

# Training Development and Implementation of Digital Learning for Lecturers at Poltekkes Kemenkes Kendari

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## Abstract

This training aims to provide understanding to Kendari Ministry of Health Polytechnic Lecturers regarding the development and implementation of digital learning. Training was held on 4-5 June 2024 with a total of 17 training participants. After the training activity ends, an evaluation is carried out by asking the training participants to fill out a Google Form containing statements related to the participant's response to the training activity. Google Forms are structured as a closed questionnaire with 4 answer choices. Student responses regarding training activities were analyzed on the data obtained in the form of percentages. Percentages were obtained based on modified Likert Scale calculations. Each item in the instrument is given a quantitative value, namely 4 for the Strongly Agree category, 3 for the Agree category, 2 for the Disagree category, and 1 for the Agree category. Based on the evaluation results, it is known that the training was carried out well and the training participants gained an understanding of the development & implementation of digital learning as one of the right choices to use in the digital era.

## A. Introduction

The presence of information technology has had an impact on changing all aspects of Indonesian society's life, including changing the current perspective and learning practices in the world of education (Akour & Alenezi, 2022; Haleem et al., 2022; Rahmatullah et al., 2022). The development of digital era education allows students to gain abundant knowledge quickly and easily. However, changes in education in the digital era also require lecturers to have the ability to integrate information and communication technology into the learning process.

Digital learning requires the readiness of students as learners and lecturers as teachers to communicate interactively by utilizing information and communication technology, such as computers/laptops with internet, smartphones with applications and others (Bygstad et al., 2022; Cahyawati & Gunarto, 2021; Hidayat et al., 2023). So the presence of information technology can be used as a learning strategy for the digital era. Therefore, lecturers must have the ability to adapt to the dynamics of information technology development and incorporate it into the learning process.

Kendari Ministry of Health Polytechnic is one of the universities in the health sector that is trying to use technology in its learning process. However, the obstacle found in the field is that there are still many lecturers who have limitations in developing and implementing digital learning. Especially in developing digital teaching materials such as electronic books, electronic modules, learning videos, animations, and others.

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One effort that can be made to overcome the problems above is carrying out training activities in developing and organizing digital learning for lecturers at the Kendari Ministry of Health Polytechnic. In general, training is defined as an activity to improve employees' knowledge and skills in their daily work (Gustiana et al., 2022; Rivaldo & Nabella, 2023; Wijaya et al., 2022). Training is also often referred to as a learning process. However, training is specific and the benefits can be directly put into practice in the workplace, while education is general and the benefits are indirect as suggestions to increase insight, ideas and theoretical knowledge (Kamil et al., 2023; Rini & Rahmah, 2021a, 2021b).

Based on the description above, training was carried out which aimed to provide understanding to Kendari Ministry of Health Polytechnic Lecturers regarding the development and implementation of digital learning.

**B. Methods**

This training aims to provide understanding to Kendari Ministry of Health Polytechnic Lecturers regarding the development and implementation of digital learning. Training held on 4-5 June 2024 with a total of 17 training participants. The following is a rundown of training activities prepared by the implementing team from the Faculty of Agriculture, Bengkulu University.

After the training activity ended, participants were asked to fill out a Google Form which aimed to find out participants' responses to the training activity. Google forms are structured in the form of a closed questionnaire with 4 answer choices. Analysis of student responses regarding training activities was carried out on the data obtained in the form of percentages. Percentages were obtained based on modified Likert Scale calculations. Each item in the instrument is given a quantitative value, namely 4 for the Strongly Agree category, 3 for the Agree category, 2 for the disagree category, and 1 for the agree category.

Analysis of the questionnaire results was carried out quantitatively using the following formula.

$$p = \frac{n}{N} \times 100\%$$

where P is the percentage of questionnaire analysis results, n is the total assessment score, and N is the maximum score that may be obtained. For the Likert scale, the score interpretation model can be seen in table 1.

**Table 1.** Likert Scale Interpretation

Percentage (%)	Category
0 % - 25 %	Strongly Disagree
26 % - 50 %	Don't agree
51 % - 75 %	Agree
76 % - 100 %	Strongly agree

**C. Result and Discussion**

The training was conducted with the theme "development and implementation of digital learning". The targets of the training activities are lecturers at the Kendari Ministry of Health Polytechnic. In training activities, participants are trained to develop and organize digital learning, especially in developing LOM (Learning Object Material) Digital-based such as learning videos, animations, e-modules and others.

After the training ends, an evaluation of the training activities is carried out, namely by providing a questionnaire in the form of a Google form for the training participants to fill out. The results of the questionnaire analysis can be seen in the following image.

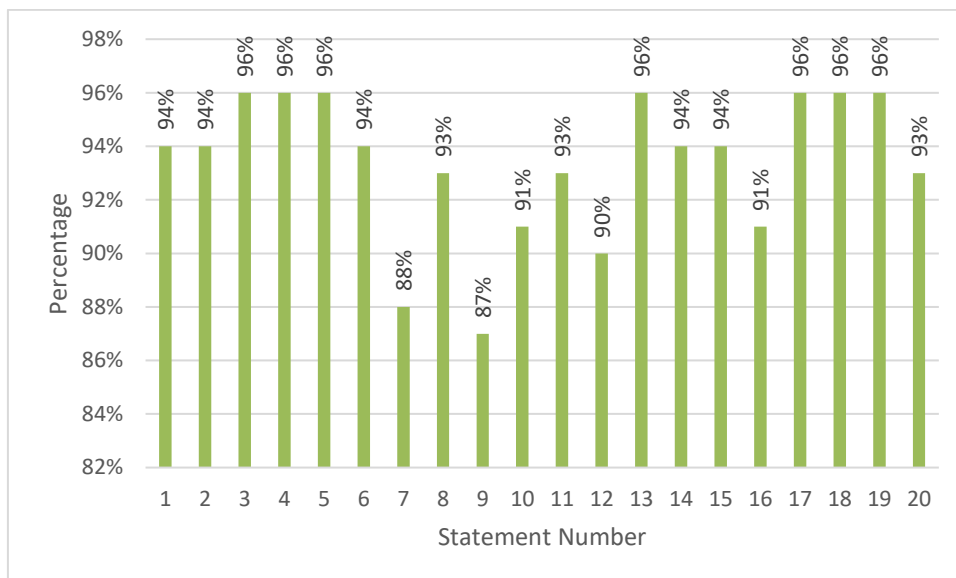


Figure 1. Questionnaire Analysis Results

The figure 1 shows that all positive statements in the questionnaire received a percentage value above 75%. This means that the training participants strongly agreed with all the positive statements regarding the training presented in the questionnaire. From these results, it can be said that The training has had a positive impact on participants. Training participants gain an understanding of the development & implementation of digital learning is one of the right choices to use in the digital era like now. Training activities also make training participants aware of the development & implementation of digital learning not as complicated as imagined, because during training, the software used in development does not require mastery of programming languages, does not require a lot of costs to use, is updated with the times and can be operated using an Android cellphone, iPhone, iPad and computer. It is also supported by the delivery of good material and practical assistance provided by trainers.

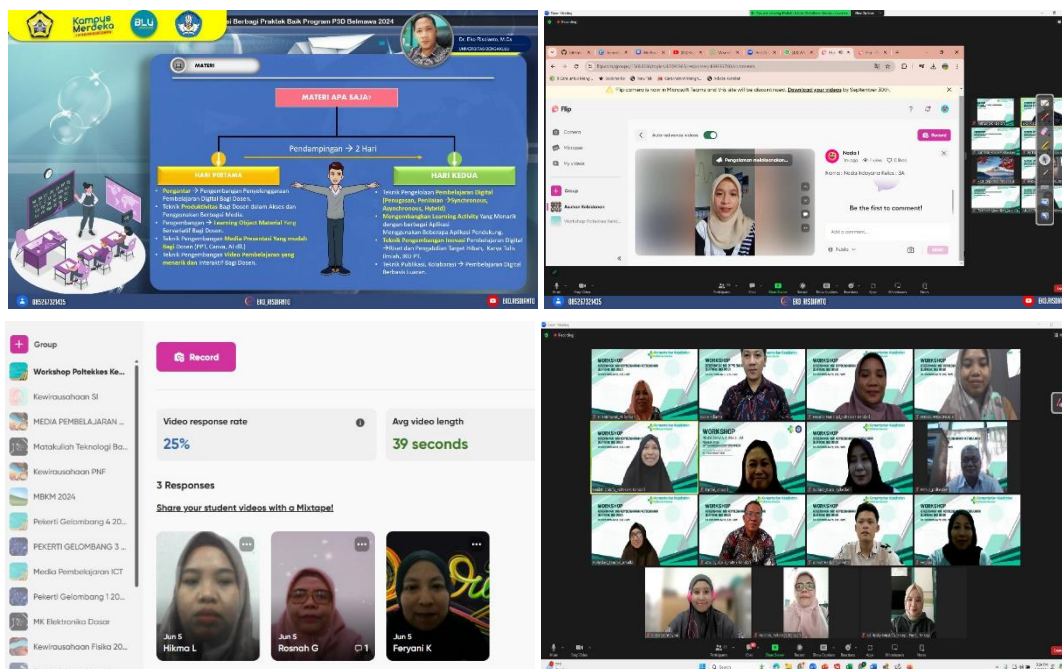


Figure 2. Documentation of Training Activities

The results of this training are in line with the results of the training conducted by Mahardika et al (2023) which stated that the training had had a positive impact on participants in the form of increasing abilities in developing digital learning evaluation systems as well as positive responses to the implementation of the

training indicating that training on developing digital evaluation systems was useful for use in the learning process in the current digital era. Likewise with the training results described in the article written by Wahyuni et al (2022) and articles written by Nurrahmah et al (2021). The two articles explain that based on the data from the questionnaire, information shows that the training is very beneficial for teachers and adds new knowledge as evidenced by the positive responses obtained from the training participants.

#### D. Conclusion

The training activities were carried out well and received a positive response from the participants training. Training participants gain an understanding of the development & implementation of digital learning is one of the right choices to use in the digital era like now.

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