DEVELOPMENT OF DIGITAL LEARNING BASED INTERNATIONAL COOPERATION IN ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

Collaboration programs with international organizations develop all aspects, especially in the field of education that the university has carried out. The activity was educating the elementary school teachers because it has a significant component in the educational process. The university education system has a substantial role in preparing competitive human resources. This study result findings in the form of language and cultural differences is the main issues in the implementation of the international collaboration programs. The method was used group discussions between Indonesian and Thai teachers through an innovative approach to digital learning media in a more structured and in-depth way. Group discussion case studies successfully provided practical and interactive experiences to the participants. It was concluded that mutual understanding of culture between teachers and students was fundamental and needs to be considered so that learning can be done effectively and comfortably. Educators can jointly build awareness of the effectiveness of using technology in the classroom. Technology was not only used but has a significant impact on learning processes and outcomes. The implementation of this international collaboration program aims to solve the problems faced and enhance cooperation between the two countries further.

Keywords : *Collaboration, Education, Innovation, Digital Learning*

1. INTRODUCTION

The role of higher education institutions in the world of education is essential in preparing human resources who are capable of competing in improving their competence in their field. One of the roles of higher education institutions is providing education to elementary school teachers. Teachers are the most important component of education. Other components of education such as curriculum, facilities, and infrastructure will not mean anything if there are no teachers who implement them. Because of the importance of a teacher, it has been agreed that a teacher is a professional who requires various requirements that ensure their profession can be carried out well. Especially in elementary schools as the foundation and cornerstone for producing intelligent, characterful and competitive generations (https://ditpsd.kemdikbud.go.id/). A cooperation program with international organizations is a development in all aspects, especially in the field of education, carried out by universities. The form of the activity is educating elementary school teachers because they have the main component in the education process. The university education system has a significant role in preparing competitive human resources.

Realize the activity process, universities must establish cooperation activities between countries. There are activities offered, such as exchanging information on teaching methods through language and culture mentoring based on information technology. The goal is to improve the competence of internal and external human resources in improving good cooperation between countries. Together with a youth four education organization in Indonesia, which focuses on empowering teaching for teachers, collaborating with the same organization in Thailand,

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SleepngBag Teacher Organization. Based on the interview result, cultural and language differences in foreign teaching are the main factors that become a problem. Hence, it is essential for human resources to obtain soft skills and hard skills that support the teaching approach through language and culture. Developing foreign language competence, understanding Indonesian and foreign cultures, and exchanging information through Islam-based information technology approaches are one way to improve teaching for teachers. A case study was conducted at an elementary school in Thailand called Wat Santi Watanaram School.Learning is an activity that involves teaching, guiding, training, giving examples, organizing, and facilitating various things to learners to enable them to learn comfortably and to achieve educational goals. Learning is an interactive process that educators do with learners to stimulate learning desire and achieve predetermined goals through media, environment, and others. The English-language learning method plays a crucial role in learning English. Many students are able to achieve good results because they are taught using an appropriate English language learning method (M. Yamin, 2017:82-97).

Picture 1. Volunteer Muslim Indonesia in a primary school in Thailand.
Source: Youth four Education Social Media

2.LITERATURE REVIEW

Previous research related to the title of this article has been discussed by Ismun Ali, who stated that cooperative learning is a learning method that is carried out by students working together, so that students do not only achieve success individually or compete against each other. They can also help their classmates who have abilities below the minimum standard, thus fostering social skills in students (Ismun Ali, 2021:247-264). The next literature review discusses learning using foreign languages, according to Imam Santoso (2012). Foreign language learning currently holds a significant position in the education landscape in Indonesia. Through foreign language learning, it is hoped that Indonesians will be able to communicate in foreign languages with people from different nations in the world. The mastery of foreign languages is also important, as it will open doors for Indonesians to absorb knowledge developments from other countries (Imam Santoso, 2012: 96-105). In essence, the success of English language learning is determined by at least three main factors: 1) a qualified teacher who has the competence to teach English well; 2) resources and facilities that support the learning process; and 3) a good curriculum that outlines clear learning objectives for English language learning. Furthermore, a teacher needs to understand the characteristics of language learning in children, which differ from adults (Fatihaturosyidah, Tri Ilma Septiana,2019:63-74).

Another literature review is conducted by Taufiq Nur Azis in 2019, who argued that the presence of information technology has an impact on the changes in all aspects of Indonesian society, particularly in the learning process. Learning is an interaction between educators and learners in a learning environment. In the current digital era, the interaction in the learning process

has shifted to digital learning interaction. Therefore, strategies for learning that are appropriate with the development of information technology are needed, such as developing models, innovating, and evaluating learning with digital media, which can be done by teachers/lecturers in the digital era (Taufiq Nur Aziz, 2019:308-318).

3. RESEARCH METHODS

The method used in the Foreign Collaboration activity is exchanging information to address problems between the two countries (Indonesia and Thailand) in assisting teacher training through language and culture approach based on Islamic values. The implementation of the activity is divided into several stages, including the preparation and needs analysis stage, the field implementation stage, and the activity evaluation stage.

3.1. Preparation and Needs Analysis Stage

This stage involves preparing for the joint program activities, selecting Indonesian teachers (volunteers) for information exchange program with teachers in Thailand, socializing the volunteer teachers about the information exchange program through the cultural and language approach based on information technology, and discussing with partners regarding strengths, weaknesses, opportunities, and threats that will be faced during the implementation of this activity.

3.2. Field Implementation Stage

This stage involves the implementation of the program jointly made with partners, which includes socializing the volunteer Indonesian teachers. The activities are in the form of foreign language assistance, assistance in Indonesian culture, assistance in information technology, and assistance in teaching based on Islamic values conducted by the team. Socializing Thai teacher assistance activities are in the form of foreign language assistance, assistance in Indonesian culture, assistance in information technology, and assistance in teaching based on Islamic values, conducted by the team. The activities are carried out in schools with a majority non-Muslim religion. Conducting international seminars on the topic of empowering teachers and children in elementary school.

3.3. Activity Evaluation Stage

This stage involves evaluating the activities that have been carried out. The analysis is conducted to determine strengths, weaknesses, opportunities, and threats to the implementation. Evaluating strengths and weaknesses aims to find out how much potential this assistance has on the predominantly non-Muslim country in Thailand. This effort is carried out to identify opportunities for cooperation with the next country, starting with Thailand, and hopes to produce a comparison of teacher training through a language and culture approach based on Islamic values using information technology. This is done to minimize threats to foreign collaboration if conducted in other countries.

4. RESULTS AND DISCUSSIONS

Implementing the Community Service activities for the international collaboration program has been carried out by using two methods of implementation, including the implementation of

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Training of Trainers (ToT) and the implementation of virtual International Conferences. Below is a table of the stages of implementing community service for the Overseas Collaboration program.

Table 4.1 Stages of Implementation of Community Service Activities (PKM) in Foreign Collaboration.

No	The Activities	Date	Themes
1.	Training of Trainers (ToT)	12-13 February 2023	Designing Meaningfull Learning With Technology Based on Islamic Values
2.	International Conference	17 February 2023	Innovation and Digital Learning Media
		24 February 2023	Culture and Managerial Classroom
		5 March 2023	Planning, Teaching Materials, and Evaluation in Online and Offline Learning

4.1. Training of Trainers (ToT)

The Training of Trainers (ToT) was intended for prospective Indonesian speakers at the conference by the theme "The First International Teachers Conference in Innovation and Technology" with the intention that the speakers could adequately convey the material and values intended by the community service team. In practice, the service team assisted according to the field of knowledge, including presenting material on Islam and the introduction of Universitas Islam Bandung. The material aims to introduce UNISBA to speakers and participants at the international conference activities from various countries. Furthermore, the community service team provided material on "Decent Cultural and Language Character Education" and "Islamic Values for Education." This activity was closed with the implementation of a Forum Group Discussion with the theme of information technology in learning which was carried out by a team of volunteers, an Indonesian NGO team (Youth for Education).

Picture 4.1. Implementation of Training of Trainers (ToT) Activities

4.2. International Conference

The International Conference activity is a continuation of the implementation of community service international collaboration with Non-Government Organization (NGO) partners from Thailand. This activity has the theme "The First International Teachers Conference in Innovation and Technology" was carried out through the Zoom online application, and all

participants came from various countries who had registered. The speakers came from two countries, Indonesia and Thailand. Indonesian speakers were volunteers who had participated in assistance at the Training of Trainers (ToT), while the speakers from Thailand come from Sleepingbag Teacher as the NGO partner in Thailand.

Picture 4.2. International Conference Opening Ceremony via Zoom

The implementation of this activity was divided into 3 meetings, including:
a. International conference with the theme "Innovation and Digital Learning Media."

This activity was held on February 17, 2023, via the Zoom application. Participants came from various countries, the highest being 53.1% or 26 people from the host country, Indonesia. Followed by the second most country at 18.4% or nine people from the Philippines. Pakistan and Thailand have the same number of participants, 10.2% or as many as five people. Neighboring countries occupied the lowest number, only 2% or one person who joined this first material. Moving on to the percentage of subjects or majors attended by material one webinar participants, English teachers or students were majoring in English Education with the highest percentage of 28.6%, of language teachers or students majoring in language as much as 20.4%, and the others were teachers or students elementary school majors.


Figure 3. Percentage of Conference Participants at the 1st meeting

Training and mentoring divided into initial material mentoring and distribution of discussion groups through Breakout rooms. The speaker uses several applications to provide examples of innovation regarding the technology used in learning. First, the speaker uses slide.com with cloud features to determine the percentage of several applications often used by participants to

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teach. It could be seen clearly in the first picture that most of the 49 participants who attended the webinar used Canva, then YouTube was in second place, and some used ZOOM in the post-pandemic period. The innovation given by presenter 1 is Prezi, which for some participants this application is still unfamiliar to use. Prezi is a presentation software tool to explore various ideas on a virtual screen. This software has a great feature of using the Zooming User Interface (ZUI), which allows the user to zoom in and out on the presentation media. One of the learning media that teachers could use as an alternative is Prezi. Prezi was done intentionally to "make sharing ideas more interesting." Become a tool to develop and share ideas visually and story. The material presented in this session is more about introducing, in general, how technological innovation from Prezi such as types of media and their functions, examples of media and how to practice them, and steps to choose digital media suitable for learning.

Furthermore, the Breakout room Activity was accompanied by a facilitator who assisted and directed the course of the discussion. Participants were asked to conduct a SWOT (Strength, Weakness, Opportunity, and Threat) analysis of the media used in each school and each country. After analyzing the deficiencies in each group, internet connection and paid accounts are the biggest obstacles to using technological innovations for learning. However, from these constraints, the participants could find an excellent opportunity for its use, such as during learning, which was more interaction between teachers and students by using the collaborative Learning method and Direct feedback to students. Participants also expressed the opportunity to gain new and exciting experiences and information in the 21st century, such as learning materials, and even create new abilities to help students get a job opportunity in the creative world. In the Breakout room activity, the two participants are divided according to the subjects they teach or study. Before teaching practice in the big room, participants were asked to discuss in advance what media would be used, the uses of the media, and the steps in the teaching practice process. Some selected media are YouTube, Padlet, Canva, Quizziz, Google Docs, and Wordwall.
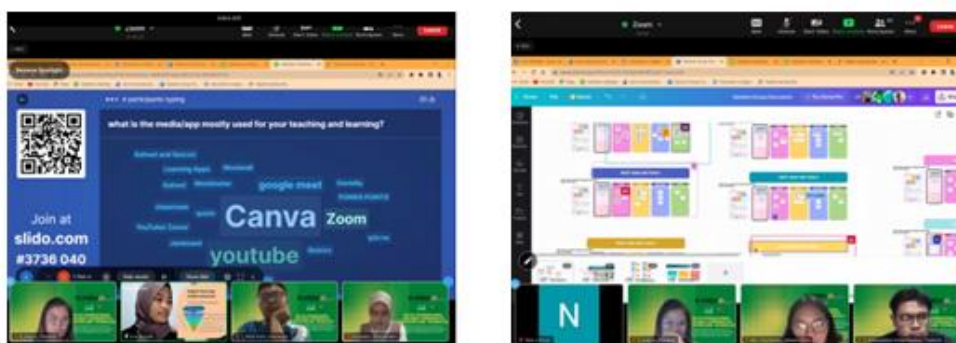
Picture 4.2. The first meeting in learning assistance at an international conference

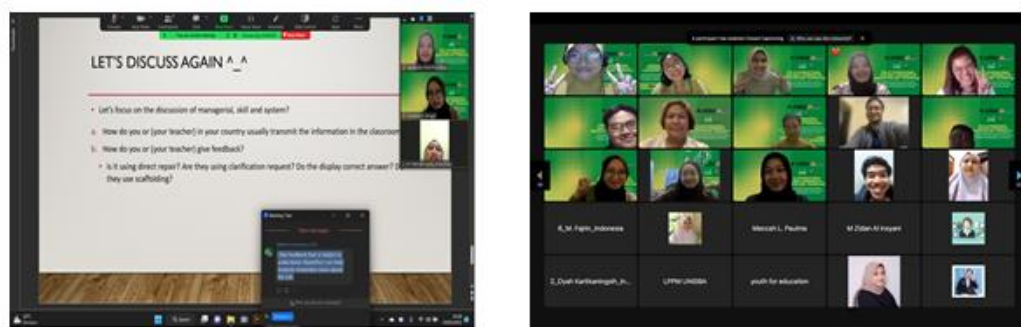b.International conference with the theme "Culture and Managerial Classroom"

This activity is the second follow-up meeting which will be held on February 17, 2023, via the Zoom application. The countries participating the most were 63.9%, namely Indonesia, 13.9% from the Philippines and Thailand, and 2.8% from India and Malaysia. The percentage of English education departments or teachers was still the highest, namely 27.8% of all participants who attended. Not far from that, 25% of language teachers attended this second meeting, then 16.7% of language teachers or students majoring in elementary schools, followed by general participants at 11.1%.
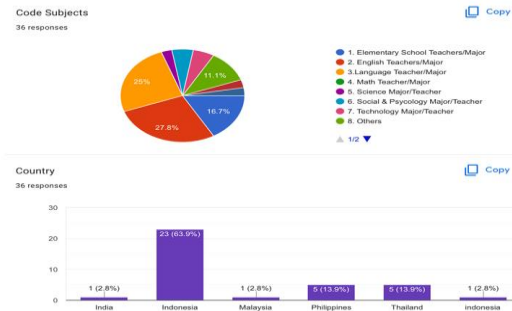
Picture 4.3. The Percentage of Participants in the second meeting of the Conference

This lesson aims to raise awareness among teachers and students that cultural differences are vulnerable to being a source or trigger of ineffectiveness in the classroom. Thus the presenter conveys two primary materials, namely regarding culture and management in the classroom, which are closely related to interactions between students and teachers. At this stage, the presenter checks the mood of the participants with a blob tree which is then answered using the answer garden. After checking the mood, the presenter explained culture, its definition and dimensions, and the relationship between culture and classroom management. In this material, presenters focus on the interaction of teachers and students as part of classroom management, which is influenced by culture. Especially in the issue of communicating in the classroom. The cultural dimension, which consisted of several ways, was explained by the speakers with the help of power points. There were around 30-40 people who listened. Furthermore, the speaker played a video as case study material to be discussed in the first breakout room.

Participants were shown a video about the misunderstanding between the Americans and the Chinese. Then, the participants were asked to discuss and analyze the cultural differences that occurred, which led to misunderstandings between the two countries. Afterward, the participants were divided into several groups and discussed with their friends. Participants had discussions that focused on classroom management, how teachers usually convey information, and how teachers correct students with distinct cultural differences. Sometimes this becomes an obstacle or source of ineffectiveness.

Picture 4.4. The 2nd meeting in learning assistance at an international conference

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c.International conference with the theme "Planning, Teaching Materials, and Evaluation in Online and Offline Learning"

This activity was carried out on 17 February 2023 via the Zoom application. At this meeting, 31 participants took part in the action. The country that participated the most was 61.3%, namely Indonesia. 16.1% of participants came from the Philippines. 12.9% of participants came from Thailand, and 3.2% came from Malaysia.
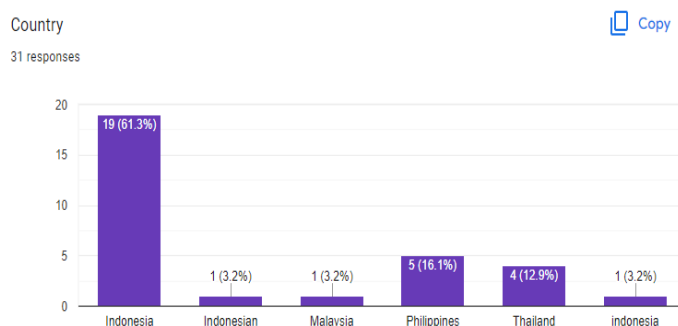
Picture 4.5. Percentage of Participants at the third Meeting of the Conference

In the initial material activity, the presenter introduced one of the theories that the teacher can use as a reference to reflect on his performance in technology-based classes. This theory contains stages of teaching and competencies that can guide teachers, hoping that we, as educators, can jointly build awareness of the effectiveness of using technology in the classroom. So, technology is not only used but also has a significant impact on learning processes and outcomes. Furthermore, the discussion material presented is related to how the teacher has a perspective in designing learning. The speaker offers two perspectives, namely, bold design and backward design. After the teacher has views on developing understanding, the next step is that the teacher can choose teaching materials online or offline. The selection of online teaching materials can use high-technology-based applications, and here the speakers present the Google art and culture platform, whereby utilizing this platform is hoped that learning will be more exciting and creative. At the last point of the discussion, the speaker delivered an evaluation and assessment. At this assessment stage, several applications and online platforms are displayed that can be recommendations for conducting reviews, hoping that they will become a reference for teachers in teaching and learning activities.

Before the participants were divided into several Breakout room groups. Participants were asked to fill out a link survey which consisted of several statements about the use of ICT in the classroom. After that, the participants, accompanied by a facilitator in each room, were asked to discuss the average answer regarding the survey. The results of the participants' responses according to the study can be said that they like teaching using technology and are very confident in their ability to apply technology in class. Most participants rated their performance positively. In the Breakout room activity, the two participants discussed several questions. This question continues the survey used for the first breakout room. However, in this activity, participants were asked to identify their performance based on the framework explained in the material session.
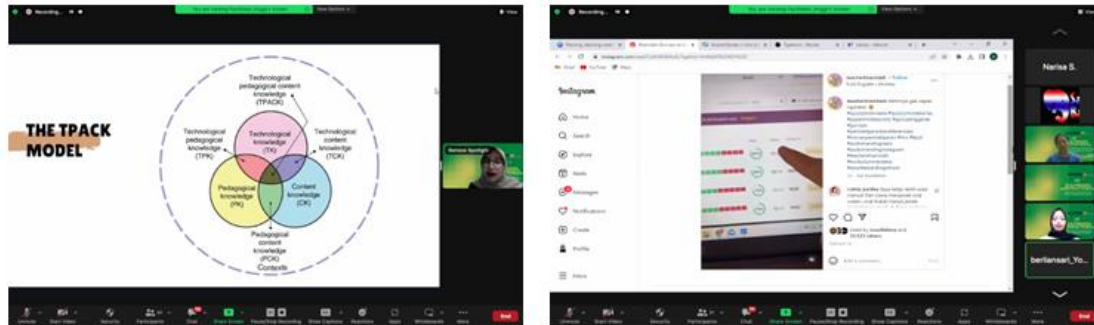
Picture 4.6. The 3rd meeting in learning assistance at an international conference

5.COCNLUSION

Based on the results of this international collaboration, the following conclusions can be drawn:

1. The activity was hindered by teaching based on Islamic values, therefore, a specific delivery method is needed where the majority religion in Thailand is based on Hinduism. The activity was conducted by introducing oneself as a Muslim, such as saying greetings.
2. Innovation in digital learning media became the theme of this international collaboration. Participants from various countries such as Indonesia, Thailand, the Philippines, Pakistan, and America successfully participated in the activity. Participants actively contributed ideas and experiences regarding the use of digital media in learning.
3. This activity increased awareness of cultural differences with the hope of mutual respect between both teachers and students. With a hope that educators can work together to promote the effective use of technology in the classroom, as technology is not only used but has a significant impact on the learning process and outcomes.

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