The Use Of ICT By Teachers In Implementing A Competency-Based Curriculum At Elementary School

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ABSTRACT

Implementation of the curriculum in elementary school based on the use of ICT by educators. Nowadays, ICT has developed from time to time, this requires all educators to be able to use ICT. As educators, of course, they must be able to master technology, especially for the learning process for students. This ICT learning does not only exist in public schools, but also in elementary school By learning to use ICT, and educators who use it can also master it, learning will be easier for both educators themselves and students. The purpose of this research itself refers to how the use of ICT by educators in elementary school in order to implement the competency curriculum in elementary school. The research was conducted using in-depth interviews with educators at elementary school through the WhatsApp application with a qualitative method. The results of the research are that the use of ICT for educators is quite developed, even ICT is very helpful for educators in providing material that is easily understood by students. The use of ICT in elementary school is very beneficial for educators and for students, with ICT in learning it makes it very easy for students to understand the material provided, moreover students are very happy with things that attract their attention so that the material provided will be easier to understand. The limitations of this research are that the researcher did not make a report on what percentage of educators can use ICT, as well as the extent to which educators and researchers have only studied one elementary school. Therefore, it is hoped that future researchers can conduct better and more complete research.

Keywords: *Application Of ICT Competency, Curriculum In Elementary School, Use Of ICT*

INTRODUCTION

Technology is something that cannot be separated in today's life. (Aslani et al., 2019; Gebremariam et al., 2020; von Humboldt et al., 2020). Technology also facilitates all work, moreover, nowadays everything has used technology, including schools. The use of technology in schools really helps students to understand the material provided, and students can find their own material to add insight. The use of technology also has many positive effects (Asano et al., 2021; Cruchade et al., 2022; Parker et al., 2022) on learning, but there are also negative impacts. The positive impact given to learning certainly facilitates the learning process for both educators and students. Technology is a necessity for everyone today. In addition, the positive impact of technology also plays an important role in the application of ICT-based materials to students, as well as making it easier to find material that might not be found in books or libraries. In terms of ICT education it is very developed (Chatti & Majeed, 2022; Huang et al., 2022; Singh & Siddiqui, 2021) and has an impact on its users, especially for educators today. It is also possible for students.

The negative impact caused at school, namely the lessons given seem monotonous and there is no habit of writing by hand by educators. Because it has been replaced by technology such as laptops that are used to provide material to students. This also makes teachers lazy to write on the blackboard, because they only provide material through infocus. (Amrouch et al., 2020; Cooper et al., 2022; de Oliveira Garcia et al., 2020) Apart from that, there is no in-depth explanation given by educators to students regarding the material, because the material is only shown live to the participants. students then they record it. Even though there are some negative impressions in its use, this does not change its role as an assistant for various educator tasks at school, for example in assessing student report cards, where using the help of a laptop to calculate the total value of students (Nnaji & Karakhan, 2020; Rice & Martin, 2020; Wang et al., 2019). So, educators no longer need to calculate grades manually anymore.

At Elementary School, educators also use technology to make lesson plans, materials, and students' grades. But not for students who are still taught without using technology in several other schools. Educators are also required to be able to use technology, although not fully (Adhya & Panda, 2022; Ifinedo & Kankaanranta, 2021; Merrick & Joseph, 2022). Technology itself also has an important role between educators and their students, where technology acts as a link between educators and students, in the continuity of learning. Technology is also used as a substitute for educators in providing material explanations, for example, when technology is provided in video form, so it will be very interesting for students (Callegari et al., 2020; Chien et al., 2021; Dragiewicz et al., 2018). As in general, students at Elementary School will understand better if things that interest them are presented. So that way learning will be very enjoyable for them, and they will be even more curious about the next material that will be provided by their

educators. That way they will pay more attention to the lesson and understand the material well.

The position of technology is a very important position in the world of education, where collaboration between educators and students makes it easier for them to share information, so as to accelerate the development of knowledge among students (Desmond et al., 2018; MacLachlan et al., 2018; Smith et al., 2018). Not only that, technology also helps students to learn more independently without having to depend on the material provided by their educators, or only with existing textbooks, they can find even more material through technology. so that they can have broader insights by using technology well. Technology itself is also a means of processing data, processing and storing data in an accurate and safe way (Guijas et al., 2018; Kobayashi et al., 2019; Saberi et al., 2019). Technology in its development is a device consisting of software and hardware. In its increasingly sophisticated development, this technology appears in various forms, brands, capacities, and their respective advantages. In this day and age, of course, you have to be able to make the best use of technology and not waste it on useless things.

With a mature and good plan, educators can develop ICT-based learning in schools slowly so as not to fall behind other schools that have progressed first. And the program included in it must certainly attract attention for them. So, it is not perceived as boring among the students themselves (Appiah-Otoo & Song, 2021; Avon et al., 2020; March, 2018) Moreover, the students who are taught are students who are still sitting in Elementary School. Because they still belong to children who are not yet very familiar with the use of technology, especially in terms of education. Because of that, educators are required to be prompt in providing material so as not to mess it up later. That way, the lesson will certainly be more effective and easy for students to understand and remember. In addition, as an educator it is also required to be creative in providing material, especially in Elementary School. Because what is taught are children who still need a lot of explanation and deep attention from their own educators. In this way, there will be love between educators and students.

Learning media in the form of ICT has been used for a long time. It's just that first, the learning process is not constrained and run as usual. However, the development was so fast when in 2020 during the Covid 19 pandemic, (Köttl et al., 2022; Saleh, 2021) at that time all schools were closed due to independent isolation at home. This, of course, makes all schools not carry out their activities as usual. As is well known, the school had been on vacation for two years during that period, that's where the role of ICT was very large and applications appeared that were originally foreign to become a necessity when studying, such as zoom, classroom, gmeet, or WhatsApp. because all schools conduct learning online, all students are required to use technology, whether in the form of cellphones, laptops or computers (Al-Thani et al., 2018; Carvajal Bermúdez & König, 2021; Kostelanská et al., 2022). It is no exception for students at Madrasah Ibtidaiyah themselves, they are required to learn to use ICT with the assistance of their parents, of course. And every student is also required to have adequate technology and network to take part in learning.

ICT does not only contain media about lessons, but can also access video, information, communication and audio (Dagher et al., 2018; Ivanov et al., 2019). As is well known, each student has a different understanding, some understand better with video and vice versa, those who understand more with audio. As educators, of course, they must be able to distinguish between these things and make better use of ICT so that learning objectives can be achieved (Lv et al., 2019; Yu et al., 2018; Zhu & Jin, 2020) without any problems arising from students. Technology is also used to collect student data, and not infrequently it is also used to create exam questions. In addition, ICT is also often used to apply for scholarships or bidikmisi for students. ICT as a learning medium (Gil, 2019) can also be accessed through several available applications. Along with its rapid development, it is possible that writing instruments will be replaced by technology and will make quite a big change in future education for both educators themselves and students.

The purpose of this research is to find out how much the ICT-based curriculum is implemented by educators in Madrasah Ibtidaiyah. and whether they can use it well in implementing a competency-based curriculum at Elementary School. This also includes deficiencies or advantages in its use for both educators and students. The problems that arise for the use of ICT in Elementary School among educators, where many of them are still unable to use ICT are also caused by the age factor. But sometimes educators also face other obstacles, namely relying too much on technology so they indirectly teach students to use ICT and lack of reading in books, and start to be lazy to visit the library. In this day and age, most people rarely go to the library or buy books, because everything is available on the technology they have.

RESEARCH METHODOLOGY

The research method used is research using descriptive qualitative methods. This descriptive qualitative method is research conducted by collecting existing data based on facts on the ground (Murdoch et al., 2019) as well as verbally from observable people or actors. This type of researcher is conducting in-depth interviews with educators at Elementary School An-Nahl, sub-district, through the WhatsApp application because it is in accordance with the objectives of this study, related to the problem discussed, namely the use of ICT by educators (Berry & Maitra, 2019; Bjørk et al. al., 2022) based on competency curriculum in Elementary School. The sample of this research is the educators at Elementary School An-Nahl itself. This research was conducted at Elementary School An-Nahl which is in the sub-district, and to get the results of this study, the researchers conducted interviews with educators which were conducted on September 25, 2022, on Sunday.

The sample of this research is the educators at Elementary School An-Nahl itself. Because the researcher feels that the discussion needed for this research really needs an explanation from the educator directly, so that later the results obtained are in accordance with the conditions that actually occur in the curriculum (McPhail, 2018; Prendergast & Treacy, 2018) which is implemented at Elementary School An-Nahl. That way the

information shared will not cause confusion for readers. In this study, researchers put more emphasis on the meaning and depth of the desired information so that the research carried out can run according to the wishes of the researcher. In addition to the description above, this method also aims to discuss the problems that arise due to the use of ICT by educators in Elementary School and the impacts that are both positive and negative. The data that the researchers obtained came from only one educator, who served at the Elementary School An-Nahl.

This research was carried out by asking several questions by the researcher to the educator, then the educator answered the researcher's questions and explained the conditions he experienced at the An-Nahl school. And this research is also carried out continuously until the answers given are deemed sufficient. After asking a number of appropriate questions, the researcher then explained the answers from the educator and formulated them clearly. Research was also carried out with a precise and clear understanding. And this research is also described based on the facts found, which have happened a lot in the continuity of education today. This research does not only involve educators, but students are also included in it. In the research process, the information described is also comprehensive in order to get the right discussion and data.

RESULT AND DISCUSSION

Based on the data that the researchers collected with the existing facts, the use of ICT in Elementary School An-Nahl in the sub-district was not fully implemented. The use of ICT is only used for the purposes of data, information, and making exam questions, not using ICT as a learning medium. As conveyed by educators at Madrasah Ibtidaiyah An Nahl, guguak sub-district, that the use of ICT in schools is only used to input data, create exam questions and provide information to students only. However, even so, ICT is still used only, not to provide material because they still provide material in the usual way, namely by reading material from textbooks and writing it on the blackboard. Because they don't want students to be too dependent on technology later, and cause students to become lazy to read in books. And they also think that it is not the time for children to use technology in their lessons, because they are arguably still in the stage of development and growth, where they fear that later they will instead be careless with technology and misuse technology later. But the role of ICT in Elementary School is still running, although not all learning is done using ICT. But even so, it is possible to use ICT in Elementary School later. Success in using ICT is also very dependent on the abilities, skills and creativity of the educator. As in the current developments, it is possible that later Elementary School will use all ICT in the learning process, not only for the curriculum and for the purposes of exams and data only later.

Information and communication technology or also abbreviated as ICT is divided into three syllables, where technology is a development or application that is developing rapidly in life, both in the fields of education and work, which facilitates the affairs of everyone who uses it. Thus technology is referred to as a solution to various problems that often arise in human life. Then what is information? Information is a result of a

discussion of certain findings or research where the results are useful and become notifications to many people. So from ignorance to knowing. And communication itself is the process of conveying information to many people which is done by word of mouth from one person to another. It can be said that between information and communication is very closely related because they are components that are interrelated with one another. You could say that if there is no information, then of course there will be no communication because what will be conveyed is not there, as well as communication, even if there is information but there is no communication then someone will not be able to get information without notification. So this ICT is the discovery and management of data and its dissemination in a broad sense, which produces information that is useful for many people for their survival.

Apart from the broad understanding above, ICT also has another meaning physically, where ICT is also a set of tools consisting of hardware and software, as well as resources that are used to contain a lot of information that are also used to communicate and create something new and new. beneficial. In addition, ICT is also useful for spreading, storing and managing information data, as it is known that the forms of technology are very diverse, including television, computers, cellphones, radio and many more. Meanwhile, educational aids in schools such as infocus, laptops, computers and mobile phones make it easier to provide learning-related material and make it easier for educators to explain lessons in order to achieve the desired learning objectives, for example in providing material in the form of audio or visual or audio-visual.

 Looking at today's age, it seems very difficult if you don't use technology. As it is known in today's age, it is a generation that is highly demanded to be able to use technology both from children, teenagers, adults and the elderly. Because basically this demand comes from the development of the age that is more and more advanced. And if you can't use technology even if not in its entirety then life will feel very difficult. Because the truth is that everything uses very advanced technology. Therefore, technology is included in one's life needs, and cannot be separated from life. Especially in the world of education, where in the world of education it can be said that everyone uses technology and there are no students who cannot use technology. Because as is known in schools, ICT-based education has been widely applied and sufficient means and facilities have been provided to meet the needs of the educational curriculum as well as the needs of students and some schools also use ICT for tests.

The existence of ICT greatly facilitates the world of education. It can be seen in online-based learning that has been implemented for the past two years or so. This is where the role of technology is very large, in online (online) learning all schools use applications to carry out the learning process. The applications used also vary according to usage, such as zoom, g meet, google classroom, or the WhatsApp application. All groups use it be it kindergarten, elementary, junior high, high school or university. Here they use the application that is already available on their respective devices. Going online also makes it easier for educators to process data from elementary school students, because their data is easy to upload and receive. In terms of learning educators are also

required to create a safe and comfortable learning atmosphere for students in the learning process. The learning process is an attempt by educators to provide material that takes place in an orderly manner, as well as good communication between educators and students so that there is a question and answer session between them and creates a conducive learning atmosphere.

Even so, technology is also not spared from the negative impacts it also causes. In the development of technology that is sophisticated and advanced, there are still impacts for many people, where the impact that is often caused is the loss of writing habits for many people because it has been replaced by technology, and it is possible to be wrong in taking and digesting information that comes due to what is called technology. it's a lot of ignorant hands that use it to commit fraud. Apart from that, the use of technology also affects quite large expenses, such as electricity or buying a data package. Furthermore, it also causes laziness for students to read books in the library because the books in the library have been replaced by e-books that can be accessed via mobile phones. Furthermore, the impact caused can also disrupt the learning atmosphere in the classroom, because students who bring cellphones to school for study purposes, are not necessarily used for learning because they can be used to play games, chat or other things.

However, even though there are negative impacts caused by technology, technology users can minimize this properly and wisely. By doing a number of these things to make good use of technology again so as not to fall into the negative impacts that have arisen and can achieve the desired goals. Namely by utilizing technology properly and correctly, Not too fixated on ICT but also using books in physical form and continuing to visit the library, Giving consideration to the use of ICT for students who are still in Elementary School when providing learning through ICT, As Educators should not be too excessive in using ICT for students, especially students at Madrasah Ibtidaiya Elementary School. Educators must also provide good ICT use lessons to students so that they will not be misused later. By doing some of these things, the obstacles that occur can be overcome properly and correctly so that the application of ICT media will be more focused.

The results of the development of ICT itself are very numerous, in addition to achieving the learning objectives educators must also be able to make very good use of technology. if educators are proficient in using it and already have good competence in its management. Competence or intelligence can be obtained from attending training or seminars held by many people. By participating in this event educators can find a lot of information provided and will be given good and useful directions for giving material to students. In addition, educators can also create a creative and interesting learning. Educators must also be able to choose which one is good to give to their students, so that unwanted things don't happen later. As a good educator, it is also required to be able to recognize the characteristics or behavior of each student, so that affection is established between educators and students because of a certain bond and closeness with students. And ICT is also useful for finding solutions to problems that will arise. happen to students later.

In addition to that, ICT is one of the fields that is growing rapidly over time and from a part of human life, of course it poses a big challenge for many Madrasahs or other schools. Which requires them to use ICT in learning and the introduction of ICT to students from the beginning and to be patient in the introduction and use of ICT to students who some of them still feel unfamiliar with ICT. For that, the madrasah must realize how important the use of ICT is in the continuation of the learning process. Obstacles that may arise during the learning process should be paid more attention to because there are things that can hinder the use of ICT. This is intended to make it easier for educators to apply the use of ICT as media in learning in the classroom.

To overcome obstacles that arise in ICT that can hinder the learning process, good cooperation is needed from all parties. Both the government, Elementary School institutions, and the educators themselves must certainly cooperate in efforts to increase the use of ICT in learning, because if this collaboration did not exist, the results that had been compiled previously would not be achieved and would not be appropriate. In addition to forming collaborative efforts, other efforts that can also be carried out include: the Elementary School must complete ICT-based facilities needed by educators in improving learning, as well as by participating in independent training made by the Madrasah Ibtidaiyah itself. Even though the activities carried out are different, in essence they have the same goal, namely to be able to develop the potential possessed by educators.

At this time, the learning process at Elementary School will be even better if it utilizes existing technology to provide material and is not left behind by other schools. Because most other schools have started to implement ICT in Elementary School, especially for students in grades 5 and 6. Because they already have some that are conducting ICT-based exams. Of course, with a lot of knowledge and teaching methods of educators later, it will make educators ready to teach and more confident with the right method in terms of differences in the characteristics or attitudes of their students. Using ICT properly will also foster a relaxed learning style but still in controlled conditions, and the goals to be achieved will work very well because previously they have been well designed and mature. Moreover, students will easily understand if something interesting is presented to them, such as showing a video on how to do ablution, or how to pray properly and correctly with entertaining animations.

Because in its development, students who are still in Elementary School are still vulnerable and their minds are still classified as children who still need entertainment. So that later the lessons given to them will be received very quickly and will stick to their minds well. To create this atmosphere, of course, the main actors or factors, namely educators as people who are in control of it, must be able to think actively and creatively in providing material. For example, by displaying material using interesting animations that are appropriate for their age. However, it is not entirely about technology here, because educators also have a very large role in this matter. If there are no educators, of course, the learning process will not work well even if there is technology. In fact, the role of the teacher can never be replaced by technology, because basically technology can

only be accessed at a certain time and there is no in-depth explanation like educators explaining material. Basically this technology depends on electricity and the network, if things happen such as a power outage or the network doesn't support this, this is where the role of educators is very large to replace technology in explaining learning.

In addition to providing learning materials, educators also have several roles in carrying out the learning process, what educators need to do is to provide illustrations to students, regarding something they know but do not know the form. This is where ICT begins to play a role to provide examples or illustrations. Not only that, educators must also be able to define something that is shown to students so that they understand what the educator explains. Then also by asking questions to students to find out how much they understand the material being taught. As well as educators must also respond to students whether they give answers or ask about something. That way the material given will be responded to quickly and it doesn't take a lot of time to explain it because all kinds of examples related to the material have been shown.

Utilizing ICT in the learning process is highly recommended in every school, including even in Elementary School, but not all educators are proficient in using ICT and do not receive sufficient training to develop their own ICT competencies. This includes several reasons for not fully implementing the use of ICT in schools, especially at Madrasah Ibtidaiyah. That way not all teachers can use ICT, for this reason efforts are needed to overcome this problem so that later every school can apply ICT-based learning to their students. the application of ICT in the learning process is not only used in online learning but also in face-to-face learning. So that later it can improve the quality of education and be able to directly introduce ICT to students directly.

On the other hand, the use of ICT is also used for training or online seminars which are held by many parties. Usually for educators who are less able to use ICT, special seminars are held to teach the use of ICT to educators. In this case educators can also interact with other educators and can share knowledge and skills with each other in efforts to use ICT in Elementary School. schools can also hold simple training for educators who are not proficient or proficient in using ICT and how to connect WIFI, search for material on the internet and use applications related to the learning that will be provided. In practice, the principal can form small groups, and in practice the educators are grouped based on their skills and issues on the same problem, to facilitate the training process. By holding this small training, of course it can improve the ability of educators to improve the ability to use ICT that is owned by each educator.

In addition to fixating on participating in existing training, the intelligence possessed or acquired by educators must of course come from themselves as well as awareness, motivation, and a strong intention to learn from within the educator. Motivation is a major influence that must exist within educators in order to develop ICT competencies that have been owned and developed previously. In terms of increasing the use of ICT by educators in Elementary School, it is not only schools that take on the role but the government also has a big influence and role to pay more attention to ICT competencies that each educator has in order to maximize potential and overcome

obstacles that arise in its various uses. With the efforts of educators to learn and master ICT in order to provide teaching materials that are easily accepted by students and interesting learning, the use of ICT as a learning media liaison can run according to the initial design and is more optimal so that the quality of the educators can improve even better

CONCLUSION

Based on the research results that have been collected by researchers, utilizing and using ICT can make the learning process run well and with quality. Although not all use ICT in Elementary School, it is not impossible for educators to implement ICT-based learning later, it's just that they are constrained in its use and learning style. But apart from that, educators really need to utilize ICT in the learning process, both when choosing teaching materials or learning methods that will be given to students later, using appropriate methods. In the continuity of learning, educators can utilize ICT as a learning medium in the form of audio, visual, and audio-visual. Especially if something happens that requires students to study from home, or online, as was the case with the Covid 19 case in 2020, of course the role of ICT is really needed here. With this ICT, it is very helpful for educators in providing subject matter to students even though not directly or face to face. Here educators can take advantage of e-learning from their students, and students can learn independently. The creativity and innovativeness of educators is greatly tested when using ICT for learning, because with such maximum use in the learning process, goals will be achieved between educators and students based on their respective characteristics.

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