Response Analysis of Training Participants in Making Digital Teaching Materials According to the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum at IAIN Curup

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Abstract

The purpose of this study was to analyze the responses of the training participants in making digital teaching materials according to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum at IAIN Curup.This activity was carried out in July 2022 at the Institut Agama Islam Negeri (IAIN Curup). The target audience for this service activity is the education community, namely IAIN Curup. The target of this service is lecturers at IAIN Curup. However, the research sample was only 25 lecturers who were participants in the training held by the service team from Bengkulu University. Data was collected by means of surveys in the form of response questionnaires distributed to lecturers who were trainees whose purpose was to measure the success of this activity process. These results were then analyzed quantitatively and descriptively. The questionnaire used as a data collection tool in this activity was developed by following a modified Likert Scale with 4 answer choices, namely strongly agree, agree, disagree, and strongly disagree. The results of this study shows that the training has been carried out well, both in terms of the material, the method of delivery, the software used, how to guide practical activities and the compatibility between digital teaching materials made with the characteristics that teaching materials must possess. In addition, this training activity is also able to motivate or encourage training participants to create and provide digital teaching materials that arein accordance with the Merdeka Belajar Kampus Merdeka (MBKM) by considering the needs of students, campuses, and regions, and encouraging them to be more creative in innovating teaching materials.

Keywords: digital teaching materials, mbkm curriculum

A. Introduction

Higher education in Indonesia still produces graduates who have not been able to be ready to work because of limited skills and abilities to be able to meet the demands of the world of work [1]. Therefore, the Minister of Education and Culture Regulation No. 3 of 2020 which outlines the Merdeka Belajar Kampus Merdeka (MBKM) curriculum [2]. "Merdeka Belajar" and "Kampus Merdeka" have two main concepts. First, the concept of independent learning implies the existence of freedom of thought. Secondly, the independent campus is part of an independent learning policy, offering students the opportunity to enter directly into the world of work and hone their skills according to their talents and interests in order to prepare for their future careers [3]. From this it can be seen that the objective of the MBKM policy is to provide freedom of learning for all parties, from universities, lecturers, and students [4]. Lecturers are freed from complicated bureaucracy and students are given the freedom to choose the fields they are interested in [5]. Another goal is to encourage students to master various sciences to enter the world of work [6], [7].

Universities are expected to be able to design and implement innovative learning processes so that students can achieve optimal learning outcomes [8]. Innovation in the learning process must of course be in accordance with the times. In order to follow the flow of the times, the use of digital technology is an

important part of education [9]. An example is digitizing teaching materials that are implemented in online learning in order to achieve the concept of independent learning [10]. This is in accordance with the requirements for the development of digital teaching materials, which must be adapted to the characteristics of students and the development of the times and the applicable curriculum [11].

Digital teaching materials are defined as teaching materials that combine several learning media (audio, video, text or graphics) to control an order from a presentation [12]. Digital teaching materials contain all the characteristics of teaching materials, but in the form of paperless, or non-printed teaching materials [13]. Studies related to digital teaching materials also show that digital teaching materials are suitable for use in learning [14]. The steps to develop digital teaching materials can be detailed as follows: (1) Titles are derived from basic skills or subject areas, depending on the volume of material. (2) The study instructions are clearly written so that students can easily use them. (3) Supporting information is presented in writing or in still images or video in a clear, concise and attractive manner. (4) Tasks are created in an interactive program. (5) At the end of the lesson, you can evaluate your work on the assigned tasks. This can be viewed by the teacher via computer. (6) Use a variety of learning resources that can enrich your teaching materials [15].

Based on the description above, training on making digital teaching materials was carried out according to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum at IAIN Curup. The success of these activities is measured by analyzing the responses of the training participants to the training activities that have been carried out. Therefore, the purpose of this study was to analyze the responses of the trainees in making digital teaching materials according to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum at IAIN Curup.

B.   Methods

This activity was carried out in July 2022 at the Institut Agama Islam Negeri (IAIN) Curup. The target audience for this service activity is the education community, namely IAIN Curup. The target of this service is lecturers at IAIN Curup. However, the research sample was only 25 lecturers who were participants in the training held by the service team from Bengkulu University. Data was collected by means of surveys in the form of response questionnaires distributed to lecturers who were trainees whose purpose was to measure the success of this activity process. These results were then analyzed quantitatively and descriptively. The questionnaire used as a data collection tool in this activity was developed by following a modified Likert Scale with 4 answer choices, namely strongly agree, agree, disagree, and strongly disagree. Indicators of achieving the goals of this service activity are: 1) the implementation of training activities for making digital teaching materials in accordance with the planned MBKM curriculum. 2) IAIN Curup lecturers can take part in training activities well, receive and apply the material (the formation of independence) offered by the community service team from Bengkulu University.

C.   Results and Discussion

This service activity is carried out by a service team from Bengkulu University with the target audience being studentsthe education community, namely IAIN Curup. The following is documentation from representatives of the Bengkulu University service team with representatives from IAIN Curup.

Figure 1. Documentation Representatives of the Bengkulu University Service Team with representatives from IAIN Curup

The research data in this article were obtained from the results of filling out questionnaires conducted by 25 respondents who were training participants in making digital teaching materials according to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum at IAIN Curup. The data obtained in the form of response data to the training activities that have been carried out. Respondents were asked to respond to several statements related to the ongoing training activities with the answer choices of strongly agree, agree, disagree or strongly disagree with the statements. The results can be seen in the following table.

Table 1. Results of Filling Out Questionnaires by Respondents

Item Number	Number of Respondents who chose Answer			
	Strongly agree	**Agree**	**Disagree**	**Strongly Disagree**
1	48%	48%	4%	0
2	48%	48%	4%	0
3	56%	40%	4%	0
4	32%	64%	4%	0
5	53%	44%	4%	0
6	40%	56%	4%	0
7	36%	56%	8%	0
8	48%	48%	4%	0
9	60%	40%	0	0
10	40%	52%	8%	0
11	60%	40%	0	0
12	44%	56%	0	0
13	40%	60%	0	0
14	48%	52%	0	0
15	56%	44%	0	0
16	44%	56%	0	0
17	60%	40%	0	0
18	24%	76%	0	0
19	32%	68%	0	0
20	52%	48%	0	0

From the table above, it can be seen that of the 20 statement items in the questionnaire, not a single statement was answered strongly disagree (the number of respondents who answered the answer choice strongly disagreed was 0). However, only a few percent of the total 25 respondents answered disagree with 9 statements. There are 7 statements with the largest percentage of respondents choosing the option of

strongly agree, 10 statements with the largest percentage of respondents choosing the option of agreeing, and the remaining 3 statements getting the same percentage of the answer choices strongly agree and agree which means the number of respondents who choose the answer is very agree and agree with the statement is the same.

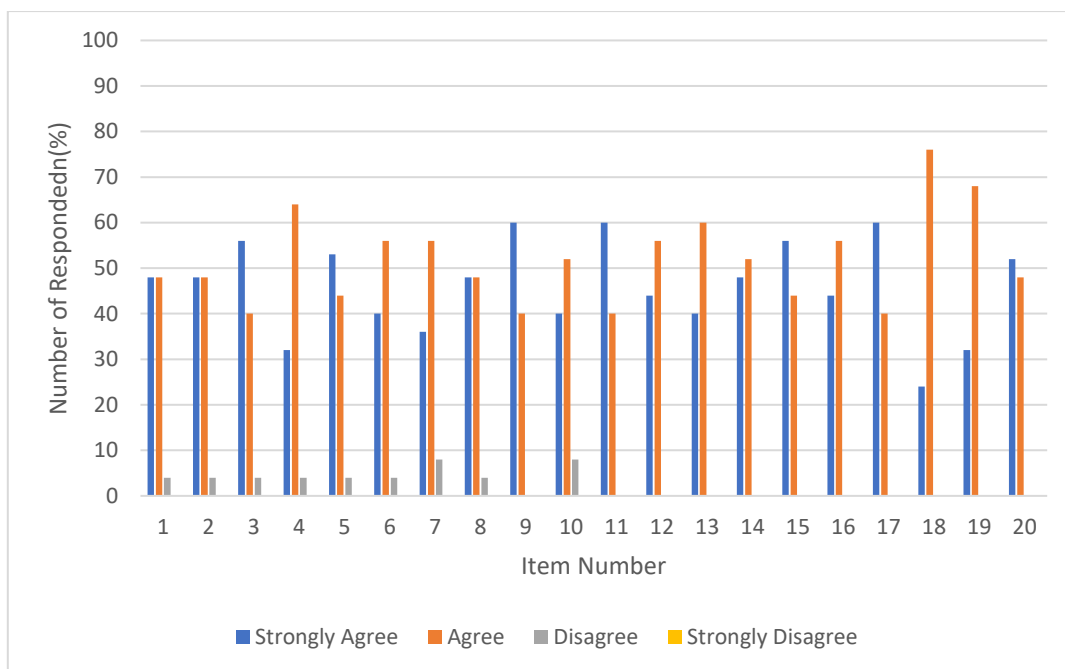The presentation in graphical form can be seen in the following image.

Figure 2. Graph of Questionnaire Results by Respondents

From the figure above, it can be seen that there are 7 items with the highest bar in blue, which means that the most respondents gave the most agreeable answers. Then, there are 10 items with the highest bars colored orange, which means that on these items the respondents gave the most agreeable answers. The remaining 3 items with blue and orange bars are of equal height, which means that on these items the number of respondents who answered strongly agree and agree was the same.

The results of the research, which are shown in tables and in graphs, show that the majority of respondents confirmed positive statements regarding the ongoing training activities. In detail, in terms of training materials, respondents confirmed or agreed that the material presented in the training activities was easy to understand, the material presented was clear, and very much in line with the training objectives. Then, the method of delivering the material is easy to understand, the method used in delivering the material is in accordance with the times, and the delivery of the material is carried out in a structured manner. In terms of practice, respondents confirmed or agreed that the practical activities were easy to follow and well guided. Regarding the software used, the respondent confirms or agrees that the software is easy to operate, its use does not require a lot of money, and updates with the times. From this training, respondents as training participants gained new knowledge about making digital teaching materials according to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum and encouraged respondents to be able to provide teaching materials in accordance with curriculum demands by taking into account the needs of students, campuses, and regions, as well as encouraging to be more creative in innovating teaching materials. In addition, respondents confirmed or agreed that this training activity could improve their digital literacy. respondents as training participants gained new knowledge about the manufacture of digital teaching materials according to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum and encouraged respondents to be able to provide teaching materials in accordance with the demands of the curriculum by taking into account the needs of students, campuses, and regions, as well as encouraging them to be more creative. in innovating teaching materials. In addition, respondents confirmed or agreed that this training activity could improve their digital literacy.

The digital teaching materials created in this activity have met the characteristics of teaching materials, namely self-instructional which means that they can be useful and used by individual students, self-contained, which means that all subject matter from one unit of competency or sub-competency being studied can be made in one teaching material. as a whole, is Stand alone, which means that the teaching materials developed do not depend on other teaching materials or do not have to be used together with other teaching materials, are Adaptive, which means that the teaching materials have a high adaptive power to the development of science and technology, and are user-friendly, which means it can make it easier for users when they want to use it.

Survey data through the distribution of questionnaires to 25 respondents who became training participants making digital teaching materials according to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum at IAIN Curup shows that this training activity is quite good, both in terms of material, delivery method, software used, how to guide practical activities and the compatibility between digital teaching materials made with the characteristics that must be owned by teaching materials. In addition, this training activity is also able to motivate or encourage training participants to create and provide digital teaching materials that arein accordance with the Merdeka Belajar Kampus Merdeka (MBKM) curriculum by considering the needs of students, campuses, and regions, and encouraging them to be more creative in innovating teaching materials.

D.   Conclusion

The training activities have been carried out well, both in terms of material, delivery method, software used, how to guide practical activities and the compatibility between digital teaching materials made with the characteristics that teaching materials must possess. In addition, this training activity is also able to motivate or encourage training participants to create and provide digital teaching materials that arein accordance with the Merdeka Belajar Kampus Merdeka (MBKM) curriculum by considering the needs of students, campuses, and regions, and encouraging them to be more creative in innovating teaching materials.Suggestions for further similar research can use more methods and instruments so that the response data obtained is wider and comes from various points of view.

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