Analysis of Challenges Faced by PGMI Students at STAI Miftahul Ula Nganjuk in the Development of Digital Learning Media

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ABSTRACT
The students of the Elementary Islamic Education Program are future prospective teachers. With the advancement of time, prospective teachers must adapt their teaching methods to the progress of information technology, one of which is digital-based learning media. About this issue, this research aims to describe PGMI students of STAI Miftahul Ula Nganjuk in developing digital learning media. This research uses a quantitative descriptive research method. The subjects of this study were PGMI students of STAI Miftahul Ula Nganjuk, selected using a simple random sampling technique, with a research instrument in the form of five questions on the Google Form platform, answered by 53 respondents. Subsequently, the data were analyzed descriptively. This study found that PGMI students of STAI Miftahul Ula Nganjuk faced difficulties in developing digital learning media. The difficulties include 1) the low understanding of PGMI students of STAI Miftahul Ula Nganjuk in developing digital learning media due to a lack of training related to digital learning media, 2) PGMI students of STAI Miftahul Ula Nganjuk have difficulty summarizing material used for the development of digital learning media, 3) the limitation of time for the development of digital-based learning media.

Keywords: Student Difficulty Analysis, Digital Learning Media, Elementary Islamic School

INTRODUCTION
Education is a transformative process that instigates changes in behavior, knowledge, and attitudes towards improvement. This is attributed to the fact that through education, individuals can acquire new experiences, impacting their behavior, attitudes, and perspectives on life (Safrizal et al., 2022). Moreover, education serves as a means for community development, potential enhancement, and character formation.
In addition to this, interactions during the educational process provide insights and understanding of teacher competencies in various domains, including cognitive, affective, and psychomotor skills. Thus, education becomes a platform for acquiring and expanding an individual’s intellectual competence and fostering positive behavioral changes for societal engagement (Anastasha, 2020; Safrizal et al., 2021). Therefore, achieving these goals requires active attention and participation from students in the learning process, with the use of instructional media being one way to capture their interest.

Media is defined as any intermediary tool used to distribute ideas to a targeted audience (Sunarti & Vebrianto, 2020). In everyday communication activities, media serves as a mediator or connector between message senders and receivers (Miftah, 2013). Furthermore, in the context of learning, educators need to consider the role and contribution of instructional media in education (Safrizal et al., 2021). Given the urgency of media in supporting students in the learning process, its modification in presentation is deemed important (Hafzah et al., 2020). Even in the current era of digitization, teachers must equip students with competencies that support their future in the 21st century, focusing on communication, collaboration, critical thinking, and problem-solving (Selmedani et al., 2021).

The digital era, often referred to as the era of the fourth industrial revolution, frequently introduces new innovations in the field of education, leading to new technological practices becoming commonplace in the education sector. In education, the easily accessible and advancing technology supports the learning process in classrooms. The progress in technology can support various aspects of life, including learning activities that can be combined to assist students in achieving learning objectives.

In the use of instructional media, there are several fundamental aspects, including the appropriateness and direction of instructional media in achieving learning objectives. Additionally, it must align with the needs of the material, students’ interests, and even their conditions (Purnasari & Sadewo, 2020). Thus, the chosen instructional media has been considered for its effectiveness and efficiency, while also considering the technical competencies possessed by the educators themselves (Vieira & Hai, 2023).

Digital-based instructional media has gained popularity among educators today, with many applications and websites available to facilitate the creation and innovation of instructional media, contributing to the achievement of learning objectives (Lase, 2019). Therefore, with the rapid development of technology, educators are expected to leverage it to facilitate the learning process (Miftah, 2013).

Ideally, being an educator or teacher involves directing and providing learning facilities to students in the learning process, rather than just being an information provider. Instructional media is inseparable from the strategies,
models, and techniques used by educators in the learning process. Educators must orient these aspects to ensure that the learning process can attract students' attention and interest. However, based on the existing reality, many educators are reluctant to use digital-based instructional media in the learning process. Even future teachers still face difficulties in developing instructional media in line with current developments, particularly digital-based instructional media.

In a study by Husniati (2023), it was found that educators often use textbooks and tangible objects as instructional media. Furthermore, teachers encounter difficulties in creating IT-based instructional media, finding creative ideas, and lack knowledge and limited time in creating instructional media. Therefore, the solution adopted by teachers is to utilize existing instructional media and leverage instructional videos on YouTube. In another study, the challenges faced by teachers in using instructional media in social studies subjects include difficulties in designing, operating, and selecting the appropriate instructional media for the chosen teaching method (Putri & Citra, 2019).

If an educator cannot enhance their competence in the use and development of instructional media or does not use instructional media at all, it will impact the declining interest and enthusiasm of students. This will result in suboptimal achievement of learning objectives. The novelty of this research lies in the challenges faced by prospective elementary school teachers in developing digital-based instructional media. An analysis is necessary to enable future elementary school teachers to leverage technological developments in the learning process through digital instructional media. Therefore, this study aims to analyze the challenges faced by PGMI students at STAI Miftahul Ula Nganjuk in developing digital instructional media.

METHOD

This research employs a quantitative descriptive method chosen for its ability to present a true picture of reality based on statistical data. The study population comprises 53 PGMI students at STAI Miftahul Ula Nganjuk, spanning semesters one, three, five, and seven, selected through simple random sampling.

The subjects of the study are PGMI students at STAI Miftahul Ula Nganjuk, representing future MI/SD teachers. Data collection instruments include questions embedded in a Google Form focusing on the challenges faced by PGMI students in developing digital learning media. The gathered data is subsequently analyzed using descriptive statistical methods.

The measurement scale utilized is the Guttman scale, with questions organized in the Google Form. The succinctly and clearly formulated questions are based on indicators of the challenges encountered by PGMI students at STAI Miftahul Ula Nganjuk in the development of digital learning media.
RESULTS AND DISCUSSION
Kesulitan Merancang Materi dan Media Pembelajaran Berbasis Digital

The primary question addresses the challenges faced by PGMI students in designing digital learning materials. Based on the scattered data, it is evident that a significant percentage (67.4%) of PGMI students at STAI Miftahul Ula Nganjuk still encounters difficulties in designing both material and digital learning media.

![Difficulty Diagram](image1)

Figure 1: Difficulty Diagram

The distribution indicates that 67.4% of PGMI students at STAI Miftahul Ula Nganjuk face challenges in designing materials and digital learning media, while only 35.3% claim not to experience such difficulties. This aligns with a study by Ikhsan et al. (2023), which found that teachers still struggle with digital media use due to low information technology skills.

Difficulties in the Process of Digital Media Development

The following section addresses the challenges faced by PGMI students in the process of developing digital media. The distribution of data is illustrated in Figure 2.

![Digital Learning Media Development Process Diagram](image2)

Figure 2: Digital Learning Media Development Process Diagram

Figure 2 depicts that 57.6% of PGMI students at STAI Miftahul Ula Nganjuk find it challenging to select applications for developing digital learning media. This may be due to factors such as limited knowledge of available applications and tools for developing digital-based learning media, lack of guidance from instructors or the
institution, technological complexity, and the limited availability of certain financially related applications (Ahmadi, 2017; I. Pratiwi, 2022; Yuwono et al., 2021).

The second most significant challenge, at 20.6%, is summarizing content, indicating that one-fifth of the students face difficulties in effectively summarizing learning materials for digital media development. Summarizing material is crucial for creating effective digital learning media (Rahmawati et al., 2022).

The third challenge, at 11.8%, is difficulty in using digital media development applications. This suggests that some students encounter challenges in mastering specific applications essential for developing interactive digital learning media (Usmaedi et al., 2020).

Factors Affecting the Minimal Interest in Developing Digital Learning Media
The final section explores factors contributing to the minimal interest of PGMI students in developing digital learning media. The distribution of data is represented in Figure 3.

Figure 3: Factors Affecting Minimal Interest in Digital Learning Media Development

Figure 3 indicates that the most significant factor affecting the minimal interest of PGMI students at STAI MiTahul Ula Nganjuk in developing digital learning media is the difficulty in aligning it with students' learning styles, with a 50% response rate. This emphasizes the gap between students' abilities to design digital learning media and the diverse learning preferences of their future students.

The second factor, at 23.5%, is the limitation of time, indicating that a substantial portion of students struggles to allocate sufficient time for digital media development. Time constraints pose a significant challenge for future teachers aiming to develop effective digital learning media (Yuwono et al., 2021).

The third factor, at 5.9%, is the difficulty in applying developed digital media in the teaching process. This highlights the challenge of translating digital media development skills into practical teaching applications (Yuwono et al., 2021).
Additionally, 20.6% of PGMI students have not yet mastered digital media development, emphasizing a lack of knowledge or skills in designing and implementing digital learning media.


Selain tiga faktor yang telah dibahas diatas, peneliti juga mencantumkan pertanyaan mengenai seberapa banyak mahasiswa PGMI STAI Miftahul Ula Nganjuk yang belum mampu mengembangkan media pembelajaran digital. Hasil presentase menunjukkan bahwa sebesar 20,6% mahasiswa PGMI STAI Miftahul Ula Nganjuk masih belum mampu mengembangkan media pembelajaran berbasis digital. Hal ini menggambarkan bahwa masih adanya sebagian mahasiswa PGMI STAI Miftahul Ula Nganjuk yang belum mempunyai pengetahuan atau kemampuan yang cukup merancang media pembelajaran digital dan mengimplementasikan media pembelajaran digital. Penting untuk memperhatikan bahwa faktor ini juga saling terkait dengan faktor-faktor sebelumnya, seperti kesulitan menyesuaikan media dengan gaya belajar siswa, keterbatasan waktu dan kesulitan dalam mengaplikasikan media pembelajaran (Octasyavira et al., 2022; Y. Pratiwi & Nugraheni, 2022; Yuwono et al., 2021).

Addressing the Needs to Overcome Difficulties in Developing Digital Learning Media

The fourth question focuses on the needs of PGMI students at STAI Miftahul Ula Nganjuk, who are future teachers, to overcome difficulties in developing digital learning media. The distributed data, as illustrated in Figure 4, sheds light on their specific requirements.
The data gathered from PGMI students at STAI Miftahul Ula Nganjuk indicates that 55.9% of students require training related to the development of digital learning media. This need arises from the students' lack of competence in developing digital or multimedia content—a critical factor in the challenges surrounding digital learning media development (Y. Pratiwi & Nugraheni, 2022). Therefore, it is imperative to provide training at educational institutions to minimize these issues. Efforts to address this challenge may include utilizing existing learning media, implementing media in a straightforward manner, and participating in various training programs, seminars, workshops, or training sessions related to digital media development (Purnasari & Sadewo, 2020).

On the other hand, 44.1% of students express the need for direct practice in using digital learning media in real teaching processes. This data suggests that some PGMI students at STAI Miftahul Ula Nganjuk feel the necessity to gain direct experience in applying digital learning media in teaching. As future teachers, they believe that training alone is insufficient, and hands-on practice is crucial to applying the knowledge and skills learned in real-life situations. Therefore, addressing the needs of future teachers requires designing learning strategies that enable students to actively engage in the use of digital learning media (Purnasari & Sadewo, 2020). This approach will contribute to the confidence and competence of future teachers in utilizing digital technology in the field of education (Y. Pratiwi & Nugraheni, 2022).

CONCLUSION

The conducted research indicates various challenges faced by PGMI (Islamic Elementary School Teacher Education) students at STAI Miftahul Ula Nganjuk as prospective future teachers in the development of digital-based learning media. In general, the difficulties encountered by these students encompass challenges in designing digital learning materials, obstacles in the digital media development process, and a notable lack of interest in the development of digital learning media. Therefore, concerted efforts are required to address these issues. Some recommended initiatives include providing PGMI students at STAI Miftahul Ula...
Nganjuk with training on digital learning media and implementing programs that serve as practical platforms for students to apply digital learning media in real teaching processes.

REFERENCES


