



Training in Making Powtoon-Based Learning Media in Education 4.0

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Abstract

The role of the teacher is needed to help students in the learning process so that the material can be understood optimally. A teacher is not just teaching in front of the class, but must be able to inspire students. The process of implementing learning in the 2013 curriculum requires the ability of teachers in the IT field, especially in making learning media easy and interesting because learning in the 2013 curriculum consists of observing, asking, reasoning, trying and communicating. The assessment conducted in the 2013 curriculum includes three domains, namely affective, cognitive, and psychomotor. The purpose of community service is to provide assistance in making media powtoon learning in the thematic 2013 curriculum learning for class V of the Cluster 1 Elementary School in Bogor City. This assistance gets a positive response as evidenced by the enthusiasm of the teacher in following from beginning to finish. Although this mentoring training is different from usual, using online media or webinars because of Covid-19. When giving material about the introduction of the Powtoon program, the teachers learned a lot, because this program was a new program. The enthusiasm and readiness of the teachers signifies motivation to foster student activity in learning.

Keywords: Mathematics, instructions for authors, manuscript template

1. Introduction

Learning is a process of learning students. Learning as a process has elements that are interconnected with one another. The relationship of the elements with one another will make learning become a unified whole. Among these elements relating to the implementation of learning are goals, the learning process consists of teaching materials, methods, learning resources and learning media, evaluation of learning and learning actors, namely teachers and students. But sometimes the learning process often experiences problems or obstacles such as a changing or changing curriculum. Changes or changes to the curriculum were made deliberately with the aim of improving the quality of education.

Active learning can occur with the help of media. But in reality the existing media is underutilized by teachers. This is one of the factors that results in boredom of students while studying. This condition is an ongoing problem, because teachers lack innovation, especially in the provision of instructional media.

The process of implementing learning in the 2013 Curriculum requires competence that a teacher must master IT perfectly because starting from making learning devices in the 2013 curriculum is very closely related to the use of IT. Likewise with the use of instructional media, teachers are required to create learning media that are not only non-projected based media but are also demanded based on projections that are adapted to the conditions of the globalization era that are conditional on technology. The process of approach to learning The 2013 curriculum for elementary school students is very complex and continuous that is integrated thematic, theme-based learning, scientific approaches known as basic learning experiences: asking questions, gathering information, associating, and communicating. Likewise, the assessment carried out is very broader than in the previous curriculum which includes three aspects of the ability aspects: affective, cognitive, and psychomotor. These are all efforts aimed at improving the quality of education in our country. Research that has been done shows that there are problems regarding the lack of active students (Ariyanto, et al., 2018; Novita, et al., 2019; Sukmanasa, et al., 2017)). Other research conducted on the importance of instructional media with experimental methods, shows the need for the development of instructional media in accordance with the material and needs to be developed in the application of the 2013 curriculum (Fajar, et al., 2017; Andrianti, et al., 2016). Furthermore, the use of digital-based learning media was investigated by Nurdiansyah (2018), Ponza et al. (2018) and also Awalia, et al. (2019), also reviewed issues regarding students who were less active in learning, so learning outcomes were not in accordance with KKM.

The inactivity of students results from a sense of bored learning with a monotonous learning process and communication that is only done in one direction. It is said so because the teacher only explains or only gives the task of filling out student worksheets (LKS). As it is known in the 2013 curriculum learning book, the content of learning materials tends to be a little, which can cause students or even teachers to understand themselves (Muslimin, 2017; Fitriyani. 2019). Teachers are still confused with teaching materials that can be considered lacking so that it is not possible to use media that have the purpose of attracting students' interest or motivation. The teacher's lack of understanding of the 2013 curriculum and the lack of use of instructional media can have an impact on the learning process. If these conditions occur, as a result students do not have the desire to learn, then the quality of learning will decrease.

The lack of student interest in learning is inseparable from the teacher's role in using media when the learning process takes place. Student interest in learning depends on the creativity of teachers in utilizing media that is tailored to the subject matter. The way the teacher uses the media must be in accordance with the subject matter, and according to the learning method. This is because the media created are not necessarily suitable or in accordance with the material to be taught. In this case the teacher must be more creative in utilizing and developing existing learning media.

2. Materials and Methods

2.1. Materials

The study was conducted at Cluster 1 Elementary School, Central Bogor City, May 14-15, 2020. The implementation was carried out by webinar or online, this was due to the co-19 pandemic condition..

2.2. Methods

The implementation of community service activities uses two methods way, namely the lecture method and the practice method of training (drill practice) of making media Powtoon learning. The lecture method is carried out by way of the proposer team of service came to SDN Courts 2, for the socialization of media development training Powtoon learning. The lecture was held in view of many teachers have difficulty in delivering subject matter in their respective classes at during the learning process. Based on the opinion of Sudjana (2011: 86), the drill method is an activity to do the same thing, seriously over and over again with the aim of perfecting a skill to become permanent.

PKM activities are focused through a process of discussion with all teams and both partners go through the following stages:

1. Mentoring and facilitation of synergy between the school and the school committee for get help in the form of learning tools / media. The two partners accompanied by the PKM Team compiled a request letter and proposal for discussion with the school principal and school committee. Thus this proposal is expected to be completed with a Statement of Support from the school principal and school committee. The next activity is assisting discussion activities with the intended party. An indicator of the success of this activity is assistance in the form of facilities infrastructure that supports the learning process. Assistance in the form of facilities infrastructure, the optimization of learning activities will be better. With thus the indicator of the success of this activity is the existence of at least 4 activities visit from the community.
2. Assistance and facilities prepare proposals for submission of funds for assistance in the form of LCD and Computer.
3. Training on making ICT-based learning media. The training will be carried out in the Computer and Computer Science Faculty Lab Education. The training activities will be carried out within 2 (two) days of starting 9:00 to 12:00 every day. The initial material explains the basics of operation computers, Microsoft Office, and parts of Microsoft Office. The method of applying science and technology is done through a combination of tutorials and hands-on practice. The training material is in the form of making concept maps from the 2013 curriculum and beyond making designs or design material that will be included in the media Powtoon. In practical activities partners are required to design and make material in accordance with the theme of the lessons in the 2013 curriculum. Subject matter adjusted to the themes in the teacher's book and student's book. After that it will be given tutorial on how to make learning media utilizing computer technology with Microsoft Office application
4. Training on introduction of learning models in the form of PowerPoint slides. The training will be held in the Hall of the Teaching and Science Faculty hall Education, continuing training on previous learning media. Training will be delivered by resource persons who have competence in the field basic education learning. The training is held for 1 day from 09.00 - 17:00.
5. Assistance in making Powtoon learning media. Assistance activities will be held for 3 (three) days starting at 09.00-12.00 every day. Implementation of assistance in making media learning powtoon will be conducted at Computer Laboratory of the Teaching and Education Faculty of Pakuan University. The method of applying science and technology is done through a combination of tutorials and hands-on practice. The initial stage of the training reviews the importance of learning media, because it will motivate students in learning. Explain the understanding of media learning powtoon. The second phase of training is to train partners in making learning media Powtoon, enter a Powtoon account, choose a template, make a material slide, choose animation, save the material created, publish it better. Step the end of the training is evaluation. This activity is intended as an indicator of success the training. The evaluation phase in this training takes the form of a short-term evaluation conducted in class during the training and continued with provide enrichment in the form of training assignments for participants to be consistent completing and perfecting the process of making powtoon learning media. The evaluation is carried out for the next 3 weeks, which is done every time Sunday. In the fourth week the PKM team will create a meeting forum with presentation agenda by partners. Mitra submits the results of media creation Powtoon learning.

PKM activities will be carried out by implementing science and technology that is systematic and comprehensive includes:

1. Training strategies that are complemented by ongoing evaluation and assistance
2. Management in the form of a system for making proposals for cooperation between schools (in this is the principal) and the school committee or stakeholders.
3. Socio-culture (the product being studied is powtoon learning media)
4. Production technology (diversification of Powtoon learning media products using information and communication technology / ICT)
5. Communication strategies (making proposals for the provision of infrastructure, assistance collaboration with stakeholders for strategic training incentives, and collaboration assistance in making media learning powtoon)
6. Computer technology used to design manual learning media and digital (in the form of learning media from used goods and media online / powtoon).

7. The science of education which involves the integration of multimedia learning through the curriculum national (2013 curriculum) and harmonized with thematic material with an approach scientific.

The overall science and technology overview is integrated into all parts of the activity, and shown in the figure.

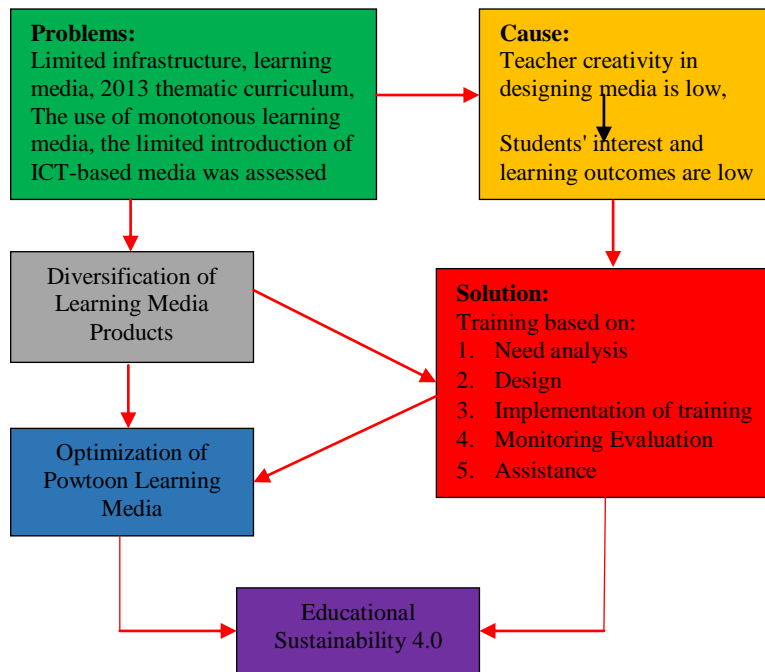


Figure 1. Overview of Science and Technology for Manufacturing Assistance Powtoon Learning Media

The sustainability of the program is carried out by making this PKM one the flagship program in the Community Service Roadmap at the study program level (specifically Elementary School Teacher Education and related study programs according to the application of science and technology), faculty level and even university level. At the level roadmap PKM university is an integrated part of the service programs other society. This PKM will be closely related to learning which is lecture content at the Faculty of Teacher Training and Education Unpak, which planned for the long term for the next 20 years. This is because PKM supported by the application of learning media in the form of ICT. The computer technology packaged into one of the media to support the strengthening of sustainability and revitalization of learning media. This IT-based learning media in the form of Powtoon will interesting and motivate students in learning. The ultimate goal of this is the increasing interest of students as the next generation of millineals to be active in the learning process so that the strengthening of educational goals can be achieved.

3. Results and Discussion

Assistance in the making of learning media with this powtoon was attended by 34 teachers in class IV and V of Elementary School Group 1, Bogor Tengah, Bogor City. The consolidation activities were carried out at the end of February 2020. After initial observations, discussions were held with the school principal as a partner, and the curriculum teacher appointed by the school principal. The next stage is determining the implementation of assistance in making learning media with Powtoon, which is determined on Thursday, Friday and Saturday, May 14, 15, and May 16, 2020.

The activity starts at 08.00 until 15.00 WIB. The activity of assisting in making learning media with Powtoon aims to provide an understanding of the importance of using instructional media so that teachers can create learning media by utilizing technology with applications or Powtoon programs. The

details of the activities are:

1. Presentation of material using the lecture method on the importance of using instructional media in motivating and improving student learning outcomes. The use of instructional media is more focused on the use of technology in accordance with the digital era 4.0. Explanation of this material in the form of an introduction to the powtoon program, the toolbars that exist in the powtoon program, the ease gained from the use of learning media with powtoon. After that an explanation of the ways of making teaching material with powtoon that attracts students to learn, by utilizing the features available in the powtoon application.
2. Division of work groups. The teachers were divided into groups (each group consisted of 2 people) and guided by a team of lecturers and students.
3. The practice of making learning media with Powtoon.
 - a. Prepare the tools and materials needed in pembuatan material with powtoon. (Laptops, Curriculum, Teacher's Books and Student's Books) ..
 - b. Study and discuss teaching materials or material to be made into a powtoon, according to the theme.
 - c. Determine the design in accordance with the themes and characteristics of students.
 - d. Choose a theme; In Powtoon there is already a default theme to choose from. Start using existing themes.
 - e. Choose to adjust in this theme, i.e. design, image, background, and letters.
 - f. Create a Powtoon account.
 - g. First, enter the main powtoon page by entering the address www.powtoon.com in the internet browser address bar.
 - h. Then click login in the upper right corner and select the login method that will be used. After logging in, then click Create a new Project. Select the desired template. Then enter the editing process, click Got It and edit all the slides on the left. Double click on the text to edit the text. Click sound on the right side to add sound and apply to save.
 - i. The last step, click export to publish the presentation, select media to publish and finish.

This assistance gets a positive response as evidenced by the enthusiasm of the teacher in following from beginning to finish. Although PKM is different from usual, using online media or webinars because of Covid-19. The enthusiasm and readiness of the teachers indicates that there is motivation for better learning. At the time of giving material about the introduction of the Powtoon program, they learned a lot, because this program was a new program that they were familiar with. During this time they teach only using still image media, even if they are required to make PowerPoint slides, they ask for help from others. That condition made the teachers gladly received training in making this powtoon learning media. The teachers realize that technological progress requires them to continue to innovate in learning. These innovations can be done by making media that are tailored to technological developments. The use of powtoon learning media will certainly be able to foster student motivation and interest in learning, so that the expected learning outcomes will be achieved. That is why teachers at this time are required to be creative and innovative, so as to produce students / students in accordance with educational goals. On the third day which was the end of assisting in making this powtoon, the teachers who were divided into several groups presented the results of the learning media that had been made. This proves that they are serious in following assistance.

Data from the community service is taken based on a questionnaire that has been distributed to class III and IV teachers of Cluster 1, Bogor City. Data on the characteristics of respondents' responses can be found in the table below:

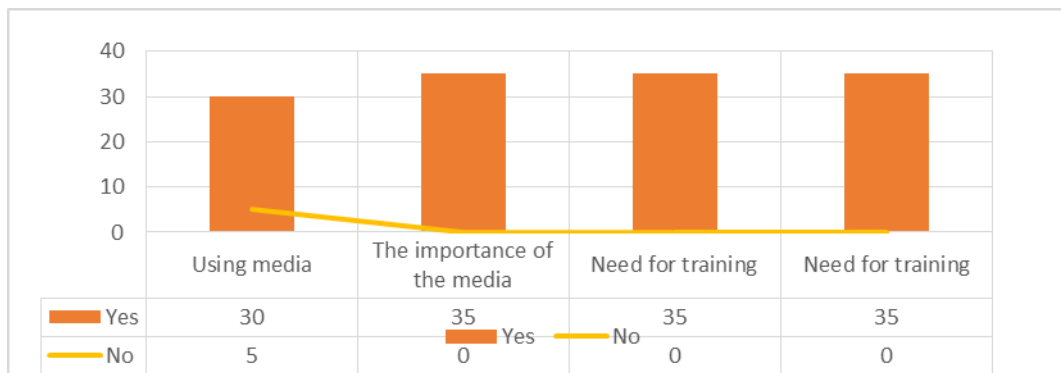


Figure 2 Teacher's responses before and after being given Mentoring

Referring to Figure 2, it can be seen that as many as 5 out of 35 respondents stated that they did not use learning media either projection or non-projection. The answer is no, it can be understood because the facilities or means that support the use of media are still lacking. But overall, of the 35 teachers who took part in the training, understood the benefits of using both projected and non-projected learning media. They understand the benefits of using learning media, especially the Powtoon learning media, which can help students in understanding the concrete stage. In the sense that elementary school-age students understand a teaching material must be accompanied by a concrete explanation. The data above shows that the school needs to provide facilities that support the success of learning. Efforts or efforts by teachers have been less successful, due to lack of support from the school or local government. In terms of the use of ICT-based media required facilities such as computers, laptops, LCDs and of course internet networks. 35 respondents really expect further training, so that they will be more maximal in providing learning. The importance of ICT or ICT based learning media infrastructure is in accordance with research studied by Novita, et al. (2020) which shows that the infrastructure in primary schools in the city of Bogor is still incomplete, especially those based on ICT / ICT. But in the use of learning media that can improve learning outcomes and foster motivation to learn found in the results of research one of them in the research journal Sukmanasa, Novita, and Majid. (2019), who found that the use of instructional media improves learning outcomes especially in the human and environmental sub themes. Next research Hidayati & Wuryandari (2011) with the findings Student interest in the application of this e-learning media in school is high, so, it can attract students to learn because it really potential to create a pleasant learning atmosphere and to make learning easier for student to understand the topics presented. This is indicated by the ability of students to retell the topics/stories and to answer the questions very good. This media can help teachers to present learning materials/topics. Through this media, learning activities in Junior High School can be run more effectively. Then research Zedan, Mohd. Yakub, & Mr.Roslan (2014) found that however, the use of technologies, power point in particular in teaching, has been proved successful and effective in educational process. Besides the influence of the use of digital media about storytelling is investigated Sarica and Usluel (2016) findings further demonstrated that digital storytelling created a significant difference in the writing skills of students. The paper discusses the reasons for these perspectives and what it reveals in relation to the students' attitudes towards technology. In addition to teacher responses, other research also found students' responses to technology written by Gavaldon and McGarr (2019). Therefore training and mentoring to teachers on the importance of using instructional media needs to be continued.

4. Conclusion

The training and assistance which is community service is carried out using webinars or online. This is due to the condition of Covid-19, but this condition does not reduce the enthusiasm of teachers in participating in this mentoring training.

Community service will be closely related to learning which is the content of lectures at the Teaching and Education Faculty of Pakuan University, which is planned for the long term for the next 20 years. This is because PKM is supported by the application of learning media in the form of ICT. The computer technology is packaged into one of the media to support the strengthening of the sustainability and revitalization of learning media. The IT-based learning media in the form of Powtoon will be interesting and motivate students to learn. The ultimate goal of this is to increase students' interest as the nation's next generation milineal to be active in the learning process so that the strengthening of educational goals can be achieved in line with expectations.

The importance of training and mentoring to teachers regarding the use of instructional media needs to be continued. This relates to learning that is in line with the RI 4.0 platform. Learning with the RI 4.0 platform requires teachers or educators to innovate in learning, so that the quality of learning will be better in creating quality students.

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