

How to Cite:

Werdistira, I. W. A., Prayoga, I. G. P. A., Suryasa, I. W., & Suwartama, I. M. (2022). Implementation of animation digital literacy culture-based English teaching and the use of virtual learning environment (VLE) at SMAN 1 Blahbatuh. *International Journal of Health Sciences*, 6(S5), 539–544. <https://doi.org/10.53730/ijhs.v6nS5.8163>

Implementation of animation digital literacy culture-based English teaching and the use of virtual learning environment (VLE) at SMAN 1 Blahbatuh

I Wayan Astu Werdistira

Institut Teknologi dan Bisnis STIKOM Bali

I Gede Putu Adhitya Prayoga

Institut Teknologi dan Bisnis STIKOM Bali

I Wayan Suryasa

Institut Teknologi dan Bisnis STIKOM Bali

I Made Suwartama

Institut Teknologi dan Bisnis STIKOM Bali

Abstract--SMAN 1 Blahbatuh is one of public schools in Bali that has complete and adequate facilities to support teaching and learning activities. The school also has experienced and supportive teachers who are experts on their field. However, during observation found that some teachers do not familiar with state-of-the-art technology for teaching and learning activities. That case leads to ineffective online lesson where the teachers are expected to use various technology in order to support the lessons. This is a challenge faced by SMAN 1 Blahbatuh in implementing online learning on this pandemic situation. To overcome this problem, training related to the implementing “Animation” Digital Literacy culture-based as an online learning media had been carried out. This training implements “Animation” Digital Literacy through Culture-Based English Teaching. In addition, a training on the use of Virtual Learning Environment (VLE) in online teaching was also carried out, to further maximize the use of online media in the lessons. The training was held for two days involving 11 teachers to take part into it. In this training, they were given a workshop to create 'animated' media that aims to attract students' interest in learning and improve their literacy. In addition, they also practiced using VLE application that can help them implementing "Animation" digital literacy in Culture-based English

teaching and carrying out online lessons. The teachers were very enthusiastic and happy because they had participated in this 'animation' media development training which added to their insight into using this media as an online learning medium that could attract interest and motivate students to learn better.

Keywords---digital literacy, animation, VLE, virtual learning.

Introduction

SMAN 1 Blahbatuh which is located at Jalan Astina Jaya Blahbatuh, Gianyar was established based on the Decree of the Regent of Gianyar No. 33 of 2003. With the number of teachers in 2021 as many as 65 people with 39 male teachers and 26 female teachers. There are 29 education staff, with details of 17 males and 12 females. The number of students in 2021 based on gender, namely 608 male students and 631 female students, if the total number of students at SMAN 1 Blahbatuh is 1239. The majors at SMAN 1 Blahbatuh consist of the Department of Science, Language and Culture, and Social Studies. The total number of classrooms, library rooms, and laboratories is 24 rooms. Currently the world is shocked by the outbreak of a disease caused by a virus called corona or known as Covid-19 (Corona Virus diseases-19). The complexity of handling this outbreak has made world leaders implement super strict policies to break the chain of the spread of Covid-19. Social distancing is a tough choice for every country in implementing policies to prevent the spread of Covid-19, because this policy has a negative impact on all aspects of life (Heni and Mujahid, 2018)

The education sector is no exception, which is also affected by this policy. The government's decision, which seemed sudden, by canceling or moving the learning process from school to home, confused many parties. The unpreparedness of stakeholders in this case schools to implement online learning is the main factor in this chaos. Very important components of the online learning process need to be improved and improved. First and foremost is a stable internet network, then a capable device or computer, applications with user friendly platforms, and efficient, effective, continuous and integrative online socialization to all education stakeholders (Harnani, 2020). This was also experienced by SMAN 1 Blahbatuh who also felt that there was no adequate readiness to carry out online learning. This is because teachers and students are not used to implementing effective online learning. Although now at SMAN 1 Blahbatuh online learning has been implemented, there is still a need for more varied online teaching variations along with increasing digital literacy in accordance with the Ministry of Education and Culture program. Coupled with the mastery of technology, especially by teachers of generation X (born in 1980 and below) which has not been sufficiently developed compared to fresh graduate teachers. Where in their time, the use of technology as a media to support learning was not so massive. The same thing happened to students, because not all of their parents were able to provide qualified technological facilities to their children. Even if they have facilities, they are not used for optimally supporting learning media, due to the ignorance of parents in guiding their children to use technology in learning (Novitasari and Khotimah, 2016)

Due to the need for more varied teaching variations based on technology and digital literacy by most teachers of SMAN 1 Blahbatuh in using technology as a distance learning medium and students who are not accustomed to using their smartphones as learning media, variations in online learning still need to be improved. Where previously in online learning, the teacher only gave task after task to students without explaining the subject matter with technological media that attracted students' attention to study it, causing students to feel bored in learning. Coupled with the lack of supervision when implementing online learning, many students become lazy to follow the online learning process (Trinika, 2015). This is the challenge faced by SMAN 1 Blahbatuh in implementing online learning.

Based on the situation analysis, the problem with SMAN 1 Blahbatuh partners is the low variation in the use of technology media in teaching learning materials, especially English subjects when distance or online learning is implemented and the need for digital literacy to support this. The results of the interview show that the mastery of technology is still low, especially teachers of generation X (born in 1980 and below) who at their time the use of technology was not so massive so that online learning mostly only took place by giving assignments by teachers to students without any technological media innovations used in teaching and learning. explain certain material to students before giving assignments (Nuzlia, 2015). Besides that, the use of online media for online teaching is still not optimal. The majority of teachers still cannot move on from offline teaching and do not have sufficient experience in implementing online teaching. This causes the problem of the effectiveness of online learning to be immediately resolved. Where the use of technology properly will help in improving the quality of education.

The following are the details of the problems faced by SMAN 1 Blahbatuh:

1. The low variation in the use of technology media in learning English.
2. There is still a lack of mastery of technology, especially generation X teachers, so that they experience difficulties when online learning is implemented.
3. Applications used in carrying out learning are only google classroom and whatsapp group.

Based on the problems that occurred in the field, the solution agreed upon with SMAN 1 Blahbatuh was to conduct training on Animation Digital Literacy through Culture-Based English Teaching. The introduction of Culture-based Digital Literacy is very important to be introduced in order to increase the use of developing information technology to improve the quality of education and not forget to insert local wisdom or our culture material as our ancestral heritage so that it can continue to be preserved. In addition to this training, there will also be training on the use of a Virtual Learning Environment (VLE) as one of the media supporting the implementation of online learning that helps teachers coordinate and regulate learning and administrative activities needed in online learning (Amanah, 2017)

Research Method

This community service activity is carried out with the procedure shown below:

1. Observation
2. Training on *Animation* Digital Literacy Culture Based
3. Training on the Using of *Virtual Learning Environment*
4. Training Evaluation

In this activity, partners have a large participation, which is committed to the success of the activity by carrying out the things recommended during the training. Partners also contribute in conveying data on the evaluation results of activities to increase the use of digital literacy as a medium of teaching among teachers who teach subjects, especially English. In addition, partners also contribute to the implementation of VLE to support online-based teaching in accordance with the recommendations during the training. The implementation of community service activities in the form of providing Animation Digital Literacy implementation training and training on the use of several online learning application technologies, one of which is the Virtual Learning Environment, runs according to the activity plan that has been listed in the previous chapter. The arrangement of activities carried out is as follows.

1. Carry out Observations.
This observation activity was carried out 3 times. The 1st observation was carried out with the aim of introducing the service teams and having an open discussion with teacher representatives regarding their problems that really need training for learning media that are much more interesting for the distance or online teaching process. Observations were carried out in an open meeting at SMAN 1 Blahbatuh. The second observation was carried out to discuss the training agenda and activity scheduling. The third observation was carried out to analyze the preparation of the service and the finalization of the agenda that had been made.
2. Implementation of Culture-Based "Animation" Digital Literacy Training
In this training activity, it is carried out by gathering representatives of teachers who have been determined by the school to take part in this training. Regarding the situation which is still a pandemic, the school can only involve 11 teacher representatives to attend the training. This training was conducted 2 times. The first training, the teams provided training related to the development of culture-based 'animation' digital literacy for teachers. The training was carried out with the help of laptop media, presentation slides and animated videos. So each teacher is encouraged to bring their own laptop for the smooth running of this training.
3. Training on Using Virtual Learning Environment
The second training activity was carried out by gathering teacher representatives in one meeting. In this training, the teachers and the service team carried out training on the use of a Virtual Learning Environment to make it easier to organize and run online learning. The training was carried out with the help of laptop media, presentation slides and online platforms.

Result and Discussion

The training on the implementation of 'animation' digital literacy and the implementation of the virtual learning environment went smoothly. The participants of this training are teachers of SMAN 1 Blahbatuh, Gianyar, where the number of participants involved is limited to only 11 people. This is in accordance with the central and regional government circulars that prohibit face-to-face activities with more than 20 participants. So that this training took place with 11 representatives of the teachers of SMAN 1 Blahbatuh. During the training, it was seen that the teachers were very enthusiastic about participating in the training so that they could immediately implement the training knowledge provided by the service team. Here are some photos of the training process in this community service activity.

In this training activity, a questionnaire consisting of 5 questions related to the ongoing training process was also prepared using a Likert scale. The targets for filling out this questionnaire are teachers who take part in community service training, namely teacher representatives of SMAN 1 Blahbatuh. The results of the questionnaire showed that the training process was going well. Besides that, there are also interview results in the form of criticism and suggestions from training participants. And as a result, the teachers involved were very happy to participate in the training which would later be able to assist them in developing learning media that could attract students' interest in learning online/networked.

Conclusion

The conclusions of this activity are as follows:

1. Training has been carried out regarding the development of culture-based "Animation" Digital Literacy as an online learning medium to make it more interesting. This training implements "Animation" Digital Literacy through Culture-Based English Teaching.
2. Training has been carried out using a Virtual learning environment or virtual learning environment that can assist teachers in implementing "Animation" digital literacy in Culture-based English teaching and conducting online learning administration processes.
3. The results of the activity evaluation showed that the training participants who were teachers of SMAN 1 Blahbatuh were very enthusiastic and happy in participating in the training. This is reflected in the responses given in the questionnaire and the results of post-training interviews.

Suggestion

It is hoped that this training can provide benefits, especially for teachers at SMAN 1 Blahbatuh, the location of community service where teachers can develop this learning media so that it can attract students' interest in learning even though online/remotely. For the next stage, there are several things that have not been fully implemented, which are a series of service programs such as completing the editing of training videos. Then, the service team represented by the team leader and one of the members visited the school to find out the process of implementing

animation media and using the virtual learning environment at SMAN 1 Blahbatuh. Next, the service team will prepare articles for publication and compile a final service report. Where this will be carried out at a later stage and is expected to be completed on time.

References

- Amanah, S. (2017). The meaning of counseling and the transformation of human behavior. *Extension journal*, 3(1).
- Harnani, Sri. (2020). Effectiveness of Online Learning in the Covid-19 Pandemic Period In <https://bdkjakarta.kemenag.go.id> Accessed 02 October 2021
- Heni, H., & Mujahid, A. (2018). The Effect of Smartphone Use on Personal Social Development of Pre-School Age Children. *Silampari Journal of Nursing*, 2(1), 330-342. <https://doi.org/https://doi.org/10.31539/jks.v2i1.341>
- Novitasari, W & Khotimah, N. (2016). Impact of Gadget Use on Social Interaction of Children 5-6 Years Old. *Journal of Lotus PAUD*, 5(3), 2016
- Nuzlia, Firly layy. (2015). The Relationship between the Intensity of Smartphone Use by Mothers on the Results of Early Detection of Social-Emotional Development of Preschool Children. (Nursing Study Program, Faculty of Medicine, Gadjah Mada University, Yogyakarta)
- Trinika, Y. (2015). Effect of Gadget Use on Psychosocial Development of Pre-School Age Children (3-6 Years) in Immanue Christian Kindergarten. (Tanjungpura University Nursing Study Program)