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DIFFERENCES IN TEACHERS DIGITAL CONTENT PRODUCTION SKILLS FOR LEARNING

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ABSTRACT

Digital content creation skills enable teachers to create learning materials that can be adapted to a diversity of subject topics. This study aims to analyze the differences in approaches, needs, and focus in the context of digital content creation in the two groups of teachers. The research method used involved a survey of elementary school teachers and madrasah teachers. The data were analyzed descriptively and by anova test. The results revealed that there were significant differences in the prioritization of digital content creation skills between the two groups of teachers. Primary school teachers tend to focus on the diversity of general subjects, while madrasah teachers show a greater tendency towards the integration of Islamic religious values in their digital content. Digital content creation skills should always be improved through effective soft skills development.

Keywords: *Digital content creation skills, teacher, education*

ABSTRAK

Keterampilan pembuatan konten digital memungkinkan guru untuk menciptakan materi pembelajaran yang dapat disesuaikan dengan keberagaman topik pelajaran. Penelitian ini bertujuan untuk menganalisis perbedaan pendekatan, kebutuhan, dan fokus dalam konteks pembuatan konten digital pada kedua kelompok guru tersebut. Metode penelitian yang digunakan melibatkan survei terhadap guru sekolah dasar dan guru madrasah. Data dianalisis secara deskriptif dan uji anova. Hasil penelitian mengungkapkan bahwa terdapat perbedaan signifikan dalam prioritas keterampilan pembuatan konten digital antara kedua kelompok guru. Guru sekolah dasar cenderung fokus pada aneka ragam mata pelajaran umum, sementara guru madrasah menunjukkan kecenderungan lebih besar pada integrasi keislaman dalam konten digital mereka. Keterampilan pembuatan konten digital harus selalu ditingkatkan melalui pengembangan softskill yang efektif

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Kata Kunci: *Keterampilan pembuatan konten digital, Guru, Pendidikan*

INTRODUCTION

In the dynamic landscape of contemporary education, the role of educators has transcended traditional boundaries, demanding a profound adaptation to the digital era. The advent of technology has ushered in a new era of learning, where the creation and dissemination of digital content play a pivotal role in shaping the educational experience. This shift underscores the critical importance of teacher skills in leveraging digital tools to design content that not only engages students but also fosters meaningful learning outcomes.

There is no denying the significance of the internet in today's world. The term "social media" refers to a new way of interacting with one another; the rise of online commerce and the transformation of traditional industries like education are other examples of this. One could argue that in the present and the future, the internet is the single most crucial aspect of human existence.

In the field of education, it is extremely evident how the internet will effect education because technical changes cannot be prevented. Online education is one of the most recent innovations in the world of education since it gives students greater flexibility to learn at their own pace and independent of the rigid requirements of a predetermined curriculum. According to what our administration is preaching nowadays, studying online provides kids a greater sense of independence.

Learning materials developed in a variety of formats, including text, graphics, video, and audio, or a combination thereof, and converted by a reading machine into code form that can be read, displayed, or played by the user, are digital content. digital device, such as a computer, that students can use together or independently.

Mastering the art of digital content creation requires educators to possess a multifaceted skill set, blending technological prowess with pedagogical expertise. In essence, it is an intricate dance between understanding the nuances of educational technology and tailoring content to meet the diverse needs of learners. Teachers must navigate through a myriad of digital platforms, multimedia resources, and interactive tools, harnessing them to cultivate an environment where knowledge is not merely transmitted but actively constructed. Thus, the ability to seamlessly integrate technology into pedagogy becomes a hallmark of effective educators, marking the nexus between traditional teaching methods and the contemporary digital learning landscape.

In addition, students have an easier time learning new subjects that are tailored to meet their requirements while using digital information. With digital content, students are able to look for more information to develop their knowledge without having to wait for the teacher to educate them, which is a significant improvement from the past, when they only had one learning resource, which were the textbooks that were used by teachers in their respective schools.

Furthermore, due to the fact that teachers cannot be less knowledgeable than their pupils, this will motivate the pupils to increase the breadth of their knowledge by consulting additional sources.

The next step is for educators to demonstrate a higher level of originality while developing digital curriculum. The digital material that is used in classrooms needs to be on level with the digital material that is now used across Indonesia, particularly in light of the fact that the COVID-19 pandemic has struck this nation. It is becoming more and more obvious that digital information will play an increasingly significant role in the process of education in the years to come.

Teachers need to develop digital content skills to effectively integrate technology into their teaching practices. The use of digital resources, organizing teaching activities, improving assessment, and empowering learners are some of the areas where teachers can improve their digital competencies (Nugraha, Kuswandi & Praherdhiono, 2022). However, the level of digital competence among teachers is generally low, especially in terms of creation, information literacy, and problem solving (Rajalakshmi, 2022). Technological Pedagogical Content Knowledge (TPACK) is a framework that goes beyond technological proficiency and emphasizes the integration of technology with subject matter and pedagogy (Reisoğlu, 2022). Teacher professional development activities, such as training programs, can be effective in improving teachers' digital skills (Garzón-Artacho, 2021). It is important for teachers to be competent in using ICT effectively in the classroom to be effective users of technology, lifelong learners and facilitators of learning (Seufert, Guggemos & Tarantini, 2019).

Moreover, the significance of teacher skills in crafting digital content extends beyond the mere delivery of information; it encompasses the cultivation of critical thinking, creativity, and digital literacy among students. A well-designed digital learning experience goes beyond the superficial, immersing learners in a virtual realm that mirrors the complexities of real-world problem-solving. Educators, armed with the proficiency to create content that stimulates curiosity and encourages exploration, become architects of a learning environment that transcends the confines of the classroom. As such, the synthesis of teacher skills in digital content creation becomes a catalyst for nurturing the next generation of learners equipped with the adaptability and resilience required in an ever-evolving digital landscape.

In this vein, this article embarks on an exploration of the intricacies surrounding teacher skills in creating digital content for learning. Through an in-depth analysis of the intersection between pedagogy and technology, we delve into the transformative potential of educators who harness digital tools to elevate the educational experience. As we navigate through the nuances of this symbiotic relationship, we unravel the layers of expertise that empower educators to not only navigate the digital frontier but to shape it, molding a future where learning is immersive, adaptive, and enriched by the artistry of pedagogy in the digital age. The aim of this research is to reveal the condition of teachers' skills in creating digital content for elementary and MI based learning.

METHOD

In this investigation, a survey research design was employed, utilizing questionnaires for data collection. The primary objective was to examine variations in the perceptions and preferences of respondents regarding Digital Content Creating Skills across educational institutions. The study focused on school teachers in the Cirebon district, with a sample size of 105 teachers randomly selected from the population. The sample was categorized based on educational institutions, specifically divided into two groups: SD (elementary schools) and Madrasah Ibtidaiyah (Islamic primary schools).

Information was gathered via a survey tailored for this research, encompassing organized queries pertaining to Digital Content Creating Skills and participant attributes. The collected data underwent Analysis of Variance (ANOVA) to ascertain whether a noteworthy distinction in cybersecurity education existed among the various groups. Prior to analysis, the data underwent assessments for normality and homogeneity. In the presence of a significant difference, additional examinations, such as the Bonferroni test, could be employed to pinpoint groups that exhibit significant distinctions.

RESULT AND DISCUSSION

Digital content can make learning more engaging and interactive for students. By using various media such as videos, images and animations, teachers can create a more dynamic learning experience, help students to stay focused and improve concept understanding. This research reveals teachers' skills and understanding of digital content. Teachers are categorized into two, namely primary school teachers and Madrasah Ibtidaiyah teachers.

Table 1 Percentase Indicator Digital Content Skills

No	Indicator	1	2	3	4
1	I develop content in simple form using digital technology	0%	3%	74%	23%
2	I can develop content in various formats (video, visual, animation, sound, etc.) using digital technology	0%	7%	64%	30%
3	I pay attention to copyright and licensing when developing digital content	0%	1%	61%	38%
4	I produce digital content by making changes to ready-made content	2%	31%	55%	11%

Indicator 1 is that only 3% of respondents are able to develop content in simple forms using digital technology, while 74% have a medium level of skill in this area and 23% have a low level of skill. Indicator 2 is 7% of respondents can develop content in various formats using digital technology, while 64% have a medium skill level and 30% have a low skill level. Indicator 3 is 1% of respondents paying attention to copyright and licensing when developing digital content, while 61% have a medium skill level in this area and 38% have a low skill level. Indicator 4 is that 31% of respondents are able to produce digital content by making changes to ready-made content, while 55% have a medium skill level and 11% have a low skill level.

The majority of teachers have moderate skill levels in developing content in multiple formats using digital technologies (64%) and paying attention to copyright and licensing (61%). However, there is a lack of skills in developing content in simple forms using digital technologies (only 3% have this skill) and producing digital content by making changes to ready-made content (only 31% have this skill).

Table 2 Descriptive of Teachers' Digital Content Skills

	Konten_Digital	School
N	105	105
Range	7.00	1.00
Minimum	9.00	1.00
Maximum	16.00	2.00
Mean	12.5619	1.5429
Std. Deviation	1.58675	.50055
Variance	2.518	.251

Digital content skills show a range of values, indicating diversity in the digital content being studied. Low and high scores indicate the presence of less and more popular digital content. The mean value provides an estimate of the average popularity of the digital content. The standard deviation and variance provide a measure of the variability or spread in popularity of the digital content.

Teachers can attend workshops and courses specifically designed to improve their technology skills (Rahman et al., 2021; Hidayat et al., 2022). These sessions can cover a wide range of topics, including the use of educational software, multimedia tools and interactive platforms. Collaborating with educational technology specialists or attending conferences can provide valuable insights and hands-on experience.

Leveraging online resources and tutorials allows teachers to pursue self-directed learning at their own pace (Lestari, 2014; Marlena, 2018). Platforms like Khan Academy, Coursera, or YouTube offer tutorials on various aspects of educational technology. Teachers can explore topics such as creating engaging multimedia content, using learning management systems, and incorporating interactive elements into their lessons.

Table 3 Differences In Digital Content Creating Skills Reviewed From Primary School Teachers And Madrasah Teachers

		SD	MI	Total
N		48	57	105
Mean		13.125	12.087	12.561
Std. Deviation		1.8976	1.0737	1.5867
Std. Error		.27390	.14222	.15485
95% Confidence Interval for Mean	Lower Bound	12.574	11.802	12.254
	Upper Bound	13.676	12.372	12.869
Minimum		9.00	10.00	9.00
Maximum		16.00	15.00	16.00

. The mean score of digital content creation skills for primary school teachers is 13.1250, while for madrasah teachers is 12.0877. The standard deviation for primary school teachers is 1.89765, while for madrasah teachers it is 1.07372. The 95% confidence interval for the mean digital content creation skills score for primary school teachers is between 12.5740 and 13.6760, while for madrasah teachers it is between 11.8028 and 12.3726.

On average, primary school teachers have slightly higher digital content creation skills compared to madrasah teachers. The standard deviation for primary school teachers is higher, indicating a wider range of skill levels among them. The 95% confidence interval indicates that the average digital content creation skill score for primary school teachers tends to be higher than madrasah teachers.

Joining or forming collaborative learning communities within schools or online platforms enables teachers to share knowledge, experiences, and best practices (Khasawneh, 2023). Collaborating with peers fosters a supportive environment where educators can learn from each other, troubleshoot challenges, and discover innovative approaches to integrating technology into their teaching practices. Given the rapid evolution of technology, staying informed about current trends and emerging tools is essential. Subscribing to educational technology blogs, attending webinars, and participating in social media discussions enable teachers to stay abreast of the latest developments, ensuring that their skills remain relevant and up-to-date.

Table 4 Differences in Digital Content Creating Skills Reviewed From Primary School Teachers And Madrasah Teachers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.036	1	28.036	12.351	.001

Within Groups	233.811	103	2.270
Total	261.848	104	

The table provides statistical information regarding the difference in digital content creation skills between primary school teachers and madrasah teachers. The F value of 12.351 for the difference between groups indicates that there is a significant difference in digital content creation skills between primary school teachers and madrasah teachers. The significance level of 0.001 indicates that this difference is unlikely to occur by chance.

The difference in skills in creating digital learning content between primary school teachers and madrasah ibtidaiyah teachers may be reflected in their curriculum focus and teaching approaches. Primary school teachers are involved in the national curriculum which is more general and tends to cover a wide range of subjects such as math, language, science and cultural arts. Therefore, elementary school teachers may need to develop more diverse and comprehensive digital content to cover various subject areas (Jaelani, 2023). On the other hand, madrasah ibtidaiyah teachers have an additional focus on Islamic religious education. Therefore, MI teachers should be able to integrate religious aspects in their digital learning content, give emphasis on Islamic values, as well as present materials with an approach that is appropriate to the religious context (Fauziyah, 2022).

Differences may be seen in the types of digital resources used by both. Primary school teachers may be more likely to use digital resources that are general and more general in nature, such as interactive learning apps and online education platforms. On the other hand, MI teachers may be more active in finding or creating digital content specific to Islamic learning. On the other hand, madrasah ibtidaiyah teachers have an additional focus on Islamic religious education. Therefore, MI teachers should be able to integrate religious aspects in their digital learning content, give emphasis on Islamic values, as well as present materials with an approach that is appropriate to the religious context (Fauziyah, 2022).

Thus, while the basic skills in creating digital content may be similar, they may demonstrate different expertise in customizing and structuring digital learning materials according to the curriculum focus and values upheld by their respective educational institutions.

CONCLUSION

There is a difference in the skill of producing digital content for learning between elementary school teachers and Madrasah Ibtidaiyah teachers. Elementary school teachers have better digital content creation skills than Madrasah Ibtidaiyah teachers. Teachers need to be given the skills to revise the

results of content from the internet to suit their needs. Teachers should continue to develop technology skills through training, video tutorials, and e-courses.

In order to achieve mastery in the art of digital content creation, educators need to possess a skill set that is diverse, integrating technological prowess with pedagogical knowledge. Understanding the intricacies of educational technology and adapting information to match the varied requirements of students is, in essence, a complex dance that requires a lot of coordination and practice. Teachers need to be able to navigate a plethora of digital platforms, use a variety of multimedia resources, and employ a variety of interactive tools in order to build an atmosphere in which knowledge is not only passed on but is actively constructed. Therefore, the capacity to incorporate technology into pedagogy in a smooth manner becomes a characteristic of effective educators, representing the confluence between conventional instructional strategies and the modern digital learning landscape.

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