Assistance for the Development of Game-Based Learning Media in the New Normal Era for Teacher of MTs Negeri 9 Jember

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ABSTRACT

During the COVID-19 pandemic, educators must ensure that teaching and learning activities continue, even though students are not in school. The solution is that educators are required to design online learning as an innovation in the use of technology. Learning at MTs Negeri 9 Jember during the COVID pandemic was carried out using the WA group, google classroom, or google meet. The learning media used by educators at MTs Negeri 9 Jember include powerpoints, videos, pictures (photos). The learning media used by MTs Negeri 9 educators are not effective and less attractive. The media used so far have not involved students to take an active role in the learning process. Therefore, training activities for the development of effective and interesting learning media are needed. One form of interesting learning media is game-based learning media in which there are many choices so that teachers just use it based on the materials to be presented. This community service activity is carried out in the form of training, and assistance by applying a modified Learning Cycle (3E) learning model, which consists of Exploration, Explanation, and Elaboration. Through this activity, partner school teachers are expected to (1) be able to innovate in carrying out classroom learning by utilizing ICT (2) improve the ICT capabilities of partner teachers with many partner teachers developing game-based learning media

INTRODUCTION

In the new normal period of COVID-19, the world of education is required to make very drastic changes. Technology-based learning must be applied at a time like this. Every educator is expected to be able to make maximum use of technology in the learning process. Online learning or technology-based education can accommodate the role of teachers, schools, and parents in the educational process. There are 3 things that educators demand in the new normal, namely (1) teachers as trainers for students, teachers not only learn how to teach but teachers as containers, facilities and even trainers for students, (2) teachers must practice more, teachers must be more

provides a lot of direct practice and assesses competencies based on values and (3) teachers must learn data-based, educators must use realistic data-based technology, using processed information. Based on the three demands for changes in things that teachers do in the new normal, it is expected that a teacher must be technology literate, especially for the sake of learning. In welcoming the new normal era, through independent learning, teachers must be able to provide more innovative learning changes. Because the meaning of an independent educator is that the teacher is used as a source of truth and as a driving force for truth seekers. Changes in learning made must be adapted to the conditions of the school environment.

Learning media is one of the means in learning that can transfer material to students. The use of media in the learning process can provide benefits, including (1) it can clarify the presentation of messages and information so that it can improve the process and learning outcomes of students, (2) it can lead to students' learning motivation because of interesting learning, and (3) involve students in the learning process. The teacher's role as a facilitator in presenting various learning media to support the independent learning process. Learning media are divided into several groups, including graphic media, audio media, and projection media. Motion projection media that can be used by students for independent learning is interactive multimedia.

The advantage of the educational game media developed is that in presenting practice questions that are hidden behind pictures, students have to look for the right images to get practice questions to minimize collaboration between students when working on practice questions. The selection of educational games is one of the main components in the developed media because educational games are one type of media used to provide teaching and increase the knowledge of users through unique and interesting media.

MTs Negeri 9 Jember is located in Kencong District, about 40 km from the city of Jember. MTs Negeri 9 Jember is one of the schools under the auspices of the Ministry of Religion. 52 teachers are divided into several fields of study, both general fields, and Islamic fields. Of the 52 teachers who will become partner teachers, several teachers teach local content subjects of Information and Communication Technology (ICT). When the service team conducted observations and interviews, almost all teachers were not familiar with game-based learning media as well as ICT teachers. Classroom learning at MTs Negeri 9 Jember during the COVID-19 pandemic was carried out using WA groups, google classroom, and google meet. The learning media used by educators at MTs Negeri 9 Jember during this study included powerpoints, videos, pictures, and limited photos. This learning media was not effective and less attractive for students. The PowerPoint displayed is only a summary of the material that contains writing without any animations, videos, or activities that cause interaction between the media and students. Most educators don't understand how to add animations, videos, or interactive evaluations. Likewise, with video media, images, and photos, all only media with one direction, students only see and listen. Moreover, the photo media sent to students is only limited to photos of the educator's handwriting or photos from printed books related to student assignments that are shared in the WA group. So the media used so far has not involved students to take an active role in the learning process. Thus, students often feel bored in online learning, when using video conferencing, students only listen and do not respond.

Some of the conditions for educators at MTs Negeri 9 Jember include (1) the location being far from the city, causing some educators to be lazy to participate in scientific activities that support the learning process, (2) lack of use of technology in learning, (3) conventional

learning, so that during the pandemic COVID-19 learning has become chaotic, (4) has not been able to provide interesting learning (5) educators feel less confident in educators from the city so they are reluctant to attend training or training on learning, (6) feel old age so they are less interested in learning. learn things related to technology literacy, and (7) have never developed media-based learning.

Based on the condition of the partner schools, the service team conducts training and mentoring activities in the manufacture of game-based learning media with the hope that from this service activity, partner school educators (1) can innovate in carrying out learning in the classroom by utilizing ICT (2) improve the ICT capabilities of partner educators with a large number of partner educators who develop game-based learning media.

METHODOLOGY

The implementation of this service applies a modified Learning Cycle (3E) learning model, students in the learning model are replaced by partner teachers, and educators in the learning model are replaced by a service team consisting of proposer lecturers and students. The service team is not only a facilitator but also assists partner teachers in making learning media. Learning Cycle (3E) learning model consists of Exploration, Explanation, and Elaboration. The participants in this activity were all educators of MTs Negeri 9 Jombang, Jember Regency, which consisted of 52 people.

The stages in service include the preparation stage, the exploration stage, the explaining stage, the elaboration stage, and the publication stage. The preparation stage and the publication stage are stages that only involve the service team, while the three stages (3E) are the Learning Cycle Model (3E) stages which involve partners in this case the partner teachers of MTS Negeri 9 Jember.

RESULT AND DISCUSSION

Following the stages in the Learning Cyle (3E) which consists of (1) the Exploration stage, (2) the Explanation stage, and (3) the Elaboration stage. The implementation of the service carried out by utilizing the stages in the Learning Cycle (3E) is described as follows.

1) Preparation for the implementation of service

At the preparation stage for the implementation of service, two activities were carried out, namely re-coordination with partner schools and preparation of service implementation materials. This preparation stage was carried out with the service team and 4 students involved. Initial coordination with partners is the coordination of the timing of the training and mentoring of partner teachers.

The activity in the second preparation stage is the preparation of training modules. The training module prepared by the service team (2 lecturers and 4 students) is a game-based learning media development module.

2) Exploration Stage

At this stage, all teachers in partner schools:

(1) Explain the general purpose of the service given

In the conditions of the COVID-19 pandemic, service activities will continue to be carried out by implementing health protocols by government recommendations. The general purpose of this service is to provide training and assistance to MTsN 9 Jember teachers as partner teachers to improve the development of game-based learning media.

(2) Asking educators to observe the situation and habits of students in their respective classes.

After the teacher understands the situation or habits of the students so that the teacher can develop learning media that is under the characteristics of the students. Learning media that are by the characteristics of students will make it easier for students to understand the concept of learning, namely game-based learning media.

(3) Provide opportunities for teachers to choose materials that can be applied in the use of game-based learning media.

(4) Ask the teacher to prepare a lesson plan from the selected material.

(5) Divide teachers into six groups, to facilitate mentoring. Each group consists of 8-9 partner teachers, who will be accompanied by one person from the service team.

3) Explaination stage

At this stage, there are several things to do, namely:

(1) Provide examples of game-based learning media so that educators feel interested and motivated to learn to develop their own game-based learning media.

(2) Providing material about learning media, the use of Lectora inspire software in the development of learning media.

(3) Provide examples of game-based learning media, so that partner teachers are more interested in making game-based learning media. An example of game-based learning media is a product of the dedication team.

4) Elaboration Stage

The Elaboration stage is carried out in the form of assistance in making game-based learning media.

(1) Ask the partner teacher to prepare the material that has been selected in the previous stage and prepare a draft/framework for compiling the game.

(2) Ask partner teachers to form groups according to the class being taught, each group is accompanied by one person from the service team. Based on the group that has been formed at the exploration stage, accompanied by one service team.

(3) Ask partner teachers to join their groups and work together in making game-based learning media with guidance from the service team. Mentoring is done per group

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5) Publication Stage

The last stage of this service activity is publication. The results of the published activities consist of videos of the implementation of service activities and articles of service results.

CONCLUSION

Based on some of the activities carried out, it can be concluded as follows:

1) Partner teachers have understood and developed game-based learning media during this service activity. In the elaboration stage, partner teachers are motivated to create game-based learning media.

2) Many partner teachers try to produce simple games according to the material being taught.

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