

**IT-BASED MEDIA IMPLEMENTATION MENTORSHIP IN LOEI PROVINCE
PRIMARY SCHOOLS THAILAND**

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Abstract

This community service activity stems from the lack of use of technology in the use of teaching media in several schools in Loei Province, Thailand. Educators tend to apply conventional media which ultimately gives the effect of boredom and decreased motivation to students. The role of teaching media is very important in the learning process of students, especially at the elementary school level where students tend to be active in moving and get bored quickly. Pre-surveys and interviews with schools and teachers that have been conducted show that students are more interested in learning activities by using technology-based teaching media. The use of technology or IT is not optimal in schools even though the school has been equipped with technological facilities such as laptops, computers, projectors and projector screens. The support from the principal and guardians of students for mastery of technology in teaching is very large, but due to the lack of information and knowledge about technology such as the application of teaching media, conventional techniques are always applied in every lesson. Armed with this problem, the service team offers a solution for assisting the creation of information and technology-based teaching media for English teachers in Loei Province, Thailand through several stages, namely 1. Introduction and strengthening of materials through socialization; 2. Assistance in making teaching media; 3. Monitoring of Media Implementation. The outputs that will be produced from this program are scientific publications in national journals with an unaccredited ISSN, publications in print and online mass media, increasing competitiveness (improvement of quality), and improving community values (education). The additional outputs of this service activity are scientific publications in international journals, CD ROMs and tutorial books with ISSN.

Keywords : Technology, Media

Introduction

1.1 Situation Analysis

The demands for improving educational facilities in teaching are increasing day by day, this is evidenced by the increasing number of workshops held that offer training to improve the quality of teaching with an interactive approach. One of these approaches emphasizes the use of information and technology (IT) in the learning process in the classroom. The emergence of IT in education has increasingly motivated educators to always improve the quality of competitive education, one of which is its actual application in the learning process (Sawaya, 2015). Matters related to the application can be implemented in teaching or learning media. With the development of IT, the development of teaching and learning media has become a challenge for educators to be more creative and innovative. Schwartz, Daniel, Martin, 2004).

Media is classified into two types of categories, namely teaching media and learning media. Teaching media can be said as a tool to assist educators in delivering material so that the material can be more easily understood by students. While learning media can be defined as a tool or means to help students to achieve changes in cognitive structure with the aim that students easily achieve learning goals (Bower & Sturman, 2015).

Optimizing the use of IT in teaching or learning media has a major impact on global changes in education which will later affect teacher performance in education services (Yowell, Connie, & Rhoten, 2009).



The use of this media is also expected to start at the basic education level because students at this level have an active character and get bored quickly. The best solution is to provide students with creative, interesting and innovative media so that students feel motivated in their cognitive enhancement.

However, the facts on the ground are different in the use of IT. There are still many schools, especially elementary schools that do not utilize IT in the application of teaching and learning media. Examples are several schools in the province of Loei, Thailand. The status of schools which are public schools certainly gets special attention from the government in terms of technology development support. But what happens is the lack of awareness of educators to take advantage of technological facilities provided by the government such as laptops, computers, projectors and screens due to limited knowledge and skills in making technology-based media.

1.2 Partner Problems

Pre-surveys and interviews were also carried out to some of these schools in November 2019 regarding the use of IT in schools, especially in media implementation. The results of interviews with several teachers in schools stated that students were highly motivated in using IT-based media based on the experience of the learning process by PLP2 students who applied IT-based media. With high motivation, it affects their indifference to the condition of the classroom where the learning process is carried out. It can be said that students' enthusiasm for learning increases with the application of IT-based media.

The use of media in teaching finally becomes very important to be implemented in partner schools considering that students can increase learning motivation. However, the problem is that the educators at the partner schools lack knowledge of IT-based media creation.

1.3 Problem Solution

Based on the analysis of the problems that have been described, through this community service program the service team tries to formulate and offer the right solution, namely by providing assistance in making Information and Technology-based teaching media for English teachers in Loei Province, Thailand. The stages offered by the service team are 1. Introduction and strengthening of material through socialization; 2. Assistance in making teaching media; 3. Monitoring of Media Implementation. The following is a brief description of the stages of implementing the program.

Table 1.1 Stages of activities and outputs

NO	ACTIVITIES	OUTDOOR
1.	Introduction and strengthening of material through socialization	<ol style="list-style-type: none"> 1. Provide an understanding of the importance of implementing IT-based media so that partners have a good understanding of IT-based media. 2. Provide an overview of IT-based media products. 3. Provide examples of the use of IT-based media
2.	Assistance in making teaching media	<ol style="list-style-type: none"> 1. Provide IT-based media creation tutorials 2. Asking educators in groups to design IT-based media so that more and more IT-based media products are created
3.	Media Implementation Monitoring Penerapan	<ol style="list-style-type: none"> 3. Reflecting in groups (teams of service and educators) in the application of IT-based media so that IT-based media that are less than optimal in their application can be improved and their features enhanced.

Outcome Target Plan

Table 1.2 Planned types of outputs and achievement indicators



No	Outer Type	Achievement Indicator
Mandatory Outcome		
1	Scientific publications in journals with ISSN/Proceedings	Accepted in Contribution
2	Publication in print/online/recipitory mass media PT	Already published
3	Increased competitiveness (improved quality)	Granted
4	Increasing the application of science and technology in society (Mechanization, IT, and management)	Ganted
5	Improvement of community values (education)	Has been done
Additional Output		
1	CD ROM	there is
2	Books with ISSBN	Already published

II. OVERVIEW OF SCIENCE

Science and technology that will be used in assisting the manufacture of technology-based teaching media for elementary school teachers in Benjeng sub-district, Gresik Regency includes several computer software applications, namely Hot Potatoes, Hangaroo, Emind map, Slide Master, and Windows Movie Maker. Some of the applications mentioned have different functions in relation to teaching media.

Hot Potatoes is an application that can be used to create practice questions in the form of a web-page. There are 6 applications that are members of Hot Potatoes that play different roles, namely JQuiz, JCross, JCloze, JMatch, JMix, and The Masher.



Figure 2.1 Hot Potatoes Application.

JQuiz plays a role in creating multiple choice practice questions and short answers. JCross plays a role in making practice questions for crosswords or puzzles, JCloze can be used in making practice questions in the form of closed fields, JMatch can be used to make practice questions in the form of matching words, sentences, or pictures, JMix can be used to create practice questions with make random sentences. Meanwhile, The masher can be used to combine all the practice questions that have been made so that they are easier to access in one go. Making Hot Potatoes Media also does not require a long time and does not require an internet network. All finished media products from Hot Potatoes, apart from being able to be displayed on a computer, can also be displayed in print.

Hangaroo is an easy educational game application that can provide education in the form of general insight. The game Hangaroo is quite simple in terms of creation. Educators simply prepare general insights that will be guessed by students.



Figure 2.2 Hangaroo Application.

The next application that will be used is Emindmap. This application can be used to display ideas, opinions, images or sentences. Emindmap is used to generate, visualize, compile, and classify the ideas of the material being taught as an aid to solving problems in the learning process.

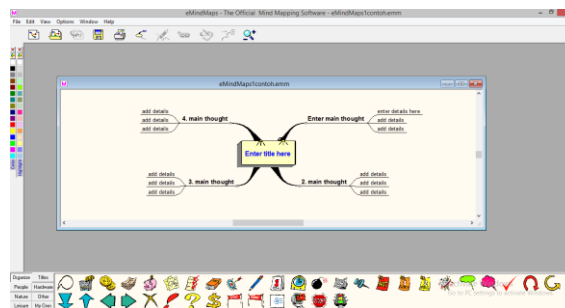


Figure 2.3 Emindmap Application

The next application used is Slide Master. Slide Master is a feature contained in PowerPoint that allows users to create their own templates so that the slides made will be more interesting and in accordance with teaching needs.

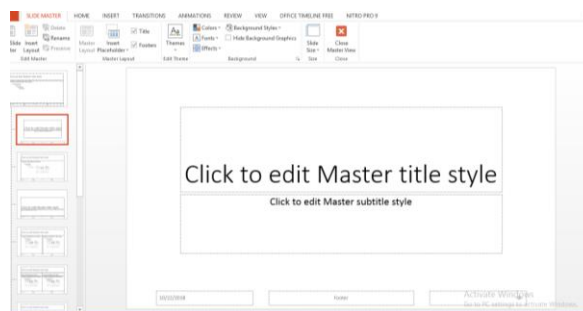


Figure 2.4 Slide Master Application

The last application is an application for making teaching media in the form of videos by using the Windows Movie Maker application. The function of this application is to perform digital processing for a collection of images or videos. Educators can easily combine photos of existing learning materials and add text or audio features to make them interesting.

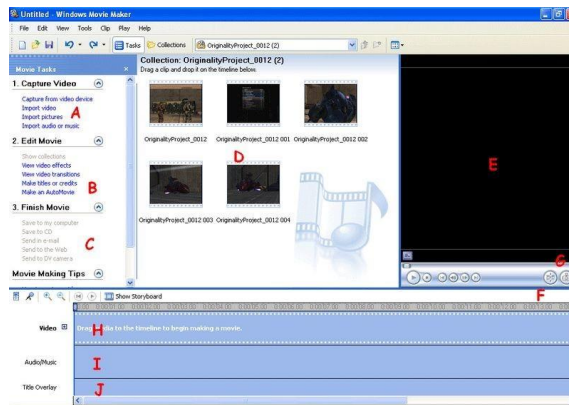
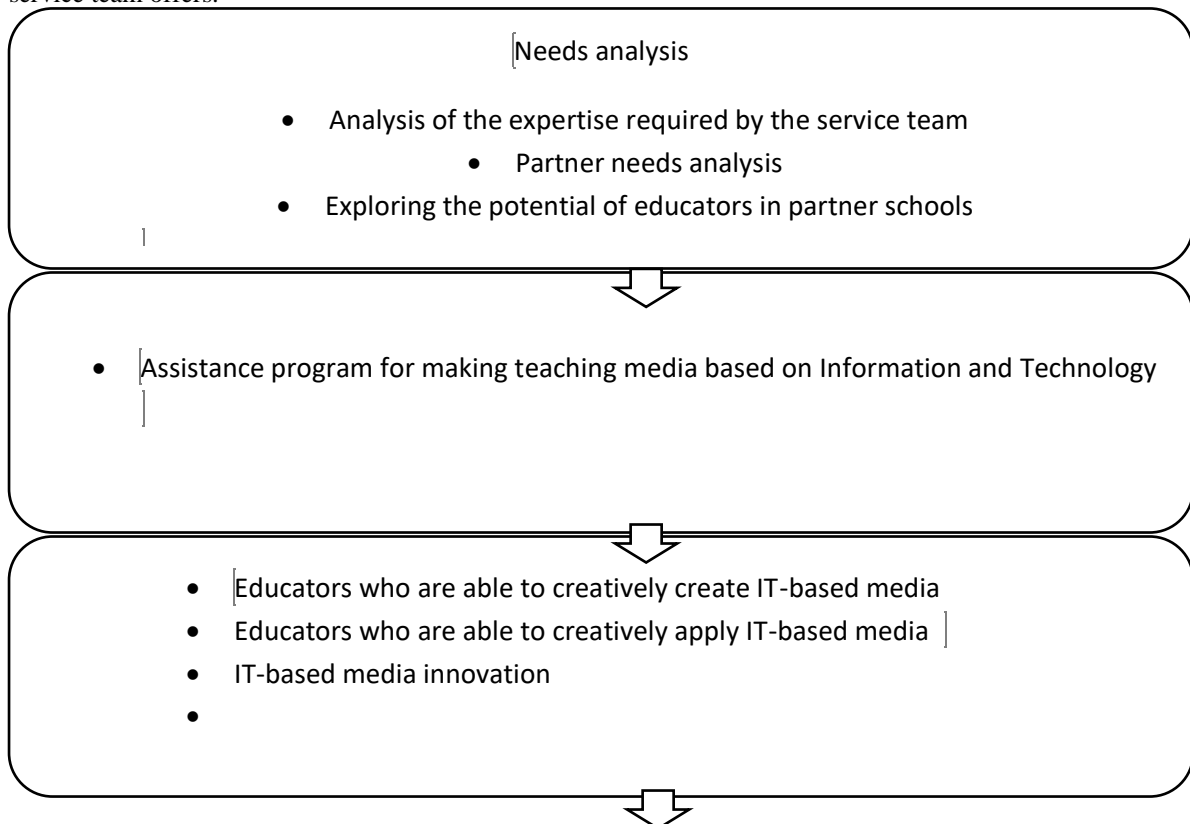


Figure 2.5 Windows movie maker application.

III. METHOD

3.1 Implementation

Based on the solutions offered that aim to solve partner problems, namely by assisting in making information and technology-based teaching media (IT) so that in the end educators can gain knowledge about the manufacture and application of these media, along with the flow of implementation methods that the service team offers.



[Preparation of reports]

Figure 3.1. The flow of the implementation of the community service program

3.2 Partner Participation

It takes commitment from both parties in implementing the program because without a high commitment, the implementation of this community service program will not run optimally. The participation that can be provided by partners are:

1. The principal gives written instructions to all educators to commit to implementing community service programs.
2. The principal provides facilities in the form of classrooms, projectors and projector screens.
3. Educators are committed and take the time to participate in mentoring activities.
4. Educators prepare their own laptops (real conditions in the field, each educator already has a laptop)

3.3 Program Sustainability Evaluation

To find out the achievement of this program, it is necessary to evaluate each activity. The evaluation plan for this community service activity is as follows:

Table 1.3 Draft evaluation of community service activities

No	Activities	Indicators (for partners)
1	Strengthening the concept of implementing IT-based media	- Understand the concepts of implementing IT-based media -
2	IT-based media creation workshops and training	- Can make innovations and creations about IT-based media - understand and be skilled in implementing and utilizing IT-based media
2	Monitoring the implementation of IT-based media	- Carry out activities without any obstacles - 100% of teachers have created IT-based media

VI DISCUSSION RESULT

1. Activity Results

a. Preparatory Activities

This activity includes coordination with partners regarding the schedule of activities, the number of participants and the material presented as well as possible problems that will occur. The partner collects participant data and then sends the number and list of participants to the team. The team then shared a link to download the application used in mentoring.

b. Implementation Activities

The mentoring activity for making IT-based teaching media was carried out for 5 meetings using the online method during March to June 2020.

2. Activity Evaluation

This Mentoring activity was carried out with great enthusiasm from the participants. This activity is a sustainable activity because the benefits generated are very significant in helping the teaching and learning process in several schools in Loei province, Thailand. This can be seen with the publication of a special website for online learning with the theme of making IT-based teaching media.

V CONCLUSIONS

From the results of this activity, it was concluded that there was an increase in the ability to make IT-based learning media for elementary and junior high school teachers in Loei Province, Thailand. This mentoring activity needs to be carried out on an ongoing basis for English teachers at all levels of education, not only in Loei Province, but also in other provinces in Thailand.

VI BIBLIOGRAPHY

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VII ATTACHMENT

Appendix 1

SCHEDULE

No	Name of activity	Month					
		12	1	2	3	4	5
1.	Activity Preparation	✓					
2.	Coordination with partners	✓					
3.	Needs Analysis	✓					
4.	Activity Socialization		✓				
5.	IT-based media creation workshop			✓	✓		
6.	Monitoring the implementation of IT-based media				✓	✓	
7.	Activity evaluation				✓	✓	
8.	CD-ROM creation				✓	✓	
9.	Print tutorial book				✓	✓	
10.	Print media publication					✓	
11.	Presenter of articles from community service at international seminars					✓	
12.	International journal publication					✓	
13.	Preparation and reporting					✓	✓



