
Improving Teachers 'Skills Through Simple Instructional Media Development Training

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Abstract

This training activity aimed to provide understanding & application of simple media to teachers at Kuncup Melati Sooko Kindergarten, Mojokerto. The subjects of this training were the early childhood teachers of Kuncup Melati Sooko Kindergarten. In implementing this training, the researcher used demonstration, practice, and discussion. These training results indicated that it increased the teachers' ability to develop simple media and their application in learning at the early childhood education level.

Keywords: Simple Instructional Media, Teacher Training, Early Childhood Level.

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Introduction

Instructional media has become one of the tools that influence the teaching-learning process in the classroom. The instructional press has an essential role in teaching and learning activities such as: becoming a tool for delivering material, making the learning process more attractive and practical, improving student learning outcomes, fostering positive learner characteristics, increasing students' motivation, overcoming the limitations of human senses and efficiency of time and energy (Abdelraheem & Al-Rabane, 2005; Arsyad, 2013; Capuno et al., 2019; Miaz

et al., 2019; Scott & Ytreberg, 2004; Shin, 2000; Walker & Hess, 1984; Yeboah et al., 2019). The teaching-learning process will be efficient and increase students' learning concentration when they can choose and utilize the instructional media relevant to the study (Arsyad, 2013; Gunawan, 2016; Hidayat, 2018). Therefore, teachers must produce and develop instructional media to support their teaching-learning in the classroom and make it useful.

However, instructional media does not have significant attention from the teachers for various reasons, such as the limited time to prepare the learning



administration and the budget. Moreover, the limitation of teachers' ability to develop and creating instructional media also becomes a significant problem. This problem raises the

The development of technology influences many aspects of the world included education. It affects the development of instructional media, especially software-based and internet-based media. The use of those media is implemented in various educational levels in Indonesia. However, not all schools have adequate tools and infrastructures. Besides, internet access is also limited, especially in early childhood and kindergarten schools in rural areas.

Teaching-learning is more focused on the students' subtle psychomotor development in early childhood and kindergarten levels, which emphasizes the practice. At this level, the uses of simple media are more stressed than software-based or internet-based media. Instructional media can be developed from simple materials around us, which appropriate with the objective of teaching-learning and the function of media itself.

Utilizing simple materials to become simple instructional media can decrease teachers' problems, especially in the budget. It also is a positive value for teachers who can develop instructional media from simple materials. It will be useful for school, especially kindergarten and early childhood school, to motivate their students by utilizing them in the form of

demonstration media, which increase students' psychomotor, cognitive, and practical. Based on that purpose, the researcher applies the community service activities to be in the form of teachers' training in developing simple instructional media Kuncup Melati Kindergarten in Wringin Rejo, Sooko, Mojokerto.

Method

Lecture, demonstration, discussion, question and answer, practice, and conversation were used as methods in this training activity. A lecturer was used to deliver the materials about developing simple instructional media to the participants. The demonstration was used to demonstrate creating and designing simple instructional media for early childhood and kindergarten level. The practice method was used to train the participants in utilizing simple instructional media in the classroom. Questions and answers were implemented, along with lecturer, demonstration, and practice methods. To evaluate all the training activities (delivering material, demonstrating the development of simple instructional media, and practicing the utilization of simple media in learning at the early childhood level), the team applied the discussion method.

Actual Problem Solving

The community's problems in activities include a lack of insight, ability, and teachers' skills in using, developing, implementing, and utilizing simple media in learning in early childhood education. To solve those



problems, the community service team gave training to the early childhood teachers in Kuncup Melati Sooko Mojokerto about utilizing, creating, and developing the simple instructional media at the first childhood education level.

Implementation of Community Service Activities

The implementation of these community service activities took place on Saturday, 03, 10 & 24 March 2018, which involved seven participants: kindergarten teachers of Kuncup Melati Sooko Mojokerto. The actions of this training were: Lecture, demonstration, discussion, question and answer, practice, and discussion about how to creating and developing simple instructional media for early childhood level.

The Setting and Participants

The participants were the teachers of Kuncup Melati Kindergarten, which is located in Sooko Mojokerto. The implementation of these community service activities was done in Kuncup Melati Kindergarten Sooko Kabupaten Mojokerto.

The Relevance to the Society.

These community service activities are relevant to the teachers'

need to improve their ability to develop simple instructional media and utilize them in the teaching-learning process at the early childhood level.

Result and Discussion

Result

The result of this community service activity covered two main findings: product and non-product. The development of this community service activity was simple instructional media produced by the teachers. The result of non-product involved: 1) the increasing of teachers insight about the simple instructional media for early childhood level, 2) the teachers got the ability in developing the simple instructional media for early childhood 3) the teachers had adequate skill about how to construct the simple instructional media for early childhood; 4) improving teachers ability in implementing the simple instructional media in the classroom for first childhood level 5) the teachers obtained the new knowledge about teaching techniques by using the simple instructional media in the school for early childhood level. The result of the evaluation process in the community service activities was presented in Table 1.

Tabel 1. The Result of Evaluation Process in the Community Service Activities

No	Before	During	After
1	Limited insight into simple instructional media for early childhood level	Provided insight into simple instructional media for first childhood levels	100% of participants received sufficient insight into simple media instructional for first childhood levels
2	The teacher's ability	Skills are trained in	100% of participants were



	to develop simple instructional media for early childhood level is not maximal	developing simple instructional media for early childhood levels	able to create a simple instructional media for the maximum first childhood level
3	The limited knowledge of the teachers about the steps for developing simple media for first childhood level	Skills are trained on the steps of creating simple instructional media for early childhood levels	100% of participants have adequate skills about the actions of making simple instructional media for first childhood levels
4	The lack of teachers skills in applying simple instructional media for early childhood level	Trained and given examples in the application of simple instructional media for early childhood levels	100% of participants obtained optimal abilities in the application of simple media instructional for first childhood levels
5	The deficient of teachers knowledge about the teaching techniques in applying simple instructional media for childhood level	An explanation is given about the teaching of simple instructional media for early childhood levels	100% of participants attained maximum ability in the application of simple media instructional for first childhood levels

Additionally, the community service activities provided a positive attitude, such as 1) the teachers' enthusiasm in participating in the training was very high. The teachers' attendance proved it reached 100%, 2) teacher activeness in asking questions during the training was also increased. There are 7-10 questions related to the material presented by the speakers; 3) the teachers' creativity in modifying simple instructional media was shown when creating simple instructional media.

Discussion

Media was an intermediary or tool to convey information in the form of ideas or ideas between the source and

the recipient to be well received by the recipient. (Latuheru, 1993; Naz & Akbar, 2008). Instructional media meant all components or physical materials that had instructional material to stimulate the students to learn (Arsyad, 2013).

In terms of technological development, the media are grouped into two categories, namely: traditional media & technology-based media (Seels & Glasgow, 1990). The simple instructional media is categorized in visual traditional-based media. Visual-based media itself was appropriate to use in the learning process, especially at the early childhood level. It brought the students from abstract to the natural materials to make it easier to understand



the material. Besides, visual media can strengthen memory and motivated students in the learning process (Arsyad, 2013).

In the development of visual media, four principles must be considered: the principle of simplicity, cohesiveness, emphasis, and balance (Arsyad, 2013). The principle of simplicity focused on the number of elements present in the media. The fewer features contained in the press, the easier it was for students to understand. The principle of cohesiveness referred to the relationship between elements so that they were connected and unified. The direction of emphasis was focused on one of the emphasized visual media features as the center of student attention, but it was still interconnected between elements in one unit. The balance principle referred to the balance of each visual media element where the presentation showed the harmony between the details so that it looked harmonious.

In evaluating learning or instructional media, three things needed to be considered: quality of content and objectives, quality of instructional and technical quality (Walker & Hess, 1984). The quality of content and objectives included: accuracy, importance, completeness, balance, interest/attention, fairness, and suitability to the situation of students. Instructional quality included: providing learning opportunities, providing assistance to learn, motivating, instructional flexibility, relationships with other learning, instructional social quality, quality of tests & assessments, and

impacting students and teachers in education. Technical quality covered: readability, ease of use, quality of appearance, quality of handling answers, quality of program management, and documentation quality.

Conclusion and Suggestion

Conclusion

The results of the discussion above showed that the simple instructional media development training activities at Kuncup Melati Sooko Mojokerto Kindergarten had a positive impact on the teachers who attended the training.

This was demonstrated by positive changes from the teachers, including increased insight of the teachers at Kuncup Melati Sooko Mojokerto Kindergarten about simple media, teachers gained the ability to develop simple instructional media, teachers had adequate skill about the steps for creating simple instructional media for early childhood the increased capacity of teachers to apply simple instructional media in the learning process in first childhood education classes and teachers to gain new knowledge about teaching techniques using the simple press in the teaching and learning process in early childhood education classes. From this explanation, it can be concluded that the simple instructional media development training activities at Kuncup Melati Sooko Mojokerto Kindergarten had succeeded in providing a positive contribution in increasing the ability of teachers to develop simple media and their use in the learning process at the early childhood level.



Suggestion

The benefits of this activity had a more significant positive impact. Further suggestions were given: to the teachers of Kuncup Melati Sooko Mojokerto Kindergarten to disseminate the knowledge, insights, and skills gained from this activity to other teachers in their area.

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