

## IMPROVING ASATIDZ'S TEACHING COMPETENCE THROUGH MAKING TEACHING MATERIALS USING MICROSOFT POWERPOINT AND CANVA

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### Abstract

Today is an era of change in the use of information and communication technology in all aspects of human life. This adoption has also been accelerated by the emergence of the Covid-19 pandemic which has also had an impact on the education sector, including Islamic boarding schools that adopt technology on a more massive basis. Islamic boarding schools are becoming more involved in taking on digital and technological contests. Asatidz as a teacher are required to have skills in the field of learning technology. Creating and designing teaching materials that are interesting and in demand by students is a challenge for asatidz. The solution to this problem is to provide training for asatidz on how to make interesting teaching materials using Microsoft Powerpoint and Canva. This community service was carried out in November 2022 face-to-face with a total of 41 participants who were assistants at the Darussalam Kunir Islamic Boarding School, Subang Regency, West Java. The results of the training showed that there was a significant difference between the pre-test and post-test conducted by the participants. The conclusion is that this activity is perceived as useful by participants and can provide increased knowledge and skills in making presentations for asatidz.

**Keywords:** Canva, Digital, Islamic boarding School, Information and Communication Technology, Presentation, Powerpoint.

### INTRODUCTION

The target community for this community service activity is Darussalam Kunir Islamic Boarding School Asatidz (teacher). These asatidz want to be able to have the ability to make interesting teaching materials using Microsoft Power Point and Canva.

PP Darussalam Cikunir adopted the KMI (Kulliyatul Mu'allimin Al-Islamiyah) Education system, namely an Islamic educational institution with the spirit of a Islamic boarding school, with Kyai as the central figure, and the mosque as the focal point that animates it. Implemented in it the totality of dynamic campus life with discipline in all its aspects. The education level at PP Darussalam Kunir is KMI at the Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels which lasts for six years (Pondok Pesantren Darussalam Kunir, 2022). This KMI is the core of the PP Darussalam Kunir educational institution. All KMI students are required to live in the hut, not allowed to return to their respective homes every day. KMI means a nursery for Islamic educators. The KMI institution seeks to educate students to become Islamic Religion

teachers. They are expected to be able to teach SD/MI and SLTP/MTs level children in the field of religion after graduating from KMI. The curriculum at PP Darussalam Kunir is integrated for a period of 6 years, starting from grade 1 to grade 6 KMI, according to the existing level of education, namely KMI 6 years. Based on the system used at KMI, students are declared to have passed if they have completed 6 years of study at KMI for students who enter Islamic boarding schools from SD/MI, and/or 3 years for students who enter Islamic boarding schools from SMP/MTs. KMI diplomas and other certificates are given to students who have graduated, namely those who have completed their studies from grade 6 KMI.

The students at the end of grade 3 at KMI are included in the final exam at the Tsanawiyah level and at the end of grade 6 at KMI they are included in the final exam at the Aliyah level under the Ministry of Religion. This is done to meet the needs of students who wish to continue their studies to a higher level. In addition, this effort is also made so that KMI obtains recognition from the government legally and formally. When the students graduated from grade 6 of KMI they obtained three diplomas, namely the KMI diploma, the Tsanawiyah diploma, and the Aliyah diploma. Therefore, KMI PP Darussalam Kunir graduates can continue their studies at various public and private universities, both at home and abroad.

PP Darussalam Kunir is a modification and synthesis of several curricula, namely the curriculum of the Ministry of Education and Culture, the curriculum of the Ministry of Religion, and the internal pesantren curriculum. General subjects such as mathematics, physics, chemistry, biology, history, economics and so on, use the Ministry of Education and Culture curriculum. Religion lessons use the Ministry of Religion curriculum, the PM Darussalam Gontor curriculum, and the salaf (traditional) Islamic boarding school curriculum which is characterized by studying classical Islamic books (the yellow book).

By looking at its development, the existence of information technology is something that cannot be avoided. Islamic boarding schools as educational institutions that have a very large influence on society require information and communication technology so that the relationship between Islamic boarding schools and the community is more harmonious, efficient and conveyed precisely and quickly.

Today is an era of change in the use of information and communication technology in all aspects of human life. This adoption has also been accelerated by the emergence of the Covid-19 pandemic which has also had an impact on the education sector, including Islamic boarding schools that adopt technology on a more massive basis. An example of this impact is e-learning. Even though e-learning still has problems such as its utilization has no impact on student achievement (Sary et al., 2021), educational institution needs to implement it. Islamic boarding schools are becoming more involved in taking on digital and technological contests. Asatidz as a teacher are required to have skills in the field of learning technology. Creating and designing teaching materials that are interesting and in demand by students is a challenge for asatidz.

The unique nature of pesantren in contrast with other educational practices in general has resulted in pesantren being able to display a distinctive and exotic character. In the current era of globalization, Islamic boarding schools are required to quickly accelerate in various aspects, as a logical consequence of the application of high-tech, causing the Indonesian nation to be led to patterns of very fast and massive interactions with other countries in the world. In this phase of the information society, Islamic boarding schools are increasingly facing challenges that are not easy and more complex compared to the previous era. For this reason, a

breakthrough is needed to start introducing and implementing information and communication technology in Islamic boarding schools and madrasahs through various appropriate methods. Because of this, it is necessary to use information technology that can be applied in Islamic boarding schools as educational institutions in society that can provide opportunities for the advancement of the Indonesian nation.

## IMPLEMENTATION METHOD

Training on making teaching materials using Microsoft Power Point and Canva aims to help PP Darussalam Kunir assistants to have the ability to design teaching materials to be even more attractive so that this can improve the quality of teaching and learning between assistants and students. Especially in learning at the elementary and secondary education levels, if the asatidz material is not interesting enough, the students will easily get bored. Therefore, it is hoped that the output will be in the form of skills in making teaching materials using Microsoft Powerpoint and Canva which includes an introduction to Microsoft Powerpoint, Microsoft Powerpoint Features, Introduction to the Canva Application, and Canva features as well as how to use the two applications to in making teaching materials (Practice).

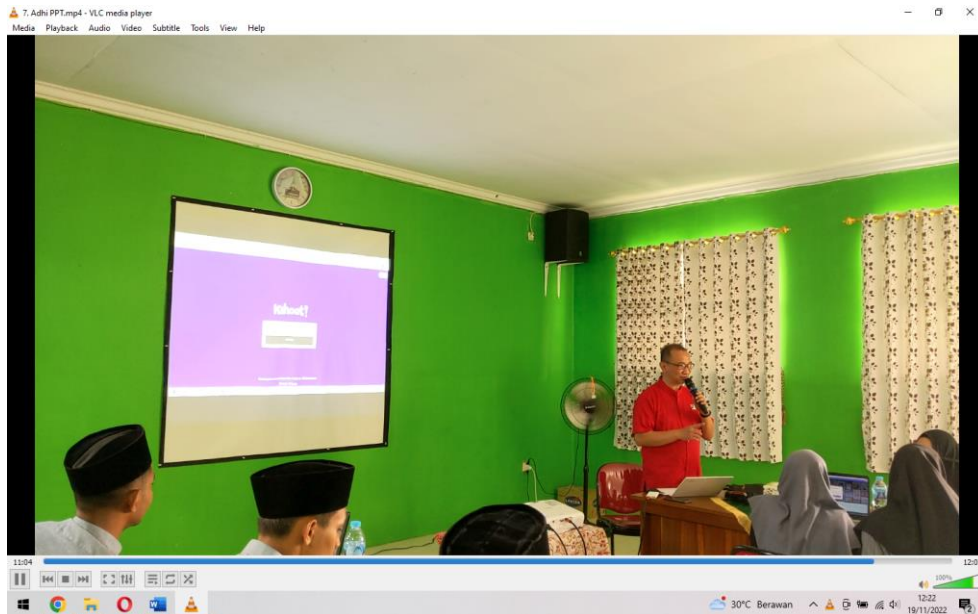
This Community Service is carried out in the form of training in scientific fields that can provide added value to the target community. Scientific training in the form of training on Making Teaching Materials using Microsoft Powerpoint and Canva for the assistants of the Darussalam Islamic boarding school Kunir Subang with a total of around 41 participants. Participants will receive training materials to support these learning activities. Two people gave material for this training and were accompanied by a team of committee. This activity took place on November 1, 2022 face to face.



**Figure 1. Lecturing**

Delivery of material utilizing technology by using three methods: lecturing, gamification, and practicing. The teaching and learning process in general will be more able to be absorbed by the participants if it involves the participants optimally (Diep et al., 2019; Howe et al., 2019). educational gamification plays an important role in education (Zainuddin et al., 2020) and has a potential impact on the academic performance, commitment, and motivation of students

(Manzano-León et al., 2021). Participant involvement is carried out by practicing directly and utilizing technology-based gamification such as Kahoot in probing participant understanding.



**Figure 2. Using Kahoot for Gamification**



**Figure 3. Direct Practicing by Participants**

The results of this activity are measured through two methods. The first method is carried out by assessing the participants' satisfaction with the activity using a questionnaire. The second method is to measure the comparison between the pre-test and post-test. The t-test is used to find out if there is any significant difference between those tests (Mishra et al., 2019).

## RESULTS AND DISCUSSION

Evaluation is carried out at the end of the training using an online questionnaire at the link to measure how well the training was carried out. From the recapitulation results, the results show that this training is in accordance with the objectives of this community service activity, it is in accordance with the needs of the target community, relatively sufficient time, lecturers, and students are also friendly, fast and responsive to help during community service activities, and the target community hopes that in the future community service activities from Telkom University this can be done again in the future. Based on these criteria, the overall results of the feedback showed that 99.375% of participants agreed that this training was useful.

**Tabel 1. Results of t-test**

t-Test: Paired Two Sample for Means		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	4,285714286	7,25
Variance	3,619047619	2,638889
Observations	28	28
Pearson Correlation	0,491374247	
Hypothesized Mean Difference		0
df		27
t Stat	-8,739981064	
P(T<=t) one-tail	1,17459E-09	
t Critical one-tail	1,703288446	
P(T<=t) two-tail	2,34917E-09	
t Critical two-tail	2,051830516	

The second evaluation is to test if there is any difference between pre-test and post-test. Measurement of training activities for making teaching materials using Micoroft Powerpoint and Canva can be seen from the results of the t-test, which compares the scores from the pre-test results (before the training materials are given) and the post-test results (after the materials are given). The t-test analysis is performed using Microsoft Excel. From the results of the t-test, we can conclude that there has been a significant change in the increase in asatidz understanding after giving the material, from the previous 4.28 increasing to 7.25 as can be seen in Table 1.

## CONCLUSION

The conclusion is that this activity is perceived as useful by participants and can provide increased knowledge and skills in making presentations for asatidz.

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