



Training on Applications and Tools for Production for Students and Teachers of Al-mubarak Vocational School Rembang

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Abstract: This research is about development using applications and tools for production as learning media in schools. Learning using applications or tools for production is lessons that use online media or tools to disseminate information. Access Limitations: Not all students have access to the necessary devices or a stable internet connection to use learning apps. Technical Difficulties: Using learning apps can be complicated for some users who are unfamiliar with technology, or may experience technical issues such as crashes or bugs. Privacy and Security: Learning applications often require personal data from users, which can raise privacy issues if not managed properly. This research uses qualitative methods and a narrative approach. This research collects data from observations, interviews and documents at the Al Mubaarok Rembang Teachers' Secondary School.

Keywords: Use of applications, Production tools

1. Introduction

In the 2013 curriculum, media has become a support for learning. important method for every learning. Media becomes important when lessons require easy and cheap application of theory, Umah, et. al (2020); Widiyanto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyan, et. al (2019). This is the advantage of using media in learning. In integrated learning, the main learning sources can be loose information and written texts, such as books, magazines, brochures, newspapers, posters, or the surrounding environment, such as nature and daily social life, Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabrurroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020). Teachers who are responsible for compiling materials must collect and provide reference materials or literature, including relevant and appropriate books and guidelines, to be used in compiling and creating the syllabus, Fakhriyah, et. al (2016); Pujiati, et. al (2018); Kanzunudin, et. al (2018); Yuliani, et. al (2018); Kanzunudin, (2017); Ardianti, et. al (2017); Kanzunudin, (2017). In fact, the latest information technology devices such as the internet and multimedia can also be used to search for this information, Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020). Activities Modern information technology devices such as the internet and multimedia can also utilize this information, Darmuki, et. al (2019); Darmuki, et. al (2019); Darmuki, et. al (2019); Hidayati, et. al (2018); Darmuki, et. al (2017). Activities carried out by students during assignments can provide profitable added value. Social media can help improve language skills and help achieve learning goals, Ristiyan, et. al (2017); Ristiyan, et. al (2017); Ahsin, et. al (2018); Ahsin, et. al (2017); Rodli, et. al (2019). Learning from the media is also part of learning that can be done effectively and efficiently, Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020). to produce literary works, especially poetry. Poetry learning is an activity carried out in various forms, one of which is writing poetry, Fathurohman, et. al. (2019); Hartani, et. al (2018).

That online media is a tool to change the model of information dissemination from monologue (one viewer to many viewers) to dialogue (many viewers to many viewers). Compared to previous years, social media use increased rapidly during the 20s, to be precise from 2020 onwards. This is one of the results of the COVID-19 pandemic which forces all Indonesian people to refrain from outdoor activities and stay at home. This policy makes many people in Indonesia depend on social media to interact with each other, Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020). whether for career purposes, education, or just for entertainment. The use of social media has become a lifestyle that almost everyone in Indonesia must have in today's modern era, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018); Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Hadiprayitno, et. al (2024). There are many reasons why social media has so many people. Fans and users are included because: (1) social media makes communication easier; (2) Social media offers more interesting information; (3) Social media can be an unlimited source of information; (4) can be a source of income; (5) can be a place to find inspiration; (6) or just for entertainment. There are many additional benefits that can be gained from using social media in the right way.

On the other hand, although there are many benefits that can be obtained from social media, there are also negative impacts that arise as a result of uncontrolled use of social media. These negative effects include (1) the emergence of hate speech and (2) the rapid spread of related hoax news (3) addiction to social media (4) lack of student attention to learning (5) lack of direct or face-to-face socialization. Apart from that, there are still many bad consequences of uncontrolled use of social media. Unfortunately, many social media users ignore ethics when using it. Some words containing blasphemy will appear in the comments column if you pay close attention. which often causes conflict. It is not uncommon for cases of defamation that appear on television to come from blasphemy after blasphemy on social media which then gets out of control and goes beyond the limits that can be tolerated by those who carry out the blasphemy.

It is very important for us to continue to update and improve our ability to take advantage of technological advances. This also applies to the business and education sectors, where the adoption of contemporary applications and production tools has become mandatory, Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014). As a result, we held Application and Tools for Production Training to improve the ability of students and teachers at Al-Mubarak Rembang Vocational School in using technology in the production process. This training aims to provide a deeper understanding of various applications and production tools related to the field of expertise at Al-Mubarak Rembang Vocational School. It is hoped that through this training, students and teachers will be able to improve their skills in using technology to increase creativity, efficiency and quality of products produced. With the help of adequate technology, Al-Azhar Vocational School will achieve this goal.

2. Implementation Method

The training participants are teachers and students of Al-Mubarak Vocational School. The committee and presenters consist of lecturers and students. The methods used in this training service consist of several stages, namely the planning stage, implementation stage, observation stage and evaluation stage. First, Planning stage In the preparation stage, several things were carried out, namely conducting interviews with teachers and the principal of Al-Mubarak Vocational School, apart from that, observation activities were also carried out when teachers carried out learning activities in class and the media used to convey material to students, Fathurohman, et. al (2015); Fathurohman, et. al (2017); Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018). At the initial planning stage of the training, a presentation session was held to provide an initial understanding of the basic concepts and the importance of using applications and production tools in the production process. The presentation material will include an introduction to various applications and production tools that are relevant to the field of expertise at SMK Al -Mubarak Rembang, as well as the benefits and capabilities of each. During the presentation session, examples of the use of applications and production tools in various production contexts will be shown to provide a clear picture to participants.

Second, The implementation stage is the core stage of training activities, training activities for making learning media using applications and tools for production are carried out face to face in the classroom at Al-Mubarak Vocational School. At this stage, the implementing team provides material about applications and tools for production in general, such as how to create good and interesting learning media, as well as how to use learning applications, as well as providing examples of good, interactive and interesting slides to participants. Next, direct practice is carried out by the teachers to create learning media using applications. During the practical implementation, participants were also given the opportunity to ask the presenters questions regarding the obstacles faced during the process of creating learning media using learning applications. This aims to ensure that the material and practices presented can be understood well by participants.

Third, Observation stage At the observation stage, the team carried out the following activities. (a) ask members to fill out a questionnaire before implementing training on applications and tools for production. (b) draw application and tool training control cards for production. (c) the number of students and teachers who are skilled enough to use learning applications. (d) monitoring training activities via WhatsApp group (e) discussing with the PKM team the results of questionnaires, control cards and training activities.

Fourth, Evaluation stage The activity carried out at this stage is that the activity implementation team evaluates the training activities that have been carried out. Evaluation is carried out in the form of a survey filled out by participants. Evaluation is carried out twice, namely at the beginning of the activity and at the end of the activity. At the beginning of the evaluation activity, participants filled out a questionnaire on the form to determine the teacher's level of understanding about the application. Meanwhile, at the end of the evaluation activity Feedback from participants will be valuable input for improving and developing training in the future.

As part of the closing of the training, an evaluation will be carried out on the understanding and skills gained by participants during the training. This research uses descriptive qualitative research. Data after the event is used by researchers. Descriptive research clearly explains the advantages of applications and tools for production use as media. as a method for learning to write poetry and using Google Scholar as a reference for writing articles. Notes and observations are used. Students will get the best results from their learning process by providing learning media that is comfortable for them. Participants will be asked to fill out an evaluation form to provide feedback on the material, teaching methods, and overall training organization. Feedback from participants will be valuable input for improving and developing training in the future.

3. Results and Discussion

The aim of the training is to improve the ability to use applications and tools for production for teachers and students. After several years, administrators recognized that they faced many challenges that prevented them from improving the skills of teachers and students. Learning is an effort to achieve results through knowledge, skills, education, to shape students' attitudes. Learning done correctly will make learning safe and produce good results. part of the learning process. The concepts prepared must be supported thoroughly to help the learning process. Analysis is the first stage. The service team explained to teachers and students. The results of observations showed that students were not motivated enough to learn to use applications or tools for production. This is because the presentation presented in online learning is not interesting. Based on the results of the analysis stage, it can be concluded that to increase students' interest in learning through applications, teachers must be trained in making teaching materials. For this reason, the service implementation team held an Important Discussion to discuss, select and develop service.

Learning occurs when students and teachers are in an interactive learning environment. Learning conditions are generally defined as interactions between system elements to gain knowledge and achieve knowledge outcomes. Learning here is a transactional process (giving feedback to each other) between various ways of learning systems. To improve students' abilities, a good writing process must be considered. One of the four language skills that is very important for teaching Indonesian language and literature is writing. Writing is a form of communication in which thoughts are expressed through writing.

After several years have passed, the management recognizes that there are challenges that hinder efforts to increase the ability to use applications and production tools for teachers and students. They realize that learning is an effort to achieve results through knowledge, skills and education, as well as forming students' attitudes. However, effective learning must provide a safe environment and produce satisfactory results as part of the learning process. Therefore, the concepts prepared must be supported thoroughly to help the learning process.

Analysis is the initial stage in identifying the obstacles faced. The service team found that students were less motivated to use applications or production tools because the presentations presented in online learning were not interesting. Based on the results of this analysis, it can be concluded that to increase students' interest in learning through applications, teachers need to be trained in creating teaching materials that are interesting and relevant to students' needs.

Therefore, the service implementation team held an Important Discussion as a first step in discussing, selecting and developing an effective service strategy. They realize that learning occurs when students and teachers are in an interactive learning environment. Learning conditions are generally defined as interactions between system elements to gain knowledge and achieve knowledge outcomes. The learning process here is understood as a transaction between various components of the learning system, where there is feedback between teachers and students.

To improve students' abilities, the service team emphasizes the importance of paying attention to the good writing process. Writing is one of the four language skills that is very important in teaching Indonesian language and literature. It is a form of communication in which thoughts and ideas are expressed through writing. By paying in-depth attention to the writing process, it is hoped that students can develop their language skills better, thus enriching their overall learning experience.

New media as a learning resource must be related to the daily lives of students or generations. The public in today's digital era generally has social media accounts. One effective way to use social media, especially YouTube, to teach poetry and improve student learning outcomes is to make good use of it. Additionally, YouTube can be used to create creative content. content and can be used to make money, but YouTube can also be used to teach. Actually, there are rules that those who use social media should follow. Several things you need to pay attention to: (1) Avoid distributing content that contains SARA in any form, such as writing, images or videos. (2) Use polite language when writing or uploading comments. (3) Prevent conflict on social media by not mixing private conversations with public conversations. (4) Verify whether the information to be shared is true or just a hoax. (5) Understand the content well before writing comments and personal views.

After the in-depth material, the author invites teachers or class participants to carry out direct practice in creating learning media using applications or tools for production. This is done with a direct instruction process, where the researcher gives an example and is then followed by the class participants. After all participants were able to create learning media, the researcher directed the participants to immediately present the results in front.

4. Conclusion

One alternative to increase students' activeness, skills and knowledge about learning material. Integrated thematic learning in elementary schools can include various languages as a first step to give students the opportunity to learn various foreign languages that they have not yet mastered.

The focus of training on the use of applications and tools for production for students and teachers shows that mastery of current technology has a significant impact on the learning process. By understanding and using a variety of production tools and applications, teachers and students have unlimited access to a variety of innovative educational resources. Not only will they gain the technological skills necessary to survive in an ever-changing digital world, but they will also learn how to use creative elements in their learning process. They can work better with each other, allowing for a richer exchange of thoughts and ideas. In turn, the overall learning experience is better. Additionally, the use of applications and production tools opens the boundaries of the classroom, allowing for distance learning that is efficient and responsive to students' unique needs.

The use of technology in education not only allows for flexibility, but also allows for the optimization of resources, a deeper evaluation of learning progress, and the formation of students and teachers who are ready to face the challenges and opportunities in an increasingly connected and rapidly changing society.

The development of integrated thematic learning in elementary schools, which integrates various languages in the curriculum, is an initial step that has great potential to increase students' activeness, skills and knowledge of learning material. By including aspects of a foreign language that students have not yet mastered, they are given the opportunity to broaden their horizons in terms of language and culture, which can open the door to a deeper understanding of the wider world.

Furthermore, training focused on the use of applications and tools for production, for both students and teachers, shows that mastery of technology has a significant impact on the learning process. With a good understanding and use of various production tools and applications, both teachers and students can access educational resources in a more innovative way. This not only enhances the technological skills necessary to adapt to the ever-evolving digital world, but also facilitates the use of creativity in the learning process.

Through enhanced collaboration between teachers and students in using this technology, they can more effectively exchange ideas and thoughts, enriching the overall learning experience. The use of applications and production tools also opens up opportunities for responsive and flexible learning, enabling efficient distance learning as well as more in-depth evaluation of student learning progress.

Thus, the integration of technology in education not only enables flexibility and optimization of resources, but also creates students and teachers who are ready to face the challenges and opportunities in an increasingly connected and rapidly changing society. This is an important step in preparing a competent and adaptive generation in this digital era.

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