

TRAINING in MAKING INNOVATION INTERACTIVE LEARNING MEDIA FOR TEACHERS of SMAN KARANGPANDAN

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ABSTRAK

Latar belakang diadakannya pelatihan ini adalah kurangnya pengetahuan mengenai media pembelajaran interaktif, selain itu dikarenakan kondisi yang masih pandemi, seorang guru yang berada di sekolah menengah atas negeri karangpandan, dituntut untuk bisa terus memberikan pembelajaran meskipun secara online. Oleh karena itu seorang guru harus bisa memberikan pembelajaran yang menarik dan interaktif, supaya siswa tetap terus tertarik untuk belajar meskipun secara online. Banyaknya media pembelajaran yang dibuat dengan menggunakan berbagai aplikasi yang menuntut setiap guru untuk memiliki pemahaman dan ketrampilan mengenai teknologi informasi dan komunikasi. Dengan memahami teknologi informasi dan komunikasi dengan tepat, dapat memudahkan guru dalam membuat berbagai media interaktif yang menarik, dalam pelatihan ini kita akan memakai pear-deck dan class point. Dua aplikasi ini cocok sekali bagi guru yang ingin terampil dalam membuat media pembelajaran interaktif serta menjadikan guru lebih kreatif dan inovatif.

Kata kunci: Media Pembelajaran Interaktif; Pear-deck; Classpoint; Sekolah Menengah Atas.

ABSTRACT

The background behind the holding of this training is the lack of knowledge about interactive learning media, in addition due to the still pandemic conditions, a teacher who is in Karangpandan high school, is required to be able to continue to provide learning even though it is online. Therefore, a teacher must be able to provide interesting and interactive learning, so that students continue to be interested in learning even though they are online. The number of learning media made using various applications requires every teacher to have an understanding and skills regarding information and communication technology. By understanding information and communication technology correctly, it can make it easier for teachers to create various interesting interactive media, in this training we will use pear-deck and class points. These two applications are perfect for teachers who want to be skilled in making interactive learning media and make teachers more creative and innovative.

Keywords: Interactive Learning Media; Pear-deck; Classpoint; High school.

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INTRODUCTION

The beginning of 2020 has been a shocking year for all countries in the world. Starting from an animal market located in the city of Wuhan, precisely in Hubei Province, China, a disease emerged whose symptoms were similar to flu symptoms (Rothan, et all 2020). This

virus originated from bats that were consumed by humans and the first case detected was an unusual diagnosis of pneumonia with a very fast transmission period. Covid 19 can be transmitted from human to human (WHO, 2020 in Susilo A, et al, 2020). The need for interactive media is increasing in the current pandemic conditions, where the Covid-19 pandemic condition requires schools to carry out online or online learning in accordance with the circular of the Minister of Education and Culture (MENDIKBUDRI, 2020). The main problems that are often experienced by teachers in developing interactive media are difficulties in using information technology (IT), designing interactive materials according to the competence of the material being taught, and difficulties in implementing information technology-based interactive media (Putri & Citra, 2019). One of the supporting factors for the implementation of learning in schools is the atmosphere and the use of interactive and fun learning media. The benefits of interactive learning media are that in addition to the students being able to explore their knowledge, students are also motivated to take part in learning well and make students have more and more fun learning activities than when the students only listen to the teacher's explanation (Nurmala, E. & Agustina, S.).

However, not all employees and teachers in schools are able to develop interactive media. Because they find it difficult to use information technology, one of which is at Karangpandan high school. From the results of the pre-test, we know that more than 60% feel difficulty when they want to make interactive learning media. This is due to the lack of counseling and training in making interactive learning media. One form of media commonly used in learning so far is Ms Powerpoint, Ms Word and Ms Excel. Ms power point is often chosen by teachers in conducting learning to students in class, because its use is considered easier, applications are available on computers or on laptops and teachers do not have to master the development of new information technology-based media and do not have to be studied more deeply. However, in its use, the media presented with MS PowerPoint has several weaknesses, including the projectors owned by schools, the media size on the LCD layer sometimes does not reach, and is less interactive so that it seems flat. Due to the absence of reciprocity from students on learning media in the classroom provided by the teacher.

From the description above, we can see that the need for interactive media is increasing, especially when the pandemic hits, with the COVID-19 pandemic, we as teachers are required to carry out online learning in accordance with a circular from the Indonesian

government. Based on the results of our interviews with the head of the Karangpandan high school, it is known that the teachers at the Karangpandan high school have succeeded in making learning media using Ms. Powerpoint, but basically teachers at Karangpandan High School want to have the latest knowledge to be able to take advantage of the latest technology as interactive learning media which can later be used in learning with students either online or in the classroom. Therefore, we are interested in doing community service entitled "Training In Making Innovation Interactive Learning Media For Teachers Of Sman Karangpandan". Based on the existing conditions in the school, we decided to be able to conduct training using the help of pear – deck and classpoint applications, these two applications were chosen because they were considered easy to learn, not confusing and easy to obtain.

RESEARCH METHOD

The training at the Karangpandan High School was carried out by following the 3M health protocol (Wearing Masks, Maintaining a Safe Distance, and Washing Hands) according to government recommendations in breaking the chain of the spread of Covid-19 and paying attention to air circulation in the training room so that teachers and employees who attend Training activities are expected to be able to conduct training in a healthy and clean life according to government recommendations in breaking the chain of spread of covid19.



Figure 1. Training room

As shown in Figure 1, it can be seen that the training room has been equipped with air conditioning which can regulate air circulation in the room and still wear a mask because it is to comply with the health protocols recommended by the government. Each participant brings their own laptop, so they don't interfere with other participants.

This activity is intended for high school teachers Karangpandan with the number of participants \pm 50 people. By providing training in making learning media using pear decks and classpoints, in order to increase the capability of Karangpandan High School teachers in the field of information technology. By providing training in making learning media using pear decks and classpoints, in order to increase the capability of Karangpandan high school teachers in the field of information technology. The desired target of this service is an increase in the capabilities of school teachers Karangpandan high school students in making learning media more interactive to their students so as to make the atmosphere during learning more interactive and fun.

This activity was carried out on March 10 - 11, 2022 at the Karangpandan high school laboratory with the following details:

- 1) Delivery of Pear-Deck and Class Point training materials,
- 2) Practice of using Pear-Deck and Classpoint as students,
- 3) Discussion activities.

RESULT AND DISCUSSION

Community service activities related to the use of Pear-Deck and Classpoint were carried out with quite good results. The description of the implementation of activities as follows.

Submission of Material

Figure 2 is an activity the presentation of the material begins with an introduction to Pear-Deck and Classpoint so that teachers can know the appearance of the Pear-Deck and Classpoint pages. Furthermore, the material continued with an introduction to the benefits of Pear-Deck and Classpoint as interactive media.



Figure 2. Submission of Material

The next step was to deliver material on how to extend Pear-Deck and Classpoint by inviting teachers to practice extending Pear-Deck and Classpoint. The next material presented was the introduction of interactive features from Pear-Deck and Classpoint starting from the multiple choice feature (choice feature), answer entry in the form of text (text feature), answer entry in the form of numbers (number feature), answer entry in the form of scribbles (draw feature), a slide page that is connected to the official website (website feature), and answers by placing a dragging mark (drag feature). Then proceed with the selection of Pear-Deck and Classpoint features to make Ms Power Point media as synchronous media or as asynchronous media.

Practice as a Student

In this activity, the teachers were asked to join the Pear-Deck and Classpoint classes that had been prepared by the speakers. The presenters explained how to join as students, followed by the teachers acting as students to find out the use of Pear-Deck and Classpoint features directly as students, as seen in Figure 3.



Figure 3. Mentoring by instructor

Furthermore, the presenters also conveyed the existing display form on the Pear-Deck and Classpoint when viewed from the student's device, when viewed from the teacher's device which displays the students overall answers on the projector, and when viewed from other devices belonging to the teacher to display a class dashboard that can display the names of the students, names of students who are actively answering, and how to end learning through Pear-Deck and Classpoint.

Discussion Stage

At this stage, the presenter gives participants the opportunity to ask questions that have not been understood. The questions that participants asked were as follows:

- 1) Can classpoint be used on mobile? And if you have to use a Windows laptop, how many supports it?
- 2) Can you as a teacher know who gave answers on the slides to give an assessment?
- 3) Can the teacher only display all students' answers? Or can the teacher display each student's answer to be discussed in the lesson?

The following is the answer given by the presenter to the questioner:

- 1) Can't used with cellphone, to be able to use this application, your computer must have a minimum OS Windows 7 with Microsoft Office applications at least 2013
- 2) In Pear-Deck we can find out who answered a question by the teacher preparing two devices first. The first device is used to display slides as discussion material

in class without displaying the names of students who answer, and the other device can be the teacher's personal cellphone which is used to display the teacher's dashboard page so that the teacher can know who gave the response

- 3) Teachers can choose 3 views of student answers, can be individually, as a whole, or percentage of student answers. This can be seen in the 3 choices for displaying student answers in the upper right corner of the layer

CONCLUSION

From the discussion in the previous chapter, we can get conclusion:

- 1) The service participants have been able to understand the making of learning media.
- 2) The service participants have been able to prepare and implement learning through Pear-Deck and Classpoint

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