



Edpuzzle Application Training for Mandarin Language Teachers in Malang City as an Effort to Support Digital Learning in the Era of Society 5.0

为支持社会 5.0 时代的数字化教学，为玛琅高中汉语教师开展 Edpuzzle 应用培训

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Abstract: The Society 5.0 era emphasizes collaboration between humans as its center and technology as its basis. The use of technology can be utilized in overcoming problems in the teaching and learning process. The problem currently being faced is the lack of variation in digital learning media. Currently, Mandarin teachers rely more on handouts that are made independently. This is because the preparation of handouts is considered the most feasible to be prepared. In addition to using handouts, information was also obtained that Mandarin teachers like to use YouTube accounts as an alternative digital-based teaching media compared to other teaching resources. This is because YouTube videos are the easiest to access even though there are several shortcomings such as there are always advertisements, students can skip video and the duration is too long. As a result, teachers feel more confident and ready to implement more effective digital learning methods in their classrooms. In other words, this activity succeeded in providing an in-depth understanding of the use of technology in learning, despite the technical and access constraints faced by Chinese teachers. Through this training, the teachers not only gained new technical skills but also strategies to overcome the challenges. As a suggestion, further training and ongoing technical support should be organized to ensure teachers can continue to develop their digital competencies.

Keywords: Edpuzzle, Chinese language learning, High School

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摘要: 社会 5.0 时代强调以人为中心、以技术为基础的协作。技术的使用可以用于克服教学过程中的问题。目前面临的问题是数字学习媒体缺乏变化。目前，中文教师更多地依赖于独立制作的讲义。这是因为讲义的准备被认为是最可行的。除了使用讲义外，还获得信息表明，与其他教学资源相比，普通话教师喜欢使用 YouTube 帐户作为替代数字教学媒体。这是因为 YouTube 视频最容易访问，尽管存在一些缺点，例如总是有广告，学生可以跳过它们，持续时间太长。因此，



教师们感到更加自信，并准备在课堂上实施更有效的数字学习方法。换句话说，尽管中文教师面临技术和访问限制，但这项活动成功地提供了对技术在学习中的使用的深入了解。通过这次培训，教师们不仅获得了新的技术技能，还获得了克服挑战的策略。建议组织进一步的培训和持续的技术支持，以确保教师能够继续发展他们的数字能力。

关键词: Edpuzzle, 中文学习, 高中学校

1. INTRODUCTION

The Society 5.0 era emphasizes collaboration between humans as the center and technology as the basis (Amalia & Munif, 2023). Furthermore, Ramadhani (2022) mentioned that technological development can bring progress to the nation if people can adapt and deal with it well. Currently, various information technology innovations have been developed and can be utilized in the learning process. Similarly, Generation Z is very close to digital activities. Utami (2022) states that with the existence of technology in the education sector, it can facilitate the learning process so that it will facilitate the process of delivering information to students. The era of Society 5.0 expects every individual to be able to solve a problem by thinking critically and innovatively, collaboratively and creatively.

The use of technology can be utilized in overcoming problems in the teaching and learning process. For example, problems with the effectiveness of teaching materials, the attractiveness of the learning process, distance learning, student interest in learning and so on. Currently, many schools have provided technology facilities for teachers and students such as Wi-Fi, LCD and projectors, audio, and regulations that allow students to bring devices to school. To find out more information, the researcher asked the teachers to distribute questionnaires to students regarding what media is currently preferred by students so that it creates enthusiasm for learning. A total of 73.1% of students answered digital media, while 26.9% answered conventional media. The following are the results of the questionnaire.

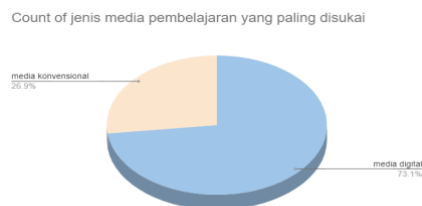


Figure 1. diagram of students' preferred media

In the era of Society 5.0, teachers are expected to have the skills to operate technology to select or even compile learning media that are in accordance with the characteristics and needs of students. In other words, teachers are expected to always develop themselves in using technology and managing digital information optimally in the learning process. In order to obtain in-depth information related to conditions in the field, the team also distributed questionnaires to Mandarin language teachers MGMP Malang City. Through the questionnaire, it can be seen that the digital resources that teachers often use in the learning process are YouTube videos.



Figure 2. Teaching resources preferred by students

There are 27 Chinese language teachers who are members of the Chinese Language MGMP in Malang City. Once a month or two, Chinese teachers gather in turns at school with scheduled activities. One of the agendas is to discuss the current conditions in the classroom, the problems that are being faced and provide solutions to these problems. The problem being faced is the lack of a variety of digital learning media. Currently, Chinese teachers rely more on handouts that are made independently. This is because the preparation of handouts is considered the most feasible to prepare. In addition to using handouts, information was also obtained that Chinese teachers like to use YouTube accounts as an alternative digital-based teaching media compared to other teaching resources according to Figure 2. this is because YouTube videos are the easiest to access even though there are several shortcomings such as there are always advertisements, can be skipped by students and the duration is too long.

Based on the explanation above, the team concluded that the problems that are happening are the lack of variety or choice of digital teaching media for Chinese language material that suits the needs of students, teachers feel they lack the skills to compile digital teaching materials, the easiest digital teaching resource to operate and access is YouTube videos. The problem needs to be solved immediately so that Chinese language learning runs smoothly and optimally. Therefore, the service team felt that it was necessary to hold digital media development training for Chinese teachers. After the team conducted a literature study and discussed with the head of the Malang City Chinese language MGMP, the service team will carry out training with the title "Edpuzzle Application Training for Malang City Chinese Language Teachers as an Effort to Support Digital Learning in the Era of Society 5.0".

Edpuzzle is an application that is easily accessible, to operate this application is considered quite easy so that students can easily learn using Edpuzzle (Sundi et al., 2021) Edpuzzle is an innovative tool that helps educators to compile learning media using interactive videos from unlimited sources (Supriusman et al., 2023). Through Edpuzzle, educators can insert quizzes or questions based on the video shown so that educators know the students' understanding of the material. The video used can come from other people's videos, for example videos from YouTube, Youku, or personal videos uploaded by the teacher. In addition, in this Edpuzzle application, teachers can edit and edit videos and add questions with the form determined by the teacher that feels right. Edpuzzle has its own uniqueness compared to other similar applications, namely videos that have been compiled using this application cannot be skipped if students do not answer questions that appear in the middle of the video. Hasnita (2022) and Qadriani et al., (2021) mentioned one of the advantages of the Edpuzzle application is that students cannot skip learning videos.

Sundi et al (2021) through their research concluded that Edpuzzle is an ICT-based media that has been widely used by teachers and lecturers. Based on the results of questionnaires that have been filled in and analyzed, 95% of activities are considered effective in helping the learning process. The research is entitled "The Effectiveness of Using Edpuzzle in Increasing Learning Motivation during the Covid-19 Pandemic". (Jayantikaa & Andinib, 2022) states that the



implementation of digital-based learning media, especially those developed using the Edpuzzle application, greatly facilitates the delivery of material through interactive learning videos. Furthermore, Jayantikaa also explained that at this time learning using video-based media is no longer used. A good video is a video that can attract students' attention and be able to encourage students to be active so that the learning process does not feel boring.

2. METHOD

In an effort to realize the solutions that have been proposed, the following are the steps that will be implemented to overcome the problems faced by Mandarin language teachers in Malang City. In accordance with the problems and solutions offered, the service team uses the guidance and training method. This method has several steps, namely training preparation steps, training implementation steps and training evaluation steps. This training is conducted online and offline. The team will invite teachers to an offline meeting as an opening activity, then continue to monitor the results of the training online with an agenda for media development and implementation. This is in accordance with the request of Chinese language teachers when the team conducted a needs analysis.

3. FINDINGS AND DISCUSSION

The training implementation method consists of three main steps: training preparation, training implementation, and training evaluation. The following is a detailed explanation of each step.

3.1 Training Preparation

The training preparation consisted of three parts: needs analysis, coordination with partners, and preparation of materials.

3.1.1 Coordination with Partners (MGMP Chinese Language Malang City)

The team contacted the Chairperson of the Malang City Chinese Language MGMP in February 2024. During February 2024, the service team, MGMP Chairperson and several members communicated intensively through online and offline to conduct a needs analysis and discuss the problems faced by Chinese language teachers in Malang City.

3.1.2 Needs Analysis

After obtaining initial information from the head of the MGMP, in March 2024 the team began distributing questionnaires to members of the Malang City Chinese Language MGMP to obtain more in-depth information about the current conditions. After teachers filled out the questionnaire, an agreement was reached to participate in digital video learning media training. Video learning media is considered the most attractive for digital generation students. Based on this, the team conducted a literature study to find a suitable application as a solution, and chose Edpuzzle because it is easy to access and provides features to convert video teaching resources into teaching media.

3.1.3 Preparation of Materials

Based on these considerations, the team and MGMP agreed to carry out the activity "Edpuzzle Application Training for Mandarin Language Teachers in Malang City as an Effort to Support Digital Learning in the Era of Society 5.0." Furthermore, in April the team began compiling training materials which included the concept and initial definition of the Edpuzzle application, the



features contained in it, the stages of preparation, and how to apply it. After the material was compiled, the team and the core management of the Malang City Chinese Language MGMP held an FGD with the agenda of discussing whether the material was appropriate or needed additional material.

3.2 Training Implementation

In the training implementation stage, the team divided it into two parts, namely the socialization stage and the training realization stage.

3.2.1 Socialization Stage

The implementation activities began with the socialization of training activities to MGMP Chinese language teachers in Malang. Socialization activities were carried out during May 2024. The team prepared flyers to convey information about the training. The team also prepared a google registration form to collect personal data of training participants. The head of the Chinese Language MGMP in Malang city helped the team to convey the purpose of the training and conveyed things that need to be considered, including during the offline implementation, teachers are encouraged to bring laptops, and prepare videos as materials in the training. Based on the confirmation of the participants' participation, the team sent official invitations to the Malang City Chinese MGMP teachers.

3.2.1 Training Realization Stage

After the teachers filled out the Google Registration Form, the team then collected data and information to carry out the realization of the training. twenty-five teachers filled out the training registration Google Form. Based on discussions and agreements between the service team and the chairman, secretary and core management of the Malang City Chinese Language MGMP as representatives of the teachers, the training was held in three meetings within a span of 1.5 months. The first meeting was held directly at CWS GKB A20, 8th floor, State University of Malang on Friday, June 14, 2024 at 13.00-15.00 WIB. The first meeting agenda was the delivery of initial material about Edpuzzle and discussion. The activity began with remarks from the Head of MGMP and the Head of the implementation team as well as the opening of the training, followed by the delivery of material. After the delivery of the material, the activity continued with a question and answer discussion session for approximately 30 minutes. The activity ended with giving assignments to be discussed at the second meeting online and closed with a documentation session.



Figure 3 Explanation of the material for meeting 1



Figure 4 Meeting 1 (group photo)

The second meeting was conducted online on Friday, July 5, 2024 with the agenda of completing the Edpuzzle video started at the first meeting. This session started at 13.00 WIB and ended at 15.00 WIB. The task at the first meeting was to make a video using Edpuzzle independently. This session was packaged in the form of a sharing session so that participants could express the obstacles faced, as well as receive suggestions and solutions from resource persons and other participants.

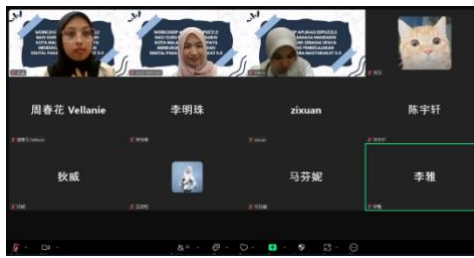


Figure 5. Documentation Session of Meeting 2

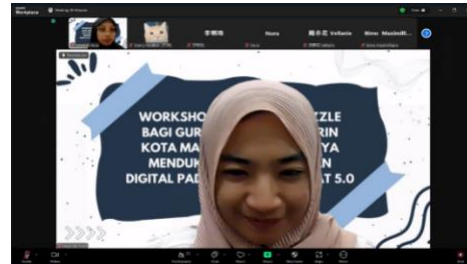


Figure 6. Online Opening Session

The second meeting was conducted offline on Friday, July 26, 2024 with the agenda of completing the Edpuzzle video started at the first meeting. This session started at 13.00 WIB and ended at 15.00 WIB at GKB A20 8th floor. In the third meeting, the training activities focused on sharing session with the theme "Implication of Digital Video Media in the Classroom". In this session, participants shared their experiences and ideas regarding the application of digital video media to improve the effectiveness of Chinese language learning. This activity is expected to motivate teachers to be more creative and innovative in teaching.



Figure 7. Third Meeting Documentation Session



Figure 8. Third Meeting Discussion Session

3.3 Implementation Evaluation

As part of the effort to continuously improve the quality of the training, the service team always sends a Google Form at the end of the session as an evaluation material. This evaluation aims to collect feedback from the teachers regarding the implementation of the training, the materials presented, and the effectiveness of the methods used. The results of this evaluation will be the basis for improving and developing future training programs. With this training, it is hoped that Chinese language teachers in Malang City can be better prepared to face the challenges of digital learning and be able to integrate technology effectively in the teaching and learning process.

4. CONCLUSIONS AND SUGGESTIONS

Malang City's Chinese language teachers benefited significantly from the Edpuzzle Application Training activity. Through this training, they gained new skills in using Edpuzzle to create interactive and engaging learning videos, which directly improved their teaching quality. The teachers also gained insights on how to integrate technology in the teaching and learning process, so as to meet the needs of learning in the digital era. In addition, sharing sessions and additional materials from resource persons provided practical solutions to overcome technical obstacles and inspiration to be more creative in presenting subject matter. As a result, teachers feel more confident and ready to implement more effective digital learning methods in their classrooms.



In other words, this activity succeeded in providing an in-depth understanding of the use of technology in learning, despite the technical and access constraints faced by Chinese teachers. Through this training, the teachers not only gained new technical skills but also strategies to overcome the challenges. As a suggestion, further training and ongoing technical support should be organized to ensure teachers can continue to develop their digital competencies.

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