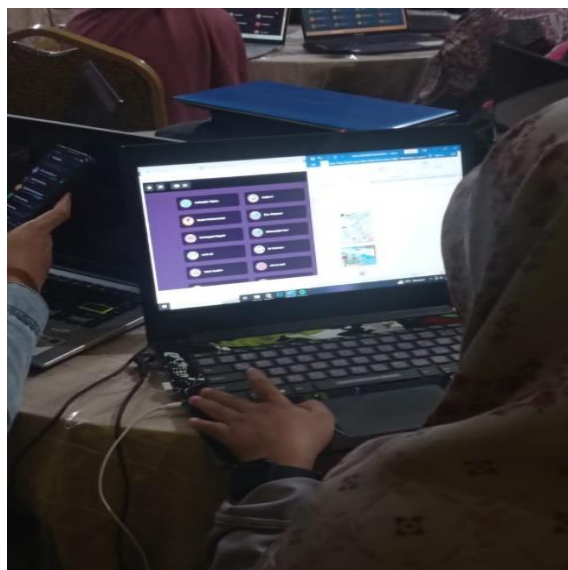


Figure 4. Participants doing the posttest

The posttest is given with the aim of measuring the extent to which the participants understand after being given the training and the participants' responses after taking the quizizz media training. Posttest results are shown in the following table:

Table 2. Posttest results of participants' understanding of Quizizz media

No	Aspect	Percentage
1	The ability of participants to register for a quizizz account	89
2	The ability of participants to login to the quizizz application	89
3	The ability of participants to make quizzes on the quizizz application	78
4	Participant ability to share quiz links	78
5	Ability of participants to read quiz report results	70
6	Ability of participants to recap quiz results	58
	Average	77

The posttest results related to the understanding of the training participants showed

an average of 77%, which means that the participants' understanding after the training was very good. This means that participants can understand the material presented and are able to create learning media using the Quizizz application. Furthermore, several training participants submitted responses related to the implementation of the training. Participants said that the training went well and that the presentation of the material was clear and informative. In addition, this training is useful and fun. The hope conveyed by participants in this training is that they can apply the material they have obtained in their respective classes so that learning is more interesting. Participants hope to be able to use this Quizlet application in their learning in class. This is as stated by Yan Mei et al. (2019) and (Degirmenci, 2021). Participants conveyed several materials that could be taught using Quizizz media, including preparing presentations of learning material according to the subjects being taught and making quizzes in Quizizz paper mode, as well as other quiz features in Quizizz. This is also in accordance with research conducted by Puspitasari et al. (2022). In addition, Quizizz media can also be used to increase teacher knowledge and skills with wordwalls, as stated by Sari & Yarza (2021)

Based on a comparison of the results of the pretest and posttest of the trainees, it showed an increase in the trainees' mastery of technology, namely the Quizizz media. (Sitorus & Santoso, 2022) explained that Quizizz is one of the learning media that is packaged attractively and interactively. The use of Quizizz must be adapted to the learning model, the characteristics of the learning material, and the characteristics of students so that the use of Quizizz can really measure student learning outcomes and achieve learning objectives. This is in accordance with the Quizizz application because the attractive appearance of Quizizz can certainly increase student enthusiasm for learning.

CONCLUSION

Based on what has been described in the results and discussion, the conclusions that can be conveyed are as follows: quizizz media training to improve digital literacy of MTSN teachers in Gowa Regency shows an increase with an average participant understanding of 77% and is categorized as very good, and participants can make quizzes using media quizizz.

CONFESSION

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