



Nur Laeli Asifah,  
[nlaeliasifah@gmail.com](mailto:nlaeliasifah@gmail.com)  
Universitas  
Muhammadiyah Cirebon,  
Cirebon, Indonesia.

Aliet Noorhayati  
Sustisno,  
[aliet.noorhayati@umc.ac.id](mailto:aliet.noorhayati@umc.ac.id),  
Universitas  
Muhammadiyah Cirebon,  
Cirebon, Indonesia.



Nur Fitriyasari,  
[nurfitridua02@gmail.com](mailto:nurfitridua02@gmail.com)  
,  
Universitas  
Muhammadiyah Cirebon,  
Cirebon, Indonesia.

Nely Fathia  
[nelyfathiaa@gmail.com](mailto:nelyfathiaa@gmail.com)  
Universitas  
Muhammadiyah Cirebon,  
Cirebon, Indonesia.



Nur Fajrina,  
[nurfajrina024@gmail.com](mailto:nurfajrina024@gmail.com)  
,  
Universitas  
Muhammadiyah Cirebon,  
Cirebon, Indonesia.

Neng Siti Herliani,  
[nanayya12@gmail.com](mailto:nanayya12@gmail.com),  
Universitas  
Muhammadiyah Cirebon,  
Cirebon, Indonesia.



## USING EDUCATIONAL WEBSITES TO SUPPORT DIGITAL LEARNING: EDUTECH WORKSHOP FOR TEACHERS KEMAKMURAN II PUBLIC ELEMENTARY SCHOOL

Nur Laeli Asifah<sup>1</sup>, Aliet Noorhayati Sutisno<sup>2</sup>, Nur Fitriyasari<sup>3</sup>, Nely Fathia<sup>4</sup>, Nur Fajrina<sup>5</sup>, Neng Siti Herliani<sup>6</sup>

<sup>1 2 3 4 5 6</sup> Universitas Muhammadiyah Cirebon, Cirebon, Indonesia.

Corresponding Author: [aliet.noorhayati@umc.ac.id](mailto:aliet.noorhayati@umc.ac.id)

**Abstract:**

**Background.** The rapid advancement of digital technology has encouraged the integration of digital learning platforms in schools; however, many elementary school teachers still have limited competence in utilizing educational websites effectively.

**Aim.** This community service activity aimed to enhance teachers' digital competencies through an EduTech Workshop focusing on the use of educational websites as learning support tools.

**Methods.** The activity employed a Participatory Action Research approach involving 11 teachers of SD Negeri Kemakmuran II and was implemented through planning, action, and evaluation stages, including presentations, demonstrations, discussions, and hands-on practice using Rumah Pendidikan, Edcafe, Scratch, and Qreative.id.

**Results.** The workshop achieved a 100% attendance rate, while 81.8% of participants actively engaged in discussions. All teachers successfully created digital evaluation questions using Edcafe and demonstrated improved understanding and skills in utilizing educational websites for teaching and learning activities.

**Conclusions.** The EduTech Workshop effectively improved teachers' digital literacy and readiness to implement technology-based learning in elementary education.

**Implication.** This program can serve as a practical model for strengthening teachers' digital competencies and supporting the ongoing digital transformation of education in elementary schools.

**Keywords:** Digital Learning; Educational Websites; Teacher Digital Literacy; EduTech Workshop; Participatory Action Research.

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**INTRODUCTION**

The digitization of education has become an inevitability in the modern era, driven by the rapid development of information and communication technology. The Ministry of Primary and Secondary Education (Kemendikdasmen) officially launched Rumah Pendidikan in January 2025 as an integrated digital service portal to support educational transformation in Indonesia through 2029. The digitization of education is essentially a government effort to ensure equitable access to education and reduce the digital divide in the education sector. However, the implementation of educational digitization in elementary schools still faces various challenges, particularly regarding teachers' digital readiness to utilize various learning software.

Research shows that although teachers are aware of digital tools such as Rumah Belajar and Canva, they have not yet demonstrated sufficient digital readiness to maximize learning. This challenge is further highlighted in research revealing the numerous challenges faced by Indonesian educators in the context of leveraging educational digitalization in elementary schools. Digital technology has the power to fundamentally transform how



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people learn, acquire knowledge, and use information, as well as help spark children's interest in learning and introduce them to new concepts.

According to Arifin et al. (2025), the use of digital technology as an interactive learning medium can increase students' interest and learning outcomes, thereby facilitating the creation of an interactive learning environment. Selianiti and Prasetyo (2024) state that in the digital age, web-based information systems have become an urgent necessity for educational institutions to improve the distribution of academic information and the engagement of educators, students, and parents. Weinstein (2023) emphasizes that educational websites can give educators time to reflect on the learning system and provide options for participating in the learning process effectively and enthusiastically.

Suharti (2025), Minister of Primary and Secondary Education, explained that the Education Hub Program offers a key solution for integrating digital education services through Super-Apps to make it easier for the government, schools, teachers, parents, students, and the public to access all digital education services. Abdul Mu'ti (2025), Minister of Primary and Secondary Education, added that the Rumah Pendidikan app was designed to support informal learning and assist students in the outermost, remote, and underdeveloped (3T) regions. Isnaini dkk. (2023) state that Scratch, in the context of programming education, features a simple programming language that can enhance students' computational thinking and plays a significant role in its implementation in elementary schools as a stepping stone toward digital literacy.

Wenworth (2014) in a study cited by Unika Soegijapranata, found that collaborative learning with technology can increase focus by 73% to 83%, indicating a positive impact of collaborative learning using technology. Rini Widyantini (2026), The Minister of State Apparatus Reform and Bureaucracy emphasized that universities play a crucial role in cultivating top talent, fostering a culture of collaboration, and promoting the development of innovative, evidence-based public policies. Anderson & Smith (2024) dalam Anderson & Smith (2024) state in the international journal *Teaching and Teacher Education* that educational technology workshops can significantly and sustainably improve teachers' digital competencies.

Based on the above discussion, there is a gap between the availability of digital educational platforms and the level of utilization by elementary school teachers. Therefore, this study aims to implement an EduTech Workshop with the theme "Educational Websites for Teachers in the Digital Age" as an effort to support digital-based learning through the

use of educational websites at SD Negeri Kemakmuran II. In this context, implementation is defined as the use of the educational websites Rumah Pendidikan, Edcafe, Scratch, and Qreative.id as supporting media for digital learning for elementary school teachers.

## **METHOD**

This community service project employs the Participatory Action Research (PAR) method. According to Nainiti dkk. (2024), the PAR method is a form of participatory action research, in which all relevant parties are actively involved in the learning and implementation processes. The PAR approach was chosen because it encourages active participant involvement in every stage of the activity, from needs identification to concrete implementation. The population for this activity consists of all 11 teachers at Kemakmuran II Public Elementary School. A purposive sampling technique was used, ensuring the entire population participated due to the relatively small group size and the homogeneity of their digital competency development needs. The activity was held on Thursday, May 21, 2026, from 1:00 PM WIB until completion at Kemakmuran II Public Elementary School, Jl. Pronggol No. 102, Pegambiran, Lemahwungkuk District, Cirebon City, West Java 45113.

The community service activities were carried out in three main stages in accordance with the PAR cycle: planning, implementation, and evaluation. The planning stage included internal meetings with PPL PPG and DPL students, obtaining permits from the university (Muhammadiyah University of Cirebon) and the school (Principal of Kemakmuran II Public Elementary School: Dewi Yuningsih, M.Pd.), as well as creating flyers, registration links, certificates, and preparing the venue. The workshop implementation phase involved 3 speakers covering the topics of Principles of Utilizing Educational Digitalization, the Scratch and Qreative.id websites, and the Rumah Pendidikan and Edcafe websites, followed by a practical session on creating assessment questions and a discussion session. The instruments used included a participation observation sheet, an evaluation questionnaire, a practical assessment sheet, and documentation. Data was analyzed using qualitative descriptive methods to describe the level of participation, understanding, and ability of teachers in utilizing educational websites.

## RESULTS AND DISCUSSION

The EduTech Workshop community service activity “Educational Websites for Teachers in the Digital Age” at SD Negeri Kemakmuran II went very smoothly and was a great success. All 11 participating teachers attended the workshop from start to finish with no absences, demonstrating exceptional enthusiasm for the topic of educational digitization. Based on observations during the event, 100% of the teachers arrived on time at 1:00 PM WIB, and 9 out of 11 teachers (81.8%) actively asked questions during the discussion and Q&A sessions. This level of attendance and participation confirms the findings of Ratnadewi (2025), who stated that digital technology training using the PAR method can increase teachers’ active engagement because participants receive direct instruction and assistance in their learning. The success of this participation is also consistent with the findings of Nainiti et al. (2024) who noted that the PAR method encourages active participant engagement and has proven effective in building teachers’ capacity to utilize technology.



**Figure 1. Presentation of the material on Guidelines for Utilizing Digitalization in Education**

The workshop began with opening remarks by MC Nely Fathia, S.Pd., followed by the singing of the national anthem, “Indonesia Raya,” led by Nur Fajrina, S.Pd. Remarks were delivered in sequence by the Executive Chairperson Nur Laeli Asifah, S.Pd., Field Supervisor Aliet Noorhayati Sutisno, M.Phil., and the Principal of Kemakmuran II Public Elementary School Dewi Yuningsih, M.Pd. The principal’s remarks particularly emphasized the importance of educational digitalization for elementary school teachers in the modern era. The first presentation was delivered by Aliet Noorhayati Sutisno, M.Phil., on the Principles of Utilizing Educational Digitalization, which emphasized that educational digitalization is essentially a government effort to ensure equitable access to education and reduce the digital divide in the world of education.



**Figure 2. Presentation of Materials from the Scratch Website, the Qreative.id Website, the Rumah Pendidikan Website, and the Edcafe Website**

The second session was presented by Nur Fitriyasaki, S.Pd., on the Scratch website and the Qreative.id website. In her presentation, she explained that Scratch, in the context of programming education, features a simple programming language that can enhance computational thinking and plays a significant role in its implementation at the elementary school level as a pioneer toward digital literacy. Teachers appeared highly engaged while observing a demonstration of creating interactive learning materials using Scratch. The third session was presented by Nur Laeli Asifah, S.Pd., on the Rumah Pendidikan website and the Edcafe website. Suharti (2025) explained that Rumah Pendidikan offers a key solution for integrating digital educational services through Super-Apps to make it easier for teachers to use all digital educational services. Abdul Mu'ti (2025) added that the Rumah Pendidikan app is designed to support informal learning and assist students.

**Table 1. List of Participants in the EduTech Workshop at Kemakmuran II Public Elementary School**

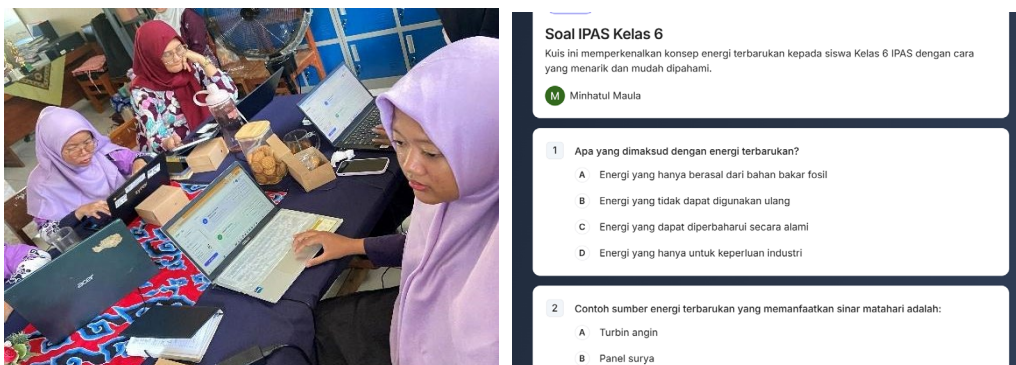
No	Teacher's Name	Position/Department	Active Participation in the Workshop
1	Dewi Yuningsih, M.Pd.	Principal	Very Active
2	Cicik Sukaesih, S.Pd.SD.	Second-Grade Teacher	Very Active
3	Mulyani, S.Pd.SD.	First-Grade Teacher	Very Active
4	Ade Saepullah, S.Pd.I	Islamic Education Teacher	Active
5	Tata, S.Pd.	Third-Grade B Teacher	Active
6	Farid Darmawan, S.Pd.SD.	Physical Education Teacher	Active
7	Nisrina Nur Fadhila, S.Pd.	Fourth-Grade B Teacher	Very Active

8	Minhatul Maula, S.Pd.	Sixth-Grade Teacher	Very Active
9	Rama Wijaya, S.Pd.	Fifth-Grade Teacher	Active
10	Hidayati, S.Pd.I	Fourth-Grade A Teacher	Very Active
11	Umayyah Ulfah, S.Pd.	Third-Grade A Teacher	Very Active



**Figure 3. Introduction to the Edcafe Website**

The core component of the workshop was a hands-on session on creating assessment questions using the websites that had been presented. All 11 teachers participated in the session with great enthusiasm. The teachers were divided into several groups based on their interest in the websites to be used. The Edcafe Website group consisted of 7 teachers, the Rumah Pendidikan Website group consisted of 3 teachers, and the Scratch & Qreative.id Website group consisted of 2 teachers (some teachers chose more than one website).



**Figure 4. The Process and Results of Creating Assessment Questions via the Edcafe Website**

The main outcome of this activity was that the teachers successfully created assessment questions using the Edcafe website. Based on direct observation, the 11 teachers successfully created various types of assessment questions, ranging from multiple-choice and fill-in-the-blank to essay questions, in varying numbers. The teachers demonstrated a strong ability to use Edcafe’s features to create engaging and interactive questions. This

success is consistent with the findings of Weinstein (2023), who states that educational websites can give educators time to reflect on the learning system and provide them with the opportunity to engage with the learning system effectively and enthusiastically. Arifin et al. (2025) also state that the use of digital technology as an interactive learning medium can increase students' interest in learning and create an interactive learning environment.



**Figure 5. Collaboration in Practice**

During the practical session, the teachers helped and collaborated with one another, demonstrating a strong spirit of collaboration. Teachers who were more tech-savvy assisted their colleagues who were still unfamiliar with the educational website. This phenomenon is consistent with Wenworth (2014) findings, which showed that collaborative learning using technology can increase focus by 73% to 83%, indicating a positive impact on learning outcomes. Selianiti and Prasetyo (2024) also state that web-based information systems have become an urgent necessity for educational institutions to improve the dissemination of academic information and educator engagement.



**Figure 6. Providing Feedback and Suggestions**

Teachers' response to this workshop was very positive, as evidenced by the remarks and comments they shared in person during and after the event. The teachers stated that the material presented was highly beneficial and relevant to the needs of learning in the digital age. The school principal, Dewi Yuningsih, M.Pd., specifically expressed her gratitude for this community service initiative and noted that the workshop was very helpful in enhancing the teachers' digital competencies. Several teachers mentioned that they were previously unaware of websites like Rumah Pendidikan and Edcafe, which can assist in creating learning materials and assessment questions.

The teachers also expressed their commitment to incorporating the website they had learned about into their daily teaching. Farid Darmawan, S.Pd.SD., stated, "I will immediately use Edcafe to create assessment questions for my students next week." Nisrina Nur Fadhila, S.Pd., added, "Rumah Pendidikan is very comprehensive; I can find plenty of learning materials for my students." These positive remarks confirm that the workshop successfully achieved its goal of supporting digital-based learning. Zulkarnain et al. (2026) state that the PAR method and structured training can enhance motivation and learning abilities through digital technology. Yulianingsih and Suryani (2025) also found that digital platforms can serve as an effective means of integrating creativity and learning.

Rini Widyantini (2026) emphasized that higher education institutions play a crucial role in preparing top-tier talent and fostering the development of innovative, evidence-based public policies. Overall, the EduTech Workshop successfully achieved its community service objectives in supporting digital-based learning through the use of an educational website at SD Negeri Kemakmuran II. This success was evident in the participants' enthusiasm, their active engagement in practical activities, and the outcomes in the form of assessment questions created by teachers using the Edcafe website.

## **CONCLUSION**

The EduTech Workshop: Educational Websites for Teachers in the Digital Age was successfully held as a community service initiative by the first cohort of 2026 PPG prospective teachers for the teachers at Kemakmuran II Public Elementary School, aimed at supporting digital-based learning through the use of educational websites. All 11 participating teachers attended the workshop with great enthusiasm and 100% attendance, proving that the need to improve teachers' digital competencies in elementary schools is urgent and relevant to educational developments in the modern era.

The success of this workshop was evident in the participants' active engagement in each session both theoretical and practical as well as in the concrete outcome: the creation of assessment questions using the Edcafe website by all participants. The use of educational websites to support digital learning has proven effective in enhancing the capacity of teachers at Kemakmuran II Public Elementary School to utilize digital technology in their teaching.

The teachers successfully mastered the use of the Rumah Pendidikan website, the Edcafe website, the Scratch website, and the Qreative.id website after participating in this workshop. This community service initiative made a tangible contribution to the advancement of educational science, particularly in the fields of educational technology and teachers' digital literacy, using the Participatory Action Research (PAR) method, which has proven effective in building teachers' capacity through active engagement in every stage of the activity. The success of this workshop serves as a model for similar community service initiatives that can be developed in other elementary schools to support the digitization of education in Indonesia.

## **IMPLICATION**

This publication on the EduTech Workshop community service initiative has significant implications for various stakeholders. For the academic community, this publication contributes to the advancement of educational science, particularly in the fields of educational technology and teachers' digital literacy, by demonstrating the effectiveness of the Participatory Action Research (PAR) method in building teachers' capacity through active engagement. For the education community, particularly elementary school teachers, this publication offers a concrete model for digital technology training that can be adopted and adapted in other schools to enhance educators' digital competencies. For the nation, this publication supports Indonesia's educational digital transformation agenda, as outlined by the Ministry of Education and Culture through Rumah Pendidikan an integrated digital service portal through 2029, while also helping to bridge the digital divide in education. For the international community, this publication highlights best practices in community service aimed at improving teachers' digital literacy in developing countries, serving as a reference for other nations striving to enhance educators' capacity through digital technology within the framework of Sustainable Development Goal (SDG) 4 on quality education.

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