Development of Teachers' Digital Skills Through Integrated System-Based Online LKPD Training

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Abstrak*:* Program pengabdian masyarakat ini bertujuan meningkatkan keterampilan digital guru di SDN 3 Gejlig Kabupaten Pekalongan melalui pelatihan pembuatan LKPD online berbasis sistem terintegrasi. Pelatihan tiga hari mencakup pembuatan desain LKPD dengan Canva, penyusunan LKPD menggunakan Google Slide, dan integrasi ke Google Classroom. Metode partisipatif, FGD, dan workshop digunakan untuk memastikan keterlibatan aktif para guru. Hasil menunjukkan peningkatan signifikan dalam keterampilan digital guru, yang kini lebih percaya diri dan kompeten menggunakan alat digital. Teknologi yang digunakan mempermudah sistem penugasan, pengerjaan, dan penilaian, membuat proses pembelajaran lebih efektif dan efisien. Pelatihan ini juga memunculkan pemimpin lokal yang mendukung transformasi digital di sekolah. Rekomendasi mencakup pelatihan berkelanjutan, dukungan teknis, dan monitoring berkala untuk keberlanjutan program.

Kata Kunci: LKPD, Sistem Terintegrasi, Google Classroom, FGD

Abstract*: This community service program aims to enhance the digital skills of teachers at SDN 3 Gejlig in Pekalongan through training in creating integrated online student worksheets (LKPD). The three-day training included designing LKPD with Canva, creating LKPD using Google Slides, and integrating it into Google Classroom. Participatory methods, focus group discussions (FGD), and workshops were used to ensure active teacher involvement. Results showed significant improvement in teachers' digital skills, making them more confident and competent in using digital tools. The technology used facilitated assignment management, task completion, and assessment, making the learning process more effective and efficient. The training also identified local leaders who support digital transformation in schools. Recommendations include ongoing training, technical support, and regular monitoring to ensure the program's sustainability.*

Keywords*: LKPD, Integrated System, Google Classroom, FGD*

Introduction

Education is one of the main pillars in sustainable nation-building. Teachers, as the spearhead of education, play a crucial role in transferring knowledge and skills to students (Yaqin and Sholeh 2022). In today's digital era, teachers' ability to utilize technology to support the learning process is vital (Andi Sadriani, M. Ridwan Said Ahmad, and Ibrahim Arifin 2023). One effort to improve the quality of education is by utilizing online Student Worksheets (LKPD) created and managed through an integrated system (Luna, Chong, and da-Silva-Ovando 2024).

To support the enhancement of teachers' digital competencies, SDN 3 Gejlig in Pekalongan Regency held a three-day training titled "Development of Teachers' Digital Skills Through Integrated System-Based Online LKPD Training". This training aimed to provide practical knowledge and skills to all teachers at SDN 3 Gejlig on how to effectively create and manage online LKPD.

The training was designed with three main sessions held over three days. On the first day, teachers learned to design LKPD using Canva. Canva was chosen for its ease of creating attractive and professional designs without requiring deep graphic design skills (Miranda and Enciso 2023). The second day focused on creating LKPD using Google Slides, selected for its flexibility in creating interactive and easily accessible presentations and LKPD (Purnama and Pramudiani 2021). On the third day, teachers learned how to integrate LKPD into the online learning system using Google Classroom, which allows efficient and structured management of assignments, assessments, and communication with students (Hapsari and Pamungkas 2019).

Through this training, it is expected that teachers at SDN 3 Gejlig, Pekalongan Regency, will enhance their digital skills, enabling them to create more innovative, interactive, and effective learning processes. This training is also anticipated to be a first step towards broader adoption of digital technology in the school environment, thereby improving overall education quality.

The development of teachers' digital skills is crucial in facing educational challenges in the 5.0 era (Vimal and Alexander 2023; Putra et al. 2023). Through this training, teachers will gain a deep understanding of using digital tools and platforms that can support the learning process. Moreover, this training will provide valuable practical experience in applying technology to create engaging and easily accessible learning materials for students.

On the first day of the training, the focus was on designing LKPD using Canva, a popular online graphic design tool known for its user-friendliness and various templates that teachers can use to create attractive and professional LKPD designs (Tanjung and Faiza 2019). In this session, teachers were taught how to use various Canva features to create aesthetic and functional designs.

The second day of the training focused on creating LKPD using Google Slides. Google Slides is an online presentation tool that allows for the creation of interactive and easily shareable learning materials (Fakhriah, Pramadi, and Listiawati 2022). In this session, teachers learned how to organize attractive LKPD using various features available in Google Slides, such as animations, hyperlinks, and embedded media.

On the third day, the training focused on how to integrate the created LKPD into Google Classroom. Google Classroom is a learning platform that enables efficient task management and assessment. In this session, teachers learned how to create classes, invite students, upload LKPD, and provide assignments and assessments through Google Classroom, making the learning process more structured and interactive (Supriyatno and Kurniawan 2020; Aldawi and Maher 2023).

It is expected that after participating in this training, teachers at SDN 3 Gejlig, Pekalongan Regency, will be able to implement online LKPD in their daily teaching. This will not only enhance the effectiveness of learning but also prepare students to face challenges in the digital era. This training is also expected to serve as a model that can be implemented in other schools in efforts to improve education quality through the utilization of technology.

Metode/Method

This community service project began with an action planning process involving the entire school community, specifically the teachers at SDN 3 Gejlig in Pekalongan Regency. This process involved several key stages, including needs identification, group discussions, and action plan development. The subjects of this community service are all the teachers at SDN 3 Gejlig, Pekalongan Regency. These teachers will receive training on creating integrated system-based online LKPD (Student Worksheets). The location of the community service project is SDN 3 Gejlig, Pekalongan Regency, located at Jl. Pahlawan 729, Gejlig, Kec. Kajen, Kab. Pekalongan, Central Java.

The involvement of the teachers in the planning and community organizing process is crucial to ensure the training meets their needs. Teachers are invited to discuss their needs related to technology in education and provide input on the desired training content. The methods or strategies used to achieve the training goals include a participatory approach, Focus Group Discussions (FGD), and direct training (workshops). The participatory approach involves teachers in every stage, from planning to training implementation, while FGD is used to gather needs and feedback from teachers. Workshops are the main method for providing technical training on creating online LKPD.

This community service process consists of several main stages designed to ensure the full involvement of teachers in the integrated system-based online LKPD training. The first stage is Needs Identification, where FGDs are held with teachers to identify needs and challenges in creating LKPD. In this stage, data and feedback regarding the skills that need to be improved are collected as a basis for designing the training.
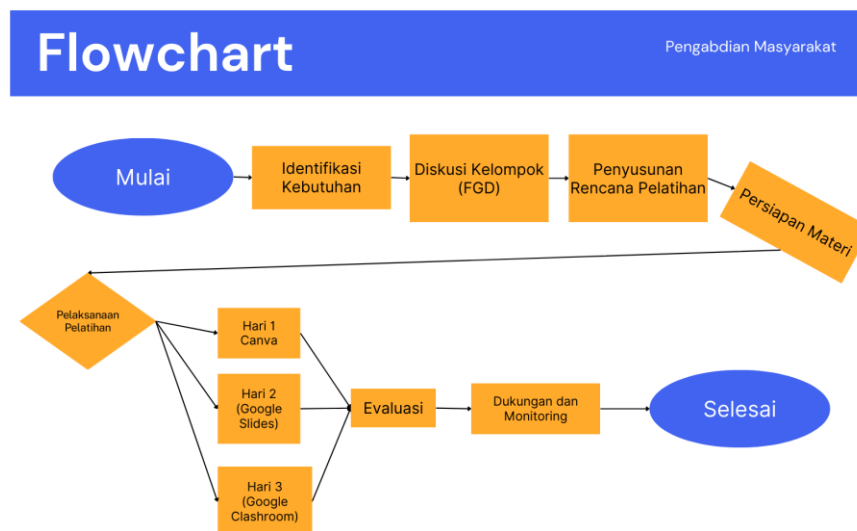
The second stage is Training Planning. Based on the FGD results, a training plan is carefully developed to ensure the relevance and effectiveness of the materials to be delivered. The training materials prepared include tutorials on using Canva for LKPD design, Google Slides for LKPD creation, and Google Classroom for integrating the learning system.

The third stage is Training Implementation, conducted over three days. On the first day, the training focuses on designing LKPD using Canva. The second day continues with training on creating LKPD using Google Slides, providing teachers with the ability to create interactive and engaging learning materials. The third day focuses on integrating LKPD into

Google Classroom, enabling structured and efficient task and assessment management.

The final stage is Evaluation and Follow-Up, where the training is evaluated to measure its success and identify areas for improvement. Additionally, ongoing support and monitoring are provided to ensure the effective implementation of online LKPD and to assist teachers in facing any challenges that may arise during field application. These stages are expected to enhance teachers' digital competencies and improve the quality of education at SDN 3 Gejlig, Pekalongan Regency.

Below is a flowchart that illustrates the planning process and strategies/methods used in this community service project:
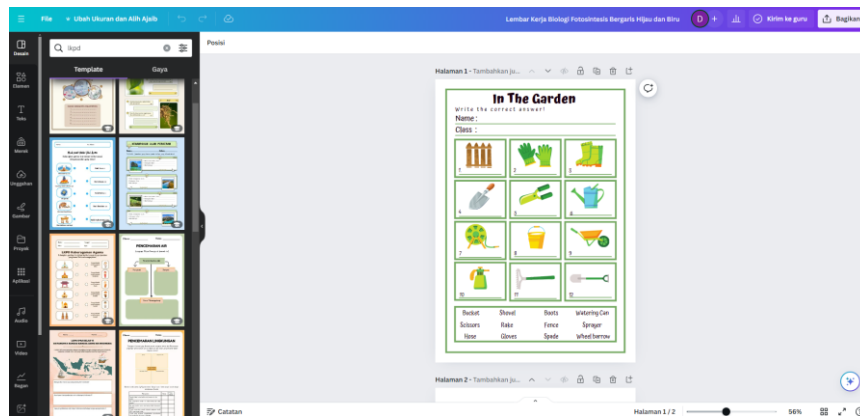

Picture 1 Flowchart

Result

The community service process carried out at SDN 3 Gejlig in Pekalongan Regency showed significant results in terms of mentoring dynamics, method and technology application, and the expected social impact.

Picture 2 Training

The mentoring process during the training involved various activities designed technically and structurally to ensure active participation from the teachers. This training consisted of three full days of activities tailored to the teachers' needs and abilities. On the first day, activities focused on designing LKPD using Canva. Teachers were introduced to the basics of graphic design, including how to use various Canva features to create attractive and professional LKPD designs. During this session, participants had the opportunity to try making their own designs with direct guidance and feedback from the facilitator.
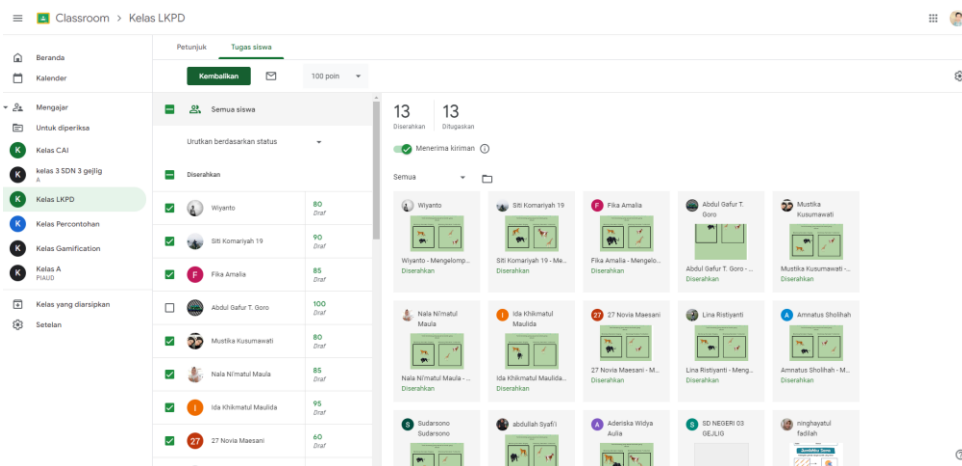

Picture 3: First Day - Canva Design

On the second day, the focus shifted to creating LKPD using Google Slides. Teachers were trained on how to organize interactive and easily accessible learning materials for students. They learned to use various Google Slides features such as animations, hyperlinks, and embedded media to create more dynamic and engaging LKPD. Practical exercises were provided to ensure that each teacher could create LKPD that could be directly used in the learning process.

Picture 4: Using Google Slides for Assignments

The third day was dedicated to integrating the LKPD into Google Classroom. Teachers were introduced to the Google Classroom platform and taught how to create classes, invite students, upload LKPD from Google Slides, assign tasks, and conduct online assessments. This integration allowed the assignment, task completion, and assessment systems to be more easily and efficiently managed. By using Google Classroom, teachers could manage tasks and assessments in a structured and integrated manner, making the learning process more effective. efektif.

Picture 5: Integration of Google Classroom, Assignments, and Assessments

This training utilized various methods and technologies to ensure learning objectives were effectively achieved. The approach used was participatory, involving teachers in every session. Focus Group Discussions (FGD) were conducted before the training began to identify the needs and challenges faced by teachers in creating LKPD. The results from these FGDs were used as a basis for designing relevant training materials. Workshops or direct training were the main methods for providing technical training. In each workshop session, participants received a brief theoretical explanation followed by practical exercises to apply what they had learned. Facilitators provided direct guidance and feedback, helping participants improve and develop their skills.

Picture 6: LKPD Training

The use of technology in the training was prominent, with Canva for graphic design, Google Slides for creating LKPD, and Google Classroom for integrating the learning system. This technology not only aids in the creation and management of LKPD but also broadens

teachers' understanding of various digital tools that can support learning. Implementing this technology addresses classic educational challenges such as the scarcity of engaging teaching materials and inefficient task management.

This community service project is also expected to spark positive social change within the school environment. A significant change is the emergence of a new awareness among teachers about the importance of utilizing technology in learning. Teachers have become more open to innovation and more prepared to adopt technology in their daily teaching activities. This awareness is expected to change their teaching methods, with greater use of digital tools and platforms to enhance interaction and learning effectiveness.

The training also fostered the emergence of local leaders among the teachers, who are capable of initiating and leading the use of technology in their schools. These local leaders play a crucial role in ensuring the sustainability of technology implementation in learning, as well as providing support and guidance to their colleagues. With the presence of local leaders and new awareness, it is hoped that new institutions supporting digital transformation in education at SDN 3 Gejlig will be established. These institutions could include school policies that support the use of technology in learning, educational technology working groups among teachers, or ongoing training programs to continually improve teachers' digital skills.

The training also encouraged behavioral changes among teachers, shifting from being less familiar with technology to becoming more confident and competent in using various digital tools. They began to see technology as a tool that can help them teach better, rather than something complicated or intimidating. Awareness of the importance of technology in education also increased, which is expected to bring broader social transformation within the school environment. This transformation will have a long-term positive impact on the quality of education at SDN 3 Gejlig in Pekalongan Regency.

With ongoing support and monitoring conducted after the training, it is expected that teachers will continue to develop and apply their digital skills in their daily teaching activities. This will ensure that the results of this community service project are sustainable and have a significant impact on improving the quality of education in the school. The training not only successfully enhanced the technical skills of the teachers but also encouraged positive social changes towards broader technology adoption in the education system.

Discussion

The training on creating integrated system-based online LKPD at SDN 3 Gejlig in Pekalongan Regency successfully enhanced the digital skills of the teachers and demonstrated effective implementation dynamics. Through a participatory approach and the use of technology such as Canva, Google Slides, and Google Classroom, this training provided significant practical experience for the teachers. They were trained to design LKPD using Canva, organize LKPD with Google Slides, and integrate them into Google Classroom to facilitate the assignment, task completion, and assessment systems.

Participatory methods, focus group discussions (FGD), and workshops proved effective in improving the teachers' digital skills. The results from the FGDs were used to design relevant training materials, while the workshops provided practical exercises with direct

guidance. The use of technology in this training not only simplified the creation and management of LKPD but also broadened the teachers' understanding of various digital tools that can be used to enhance learning effectiveness.

The social impact of this training is quite significant. The teachers' awareness of the importance of technology in learning increased, making them more confident and competent in using digital tools. Additionally, the training identified local leaders among the teachers who are capable of initiating and leading the use of technology in their schools. This social transformation is expected to have a long-term positive impact on the quality of education at SDN 3 Gejlig.

The conclusion of this community service project is that the training successfully implemented educational and social change theories practically. Recommendations include continuous training, technical support, the implementation of school policies that support the use of technology, and regular monitoring and evaluation. Thus, the results of this community service project are expected to be sustainable and have a significant impact on improving the quality of education in the school.

Acknowledgements

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