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Training of Digital Learning Resources for Islamic School Teachers: A Community Service

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Abstrak

The use of digital tools has become an integral part of teaching and learning at various levels of education. Rapid developments in digital technology have opened the door to creating more interacting, engaging, and effective learning tools. Teachers, as the main *agents* in imparting knowledge, are in need of understanding and integrating digital-based learning media in the teaching and learning process. With this in mind, this training initiative addresses the pressing need for modernizing pedagogical approaches in the educational system in the Islamic schools. The training aims to bridge the gap between traditional teaching methods and contemporary educational tools, fostering a more engaging and inclusive learning environment. The 50 teachers from *Madrasah Ibtidaiyah* (MI) , *Tsanawiyah* (MTs), and *Aliyah* (MA) Asy-Syifa, participated in this training. The face-to-face training, held on November 2, 2023, comprised several sessions: a session of digital literacy sharing, followed by acquainting participants with the LearningApps, exploration of Canva features for creating and designing learning materials, as well as photo and video editing Kinemaster application, providing insight into the digitalization of students' learning products. Each session concluded with hands-on practice, allowing teachers to experience the apps firsthand. The final session prioritized reflection, prompting participants to contemplate their training takeaways and strategize how they would apply newfound knowledge and skills in practical teaching contexts. The evaluation showed that the training met its intended goals. Consistent attendance across all sessions, active involvement, positive responses, and the submission of digital teaching artifacts demonstrated strong engagement and positive learning outcomes.

Keywords: Content creation; Digitalization; Digital tools; Gamification.

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1. Introduction

1.1 Background

In an era shaped by technological advancements, the integration of digital-based learning materials holds paramount significance in educational contexts. To improve educational quality, align with technological progress, and address the changing needs of students, Islamic schools in Indonesia are urged to integrate digital learning resources. The Indonesian government necessitates the incorporation of digital platforms, underscoring the importance for schools, Islamic schools included, to integrate digital tools into their educational framework (Dzulqornain et al., 2023). Crucially, in addition to the guidance from the Indonesian government's curriculum initiatives, digital tools have proven to be valuable aids in the educational sector, warranting consideration by the Islamic schools.

Wang and Na (2023) and Arteaga et al. (2021), in their studies, assume that digital learning resources convert conventional instructional materials into dynamic and interactive formats, including multimedia, video content, and motion graphics, which can lead to increased student engagement and comprehension. They also offer extensive access to diverse materials and learning opportunities, surpassing the confines of the traditional classroom environment (Vasylshyna, 2020). More to the merits, digital learning resources present significant potential for creativity and collaboration. They stimulate creative expression through digital art, design, and projects, while also encouraging collaboration and communication among students (Latumahina et al., 2023; Vasylshyna, 2020).

Latumahina et al. (2023) and Vasylshyna (2020) further claim that digital learning resources help enhance students' cognitive development, foster critical thinking, and improve problem solving skills. Additionally, digital learning resources facilitate personalized learning by allowing students to progress at their own pace and cater to their unique learning needs (Yin & Mohammad, 2023). Apart from the merits of digital learning resources offered to students, they also present significant benefits for teachers. The study by Yin and Mohammad (2023) revealed that digital tools aid teachers in developing dynamic and engaging content, facilitating personalized learning experiences, and providing extensive access to a plethora of resources. They also enhance professional development by enabling the exchange of best practices and shared learning among teachers.

Despite the benefits, Islamic schools are also urged to consider potential challenges when integrating digital learning resources. Issues such as technical challenges and the necessity for sufficient training and resources must be addressed to ensure effective implementation (Yin & Mohammad, 2023; Sormunen et al., 2020). Maintaining a balance between digital and traditional teaching methods is also considered crucial to providing well-rounded educational experience (Shvardak, 2023). Most importantly, the adequacy of infrastructure and the availability of qualified facilitators are crucial considerations. This is since

these factors pose significant challenges in many Indonesian schools. A number of schools in Indonesia face unreliable internet connections, leading to interruptions in the teaching-learning process (Pauzia & Fatmawati, 2023; Mailizar et al., 2020). In addition to having sufficient infrastructure to access digital learning resources, Islamic schools in Indonesia must prioritize digital literacy. This is to fully benefit from digital learning resources. Notably, enhancing teachers' digital literacy, alongside that of students, is crucial and requires immediate attention.

The growing demand for teachers to enhance digital literacy for learning material development is underscored by several factors. Digital literacy equips teachers with the skills to leverage diverse online resources, enriching instructional content and catering to varied learning styles. Teachers need to be adept in utilizing digital technologies and electronic resources to improve their instructional practices. This entails familiarity with digital platforms, applications, and online interactive tools (Esenalieva et al., 2023). With sufficient digital literacy, teachers can innovatively create and share educational resources online, allowing for their broader use by others. Moreover, it also fosters effective communication and collaboration among teachers, enabling the sharing of innovative teaching practices (Torrato et al., 2023). As technology continually evolves, digitally-literate teachers are better positioned to adapt, ensuring the sustained relevance of their pedagogical approaches. Lastly, by embracing digital tools, teachers contribute to a more engaging and interactive learning experience, nurturing students' critical thinking and technological proficiency essential for their future endeavors.

Digital technology tools have ushered in transformative changes in learning material development, exemplified by platforms such as LearningApps that gamify the language teaching and learning process. This platform provides a versatile framework for teachers to create interactive, game-based activities that make language acquisition engaging and effective. Through quizzes, puzzles, and interactive exercises, students are immersed in a dynamic learning experience, fostering both linguistic proficiency and enjoyment. This practical example illustrates how digital tools not only modernize traditional teaching methods but also harness the power of gamification to make language learning more interactive, accessible, and enjoyable for students in today's educational landscape.

1.2 Solution and Target

The imperative for conducting training on digital-based material development for Islamic school teachers is rooted in the evolving educational landscape. Providing them with adequate training and ongoing support can help improve their digital competencies and confidence in using digital tools (Daud et al., 2022). Embracing digital tools is not merely an option but a necessity to equip teachers with the skills needed to engage tech-savvy students effectively. Ultimately, this training ensures that teachers are well-equipped to provide an enriched, technology-integrated learning experience that resonates with the needs and expectations of contemporary learners in Islamic schools in Bandung. The training targeted Islamic school teachers from elementary (Madrasah Ibtidaiyah) and secondary (Madrasah Tsanawiyah and Aliyah) level.

2. Methods

This community service is a teacher training of digital based learning material development for teachers. The activity was conducted by teacher educators from the English Education department, Faculty of teacher training, Suryakancana university. It was organized through several stages of pre-activity, implementation, and evaluation:

Figure 1. Stages of teacher training

2.1 Pre-Activity

In this stage, problem identification was carried out to analyze the teachers' need so the programs of community service can cater the needs of participants. The identification was done through observation and interview as well as document analysis of the teachers' learning materials. The result of analysis showed that the teachers faced several challenges in integrating digital apps to develop learning material aiming to optimize students' learning. Most of them still used paper based material and monotonous content. Even for some teachers who have been familiar with specific technology, they found it difficult to modify the material and maximize the content to make it more interactive and attractive for the students. After identifying the problems and the needs, some preparations were made including material preparation, training activities, choosing supporting media, designing evaluation instruments, and designing the detailed stages of the training.

2.2 The implementation of the training

The activity started with the welcoming and opening speech from the school leader. It was continued by (1) first session of overview of digital literacy with its benefit for teaching and learning process; (2) second session of training in using and exploring learning apps to support learning; (3) third session of training in using and exploring Canva to make learning more interactive; (4) fourth session of video training for learning and teaching purpose using Kinemaster; and (5) fifth session of reflection.

2.3 Evaluation stage

The closing stage of the training was the evaluation stage. This evaluation stage was conducted to see to what extent the training has helped the participating teachers to develop digital based learning material. The first aspect of evaluation was taken from their attendance and participation during the training. The second aspect was taken from the participants' works including learning materials designed and developed by using LearningApps, Canva and Kinemaster. The participants' works were uploaded in the available google drive and the rest were gathered after the activity. To evaluate deeper, the participating teachers were facilitated to give oral responses in the reflection and evaluation stage that can be considered as focused group discussion to search for general responses and aspects that were improved and aspects

that still need improvement. The result of evaluation was then reevaluated by the team of community service to make several improvements for the continuation of the training.

2.4 Time and Location

The face-to-face training was held on November 2, 2023. This training was part of continues training with several coverages such as digital tools for learning, content development, and language of instruction. Even though this face-to face training was finished in one day, the continuation of this training was monitored continuously. The training was conducted in one of the participants' schools, which was in Madrasah Ibtidaiyah Asy-Syifa.

2.5 Participants

The participants were 50 Islamic school teachers consisting of 10 teachers from primary level (Madrasah Ibtidaiyah), 15 teachers from lower secondary (Madrasah Tsanawiyah) and 15 teachers from upper secondary (Madrasah Aliyah) level.

2.6 Indicators of Success

The success indicators for this training were determined from at least three factors: the participants' full attendance from first session to fourth; the active participation of the participants during the four sessions including the submission of digital tools for learning; the participants' positive responses toward the training; and the teachers' development of digital skill shown from their submitted works.

2.7 Method of Evaluation

The evaluation of the training was taken from the observation of students' participation during the training (including supporting documents such as attendance evidence for every session), oral responses of participants taken from FGD integrated in reflection session, and artefacts submitted by the participants such as learning materials using Canva, Kinemaster, and LearningApps.

3. Result and Discussion

3.1 Result

In developing the teachers' ability to develop digital based learning material, the training was divided into four sessions: overview of digital literacy, exploring learning apps to develop learning and assessment materials, Canva to create more interactive teaching and learning materials and Kinemaster videos for interactive teaching and learning sources. The sessions were divided into overview, guided practice, independent practice, and reflection/evaluation session.

Overview of digital literacy, LearningApps, Canva, and interactive videos

This activity begins with an introduction to the basic concepts of each topic. In the first session, the first speaker explained the development of digital technologies over time in the context of education. The speaker also emphasized on the urgency of digital literacy for teachers and benefits of the utilization of digital tools in the teaching learning process. This explanation

aimed to give basic knowledge and motivations for the participants before they actively participated in the workshop.

Furthermore, in this session, the speaker invited participants to mention some familiar digital tools/applications for them. The speaker tried to get to know the prior knowledge of the participant and to reveal the teachers' needs and interests in exploring digital tools for learning. Additionally, the speaker also invited participants to share their experiences using digital tools in their classes. This discussion became basic information for the speakers to deliver the material effectively according to the participants' needs.

The second session of the workshop is LearningApps exploration activities. This session consists of giving an overview of LearningApps application, including the features, the functions, and the benefits of each feature in the application. At the beginning of the session, the speaker asked participants about the familiarity of the application. All participants responded that they have not known the application yet. The participants' lack of knowledge about the application made the speaker decide to explain the application from the very beginning. Then, there was an explanation of various features that can be explored by the participants. However, due to the limitation of time, the speaker only showed and simulated "matching pairs", "multiple-choice quiz", "group assignment", and "free text input" and some examples of the existing assessments using those features. At the end of the overview session, the speaker invited participants to actively engage in discussion. The result of this discussion aimed to reveal their understanding of the material.

Figure 2. The Overview of digital literacy, LearningApps, Canva and Kinemaster

With the similar format of overview, the third session focused on giving overview of the utilization of Canva for learning, assessment, and reflection while the fourth session focused on sharing the overview of the use of interactive videos for learning. For the session of

interactive video, the participants were introduced mainly to Kinemaster as a tool to develop interactive learning videos.

Guided Practice

The next session was guided practice. After giving basic knowledge of the LearningApps application, Canva and Kinemaster, the speakers asked participants to access the application via search engine by logging in to the apps. For the learning apps and Canva, the speakers encouraged participants to do them individually so that each participant had the experience of trying to use the applications. Then, the speakers asked the participants to choose one of the features and learning topics that would be demonstrated in front of the class. At that time, some participants shared their ideas about various topics they taught using specific features of LearningApps and Canva. The speakers and participants also discussed some questions related to the topic to be included in the LearningApps and Canva features. However, for Kinemaster, the speakers asked the participants to work in a group from the beginning of guided activity to decide and develop the content of learning video.

Figure 3. Guided Practice of Using LearningApps, Canva and Kinemaster

The next activity was to start practicing collaboratively. The speakers demonstrated some steps for using the specific features such as adding several questions in a free text input feature, creating presentations in Canva, and using the features in Kinemaster to develop learning video. The participants seemed to be enthusiastic about using the features. After that, the speakers and the participants used the features together with the participants using their laptops with the speaker's guidance of using the features. During this process, the speakers also checked the participants' progress and their challenges in utilizing the applications.

Independent Practice

After completing the guided practice activity, the speakers gave participants the opportunity to explore the applications and create their own learning tools using LearningApps, Canva and Kinemaster by hands on practices. In these activities, most of the participants started to practice using several features of the applications. During the practice, several participants seemed confused in selecting the features that were suitable to the type of materials they wanted to create.

Figure 4. Independent Practice of Using LearningApps, Canva and Kinemaster

Some participants also experienced difficulties accessing the applications due to limited internet connectivity and unsupported devices. For the practice of LearningApps and Canva, some participants worked individually while those who had obstacles with internet connection and unsupported devices worked in groups. For the practice of Kinemaster, the students remained in group to make it easier for the speaker to check the progress and help the participants solve their problems in developing video content. Even though some obstacles were observed, the participants were enthusiastic and finished their task to use the apps by creating teaching and learning materials using LearningApps, Canva and Kinemaster.

Product Submission

The last activity in this session was the product submission. The participants were encouraged to submit the result of their work. These are the examples of their work results.

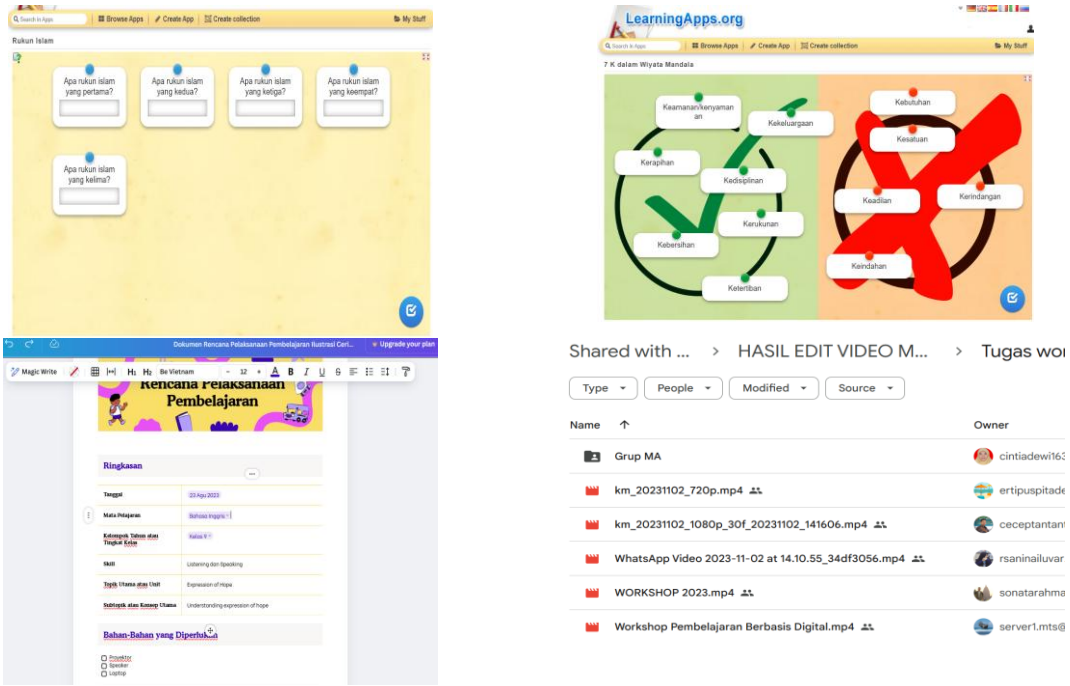

Figure 5. Submission of Learning Materials Using LearningApps, Canva and Kinemaster

In addition to submissions, some works were also displayed on the screen to get comments and appreciation from the speakers and other participants.

Reflection and Evaluation

Figure 6. Reflection and Evaluation

The reflection and evaluation stage facilitated the speakers and participants to reflect and evaluate the process and the result of the training. It started with the facilitation of participants' responses to the training, to see the general responses toward the training, and to what extent the training has helped the participating teachers to develop digital based learning material. The participants' answers toward the training were mostly positive, some of them are shown below:

> *This workshop made me interested in exploring digital tools for learning [Participant 5]*
>
> *Although it is not easy to prepare the teaching process using digital tools, I am motivated to implement what I learnt today in my class. [Participant 3]*
>
> *I've used Canva before I attended this workshop, but I just found that I can explore more than editing some pictures. Surprisingly Canva can facilitate the creation of lesson plans, story books, and many more. [Participant 10]*
>
> *I am curious about the use of LearningApps in class because it has a lot of feature options. [Participant 12]*
>
> *Almost all applications shared in this workshop seem to be easy to implement. I hope I will try those apps in the future. [Participant 7]*

Together with other success indicators, it can be said that the training has achieved its aims to equip Islamic school teachers to integrate digital tools into their educational framework by developing their digital skills in creating teaching and learning materials.

Table 1. Evaluation of the Training

Success Indicators	Evidence
The participants' attendance from first session to fourth	All 50 participants had a full attendance at the workshop from first to last session, supported by attendance documents.
The participation of the participants during the four sessions	All participants were observed having active participation during the four sessions by giving questions, responding to the speakers' instruction, doing and finishing the projects both individually and in group as well as submitting and having willingness to share the result of the project with other participants.
The participants' development of digital skill shown from their submitted works.	The submitted works as artifacts show that the teachers were able to use various features in LearnigApps, Canva and Kinemaster to develop teaching and learning materials. However, the creativity needed some improvement as many participants still used basic features to create materials due to time constraints and the need for more exploration.
The participants' responses in FGD integrated in a reflection and evaluation session.	-The participants expressed their positive willingness to continue using the apps learnt from the training. - The participants admitted the development of digital literacy such as the skill of using new features in the apps and the skill to use those features to develop learning materials and assessment. -The participants admitted some challenges such as constraints in internet connectivity, adequate laptops, and the integration of digital material in teaching and learning process.

From the table of evaluation, it can be seen that the participants' attendance, participations, responses, and submitted works show the success of training with improvements needed such as providing stable and adequate internet connection. making sure the participants upgraded their laptops, accessible materials before the training, and more training on the digital materials integration into classroom activities.

3.2 Discussion

The community service aims to enhance teachers' ability to develop digital-based learning materials through a four-session training program. The results described in the previous section indicate that the training was successfully implemented, but several points merit further discussion to draw lessons for similar future activities.

The primary objective of this activity is to introduce teachers to three digital tools (LearningApps, Canva, and Kinemaster) and entails familiarity with digital platforms, applications, and online interactive tools (Esenalieva et al., 2023). This activity also highlights

the emphasis on the urgency of digital literacy for teachers and benefits of the utilization of digital tools in the teaching learning process (Daud et al., 2022). The digital tool introduction is crucial in lifelong learning, particularly in content creation, as it is crucial for promoting teaching innovation (Artacho, et al., 2020), enhancing digital competency, and promoting effective teaching-learning process in basic education (Fernández-Otoya, 2024).

Despite the fact that none of the participants had prior knowledge of LearningApps, the structured approach (overview, guided practice, independent practice, and reflection) enabled them to understand the basic functions of four key features: matching pairs, multiple-choice quizzes, group assignments, and free text input. This finding suggests that even when starting from zero familiarity, a well-sequenced workshop can build foundational knowledge, provided that the facilitator adapts the pace to the participants' needs through scaffolding. The scaffolding enhances participants' reflective behaviors, fosters social and epistemic engagement, and improves performance in technology-supported knowledge building environments (Li & Chai, 2024).

Furthermore, the strong points of this community service activity are guided practice and independent practice. The guided practice is the process of displaying the steps on the screen and at the same time guiding the participants to practice the steps on their own devices (Fitriyana, et al., 2026). The support provided through guided practice allows participants to acquire new skills confidently and successfully (Morris, Dexter, & Hunter, 2021). Meanwhile, the next stage is independent practice, quite similar to the supervised practice, which has the potential to significantly improve the effectiveness of a range of skills-based interventions and an adjunct to cognitive behavioral interventions (Christensen, 2024). This independent practice is needed because as Angraini et al. (2024) stated, hands-on practice-based training accompanied by structured mentoring can enhance teachers' competence in utilizing digital learning media.

The reflection and evaluation are also essential since these facilitate participants to give responses to this training. They also can identify their strengths and weaknesses and have a realization about their convictions and assumptions about teaching and learning (Miulescu & Tacea, 2023). According to the result of the evaluation, it can be said that the training has achieved its aims to equip Islamic school teachers to integrate digital tools into their educational framework (Dzulqornain et al., 2023) by developing their digital skills in creating teaching and learning materials.

However, there are some challenges found in the training. The most significant challenges were the difficulties in accessing the applications due to limited internet connectivity and unsupported devices, which have become common problems in Indonesian educational settings (Pauzia & Fatmawati, 2023). Hence, providing stable and adequate internet connection is needed to avoid interruptions in the training process (Pauzia & Fatmawati, 2023; Mailizar et al., 2020). Another challenge was inadequate laptops provision for the participating teachers. This problem potentially hampers the effective use of ICT in education (Swandi, et al., 2024).

Result of the training evaluation reflected the success of training in the form of participants' attendance, participations, responses, and work submission. The follow-up training on the digital materials integration into classroom activities is recommended to make balance between digital and traditional teaching methods to providing well-rounded educational experience (Shvardak, 2023).

4. Conclusion

This training as a community service demonstrated that digital literacy training can support teachers in integrating technology into their teaching practices. The training, which involved 50 teachers from Madrasah Ibtidaiyah (MI), Tsanawiyah (MTs) and Aliyah (MA) Asy-Syifa, enhance participants' understanding and skills in using various digital tools, including LearningApps, Canva, and video editing application (Kinemaster). The face-to-face sessions combined theoretical sharing, guided exploration, and hands-on practice, enabling participants to directly experience the development of digital-based learning materials. The evaluation results indicated that the training achieved its objectives. Full attendance throughout all sessions, active participation, and the submission of digital teaching artifacts reflected good engagement and learning outcomes. Participants demonstrated improved digital skills in creating interactive and visually appealing learning materials, although many still relied on basic features due to limited time for exploration. Feedback gathered during the reflection and evaluation session also revealed positive responses, with teachers expressing enthusiasm to continue applying the learned tools in their classrooms. At the same time, several challenges were identified, including unstable internet connectivity, limited access to adequate laptops, and the need for further guidance on integrating digital materials into classroom activities. To maximize the impact, future training should consider providing better technical support, ensuring access to appropriate devices and internet connectivity, offering pre-training materials, and conducting follow-up training focused on deeper integration of digital tools into teaching and learning processes.

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Statement of Conflict of Interest

The authors declare that there are no conflicts of interest in the implementation of the activities or in the preparation of this article.

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