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Folktale 'Wendit' as the material staging the local folktale of Malang in effort to accomplish an international collaboration

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ABSTRACT

This community service program focused on assisting SD Aisyiyah Kota Malang to play a virtual drama entitled 'The Tale of Wendit' as the material staging the local folktale of Malang in effort to accomplish an international collaboration with Dajeong Primary School Korea. The community service was carried out by sharing session about virtual drama performance, casting, rehearsals, videotaping, video launching, and virtual drama performance to teachers and students of Dajeong Primary School, Korea. Every session provided both English for Young Learners' teachers and students opportunities to practice their reading and speaking for the performance. Besides, they also learned how to deal with digital platforms used for the rehearsal and virtual performance. The findings revealed that it was possible for teachers and students to include literature in English for Young Learners (EYL) learning in this digital era. During this pandemic, virtual drama performance can be carried out in primary school which has similar characteristics with the school where the community service was conducted.

Kisah 'Wendit' sebagai tajuk pementasan cerita rakyat masyarakat Malang dan upaya pengenalan budaya lokal dalam kerjasama internasional. Pengabdian kepada masyarakat ini difokuskan pada pendampingan SD Aisyiyah Kota Malang untuk memainkan drama virtual berjudul 'The Tale of Wendit' sebagai materi pementasan cerita rakyat lokal Malang dalam upaya menjalin kerjasama internasional dengan Dajeong Primary School Korea. Pengabdian kepada masyarakat ini dilakukan dengan sharing session tentang penampilan drama virtual, casting, gladi bersih, pengambilan gambar, video launching, dan pertunjukan drama virtual kepada guru dan siswa SD Dajeong, Korea. Setiap sesi memberikan kesempatan bagi guru dan siswa untuk berlatih membaca dan menampilkan drama pertunjukan. Selain itu, mereka juga belajar bagaimana menggunakan platform digital yang digunakan untuk latihan dan pertunjukan virtual. Temuan pengabdian masyarakat ini mengungkapkan bahwa sangat mungkin bagi guru dan siswa untuk memasukkan pembelajaran sastra dalam pembelajaran English for Young Learners di era digital ini. Pada masa pandemi ini, pertunjukan drama virtual dapat dilakukan di sekolah dasar yang memiliki karakteristik serupa dengan sekolah tempat pengabdian masyarakat dilakukan.

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INTRODUCTION

In accordance with the mandate of Curriculum 2013 which implements integrated thematic learning, English becomes locally-tailored school subject in Indonesian primary schools. In addition, English is taught based on the materials taken

from commercial student worksheet sold on the market. Although there are some good books, the learning is still carried out perfunctorily, following the pattern compiled in the student worksheet. Such sort of learning tends to prioritize cognitive aspects only because of the limitations of tools and materials even though the learning must activate all aspects including affective and psychomotor. Previous study conducted by Setyaningrum and Sabilah (2015) found that most schools in a famous international tourist destination in East Java – Batu – agreed to conduct EYL program despite the lack of teaching resources and English language educated teachers.

Some other studies reported that EYL becomes interesting phenomenon in Indonesian primary education. Zein (2017) argued that teachers, parents, and administrators have essential roles in providing the young learners English education because of the facts that there are some problems related to the absence of official curriculum guidelines as well as lack of English teachers' quality, learning resources and facilities (Sulistiyo et al., 2020). In today's multilingual circumstances, Zein (2019) urged that children should be facilitated with English instruction to prepare their readiness to involve in world globalization competitiveness in the future. While parents from some other parts of the world are more aggressive in providing their children experience in using English by enrolling the children to reputable schools which include English as additional language from earlier level (Wallin & Cheevakumjorn, 2020), determination in providing Indonesian children experience of using English contextually and involve in intercultural communication should be started from childhood (Zein, 2017; 2019).

The aforementioned evidence had motivated some schools to conduct the EYL program by providing English exposure from teachers and students from different countries. SD Mojorejo 1 Kota Batu, for instance, has initiated Global Project Program (GO PRO). GO PRO mainly aims at creating competent graduates in four English skills, i.e. listening, speaking, reading, and writing with the global knowledge. One of the most pivotal aspects of GO PRO is live video conference. In carrying this out, this school has made a mutual engagement with primary schools from English speaking countries, such as the USA and Australia as well as non-English speaking countries like India, Italy, Turkey and Spain. One of materials for GO PRO was students' performance; English translated Indonesian children classical songs and famous Roro Jongrang drama (Abidasari & Setyaningrum, 2020). In the same way, TK ABA 18 Dau also started an international collaboration by preparing the students and teachers to sing bilingual songs and make choreography for the students to learn English language while singing and dancing, in accordance with suggestion from Shin (2014). The students' songs and dances were videotaped and sent to Birla High School in India for the collaboration (Fizriyani, 2020; Widyawati, 2020).

To date, the kind of international collaboration has attracted an Islamic primary school, SD Asiyiyah Kota Malang, to initiate the collaboration by presenting local wisdom of the city, Malang. This idea was executed by selecting local folktale among children in Malang area – Wendit – a history of water spring in Malang. It was selected because the story told how people should struggle and work together to find the water spring. Linked to the situation nowadays, this story teaches people to conserve water, use it responsibly, and continue to get and save the most qualified water as stated in Sustainable Development Goals No. 6 (https://sdgs.un.org/goals). It is not only designed to educate Indonesian students, but also all students worldwide, about the urgency of saving clean water for global consumption. Moreover, with this strong motivation, the aim of integrating literary works in TEYL (Johnstone, 2019; Shin, 2006) is providing the students with opportunity to use an additional language in context as well as introducing new insight about culture, history, and other related issues in particular country

Similar to previous cases, this international collaboration also needs support from the personnel from English Language Education Department – Faculty of Teacher Training and Education of Univesitas Muhammadiyah Malang. Due to the time of COVID-19 outbreak in 2021, the school proposed a partnership with the institution in order to realize the school international collaboration to be conducted virtually. Supported by professional personnel in TEYL and technology, the university facilitated teacher's and students' training that exhibits the local wisdom based on selected folktale to perform for virtual international collaboration. The students were expected to learn foreign language while valuing their own and other nationality's cultures.

As the international collaboration is beneficial to enhance the teachers' and students' English skills, modest time of learning EYL in Indonesia should be suplemented with further language exposure. The efforts made SD Asisyiyah Kota Malang and other aforementioned schools have been in line with Johnstone (2019) who suggested a learning collaboration with other students from other countries who engage in EYL program by video conferencing. Additionally, the Tale of Wendit which was taken from Little Sunshine Bilingual Book (Setyaningrum et al., 2018) was scripted into a drama to perform virtually to students in Dajeong Primary School in Korea. Using drama, the primary school students get enjoyment in using English while learning Indonesian culture embedded in the drama script. Copland et al (2019) mentioned that it is challenging for young children to focus on using second language (L2) only in particular when children (and teachers) all speak a different language and when the emphasis is on learning by play rather than formal learning.

To promote Korean culture, the Dajeong Primary School students also peformed The Rabbit and Turtle – one of classical Korean stories to show Indonesian students ab out friendship in Korean culture. As Korean students are taught English using English under Teaching English in English (TEE) program (Jee & Li, 2021), the Korean students' English quality was better. It was reported that Korean students' English has motivated the Indonesian students to learn the language

harder. Definitely, this program has reached its goal in providing exposure for Indonesian and Korean students to learn English as well as build their intercultural awareness sensitivity, to prepare themselves engage in global communication.

METHOD

Based on the proposed program for this community service, the following stages explain the methods of the program realization.

Preparing the script and casts

The script was prepared by the community service team by converting the story of Wendit written in the Little Sunshine Bilingual Book to a dialogue script for a drama performance (Figure 1).

The Tale of Wendit

VO:
The history of Wendit comes from the story of Mount Widodaren, one of the mounts clustered within Bromo Mountain range. For some reasons, Mount Widodaren moved from its original place.
VO:
This movement made people of Tengger always find it hard to pass the steep cliff when they were to pick the holy water from the springs of Widodaren Mountain.
Son: Father, I am tired. Is the spring still far?
Father: We are still three miles away, son. Watch your step. The path is very steep.
Son: Oh No! (Looks Grumpy)
VO:
Due to this matter, people of Tengger asked wise man for help.
Villager: O, Dear Pandhit the wise man. May we seek for your divine favor?
Wise man: What seems to be bothering you, My son?
Villager: We are here in the name of Tengger People. Since God moved Mount Widodaren farther, our people find it difficult to reach the holy water.
Wise man: Hmm. So, tell me your wish.
Villager: O Please tell Dear God to send us a new place for the holy water
Wise man: Very well, then. Give me some time to seek His heavenly guidance.
VO
The wise man went meditating in the woods of Mount Widodaren to ask to God for giving them the direction where the water springs flowed to.

Divine Voice: O my obedient servant, the water springs of Widodaren flows to Malang in **the South.**
VO:
Then, the wise man led the people of Tengger to Malang to find the holy spring of Mount Widodaren. Until one day, they stopped in Mangliawan.
Wise Man: "O the people of Tengger, let us embark on a sacred journey to the south for the holy water of Mount Widodaren."
Villager: "As you wish, Your Eminence!"
VO:
The name Mangliawan came from the word Hanuman, *a mythology creature in Ramayana. In truth, monkeys have been staying around the holy spring since then. People believe that they are the guardians of the spring.*

Monkey 1: "We are the guardian of Mangliawan ... Uuk... Aak.."
Monkey 2: "Yeah, we will protect this place." Uuk aak
VO:
The spring now is called Wendit which refers to Pandhita. And it becomes one of the renowned tourist destinations in Malang"

Figure 1. The script of The Tale of Wendit

With regard to the casts set up in the script, the casts were auditioned. The audition process involved teachers in its implementation. The students were selected by teachers and community service team according to several criteria, namely: intonation. Pronunciation and character personification. In total, 7 students from grade 4 to 6 were selected in as the main casts.

Equipping the teachers with ample resources of teaching English with the touch of localities through drama performance

An initial workshop to equip the teachers of English at SD Aisyiyah Kota Malang was conducted by explaining steps to do to involve the students in performing the Tale of Wendit (Figure 2). During the workshops the teachers were involved in activities such as: (1) Reading and understanding the folktale Wendit; (2) Reading and understanding the script of the drama The Tale of Wendit; and (3) Practicing how to assist the students in performing the drama.

Figure 2. initial workshop with the teachers and the international collaborator

As the follow-up activities of the workshop, the teachers and the community service team undertook some discussions in WhatsApp group chats to solve problems dealing with pronunciations, expressions and some technical matters.

Rehearsing and Assisting students to read the folktale and drama script in English version

Reading English language correctly with accurate pronunciation is essential in drama performance. The community service team and the teachers assisted the students in rehearsals remotely due to inability to meet in person to avoid the spread of COVID-19. The rehearsals were carried out during 28 meetings (Figure 3). Sometimes all students, teachers and community service team were online from their homes and sometimes they were held hybrid if some students came to school for personal training on pronunciation.

In general, the rehearsal activities fell into two main facets, namely (1) reading the drama script and (2) feedbacks and drilling on students' pronunciation.
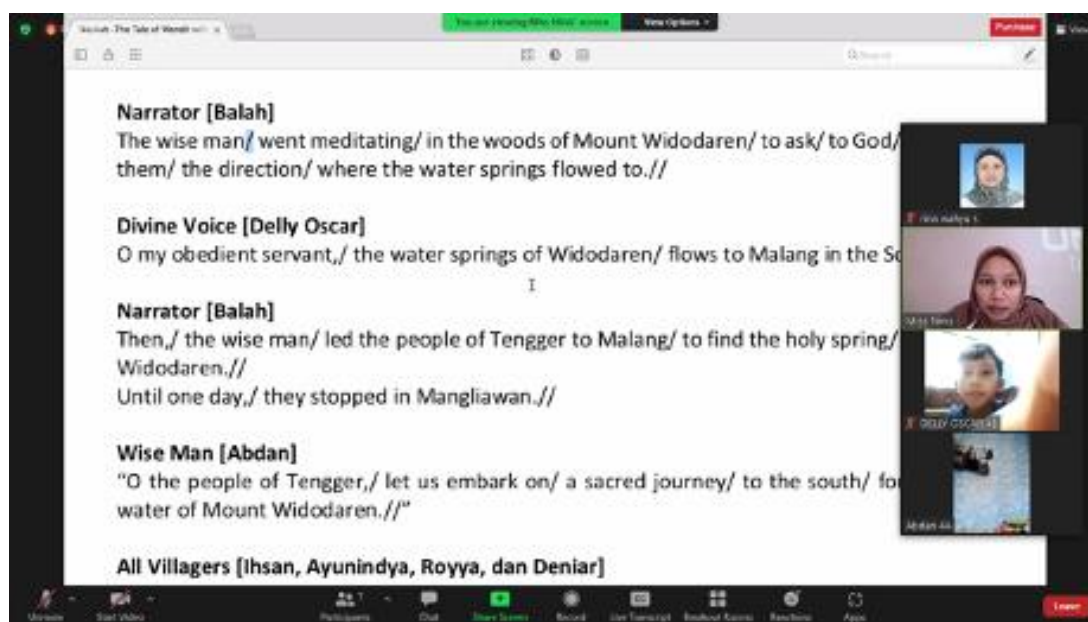
Figure 3. Reading the script

It took twice to three times for reading the drama script for the students to understand the content of the drama. It aimed at preparing the students to involve their feeling in playing the drama (Figure 4).

Meanwhile, the activities of drilling and giving feedbacks on students' pronunciation practice were conducted twice after the students finished reading and practicing their lines.
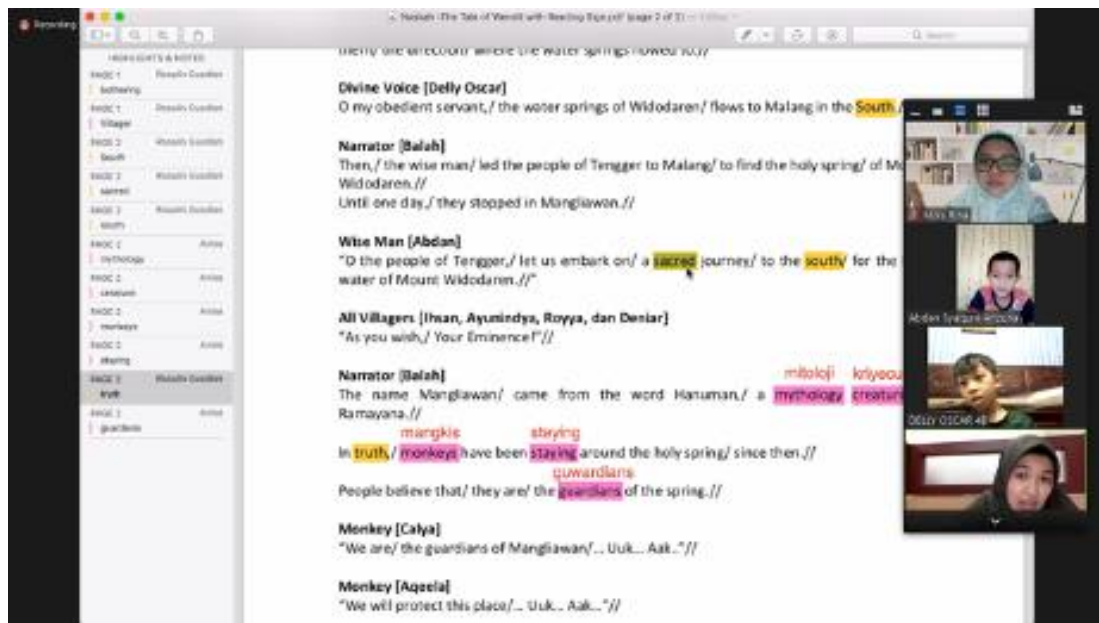
Figure 4. Feedbacks on the students' mispronunciation

The activities of drilling and providing feedbacks on students' pronunciation was targeted to improve their pronunciation skills in not only their drama performance but also their speaking skill generally.

Virtual Performance "The Tale of Wendit"

Students' played videos as learning materials for coming cohorts of the SD Aisyiyah Kota Malang as well as for International Collaboration Project with Dajeong Elementary School South Korea. The activities were carried out by (1) Virtual drama tapping, (2) Launching virtual drama The Tale of Wendit: the launching of virtual drama performance, were watched by all students and teachers of SD Aisyiyah Kota Malang, parents, and community service team, and (3) Virtual drama performance to Dajeong Primary School South Korea: attended by all drama performers, school principle, teachers, community service team and students and teacher from Dajeong remotely, the performance was appreciated by Sejong Office of Education's officer, South Korea. All Korean students were also happy to see the performance and hoped to have the other collaboration in the future (Figure 5).
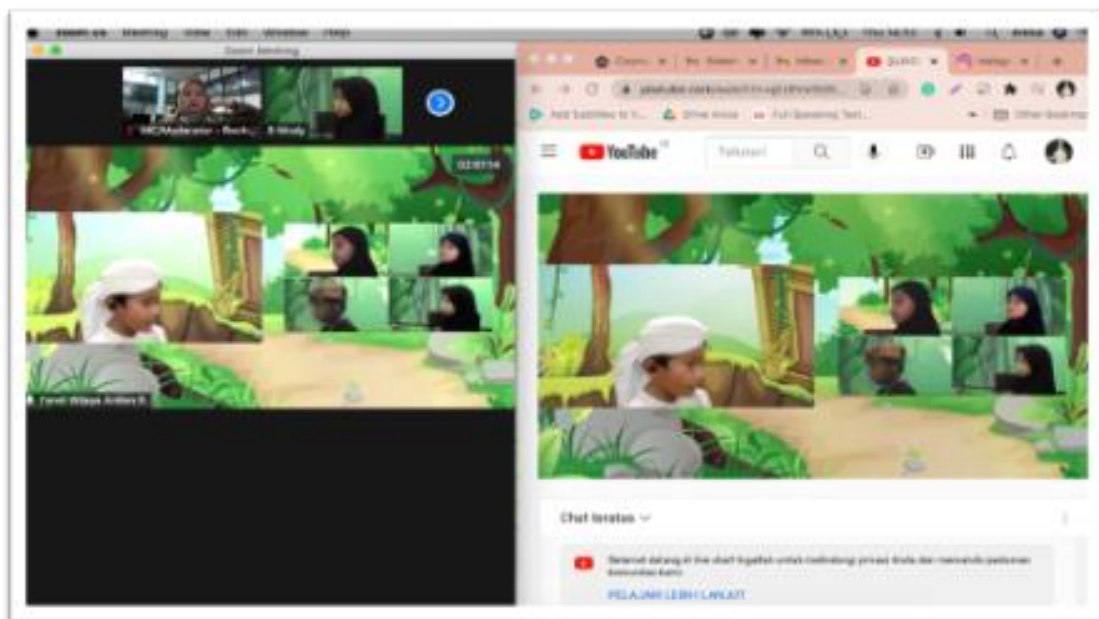
Figure 5. Video taping

All of the casts and teachers gathered to join the final preparation and video tapping process. The tapping of the virtual video was carried out using Zoom meeting connected to YouTube for editing. After the video performance was taken, the editing process was conducted with the support of a professional IT team. The editing process took place for two weeks. On Monday, November 8 2021, the video was launched for the first time (Figure 6).
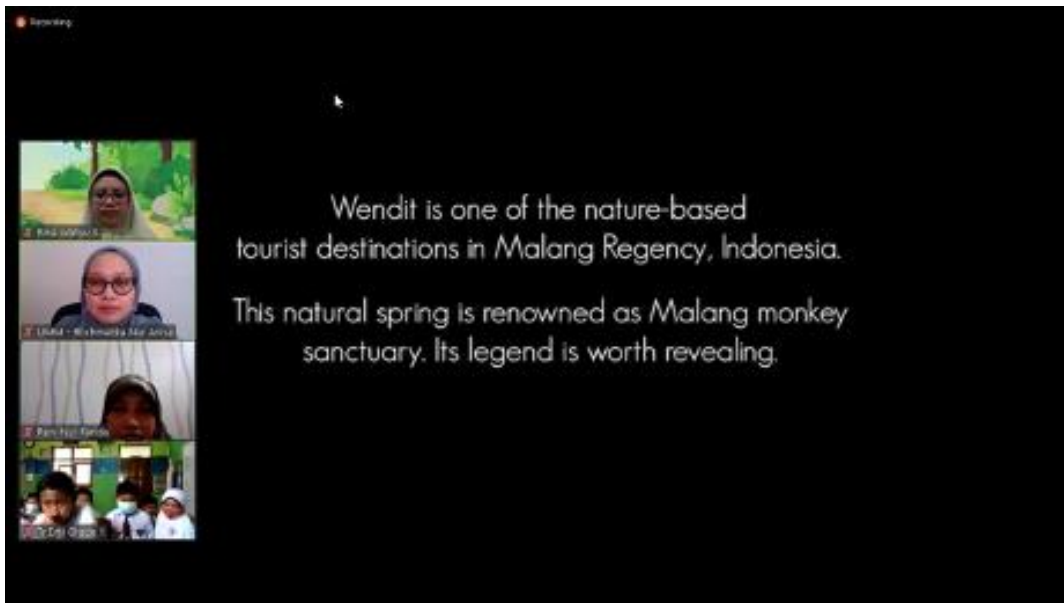
Figure 6. First Launching of virtual drama performance

It was played at the school hall and watched by all students and teachers of SD Aisyiyah Kota Malang, parents, and community service team. Then, the next virtual drama performance was launched before the international community, that is Dajeong Primary School, Korea. It was conducted on November 22, 2021 (Figure 7). In addition, SD Aisyiyah was not the only performers in this event. Students of Dajeong Primary School Korea also performed their traditional drama entitled 'The Rabbit and The Turtle' (Figure 8).
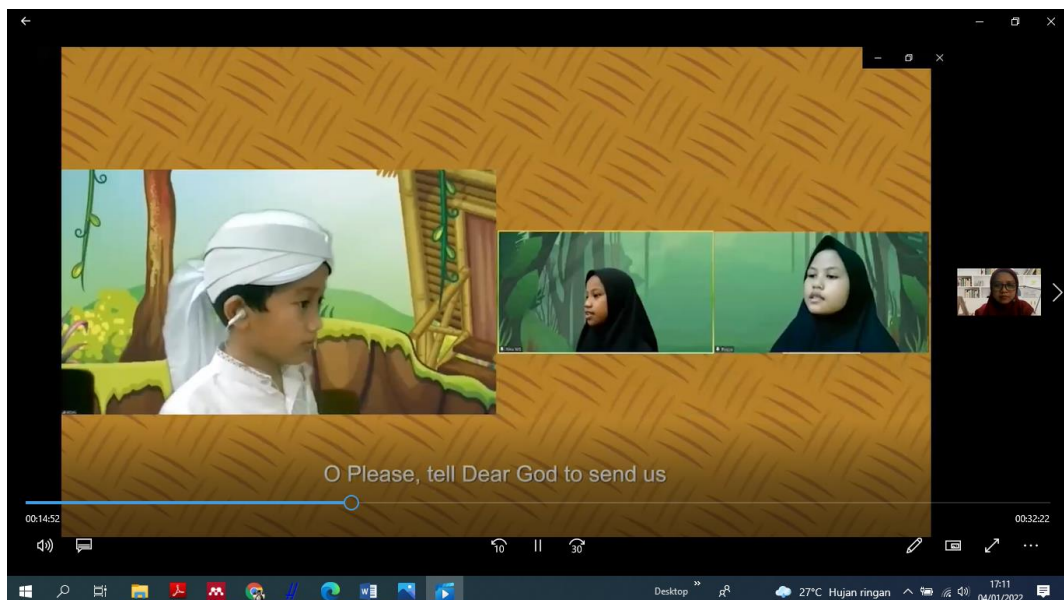
Figure 7. Launching of virtual drama performance before the Korean audiences
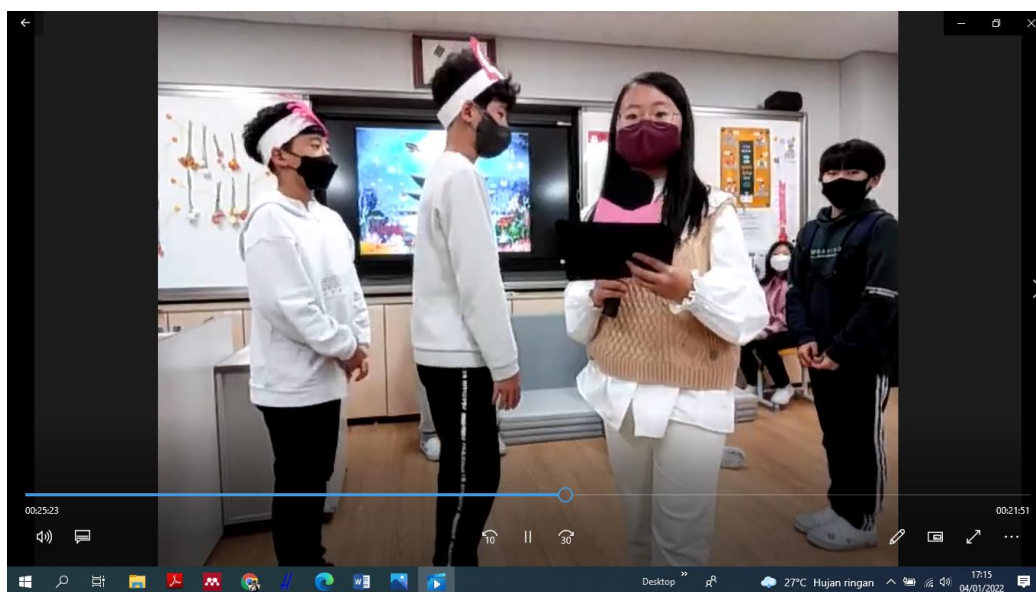
Figure 8. Drama performance by Korean primary school students entitled The Rabbit and The Turtle

RESULTS AND DISCUSSION

There are four important findings regarding the community service carried out at SD Aisyiyah Kota Malang. First of all, it is feasible for primary schools to project activities in order to provide young learners with TEYL meaningfully during the COVID 19 pandemic. Secondly, limited time and space for learning could be manipulated by initiating activities remotely. Thirdly, if there is limited or no exposure that the students can get during a 60-90 minutes English class per-week, the teacher could initiate a collaboration with students and teachers abroad. It can be conducted remotely by using accessible platform. Finally, teachers of EYL should not underestimate their students' capability in learning and acquiring English. They are potential learners who need to get guidance how to involve in particular activity in their English learning. They just need time to know it, understand its process and then practice how to use the language contextually.

COVID-19 pandemic has affected educational activities in general because of students' and teachers' inability of to get together at school to avoid the spread of virus. They had to be quarantined at home and involved in remote learning. In the beginning of pandemic, all were panic because they had to shift learning from face-to-face to online. It happened because they were not ready to implement online learning (Rasmitadila et al., 2020) which required access to internet connection, technological knowledge as well as ability in selecting the most appropriate activities, particularly for young learners. In fact, all were settled and acceptable after a year of pandemic. Teachers, as the key personnel for teaching and learning process, adjusted their teaching with the current condition. By improving their competence in utilizing technology (Budianto & Arifani, 2021; Tafazoli, 2021), they initiated some meaningful activities. One of them was incorporating literature for teaching young learners. In this community service, the teachers had evidenced their willingness to upgrade their knowledge about digital teaching literacy, and then teaching their students to play drama virtually. SD Aisiyah Kota Malang had been successful in implementing TEYL remotely by equipping the teachers with knowledge of utilizing digital platform and creating some learning media to support it. They also committed to collaborate with researchers and academics from university.

In addition, there were three reported efforts made by the teachers of EYL to manipulate the current condition. The comprised activities such as improving the internet bandwidth, selecting drama medium for English learning, and providing the students with story board and script. *The Tale of Wendit* was selected as the story to be played. The story was transferred into a story board to clarify the drama performers' roles before each of the performer was assigned to read the script and practice to pronounce it correctly. Moreover, as the reading times and rehearsals were carefully scheduled remotely to avoid the students' learning boredom and challenges so that they should spend four times rehearsal to qualify their pronunciation. It proved that young learners could memorize words and use them properly if they practiced to say them frequently.

Regarding time limitation of learning English due to the status of English as a locally-tailored school subject (Lestariyana & Widodo, 2018; Sulistiyo et al., 2020), involving the students in an international video conferencing with students from overseas was a brilliant idea. Then, SD Aisyiyah Kota Malang initiated an international collaboration with Dajeong primary school from South Korea. This collaboration had implication for an agreement to conduct virtual drama performance to motivate the students used English for a medium of communication and introduced local stories through drama. Therefore, the students got additional time for learning English because of rehearsal times and another valuable,

yet exciting time to meet their friends from different country. Johnstone (2019) suggested this kind of activity to compromise the time limitation for young learners to learn English.

COVID-19 pandemic, remote learning, and EYL students learning loss or learning success emerged chronologically and they all depend on how schools encourage teachers to be creative in managing the learning. They were also expected to scaffold the students' English learning by valuing the students first language to learn the second language by translanguaging or trans-semiotizing (Liu, 2020; Williams, 2020). They were advantageous for students to showcase their learning agency (Chen, et. al., 2021). Each student could perform every role in the drama because of the examples provided by the teachers as well as multisemiotic resources that had been used during the rehearsal and performance. Therefore, international collaboration conducted through virtual drama performance evidenced the students' concrete potential to use English in sophisticated context if they were educated properly.

CONCLUSION

Shifting face-to-face to remote learning requires the teachers of EYL to be creative in making the young learners enjoy learning within limited time and space. Collaborating with the academics from university is a wise decision to make to compromise the situation because of possibility of discussion and consultation related to TEYL challenges due to the COVID-19 pandemic. Efforts to scaffold the students learning during the pandemic which provide experience to communicate in English properly had been made. Students enjoyed the process of training themselves to perform the virtual drama because of chronological steps in practicing to use English contextually. However, challenges emerged because of the students' limited knowledge and practices in pronunciation that affected longer time to rehearse. In fact, the courage of involving the SD Aisyiyah Kota Malang students in an international collaboration with Dajeong primary school of South Korea by performing *The Tale of Wendit* virtual drama is inspiring. It had promoted both the EYL teachers' and students' agency in teaching and learning English despite their limitation of gaining maximum teaching and learning outcomes due to the pandemic. The strategy to mediate the young learners English learning during the COVID-19 pandemic experienced by SD Aisyiyah Kota Malang should be appreciated and adapted by other primary schools. According to survey conducted by Sejong City Office of Education, Dajeong Primary School was satisfied collaborating with SD Aisyiyah Kota Malang and the students were able to achieve their deeper learning about Indonesia and its culture. Through a Certificate of Appreciation presented by the director of Sejong City Office of Education, Kim, Sung Mi expressed special thanks to the cooperation and hard work of SD Aisyiyah Kota Malang during the international collaboration.

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Yoghurt making training to build women's resilience in developing local economy and healthy lifestyle

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ABSTRACT

Lifestyle modifications are becoming increasingly important, especially following the epidemic era. Healthy living is a continual lifestyle that aids the attempt to transform a healthy culture and the production of healthy cells. A healthy lifestyle is one that consider all facets of a person's health. Not only about food but also about exercise and lifestyle practices. Health is vital to all our actions. One of the important things in supporting health can be done with healthy food intake. Making homemade yogurt, changing other foods, and changing one's lifestyle are all part of this activity. Thus, this activity aims to train partners in yogurt making to build women's resilience in developing local economies and healthy lifestyles. Activities are hybrid, with some participants and resource personnel working online and others offline at the activity site. The method of activities is carried out using lectures, discussions and hands-on practice which is carried out in a hybrid between online and offline. Some participants and resource persons carry out activities online and partly offline at the activity location. This activity is women's independence to build a home industry producing yogurt and other nutritious foods has increased, as has the production of processed yogurt. It is anticipated that the independence of these women will encourage the self-assurance necessary to construct a healthy family and environment, making their residence a place of business and a healthy gastronomic destination at home.

Pelatihan pembuatan yoghurt untuk membangun ketahanan perempuan dalam mengembangkan ekonomi lokal dan gaya hidup sehat. Perubahan gaya hidup menjadi semakin penting saat ini, terutama setelah era pandemic yang baru saja berlangsung. Hidup sehat adalah gaya hidup yang berkelanjutan yang diharapkan mampu memberikan budaya sehat dan menghasilkan imunitas tubuh sepanjang hayat. Gaya hidup sehat adalah gaya hidup yang mempertimbangkan semua aspek kesehatan seseorang. Salah satunya ditunjang olej makanan berkualitas. Tidak hanya tentang makanan, tetapi juga tentang latihan dan praktik gaya hidup. Kesehatan sangat penting dalam semua perilaku keseharian kita. Membuat yogurt rumahan sendiri, memodifikasi makanan dengan berbahan dasar ini, dan mengubah gaya hidup seseorang menjadi lebih sehat adalah tujuan utama dari kegiatan ini. Dengan demikian, kegiatan ini bertujuan untuk melatih mitra dalam pembuatan yoghurt untuk membangun ketahanan perempuan dalam mengembangkan ekonomi lokal dan gaya hidup sehat. Kegiatan ini dilakukan bersifat hybrid, dengan beberapa peserta dan narasumber bekerja secara online dan sebagian lainnyasecara offline di lokasi kegiatan. Metode kegiatan yang dilakukan secara hybrid, beberapa peserta dan narasumber melakukan kegiatan secara online dan sebagian offline di lokasi kegiatan. Hasil kegiatan ini adalah tumbuhnya kemandirian wanita untuk mengembangkan industri rumah tangga berupa pembuatan yoghurt dan makanan sehat lainnya pengembangan dari olahan yoghurt. Kemandirian para wanita ini diharapkan mampu menumbuhkan kepercayaan diri untuk membangun keluarga dan lingkungan yang sehat, menjadikan tempat tinggalnya sebagai tempat bisnis sekaligus tujuan kuliner sehat rumahan.

INTRODUCTION

City branding has joined the current daily vocabulary, especially for politicians and city officials around the world. Most of the academic research and application activities in this field, focus on the concept of branding the city itself (Braun, 2012). These different creative activities go into making a brand activity implements city branding, especially in very heterogeneous urban expansion areas and especially in existing village settlements. Cangkiran Village is part of the development of the area in Semarang City. The development of the area is essentially inseparable from socioeconomic activities and relatedness to the back area, which then awakens and demands the activities that exist in the community in the area. This will require space to allocate their needs (Chakravorty, 2005).

The Sustainable Development Goals (SDGs) are defined as development that ensures the continuous improvement of people's economic well-being, a development that ensures the sustainability of people's social lives, a development that ensures the quality of the environment, and development that ensures fairness and the implementation of governance that can ensure that people's quality of life continues to improve from generation to generation. TPB/SDGs is a global and national commitment to a prosperous society that encompasses seventeen goals, including (1) no poverty; (2) no hunger; (3) a healthy and prosperous life; (4) quality education; (5) gender equality; (6) clean water and proper sanitation; and (7) clean and affordable energy. (8) Affordability of work and economic growth; 9) Infrastructure, industry, and innovation; (10) Inequality reduction; (11) Sustainable Cities and Settlements; (12) Conscious Consumption and Production; (13) Climate change adaptation; (14) Ocean Ecosystems; (15) Land Ecosystems; (16) Institutions of Peace, Justice, and Resilience; (17) Collaboration to Achieve Goals (Hák, Janoušková, & Moldan, 2016).

Global cities are often the focus of research in urban rebranding efforts given the concentration of global capital and their ability to attract investment. However, in developed countries in America, urban rebranding is also common practice, as it plays an important role in building the positive image of the former industrial city (Masuda & Bookman, 2018). In Indonesia, city branding can be understood as a form of local government communication policy to introduce and market the region (Kamil, 2017). This action results in a very strong top-down effort. The term "urban village" refers to a place or location that encapsulates the state of Urban villages are walkable, bicycle-friendly, transit-oriented, mixed-use neighborhoods that can provide housing and employment opportunities, as well as environmental benefits and enhanced quality of life for city and region residents. Urban village plans have the potential to transform blighted and neglected areas into safe and inviting gathering spaces for people of all ages, income levels, and backgrounds (Savini, 2014). They have the potential to create a vibrant environment that is a perfect match for in the iconic landscape and growth economy (Anttiroiko, 2014). Innovation can provide a critical housing option for the workforce and people from all socioeconomic backgrounds. This can promote a more bicycle-friendly environment that is also walkable, resulting in a more active lifestyle and improved health outcomes. Additionally, it has the potential to alleviate development pressures on our priceless open spaces (Pancholi, Yigitcanlar, & Guaralda, 2015).

Referring to the above, this activity aims to align itself with achievement efforts on several things, namely: without poverty, a healthy and prosperous life, decent work, and economic growth. To achieve the condition of a people without poverty, this activity refers to the formation of competitive ability using the potential of the creation of healthy food products carried out by residents on a household industry scale, specifically housewife whose income levels are classified as economically weak independently (Krauss, 2022). As a city undertaking regional development, Semarang has expanded urban settlements in several areas, including the Cangkiran District. This community is primarily comprised of migrants from the lower middle class, young households, and adolescents with significant nutritional and educational needs. Healthy and Prosperous Life is paid for in this activity through household business plan planning training using canvas applications that help in planning business strategies and market planning to increase family income through improving business planning science and marketing of processed food products from yogurt ingredients (Umar, Sasongko, & Aguzman, 2018). Using the study that has been conducted by Umar etc., we believe that empowering women to use healthy food ingredients that are needed every day by both consumers and producers would ultimately lead to an improvement in people's health, productivity, and the prosperity of the community and the environment. Planned and effective processing of daily necessities would truly maximize the daily activity of housewives.

Economic growth is expected to emerge when the branding of Kampung Yoghurt is known and visited sustainably, making it a tourist destination (Sebestyén, Bulla, Rédey, & Abonyi, 2019). Cangkiran Village is in Mijen District, Semarang City, with an area of ± 2.76 km^2. Currently, Mijen District is considered very productive in planning the branding of its villages by having 17 (seventeen) thematic villages, namely: Vegetable Village, Durian Village, Dragon Fruit Village, Ceplok Piring Village, Tape Ketan Village, Fruit Village, Convection Village, Rice Field Village, and Owl, Jamu Village, Asri Village, Orchid Village, Pande Besi Village, Labu Village; Woven Village, Furniture Village, Hawker Village, Ketela Pohon Village (Riyadi, 2019). While the number of residents of Cangkiran Village, illustrates the largest number of residents in the productive age range, namely the age of 15-64 years, by 71%. Jatisari Village ranks at the top of the total population in 2020, and Cangkiran Village has the 4th largest population among the total of 14 villages in Mijen District, Semarang City. The problem that comes at this time is that housewives who have the capacity in the form of time and space at home to expand current companies must be able to improve the quality of their daily activities to provide for family nourishment

without incurring additional expenses. Consequently, it is crucial to engage in a variety of activities that enhance the capacity to build healthy food processing.

One of the impacts of globalization that occurs today is that the increasing number of residents in the suburbs can have a positive impact on economic growth that was initially not moving enough in the suburbs. Grossman & Krueger describe two components: economic globalization, which refers to integrating global markets, and ideological globalization, which refers to the political ideologies that underpin the spread of markets, commerce, and democracy (Grossman & Krueger, 1995). Economic globalization has had a limited impact on developing countries; some cities have prospered; others, while not globally integrated, have regional interests. Large swaths of land and many cities have been passed (Lanz, Dietz, & Swanson, 2018). Ideological globalization encompasses a much broader range of intellectual and policy concerns. Ideological globalization's principles work against cities/regions on the global periphery (Jackson, 2021). At this time, global competition cannot always be done by people in urban centers alone, but also in suburban settlements, with newly grown heterogeneous communities (Karachyna, Vakar, Moroz, Semtsov, & Vitiuk, 2020). One of them is as a depicted at the location of this activity.

Empowerment of women and housewives has been widely done in this village, where all villages already have stalls or places to eat managed by housewives in this area. Cangkiran Village, until 2020, had 29 (twenty-nine) stalls and places to eat. Stalls and places to eat that have managed by women of productive age who have proven to have the spirit to change themselves and their environment for the better and be sustainable. Starting from various non-formal meetings that have been conducted both through study events and WA group chats (WhatsApp), it was found that the addition of knowledge about health, nutrition, and opportunities to develop a home economy is the biggest hope and dream so far.

It is envisaged that by empowering women and housewives in dense residential areas with low incomes, they will be able to strengthen food security and the existing local economy. Young women with children under the age of adolescence have potential in the sense of time and space that can be utilized by remaining at home near to their families. Any development in their talents will have an immediate economic effect on their families and the community. Thus, this activity aims to train partners in yogurt making to build women's resilience in developing local economies and healthy lifestyles.

METHOD

Cangkiran Village is in Mijen District, Semarang City, with an area of ± 2.76 km2, as illustrated in Figure 1. The target location of the activity is in Cangkiran Village; Delta Asri housing is depicted in Figure 2 below which shows the entrance and a house that has a household trade function in it. The target of this activity is 25 (twenty-five) housewives in the Cangkiran Village Area, which has been one of the community groups affected by the pandemic that hit Indonesia. Most housewives work in home businesses and services, where the position of Cangkiran Village is ranked 5th among 14 other villages in Mijen Subdistrict, Ngaliyan, as depicted in figure 4 above. The activity method is carried out using the incorporation of online, offline, and hybrid systems in the preparation, implementation, and evaluation of activities a total of 3 (three) video explanations regarding the types, benefits, content, and business plans that can be carried out and 1 (one) video of yogurt making practice. As shown in figure 5 below. Participants who received training and assistance with yogurt making tools have uploaded in to their registered social media accounts and will collaborate to publish new products and the growth of consumers as a marketing effort as well as an evaluation for the sustainability of their activities.
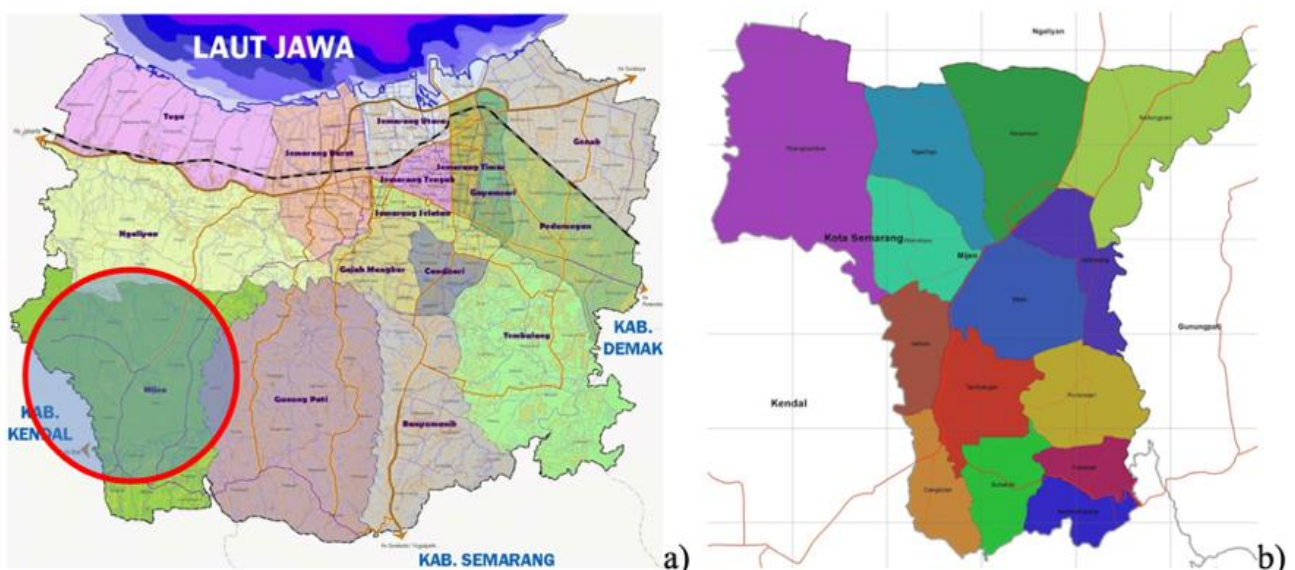
Figure 1. Location of community service: a) Mijen District, Semarang; b). Cangkiran Village.

Figure 2. Overview of targets of Puri Delta Asri 2 Housing Community Activities, Cangkiran Village, Mijen District, Semarang (Nursanty, 2021)

In general, the activity is divided into four stages, namely: (i) preparation, which is carried out online in the presentation's form of activity materials that have been carried out 3 (three) days before the activity so that participants who have registered online can watch it in advance according to their free time; (ii) main event, which is the main activity carried out in a hybrid way. Some speakers are present directly on location and others are present virtually using the Zoom application. Similarly, participants who have learned the material first through YouTube, can directly discuss it with the speakers both directly and virtually. The recording of the event can be watched via the following link: https://www.youtube.com/watch?v=3e_r2n0-NFQ&t=7s which contains the following summary of activities and links https://www.youtube.com/watch?v=bIIwgdHpnm0&t=223s which contains a full stream of activities; (iii) is a publication activity carried out as several publications, namely: online media, Jateng Daily, community service journals, and YouTube social media; (iv) is the evaluation process carried out after the event takes place through the participants' testimonial videos at the following link: https://www.youtube.com/watch?v=hCCFwLTGqIs&t=1s. Diagrammed, the method of execution of activities is described in Figure 3.

Preparation: efficient, time-saving and systematic

Event
- Hybrid online and offline for both the interviewees, participants and committees

Publication
- Scientific journals and mass media, activity videos and participant testimonials on Youtube

Evaluation
- satisfaction questionnaire and customer achievement video
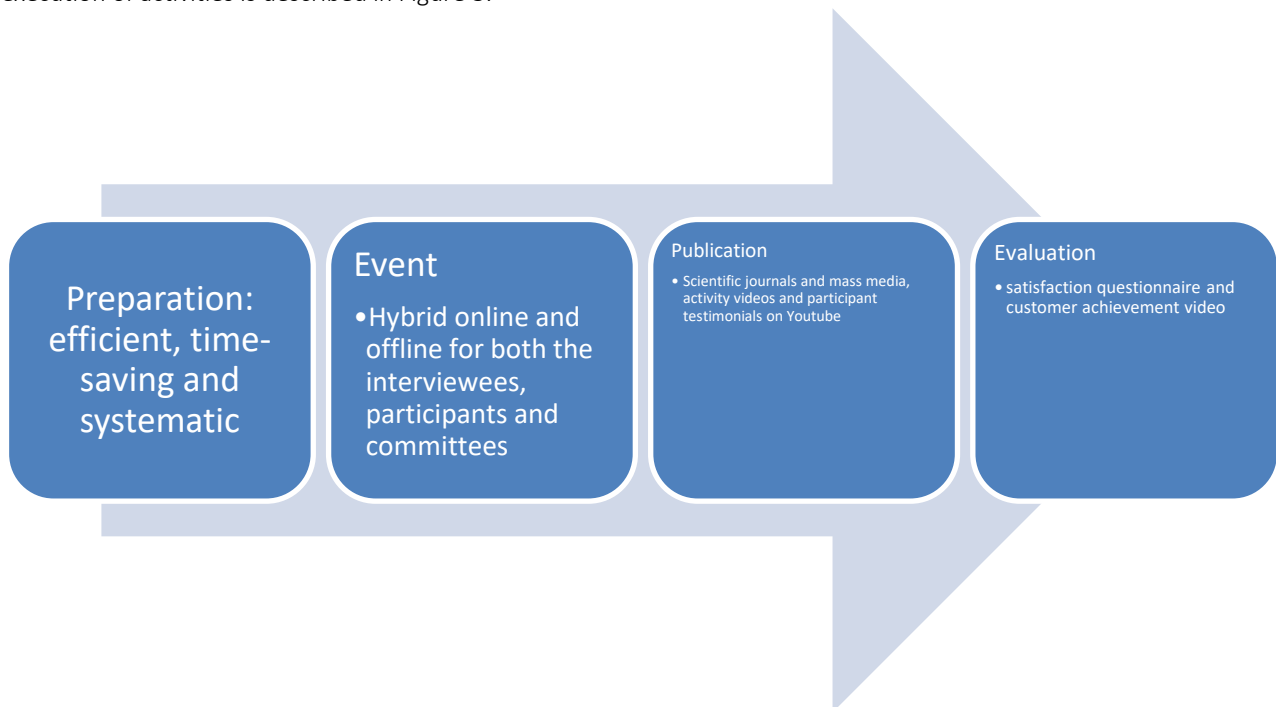
Figure 3. Methods of implementation of thematic village PKM activities yogurt (Nursanty, 2022)

RESULTS AND DISCUSSION

The materials that have been given during preparation, activities, and discussions with participants for the development of the next real step, which has all been published on the YouTube channel show in Figure 4. At the preliminary stage, 50 (fifty) residents who are interested in living locations throughout the Cangkiran District have registered. The submission is motivated by a desire to improve the capacity to process healthy food, as it has previously carried out several breakthrough household food businesses. Following a selection process based on an equitable distribution of activity areas, it was decided to attend 25% in person and 75% virtually.

Figure 4. Three speakers and related lecture materials on the YouTube Channel (Nursanty, 2022).

The material presented by the speakers is seen in Table 1.

Table 1. Speakers and learning materials

Speaker	Department	Learning materials
Dr. Ars. Eko Nursanty, ST., MT.	Architecture	Yogurt and Healthy Lifestyle Needs. *(Yoghurt dan Kebutuhan Gaya Hidup Sehat).*
Dr. Honorata Ratnawati Dwi Putranti, SE., MM.	Economic and Business	Canvas Business Model for Homemade Yoghurt Business. *(Bisnis Model Canvas Untuk Usaha Youghurt Rumahan).*
Ery Fatarina Purwaningtyas, ST., MT.	Chemical Engineering	Yogurt and Healthy Nutritional Needs to Improve the Body's Immune System. *(Yoghurt dan Kebutuhan Nutrisi Sehat Untuk Meningkatkan Sistim Imun Tubuh).*

Healthy lifestyle and yogurt

Yogurt and healthy lifestyle needs are the first materials that become the basis of activities, where the main need of people in this new normal era is a sustainable healthy lifestyle (Abe et al., 2020). Childhood sets the stage for developing healthy lifestyle behaviors. Thus, the relationship between adolescents' cognitive beliefs, healthy lifestyle choices, and the transformation of healthy lifestyles into behaviors has become an exploratory topic (Loef & Walach, 2012). Since adolescence and its development, researchers have been examining the relationship between variable cognitive, social support, and healthy living behaviors (Kelly et al., 2011).

Childhood and adolescence serve as the basis for healthy lifestyle choices and behaviors in adulthood. Adolescents are increasingly disengaged from the feeling of depending on their caregivers to choose a healthy lifestyle and developing the ability to make their own choices about healthy lifestyle behaviors, including physical activity and nutrition (Ford et al., 2012). Numerous studies have established that adolescent peers, parents' healthy lifestyle behaviors, and the school environment all influence healthy lifestyle choices and behaviors (Çelebi et al., 2017).

Women's empowerment is essential for families, communities, and the country's health and social development (Ramachandran, Wu, Kowitlawakul, & Wang, 2016). Women can reach their full potential when they live in a safe, fulfilled, and productive environment (Behrens et al., 2013). Hire their skills and you can raise happier, healthier children. Additionally, they can contribute to the development of a sustainable economy and benefit society and humanity (Salmoirago-Blotcher et al., 2011). Education is a critical component of this empowerment. Girls who are educated can later in life pursue meaningful work and contribute to their country's economy. Additionally, they are four times less likely to marry young when they complete an eight-year education, which benefits both them and their families (Wu et al., 2009).

Figure 5 shows the desire to advance women to make every activity carried out is as part of family activities and environmental progress by creating a relaxed learning atmosphere and easy to understand by children and adolescents as well. This familial atmosphere will later be the power to win the competition of places by giving special touches to the stalls that exist in public spaces for gathering people and tourists in villages with bicycle routes through culinary villages containing healthy yogurt-based foods.

Figure 5. Documentation of the activity (Nursanty, 2022)

Healthy Lifestyle: Good Health

Good health is not only the absence of disease, but it is also a state of complete physical, mental, and social well-being. This includes eating a balanced diet, exercising regularly, abstaining from tobacco and illicit substances, and getting adequate rest (Sen & Sirin, 2015). Our bodies function similarly to machines, requiring a balance of protein, carbohydrates, fats, vitamins, minerals, and water to function properly (Nelson, 1997). Many people do not purchase or prepare fresh food regularly. We frequently lack time and opt for fast food that is inexpensive and processed quickly. However, food comfort has a detrimental effect on our health. Here are some examples of this type of food and the resulting adverse effects: junk food, such as chips and chocolate, is high in calories but low in nutritional value; (ii) fast food, such as hamburgers and fried chicken, is prepared and served quickly but is high in fat; and (iii) practical foods, such as microwave-ready meals, frequently contain an excessive amount of salt and sugar.

To maintain a healthy lifestyle, we must also consider the value of physical activity. Your body was not designed to sit. Regular exercise is necessary to keep the joints and muscles healthy and functioning properly. They will cease to function if you stop walking. If you're active, your body has a much easier time dealing with threats such as illness, injury, or the occasional sweet or fatty snack. Exercise also assists you in maintaining a positive attitude toward mental health issues and stress. We lose body fat, become less tired, and feel better. Exercise improves human flexibility and strength, alleviates boredom, and promotes sleep. Additionally, it enables us to make new friends and acquire new skills. The primary way to avoid making unhealthy lifestyle choices is to educate yourself about the effects of various substances on your body. Substance abuse can cause serious consequences for one's physical and mental health.

Thus, in this activity, the participants have received various benefits as expected, namely conditions without poverty, healthy and prosperous lives, decent work, and economic growth that starts with women, especially housewives, thus making people's healthy living habits a new brand that is sustainable and needed by all people, which was the original goal of this activity. Community-based development is a development pattern that supports and allows full involvement by the local community in the planning, implementation, and management of the business and all the benefits derived (Prihanta et al., 2020). This research shows the potential of the woman, especially the housewife of low-income family, to become the main economic generator of the family and community. Innovations that connect simple product, place potential, and engaging publicity may become a new way of family and community empowerment. Finally, the empowered family and community will become the main core factor for the competitive edge of a place, and the booster of the power of city branding at the same time.

CONCLUSION

Empowering women, especially housewives, will influence the power of places to win competition in the present. Based on the results of the evaluation of activities that have been carried out, there are several ideas to build opportunities to work more effectively in the future. Most of the participants (93%) stated that self-development activities through various online media as exemplified by this activity greatly help them manage time for family and self-development information needs. The main task as a housewife can be done with efforts to develop themselves as well as develop the ability to increase family income. Women's empowerment can be described as an attempt to promote women's sense of self-worth, their ability to make their own choices, and their right to influence social change for themselves and others. It is closely aligned with women's empowerment, a fundamental human right that is also key to achieving a more peaceful and prosperous world.

Cangkiran Village, Mijen District, Semarang City, from now on, has been preparing to do various businesses and ideas based on yogurt of various eating needs at various ages, ranging from child age, school age, adolescent age, and adulthood. Together with existing communities, various ideas have been developed, among others, the school drink business that will be offered as an alternative to snacks in schools and healthy cake snacks that will be marketed online using the GoFood and ShopeeFood applications. Over time, various products will be registered for nutritional tests by the lab belonging to the Chemical Engineering Department; University of 17 August 1945 (UNTAG) Semarang. People in the Cangkiran community, together with the Faculty of Economics and Business, will register these excellent recipes as trademarks. Some of these trademarks will be placed in a unique distribution of unique locations in the future to enjoy onsite products, so

that they will compete as a place or destination in the formation of bicycle tourism lanes in the future. During the planning stage, the community discovered options for acquiring new knowledge through virtual information, where the material provided by the speakers is very flexible and easy to listen to at any time and from any location. Participants gain confidence during the implementation phase that the time they currently spend at home and where they live can be a business asset that will grow in the future. The public begins to understand the use of social media to create a positive image for themselves and their environment in the final stage, which takes the form of an engaging and effective virtual publication.

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Diversification of processed miana leaves for community empowerment in Sokkolia Village, Gowa Regency

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ABSTRACT

A healthy lifestyle is an effort made to keep the body healthy and fit. One of the healthy lifestyles is consuming vegetables and fruit. In accordance with one of the goals of sustainable development (SDGs), namely a healthy and prosperous life and economic growth, the focus of this activity is on the health and welfare of the community by utilizing the processing of minasa leaves through diversification of miana leaves into various food preparations. This training was held in Sokkolia Village, Gowa Regency. Residents were given hands-on material and practice regarding miana leaf processing. After the training, a questionnaire was given to determine the participant's response to this training. The results of the questionnaire obtained an average score of 4.22. This means that the implementation of activities is in good criteria.

Diversifikasi olahan daun miana untuk pemberdayaan masyarakat di Desa Sokkolia Kabupaten Gowa. Pola hidup sehat merupakan upaya yang dilakukan untuk menjaga tubuh tetap sehat dan bugar. Salah satu pola hidup sehat adalah dengan mengkonsumsi sayur dan buah. Sesuai dengan salah satu tujuan pembangunan berkelanjutan, yaitu kehidupan dan pertumbuhan ekonomi yang sehat dan sejahtera, fokus kegiatan ini adalah pada kesehatan dan kesejahteraan masyarakat dengan memanfaatkan pengolahan daun minasa melalui diversifikasi daun miana. menjadi berbagai olahan makanan. Pelatihan ini dilaksanakan di Desa Sokkolia, Kabupaten Gowa. Warga diberikan materi dan praktek langsung mengenai pengolahan daun miana. Usai pelatihan, diberikan angket untuk mengetahui respon peserta terhadap pelatihan ini. Hasil angket diperoleh skor rata-rata 4,22. Artinya pelaksanaan kegiatan dalam kriteria baik.

INTRODUCTION

Sustainable Development Goals (SDGs) are global and national commitments in an effort to improve the welfare of society which includes 17 goals. One of the SDGs goals that will be the main focus in this activity is a healthy and prosperous life and economic growth (Ruslan, 2021). A healthy lifestyle can be applied by eating a nutritionally balanced diet. A nutritionally balanced diet can be obtained from food sources that contain carbohydrates, protein, fat, vitamins and minerals. The results of Riskesdas 2010-2013 show that nationally the behavior of the population aged >10 years who

consumes less vegetables and fruit is still above 90%. This condition is in line with the findings of the results of the Individual Food Consumption Survey (SKMI) in the 2014 Total Diet Study (SDT) that the population's consumption of vegetables and their processed products as well as fruits and their processed products is still low. As a result, inadequate consumption of vegetables and fruit affects the supply of vitamins, minerals and fiber that are needed by the body (Hermina & Prihatini, 2016). One of the most common plants found in South Sulawesi, especially in Sokkolia Village, Bontomaranu District, Gowa Regency is miana leaf, but not many people consume this miana leaf because the lack of public knowledge related to the benefits of miana. This causes people to be less interested in processing miana as a processed food that is more creative and innovative.

Miana leaves (Coleus scutellarioides L (Benth) contains anthocyanin compounds that can be used as natural dyes and antioxidants (Yanto et al., 2020). Utilization of miana leaves as a source of anthocyanins can be used as natural pigments for various coloring purposes, especially in the food industry(Puspita, Tjahyono, Samalukang, & Im, 2018). Also, collection of anthocyanins in miana leaves can be done at any time and does not depend on the season due to its availability which is always abundant in nature (Puspita, Tjahyono, Samalukang, Im Toy, et al., 2018). Miana is one of the plants included in the list of 66 biopharmaceutical plant commodities based on the decree of the Minister of Agriculture (Tangkeallo & Widyaningsih, 2014).

Miana leaves also contain secondary metabolites of flavonoids, steroids, tannins and saponins and have anthelmintic activity (Ridwan et al., 2006). The antioxidant content of miana leaves is also quite high, which is 84.64% (Yuniar, 2013). Research on the results of antioxidant activity tests on isolates using the DPPH (Diphenyl pikrihydrazyl) also obtained antioxidant activity value of 98.53 mg AEAC/g (Podungge et al., 2017). Apart from being an ornamental plant, here are some diseases that are often treated with miana and lime leaves including shortness of breath, cough, and muscle pain, even diseases such as tuberculosis have also been treated based on the results of an inventory of medicinal plants in Gowa Regency (Murniati et al., 2019).

With regard to the nutritional content of various miana leaves, so that the efficacy and content of miana leaves can be utilized, the solution is to process miana leaves into food that is easy to consume and is liked by the community, it is necessary to have processed food innovations that can attract public interest by processing them into tea bags, or with miana crackers. It is hoped that the knowledge and skills provided during the training to residents can improve the living standards of the surrounding community for a healthy and prosperous life which is also in accordance with one of the goals of the SDGs.

One of the partner villages in this research is Sokkolia village, located in Gowa Regency. This village has many miana leaves scattered in several places, but due to limited information, many people still find it difficult to process Miana leaves into more varied foods. Generally, people only make this miana leaf as an ornamental plant in the yard. Based on this, this training was carried out to provide information and skills in processing miana leaves into innovative and economically valuable food preparations for the people of Sokkolia village, Gowa Regency.

METHOD

The implementation of this community service activity was carried out in collaboration with community groups in Gowa Regency which are expected to be able to follow up on disseminating miana leaf diversification processing skills. This training was carried out by presenting materials that were supported by practices regarding miana leaf diversification, namely: Information about the content and benefits of miana leaves as a healthy and balanced nutritional food; Information about various processed miana leaves as an effort to improve the community's economy; The technique of processing various miana leaves, which includes information and hands-on practice regarding the processing of various miana leaves that are tailored to the nutritional needs and tastes of partners. Through this training, partners will learn the techniques of making various processed miana leaves as innovative and nutritionally balanced foods and varying food security according to the type of product produced so as to open up entrepreneurial opportunities.

Stages of Implementation (Training/Production Stage)

1. Miana Cracker
The ingredients used in making miana crackers are 250 gramsof rice flour, 1chicken egg, 200 grams of miana leaves, 3 grains of garlic, salt, coriander, and seasoning flour. The process of making miana crackers, namely: Puree the garlic, coriander, salt and miana; mix rice flour, spices, eggs and remaining miana leaves, mix evenly in a bowl; take a piece of banana leaf and pour the mixture, then wrap the dough in the shape of a rice cake and steam for 25 minutes; Thinly slice the dough that has solidified and then fry it on a hot skillet.

2. Miana Tea
The ingredients used in making miana leaf tea are miana. The process of making tea from miana leaves, namely: Soak Miana leaves in clean water to clean the dirt that sticks; Clean the miana leaves, then dry; Place it on a tray, then place it in the open air; When the Miana leaves are completely dry, mash or blend until they become a fine powder; If you want to

make tea, take 1 or 2 tablespoons of powdered Miana leaves. After that brew with hot water. Add honey if you want a sweeter taste.

Stages of Marketing

1. Segmenting

Segmentation for diversification of processed miana leaf products is very suitable for ages 10 to 60 years, women and men can consume this product. Starting from Rp. 100,000/month, you can buy various processed miana leaf products. These products are available in both urban and rural areas. Psychographically, the target audience is the general public with a healthy lifestyle.

2. Targeting

The target market for food and beverages processed from miana leaves is the general public with a target age of 10-60 years. Because this product is a product that is healthy and safe for consumption because it is made from organic ingredients.

3. Positioning market

Miana leaf processed products have nutritional value and economic value which are certainly very good for consumption. These foods are highly nutritious because they contain many micro and macro nutrients that are needed by the body.

RESULTS AND DISCUSSION

These activities carried out in collaboration with community groups in Gowa Regency have been going well and smoothly. This can be seen from the very high enthusiasm of the participants who took part in the training activities. This indicates that the community positively welcomes the activities that have been carried out. This training is carried out by presenting materials that are supported by practices regarding miana leaf diversification, namely Information on the content and benefits of miana leaves as a healthy and balanced nutritional food; Information about various processed miana leaves as an effort to improve the community's economy; The technique of processing various miana leaves, which includes information and hands-on practice regarding the processing of various miana leaves that are tailored to the nutritional needs and tastes of partners. The results of the training with community groups are that they already know and are skilled in processing miana leaves into miana crackers, and miana tea.

Miana leaves contain phenolic compounds which have anthelmintic activity to inhibit the growth and development of worms. Like the research conducted by Rahmawati et al., by processing miana into leaf tea bags and as a result, the best drying time for drying miana leaves is about 30 minutes using the oven so that the content can still be utilized by the body when consumed (Rahmawati et al., 2017). In addition to the high antioxidant content and antihelmintic content, miana leaves were also found to be able to reduce blood glucose levels using experimental mice using ethanol extract of miana leaves (Illyyani et al., 2015).

In addition, the public is also taught about product marketing, namely the stages of segmenting, targeting and positioning the market, as well as the marketing mix, which is included in the marketing mix, namely product packaging, pricing, marketing locations, product marketing targets and how to promote the products offered. The training participants asked a lot of questions regarding the methods and materials prepared during the demonstration and practice, as well as how to package products.

The materials presented in community service activities by the service team are as follows; (a) Making Miana crackers; (b) Making Miana tea; (c) Marketing Stages: Segmenting, Targeting & Market Positioning (STPM); (d) Marketing Mix; and (e) Questions and answers and discussions. After giving the material and direct practice of processing miana leaves into various food preparations (Figure 1), a questionnaire was distributed to find out the responses of the participants in the PKM activity. The results of the participant questionnaire analysis are analyzed and presented in Table 1.

Figure 1. Photo session with the training participants on miana leaf processing

Table 1. The results of the analysis of the assessment of the implementation of PKM activities by participants

No	Description	Score	Criteria
1.	Material presented in PKM	4,33	Very Good
2.	Community response to the material presented	4,13	Good
3.	The relationship of the material presented to the needs of the community	4,33	Very Good
4.	The relationship between the material and applications that can be absorbed in the community	4,07	Good
5.	Linkage of the material to the needs	4,47	Very Good
6.	of the presenter and presentation techniques	4,20	Good
7.	Time used in giving the material	4,00	Good
8.	Clarity of the material	4,20	Good
9.	Community interest in activities	4,33	Very Good
10.	Satisfaction of activities	4,13	Good

The results of the assessment of PKM implementation activities show an average score of 4 ,22 this means that the implementation activities are in good criteria. Both in terms of the material presented by the presenters/resources, the community's response to the material presented, the relationship between the material and applications that can be absorbed by the community, the relationship of the material presented to the needs of the community, as well as the public's interest in the activity getting a very good response. Sokkolia residents are very enthusiastic about the training activities on plant processing to be used as food ingredients, such as processing Moringa leaves into various processed feeds. Residents are very enthusiastic and hope that activities like this can continue in the following years (Azis et al., 2021).

CONCLUSION

The ability of the people of Sokkolia Village, Gowa Regency to process miana leaves into miana crackers and miana tea products as well as the packaging and marketing process of these processed products has increased. The assessment in the implementation of the Community Partnership Program activities obtained an overall average score of 4.22 (with good criteria).

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The internalization of nationalism and Pancasila for teenager as the value to living in the era of digital transformation

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ABSTRACT

The COVID-19 pandemic has forced all elements of society to use digital technology in almost all aspects of life. Teenagers are potentially most affected by cybercrime due to the misuse of the internet and other social media networks. The activities to improve students' writing competence by emphasizing the values of nationalism and Pancasila among adolescents reported in this paper aim to support the Indonesian government's digital literacy program and help SMA Aisyiyah Boarding School Malang to publish their school magazine. Internalization of national identity is carried out through the digital literacy program of education by several steps: tutorial, peer-group discussion, review short video, writing competition, demonstration, and technical assistance on publishing management. The results of capacity building consist of 1) improve student writing competency to present as their school magazine contributors, 2) arrange a new editorial team, and 3) publish latest issue of e-magazine through the school's website. Finally, the workshop and technical assistance activities are able to strengthen the awareness of the teenager community toward the era of digital transformation. It has been shown by the result of the quizzes and the student ideas that representing from their essay.

Internalisasi nasionalisme dan Pancasila bagi remaja sebagai nilai hidup di era transformasi digital.
Pandemi COVID-19 telah memaksa seluruh elemen masyarakat untuk menggunakan teknologi digital di hampir semua aspek kehidupan. Remaja berpotensi paling terpengaruh oleh kejahatan dunia maya karena penyalahgunaan internet dan jaringan media sosial lainnya. Kegiatan peningkatan kompetensi menulis siswa dengan menekankan nilai-nilai nasionalisme dan Pancasila di kalangan remaja yang dilaporkan dalam makalah ini bertujuan untuk mendukung program literasi digital pemerintah Indonesia dan membantu SMA Aisyiyah Boarding School Malang untuk menerbitkan majalah sekolah mereka. Internalisasi jati diri bangsa dilakukan melalui program pendidikan literasi digital dengan beberapa langkah: tutorial, peer group discussion, review video pendek, lomba menulis, demonstrasi, dan pendampingan teknis pengelolaan penerbitan. Hasil pengembangan kapasitas terdiri dari 1) meningkatkan kompetensi menulis siswa untuk tampil sebagai kontributor majalah sekolah, 2) membentuk tim redaksi baru, dan 3) menerbitkan e-magazine edisi terbaru melalui website sekolah. Terakhir, kegiatan workshop dan technical assistance mampu memperkuat kesadaran komunitas remaja terhadap era transformasi digital. Hal ini ditunjukkan dengan hasil kuis dan ide-ide siswa yang terwakili dari karangannya.

INTRODUCTION

The era of digital transformation is also known as the era of the fourth industrial revolution. This term appears based on the characteristics of human life which are influenced by the application of technology as the main pillar in developing a digital ready industry, namely: Internet of Things, Big Data, Artificial Intelligence, Cloud Computing and Additive Manufacturing. The government has formed policies to support community needs in addressing economic, political, and socio-cultural issues in the era of digital transformation. Dealing with era 4.0, Indonesia forms regulations to support financial transactions that are dominated by e-money bussiness transaction along with the emergence of startup businesses (Tazkiyyaturrohmah, 2018). Further, export market orientation has adopted the 'Making Indonesia 4.0' to prepare the five potential manufacturing industry as the Ministry emphasizing "to integrating all production processes run with the internet as the main support" (Hartarto, 2018). It is important for all economic actors and the government to strengthen the competitiveness of the manufacturing industry while preparing the capacity of MSMEs to enter the global market (Hartarto, 2018; Hasan et al., 2021; Kurniawati et al., 2021). The role of goverment has been representing ASEAN vision on digital connectivity policies which perform a digital-friendly ecosystem whom facilitate e-commerce and the overall economic performance of each country members (Chen, 2020). Therefore, second period in the administration of Presiden Joko Widodo focus on the development on digital connectivity policy 2021. Acceleration of digital transformation must be supported by skills and the establishment of cyber service infrastructure based on the principles of sovereignty and independence in its implementation. (Humas Sekretariat Kabinet RI, 2021; Rizkinaswara, 2021).

The COVID-19 pandemic forces all elements of society to use digital technology almost all aspects of life. In this era, technological development have support economic activities (Akpan et al., 2022; Galhotra & Dewan, 2020; Oztemel & Gursev, 2020), communication (Nguyen et al., 2020; Putri & Irwansyah, 2020; Vargo et al., 2021), education (Al-Maroof et al., 2020; Goldschmidt, 2020; Qazi et al., 2020), health (Blandford et al., 2020; Figueroa & Aguilera, 2020; Golinelli et al., 2020; Lorgelly & Adler, 2020), and public services (Clipper, 2020; Rachmawati et al., 2021). The use of digital technology and digital consumption in a positive aspect can facilitate daily activities aimed at preventing crowds and limiting mass mobility. However, the adoption of digital technology and the unrestricted dissemination of information also have an impact on the emergence of cyber crime (Buil-Gil et al., 2021; Monteith et al., 2021; Umanailo et al., 2019). Even though the state has issued the ITE Act, along with the ease of internet access, the public needs to be aware of hoaxes, online fraud, gambling, sexual exploitation of children, cyber bullying, hate speech, digital-based radicalism. Moreover, during the pandemic, various misleading misinformation is also increasingly spreading on social media (Ahmed et al., 2020; Brashier & Schacter, 2020; Cinelli et al., 2020; Krittanawong et al., 2020).

These research publications mentioned that teenager community is potentially the most affected by cyber crime. It triggered by the misuse of computer/laptop or smartphone with the internet and other social media networks (Alam et al., 2019; Ikhtiara, 2020; Li et al., 2022; Rahul Shrivastava & Dr. Rakhi Jain, 2021; Rosyida et al., 2020; Sudarsana et al., 2019; Tetep, 2019). The research suggest the need of attention from family and parenting approach to manage the teenagers privacy to use the digital technology (Alanazi & Alanazi, 2021; Sudarsana et al., 2019). Moreover, parents' religious attitudes significantly impact teenagers' tendency to cybercrimes in the COVID-19 era (Li et al., 2022). In dealing with the efforts to introduce manner and ethical behavior in cyber space, the research suggest literacy education (Ikhtiara, 2020; Kusumaningrum et al., 2020; Lankshear & Knobel, 2015; Silvana & Darmawan, 2018; Tetep, 2019). Thus, this paper would like to introduce the one of method in literacy education for teenager community by emphasizing the value of Pancasila and nationalism to be the intersubjective foundation to live in the era of digital transformation. SMA Aisyiyah Boarding School Malang as the purposive sampling. Because the activities reported in this paper are related to education, this activity supports the fourth Goal of the Sustainable Development Goals (SDGs), namely "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

METHOD

Literacy education for 33 teenager community of SMA Aisyiyah Boarding School Malang refers to the jurnalistic activism as student capacity building. The target of capacity building for the journalistic community to increase the competence of writing school magazines by the topic of nationalism and Pancasila principles as mentioned in Table 1.

Internalization of state identity is carried out through the workshop and technical assistance by several steps: 1) delivering material on the topic of the importance of nationalism in the era of digital transformation for teenager community, 2) building peer-group discussion to review short video, 3) writing competition to celebrate Indonesia Independence Day, and 4) tutorials on journalism activity and develop idea to create contents of school magazine by the topic of nationalism. The output of the student capacity building program is expected to be able to provide solutions to publishing problems considering the request from the Head of the ABSM High School. Moreover, the improvement of writing competency for student journalistic community was also relevant with the academic background of the team as journal's editorial management. The community service program was carried out for 3 (three) months from June to September 2021 assisted by four Universitas Muhammadiyah Malang (UMM) student.

Table 1. Capacity Building for Literacy Education

Objective	Student Capacity Building on Digital Literacy	→ Internalization the Value of Nationalism and Pancasila Principles for Teenages Community
Object	SMA Aisyiyah Boarding School Journalistic Community	→ Class X and XI
Method	Workshop and Technical Assistance	→ Tutorials; Quiz; Sharing and discussion; Short video review; Demonstration/ practice
Outcomes	Writing Competency	→ Student understand the value of nationalism and Pancasila representing in the format of digital publication

This paper would like to describe the woman empowerment in dealing with writing competency for establishing school magazine of Aisyiyah boarding school by the topics of nationalism. It argues that youth generation of Indonesia have to be brave in expressing their ideas and owned writing skill especially in digital media platform. The good writing skill will produce good publication then develops knowledge and good understanding for all readers.

RESULTS AND DISCUSSION

There are subject of civic and Pancasila in high school, yet, it is arguing that the understanding of the nationalism value and Pancasila principles should be measured not only in the term of textual indicators but also contextual ones. At a meeting with the journalistic community, the class discussed material entitled "I am proud to be Indonesian: Upholding Nationalism and Pancasila Principles". To measure the students' understanding, a questionnaire consisting of 9 (nine) questions was given. The substance of the question aims to find out whether female students have received material on nationalism and Pancasila before, the support of Muslims in the formation of the Unitary State of the Republic of Indonesia, the characteristics of the digital transformation era, and the extent of understanding of attitudes that show nationalism.

Based on the results of the pre-test questionnaire analysis, most of the female students have not been able to correctly identify the characteristics of attitudes that show the spirit of nationalism. As many as 55% of female students equate nationalism with a form of commendable act in general, even 1 of them directs the answer to the definition of extreme nationalist thinking – not respecting other countries. However, after receiving material in the forum - using lecture methods, short video reviews, and discussions - all female students agreed that it was important for them to understand the attitude of nationalism and the principles of Pancasila. Based on the post-test answer analysis of 32 people, 13 people (40.6%) interpreted nationalism as a form of love for the homeland, 13 people (37.5%) answered nationalism, 1 person (3.1%) answered living in harmony, 2 people (6.2%)) answered the desire to achieve common goals and ideals, 1 person (3.1%) answered maintaining the good name and upholding the honor of the country, and 2 people (6.2%) answered the struggle to defend the country's sovereignty. In the context of knowledge of the role of Muslims in the history of the establishment of the Republic of Indonesia, based on the results of the pre-test questionnaire analysis, unfortunately the answers of 29 female students showed that almost all (96%) did not understand the term "darul ahdi wa syahadah" or the Pancasila state.

Based on the results of the pre-test questionnaire, 50% of female students have sufficient knowledge about the industrial revolution 4.0 and are able to explain its characteristics as a digital era, full of automation systems, and advances in internet technology. The rest have not been able to describe the characteristics of the digital transformation era, even 7 of them claim to have never heard of the term industrial revolution 4.0. After getting the material and going through interactive discussion forums in class, the knowledge of female students about the era of digital transformation is getting better. A total of 5 people (15.6%) were able to describe the characteristics of the 4.0 industrial revolution which was dominated by the internet of things, big data, artificial intelligence, cloud computing, additive manufacturing. A total of 2 people (6.2%) identified this era as a life full of digitalization, production optimization and customization, automation and adaptation, value added service and business, automatic data exchange and communication, and the use of information technology. In addition, 7 people (21.9%) answered interconnectivity or interconnectedness as well as intelligent and automation systems. Machines and sensors that are interconnected generate huge amounts of data. A total of 5 people (15.6%) answered the emergence of supercomputers, smart robots, driverless vehicles, genetic editing and the development of neurotechnology that allows humans to further optimize brain function. Finally, as many as 12 people (37.5%) answered the characteristics of the industrial revolution which was dominated by rapid technological developments, information and communication transformation.

At the stage of strengthening writing skills, the implementing team provided material on types of essays and tips for making magazine rubrics. The team made presentations on the types of rubrics and evaluated the publishing constraints and strategies for managing school magazines in the digital era. The written work is reviewed and the results are submitted

for improvement. The results of the improvement are selected and the selected writings are used as contributors to the school magazine rubric. The results of the review showed the participation of 29 students from a total of 33 class X and XI. Writing training is aimed at providing knowledge about 1) how to write well, 2) types of writing, 3) writing formats, and 4) writing practice.

The Training Program is divided into 3 (three) stages. First, debriefing and discussion. Second, practice writing. Third, evaluation and improvement. In the material on July 10, 2021, students are introduced to the form of essay writing, types of essays, writing structure, and stages of writing. After the presentation of the material, students are assigned to make an outline of the essay. Indicators of Writing Competency are divided into 3 (three) levels; 1.) Beginner: The author is able to convey his ideas in the form of an outline and further assistance is needed; 2.) Intermediate: The author is able to describe his ideas in essay but needs to improve the substance of the topic, systematic writing format, logic of thinking, and style of language; and 3.) Advance: The author is able to compose writings with a coherent systematic essay, owned narrative format of logical thinking, and the style of language is in accordance with the type of essay. The final step, the student got technical assistance for improvement until it achieved the appropriateness to publish.

Based on the results of the assessment, all 29 participants who attended the training were able to create writing content with interesting topics. Most of the 68 percent of all participants have been able to describe their ideas in written form but need to improve the substance of the topic, systematics and narrative idea and language style. The rest, a total of 9 people are able to compose writings with a coherent systematic format, logical thinking, style of language that is in accordance with the type of essay/writing but still needs improvement until it is appropriate to publish. In general, students are able to make a magazine rubric in various formats such as tips, short stories, poetry, and opinion articles.

To motivate competitiveness and creativity, the UMM team held an essay writing competition with prizes. This competition is a momentum to commemorate Indonesia's 76th independence day. Based on Figure 1. the participants are asked to write articles with the theme of nationalism. Participants can choose one of 5 (five) writing topics including (1) Social solidarity, (2) Respect to diversity, (3) Achievements for Indonesia, (4) Progressive Islamic Generation, (5) Proud of Indonesian products. Deadline for paper submissions is Monday, August 30, 2021.

Figure 1. Poster of Essay Writing Competition;   **Figure 2.** The Winner

The writing expert from the Indonesian Language Study Program UMM is appointed as a jury/judges for this competition. The winner comes from the ABSM High School as shown in Figure 2. First, a student named Najwa Shalsabil Akbar Yusuf with the title "Respect for diversity: multiculturalism is cultural wealth". Second, the work of a student named Mutiara Shabirina entitled "Millennial heroes, speak through real action". Third, the work of a student named Meutia Hibatullah Indriyani who wrote an essay entitled "The role of the younger generation advancing in the era of globalization". The female students taken a picture with the Head of School (left side) and the Student Extra-Curriculer Advisor (right side).

The publication evaluation is based on the content of the first issue of Hazeena magazine. Based on Figure 3, the UMM Team explained how to make various rubrics to make school magazine publications more interesting. As the last stage of the community service program at ABSM High School, students were given material on publication management and designing magazine content for online publications. The UMM team provided assistance to the editorial team for simple designs for school magazines taught using Canva features as shown in Figure 4.

Figure 3. Classical sharing and discussion session

Figure 4. Technical assistant for magazine publication team

As a result of this activity in Figure 5., the program implementation team together with the Head of Student Affairs succeeded in forming a new Hazeena editorial board and completing the publication of the September 2021 edition. The latest issue of Hazeena Magazine by the current topic of Nationalism in Figure 6, has been uploaded to the school's website at http://absmalang.sch.id/2021/10/hazeena/. In the September 2021 issue of Hazeena, there are 17 content consisting of remarks from the principal, greetings from the editor, general knowledge, news about ABSM, today's story, star of the month, girls speak up, short stories, poetry, letters, crossword puzzles, tips and tricks, life hacks, unique facts, personality tests, quotes, and testimonials. The journalistic community has succeeded in publishing its school magazine with a rubric with the theme of nationalism. This is reflected in the general knowledge content on pages 4-7 which tell about the struggle of the heroes of independence and the meaning of defending the country. The poem entitled "Fall" by Najwa Shalsabila consists of 3 stanzas, telling the story of the Yamato Hotel incident with great heroism. In addition, the 'unique facts' rubric tells about the proclamation of independence and crossword puzzles that test the reader's knowledge about the history of the national movement in an interesting way on page 26.

Figure 5. Hazeena Publication Team

Figure 6. The Latest Issue September 2021

In accordance with the spirit of nationalism, the journalistic community makes several news stories that motivate readers to become a progressive Islamic generation with proud achievements. This is reflected in several content coverages about the winners of the essay competition and outstanding female students in 2021. In addition, the editorial team tries to strengthen the personality of Muslim women who are tough, full of brotherhood, and persistent with an essay entitled 'Mujahidah driving the people' on pages 18-19 . The content of 'girls speak up' is a description of the struggle of 34 female students in gaining knowledge at the Aisyiyah Islamic boarding school in Malang. The short story entitled 'The Dream Fighter' tells the story of the friendship of female students who have different expertise backgrounds but dream of making Indonesia proud through their achievements in the international arena. Furthermore, a summary of the results of program implementation is presented in Table 2.

Table 2. Program implementation

	Objectives	Format of activities	Indicators
1.	Student understand the relations between Islam and Pancasila based on Indonesia history of independence	Classical sharing and discussion about - Islam Perspective on Pancasila - Nationalism and Type of Actions - Muslim youth generation live in the challenges of the era of 4.0 industrial revolution	More than 80 percent student present appropriate answer of the Quiz
2.	Student interested in writing an essay by the topic of nationalism	- Classical sharing about develop a topic of essay and type of writing format - Practice on writing an outline of essay	More than 80 percent student submit outline of the essay
3.	Student show their views as teenager dealing with muslim youth contribution to nation building	Student writing competition to commemorate Indonesia Independence Day	Student compose an essay by the topic of nationalism
4.	Student perform as content contributors for their school magazine	- Tutorial on writing interesting features for school magazine - Practice on writing content of feature	Students can compose various types of content for school magazine features
5.	The new formation of editorial boards	- Training on basic of jurnalism and role play as reporter - Classical sharing and evaluation on management of school magazine publication - Technical assistance on manuscript editing and layout	The new edition of school magazine published online by the theme of nationalism

The Urgency of Understanding Nationalism and Pancasila Principles for Aisyiyah Boarding School Students

The internalization of nationalism and Pancasila principle for teenages is very important. First, it is relate to nations building. Nationalism is a view in which we as citizens show pride, heroism, and a sense of love for the country which is shown through real thoughts, words, and actions. The characteristics of attitudes that show nationalism in general includes 1) brave to defend the country from opponent, 2) Contribute in any actions to proof on the glory of the nation, 3) Keep a good work and behaviour for the sake of pride and integrity of the nation, 4) Strengthened the harmony, peace, and unity among diversity, and 5) Proud of the citizenship. With the right understanding of these values, it is hoped that a sense of love for the country will grow simultanously. Love becomes the spirit to be productives and perform as a good citizen. A good citizen is a modality for a great country.

Second, the understanding of Pancasila principles gives an advantages to prevent young generation from misleading Islamic perspectives, such as the an effort and value to support radicalism. Since the 9/11 tragedy, it is experienced the islamophobia around the world. For the some extent, Islam is accused containing radicalism tenets. It is important to ruin this propaganda in Indonesia by introducing the history of Islam community and their contribution for Indonesia independence. The Aisyiyah Boarding School students need to understand the charateristics of Islamic faith based organisation (FBO) such as Muhammadiyah and Nahdatul Ulama who support Pancasila as a state ideology.

Muhammadiyah through its leaders is involved in the history of the independence of the Indonesian nation. Three important figures of Muhammadiyah, namely Ki Bagus Hadikusumo, Prof. Kahar Mudzakir and Mr. Kasman Singodimenjo along with other figures took an active role in the Preparatory Body for the Indonesian Independence Business (BPUPKI) and the Preparatory Committee for Indonesian Independence (PPKI) as well as many other figures who played a role in building the concept of this country since its inception, multiculturalism society of Indonesia and disagree with the west intepretative on Islamic radicalism. Islam is part of a multicultural civilized society that has contributed to the struggle for Indonesian independence.

For the Islamic organization Muhammadiyah and Nahdlatul Ulama (NU) Pancasila is the final and best choice because Pancasila is the result of an agreement of all elements of the nation. In the understanding of Muhammadiyah, Pancasila is "darul ahdi wa syahadah" (State of Consensus and Testimony). While NU understands Pancasila as "mu'ahadah

wathaniyah" (National Agreement). The strengthening of the attitude of Muhammadiyah and NU regarding Pancasila is at the same time a criticism and resistance to the efforts of certain groups to replace and change Pancasila as the ideology of the nation.

The understanding and attitude of Muhammadiyah and NU on Pancasila as the best and final choice is the result of the interpretation of the verses of the Qur'an and the reflection of the two largest Islamic organizations in Indonesia on Pancasila. Muhammadiyah refers to the Qur'an Surat Saba 'verse 15 "baldatun thayyibatun wa rabbun ghafur", which means: "a good country and in the forgiveness o f God". The sentence by Muhammadiyah is interpreted as the State of Pancasila. While NU refers to the Qur'an Surat al-Baqarah verse 30: "caliph fil ardhi", "caliph" is interpreted by NU as carrying out God's mandate through NKRI and Pancasila.

In 2012 Tanwir was held in Bandung and 2014 in Samarinda, choosing the theme of Pancasila State is meant to be a reference and orientation of thought and action for all members of Muhammadiyah in national and state life contextually based on progressive Islamic views that have been Muhammadiyah perspective. In conclusion, "Pancasila is a blessing of God for the Indonesian nation as a basis for advancing and building an independent and prosperous Indonesia. Pancasila is not a religion, but its substance contains and is in line with Islamic values " (Arifudin, 2019).

Third, the teenagers must undestand the Pancasila principles and its historical arrangement to maintain Indonesia nationalism. By understanding the history of Pancasila and its philosophical backgrounds, students consider the multicultural civilized society of Indonesia. The characteristics of Indonesia as a multicultural country in terms of ethnic diversity, religion, and cultural background are potentially face disintegration. This has been proven in the history of imperialism where foreign nations used the strategy of "divide et impera" to colonize Indonesia. In the 16th century, the Dutch colonized Indonesia, which was then called the Dutch East Indies region for the benefit of the VOC spice trade throughout the world. Heroes from various regions died in the history of the struggle to liberate this nation. The system of forced cultivation (Cultuurstelsel) and forced labor (Heerendiensten) makes people suffer not only physically but also mentally. In the era of Dutch colonialisation, indegenous people who works for the Dutch East Indies at that time were sent to Suriname and several Pacific islands as farmers. The era of colonization continued by Japan that penetrate the labour system – Romusha which not only made the people suffer but the rights and dignity of women were trampled on. Many Indonesian people died, raped, sold and exiled since this period of Japanese administration. Based on the history of Indonesian imperialism, students are expected to be grateful for the independence that has been obtained and can take advantage of the momentum as a young generation who is passionate about achieving for the good of their future.

Fourth, by understanding the Pancasila principles, the teenager recognized the national identity as Indonesian citizen. In accordance with what is conveyed in the view of Islam, "Whoever knows himself, he will know his Lord" - so that when we recognize our strengths and weaknesses, gratitude will arise and actions that lead to the actualization of that gratitude. "A great nation is a nation that appreciates the services of its heroes", thus, through the history of the establishment of Pancasila, ABSM high school students know how the struggle of the ulama, intelectuals, and civil society who support the thoughts and ideology of Republic Indonesia. The struggle for Indonesia independence is also recognized through the contribution of students involve in war so called the Indonesian Student Army (TRIP). In addition, intellectuals also take advantage of diplomacy and youth organization activities. The civil society such as Muhammadiyah community also take a part in Indonesia fight for independence by its Islamic philantrophy movement to manage social issues such as education and health.

The lack of understanding and knowledge of teenagers is one of the important factors in internalizing the values of nationalism and Pancasila in the school environment. The awareness of teenagers who are very lacking in moral values and nationalism, such as not obeying school rules, not respecting teachers and friends, and not memorizing the national anthem and Pancasila precepts is a homework for teachers to face a better future for the nation (Riska, 2020). Inculcating the values of nationalism and Pancasila is not enough only through the formal learning process in the classroom, but also through activities that can stimulate the enthusiasm and creativity of students in understanding the values of nationalism and Pancasila itself. As we know that in the current era of digital transformation, the nationalism or patriotism of the younger generation is starting to decrease, especially for students.

Although in its development, globalization brings their respective positive and negative impacts. Where the positive impact of globalization is the transformation of values and attitudes that were initially irrational to rational, the development of science and technology and knowledge that facilitates people's lives and improves their standard of living for the better. While on the other hand, the negative impacts of globalization in the life of the nation and state are the emergence of individualistic attitudes, excessive lifestyles, westernized styles, and the misuse of internet technology for fraud and piracy of personal information by several parties (Nafisah & Anggraeni, 2021). In the current era which is also referred to as the 4.0 digital era, if it is not used properly, the transformation of information and communication can also be misused, especially in the student environment. The values of nationalism and Pancasila can be eroded as time passes quickly, and the young generation of Indonesia can lose their national identity if they cannot understand and instill the values of nationalism and Pancasila in their daily lives.

Creative and Innovative Students Live in The 4.0 Digital Era

Characteristics of attitudes and mindsets with a national perspective are reflected in the behavior of adolescents in dealing with life's problems. Internalization of Pancasila values and nationalist understanding underlies the behavior of citizens to be more modest, wise, and prioritize the interests of the nation and state. Nationalism can be intersubjective factor to motivate citizen behaviour (Bonikowski, 2016). It is argue that nationalism support the actions of student to be more creative and innovative in the 4.0 digital era. The spirit of nationalism among youth generation becomes the soft power that influence the state effort to achieve the target of development program. The great generation means the great nations. It is acnowledge by the slogan of Presiden Soekarno that concerned on Indonesia young generation. To be a great nation, we need to prepare a creative and innovative young generation in the era of the increasingly complex 4.0 industrial revolution with a national visionary strategy. The student should be encourage to live in the digital era of 4.0 that pose challenges and prospects. In "The Bridge Conference 2021" organized by The Meeting of Minds Forum with the theme "Indonesia Economic Rebound For A Stronger Future", Coordinating Minister for the Economy Airlangga Hartarto said that the characteristics of the creative, adaptive, and innovative young generation must continue to be developed(Kementerian Koordinator Bidang Perekonomian Republik Indonesia, 2021). In order to compete in entering the industrial revolution 4.0 and the digital economy, Indonesia's young generation has an important role in the country's national development, where the majority of Indonesia's population is Generation Z with a proportion of 27.94% of the total population having a high level of digital adoption.

The Industrial Revolution 4.0 is a phenomenon that collaborates cyber technology and automation technology. The Industrial Revolution 4.0 is also known as the "cyber physical system". The concept of implementation is centered on automation. Assisted by information technology in the application process, the involvement of human labor in the process can be reduced. Thus, the effectiveness and efficiency of a work environment automatically increases. In the industrial world, this has a significant impact on the quality of work and production costs. In a positive context, the era of the industrial revolution 4.0 is that services for daily needs and human lifestyles are instantaneous, practical, and fast.

The industrial revolution 4.0 facilitates digital information 24 hours a day through personal devices. In the past, people watched the news on television and listened to the radio with scheduled broadcast times. However, in the digital era, people can enjoy news anytime and anywhere through their personal internet-connected devices. Each person accesses information through online media which is packaged quite diverse and attractive according to the target market and digital community segmentation.

Various types of online media provide flexibility for consumers to choose the desired features. The text of information from online media is relatively different. It trigger the difference interpretation although the core substances are the same. Readers may be faced with the fact that there are parties who deliberately lead certain public opinion for their own benefit. In addition, there may be interest groups trying to build public opinion through media framming which is expected to build a certain situation according to their own perspectives. Thus, the digital community is expected to be selected in consume online media information and be careful in sharing information online through email, website or social media.

People can follow the urban lifestyles and technological advances in various fields that are more interesting and enjoyable. But on the other hand, the younger generation is faced with cyber crimes such as illegal online loans, fake relationship, cyber bullying, hate speech, human trafficking, pornography, and sex abuse. Nowadays misinformation can be easily found on various social media (Ahmed et al., 2020; Brashier & Schacter, 2020; Cinelli et al., 2020; Krittanawong et al., 2020). Various hoax news are also spread in cyberspace (B. Gunawan & Ratmono, 2020; Yusuf & Reksoprodjo, 2017). Hoax can encourage conflict (Prathama et al., 2022) and ultimately lead to division and disintegration of the nation (Lee, 2020). The teenage students need to be internalized with the spirit of nationalism to be more wise in consume digital content and always consider to maintain harmonious life as Indonesian society.

Internet-based media broadcasts are currently supported by industry and business sectors that have economic motives. The hope is that when people access the news or information that is broadcast, people will be interested in buying or using the product. Media and platforms selling goods and services – call it Gojek, Grab, Shopee, Tokopedia, Lazada, BukaLapak etc. – provide convenience for the community to fulfill their daily needs. Even for educational services such as online schools, online courses and online libraries – it really helps parents to complete their children's formal education. The Internet supports online payment services including certified skills courses. Positively, media features like this are able to increase the creativity and innovation of anyone who accesses the internet. People who used to find cooking difficult, now think that cooking is a fun activity. This is influenced by the impressions of various cooking competitions both at home and abroad that are able to motivate anyone to be creative in the kitchen. In the past, people felt that making handicrafts required expertise, but now with online tutorials, people do not need special talents to make crafts. With a variety of tips provided on the internet, people are able to process used goods into beautiful and useful products. Thus, this is very helpful in improving the education and competence of the younger generation in the world of work in particular and social life in general.

On the other hand, for some people who can afford it economically – the availability of online shopping features encourages higher consumption (A. Gunawan et al., 2022). Within 24 hours a day, the online shopping feature creates attractive advertisements and attractive discounts, thus encouraging people to shop more often even though it is not really

urgent. Now shopping activities are no longer oriented towards needs but lifestyle or entertainment. We will find a variety of social media features that describe the trends and lifestyles of socialites. People may experience fake friendship networks. Some people pursue popularity in cyberspace as opposed to actual income levels. The values of local wisdom reflected in Pancasila are expected to be able to produce young people who have a simple lifestyle, act wisely, and care for others.

In the aspect of political participation, the younger generation can expand cross-border friendship networks and organizational activities with an integrated information system. Average organizational and youth activities can be accessed easily through the internet. This relates to various services and organizational profiles such as registration systems and website-based information publications. Now the younger generation's access to scholarships and cultural exchange is getting easier and faster. Freedom of expression in actualizing democracy is increasing. Several regions of the world are now familiar with an electronic-based general election system, so that young Indonesians abroad or Indonesian diaspora living in other countries can participate in elections.

Advances in the digital world have become a challenge for the younger generation to improve their skills and strategies in facing the digital era by committing to increasing investment, learning by doing, increasing digital skills for the digital era in the future and compiling educational curricula that include human-related materials and digital skills (Inspektorat Jenderal Kementerian Perhubungan Republik Indonesia, 2020). Tips that can be done by the millennial generation are to always open up to the wider environment, maintain concentration when completing tasks or work, be sensitive to changes that exist, seek information from trusted sources, and increase their potential.

CONCLUSION

This paper reports on the activities carried out by the UMM team at SMA Aisyiyah Boarding School Malang. The activities that have been carried out have been able to improve students' writing competence to be present as contributors to the school magazine, form a new editorial team, and publish the latest edition of e-magazine through the school's website. Workshops and technical assistance activities held at partner schools were also able to strengthen the awareness of the youth community towards the era of digital transformation.

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Community empowerment through the activation of early childhood education in Harapan Jaya Village, South Misool, Raja Ampat

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ARTICLE INFO	ABSTRACT
	Harapan Jaya is one of the villages in South Misool that has not been trained by the community empowerment program from the Higher Education Institution. Based on the results of observations and dialogues with the figures concerned, there were several problems in the location, including early childhood education. For this reason, community empowerment was carried out through the activation of Early Childhood Education in Harapan Jaya Village, South Misool. The method used by the team concerns the preparation, formulation, socialization and implementation of work programs. The results obtained by the team have succeeded in starting to reactivate Early Childhood Education which has been inactive for a long time. Various methods of preparation to implementation have been carried out well so that the residents are very enthusiastic about this program. Literacy training was given by the team to residents who would later become teachers in Early Childhood Education in this area. In addition, material and media assistance is also provided to prospective teachers so that this Early Childhood Education can continue independently.
	Pemberdayaan masyarakat melalui pengaktifan PAUD di Desa Harapan Jaya, Misool Selatan, Raja Ampat. Harapan Jaya merupakan salah satu desa di Misool Selatan yang belum terbina oleh program pemberdayaan masyarakat dari Perguruan Tinggi. Berdasarkan hasil observasi dan dialog dengan tokoh-tokoh yang bersangkutan, terdapat beberapa permasalahan di lokasi, diantaranya PAUD. Untuk itu, pemberdayaan masyarakat dilakukan melalui pengaktifan PAUD di Desa Harapan Jaya Misool Selatan. Metode yang digunakan tim menyangkut penyusunan, perumusan, sosialisasi dan pelaksanaan program kerja. Hasil yang diperoleh tim telah berhasil memulai mengaktifkan kembali PAUD yang sudah lama tidak aktif. Berbagai cara persiapan hingga pelaksanaan telah dilakukan dengan baik sehingga warga sangat antusias dengan program ini. Pelatihan literasi diberikan oleh tim kepada warga yang nantinya akan menjadi guru PAUD di daerah ini. Selain itu, bantuan materi dan media juga diberikan kepada calon guru agar PAUD ini dapat terus berjalan secara mandiri.

INTRODUCTION

Harapan Jaya Village is one of five villages in South Misool District, Raja Ampat Regency, West Papua Province (BPS, 2019). Harapan Jaya Village is located between Yellu Village, Dabatan Village, Fafanlap Village and Kaiyerepop Village with the following territorial boundaries: in the east it borders with Usaha Jaya Village, in the south it borders on Fafanlap Village, in the west it borders with Lilinta Village, in the north it borders with Kampung Harapan Jaya. Waigama.

Harapan Jaya Village has a large mangrove forest growing on the coast. This strategic place makes Harapan Jaya Village a tourism destination and is often visited by local and non-local tourists. This is evidenced by the existence of a community-owned Home Stay with its underwater beauty that is maintained so as not to be damaged and has a neat layout (Omed, 2018). With this potential, the local government has made various infrastructure improvements, especially construction of roads to villages, to attract local and foreign tourists.

The number of people in Harapan Jaya Village is about 557 people consisting of 141 families and 74 houses, the majority of which are Muslims. The livelihood of most of the residents of Kampung Harapan Jaya is fishing. With so many marine resources being the main factor, many works as fishermen. The catch of the fishermen in the form of fish, lobster, squid, bia/shellfish and others. In addition to working as fishermen, some people also work as farmers. The produce of the community gardens of Kampung Harapan Jaya are bananas, cassava, coconut, vegetables, and planting sago, but not a few people also work in the company.

The progress of Harapan Jaya Village is also supported by education which is increasing every year. Therefore, in order to accelerate the achievement of the Sustainable Development Goals (SDGs) in the aspect of quality education, it is necessary to accelerate the improvement of the quality of education. The spirit of education that never fades is the biggest motivation for the world of education. Harapan Jaya Village has 1 SD namely SD N 19 Harapan Jaya and 1 PAUD namely PAUD Nuraida Harapan Jaya. With early school education, it is hoped that it will be the main gate in shaping children's character so that they become human beings who are not only intelligent but also have good manners to become the next generation of the nation, in particular, can develop Harapan Jaya Village even better.

Based on the results of observations and dialogues with local community leaders, there are several problems that exist in the location, including in the field of education. Harapan Jaya Village has not been touched by the community empowerment program from the Higher Education Institution. The community has been dependent on educational programs carried out by the local government. One of the problems that need to be addressed is related to literacy for early childhood which has not yet been implemented in this village.

Strickland et al. (2004) affirm that family involvement affects early literacy development. Parents can accompany their kids to read books together or even only providing them with sources or invite them to a nearby library. Number of researchers have found that families and siblings' role play significant roles in supporting young learners' reading growth (Baker, 2003; Baroody & Diamond, 2012; Bracken & Fischel, 2008; Gregory, 1998; Martini & Senechal, 2012. The findings highlight that parents and siblings' involvement in improving literacy is effective for all children in any circumstances including those who are struggling, from low-income background, minority communities. These results inform teachers or educators to comprehensively understand students' family background and habits. Thus, literacy program at school can be carefully developed.

PAUD Nuraida Harapan Jaya as a gateway for early childhood in Harapan Jaya Village has not run as effectively as it should. This PAUD has been in a vacuum for several years even though buildings and learning resources are available in the field. This PAUD also still needs more attention. Even though this PAUD has been registered with the local office, the PAUD SK This has not gone down, causing PAUD governance that is not in accordance with the education standards proclaimed by BAN PAUD. This makes early childhood in Harapan Jaya Village not yet determined to access education. Many children immediately enroll in elementary school even though they cannot read and write.

Based on the problems above, the researcher and the team will empower the community by activating and optimizing PAUD in Harapan Jaya Village, South Misool. This PAUD has been inactive for a long time so that children's access to early childhood education is cut off. In collaboration with the Intergrated Internship Community Service Group (KPM-MT) Universitas Pendidikan Muhammadiyah Sorong, the researchers formulated several solutions with several empowerment programs. The notion of empowerment as a goal is often used as an indicator of the success of empowerment as a process (Suharto, E. 2002). Efforts to empower the community according to (Kartasasmita, 1997) must be carried out through three steps, namely: (1) Creating an atmosphere that allows the community to develop (enabling); (2) Strengthening the potential or power possessed by the community (empowering); (3) Empowering can also be interpreted as protecting.

METHOD

Several steps of community service activities were carried out in the following scheme (Figure 1):

Figure 1. Work flow of community service program

Preparation

Preparation was carried out by observing regional conditions and activities. This area observation was intended to determine the geographical condition of the potential area and natural resources of Harapan Jaya Village. In addition, students also analyzed the potential of existing resources in Harapan Jaya Village to be developed and empowered in order to have a positive impact on the people who live in Harapan Jaya Village.

Design of the work program

The preparation of this work program was a follow-up to the steps that had been carried out previously through analyzing the results of observations both in terms of the area and the activities carried out daily by the community, designing programs that later, can improve the standard of living of the community. In addition, the preparation of work programs was also carried out on the proposals and recommendations of the community, especially community leaders who play a role in Harapan Jaya Village. Therefore, it is hoped that the programs implemented will get support from various parties.

Socialization of the work program

Socialization of the work program was carried out in the first week of the deployment by holding a meeting with the Village Head, Youth Leader, Youth of Harapan Jaya Village, Head of RT 01, Head of RT 02, Chairman of BAMUSKAM, and BAZNAS - community associations, both PKK women's meetings, community meetings, youth associations and others.

Implementation of the work

The work program was carried out for 30 days from November to December 2020. The implementation of the program was done by a team of lecturers and students supported by the people of Kampung Harapan Jaya, South Misool. For the activation of PAUD Nuraida Harapan Jaya, there were several agendas, including teacher training and the creation of PAUD media. In addition, the team also renovated the PAUD building so that it looked fresher and newer.

RESULTS AND DISCUSSION

The team prepared by holding a literacy training for 2 days with the UNIMUDA Sorong-UNICEF Partnership. The activity was carried out on November 2-3, 2020 at UNIMUDA Sorong. In this training, students were trained on how to become teachers or trainers in reading literacy for early childhood. The team was also equipped with children's dances and songs to support the learning process in the classroom. The documentation of this program was in the Figure 2, Figure 3, Figure 4, and Figure 5.

Figure 2. Reading literacy trainer training with UNIMUDA Sorong - UNICEF Partnership

After the training, the team coordinated with the village authorities regarding the program to be implemented. After coordinating several times, the author began to make a schedule for coaching the teaching team of PAUD Nuraida Harapan Jaya. The training takes five days with the distribution of the schedule and essential materials according to the needs of the PAUD Nuraida teaching team. The author also coordinated with the team in charge of PAUD to complete the administration and conduct simulations for the PAUD Nuraida teaching team. After everything was deemed sufficient, the KPM team and PAUD teachers held a meeting with the parents of prospective PAUD Nuraida students before launching the opening of PAUD Nuraida.

Figure 3. Training for residents to become PAUD teachers

After experiencing several long journeys, finally on November 30, 2020 PAUD Nuraida Harapan Jaya officially reopened. The learning process begins with the mentoring of the KPM team. It's been a week since we accompanied PAUD teachers after that, then the KPM team began to provide opportunities for the teaching team to do PBM independently.

Figure 4. Provision of PAUD equipment to students and teachers

Figure 4. Students with PAUD students in Harapan Jaya Village

According to Heryanto (2009) the principle of empowerment in PAUD education is not only through a partial approach but requires a holistic approach which includes empowering human resources (educators, students, parents/guardians, PAUD environment community and sponsor/government support), learning systems, management of educational institutions with all their supporting facilities and infrastructure, natural resources, technological resources, and so on. In addition, in language assessment literacy, it is found that students expect the assessment to be more communicative and diagnostic (Butler et al., 2021). Empowerment includes all empowerment efforts in the process of developing the potential and capabilities contained in individuals and community groups so that they are able to carry out social transformation. This process takes place continuously, in accordance with the principles of lifelong learning.

A success can never be accomplished without a long and tiring process. It is a matter of pride for the author and the entire team of KPM Pemaspa UNIMUDA Sorong to be able to reactivate PAUD which has been inactive for a long time. The best education is at the PAUD level because it is a golden period for a child to learn and build character. Fatigue, which God willing, will become a reward for the writer and the KPM Pemaspa team of UNIMUDA Sorong, is the biggest motivation in doing service. The writer and the team hope that PAUD Nuraida continues to run, has high consistency and continues and continues to serve in the world of education for the sake of educating the nation's children.

CONCLUSION

The community empowerment program has been implemented through the activation and optimization of PAUD in Harapan Jaya Village, South Misool. The results obtained by the team have succeeded in starting to reactivate the PAUD which has been silent for a long time. Through various methods of preparation to implementation have been carried out well so that residents are very enthusiastic about this program. Literacy training was provided by the team to residents who would later become teachers at PAUD in this area. In addition, material and media assistance is also provided to these prospective teachers so that this PAUD can continue to run independently.

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Teacher literacy skills through minimum competency assessment training

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ARTICLE INFO	ABSTRACT
	Improving the education evaluation system is part of the independent learning policy aiming at encouraging the improvement of quality of learning and learning outcomes in Indonesia. The Ministry of Education and Culture of Indonesia plans the implementation of a national assessment in 2021. Changes to this national assessment evaluate students' competence and map the education system in the form of inputs, processes, and results that will be achieved. Thus, assessment is no longer an individual assessment. In order to accelerate the improvement of the quality of Indonesian Education, it is necessary to reflect both from the relevant agencies and school agencies as the main actors in the assessment. Based on this thought, it is necessary to carry out training for teachers in compiling AKM problems. The purpose of this study is to find out the implementation of training in preparing minimum competency assessments for teachers, whether there is an increase in teacher literacy skills, and how teachers respond through teacher training. The research method implemented was qualitative descriptive analysis with three stages: preparation, implementation, and evaluation. The results of the minimum competency assessment of teachers are assessed based on the results of the development of AKM MGMP teachers in Surabaya obtained 86% increased results. Training obtained by each MGMP teacher based on the results of AKM workshops were known to be 3 participants gained significant results, it was 38%-46%, while seven other participants ranging from 4%-8% experienced an increase. These results show the success of AKM training activities for teachers. The results of the trainee response provide good and excellent feedback.
	Keterampilan literasi guru melalui pelatihan penilaian kompetensi minimum. Penyempurnaan sistem evaluasi pendidikan merupakan bagian dari kebijakan pembelajaran mandiri yang bertujuan untuk mendorong peningkatan kualitas pembelajaran dan hasil pembelajaran di Indonesia. Kementerian Pendidikan dan Kebudayaan RI merencanakan pelaksanaan penilaian nasional pada tahun 2021. Perubahan penilaian nasional ini mengevaluasi kompetensi siswa dan memetakan sistem pendidikan dalam bentuk input, proses, dan hasil yang akan dicapai. Dengan demikian, penilaian bukan lagi penilaian individu. Dalam rangka percepatan peningkatan mutu Pendidikan Indonesia, perlu adanya refleksi baik dari instansi terkait maupun instansi sekolah sebagai aktor utama dalam penilaian. Berdasarkan pemikiran tersebut, perlu diadakan pelatihan bagi guru dalam menyusun soal-soal AKM. Tujuan penelitian ini adalah untuk mengetahui pelaksanaan pelatihan penyusunan penilaian kompetensi minimal guru, apakah terjadi peningkatan keterampilan literasi guru, dan bagaimana respon guru melalui pelatihan guru. Metode penelitian yang dilakukan adalah analisis deskriptif kualitatif dengan tiga tahapan yaitu persiapan, pelaksanaan, dan evaluasi. Hasil penilaian kompetensi minimal guru yang dinilai berdasarkan hasil pengembangan AKM MGMP guru di Surabaya diperoleh hasil peningkatan 86%. Pelatihan yang diperoleh masing-masing guru MGMP berdasarkan hasil workshop AKM diketahui 3 peserta memperoleh hasil yang signifikan yaitu 38%-46%, sedangkan tujuh peserta lainnya berkisar 4%-8% mengalami peningkatan. Hasil ini menunjukkan keberhasilan kegiatan pelatihan AKM bagi guru. Hasil respon peserta pelatihan memberikan umpan balik yang baik dan sangat baik.

INTRODUCTION

Students' learning results can be an effective indicator to measure the quality of teaching, curriculum achievement, and school system. In 2018, it was found that about 70% of learners had minimum literacy competencies. The score obtained by Indonesia in the PISA category still has not shifted in its position in the last 10-15 years. Indonesia is a country that has never experienced an increase in PISA results. Finding shows that students' scientific literacy was in poor quality in the category of science as way of thinking, followed by science as a way of investigating and the interaction among science, technology, and society (Rusilowati, 2016). Responding to these conditions, there needs to be a literacy assessment change that can boost the improvement on the quality of learning, especially biological learning. It was found that junior high school students' scientific literacy was low in Biology teaching (Mulbar & Bahri, 2021). This research also suggested that constructivist way of learning is effective to increase students' scientific literacy skill. Further, PISA-like Mathematic task using Indonesian natural and cultural heritage to assess students' mathematical literacy was potential to be implemented at school (Oktiningrum, et al., 2016). In this regards, number of research activities were done in Indonesia particularly in the field of science (Ni'mah, 2019). Therefore, some improvements in students' literacy competence is needed.

In 2021, the official national assessment implemented by the Ministry of Education and Culture and the National Examination was temporarily suspended. This policy is determined based on the results of coordination of the Ministry of Education and Culture with the cooperation of a number of relevant agencies and institutions. In this case, the national assessment is applied to evaluate the performance and quality of the education system. The results of the national assessment do not have any consequences on the achievement of the learning process of learners but can be seen good feedback for teachers to follow up on learning and competence of learners in the future. A study conducted by Rachmatullah et al., (2016) shows that the use of Scientific Literacy Assessment (SLA) can measure students' achievement of scientific literacy across gender. It is found that male students had higher scientific literacy than their female counterparts in the aspect of scientific motivation and belief. Looking at the US success in literacy, it is found that economic/social/cultural status, climate, and school types are significant factors to students' literacy achievement (You et al., 2020).

Therefore, national assessment needs to be done to improve the quality of the education system which does not emphasize the achievement of learners in mastering the subject matter and final test scores, but is more focused on the form of achievement of learners' competencies consisting of competence of knowledge, skills, and attitudes. When connected with the era of transformation of 21st century education that requires learners to have learning skills and innovation, especially skills in using information technology, life skills to work or life skills to contribute to society. However, PISA assessment program has also been criticized as it details low-level representations of content knowledge (Sadler & Zeidler, 2009). It can be concluded that there is no one best literacy assessment. One measurement that teachers should find is the best assessment that is contextualized to students' context and need.

To measure these competencies, there needs to be a national statement that is used as a measuring tool to find out the learning competence of learners. Measuring and observing is the process of determining an assessment by comparing pre-existing values (Adom, Dickson, 2020). In addition to looking at the results of cognitive aspects in it includes measuring attitudes, values, beliefs, and behaviors that can predict the performance of learners with a variety of relevant biological content. In the demands seen in the profile of Pancasila students who want to be achieved, namely faith and fear of God Almighty and noble character, global diversity, self-sufficiency, critical reasoning, creative and gotong royong. Therefore, teachers have an important role to adopt these values in the learning process. Thus, students will not only master the content but also understand deeply the biological concepts applied in various contexts of life. When we relate to the material in biology subjects, it is closely related between content and skills of the 21st century. According to Syahrul (2010), assessments can also be assessed through performance and laboratory-based practice and assessment models also provide precise and accurate results. The acquisition of the results of improving the learning of learners holistically is used as an evaluation through national assessment.

Through Community Service on national assessment, it is hoped that biology teachers can gain knowledge and skills in adopting national assessments, namely literacy and numeracy, because teachers in partner schools still need training activities that can be applied in the biology learning process in various biological contents and concepts that can change learning outcomes and are expected to increase the improvement of learning achievement of learners, especially face technology-based learning.

METHOD

The monitoring stage held an online observation activity to see how MGMP teachers in developing national assessments with google form. This activity is carried out with the target of junior high school teachers in Surabaya or around east Java. Preparation of material preparation and conformity with the theme of the activity is packed with interest. Instruments that will be trained to teachers through virtual space.

The implementation stage was carried out to trainees with the number of participants who signed up, namely 70 people, and who participated during the workshop, namely 36 MGMP teacher participants in East Java. Activities begin with 1) opening and introductory, 2) lectures and Q&A zoom meetings 3) activities provide exercises to develop AKM instruments and assessment training through zoom meetings. 4) The practice of preparing assessments by each participant conducted online and billed through WA and also uploading files in Google Classroom Workshop AKM 2021.

The Evaluation Stage will be carried out in several stages of activities, namely training / workshops provided will get feedback through Google Classroom, assessment activities and assessment improvements developed by participants based on input from speakers. This evaluation activity will be conducted online both with WAG and GC. To obtain the response of teachers who participated in the workshop filling the questionnaire by participants and given a return period of 1 month along with advanced tasks given by the workshop manager or PKM TEAM.

RESULTS AND DISCUSSION

This implementation stage has been carried out to trainees with the number of participants who signed up through leaflet disseminated to social media or WhatsApp group (Appendix 1) which is 70 (Appendix 2) who participated during the workshop, namely 34, each from MGMP SMP / MTsN participants who totaled 10 schools and MGMP participants at smaatua level equal to a total of 7 schools. With each high school / vocational school / MA in Surabaya, East Java involved, among others from Raden Rahmat Surabaya Junior High School, SMP Negeri 56, SMPN 10, SMPN 29, SMPN 2, SMPN 27, SMPN 21, Al Hikmah Surabaya, for high school teachers in Surabaya involved, among others: SMAN 16, SMA Wijaya Putra, Satya Dharma High School, MA Sunan Giri,   and participants from outside Surabaya are SMPN 10 Pasuruan, MTs Ome Tidore Islands, Mazra'atul Ulum Paciran Lamongan High School, Mazra'atul Ulum Paciran High School, and 1 Puncu State High School. The activity begins with 1) opening and introduction by representatives of the PKM team and partner principals through a virtual space through zoom meetings can be seen in Figure 1.
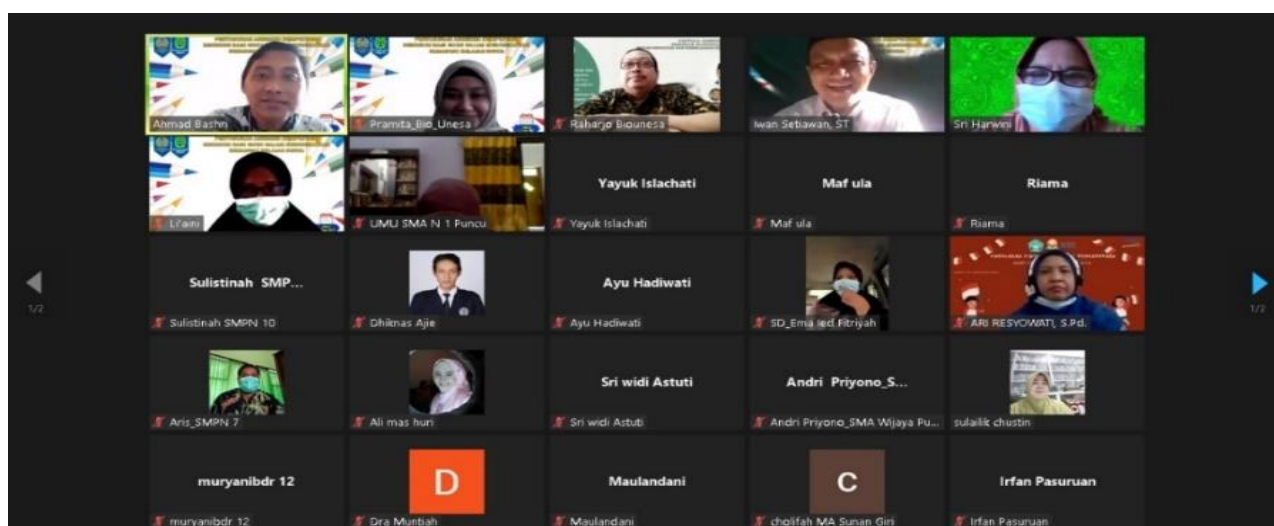

Figure 1. Opening and Introductory activities of the PKM team and mitra principal

The second implementation is a lecture and Q&A zoom meeting at this session of material delivered by the speakers in accordance with their field of expertise. The material has been uploaded in Google Classroom first to make it easier for participants to download at any time. Here is the material presented by the first source with the title Preparing AKM and Learning, with a duration of 40 minutes. Here are the results of implementing the delivery of material online through the zoom room of Figure 2. Submission of materials and Training on Compiling AKM problems by the 2nd speaker is seen in Figure 3, and the delivery of materials and Training on Compiling AKM L3 problems by speaker 3 in Figure 4.

The second stage is the practice of developing the AKM Literacy Problem L1 understanding, and L2 is the application delivered by Mr. Ahmad Bashri, S.Pd, M.Si. While literacy material 3 (L3) is delivered by the third speaker Mr. Dr. Raharjo, M.Si. The third stage of the activity provides exercises to develop AKM instruments and assessment training through zoom meetings. Stage four is the practice of preparing assessments by each participant conducted online and billed through WhatsApp (WA) and also uploading files on the menu available in Google Classroom Workshop AKM 2021. After the presentation of participants' materials was divided into simulation groups and mentoring was conducted through WA group and Google Classroom, each participant entered the discussion menu of each source and other group members. Development of AKM problems made based on subjects taught in each school of origin. All group members and accompanying lecturers provide advice and input on the results of participants. The platform of Google Classroom (GC) is shown below. Discussion and Q&A activities also continue in the GC room for one week

(Figure 5). Participants who complete all stages of the activity and give the final task will be given a certificate as an award.
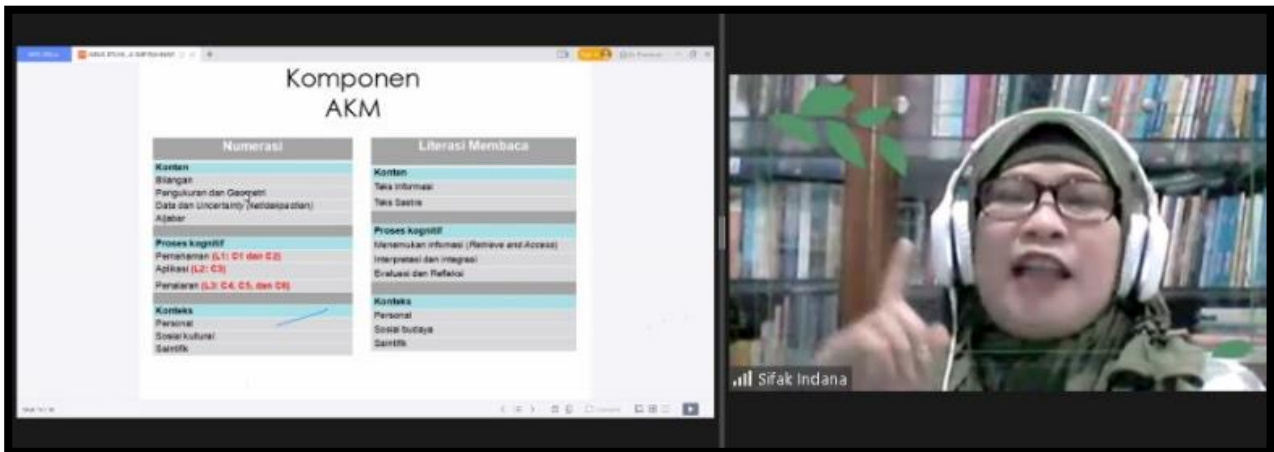

Figure 2. Submission of Materials by Dr. Sifak Indana, M.Pd with the Title of Preparing AKM and Its Learning

Figure 3. Explanation of Material by Ahamad Bashri, M.Si with the Title of Compiling the question of AKM L1 and L2 in Learning
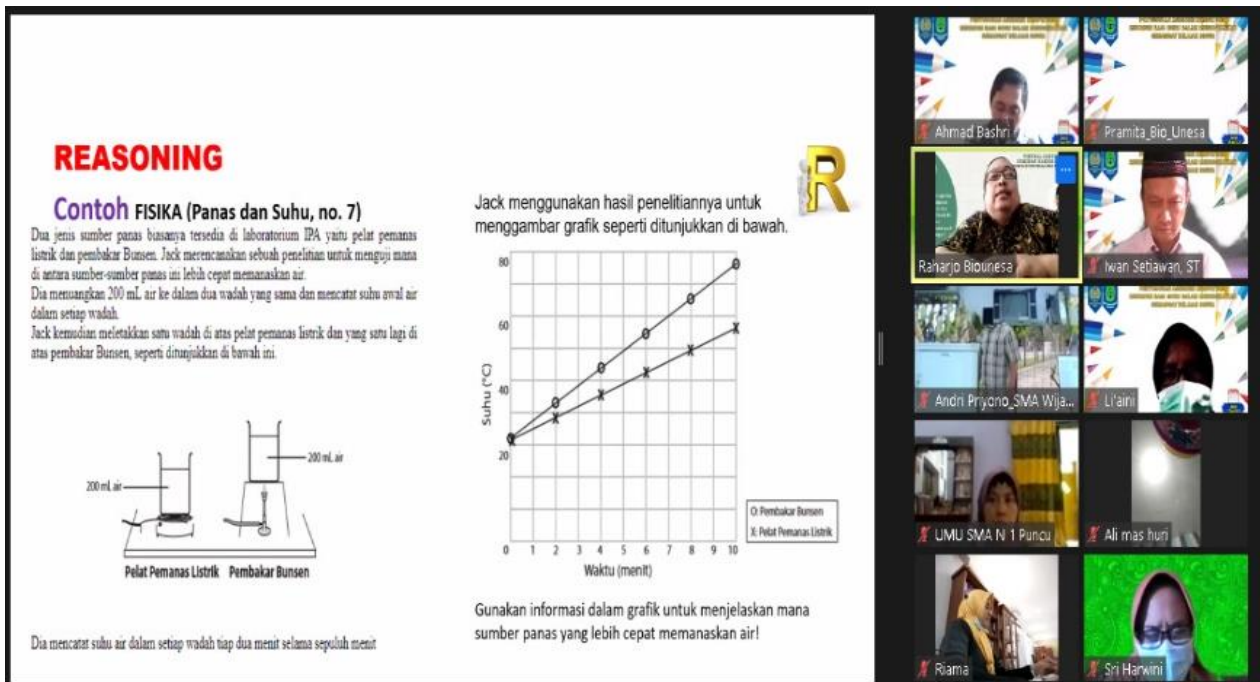
Figure 4. Explanation of Material by Dr. Raharjo, M.Si with the Title of Compiling the problem of AKM L3 in Learning
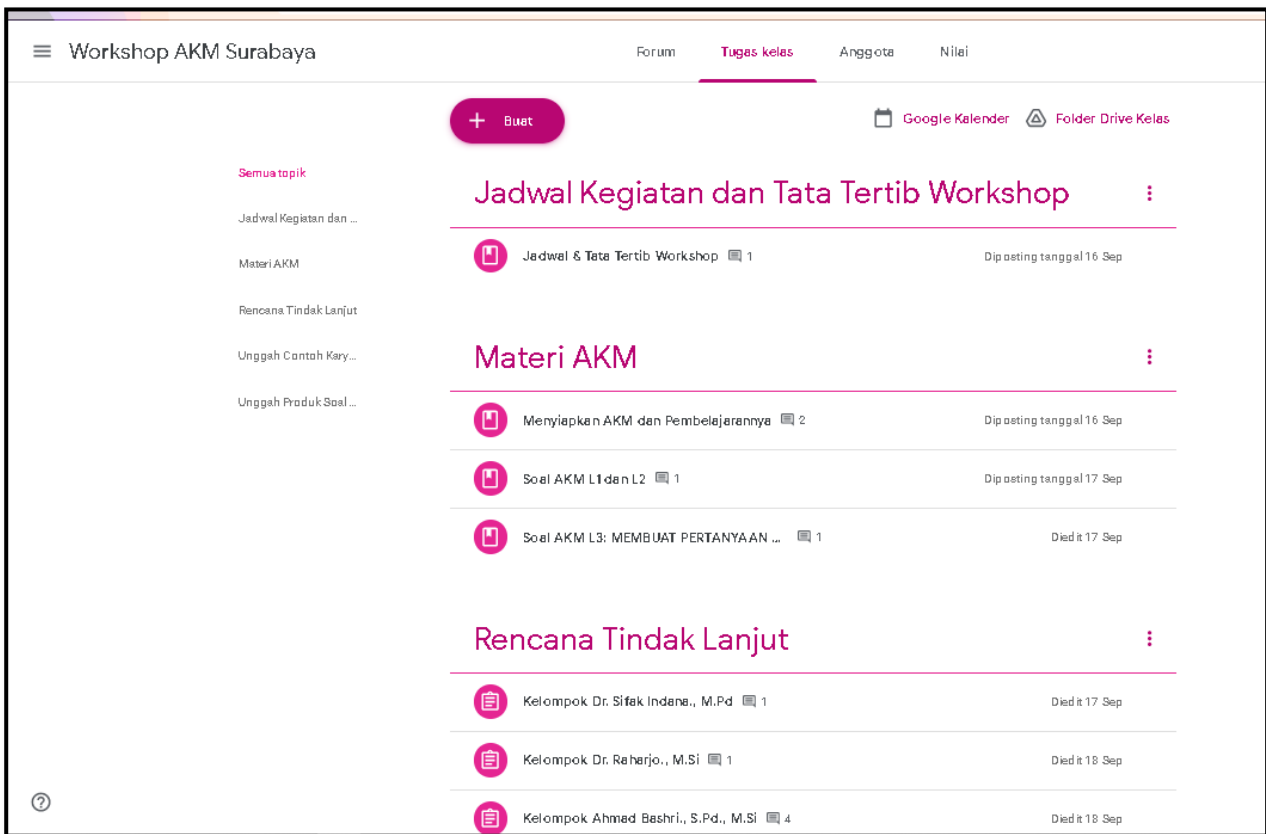

Figure 5. Google Classroom Workshop AKM View for MGMP Surabaya Participants

Improved Results of AKM Training Activities

Based on the results of the workshop, the return of follow-up tasks of participants who developed AKM problems as many as 10 MGMP participants were proven to be well implemented with the results obtained by MGMP participants with a total percentage of 86%. Here are the results of the average tabulation of participants before the workshop and after the workshop based on the AKM problem instrument made (Figure 6).
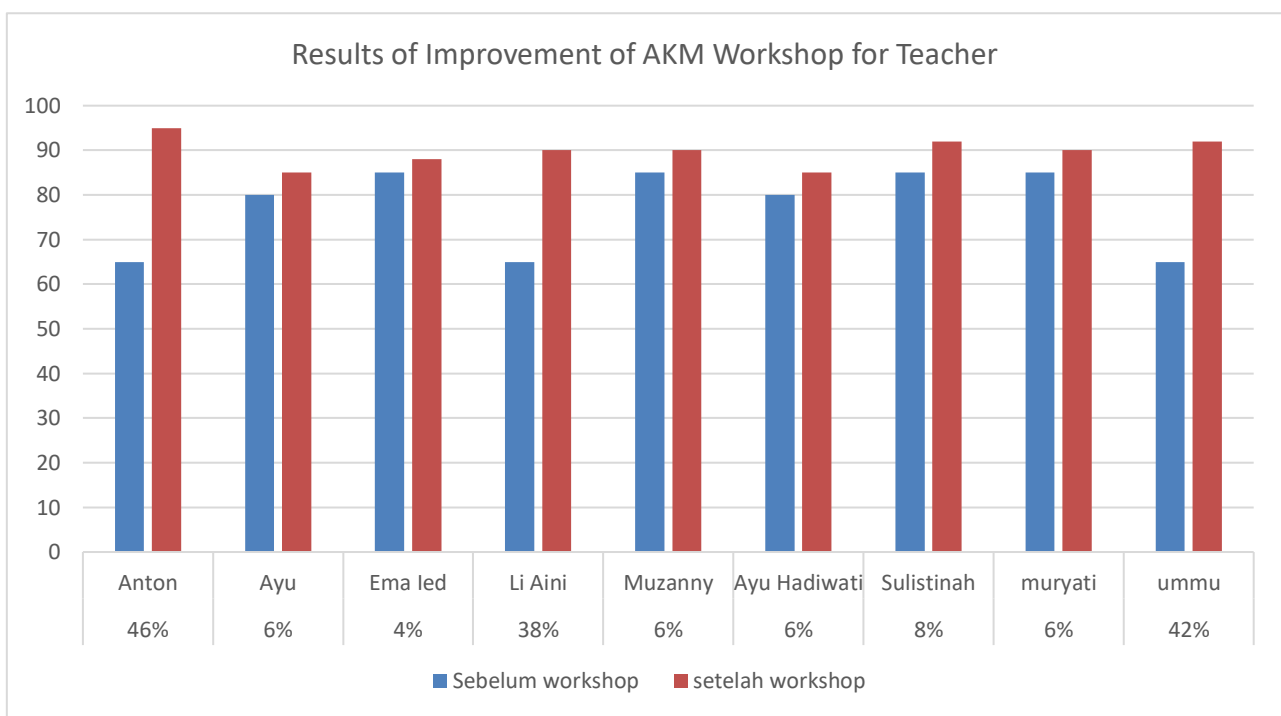
Figure 6. Percentage Diagram of increase of AKM trainees for Teachers

Based on Figure 6 show the blue color is before workshop and the red color is after workshop, participants obtained significant results, namely 46%, 38%, and 42%. Others range from 4%-8%. The difference in the success of this training activity is also characterized by previous AKM activities that have been followed by participants. While teachers who initially had low AKM test scores admitted that they had never attended training and did not understand how to develop instruments or AKM problems that suited their subjects such as Mathematics and English.

The ability to structure AKM problems in learning is based on the teacher's literacy ability in understanding L1, L2 and L3. The ability assessment of participants is assessed based on the results of AKM issues developed and is the final product of training activities. Here are the results of the AKM product developed by MGMP teachers can be seen in the following example.

Read the article below carefully!

Gratuities

Definition of Gratification
The meaning of gratification can be obtained from the Explanation of Article 12B of Law No. 20 of 2001, which is a gift in the broadest sense, which includes the provision of money, goods, rebates (discounts), commissions, interest-free loans, travel tickets, lodging facilities, travel, free treatment, and other facilities. Such gratification is both accepted both domestically and abroad by using electronic means or without electronic means. The definition indicates that gratification actually means a neutral gift. A gift becomes a gratuity that is considered bribery if it is related to the office and contrary to the obligations or duties of the recipient.

The terminology of gratification has only been known in the realm of Indonesian criminal law since 2001 through Law No. 20 of 2001 on Amendments to Law No. 31 of 1999 on Combating Corruption. Article 12B and 12C are regulated regarding the delik gratification of regulating criminal threats to any civil servant / state organizer who receives any form of unauthorized giving in the performance of his duties, or which is termed as gratuities that are considered bribes and do not report them to the KPK within a maximum period of 30 working days.

The rule prohibiting acceptance of any kind actually existed long before the Corruption Eradication Act was published. The ban has been detailed in Presidential Decree No. 47 of 1992 on Changes to Presidential Decree No. 10 of 1974 on Several Restrictions on The Activities of Civil Servants in the Framework of Utilization of State Apparatus and Simplicity of Life, especially Articles 7 and 8.

At the time gratification was formulated through the revision of the Corruption Eradication Act, the KPK did not yet exist. Through Law No. 30 of 2002, the KPK was established and to further clarify the institutional handling of gratification reports, a special directorate was formed that handled the enforcement of the article of gratification. In Article 26 juncto Article 13 of the KPK Law was formed Subfield of Gratification which is in the Deputy of Prevention.

The practice of giving and receiving gifts is actually a natural and life in a social relationship. The practice is performed on natural events (such as birth, illness, and death) and the organization or celebration in a particular

momentum (such as akikah, tooth cutting, circumcision, birthdays, marriages, and funeral events). In the context of customs, the practice of giving is even more varied. Moreover, Indonesia lives with the diversity of ethnic groups with all its customs. In many tribes, of course, there is a diversity of the practice of giving and receiving gifts with all social and historical backgrounds.

Syed Hussein Alatas photographed the gift in his book Corruption, Nature, Cause, and Function (LP3ES, 1987). According to him, the practice of giving gifts can not necessarily be viewed as a factor causing corruption. Such a thing has lived long enough not only in Indonesia and Asian countries, but also Western countries. However, practices derived from traditional institutions are then ridden by interests outside the aspect of personal and social emotional relationships.

Thamrin Amal Tamagola (2009) also views gifts as something that is not only commonplace in every society, but also plays a very important role as "social cohesion" in a society or between communities / clans / clans and even between nations. Similarly, Kastorius Sinaga (2009) provides a sociological perspective on gratification that reveals that the conception of gratification is broad and elementary in public life. If giving and receiving gifts are placed in the context of social relationships, the practice is neutral. However, if there is a power relationship, the meaning of gratification becomes not neutral anymore.

An important point that can be understood from the view of a number of experts above is that indeed the practice of receiving gifts is something natural from the point of view of personal, social, and customs relations. However, when it is infected with other interests in power relations, the view of gratification is neutral cannot be maintained. That is what is referred to in Article 12B as gratuities that are considered bribes, namely gratuities related to the office and contrary to the obligations or duties of the recipient. In the context of this Article 12B, the purpose of gratuities that are considered bribes from the point of view of the giver is to expect future profits by expecting the civil servant/state organizer to do something contrary to his authority, in the interests of the giver.

1. *The following that governs the provisions on the practice of gratification are ....*
   a. *Law No. 30 of 2002, articles 12 B and 12 C*
   b. *Law No. 30 of 2002, Article 26 juncto Article 13 of the KPK*
   c. *Presidential Decree No. 47 of 1992, Articles 7 and 8*
   d. *Presidential Decree No. 10 of 1974, Articles 7 and 8*
   e. *Law No. 31 of 1999, Articles 12 B and 12*

2. *From the information discourse presented, the practice of giving (gratification) can lead further into acts of corruption when it comes to the following. Give a check mark (V) to the statement you agree with and a cross (X) on the statement you disagree with!*

Statement	Agree	Disagree
The award is related to the position and contrary to the obligations or duties that the recipient should have.		
Giving is related to the existence of special events in community events and social environments.		
Giving is ridden by interests beyond the goal of building aspects of personal and social emotional relationships.		
Giving is aimed at paying attention and aims to build personal, social and customs relationships.		
The provision is accompanied by other interests in power relations, related to the office and contrary to the obligations or duties of the recipient.		

Evaluation of AKM improvement training activities in learning that has been implemented obtained results that can be seen in Figure 7. The results of the response of training activities by teachers from partner schools amounting to 13 people, with different subject backgrounds at the junior /high school level and equivalent in Surabaya. The response given obtained good and excellent results on average 3-4 values given. Of the seventeen items consisting of; 1) Application of andragogical principles by sources during providing workshop materials, 2) Clarity of delivery of workshop materials by sources, 3) Speed of sources in responding to workshop participants' questions, 4) Accuracy of sources in responding to workshop participants' questions, 5) Politeness of sources during the workshop, 6) The ability of sources to create a pleasant workshop atmosphere, 7) The ability of sources to create a workshop atmosphere centered on participants, 8) Conformity and clarity of workshop materials with the needs of workshop participants to develop the potential of participants, 9) Conformity of workshop materials with the needs of participants to support participants' expertise in learning, 10) Workshop materials provide benefits for participants, 11) Contemporary workshop materials, 12) Completeness of materials and materials (media / props / etc.) needed to support the smooth implementation of the workshop, 13) Adequacy of workshop time provided, 14) Opportunity to convey questions and discussions during the workshop, 15) Opportunity to consult with speakers, 16) Opportunity to interact (online) fellow workshop participants, and 17) Completeness of workshop supports facilities/infrastructure. Some additional participants of online PKM activities should attend the training in the morning to be more focused and partner teachers still have enough energy to participate in the activities. They also still hope that there will be cooperation between Surabaya State University and other partners and ask for similar activities to develop literacy in various subjects taught in their school.
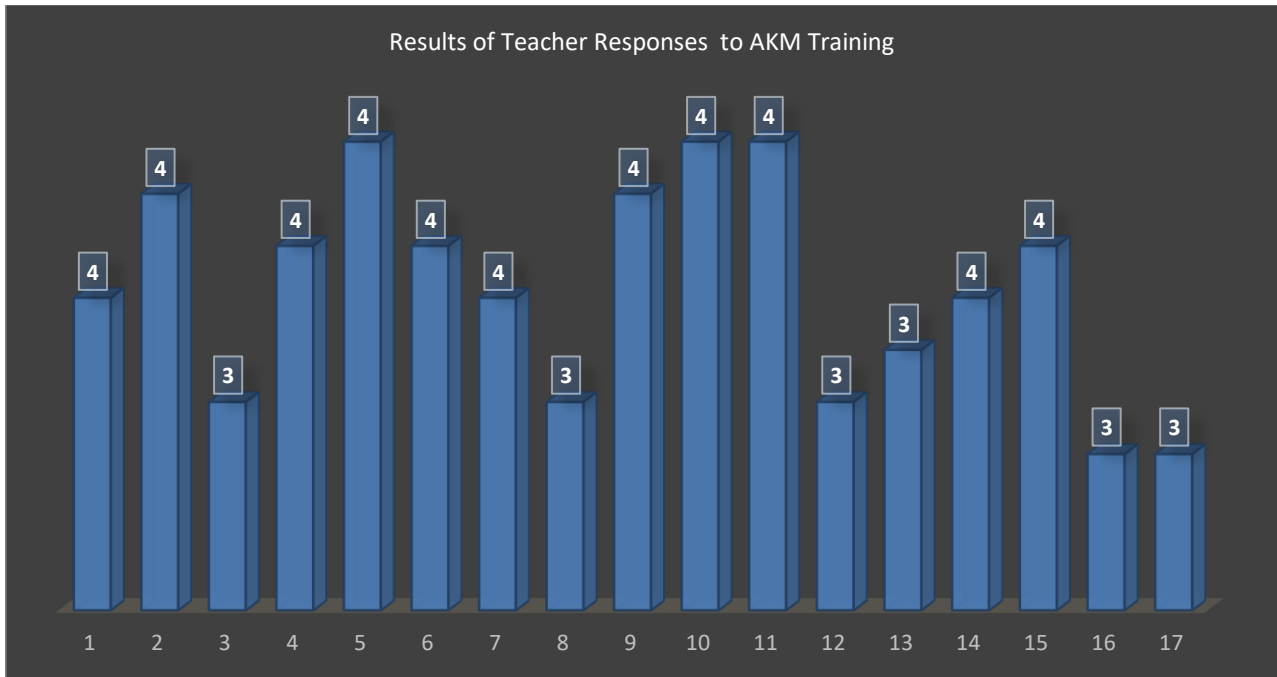
Figure 7. The results of the response of training activities by teachers from Mitra school in Surabaya

Figure 8. Video Footage of PKM Activities Online by AKM Workshop Implementation Team

This workshop activity was also produced a video that has been uploaded on YouTube activities in the video showing the stages of planning activities, implementation and evaluation activities together with partner schools and MGMP teachers in Surabaya. After this PKM activity is completed, the final result of the PKM team makes the PKM video display as one of the final products that can be accessed. Here are some of the PKM video footage. You can see it in Figure 8.

This activity was completed by giving a visit to MGMP teachers in Surabaya who had participated in activities from start to finish with evidence of products that had been developed independently with a total of 48 Hours of JP sent via email participants.

CONCLUSION

Based on the results of the workshop of "Improving the Ability to Prepare Minimum Competency Assessment for Teachers" participants can arrange instrument products about AKM, and have obtained excellent results because participants successfully participated in training. Also, there was an improvement in each MGMP participant. Therefore, it can be said that the implementation of this activity succeeded well.

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Improving teachers' skills on developing competence-based of e-student whorksheet

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ABSTRACT

The Covid-19 pandemic has changed the learning process from offline to online. In responding to this change, innovations and the use of technology are needed so that learning process runs well and the goals set are achieved properly. One of an important material inlearning is student worksheet. This community service program aimed at providing assistance in preparing competency-based of electoric student worksheet (e-student worksheet) using Google Form platform. The targeted participants of this activity were principals and all teachers of SMPN 25 Malang. The methods applied were workshop and mentoring. The workshop was delivered informatively with the materials that focused on student worksheet, e- student worksheet, and the use of Google Forms in preparing e-student worksheet. The results of this activity were the skills gained by participants in terms of compiling e-student worksheet. The participants have prepared student worksheet for blended learning. This e-student worksheet resulted was then implemented in the even semester of the 2020/2021 school year.

Meningkatkan keterampilan guru dalam mengembangkan e-student whorksheet berbasis kompetensi. Pandemi Covid-19 membuat proses pembelajaran berubah dari pembelajaran luring menjadi pembelajaran daring. Dalam merespon perubahan tersebut, dibutuhkan inovasi dan pemanfaatan teknologi agar pembelajaran tetap berjalan dengan baik dan tujuan pembelajaraan tercapai, salah satunya dalam hal lembar kerja peserta didik. Sehubungan dengan itu, Ipteks bagi Masyarakat ini bertujuan untuk memberikan pendampingan penyusunan Lembar Kerja Peserta Didik elektorik (e-LKPD) berbasis kompetensi dengan menggunakan moda Google Form. Sasaran kegiatan ini adalah kepala sekolah dan seluruh guru SMPN 25 Kota Malang. Metode yang diterapkan adalah workshop dan pendampingan. Workshop disampaikan secara daring dengan materi yang berfokus pada LKPD, e-student worksheet, dan pemanfaatan Google Form dalam penyusunan e-LKPD. Hasil kegiatan ini berupa keterampilan dalam menyusun e-LKPD oleh seluruh guru SMPN 25 Kota Malang. E-LKPD ini selanjutnya diterapkan pada semester genap tahun ajaran 2020/2021.

INTRODUCTION

The Covid-19 pandemic has prompted the government in terms of the Minister of Education and Culture of the Republic of Indonesia to issue an online learning policy through Circular Letter No. 4 Year 2020 regarding to the Implementation of Educational Policies during the emergency period of the spread of Corona Virus Disease (Covid-19). In implementing this policy, teachers are required to upgrade their skills to avoid learning loss. Learning loss can be interpreted as a decline in the academic process, namely the loss of students' knowledge and abilities, both specifically and in general, due to various

factors. In this case, these factors including the changes in learning interaction pattern, teachers' and students' abilities in IT, and the availability of online teaching materials.

One type of teaching materials used by teachers in learning is student worksheet. student worksheet is one of the activity formats designed by teachers to reagulate students during learning process. student worksheet plays a very important role in the implementation of learning process as it is able to improve students' performance in learning activities (Wulandari & Surjono, 2013; Anita et al., 2019), especially in constructing their knowledge according to the demands of the Curriculum 2013 (Anggraini et al., 2016). The elements in the student worksheet include title, learning instructions, learning indicators, supporting information, work steps, and assessments (Sari et al., 2017). In another version, it is stated that the student worksheet elements are subject, semester, place, targeted competencies, as well as tools and materials (Widyantini, 2013). The emergence of each element can be adjusted based on the characteristics of the subject.

In fact, not all of the student worksheets which are compiled and implemented in schools meet the standards. Student worksheets which are widely circulated and used in schools today are served in general form and only contain material summary (Elfina & Sylvia, 2020). It does not provide learning experiences for students (Dermawati et al., 2019). Furthermore, the development of the existing student worksheet was only focused on approaches, methods, or learning strategies. For example, student worksheet based on learning cycle (Anggraini et al., 2016), student worksheet based on scientific approach (Widodo, 2017), student worksheet based on environment (Dermawati et al., 2019), and student worksheet based on inquiry (Anita et al., 2019). It is still rare to find the preparation of technology and competency-based student worksheet.

The above phenomenon also occurs in SMPN 25 Malang. SMPN 25 uses student worksheet prepared by teachers. Unfortunately, the prepared student worksheets tend to lead students to learn the materials and questions that they can learn at home and mostly are paper-based. Parents or guardians take students' worksheet to school once a week and collect it back to school the following week. This is less effective from the learning aspect and less safe from the health aspect dute to high parent mobility. Therefore, in the context of the new adaptation process of learning during the Covid-19 pandemic, more innovative student worksheet which is packaged in online form, in term of e-student worksheet, is needed (Hidayah et al., 2020). Converting the student worksheet into an electronic form is considered more effective during the Covid-19 pandemic because it can be operated using a smartphone or computer (Baihaki et al., 2021), so it can be accessed anytime and anywhere (Rochman, 2021). Previously, student worksheet content was limited to allow students to be active and study at home, which was built into an e-student worksheet with activities that were able to build student literacy competence.

Literacy, which was previously often defined as reading competency, now has a broader meaning and indicator. Literacy is no longer defined as the ability to spell word for word, but reading the comprehension (by the lines and beyond the lines) and critical reading. Similarly, writing is no longer just writing letter by letter, but writing to express ideas in various contexts of life. Conceptually, literacy is the ability to use reading and writing in carrying out tasks related to the world of work and life outside school. In other words, reading and writing are used as tools to achieve other higher skills. Basically, the essence of literacy activities is reading, writing, thinking (Suyono, 2009).

Based on the description above, science and technology for the community in SMPN 25 Malang is in the form of increasing the teachers' ability in compiling competency-based of e-student worksheet. In line with that, the expected outputs in this community service program were, teachers can: (a) improve understanding of student worksheet, (b) master the skills in compiling e-student worksheet, and (c) implement e-student worksheet in learning.

METHOD

This service activity was carried out in SMP Negeri 25 Malang City with 13 participants consisting of 12 teachers and one school principal. The methods used were: discussion, workshop, and mentoring. The implementation of this community service program was carried out in three stages, namely pre-implementation, implementation, and post-implementation stages. In detail, the three activities can be seen in Table 1.

Table 1. Stages of implementation of competency-based of e-student worksheet preparation training activities

No	Stage	Activity	Method
1	Pre-implementation	a. Analyzing the situation and condition of the school in the form of discussions with the principal to dig up information related to the problems faced by the school and the possible solutions offered; b. Preparing activity forms and schedule; c. Preparing training materials.	Discussion
2	Implementation	a. Submiting competency-based student worksheet material. b. Submiting e-student worksheet material using Google Form c. Preparing e-student worksheet using google form	Accompaniment Workshop
3	Post-Implementation	Preparing the follow up plan	

Practically, the three stages targeted respective outcomes. Pre-implementation stage resulted a schedule for implementing activities and materials which would be delivered to the participants of the community service program. The first material was competency-based student worksheet which was presented by Dr. Daroe Iswatiningsih, M.Sc. The second material was preparation of e-student worksheet using Google Form which was delivered by Fida Pangesti, S.Pd., M.A. The both materials were given to participants at the implementation stage, and followed with the mentoring activity. The

workshop activity was conducted offline, meanwhile, mentoring activity were carried out online by considering the effectiveness of the time and technical implementation, as well as the conditions of the Covid-19 pandemic. The output of implementation stage was the compilation of competency-based of e-student worksheet which is ready to be implemented in learning. Finally, the output of post-implementation stage in term of follow up plan document which contained of the mechanisms for disseminating of e-student worksheet products and technical implementation of e-student worksheet in learning.

RESULTS AND DISCUSSIONS

Pre-implementation

In the pre-implementation stage, the community service team conducted several visits to the schools. The activities carried out at this stage included discussions of the analysis about school situation and condition. The discussions done with the school principal (Figure 1) and the teacher (Figure 2) to explore the information related to problems faced by the school and the possible solutions offered.

Figure 1. Discussion of situation analysis on student assignment documents

Figure 2. Discussion of the observation activity done by teacher on students' assignment results

The results of the initial discussions showed that teachers of SMPN 25 have prepared student worksheet. There are eleven subjects which used student worksheet to cultivate students' understanding about the materials learnt. The student worksheets were given to students once for the entire subjects in a week. Those student worksheets were in printed version which were token in school by parents to be studied and completed at home by students. In addition, in compiling those printed version of student worksheet, teachers tended to adopt from internet resources with various systematics. In general, the regulation on student worksheet development at SMPN 25 Malang can be seen in Table 2. Furthermore, the student worksheets which were prepared by teacher before the training given are served in Figure 3 and Figure 4.

Table 2. Student worksheet development regulations at SMPN 25 Malang City

No.	Student worksheet regulation
1.	The teacher makes student worksheet based on basic competence and learning achievement
2.	The subject teacher submits the task/activity file which is compiled into student worksheet to the coordinator
3.	The coordinator prints and copies as many as the number of students in each class
4	The coordinator is assisted by the team to organize student worksheets of 11 subjects and stack them according to class
5.	The arranged of student worksheet in each class is given to the homeroom teacher and attached with a students' list
6.	The homeroom teacher informs students via WhatsApp or virtually meeting to take the student worksheets at school every Monday, during school hours.
7.	The students tell their parents to take the student worksheets. Based on school policy, only parents who have the right take student worksheets.
8.	The pick-up time of student worksheet is scheduled for each class to avoid crowd. Moreover, the parents must pay attention to the implementation of health protocols (using mask, washing hand/ spraying hand sanitizer and maintain social distancing during queueing process in each class.
9.	Students work on answering questions or carry out activities mentioned in the student worksheets according to the schedule every day,
10.	On Saturday, students submit the completed student worksheets to the school security guard who has prepared class identities
11.	The security guard arranges the student worksheets based on the subject, and puts them in the task locker according to the class identity which is placed in front of teachers' room
12.	Teachers conduct review on the collected student worksheets.

The observation activity on student worksheet development regulations until it is distributed to students can be grouped into four parts. *First*, the teacher preparation to arrange student worksheet includes three activities i.e., (1) identification of basic competence and learning objectives that have been taught, (2) transfer of learning outcomes into learning activities which are arranged on student worksheet in both question and activity forms, and (3) submission of student worksheet files to the teacher in charge of student worksheet.
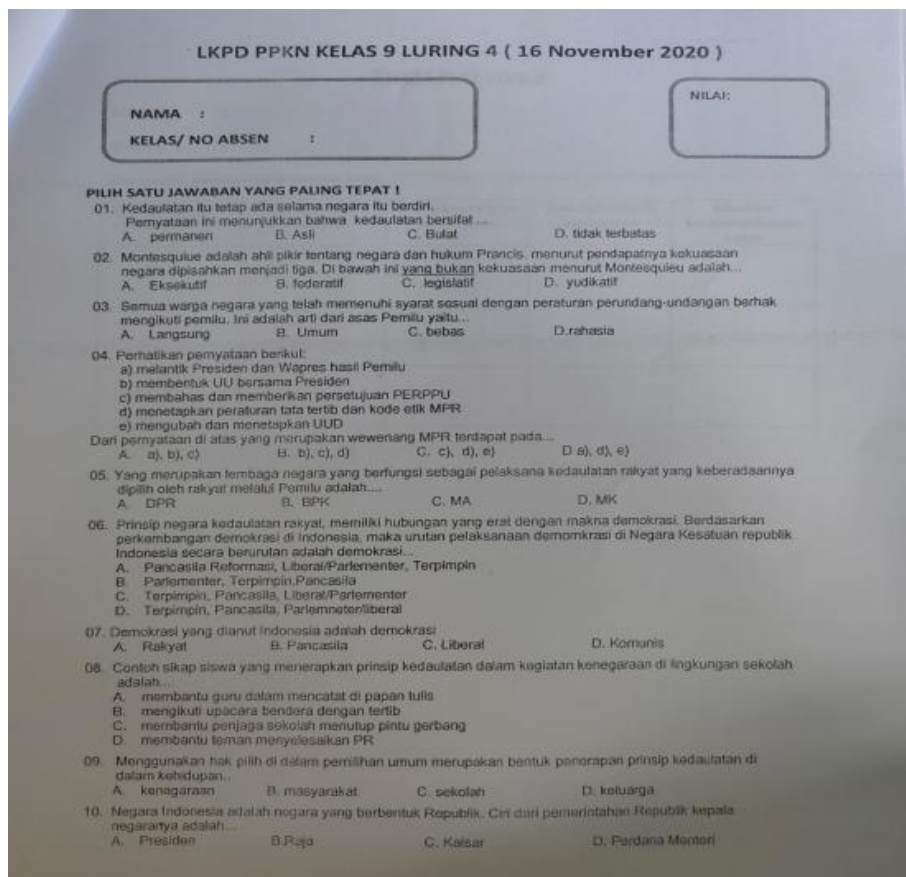

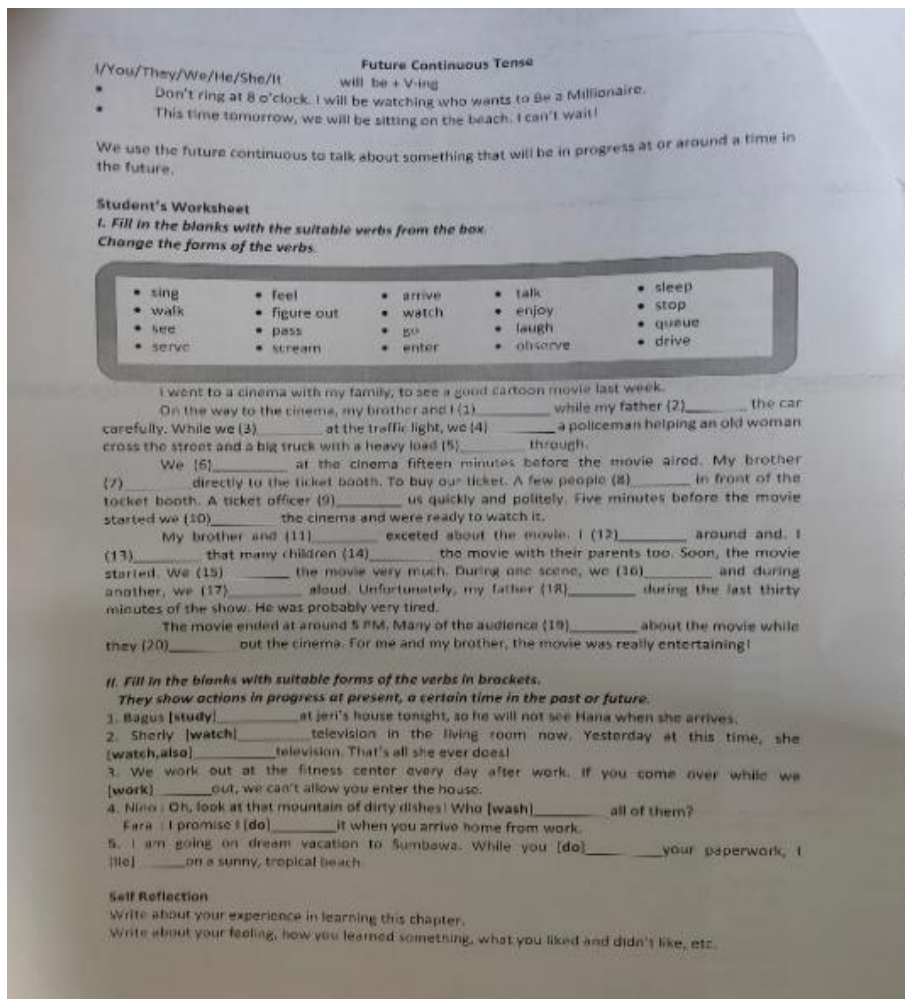**Figure 3.** Student worksheet of Civic Education Subject

Figure 4. Student worksheet of English Language Subject

Second, documenting and distributing student worksheet include the following activities: (1) collection of student worksheet files from eleven subjects by coordinator; (2) printing and copying the student worksheet by coordinator; (3) the arrangement of student worksheets based on grade in terms of 7, 8, and 9 (each grade comprises of four parallel classes in which 12 classes in total); and (4) distribution of student worksheets to each homeroom teacherin which the student name lists were attached on each class'es worksheet arrangement.

Third, the submission of student worksheet with the following activities: (1) the homeroom teacher distributes the student worksheet to the parents of students, and (2) the homeroom teacher calls the names of the students and submit the student worksheet and then fills out the admission list. When parents come to school, the policy is to comply with health protocols, (a) parents wear masks, wash their hands/spray hand sanitizer, (b) parent queue according to the name of the child being called and keep their distance, and (c) guardians class motivates parents to keep monitoring and encouraging children to learn.

Fourth, return the student worksheets with the following activities: (1) students work on the student worksheet for one week, and it is considered in that one week as offline learning, (2) on Saturday morning, students return the student worksheet to school which was received by the school security guard according to , (3) students put student worksheet on the shelves that have been provided based on parallel classes, (c) school security guards organize student worksheet based on class and subject, and (d) security guards put neat student worksheet based on class and folder in each locker subject teachers.

Fifth, student worksheet assessment. Teachers who have received the results of the student worksheets will conduct an assessment and recap it in the assessment notebook. From the results of the student worksheet that students have made, the teacher knows the level of mastery of the material being taught. The teacher will provide reinforcement for students who are considered masters and provide remedies for students who are considered less than optimal.

In line with the initial design and the results of the situation analysis above, the service activities carried out were training in the preparation of electronic student worksheet by utilizing the google form. In this discussion, the technical implementation of activities, including the schedule for the implementation of activities, was also discussed. Next, the service team compiles material and activity modules.

Community Service Implementation

The implementation stage of service activities includes three main activities, namely training, mentoring, and implementation. The expected achievement targets were (a) increasing understanding of learning literacy and student worksheet, (b) mastering skills in preparing e-student worksheet, and (c) using e-student worksheet in learning. To measure the achievement of these targets, observations and tests (pretest and posttest) were conducted. Broadly speaking, the materials, targets, methods, and achievements of this activity are set out in Table 2.

The initial stage of implementing community service activities was training activities. The training materials included learning literacy, student worksheet, and the preparation of e-student worksheet. This e-student worksheet was prepared by utilizing the Google Forms mode. The selection of Google Form was based on the consideration that most teachers have taken advantage of Google Classroom. In addition, the operation of Google Forms also tends to be easier than other modes. In this case, e-student worksheet was emphasized on literacy competence which is the part of character education. The use of information technology (online applications) is an alternative in strengthening the character education of students.

Table 2. Material, target, and training method

No	Material	Target	Method	Achievement
1	Learning literacy	Teachers can better understand learning literacy	Discussion in form of workshop	Increased teachers' understanding of learning literacy, from an average of 55 to 88.
2	Student worksheet	Teachers can better understand the nature, function, and types of student worksheets.	Discussion in form of workshop	Increased teachers' understanding of student worksheet, from an average of 70 to 91.
3	Competency-based of e-student worksheet preparation	The teachers are able to compile a competency-based of e-student worksheet for each subject from the selected lesson plan	Demonstration and implementation	The compilation of 12 e- student worksheets done by teachers
4.	The use of student worksheet for learning	The teachers make student worksheets for a-week learning activities	Implementation and action	The implementation of e- student worksheet in the 2020/2021 of odd semester reached 80%

Figure 5. Competency-based student worksheet preparation training

In delivering material to participants, the service team used e-modules that had been prepared previously. This e-module is a learning resource which eased the participants to comprehend and improve their ability to compose student worksheet (Nisa et al., 2020). The purpose of compiling this e-module is to: (a) simplify and clarify the presentation of learning messages; (b) anticipate the limitations of space, time, and memory, both trainees and instructors; (c) increase the learning motivation of the trainees; (d) guide self-study; (e) measuring and evaluating learning outcomes; and (f) become a reference to improve capabilities (Wijaya & Iriani, 2020).

Figure 6. E-student worksheet preparation training

After listening to the presentation of the material, teachers practiced to compose e-student worksheet by referring to the previous paper-based student worksheet they have made. However, this e-student worksheet has been improved, both in terms of systematics and substance. Systematic improvement refers to the opinion of Sari et al. (2017) which stated that the elements in the student worksheet include the identity of the student worksheet, learning instructions, learning indicators, supporting information, work steps, and assessment, with the addition of an element at the beginning, namely student identity. The improvement in substance refers to the content of the student worksheet which was referred to learning literacy. Figure 7 shows the example of an e-student worksheet that has been prepared by the teacher.

Figure 7. Section 1 of teacher's e-student worksheet

In general, the e-student worksheet composed by teachers consisted of four parts. The first part (Figure 7) contained of student's identity. This student identity included name, class, and absentee number. This serves to make it easier for teachers to check student work and served as the attendant list check at the same time.
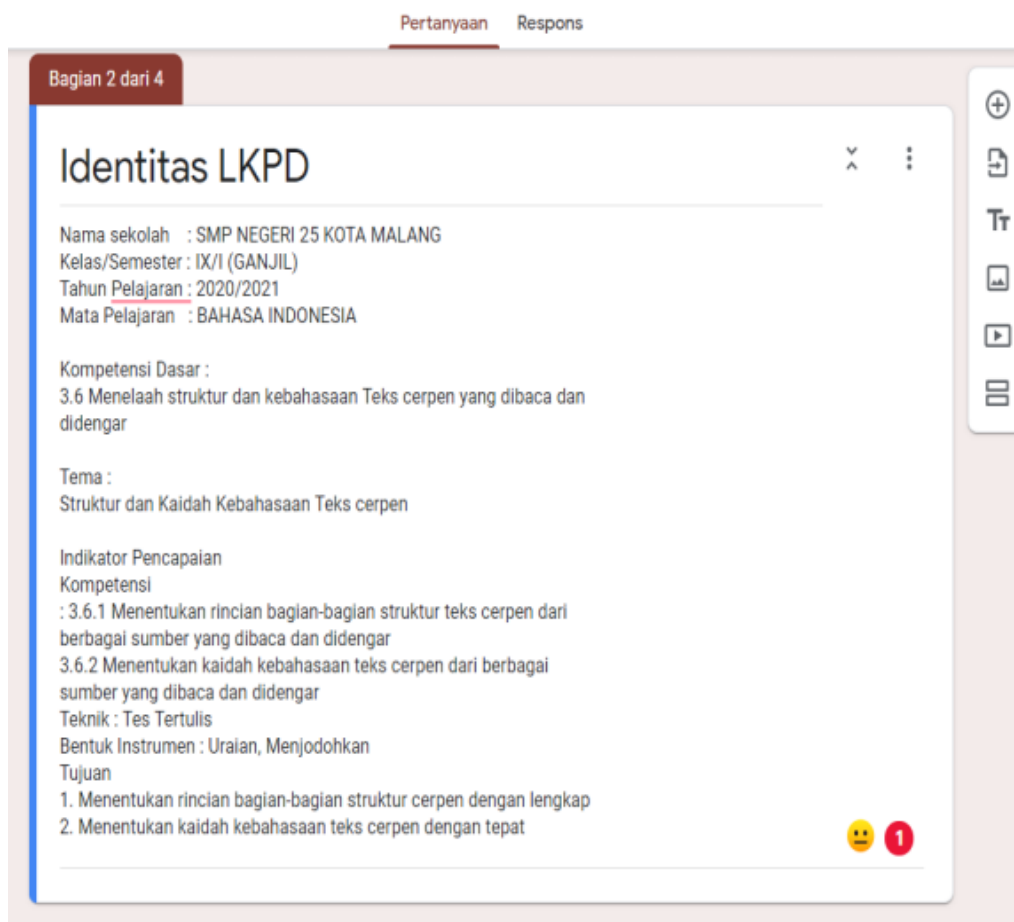
Figure 8. Section 2 of e-student worksheet

Section 2 (Figure 8) contained of the identity of the student worksheet. The identity of this student worksheet comprised of school name, class and semester, academic year, subjects, basic competencies, themes, and indicators of competency achievement. This section provided information about the materials they will learn in certain subject. Section 3 (Figure 9) contained of study instructions. From these learning instructions, students are able to understand the detail activities they must do.

Section 4 (Figure 10) comprised of materials and exercises. In this part, teachers can put the link of the learning video that they have uploaded on Youtube. Teachers can also display the text that must be analyzed along with guiding analysis questions as shown in Figure 10. The combination of text, images, and animations makes the e-student worksheets are more interesting and makes the learning process more interactive (Jazuli et al., 2018). In this section, teachers can design the steps that students must go through in constructing their knowledge systematically. In the fields presented, students can write down the results of their work on each learning experience or task according to their respective learning trajectories. The learning trajectory of each student is reflected in the work track or evidence recorded at each work step in the student worksheet (Rosidah et al., 2021). In addition, the application of e-student worksheet has indirectly been able to improve students' abilities in mastering the Internet of Things, Operational Technology, and Information Technology, so that later they can produce graduates who are skilled and competitive in mastering data literacy as a form of finding learning resources (Widyanto et al., 2020).

After the training activities, the community service team assisted in the preparation and implementation of e-student worksheet. Mentoring activities were carried out online via email and WhatsApp. Participants submitted their e-student worksheet links to get feedback from trainers. The results of e-student worksheet preparation showed an increase of the e-student worksheet in term of its quality. Previously, teachers compiled student worksheet with various systematics, with substance that was more directed to questions taken from the internet, but, after the training conducted, teachers could compile e-student worksheet with competency-based systematics and substance. Although it is not 100%, yet teachers have compiled the materials and/or exercises in their e-student worksheet work steps. Teachers have also used images,

video links, podcasts, and so forth to be added to their e-student worksheet to optimize the attractiveness of the e-student worksheet they compiled as considerable as to achieve student competencies.

Figure 9. Part 3 of e-student worksheet

Figure 10. Part 4 of e-student worksheet

The assistance of e-student worksheets implementation was carried out in the odd semester of 2020/2021. Teachers implemented the e-student worksheets that have been prepared in their class sessions. Previously, students were given a technical explanation of the e-student worksheet use. The results of the observations showed that there were no special obstacles in implementing e-student worksheets. Students showed positive attitude towards the use of e-student worksheet as it is considered more effective. This is in line with the research results of Dermayati et al. (2019) and Zaraturrahmi (2016) which concluded that students had a positive attitude towards e-student worksheets, namely the percentage of student responses to student worksheets was 95%. Students were happy because the e-student worksheet is interesting and allows them to study independently (Zaraturrahmi et al., 2016). Students do not depend on others, set learning goals, diagnose learning needs, have self-confidence and responsibility and carry out self-evaluations (Wati, 2020). What can be improved was the system of providing feedbacks to students.

Follow Up Plan

The final activity in the implementation of this community service was reflection and a follow-up plan which was carried out in a focused discussion forum. This reflection activity is important to do in order to find out how effective the mentoring activities are in improving teachers' skills in compiling competency-based of e-student worksheet.

The reflection results showed that teachers felt that the training is very useful. According to teachers, the training has improved their understanding on learning literacy, student worksheet in general, and the preparation of e-student worksheet. Furthermore, this training also improves their skills in utilizing technology in learning. This is in line with the report of Sinsuw and Sambul (2017) which stated that information technology-based learning development training is very helpful for teachers in mastering the use of technology in the 21st century learning. In 21st century learning, teachers are required to be able to integrate ICT in learning by using more attractive media so that students can participate actively and have sufficient space to be creative and independent according to their interests, talents, and psychological development. This is important in order to facilitate students to achieve 4C skills in 21st century learning, namely critical thinking, creative thinking, communication, and collaboration. In addition, through this training, teachers are able to improve pedagogic abilities (Myori et al., 2019; Sa'bani, 2017) and improve their performance (Khadijah, 2018).

The obstacle faced by teachers in the preparation of e-student worksheet is the limited time. The training activities which were carried out only during a semester means that teachers did not have enough time to develop e-student worksheet optimally. In addition, the obstacles in implementing e-student worksheet were more technical for students. Some students did not have personal cellphones, the students' quota was limited as not all of them were succeeded to get a student quota. In terms of student independence aspect in completing e-student worksheet and looking for additional references were another constrains.

The results of the above reflection have been basis for the follow-up plan preparation. First, teachers conducted internal dissemination to teachers who have not attended training so that in the next semester the percentage of e-student worksheet usage will reach 100%. In addition, teachers will conduct dissemination in the MGMP forum. Second, schools hold workshops on the preparation of e-student worksheet before the next semester learning is conducted so that teachers have enough time to prepare their e-student worksheet. Third, in the preparation of the e-student worksheet, teachers provide additional links as references for students. This is in line with the view of Astuti and Setiawan (2013) which stated that e-student worksheet is not the only source of student learning, so teachers should advise students to read other relevant sources. Fourth, additional training and assistance activities are needed in the management of technology-based learning. This is because mastery of technology is a complex skill, so there is a need for continuous guidance (Yantoro & Idrus, 2020).

CONCLUSION

Assistance in the preparation of competency-based e-student worksheet at SMPN 25 has been carried out with 13 participants consisted of teachers and school principal. The results of the activity showed that there was an increase in teacher understanding in learning literacy and the preparation of student worksheet. Teachers have also been able to develop competency-based of e-student worksheet and implement it in their classroom in the odd semester of the academic year 2020/2021.

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Article history ……………………………. Received Revised Accepted Published *Keywords* Keyword_1 Keyword_2 Keyword_3 Keyword_4 Keyword_5	Type the abstract here (8pt). Abstract, which comprised of approximately 200 words, provides a brief description of problems, aims, the method used, and results. It emphasizes research results in which written in single line spacing with left and right margin are 0.5 cm narrower than the main text. 3 to 5 keywords must be written to describe the research scope observed, as well as the main terms undergirding the research. These keywords can be single and/or combined words.

INTRODUCTION (bold, 11pt)

This section could also provide the expected results. The introduction must be written in single line spacing. The introduction comprises of:

1) Analysis of the general situation (global) and followed by a description of the main problems of the target community. The authors must explain that the problem is a problem related to 17 goals/169 targets of SDGs. Summary of literature review: theoretical studies, results of the present study, and report/article on the publication of previous community service activities, which shows that the problem is indeed "strong" (state of the art). Do not describe the literature review as author by author but should be presented as a group per method or topic reviewed, which refers to some kinds of literature)
2) The sentence confirms that the problem must immediately require a solution (gap analysis).
3) The problem solves planning (Describe the novelty of the technology / approach used to solve the problem).
4) Affirmation sentence about the purpose of community service.
5) Affirmation about the purpose of writing the article.
6) Affirmation of article contribution (a. For the development of science and technology, b. For the achievement of SDGs).

The introduction section must be written in Calibri Light, font size 10, 0 pt before spacing, and 0 pt after spacing.

METHOD (bold, 11pt)

This section must contain:
1) The description of the target community (description of the "background" of the community, how many people are, and how is the role/involvement of community in this community service activity).
2) The parties involved in this service activity (including the number and role or contribution of each, not explaining the name but background/expertise).
3) Implementation method that explains the stages or steps in implementing the solution offered to resolve the problem.
4) Overview of science and technology transferred/introduced.
5) Instruments or tools and materials used in community service activity (including to measure the success of service activities).
6) Data collection techniques
7) Measures / indicators of success of community service activities, and
8) Data analysis techniques.

The method section must be written in Calibri Light, font size 10, 0 pt before spacing, and 0 pt after spacing.

RESULTS AND DISCUSSION (bold, 11pt)

Guidelines for writing results and discussion:
1) Results must be relevant to the objectives and methods.
2) The results explanation of the activities must be simple and straightforward.
3) Write data in the form of figures or tables (highly recommended, especially those relating to indicators of success of activities).
4) Describe clearly the data and various results of the resolution of relevant problems.
5) Discussion of activities: comparing with theory and similar community service activities that have been published or reported (it is highly recommended to recite references that appear in the introduction, especially the state of the art and gap analysis).
6) Describe the successes or impressive achievements that are appropriate as best practices for other servants/authors (associate with contributions to the achievement of SDGs).
7) Figures or tables must be related to explanatory text (narration in paragraphs).
8) Don't put figures/illustrations that are not discussed in the text
9) Describe the obstacles that might be encountered in the community service activities (the obstacles must be logical, not solely because of the weak implementation of the activity, completely beyond the control of the team, and existing references support these constraints).

The results and discussion section must be written in Calibri Light, font size 10, 0 pt before spacing, and 0 pt after spacing.

Figures and Tables
Place the labels above for tables and below for figures. Write the table label in specific, for example Table 1, in case the author refers the Table 1 mentioned. The example of writing table and figure information is as below.

Table 1. Table format

Table Head	Table Column Head		
	Table column subhead	Subhead	Subhead
copy	More table copy[a]		

[a.] Sample of a Table footnote. *(Table footnote)*

Figures must be discussed in paragraphs. The figures quality must be good and high resolution. Figures are numbered in the order in which they are presented (Figure 1., etc.). The title of the figure is placed under the image with the center position (center justified).

Fig. 1. Example of figure information

CONCLUSION (bold, 11pt)

Guidelines for writing a conclusion:
1) Relevant to the objectives written in the introduction.
2) Claims in conclusion must be supported by facts/data from the results of activities.
3) Write the conclusions concisely.
4) The implications of the activities need to be put forward to clarify the benefits resulting from the service activities.

The conclusion section must be written in Calibri Light, font size 10, 0 pt before spacing, and 0 pt after spacing.

ACKNOWLEDGMENT (bold, 11pt)

This section can be written in case there are certain parties need to be acknowledged, such as sponsors/funding (complete with contract number and year). The acknowledgement must be written in brief and clear. Besides, avoid hyperbole acknowledgment.

The conclusion section must be written in Calibri Light, font size 10, 0 pt before spacing, and 0 pt after spacing.

REFERENCES (bold, 11pt)

Citation and referencing must be written based on APA style 6th Edition which is organized by using Mendeley software's latest version. References used at least 30, 80% primary sources (reputable journals and research reports or community service report) and 10 (ten) years of publication. All references must be tracked online (have DOI or URL).

The references section must be written in Calibri Light, font size 10, 0 pt before spacing, and 0 pt after spacing.

Supplementary Material

Supplementary material that may be helpful in the review process should be prepared and provided as a separate electronic file. That file can then be transformed into PDF format and submitted along with the manuscript and graphic files to the appropriate editorial office.