Workshop on Technology for Autonomous Learning for English Teachers and Lecturers in Indonesia

Yansyah
English Department, University of Muhammadiyah Banjamasin
Indonesia

Dina Rafidiyah
English Department, University of Muhammadiyah Banjamasin
Indonesia

Hafizhatu Nadia
English Department, University of Muhammadiyah Banjamasin
Indonesia

Keywords:	ABSTRACT
Technology *Autonomous Learning* *TEFL*	Using technology to teach English is not a new thing. Somehow, there are many applications that available for free lately. Very difficult for lecturer and teachers in Banjarmasin to update the knowledge of the new application and how to use it in their English classes. Therefore, this community service is to give the insight to lecturers and teachers in Banjarmasin about how to use application in teaching English skills. The workshop conducted in UIN Antasari by three speakers about how to use mentimeter, sli-do, and EdPuzzle for teaching 4 skills of English, namely: speaking, listening, writing and reading. Mostly the lecturers and teachers enjoy the workshop and plan to apply it in their future English classes. They believe that the application introduced can engage the learners and help them to be more autonomous.

*corresponding author: yansyah.hamarung@gmail.com

INTRODUCTION

An educator, such as teacher and lecturer, have an obligation to keep expanding their professional competence continuously. Based on UU 14, 2005, "Teacher is professional educator which their main job is to educate, teach, guide, train, score, and evaluate students from early childhood education through formal education, elementary school, and middle school." On the other hand, lecturers are not only educator, but they are also scientist whose main purpose is to transform, develop, and spread knowledge, technology, and art through education, research, and community services. These two definitions, although have different meaning, pass through the same line of thought, which is professional educator.

Based on the KKBI (Indonesian Dictionary Book), one of definition of "professional" is someone that has specific skill to master specific job. This definition is correct considering that to be a professional, someone needs to have good grasp of knowledge and skill in their field to do their work correctly and able to take of any problem that may arise. One of task that need to be taken care of

by professional educator is ability to give lesson that is appropriate with students' need. education must prepare individuals to be prepared. Living in a world where problems arise much faster than the answers to these problems, where uncertainty and ambiguity of change can be faced openly, each individual must have the skills to continually adapt interactions with a changing world, and where each of us becomes the giver of the meaning of our existence (Festiyed, 2013).

Education in this era is different from day long past not only the role of students in classroom but also learning media. Now a day, educator isn't solely the source of knowledge, but it is hoped that students are able to become autonomous learner. Learning media has also changed where previously students must come to classroom to listen to explanation by either teacher or lecturer to understand the material needed, now they are able to use various media to learn such as internet, where it provides million source and explanation of a knowledge.

Digital era has spread to various aspect of life significantly. There a lot of specialization that now become obsolete and replaced by machine and robots. This has become a challenge for educator because we can't focus merely on knowledge without offering any innovation. Students should be guided to be creative, so they have the skillset to survive and improve themselves without getting left behind by job requirement on the future. Education should shape our students to be workforce which are competitive, discipline, and productive.

Educators these days are now faced with digital natives or most commonly known as Millennial generation. This generation is generation that lived on transition period of millennium where digital technology become their needs. People that has born in this generation are intimate with technology even when they are still young. Awal (2017) stated that, there are three elements that need to be taken note of in educating this generation, which are character education, revitalize humaniores knowledge, and optimize technology. Character education has become the most important thing to educate considering how wild information moves in the internet which makes it hard to differentiate which is positive and which is negative. Humaniores knowledge must be concentrated so that they don't become human that lost their heritage and humanity. Lastly, technology should be integrated in lesson for the need to develop and innovate using technology which can portrayed like a price which is un-negotiable for this generation.

In addition, technology also helps learners' to be more autonomous. According to Nunan (1980), autonomous learning refers to the students' responsibility for their own learning. It means the students have the motivation to learn. They will find out the lessons by themselves and the teacher can help by being a facilitator. When the students have this kind of motivation, the teachers can easily drive them to optimize the learning outcomes.

Observing the statement above, it shows that it is really important for teacher and lecturer to always pilling up their digital literally. They need to know and learn various technology that can support learning in-class or otherwise. Therefore, there is a need to provide a workshop that able to introduce and sharing experience to teachers and lecturers in Banjarmasin about various up to date learning application.

METHOD

From the background mentioned, this community service conducted by the lecturers of the English Education S1 Study Program for teachers and lecturers in Banjarmasin are: (1) As one of the manifestations of the Tri Dharma of higher education by doing service in the community, by dedicating the knowledge, social life and energy for the benefit of society; (2) Open the insight of teachers and lecturers that many applications can be used to improve the quality of learning; (3) Increasing the professionalism of teachers and lecturers as educators who must continue to improve their knowledge and skills; (4) Providing experiences for teachers and lecturers as well as a means for them to solve various problems related to learning in the digital era; and (5) Encouraging better education in the Banjarmasin region.

The purposes of the Community Service held by the lecturers of the English Language S1 Study Program for teachers and lecturers in Banjarmasin are: (1) Providing training in the use of various learning applications will be prepared by them before carrying out the learning process in the classroom; (2) Introducing various applications that can be used to help students learn inside and outside the classroom; (3) Facilitating discussions between teachers and lecturers in overcoming various digital age learning problems through various applications introduced; (4) Optimizing the ability of English tutors to explore and develop teaching skills using various applications such as: mentimeter, sli.do, padlet, and EdPuzzle; (5) Optimizing the ability of teachers

and lecturers to develop ideas or ideas in classroom learning; and (6) Introducing and training tutors to create learning media using digital applications.

The benefits of the community service for the lecturers of English Education S1 Study Program are: (1) Can develop knowledge, especially in the field of using digital applications to improve student independence; (2) Knowing the problems faced by teachers and lecturers in learning for the digital era; and (3) Meet the duties of the Higher Education Tri Dharma for lecturers. The benefits of the community service for teachers and lecturers in Banjarmasin are: (1) They can know various applications that can be used to improve learning inside and outside the classroom; (2) They can gain experience and opportunities for discussion about various learning challenges in the digital era as well as solutions for how to deal with them; (3) Practicing the use of various applications for the development of language skills and student learning independence; and (4) Improving teaching skills and professionalism especially the use of digital media. The benefits of community services for Students in Banjarmasin are: (1) They are getting teaching methods with techniques and learning media that are more varied and interesting; (2) The students' motivation are going to increase in utilizing technology for learning purposes; and (3) The students' digital literacy are going to increase.

RESULT AND DISCUSSION

The community service was conducted as join activity between Teacher Training and Education Faculty, University of Muhammadiyah Banjarmasin and Tarbiyah Faculty, UIN Antasari. The community service was conducted on April 20th ,2018. The material given on this Community Service Training is in the form of a hand out about various applications that can be used for classroom learning. There are several methods of delivering this training: (1) Lecture about learning the digital era, introduction of autonomous learning, digital applications to improve the quality of learning; (2) Practice use of technology for independent learning: of how to use the mentimeter, how to use sli.do, and how to use EdPuzzle.; and (3) Discussion of the various educational problems of the digital age they have faced and the solution.

The first session was "Mentimeter" by Yansyah. Mentimeter is an audience response system using smartphones. First thing is signing up on the web, then log in and write questions for the class. During class the students go to the voting website, enter the code for the presentation and vote. The result will be displayed in real-time as the votes come in. It is also possible to hide the results until all the students finished. This application is free. As soon as creating an account (https://www.mentimeter.com) you can start creating quizzes. There is a 2 question max on the free version (Events & Meetings, n.d.). This media can be used in various activities such as reading, speaking, and writing. For reading activities, this application can be used to explore students' background knowledge or make quizzes regarding comprehension questions. For speaking activities, the teacher or lecturer can discuss or make a poll. For writing activities, this application can be used in the brainstorming ideas stage.
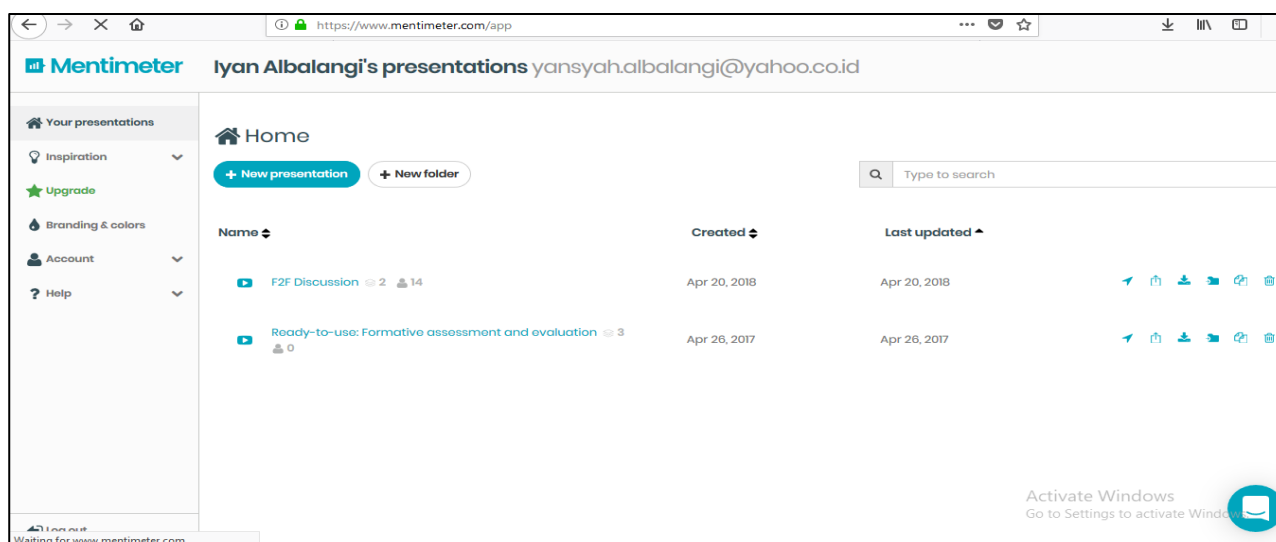
Figure 1 Mentimeter

The second session was "Sli-do" by Hafizhatu Nadia. One of the benefits of using sli.do is that it is super easy to set up and lets attendees immediately connect with the event, without downloading any app. Just enter a code and you are immediately connected with the audience view. This is the attendee control center. From here you can answer polls (if any) or ask questions. A study found out that we are more scared of public speaking than dying. In this perspective asking a question via the interface is a great way to involve your introverted audience.

One of the aspects that struck me the most about sli.do is the simplicity of the platform and the great user experience. As an attendee selecting an answer for a poll is super easy, as much as asking a question. The presentation view is amazingly engaging. Attendees could vote for the most interesting questions to be asked to speakers. This user generated capability avoids repeating the same question all over again while engaging those who may not have a question (Solaris, 2017). This application is similar to a mentimeter with a slightly different appearance so that it can also be used in various activities such as reading, speaking, and writing. For reading activities, this application can be used to explore students' background knowledge or make quizzes regarding comprehension questions. For speaking activities, the teacher or lecturer can discuss various ideas that will be discussed or make a poll. For writing activities, this application can be used in the brainstorming ideas stage.
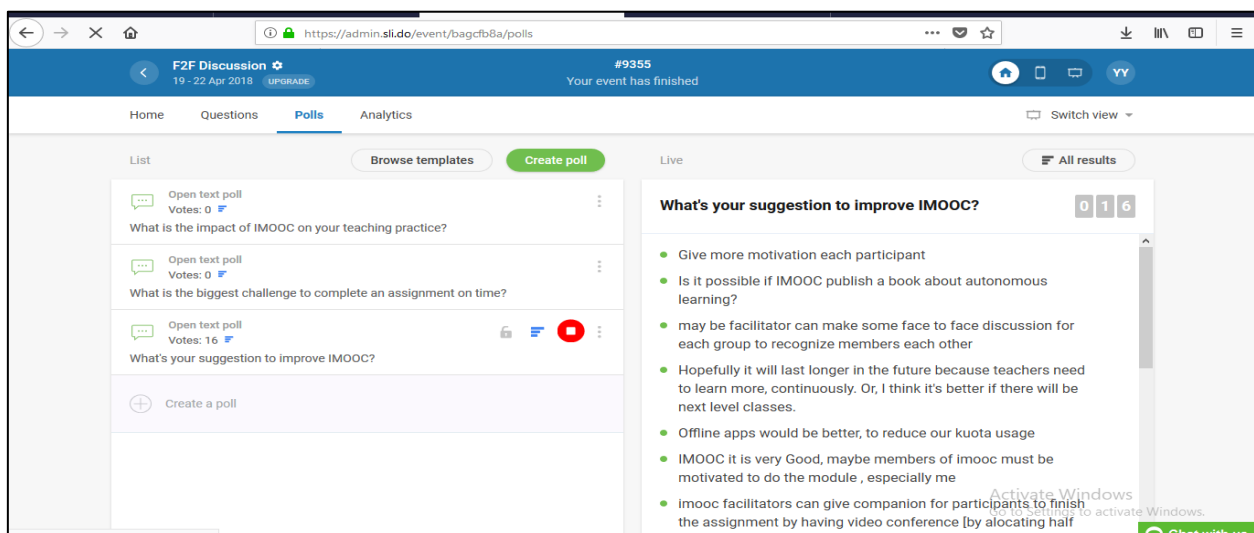

Figure 2 Sli-do

The third session was about "Ed-Puzzle" by Dina Rafidiyah. EDpuzzle is an innovative application that allows users to choose videos outside the web and adjust them through how to edit, cut, and add questions to make it a stretch or an interesting lesson for students. Educators can also develop virtual classes where they can supervise the work of individual students (Ramli, 2016). This application is useful for learning listening and speaking. For teaching listening, the teacher can take videos from various sources then cut the video to 3-4 minutes and add a few questions. This video can be used as subject matter. For teaching speaking, the teacher can invite students to watch the edited video together.
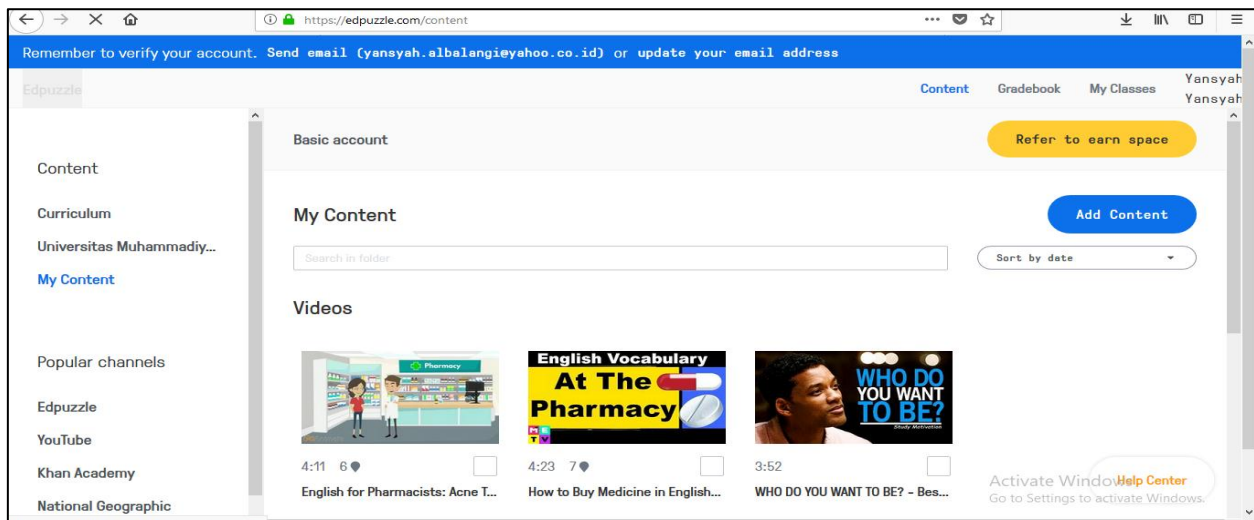
Figure 3 EdPuzzle

After each workshop for the application, every participant tried to use it. There are many responses from the participants. Participant 1 (P1) is a private higher education lecturer. He said that he liked the mentimeter more, because the appearance is more attractive to the students. He plans to apply it to his classroom. The second participant (P2) was a junior high school teacher. She said that it's the first time for her to know sli-do, she is sure to use it in her next class. Participant 3 (P3) is a government owned university lecturer. He mentioned that he is quite interesting to try EdPuzzle in his class. He also mentioned that he afraid the internet connection will not support to run this application. All participants believe that using technology can increase the autonomous learning of their students. The application can increase the students' interest to learn because they can use their smartphones as a learning tool. Moreover, when they use the EdPuzzle, for instance, they can access it at anywhere and everywhere so they have chance to learn out of the classroom.

CONCLUSION

A community service, which had been run by lecturers from English Education Language Education Study Program of University of Muhammadiyah Banjarmasin, had purpose to give training in implementing various digital application to increase lesson quality and self-reliant of students for teachers and lecturers in Banjarmasin. After joining the workshop, these teachers and lecturers successfully recognized and were able to use various application based on their needs. Some suggestion for the University of Muhammadiyah Banjarmasin are: (1) Community Service activities like this should be carried out continuously so that there is a mentoring process for teachers and lecturers during the application of the learning technology; (2) With the mentoring process, it is expected that teachers and lecturers can overcome the problems they encounter when using classroom learning technology. Suggestion for teachers and lecturers in Banjarmasin is teachers and lecturers in Banjarmasin are expected to always update their knowledge about various applications that can be used for learning purposes.

ACKNOWLEDGE

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