



Training on Making Powerpoint Learning Media for Teachers at SDN 9 Singkawang

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Keywords :

Training, Media, Learning,
Power Point

ABSTRAK

This service activity aims to increase teacher understanding and knowledge of the importance of learning media in learning activities in elementary schools (SD). In addition, this program also trains SDN 9 Singkawang teachers in designing and making instructional videos using powerpoint-based media. The specific target to be achieved is to increase teacher creativity in designing and using video learning media so that learning in schools will be more contextual. The method used in the implementation of this Community Service is in the form of counseling, training, and question and answer methods. This activity begins with observations in schools and related institutions / agencies in the first week. This was followed by core activities at SDN 9 Singkawang. The core activity is in the form of socialization activities about making instructional videos using powerpoint-based media for elementary school teachers at SDN 9 Singkawang. The target audience in this activity were elementary school teachers at SDN 9 Singkawang. This activity has been able to increase teacher knowledge about the urgency of instructional media and the development of forms of instructional media, especially those related to technological developments. This activity has also been able to improve the ability of teachers to operate computers or laptops, including loading powerpoint media and combining them.

INTRODUCTION

Education is a place to educate the nation and develop society with various dimensions. The development of values, knowledge and attitudes of students and society shows a link between education and the demands of change. Education focuses more on students on the learning process to help students explore, discover, learn, know and live the values that are useful, both for themselves, the nation and the nation as a whole.

The teacher is one of the determining factors in the context of improving the quality of education and creating quality human resources because teachers are the front line who face and interact with students in the learning process. Good quality education can be achieved with professional teachers with all competencies.

It is believed that continuous professional development will be one of the main determinants of teacher performance. The experiences of other countries support the fact that participation in workshops, courses and training also leads to a significant increase in teacher quality (Indrawati, 2009: 4). The concept of learning demands a change in the role of the teacher. In the traditional concept, the teacher plays a more role as a transformer, meaning that the teacher acts only as a messenger by using direct communication, this pattern makes students less active in only accepting material, such as the analogy of a glass that is ready to be filled with water. This condition is not in accordance with the concept of learning. Learning views students as active individuals, having abilities and potentials that need to be explored optimally. Apart from seeing the important active role of students in learning, learning also demands a wider role for teachers. Among the teacher's duties is as a learning designer in other words being able to design a good lesson and including designing learning media (Sudrajat, 2008).

The creation of a "meaningful learning experience" or a meaningful learning experience as a result of this learning activity cannot be separated from the role of the media, especially from its position and function. Learning media is useful for complementing, maintaining and even improving the quality and learning process, increasing learning outcomes, activities and learning motivation of students. Learning media is a component that plays a role in the implementation of the learning process at the educational unit level. So the importance of learning media can be seen from the learning interactions that occur. The better and more interesting the media used in the learning process, the easier it is to achieve learning goals. Learning media are not only used at the primary, junior high and tertiary education levels. However, it can also be used at the early childhood education level.

The media that are known in learning are very diverse. Bretz (in Musfiqqon 2012: 70) divides media into three types including visual media, audio media and kinesthetic media. Visual media can be in the form of pictures, sketches, diagrams, charts, graphics, cartoons, posters, flannel boards. Audio media is often known as a radio, recorder. Meanwhile, kinesthetic media can be in the form of dramatization, demonstrations, games and simulations.

There are many kinds of learning media today. What's more, when technology and multimedia are growing, learning media are appearing more and more and are increasingly helping in the learning process. Multimedia-based learning media is a learning media that utilizes a combination of images, sound or audio, and video. Video is an example of multimedia-based learning media that can be used to deliver material. The material is conveyed through moving images consisting of many frames that are played or arranged and displayed in quick turns so that the video can display moving objects

With the development of science and technology, it requires teachers to be able to present representative learning media. Through this program, teachers will be introduced to making learning videos using the Camtasia Studio application. In addition, teachers will also be trained in designing and making video learning media in accordance with the learning planning that has been made by the teacher.

The target of this training is elementary school teachers in Central Singkawang District, as facilitators in school learning. Teacher professionalism in using learning media needs to be improved through increasing the ability of teachers in designing instructional media in the form of instructional videos using the Powerpoint-based Camtasia Studio application. Thus, teachers are able to bring concrete learning to students.

From the results of observations and interviews conducted, almost all elementary schools experienced problems as mentioned above. This obstacle was as stated by one of the teachers in the interview process at SDN 9 Sngkawang. He said teaching aids, practicum tools and other learning media that would be used as learning sources were still lacking. The learning that is carried out mostly uses the lecture method without the aid of teaching aids or learning media that can be used as a support for the components of the teaching and learning process.

Meanwhile, in other aspects, advances in technology and communication equipment can help teachers present virtual learning media as alternative learning media. In addition, video learning media can attract students' attention and enthusiasm in learning. Based on the above problems, it is necessary to hold an activity that can improve the ability of SDN 9 Singkawang teachers in designing and making powerpoint-based video learning media. The cooperation partner in the implementation of this Community Service is SDN 9 Singkawang

Based on the above problems, it is necessary to hold an activity that can improve the ability of SDN 9 Singkawang teachers in designing and making powerpoint-based video learning media. This activity is also integrated with the Activities of the Institute for Research and Community Service of STKIP Singkawang. The cooperation partner in the implementation of this Community Service is SDN 9 Singkawang.

METHOD

Community service activities will be carried out through several stages of the implementation of activities which can be explained as follows: Preparation and Equipping, Implementation The methods used in this activity are: counseling, training, question and answer. This training activity begins with an explanation or counseling on the characteristics of learning in elementary schools, the role of learning media, the virtues of learning videos in presenting concrete learning. Followed by training on making learning videos using the Camtasia Studio application based on powerpoint. The flow of activity implementation includes Observation, Determining Activity Schedules, Implementation of Activities and Writing Activity Results Reports.

Program Sustainability Plan The sustainability of this program will be determined by the pattern of student performance in the implementation of Community Service activities. Placement of students in all program activities is in order to map potential and problems that may arise as well as solutions and alternatives. The implementation of this service will be carried out in collaboration between lecturers and students.

RESULTS AND DISCUSSION

The training activity for making learning videos using the powerpoint-based Camtasia Studio application for SDN 9 Singkawang teachers was held on Friday, November 3, 2018. This activity was attended by 15 teachers and school operators from SDN 9 Singkawang before the activity. the practice of making learning videos using the powerpoint-based Camtasia Studio application, the activity begins with preliminary material, namely the Urgency to Use Learning Media in SD and ICT-Based Learning Media. The material presentation and discussion activities have been carried out with the aim of refreshing teachers' knowledge about the urgency of media in learning. In addition, technological developments require teacher creativity in using it, including as a medium of learning. Learning media can help students improve their understanding and learning outcomes.

In order to increase the effectiveness and efficiency of learning, it is necessary to develop various creative and innovative learning models. This needs to be done so that the learning process does not seem less attractive, monotonous and boring so that it will hinder the transfer of knowledge. Therefore, the role of the media in the learning process is important because it will make the learning process more varied and less boring.

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The workshop for making learning videos using the powerpoint-based Camtasia Studio application has been carried out in three stages, namely making powerpoint slides, recording video and making videos. Each of these activities is carried out by practicing directly through the participants' computers or laptops.

The first stage was taught how to make powerpoints, in this activity participants were asked to make at least 5 PowerPoint slides for the material taught by each teacher. The stages in making a slide are 1) creating a new page; 2) make a design; 3) provide animation and 4) save slides.

The second stage is the video recording stage where each teacher is given a headset which is used to record the teacher's teaching activities. The stages in video recording are 1) opening a powerpoint file; 2) activate the sound recorder; 3) activate the camera recorder; and 4) recording.

The third stage is the final stage where the recorded activity is made into a video according to the desired output type, such as CD, DVD, iPod and HD. In addition, this video can be directly inputted to Youtube, the Web and the Internet. The practice of making learning videos using the powerpoint-based Camtasia Studio application is carried out with the help of instructors assisted by community service implementers. The results of presenting the material, discussion and practice that have been carried out can be formulated as follows:

- a. In general the activity went very well. The teachers were very enthusiastic and really took part in the training material presented by the speakers. Active participants make powerpoints and then continue again by recording video with the help of the Camtasia studio application. Not a few participants asked. This shows that the participants want to be successful in making their products.
- b. The activity participants stated that this activity was new and could increase their knowledge. This is indicated by the consistency of the number of participants from the start of the activity until it was closed, from 08.00 - 17.00 WIB.
- c. At the end of the workshop, several participants succeeded in presenting learning video products using the powerpoint-based Camtasia Studio application that they had made during the workshop. Participants with a feeling of satisfaction are able to produce their own products and with such confidence in presenting their own products.
- d. The Branch Head of the Tolangohula District Education and Culture Office was very grateful and participated in the workshop until the activity ended. This activity is expected to be a continuous activity in improving teacher professionalism and is considered a need that must be met for teachers, especially in remote areas.

The development of education in Indonesia has entered a new phase where various technologies have been developed to improve the quality of education. The technology used is a modification of existing technology or a recent invention. This effort is a breakthrough that is expected to increase learning outcomes in schools.

Learning media can be a vehicle for channeling messages and learning information. Learning media that are well designed will greatly help students digest and understand the subject matter. In this era of globalization and information, the development of learning media is also progressing. The use of Information Technology (IT) as a learning medium is already a requirement. Although IT-based media design requires special skills, this does not mean that the media is avoided and abandoned. IT-based learning media can be in the form of internet, intranet, mobile phone, and CD Room / Flash Disk.

The efforts made so far only use teachers as the main players in improving student learning outcomes. The various efforts made have shown good results but have not provided maximum value.

Therefore, various methods are used, starting from curriculum changes, learning methods, natural schools and learning technology to the e-learning system.

The e-learning learning system is a learning technology that uses information technology as the main media supported by various applications (software) to create a learning system. This system must be supported by four main components, namely the operating system, software, hardware and the Internet. Video learning is a product of the e-learning learning system. By using learning videos the teacher can be more creative to make an attractive appearance of the learning process because it is supported by a video display that is easier for students to understand. This is supported by research data which shows that by using video, 70% of the material presented can be understood by students.

Thus, the learning video is expected to be able to carry out its function as a learning medium, including: 1) The delivery of subject matter can be uniform; 2) The learning process becomes clearer and more interesting; 3) The learning process becomes more interactive; 4) Efficiency in time and effort; 5) Improve the quality of student learning outcomes; 6) Media enables the learning process to be carried out anywhere and anytime; 7) Media can foster positive attitudes towards students' learning materials and processes; and 8) Changing the role of teachers in a more positive and productive direction.

Apart from that, there are some practical benefits of media as stated above. The practical benefits of learning media are 1) Media can make abstract subject matter more concrete; 2) The media can also overcome the constraints of limited space and time; 3) Media can help overcome the limitations of the human senses; 4) The media can present learning objects in the form of rare and dangerous objects or events into the classroom; and 5) The lesson information presented with the right media will give a deep impression and will last longer in students.

The results of observations during the workshop activities indicated that there were differences in the abilities of the participants, in this case elementary school teachers. A fundamental difference is shown with regard to the skills to operate a computer (laptop). Some of the participants were proficient and fluent in operating laptops. The terms in the software are also familiar to them, thus the participants are able and fluent in listening to and applying instructions from the resource persons. However, some participants also lacked skills in operating computers or laptops. This is a challenge in the training carried out.

Differences in teaching experience, education level and age are all factors that influence computer or laptop skills. To anticipate this, the resource person uses the peer tutor method, which is by asking the advanced participants to help other participants. In addition, the presence of students in the service is also very helpful for activities, including when installing the Camtasia studio application on the participant's laptop, activating the video cam on the laptop and other technical matters.

Participants also asked the instructor for an explanation, starting with making a simple powerpoint. Participants perceive this as a basic need. With enthusiasm, the participants made the activity run actively and wisely. But in general, training activities for making learning videos using the powerpoint-based Camtasia Studio application that have been implemented have been able to increase understanding, increase teacher knowledge and skills related to making learning media, especially making learning videos using the powerpoint-based Camtasia Studio application. The teachers know that the learning media is not limited to teaching aids used in classroom learning. Technological developments require an increase in the skills of teachers in their use, including a workshop on making learning videos using the powerpoint-based Camtasia Studio application. This activity is expected to have benefits in the world of education, especially in learning activities in elementary schools. So that this activity can really be felt as a form of community service.

CONCLUSIONS AND RECOMMENDATIONS

This activity has been able to increase teacher knowledge about the urgency of instructional media and the development of forms of instructional media, especially those related to technological developments. This activity has also been able to improve the ability of teachers to operate computers or laptops, including loading powerpoint media and combining them.

ACKNOWLEDGEMENT

We thank you for the support, cooperation and good participation from all parties. STKIP Singkawang, we also want to thank the Chairperson of STKIP Singkawang, the head of LPPM, for the approval of the implementation of this PKM activity.

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