

Digital Pedagogy Practices in Teachers at Aisyiyah Smart Kids Center Jumantono

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Abstract

Purpose: This study aims to enhance teachers' digital pedagogical competence by equipping them with up-to-date technological skills, enabling them to operate digital tools effectively in their teaching practice and meet the demands of 21st-century learning.

Methodology: A qualitative literature-review approach was employed, involving systematic searches across academic and professional sources, followed by critical analysis and synthesis of findings related to teachers' use of technology in education.

Results: The review indicates that many Indonesian teachers remain unprepared for integrating technology into instruction, often relying on conventional materials. To bridge this gap, teachers must develop digital pedagogical competence—an amalgam of technological, pedagogical, and content knowledge—to design creative, innovative learning experiences aligned with modern digitalization trends.

Applications/Originality/Value: By highlighting the critical role of digital pedagogical competence, this study provides a theoretical foundation and practical roadmap for teacher-training programs, curriculum developers, and policymakers aiming to empower educators to thrive in a rapidly digitalizing world and to foster more engaging, technology-rich classrooms.

Introduction

In the digital era, the quality of teachers must understand the conditions of students in providing learning materials. Another problem is that there are still many teachers who cannot operate social media properly. Social media can be one of the supporters of the digital learning model, such as for assignments, class discussions, and for monitoring students. With the lack of knowledge in the use of digital technology, the variety of online learning media is very minimal. With these various obstacles, the government and schools should focus on providing alternative solutions to overcome various problems in the online learning process at home. Ironically, there are many gaps in policies taken by the government to facilitate online learning. This is due to the uneven distribution of digital infrastructure in welcoming online learning. This results in online learning methods only benefiting students who are in areas that are friendly to digital technology. Of course, this raises concerns, because the attention given by the government is not the same. Therefore, the government needs to follow up on this problem by rebuilding digital infrastructure throughout Indonesia so that students throughout Indonesia can continue their studies well and do not have to miss lessons (Herliandry, 2020).

Learning activities if they are to be achieved ideally and maximally, then teachers are expected to be able to master technology and maximize their ability in delivering learning. Digital pedagogy practices are a very important competency to be possessed and developed by teachers. However, many are still not aware of how important digital pedagogical competency is in improving teacher performance. The author attempts to apply a qualitative approach and present data descriptively by analyzing the importance of implementing digital pedagogical practices by teachers (Wilson, 2020).

Pedagogical competencies also enable teachers to integrate educational technology and innovative learning tools into the learning process. By having competence and good pedagogy, teachers are able to create a safe, positive, and inspiring classroom environment, which ultimately has a positive impact on students' understanding, motivation, and development. Pedagogical competence refers to the main elements that play a role in improving the quality of education and creating a fun and meaningful learning experience for all students (Wilson, 2020).

Instruction within the 21st century is characterized by the accessibility of data that can be gotten to anytime and anyplace, the application of machine innovation (computerization), the capacity to mechanize schedule work, and the adaptability to be carried out in different areas and distances (communication).

Instruction within the computerized time could be a learning handle that utilizes computerized innovation broadly, known as the cyber framework. This cyber framework is closely related to the advancement of data and communication innovation, which influences the execution of instructors as teachers, particularly in three primary viewpoints of learning, to be specific arranging, actualizing, and assessing learning.

To make strides the quality of technology-based learning and data communication, teachers must endeavor to progress the arranging and implementation of learning. 21st-century instruction requires instructive educators to be responsive to improvements and changes within the period by using data innovation, known as advanced proficiency. Computerized education alludes to information and aptitudes in utilizing computerized media, communication gadgets, or systems to look, assess, utilize, make information, and utilize it in a solid, shrewd, brilliantly, suitable, and legitimate way in building communication and interaction in daily life. With today's mechanical progresses, the part of instructors in progressing the quality of instruction is incredibly assisted by advanced innovation, with web get to that produces it simpler and abbreviates the separate to data sources, so that get to to data and usage of learning gets to be more productive.

Thus, this research needs to be followed up immediately so that it does not drag on, by improving the quality of educators who are creative, innovative, and not monotonous in the teaching process. In addition, communication between fellow educators and parents of students needs to be strengthened, so that effective cooperation is created to encourage the progress of students and educational institutions, for continuous improvement in the future (Taran et al., 2023).

Based on the background that has been explained above, the researcher is interested in conducting research with the title " Digital Pedagogy Practices for Teachers ".

Method

This inquire about is within the shape of subjective investigate with a phenomenological think about plan to pick up a more profound understanding of computerized academic hones in instructors. The strategy utilized to explore the condition of characteristic objects, with researchers acting as the most instrument may be a subjective inquire about strategy. Information collection procedures are utilized in triangulation (combination), information examination is carried out inductively, and investigate results are reported.

The subject of this study is an question, individual, or put that's a target and concern of investigate within the KB environment. Aisyyah Savvy Kids Jumantono, Karanganyar . The information collection method employments meet, perception, and documentation procedures, with meet witnesses being instructors at KB. Aisyyah Shrewd Kids Jumantono, Karanganyar . The meet information collection procedure is carried out in a organized way. The sort of meet that employments a arrangement of questions that have been arranged and decided in progress is called a organized meet. In a organized interview, the questions inquired are standard and are taken after reliably by the questioner to all respondents or meet members, without any changes within the arrange or substance of the questions (Hansen, 2020). At that point the information examination strategy utilized in this consider employments the Miles and Huberman examination model, namely information lessening, information introduction, and concluding. Information legitimacy strategies in subjective inquire about incorporate testing, validity, transferability, steadfastness, and confirmability.

Results and Discussion

Based on the results of observations and interviews with teachers and parents at the KB institution. Aisyyah Smart Kids Jumantono, Karanganyar shows the digital capabilities of teachers with various results. Most teachers are familiar with and can use digital devices, such as laptops with guidance. However, their level of understanding of the responsible use of technology is still very limited. In addition, some teachers are still unwilling or lazy to think about learning about digital pedagogy. With the excuse, they can no longer think, it is difficult, complicated, and so on. Even though digital pedagogy is very important for teachers. If the teachers are like that, will the institution progress or will it lag behind other institutions that are moving faster with this digital pedagogy. The main problem is the limited access and infrastructure to the internet and digital devices that are not evenly distributed, creating a digital divide for teachers throughout Indonesia, especially in remote areas (Suhadha et al., n.d.). Therefore, for both our institution and other institutions that still have some teachers who have not mastered digital technology, we will hold training or joint learning sessions by inviting resource persons who are experts in the digital or information technology (IT) field. Through this digital training, teachers are expected to better understand the importance of the role of digital technology in the learning process (Susanti, 2020).

The think about comes about show that instructors as of now know the hone of advanced instructional method in instructors at KB Aisyyah Keen Kids. Computerized instructional method could be a challenging concept since it can be seen from numerous points of view. In common, "computerized instructional method" alludes to the utilize of electronic components to enhance or change instructive encounters. Advanced instructional method is the expertise of coordination advanced innovation into the instructing handle to make strides learning, educating, evaluation, and educational programs. Computerized instructional method can be considered as the academic application of advanced innovation. Arranging computerized educational exercises starts with considering the objectives and educational approaches to be accomplished. Udd (2010, p.47) characterizes "pedagogical orientation" as the teacher's discernment of what the learning prepare ought to see like, how people learn, and how they ought to be instructed and counseled. Agreeing to Udd (2009, p.313), educational introduction depends on the objectives of the educational programs, the part of the teacher approximately instructing hones, and the part of the understudy around learning hones (Arianto, 2022).

Discussion

The definition of “digital pedagogy” has numerous varieties and by and large alludes to advanced academic competence which is characterized as the aptitudes required by teachers to effectively coordinated advanced advances into their instructing. The six perspectives of educational competence are states of mind, information, capacities, and improvement. “Attitudes” allude to the basic educational viewpoint that encourages the creation of hones to advance understudy learning. “Knowledge” comprises of subject matter information and the educator's understanding of educating forms and strategies. “Abilities” allude to the aptitudes required to arrange and organize exercises and to display data to understudies in a suitable way. “Adapting to situations” implies that instructors can handle a assortment of components to optimize understudy learning. “Perseverance”, in this setting, alludes to teachers' commitment to keeping up quality in their instructing. Teachers understanding that educational competence isn't a settled expertise, but or maybe something that must be persistently assessed and created through “continuous advancement ” (Sum & Taran, 2020).

The 21st century is an era that requires the development of teacher competencies to face the millennial generation. Mastery of pedagogical competencies is obtained through awareness of the importance of pedagogical aspects and a deep understanding of these competencies in improving the quality of teaching. Lack of insight or knowledge about pedagogy, as well as limited facilities and infrastructure, are obstacles in efforts to improve teacher competency (Akbar, 2021).

Conclusion

Digital pedagogy is very important among teachers as positive evidence in this study. Digital pedagogy can improve the quality of educators who are creative, innovative, not monotonous in teaching, and improve communication with colleagues and parents of students so that they can work together to improve the progress of students and institutions to be better in the future. By investing effectively in digital in educational practices, policymakers, educators, and stakeholders can thrive in the digital era. However, challenges such as disparities in access to digital resources and infrastructure limitations must be addressed to ensure equitable educational opportunities for all. This research provides positive evidence to inform evidence-based strategies in promoting digital literacy and improving learning outcomes in Indonesia and other countries (Fauziyah, 2020).

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