Vol 1 No 1 tahun (19-24) E-ISSN: 2963-1963

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Jurnal Pendidikan Teknologi Informasi dan Komunikasi

Analysis of Training Participants' Responses to Training Activities with the Theme "ICT-Based Innovative Learning"

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Abstract

This study aims to determine the response of training participants to training activities with the theme "ICT-based innovative learning" at Fatmawati Sukarno State Islamic University. This type of research is survey research. The research sample was 10 people who were trainees with the theme "ICT-based innovative learning" at Fatmawati Sukarno State Islamic University. The study was conducted in October 2022. The data collection technique used a questionnaire made with a modified Likert scale with 4 answer choices, namely strongly agree, agree, disagree, and strongly disagree. The results showed that the training participants gave a very positive response to the training activities with the theme "Innovative ICT-based learning" which had been carried out at Fatmawati Sukarno State Islamic University.
Keywords: *ict, innovative learning, training*

A. Introduction

Information and communication technology (ICT) is developing very rapidly so that it brings significant changes in the acceleration and innovation of education in various countries [1], [2]. The word information and communication technology has a number of terms. This term is often used in the world of education as technology education, educational technology, new technology in education, information skills, and learning information. Sometimes this terminology is associated with computer skills, communication skills, learning communication [3]. So, information and communication technology (ICT) is not only synonymous with computers but also with everything in the form of software and hardware that can help humans [4], [5].

In the world of education, the use of Information and Communication Technology (ICT) for the benefit of learning really supports the learning process. This is because the use of ICT-based media can make it easier for teachers to deliver the material being taught [6]. The development and use of Information and Communication Technology (ICT) in Education can also make reforms for a better education system [7]. In ICT-based learning there are several learning media that can be used by a teacher such as: internet, mobile phone CD/DVD which is able to store teaching materials (printed and non-printed) [8].

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Figure 1. Digital Technology Model (source: www.kibrispdr.org)

The ICT competencies of teachers are grouped by UNESCO into six aspects (regions/regions), namely: (1). Aspects of understanding ICT in education include teachers' understanding of government policies in the utilization of information and communication technology for education, so that teachers are able to translate these policies into the practice of learning activities. (2). Aspects of curriculum and assessment which include teacher competence in the use of ICT in terms of curriculum development, management of the learning environment, management of student learning experiences, assessment and measurement, and use of ICT for students with special needs. (3). The pedagogical aspect includes the use of ICT in planning and preparing learning strategies, developing multi-source learning, problem-based learning, as well as communication and collaboration. (4). (4). Aspects of information and communication technology which includes teacher competence in the use of ICT tools, both the use of multimedia, internet, audio-visual media for learning or ICT as a support for learning administration. (5). Organizational and administrative aspects which include the integration of ICT in learning, management of ICT-assisted learning, and an understanding of ethics in the use of ICT. (6). Aspects of professional teacher learning which includes the ability of teachers to use ICT for self-development, participation and contribution in professional forums, and utilizing ICT as a means of research and professional development audio-visual media for learning or ICT as a support for learning administration. (5). Organizational and administrative aspects which include the integration of ICT in learning, management of ICT-assisted learning, and an understanding of ethics in the use of ICT. (6). Aspects of professional teacher learning which includes the ability of teachers to use ICT for self-development, participation and contribution in professional forums, and utilizing ICT as a means of research and professional development audio-visual media for learning or ICT as a support for learning administration. (5). Organizational and administrative aspects which include the integration of ICT in learning, management of ICT-assisted learning, and an understanding of ethics in the use of ICT. (6). Aspects of professional teacher learning which includes the ability of teachers to use ICT for self-development, participation and contribution in professional forums, and utilizing ICT as a means of research and professional development [9].

The development of information and communication technology-based learning systems and models, both offline (multimedia) and online (internet), requires consideration and assessment of several things, such as profits, operational and maintenance costs, and human resources [10]. It should be realized that currently the sophistication of technology and information is not balanced with the quality of human resources (educators) in their use [11]. In its utilization, this computer/laptop/internet network facility is often not maximized, so far there are still many educators who have not taken advantage of the development of information and communication technology [12]. So that training is needed whose aim is to improve the ability of educators to make learning innovations, one of which is ICT-based.

Training is a systematic learning program, with a relatively short period of time, for anyone who has worked in an organization, aiming to improve the competence and performance of current employees, to increase the effectiveness of achieving an organization [13]. To find out whether the training carried out is in accordance with the needs of the training participants, both in terms of delivering material in the form of theory or practice, the methods used, as well as the applications or platforms used, it is necessary to collect data related to responses from training participants. Therefore, in this article, the researcher will describe the response of the training participants to the training activities with the theme "ICT-based innovative learning" which has been carried out at Fatmawati Sukarno State Islamic University.

B. Research Methods

This type of research is survey research. The research sample was 10 people who were trainees with the theme "ICT-based innovative learning" at Fatmawati Sukarno State Islamic University. The study was conducted in October 2022. The data collection technique used a questionnaire made with a modified Likert scale with 4 answer choices, namely strongly agree, agree, disagree, and strongly disagree.Instrument items are given a quantitative value as shown in table 1 below:

Table 1. Likert Scale Calculation

Evaluation	Scale Value
Strongly agree	4
Agree	3
Disagree	2
Strongly Disagree	1

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The questionnaire was tested for validity and reliability using SPSS with the following conditions. Valid: if r_{count} is greater than r_{table} value ($r_{count}>r_{table}$), Invalid: if r_{count} is less than r_{table} value ($r_{count}<r_{table}$), Reliable if cronbach's alpha value > 0.60, and Unreliable if cronbach's alpha value < 0 ,60[14].
Analysis of the results of the questionnaire was carried out quantitatively using the following formula.

$$p = \frac{n}{N} \times 100\% \quad (1)$$

where P is the percentage of the results of the questionnaire analysis, n is the total score of the assessment, and N is the maximum possible score. For the Likert scale, the score interpretation model can be seen in table 2 below.

Table 2. Likert Scale Interpretation

Percentage (%)	Category
0% - 25%	Strongly Disagree
26% - 50%	Don't agree
51% - 75%	Agree
76% - 100%	Strongly agree

[15]

C. Results and Discussion

Before the data was analyzed further, the data was used to test the validity and reliability of the instrument. The results can be seen in the following table.

Table 3. Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded	0	.0
	Total	10	100.0

In table 3 it can be seen that all data is valid (100% valid) and no data is excluded (excluded). This means that 100% of the data is processed.

Table 4. Reliability Statistics

Cronbach's Alpha	N of Items
.984	23

In table 4, it can be seen that the Cronbach Alpha value obtained is 0.984 for the number of statement items 23 items. This result is greater than 0.6 which means the instrument used is reliable.

The following are the results of data processing to determine the response of the training participants to the training activities that have been carried out.

Table 5. Percentage of Results of Filling Out Questionnaires by Respondents

Item Number	Percentage	Information
1	97.5	Strongly agree
2	95	Strongly agree
3	97.5	Strongly agree
4	97.5	Strongly agree
5	97.5	Strongly agree

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6	95	Strongly agree
7	95	Strongly agree
8	97.5	Strongly agree
9	95	Strongly agree
10	95	Strongly agree
11	97.5	Strongly agree
12	97.5	Strongly agree
13	97.5	Strongly agree
14	97.5	Strongly agree
15	97.5	Strongly agree
16	97.5	Strongly agree
17	97.5	Strongly agree
18	95	Strongly agree
19	97.5	Strongly agree
20	97.5	Strongly agree
21	97.5	Strongly agree
22	97.5	Strongly agree
23	97.5	Strongly agree

In table 5, it can be seen that all items received answers that fall into the category of strongly agree. This means that the training participants gave a very positive response to the training activities that have been carried out. In more detail, the training participants stated that the material presented in the training activities was easy to understand, clearly conveyed, and very in line with the training objectives, namely the use of ICT in innovative learning. The method of delivering the material is easy to understand, the method used in delivering the material is in accordance with the development of the current digital era, and the delivery of material is carried out in a structured manner. Practical activities are easy to follow because they are well guided by the instructor. The platform/application used to make learning videos in this training activity is not too difficult to use because it does not require an understanding of programming languages, the Platform/Application used to make videos also does not require a fee (can be used for free). In addition, the Platform/Application that is exemplified in making videos is a platform that is updated with the times. From this training, trainees gain new knowledge about making interesting learning videos that can contain text, audio, images, and so on. This training activity also encourages trainees to be more creative in innovating teaching materials (learning videos). This training activity can improve the digital literacy of trainees. This training also provides an overview to the trainees on the use of ICT in innovating learning in the classroom and increases the knowledge of the trainees about new things that must be prepared to make interactive learning. The training participants were very enthusiastic about participating in the training provided and eager to follow the entire series of materials provided. The trainees want to try this training material in the lessons they are capable of. This training motivates the trainees to improve the quality of learning, especially in the use of ICT in learning. If there are similar training activities, the

trainees are interested in participating again. The training provided was interesting and the time seemed to pass quickly. The trainees hope that the allocated training time can be longer in the future. Finally, the training participants stated that innovative, interactive and creative learning can grow and increase student engagement in following the given learning process and a good and optimal learning process can improve the quality and quality of learning.

D. Conclusion

The training participants gave a very positive response to the training activities with the theme "Innovative ICT-based learning" which had been carried out at Fatmawati Sukarno State Islamic University.

E. Acknowledgement

Acknowledgments are addressed to all parties who have been involved in the training activities, especially the training participants from Fatmawati Sukarno State Islamic University.

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