Socialization and Teacher Competency Training: Community Service Collaboration of UKI with Universities in LLDikti III through the Smart Village Program, Specifically the Smart People Pillar

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A R T I C L E I N F O	A B S T R A C T
  	Socialization and teacher competency training activities are very important to improve the quality of education. The community service activity with the target locus of Teachers and School Operators went very well and received enthusiasm from the Kademangan village community. From the interview results, it was found that there was an increase in teachers' knowledge about numeracy literacy and digital literacy and their implementation in learning, while for school operators, the results were obtained where school operators knew various government portals related to reporting or submitting programs, in addition to learning portals or applications. It was concluded that this Community Service activity was very effective and of great benefit to the community, especially the Kademangan village.

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INTRODUCTION

Community Service Program is an activity that aims to help village communities in several activities without expecting any form of reward. In general, the PkM Smart Village program, including Smart People, was designed by LLDIKTI Region III for various universities in the environment to provide real contributions to the Indonesian nation, especially in developing the welfare and progress of the Indonesian nation. This program is implemented by the academic community of universities to practice science and technology (IPTEK) to advance public welfare and educate the nation's life. PKM is one part of the Tri Dharma of Higher Education which aims to provide real contributions to the Indonesian nation. Furthermore, the PKM Kampus Merdeka Program - Smart Village is a community service activity related to village empowerment through the application of smart technology and innovation, to increase the independence and welfare of village communities sustainably. This program involves collaboration between universities, especially through the clustering mechanism, which groups universities based on their performance in research and community service. This clustering aims to strengthen the synergy and effectiveness of community service activities so that the results can be felt in real terms by the wider community.

Smart Village has six pillars of activity, one of which is Smart People, where this activity is the use of information technology to strengthen literacy, innovation, and continuous education that has an impact on improving the welfare of village communities. In this activity, the team chose to strengthen in the field of Education by plotting the target of the activity, namely Elementary School Teachers throughout Mande District, Cianjur Regency. The location of the activity is centered at the Sawah Gede Elementary School Building, Kademangan Village, Mande District, Cianjur Regency. The analysis of the target partner situation can be described based on the results of initial observations where several things were found that needed attention, including: (1) the condition of the school building had been damaged in several places (more than 5 places), (2) the number of classes was only 5 rooms, so that the implementation of learning in class 2 was carried out during the day, (3) the principal's room was one with the teacher's room, only given a cupboard partition, (4) The school did not have an LCD or projector, and (5) the condition of the benches/chairs and tables in the classroom was already fragile.

This is supported by data from interviews with the Principal of SDN Sawah Gede, the data are: (1) there are 5 Elementary Schools in Kademangan Village, (2) SDN Sawah Gede has 6 study groups (grades 1-6), however, only 5 classrooms can be used so that grade 2 comes in during the day for teaching and learning activities, (3) there are 3 civil servant teachers and 7 honorary teachers, the grade 5 teacher also serves as the school operator, (4) learning in grades 1, 2, 4, and 5 uses the independent curriculum, while in grades 3 and 6 the 2013 curriculum is used, (5) the source of school funding only comes from the School Operational Assistance (BOS) funds from the Central Government, (6) The school has never received assistance funds from external parties. The data is also supported by the results of interviews conducted with teachers at SDN Sawah Gede, namely, (1)

no teachers have laptops, (2) the school does not have a website, (3) only 1 teacher has participated in the PPG program, (4) during learning activities, the learning media that tends to be used is the blackboard and chalk, (5) teachers still have difficulty accessing the independent learning platform, (6) no teachers have the status of "driving teachers", (7) teachers find it difficult to apply the concept of the independent curriculum in learning, especially in implementation and evaluation activities, (7) the school operator also serves as Class Teacher 5, (8) the school operator is less able to optimize the use of the application in the reporting and data submission system, and (9) There is 1 ABK student who is less than optimal in terms of handling.

From the problem points above, there are several things concerning teacher competence, where that need serious attention because it greatly affects the quality of learning that leads to the quality of education. Teacher competence is also called teacher ability. Teachers play a big role in the world of education. Therefore, competent teachers are needed and fulfill the four basic teacher competencies. Quality teachers will produce quality students. The role of teachers by education standards will produce quality education. The absence of teacher competence will diminish the quality of education. This is due to the absence of teacher ability in management in learning, class, etc. Mastery of this competence is intended as a benchmark. The competencies that must be possessed by a teacher are as follows: 1) pedagogical competence, 2) personality competence, 3) social competence, and 4) professional competence.

Teacher performance is certainly also influenced by the competencies they have. The competencies possessed by teachers will show the quality of teachers in carrying out their duties as teachers. The four competencies that have merged into teacher competencies will be realized in the form of high teacher performance. [7,8]. Skills in professional work as a teacher are supported by theories that have been studied, a competent teacher is required to continue learning and deepen their function as a qualified teacher. Because professional teachers must have skills according to competency. The various things above that are real conditions in the field, especially in educational institutions, are very concerning. The involvement of all parties is needed to improve the quality of educational services, especially in areas that have not been reached. One party that is expected to play an active role is higher education as an educational institution that has a duty or devotion to the community. In line with the spirit of collaboration and participation, the Community Service Team, which is a combination of the Indonesian Christian University (UKI), Trilogi University, ISTN, IPWIJA University, and ITB Swadharma, carried out a community service activity called PKM Smart People in the form of socialization activities and competency training for elementary school teachers throughout Mandem District, Cianjur Regency.

IMPLEMENTATION AND METHODS
Implementation Method

The implementation of the Smart People PKM activity specifically with target partners is Elementary School Teachers in Mande District, Cianjur Regency with the form of "socialization and teacher competency training" activities.

The implementation is divided into 2 stages, namely:

1. Socialization

   The socialization activity is carried out with presentations from resource persons who are experts in their fields from each university involved, including UKI with the topic of socialization "The importance of numeracy and literacy skills and how to implement them in learning activities; Trilogi University, with the topic "Strengthening the Pedagogical Competence of Elementary School Teachers in the Implementation of the Independent Curriculum" and IPWIJA University with the topic "Effective and Enjoyable Learning Strategies". After the presentation activity is completed, it is continued with a discussion session through questions and answers between participants and the speakers. At the end of the socialization, practical training was carried out on the enjoyable learning process by IPWIJA University using the help of puppet media.

2. Training

   Training activities are carried out for teachers and school operators to find reference sources for digital-based learning media. In this training activity, participants are trained on how to access various learning media platforms provided by both the government and the private sector.

Schedule and Location of Activities

The PkM activity began with an initial survey to find out the real conditions in the field, namely on September 24, 2024. Then the team returned to Jakarta and routinely coordinated in preparing appropriate programs to answer the needs of the community in Kademangan Village. Furthermore, on November 12-15, 2024, the Team went to the field in implementing activities centered in Kademangan Village, Mande District, Cianjur Regency.

RESULTS AND DISCUSSION

Community service activities in collaboration with universities under the coordination of LLDikti III received a very good and positive response from all stakeholders, both local governments, educational institutions (teachers and students), parents and even residents of Mande District warmly welcomed the implementation of PkM activities in Kademangan Village, Mande District, Cianjur Regency.

Opening Ceremony

The opening ceremony was carried out simultaneously and together at the Village Hall, Kademangan Village Office Building which was attended by representatives of the LLDikti III leadership, leaders of each university involved, representatives of the Cianjur Regency Education Office, Mande District Education Coordinator, Kademangan Village Head, Principals from 5 elementary schools throughout Mande District, representatives of teachers from five elementary schools, representatives of students from each school as many as 20 people/school, village officials and also school operators.

During the opening ceremony, 3 laptop units were handed over from the UKI PkM team, which were handed over directly by the Vice Chancellor for Student Affairs and Cooperation (WRKK) of the Indonesian Christian University to the Principal of SD M Sawah Gede, which from previous observations showed that this school did not have the infrastructure to support digital operations, one of which was a laptop. Based on previous observations, there was only one laptop unit available, which was in a worrying condition but was still used for the school's administrative operations. The principal admitted that he was very happy and thanked the Team for the laptop assistance provided. According to him, the addition of laptops at SD N Sawah Gede will further facilitate administrative matters and reporting of school performance to the reporting portals provided by the government, which has never been realized so far, which ultimately resulted in the school not being included in the list of recipients of government infrastructure assistance. In addition, the principal said that the addition of laptops at the school will help teachers to be able to access sources of information and references in preparing teaching materials. Documentation of the handover of laptop assistance as in Figure 1 below.

Figure 1. Handover of Laptop Assistance to Sawah Gede Elementary School

Socialization Activities

Socialization activities were carried out at the Sawah Gede Elementary School Building with the target of the activity being teachers from five elementary schools in Mande District, Cianjur Regency. Socialization activities with several topics, namely:

1. The importance of literacy and numeracy skills, and how to implement them into the learning process. This topic was delivered by a team of lecturers from the Indonesian Christian University.

2. The importance of teachers' digital literacy skills as an effort to improve the quality of learning, which was delivered by a team of lecturers from Trilogi University. The socialization activity began with an introduction to the activity by the supervisor from the Cianjur Regency Education Office and by the Mande District Education Coordinator.

Furthermore, the presentation by the resource person was followed carefully by all participants. The topic of numeracy and literacy skills is one of the important topics for teachers, considering that this ability is also one of the assessment indicators in determining the cluster of educational institutions both at the national level by the government, and at the international level by various institutions, one of which is the Organization for Economic Co-operation and Development (OECD) through the PISA (Program for International Student Assessment's) program, which based on the latest assessment results in 2022, Indonesia is ranked 69th out of 80 countries assessed. This achievement is still far compared to several countries in ASEAN that have managed to enter the top 20, of course this is an encouragement for the Indonesian government and all related stakeholders to be more active and collaborate in efforts to improve the quality of education so that the Indonesian people are increasingly prosperous and of course increasingly able to compete with the global community in an era that is open to both access to information technology.

Teachers who participated in the socialization activity said that they were also still confused about how to practice learning so that students have good numeracy and literacy skills. In the discussion session, the speakers gave various examples of the application of numeracy skills through classroom learning, specifically for elementary school students, learning topics can be related to students' daily activities or phenomena, for example, a case of a student who is often late for school, the teacher can use it as an example for practicing numeracy skills, by first asking students to map out what the student's activities are at home before going to school. Furthermore, students are asked to estimate the time it takes to complete the work until finally determining what time is the right time and should be for the child to wake up in the morning, to complete homework, and not be late for school.

The teachers admitted that they were very satisfied with the implementation of the socialization activity because they were greatly helped by various information that they even thought was the first time they had heard and known, specifically related to digital literacy. At the end of the socialization activity, the UKI Team conducted a reflection activity in which the teachers were reminded again that all students are valuable and equally important without having to differentiate or ignore them. Documentation of the socialization activity as in Figure 2 below:

Figure 2. Documentation of the Socialization of the Speaker Exposure Session

Training Activities

Training activities are carried out with a target locus other than teachers, namely school operators. Training for teachers is how to practice creative and fun learning, with resource persons from a team of lecturers from IPWIJA University. Learning practices are presented using media, namely dudung dolls, which are certainly very capable of attracting students' attention in following the learning. The selection of media as a learning aid is very necessary, because in addition to facilitating the delivery of material, the use of media is also a tool to condition students to focus on the topic of discussion. In addition to creative and fun learning practices, training is also carried out with a target locus of school operators by a team of lecturers from ISTN and ITB Swadharma. Training related to how to access official government portals, both those related to reporting and submitting assistance programs. In addition, training on the use of various digital learning applications is carried out to help teachers prepare teaching materials. Documentation of training activities as in Figure 3:

Figure 3. Training Documentation

Community Service Activities in the form of socialization and training in Kademangan Village, Mande District, Cianjur Regency, went very well and were attended by participants with great enthusiasm. Community Service Activities as one of the college's charities are very effective where academics go down to the community to empower them in providing solutions to problems that occur. The Smart People Community Service Activities with the target locus of elementary school teachers throughout Mande District were carried out for 2 days and closed with a joint event between teachers and the entire Community Service Team. Documentation of activities as in Figure 4:

Figure 4. Activity Closing Documentation

CONCLUSIONS AND RECOMMENDATIONS

The PkM Smart Village activity, the Smart People pillar is very effective, in addition to being able to collect a lot of resources by involving various universities, of course, this program also makes it easier for academics to carry out PkM activities with the right target locus because it has been mapped out by LLDikti III beforehand by first documenting the commitment to Cooperation with the local government. The PkM Smart People activity with the target locus of teachers and operators opens up opportunities for all stakeholders to see the real facts on the ground regarding the conditions of educational institutions, especially in areas that have not been reached by technology, so that interventions can be carried out through empowerment activities for the achievement of quality education.

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