

Digital Learning Innovation : Language Collaboration In Tanjungmojo Village

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Abstract

This research aims to develop digital learning innovation through language collaboration in Tanjungmojo Village, where low digital literacy and limited access to quality educational resources are the main problems. Limited foreign language skills among village communities are also an obstacle in keeping up with developments in global technology and communication. To overcome this challenge, the research uses an action research approach by involving the active participation of local communities in the development of digital-based foreign language learning programs. This research was conducted in three main stages: (1) analysis of local needs and potential, (2) development and implementation of a language-based digital learning program, and (3) evaluation of the effectiveness of the program. Data was collected through interviews, participant observation, and questionnaires filled out by program participants and the general public. The research results show that the digital learning program developed succeeded in significantly increasing the participants' digital literacy and foreign language skills. In addition, collaboration between local communities and teaching staff creates an inclusive and sustainable learning environment. The main trends identified in this research include increasing community participation, especially teenagers and young adults, in learning activities, as well as increasing interest in continuing to learn and develop new skills through digital platforms. This research also highlights the importance of community support and technology accessibility for the success of learning programs in rural areas. The MIT-18 KKN program in Tanjungmojo Village involved 97 students with learning methods through bilingual digital films and group discussions, which encouraged high participation and involvement. Despite challenges in content retention and technical limitations, this initiative shows great potential in improving education in rural areas and bridging the existing educational gap.

Keywords - Digital Learning, Innovation, Language Collaboration

Abstrak

Penelitian ini bertujuan untuk mengembangkan inovasi pembelajaran digital melalui kolaborasi bahasa di Desa Tanjungmojo, di mana rendahnya literasi digital dan terbatasnya akses terhadap sumber daya pendidikan yang berkualitas menjadi masalah utama. Keterbatasan kemampuan berbahasa asing di kalangan masyarakat desa juga menjadi kendala dalam mengikuti perkembangan teknologi dan komunikasi global. Untuk mengatasi tantangan

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tersebut, penelitian ini menggunakan pendekatan riset aksi dengan melibatkan partisipasi aktif masyarakat setempat dalam pengembangan program pembelajaran bahasa asing berbasis digital. Penelitian ini dilakukan dalam tiga tahap utama: (1) analisis kebutuhan dan potensi lokal, (2) pengembangan dan implementasi program pembelajaran bahasa berbasis digital, dan (3) evaluasi efektivitas program. Data dikumpulkan melalui wawancara, observasi partisipan, dan kuesioner yang diisi oleh peserta program dan masyarakat umum. Hasil penelitian menunjukkan bahwa program pembelajaran digital yang dikembangkan berhasil meningkatkan kemampuan literasi digital dan bahasa asing peserta secara signifikan. Selain itu, kolaborasi antara komunitas lokal dan staf pengajar menciptakan lingkungan belajar yang inklusif dan berkelanjutan. Tren utama yang teridentifikasi dalam penelitian ini termasuk peningkatan partisipasi masyarakat, terutama remaja dan dewasa muda, dalam kegiatan pembelajaran, serta peningkatan minat untuk terus belajar dan mengembangkan keterampilan baru melalui platform digital. Penelitian ini juga menyoroti pentingnya dukungan masyarakat dan aksesibilitas teknologi untuk keberhasilan program pembelajaran di daerah pedesaan. Program KKN MIT-18 di Desa Tanjungmojo melibatkan 97 siswa dengan metode pembelajaran melalui film digital dwi bahasa dan diskusi kelompok, yang mendorong partisipasi dan keterlibatan yang tinggi. Terlepas dari tantangan dalam retensi konten dan keterbatasan teknis, inisiatif ini menunjukkan potensi besar dalam meningkatkan pendidikan di daerah pedesaan dan menjembatani kesenjangan pendidikan yang ada.

Kata kunci - Pembelajaran Digital, Inovasi, Kolaborasi Bahasa

INTRODUCTIONS

The development of digital technology has brought major changes in the world of education. Digital learning has become a new trend in teaching and learning process in this modern era. Digital learning is a concept of learning that is done through electronic media and internet networks. It allows the learning process to be fast, efficient and flexible. Along with the advancement of information technology and the demands of education globalization, various concepts have been developed to replace traditional learning methods, one of which is the concept of digital learning or e-learning. Digital learning can be used as an alternative to problems in education, either as an addition, complement or substitute for existing learning activities.

Digital learning has many forms, depending on the learning strategies and methods used. Some forms of digital learning include blended learning, e-learning or online learning, mobile learning, and adaptive learning. The use of digital learning today, for example, is for learning activities such as online courses for professionals. The utilization of digital media during the Covid-19 pandemic has supported the teaching and learning process so that teacher and student interactions are still well implemented. Teachers are required to have the ability to operate digital media in order to benefit from features that can facilitate the learning process.

Although digital learning is not new, its application in Indonesia is still not optimal. Many schools still use traditional learning methods and are limited in their use of technology. Therefore, further analysis on the concept, process, and benefits of digital learning in improving student learning outcomes in Indonesia is needed. Digital learning can be defined as a learning process that utilizes digital technology to facilitate and improve the effectiveness of the teaching-learning process. The digital technology used can be in the form of computers, smartphones, the internet, learning applications, and various other digital devices. According to (Clark & Mayer, 2012), digital learning is learning delivered through digital devices such as computers or mobile devices to support learning and achieve learning objectives. Digital learning allows learning to be done flexibly, anytime and anywhere, and can be adjusted to the needs and learning styles of each individual.

DEFINITION AND BENEFITS OF DIGITAL LEARNING

A. Definition of Digital Learning

Digital Learning is an information technology applied in the world of education that is applied during the Social Restrictions (Lockdown). The term Digital Learning is intended for efforts to make a

change in the learning process in schools and universities in a digital form that is bridged by internet technology. Digital Learning is a learning process through a network (Computer Network), in this case, with the development of technology and internet facilities, learning does not continue to depend on teachers because of the wide access to information so that learning can be done anywhere.

This digital learning is a learning system that can provide broader and more varied learning facilities. In the presentation of learning materials, it is not only in verbal form, but more varied such as text, visual, audio, and motion. There are 3 potentials of digital learning that can be utilized in everyday life, namely as a communication tool, a tool for accessing information, and a learning tool.

1. Potential Communication Tools

This digital learning process can provide convenience in communicating, such as via email, or discussing via chat or mailing list.

2. Potential for Information Access

The digital learning process provides convenience in sharing scientific information presented in full from various sources.

3. Potential for Education and Learning

With the rapid development of technology throughout the world today, digital learning has been widely used by various countries, institutions, and several experts use it in various forms of interests, especially in education and learning.

The availability of easy learning media in digital learning forms an instant, pragmatic, and to the point learning style. Learning activities on the monitor screen also affect the difference with learning by reading books. Through the monitor screen, students will be more challenged to do activities compared to just reading text. This is because through the current survey, in general many students or someone who is more comfortable spending time in front of the television screen.

B. Benefits of Digital Learning

Education packaged digitally provides several benefits that are summarized in the following points:

1. Inclusiveness of Education

Through increasingly widespread internet access throughout the country, even in remote villages, students are no longer limited by their geographical location.

2. Improving the Quality of Teaching

The use of technology in the classroom allows teachers to present learning materials in a more interesting and interactive way. Materials in the form of videos, simulations, and learning applications can improve understanding of difficult concepts. This gives teachers the freedom to present materials with an approach that suits each student's learning style.

3. More Active Student Involvement

Education is no longer a passive process where students only listen to the teacher's explanation. With Digital Learning, interactivity is key. Students can be actively involved through online discussions, collaborative projects, and other interactive platforms. This not only increases participation, but also develops social and cooperation skills.

4. Flexibility of Time and Place

The existence of digital learning provides convenience in flexibility of time and place. Learning is no longer tied to a rigid schedule. Every student is able to have the freedom to access materials at any time, and is able to provide freedom to students according to their rhythm and comfortable environment.

5. Saving Time and Cost

By eliminating travel to school or courses, students and parents can save time and transportation costs. Additional costs for books and learning materials can also be reduced by utilizing digital resources. Digital Learning does not only provide intellectual advantages, but also economic ones.

6. Fun Learning Experience

The use of technology, learning can provide interesting and fun things through Video, images, and animations can make the material more alive and easy to understand.

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7. Better Student Progress Monitoring

Digital learning platforms are generally equipped with monitoring and reporting features. Teachers can easily track the progress of each student, identify areas that need more attention, and provide direct feedback. This allows for personalization of learning to meet individual needs.

8. Wider Self-Development Opportunities

Digital Learning, students are not only limited to the school curriculum. They can explore and develop their interests and talents through online resources. Seminars, webinars, and additional learning resources open the door to broader self-development.

9. Increasing Digital Literacy

Through Digital Learning, students not only understand the subject matter but are also skilled in using technology to obtain, evaluate, and convey information.

10. Preparing a generation connected to technology

Digital Learning creates a generation that is not only technologically literate but also able to face global challenges that are increasingly integrated with technology. They learn not only to face exams, but to face a world that is constantly changing.

PLATFORMS AND TECHNOLOGIES SUPPORTING DIGITAL LEARNING

A. Platforms Supporting Digital Learning

Digital learning provides relevant and effective solutions to accommodate the learning needs of the Alpha generation, who grew up amidst technological advances. This generation, born after 2010, is naturally familiar with digital devices from an early age. They have an intuitive ability to use gadgets such as tablets, smartphones, and computers, making technology an integral part of their daily lives.

Traditional learning methods that only rely on textbooks and whiteboards may no longer be interesting or effective enough for this generation. Digital learning is here as an answer to create a more dynamic, interactive, and personal learning experience. By using technology, the learning process can be adjusted to each child's learning style, providing relevant content, and utilizing interactive tools such as videos, educational games, and learning applications that can be accessed anytime and anywhere.

In addition, digital learning allows access to wider educational resources. Children are no longer limited to the materials available in the classroom or school library, but can explore various sources of knowledge from around the world via the internet. This opens up opportunities for them to learn more independently and according to their respective interests.

A digital learning platform is a technology-based system or environment designed to support the online learning process. This platform provides various tools and features that enable interaction between educators and students, educational content management, assessment, and learning management. Digital learning platforms not only help in delivering learning materials but also enable more flexible, interactive, and personalized learning. Examples of Digital Learning Platforms: Here are some popular digital learning platforms that are often used at various levels of education:

1. YouTube

YouTube is the world's largest video sharing platform that allows users to upload, watch, and share videos for free. This platform is used by individuals, companies, and content creators to spread information, entertainment, tutorials, and various other types of videos.

Pros: Global Accessibility: Accessible from all over the world and available in various languages.

Monetization: Content creators can earn income from advertising, channel memberships, and sponsorships. Unlimited Storage: Users can upload long videos without storage limitations. AI-Based

Recommendations: Powerful algorithms that offer relevant content based on user preferences.

Cons: Intense Competition: It is very difficult to stand out among the millions of content uploaded every day; Algorithm Dependence: Videos that do not conform to the algorithm may not appear in recommendations; which affects visibility; Uncontrolled Content: Despite moderation, there is still a lot of inappropriate or harmful content that can be accessed.

2. Facebook

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Facebook is a social media platform that allows users to connect with friends, family, and communities through text posts, photos, videos, and links. Facebook also provides features such as groups, business pages, and marketplaces.

Pros: Extensive Social Network: Users can connect with people from all over the world and build a large social network; Comprehensive Features: Offers a variety of features including groups, events, marketplaces, and business pages; Powerful Advertising Tools: Allows businesses to target specific audiences through tailored ads.

Cons: Privacy Concerns: There are concerns about how user data is used and protected by the platform; Decreased Engagement: Younger users tend to switch to other platforms, leading to decreased engagement among certain demographics; Information Overload: Timelines can be filled with irrelevant content or fake news, making the user experience less than optimal.

3. Instagram

Instagram is a photo and video sharing platform that allows users to post visual content, follow other users, and interact through likes, comments, and direct messages. Features such as Stories, Reels, and IGTV enhance the user's visual experience.

Pros: Focus on Visuals: Ideal for sharing high-quality visual content like photos and videos; Popularity Among Young People: Very popular among the younger generation, especially for fashion, lifestyle, and entertainment content; Various Creative Features: Stories, Reels, and IGTV allow creators to share content in a variety of formats.

Cons: Algorithm Dependence: Content that doesn't fit the algorithm may not get enough visibility; Social Pressure: The focus on visuals and aesthetics can create social pressure to always look perfect; Privacy Concerns: Despite privacy controls, users are still vulnerable to privacy breaches.

4. TikTok

TikTok is a short-form video sharing platform that allows users to create and share short, creative videos, often accompanied by music, effects, and filters. TikTok is very popular among teenagers and young people because of its entertaining and easy-to-consume content.

Pros: Unlimited Creativity: Various editing tools, filters, and music allow users to create creative and engaging content; Powerful Algorithm: Videos can go viral quickly thanks to TikTok's effective algorithm; Global Popularity: TikTok has a large and international user base, making it easy to reach a global audience.

Cons: Limited Content Length: The short length of videos can be a limitation for content that requires more in-depth explanation; Safety and Privacy: TikTok has faced criticism over data collection and user privacy, especially for underage users; Repetitive Content: Frequently repeating trends and challenges can make content seem monotonous.

5. WhatsApp

WhatsApp is an instant messaging application that allows users to send text messages, voice, images, videos, documents, and make voice and video calls over an internet connection. WhatsApp is widely used for personal and business communications.

Pros: End-to-End Encryption: Provides high security with end-to-end encryption for all conversations; Full Features: Supports text messages, voice and video calls, and media and document sharing; Global Popularity: Very popular worldwide, making it easy to communicate across countries at no additional cost.

Cons: Reliance on Phone Number: Requires a phone number to connect with contacts, which can be a privacy barrier; Spread of Hoaxes: Because of the ease of sharing information, WhatsApp is often used to spread fake news or unverified information; Limited Features for Business: Although there is WhatsApp Business, the features available are still limited compared to other platforms.

6. Telegram

Telegram is an instant messaging application known for its security and privacy features. Telegram allows users to send text messages, voice, images, videos, documents, and create groups and channels with a large number of members.

Pros: Enhanced Security: Offers strong encryption and features like Secret Chat that enhance user privacy; Large Group Capacity: Supports groups with up to 200,000 members and unlimited channels, making it ideal for large communities; Cloud-Based: All messages are stored in the cloud, so they can be accessed from multiple devices without any data loss.

Cons: No End-to-End Encryption by Default: End-to-end encryption is only available on Secret Chats, not on all conversations; Less Popular than WhatsApp: Despite its more advanced features, Telegram is less popular in some countries than WhatsApp; Complicated Usage: Some users may find Telegram's interface and features a bit more complex than other messaging apps.

B. Hardware Technology in Supporting Digital Learning

In the digital era like today, technology has become an integral part of the education system. Learning is no longer limited to physical classrooms, but can be done online through digital learning methods. To support this learning process, various hardware technologies have been developed. Here are some hardware technologies that play an important role in digital learning:

1. Computers and Laptops

Computers and laptops are the most common basic devices used in digital learning. They allow students and teachers to access online learning platforms, run educational software, and communicate via video conferencing. With increasingly sophisticated specifications, these devices support multimedia, simulations, and interactive applications that make the learning process more dynamic and interesting.

2. Tablets and Smartphones

Tablets and smartphones provide flexibility for students to learn anytime and anywhere. With intuitive touch screens and access to various educational applications, these devices facilitate interactive learning, either through e-books, educational videos, or educational games. In addition, smartphones also enable fast communication and collaboration between students and teachers through chat applications or video calls.

3. Projectors and Display Screens

Projectors and large display screens are devices used to display learning materials to the entire class. With high image quality, modern projectors support multimedia presentations, videos, and simulations that enrich the learning experience. Some projectors also support interaction via touch screen or stylus, allowing students to actively participate in class.

THE ROLE OF TEACHERS AND STUDENTS IN THE DIGITAL LEARNING ERA

Before the digital era, the role of teachers in education was dominated by the traditional teaching model that placed teachers as the center of all learning activities. The teacher is the main authority in the classroom, tasked with transferring knowledge to students. In this situation, teachers act as information providers, where they deliver subject matter through lecture or direct instruction methods, with students as more passive recipients of information. The teacher determines what to learn, how to learn it, and when students will be assessed.

In addition, the teacher also acts as the sole source of knowledge. Textbooks and materials provided by the teacher are often the only reference used in the learning process. Teachers are solely responsible for ensuring that students understand the material presented, often through repetition and close supervision in the classroom. Evaluation of learning is done by teachers through tests or assignments that they design, with little or no student participation in the self-assessment process. Teachers also serve as the discipline controllers in the classroom, setting the rules and ensuring that students abide by them. Learning is more linear and clearly structured, following a set curriculum, where time and classroom space are the main factors in determining when and how learning takes place.

In the traditional education model, the relationship between the roles of teachers and students is very close and intertwined, where the teacher becomes the center of authority who directs the entire learning process. The teacher acts as the main provider of information, controls the flow of learning, and sets the boundaries for students to follow. In contrast, students act as passive recipients of the knowledge delivered by the teacher, with little opportunity to explore material beyond what is taught. In this context, the interaction between teachers and students is more one-way, with teachers directing and students following, creating a structured and controlled learning environment.

Before the digital era, the role of students in education was more passive and tightly structured by teachers and the existing curriculum. Students were expected to be recipients of information, where they listened, took notes, and memorized material delivered by the teacher. Learning is linear, with little room for students to explore personal interests or take initiative in their learning process.

Students learn under the direction of the teacher, following the instructions given without much interaction or discussion. They are usually limited to the resources provided by the teacher, such as textbooks and class materials, which means their access to additional information is very limited. Assignments and exams given by teachers become the main tool to measure students' understanding, and students' learning outcomes are mainly measured based on their ability to recall and reproduce the information that has been taught.

In addition, students are also expected to follow strict rules and structures within the school environment, with little freedom to determine how they learn. Interactions between students are often limited to in-class activities or group tasks supervised by the teacher. The role of students in the traditional education model focuses more on obedience to the teacher's authority and acceptance of prepared knowledge, without much opportunity for critical or creative thinking outside the boundaries set by the education system.

In the digital learning era, the roles of teachers and students undergo a significant transformation. Significant transformation in the context of digital learning refers to a profound change in the traditional roles of teachers and students. Previously, in the conventional education model, teachers act as the center of all teaching and learning activities, where they are the only source of knowledge. The learning process was more one-way, with the teacher providing the material and the students passively receiving it. The teacher is the main authority controlling the entire educational process, from material delivery to evaluation.

However, with the advent of digital learning, this role has changed drastically. Teachers are no longer the only source of knowledge. Information is now more accessible through various digital platforms, such as the internet, e-books, learning videos and educational apps. This forces teachers to shift from the traditional role of "information giver" to a facilitator or guide who helps students navigate and utilize the information effectively. Teachers now focus more on how to engage students in critical thinking, collaboration and creativity, rather than simply delivering facts and data.

Meanwhile, students who used to play a passive role as recipients of information are now expected to be more active and independent in learning. With almost unlimited access to digital learning resources, students can explore topics of interest in greater depth and at their own pace. They are also encouraged to collaborate with classmates or even students from around the world through digital platforms, which may have previously been unthinkable in the traditional education model.

This transformation is not just about a shift from classroom-based learning methods to digital learning, but also about a fundamental change in the relationship dynamics between teachers and students. Teachers become more of a partner in learning, while students become more empowered and responsible for their own education. In the era of digital learning, technology has fundamentally changed the way we teach and learn. This transformation not only affects the tools and methods used in the education process, but also the roles played by teachers and students. Teachers are no longer the sole source of knowledge, while students are no longer limited to the passive role of being recipients of information. Instead, both now interact in a more flexible and collaborative dynamic, where technology

becomes a tool that enriches the learning experience. To understand this change more deeply, let's take a look at how the roles of teachers and students have evolved in the context of digital learning.

A. The Role of Teachers in the Digital Learning Era

1. Learning Facilitator: In the digital learning era, teachers are no longer the only source of information, but act as facilitators who guide students in accessing and understanding knowledge. Teachers help students find and evaluate digital resources, and provide guidance in integrating various information to achieve deep understanding. The learning process becomes more collaborative, with teachers and students both playing an active role in exploring knowledge.
2. Learning Designer: Teachers now design more interactive and engaging learning experiences by utilizing various digital tools and platforms. They use technology to create dynamic learning materials, such as videos, simulations, and educational games. Teachers can also adapt materials for various learning styles, enabling more personalized learning that is responsive to the needs of individual students.
3. Motivator and Director: Amidst the many digital distractions, teachers act as motivators who encourage students to stay focused and motivated in learning. They provide clear direction and inspire students to achieve their learning goals. Teachers also provide constructive feedback periodically, helping students to continue to develop and improve themselves at every stage of learning.
4. Technology Usage Coaches: Teachers play a critical role in teaching digital literacy and technology ethics. They guide students in the effective use of digital devices, teaching skills such as efficient information retrieval, data processing, and the use of educational software and applications. In addition, teachers ensure that students understand aspects of online safety and digital ethics, including maintaining privacy and avoiding plagiarism.
5. Adaptive Evaluators: Learning evaluation in the digital age is more varied and often more adaptive. Teachers use a variety of digital assessment tools, such as online quizzes, digital portfolios, and multimedia-based projects to assess student progress. Assessments can be conducted in real time, giving teachers the opportunity to provide immediate feedback and adjust teaching approaches if necessary. This allows for a more holistic assessment, encompassing not only understanding of the material but also critical thinking skills, collaboration, and creativity.

B. Role of Students in the Digital Learning Era

1. Independent Learners: Students in the digital learning era are expected to be more independent in their learning process. With access to a variety of digital resources, students can search for and study topics that interest them outside of the standard curriculum. They have greater freedom to determine what they want to learn, when, and how. This encourages the development of critical thinking and problem-solving skills, as students must identify relevant and reliable information independently.
2. Global Collaborators: Digital technology allows students to collaborate not only with their classmates but also with students from different parts of the world. Through online platforms, students can work together on cross-cultural projects, share perspectives, and learn from each other in a more global environment. This collaboration develops communication, leadership, and teamwork skills, which are essential in the modern workplace.
3. Responsible Technology Users: In the digital era, students must learn to be responsible technology users. This includes an understanding of digital ethics, such as respecting copyright, avoiding plagiarism, and communicating politely in an online environment. Students should also be aware of the importance of maintaining their online privacy and the security of their personal data. The ability to navigate the digital world ethically and responsibly is becoming increasingly important in everyday and professional life.
4. Learning Initiators: Students take a more active role in directing their own learning journey. They are encouraged to take the initiative in seeking additional materials, solving problems they encounter, and even creating their own projects related to their interests. With technology, students can access online

courses, video tutorials, and other learning resources that allow them to deepen their knowledge in specific areas. This encourages deeper and more meaningful learning.

5. Feedback Receivers and Processors: Students in the digital learning era often receive feedback from various sources, whether from teachers, peers, or automated evaluation systems embedded in digital learning platforms. They learn to actively process this feedback and use it to improve and develop themselves. With more immediate and specific feedback, students can more quickly recognize areas for improvement and take steps to address their weaknesses.

This explanation provides an in-depth look at how the roles of teachers and students have evolved in the era of digital learning, with a focus on more active engagement, use of technology, and adaptation to new dynamics in education.

METHOD

Community Service Activities

This community service activity is part of the MIT-18 KKN program, Posko 118 UIN Walisongo Semarang which was carried out in Tanjungmojo Village, Kangkung District, Kendal City, digital learning activities at the Tanjungmojo Village KKN post as an effort so that students can learn about today's digitalization. Held on Friday, August 9, 2024 This program aims to help children get to know and become familiar with digital devices, which are important skills in the modern era.

Design and Preparation

The activity planning process began with a meeting held on August 4, 2024, a few days before the activity took place. This meeting discussed the learning design, learning methods, dividing job desks, and tools that needed to be prepared in digital learning activities. In addition, the target is elementary and kindergarten children who take lessons at the KKN post. And announced 2 days before the event. The total number of participants who participated was 105 people, with the event taking place at the KKN post in Tanjungmojo village on Friday, August 9, 2024. From 19.30 to 20.30 WIB.

Activity Process

The activity began with ice breaking first, then the children watched a film entitled "Legend of Lake Toba" with a bilingual transcript, namely English and Indonesian. After watching the film, the children were asked to form groups of 10 people each and work on group assignments with a time of 5 minutes. After that, group representatives presented the results of their group discussions in front of their friends.

The tools used in this digital learning activity include:

1. Laptop
2. Projector
3. Projector Screen
4. Sound System
5. Assignment Paper
6. Ballpoint Pen

With the following steps:

1. Prepare a laptop and download the Legend of Lake Toba video, then connect the laptop to the projector
2. Before starting to watch, do a 5-minute ice breaking so that students are excited to watch the film. Ice breaking with the theme 'Kata Upin.'
3. Watching the Legend of Lake Toba film, it is hoped that students can focus on observing the storyline and can remember the story of Lake Toba
4. After watching the students are divided into groups. Each group consists of 10 people. and each group is divided into 1 sheet of paper so that they can discuss together in approximately 5 minutes.
5. Finally, after the students have discussed, group representatives come forward to present the results of their group discussions.

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Monitoring and Evaluation

To assess the success of this activity, children are asked to fill out a questionnaire containing 5 questions. This questionnaire is read by the KKN children. And answered YES or NO by the students. The evaluation results showed that almost all students were happy with digital learning and could be useful for them. They also stated that this activity provided motivation, introduced the current digital era, and was carried out according to their expectations. However, there were some children who had difficulty remembering the stories they had watched. This feedback is used as evaluation material for the committee team so that they can better teach digital learning in the future.

RESULT AND DISCUSSION

Participation and Engagement

The digital learning activity conducted on August 9, 2024, in Tanjungmojo Village, Kungkung District, Kendal City, as part of the MIT-18 KKN program by UIN Walisongo Semarang, saw a significant turnout with 97 elementary school children participating. This high level of participation indicates a strong interest in digital learning among the local community. The use of ice-breaking activities at the beginning of the session proved effective in capturing the children's attention and preparing them for the learning experience. This approach aligns with best practices in educational psychology, which emphasize the importance of creating a positive and engaging learning environment (Smith et al., 2022).

Digital Content Delivery

The screening of the Lake Toba film with bilingual subtitles (English and Indonesian) served as the primary educational content. This approach offered several benefits:

1. **Language Learning:** The bilingual subtitles provided an opportunity for incidental language acquisition, exposing children to English vocabulary and sentence structures in context.
2. **Cultural Education:** The choice of Lake Toba as the subject matter allowed for the integration of cultural education with digital learning, promoting awareness of Indonesian folklore and geography.
3. **Multimodal Learning:** By combining visual, auditory, and textual elements, the film catered to different learning styles, potentially enhancing comprehension and retention (Brown et al., 2023).

Collaborative Learning and Presentation Skills

The group activity following the film viewing fostered collaborative learning and critical thinking skills. By dividing the 97 participants into groups of 10, the organizers created an environment conducive to peer-to-peer learning and discussion. This approach has been shown to enhance understanding and promote the development of communication skills (Bucăța & Rizescu, 2017).

The five-minute time constraint for group discussions encouraged efficient teamwork and decision-making. The subsequent presentations by group representatives provided an opportunity for the children to practice public speaking and articulate their understanding of the content, which are valuable skills for their future academic and professional development.

Evaluation Results

The post-activity questionnaire provided valuable insights into the effectiveness of the digital learning approach:

1. Ease of Understanding

Q1: "Do you find it easy to understand the learning material through digital learning videos on YouTube?"

Result: More than half of the respondents answered "Yes", indicating that they found the material easy to understand through digital learning (YouTube video).

2. Engagement

Q2: "Do you feel more interested in learning using images and animations in digital learning like this than others?"

Result: Between one-third and half of the participants answered "Yes", expressing increased interest in learning through images and animations.

3. Learning Support

Q3: "Do you feel that digital learning helps you understand the lesson material?"

Result: Three-quarters of the respondents answered "Yes", indicating that they felt the digital learning approach helped them understand the subject matter.

4. Enjoyment

Q4: "Do you feel that digital learning (You Tube) can make learning more fun?"

Result: Almost all respondents answered "Yes", finding the digital learning experience enjoyable.

5. Future Participation

Q5: "Do you want to learn with digital learning (You Tube media) again after today's lesson?"

Result: Less than half of the respondents answered "Yes", expressing a desire to participate in similar activities in the future.

The post-activity questionnaire, completed by 97 elementary school students, provided valuable insights into the effectiveness of the digital learning approach using YouTube videos. More than half of the students, estimated at over 49 participants, found the learning material easy to understand, indicating good content accessibility. Engagement levels were moderate, with between 33 to 48 students expressing increased interest in learning through images and animations compared to traditional methods. Notably, about 73 students (three-quarters of the respondents) felt that digital learning aided their comprehension of the subject matter, highlighting its efficacy as a learning support tool. The enjoyment factor was particularly high, with nearly all 97 participants finding the digital learning experience fun. However, despite the positive reception, fewer than 49 students expressed a desire to participate in similar activities in the future, suggesting a potential disconnect between immediate enjoyment and long-term engagement. This discrepancy between high enjoyment (nearly 97 students) and lower interest in future participation (less than 49 students) presents an interesting area for further investigation and improvement in future digital learning initiatives.

Challenges and Areas for Improvement

Despite the overall positive reception, some challenges were identified, a.) Content Retention: Some children had difficulty remembering the story they had watched. This indicates a need for strategies to enhance retention, such as incorporating interactive elements or follow-up activities that reinforce key points. b.) Technical Limitations: The reliance on specific equipment (laptop, projector, sound system) may limit the scalability and accessibility of such programs in resource-constrained environments. Future iterations could explore more readily available technologies, such as mobile devices, to increase reach and sustainability. C.) Group Size: With 97 participants divided into groups of 10, there were likely 9-10 groups. This large number of groups may have limited the time available for each group to present their findings comprehensively. Future sessions might benefit from smaller overall participant numbers or alternative presentation formats.

Implications for Future Digital Learning Initiatives

The results of this study have several implications for future digital learning initiatives in similar contexts: a.) Content Selection: The positive response to the Lake Toba film suggests that culturally relevant content can effectively engage young learners. Future programs should continue to select materials that resonate with local cultural contexts while introducing new concepts. b.) Interactive Elements: To address the challenge of content retention, incorporating more interactive elements, such as quizzes or hands-on activities related to the video content, could enhance engagement and memory recall. c.) Language Learning Integration: The use of bilingual subtitles was well-received. This approach could be expanded to include more structured language learning components, leveraging digital tools to support both native language and English language acquisition. d.) Personalized Learning Paths: Given the varied responses to engagement and future participation, exploring ways to offer more personalized learning experiences within the group setting could help

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maintain interest and motivation across a broader range of students. e.) Community Involvement: The success of this initiative suggests that similar programs could be beneficial for the broader community. Exploring ways to involve parents or extend the program to adult learners could amplify the impact of digital learning in the community.

In conclusion, the digital learning activity in Tanjungmojo Village demonstrated the potential of technology-enhanced education in rural settings. While there are areas for improvement, the overall positive reception and learning outcomes suggest that such initiatives can play a valuable role in bridging educational gaps and preparing young learners for the digital age. Future research should focus on longitudinal studies to assess the long-term impact of such interventions on academic performance and digital literacy.



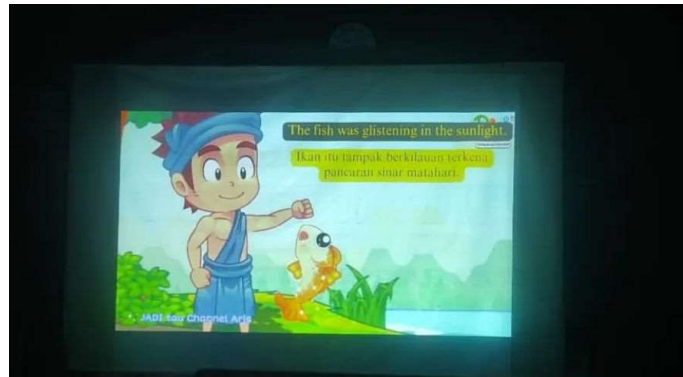
Picture 1. Presentation



Picture 2. Forum discussion



Picture 3. Opening



Picture 4.
Main activities

CONCLUSION

An initiative in Tanjungmojo Village, part of the MIT-18 KKN program by UIN Walisongo Semarang, focused on introducing and familiarizing children with digital technology, a skill that is increasingly important in the modern era. The program involved 97 elementary school students in digital learning activities using various methods, including the screening of an educational film titled "Legend of Lake Toba" with bilingual subtitles in English and Indonesian. In addition, group discussions were conducted to develop collaborative skills and public speaking abilities.

The program showed a high level of participation, indicating strong interest from the students in digital learning. Most participants found digital learning methods easy to understand and engaging. The approach used, such as employing films with bilingual subtitles, not only provided broader language comprehension but also introduced local culture through Indonesian folklore. Furthermore, post-screening group discussions encouraged collaborative learning, critical thinking, and communication skills. These steps align with best practices in educational psychology, emphasizing the importance of creating a positive and engaging learning environment.

However, despite many participants enjoying the experience, less than half expressed a desire to participate in similar activities in the future, suggesting a potential gap between immediate enjoyment and long-term engagement. Several challenges were also identified during the program's implementation, including difficulties in content retention, where some students struggled to remember the stories they had watched. Technical limitations, such as reliance on specific equipment (laptops, projectors, and sound systems), also affected the scalability and accessibility of this program, especially in resource-constrained environments.

Despite these challenges, the digital learning initiative demonstrated significant potential to enhance education in rural areas through technology. The overall positive response from participants suggests that such programs can play an essential role in bridging educational gaps, particularly in underserved regions, and preparing young learners for the demands of the digital age. Future improvements could include more interactive strategies to enhance content retention, the use of more accessible technology, and developing programs that maintain long-term engagement of learners. Thus, initiatives like this have the potential to become innovative learning models that are more inclusive and effective in the context of an evolving educational landscape.

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