

IMPLEMENTATION OF SDGS-4 THROUGH DIGITIZATION OF EDUCATION AT SANGGAR BIMBINGAN KUALA LANGAT, SELANGOR, MALAYSIA

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Abstract

Lecturers from Universitas Negeri Malang conducted Overseas Partnership Service activities at Sanggar Bimbingan Kuala Langat, Selangor, Malaysia. This service activity aims to enhance the quality of teaching and the understanding of both teachers and parents of students in the guidance studio, aligning with SDGs Goal 4, which is "Quality Education." The need for this service activity arises from the teachers' lack of understanding regarding learning media and models applicable in the classroom. Several specific activities were carried out, including a workshop titled "Enhancing Learning Quality and Teacher-Parent Understanding at Sanggar Belajar Kuala Langat, Selangor, Malaysia, Using the Flipped Classroom Learning Model." These activities also included a video tutorial demonstrating "How to Utilize Google Classroom as a supportive tool for the Flipped Classroom learning model" and assistance in setting up Google Classroom accounts and using the application. Through these activities, it was observed that both teachers and parents gained a better understanding of the flipped classroom learning model and the use of Google Classroom as a teaching tool. Consequently, it is anticipated that the learning quality at Sanggar Bimbingan Kuala Langat will see improvement.

Keywords: Flipped Classroom, Google Classroom, Guidance Studio

INTRODUCTION

Sanggar Bimbingan Kuala Langat is a learning center for 33 Indonesian children aged 7 to 12 in Malaysia who do not have the opportunity to pursue formal education in Malaysia. Sanggar Bimbingan Kuala Langat is located at Lot 37237, Lorong Jalak, Bt. 9, Kebun Baru, Telok Panglima Garang 42500, Selangor, Malaysia. The Sanggar is managed by Mr. Slamet Rebiyanto and three teachers, namely Mr. Mahzuni, Ms. Julia Wydy Saputri, and Ms. Cut Fazrul Husna. The teachers in the Sanggar are not people who have a bachelor's background or are experts in the field of education. This causes the lack of understanding of the studio teachers about learning media and models that can be implemented in the learning process in the classroom. Therefore, an Overseas Partnership Service was carried out which was chaired by Mrs. Madziatul Churiyah who served as Head of the S1 Office Administration Education Study Program at the Universitas Negeri

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Malang along with one lecturer members and four student members. The program of this service is entitled "Improving the Quality of Learning, Understanding of Teachers and Parents in Learning Studio Kuala Langat, Selangor, Malaysia with the Flipped Classroom Learning Model".

Bergmann & Sams (2012) explain that Flipped Classroom is a combination learning model of online and offline learning methods, where material is given online outside the classroom and assignments are done offline in the classroom (Hidayah & Sumbawati, 2019). While Google Classroom is a learning system as a provision of teaching materials for learning that has integrated assessment (Chusnuraafi, 2022). The flipped classroom learning model with the help of Google Classroom can help learning easily. This learning model can also be applied in various educational institutions, both formal and non-formal. Through the flipped classroom learning model, learning activities in the classroom will be more effective. Especially with the help of google classroom media as part of the digitization of education. The introduction of learning models and media to learning centers is one form of implementation of SDGs No. 4, namely "Quality Education". The goal of SDGs No. 4 is "Ensuring Inclusive and Equitable Education Quality and Increasing Lifelong Learning Opportunities for All".

This service is necessary because along with the development of technology in the field of education and the need for implementation of SDGs No. 4, teachers are required to be able to utilize technology to help facilitate the learning process. After conducting observations and interviews with studio teachers, it is known that studio teachers are still unfamiliar with the flipped classroom learning model and google classroom media. Therefore, it is hoped that this service can help improve the quality of learning and understanding of teachers and parents of students related to the service material presented. In this service, parents of students also need to be given an understanding because when at home, someone who accompanies students to learn is their parents.

RESEARCH METHOD

The method of implementing this Overseas Partnership Service activity is carried out through training and mentoring by the service team. The outputs of this activity include new knowledge for participants as well as the ability of participants to implement the flipped classroom learning model with the help of google classroom media. Opinions or good feedback from participants after attending training and implementing the teaching

model and media will be used as feedback and evaluation material for this service activity. The following are the steps for implementing the service activities.

Coordination and Synchronization of Schedule and Venue with Partners

The service team made preparations before the implementation of the program. This includes identifying the needs and problems faced by Sanggar teachers and parents of students in grades 1-6. The team will also develop an action plan that suits these needs. Furthermore, the service team will coordinate with the Sanggar head master and teachers to arrange a schedule for implementing the program. They will assist in providing the space and facilities needed during the activities.

Preparation of Service Activities

After identifying the needs of the service activities, it will be continued by preparing equipment and materials according to the needs. Preparation for this activity starts from planning the implementation of the event, preparing materials, video tutorials, banners, and other things needed in service activities. At this stage, the division of job desks is more detailed than the initial stage of the activity. This step aims to ensure that all tasks to support the smooth running of community service activities can be done well by all team members.

Tutorial Video Creation

The making of video tutorials using Google Classroom media was then distributed to participants as a guide to make it easier for participants to learn to implement Google Classroom learning media. Furthermore, the video tutorial was submitted as an Intellectual Property Right (IPR) creation with the type of creation "Video Recording Works" with the title "Digitalization of Learning with the Help of Google Classroom Media".

Stages of Implementation

- a. Outreach and training: The program will begin with an outreach and training session for the studio teachers and parents. Topics covered include effective teaching strategies using the flipped classroom method, and increasing parental involvement in children's education.
- b. Workshops and interactive activities: During the program, workshops and interactive activities involving teachers and parents will be organized. These workshops aim to provide a practical understanding of the application of effective teaching strategies and discuss problems encountered in teaching.

- c. Evaluation and follow-up: After the program implementation, the service team will conduct an evaluation to evaluate the impact of the program on teachers and parents. The results of this evaluation will be used as a basis for conducting follow-up, such as providing additional support, holding follow-up meetings, or developing a continuing professional development program.

Stages of Mentoring

This stage aims to help assist participants in overcoming post-service obstacles related to the training that has been provided. The duration of mentoring is carried out for three months to ensure that participants are able to implement learning models and media properly. Mentoring is done virtually through communication on WhatsApp and Google Classroom/Zoom.

Through this implementation procedure, it is expected that the Overseas Partnership Service program at Sanggar Bimbingan Kuala Langat can provide significant benefits to the studio teachers and parents in improving the quality of education and development of their children.

RESULT AND DISCUSSION

Activity Implementation Results

The Overseas Partnership Service Program at Sanggar Bimbingan Kuala Langat is expected to provide positive results in improving the quality of education and development of children who are in grades 1-6. The expected outcomes of the program include improving the teaching skills of the studio teachers through counseling, training, workshops, and interactive activities. In addition, the program also aims to increase parents' involvement in their children's education. Through training and understanding provided to parents and teachers, it is expected that they will be more active in supporting and monitoring their children's educational development in the studio. In addition, the service team will also assist the Sanggar teachers and parents in the development of educational resources such as reference books, teaching aids, and learning devices that can improve the quality of learning in the Sanggar Bimbingan Kuala Langat.



Figure 1. Presentation of Training Materials



Figure 2. Agreement on the Implementation of the Co-Operation

Another effort made by the service team during the training was to convey material related to the training held, namely about education, flipped classroom, and google classroom. The material was delivered so that participants first understood the theory related to the title of the service before starting to practice it. The material was delivered through Power Point media and displayed using an LCD projector so that all participants had the same opportunity to understand the material explained. The following are details of the content of the material.

Table 1. Details of Service Material

No.	Material Details
1	Theories around learning in the 21st century
2	Theory around teaching and learning
3	Theories around learning motivation
4	Theory around the flipped classroom model
5	Digital learning media project development with google classroom

6	Project development of flipped classroom learning model using digital learning media with google classroom
7	Integration of the project results of the flipped classroom learning model with learning media using google classroom

Source: Data collected by Overseas Partnership Service team (2023)

Video tutorials related to explaining the steps of using google classroom media are also shown in the service activities in the Sanggar Bimbingan Kuala Langat. Video playback is also accompanied by further explanation and assistance of participants by the service team. This is done to maximize participants' understanding of the use of Google classroom media. In the video tutorial, there are several explanations as follows:

- How to install/download the google classroom app on your smartphone.
- How to use google classroom for teachers.
- Explanation of google classroom features for teachers.
- How to use google classroom for students.
- Explanation of google classroom features for students.:

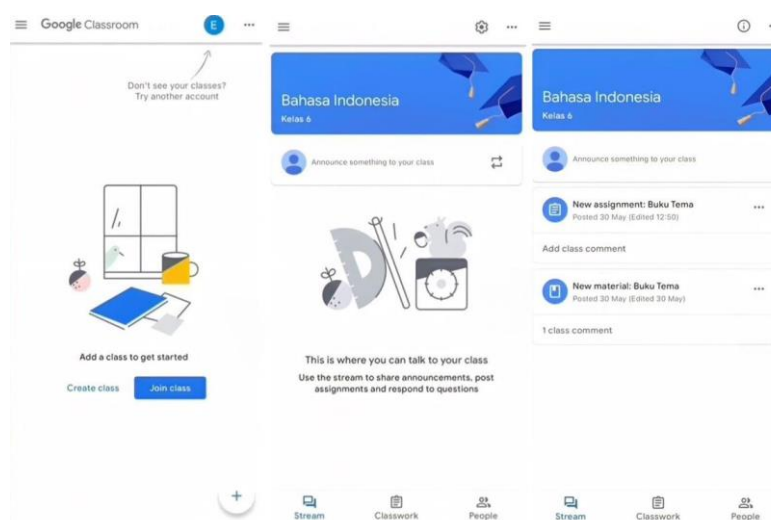


Figure 2. Screenshots of the Google Classroom App

Source: Overseas Partnership Service documentation team (2023)

The long-term impact of the program is expected to include the continuous improvement of the quality of education in the Sanggar Bimbingan Kuala Langat, which can have a positive impact on the children's academic and social-emotional development. An evaluation of the program will be conducted to measure the success and satisfaction of the participants, as well as to determine the necessary follow-up steps. Thus, the Overseas Partnership Service program at Sanggar Bimbingan Kuala Langat is expected to provide

significant benefits in improving the quality of education and development of children in the studio, as well as strengthening the cooperation between overseas parties and the studio in an effort to improve education in Malaysia.

Obstacles Faced

In the implementation of the flipped classroom workshop, there were several obstacles, such as:

- a. Limited internet access: Some participants may face challenges in accessing a stable and fast internet. This may affect their ability to follow the video content and online materials provided in the workshop.
- b. Technology readiness of participants: Not all participants have sufficient technology skills or appropriate devices to participate in a flipped classroom workshop. This can be a barrier to active participation and implementation of the flipped classroom concept in their environment.

Impact

Constraints such as limited internet access or participants' technological readiness can reduce the effectiveness of learning in the workshop. Participants sometimes experience difficulties in accessing materials or actively participating in the activity, so they feel less optimal in understanding the material.

Activity Sustainability Efforts

Provide ongoing training and guidance to teachers and participants after the workshop is over. This allows them to continuously improve their understanding and skills in implementing the flipped classroom concept in their classrooms.

CONCLUSION

The Overseas Partnership Service Program at Sanggar Bimbingan Kuala Langat, which aims to improve the quality of education and parental involvement of students, has received an exceptionally positive response. The combination of counseling and training on the flipped classroom has proven highly beneficial for studio teachers, optimizing their teaching and learning activities. On the parents' side, this program has led to increased engagement in their children's education.

Looking ahead, this program holds significant potential for long-term impact on enhancing the quality of education and fostering the holistic development of children within the studio. By continuing to implement such initiatives, we can work towards achieving SDGs Goal 4, "Quality Education." This collaborative effort between educators

and parents signifies a promising step towards a brighter educational future for the students at Sanggar Bimbingan Kuala Langat.

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