



Training on Online-Based Learning Media Creation to Increase Teaching and Learning Productivity

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ABSTRACT

Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru is an elementary school level educational institution operating under the Muhammadiyah organization. During this pandemic, teaching skills are really needed to be able to provide effective learning for students so that it is easy to understand and can increase students' interest in the teaching and learning process. In this service, the resource person explains about learning media that are suitable to be presented to students, and also provides training in creating online-based learning media. The learning media provided in this training is how to use the Google Class Room application, Google Meet, the Zoom application and focuses on the Kahoot learning media, so that it can stimulate students' interest in learning

INTRODUCTION

In the realm of education, instructional media plays a crucial role as a tool that can stimulate the minds, feelings, and attention of learners to facilitate the learning process. The use of online or multimedia media has been proven effective in helping learners understand the study material well (Mustakim, 2020). Instructional media also acts as an intermediary between educators and learners, facilitating the delivery of learning material in a more easily understandable manner (Machfud, 2021).

During the COVID-19 pandemic, the education sector has faced significant challenges due to the closure of universities and the shift towards online learning. This transition has not only impacted the academic staff but also the mental health and education of students. The closure of educational institutions has led to uncertainties and disruptions in the traditional learning process, requiring innovative approaches to ensure effective knowledge dissemination (Sahu, 2020).

The implementation of blended learning models also serves as an effective alternative in enhancing student learning outcomes during the COVID-19 pandemic (Febriyana, 2022). Through mentoring and strengthening teachers' abilities in using online instructional media, the learning process can be more effective (Anshori & Kosim, 2021). Additionally, evaluation of learning is crucial in achieving educational goals during the pandemic, where teachers act as intermediaries to ensure learning objectives are met (Suwardi, 2021).

In the COVID-19 pandemic situation, where teaching and learning processes are conducted online, educators must strive to increase the motivation of learners so that the learning objectives can be achieved optimally (Hayah & Aslam, 2022). Technological advancements and information allow educators to create effective instructional media, enabling learners to understand the presented material effectively (Dewi, 2024).

The pandemic has necessitated the adoption of online learning methods to continue education. This shift to online platforms has become crucial in maintaining academic continuity and ensuring that students can still achieve optimal learning outcomes. By utilizing engaging online learning media, educators can effectively deliver course materials to students, facilitating easy comprehension and practical learning experiences (Hossain, 2024).

The COVID-19 pandemic has highlighted the importance of academic institutions adapting to the changing landscape by enhancing their online teaching capabilities. Teachers have had to master online learning techniques to navigate the challenges posed by the pandemic and ensure the delivery of quality education. This adaptation is essential to mitigate the impact of the crisis on the education sector and to support students in achieving their learning objectives (Metafitri, 2022).

With various studies highlighting the effectiveness of online instructional media during the COVID-19 pandemic, it is evident that the use of online media, multimedia, and various learning platforms such as Google Classroom has helped improve the quality of education amidst the challenges posed by the pandemic (Aulia et al., 2023); (Nettana, 2022); (Jayanti et al., 2022); (Nopriyeni et al., 2022). The role of instructional media becomes increasingly vital in supporting the smooth implementation of teaching and learning processes in this uncertain time.

The COVID-19 pandemic has underscored the significance of leveraging online learning platforms to facilitate education continuity and enhance student learning outcomes. Academic institutions must continue to innovate and improve their online teaching methodologies to address the challenges brought about by the pandemic effectively.

Considering the phenomena and background mentioned above, our team is interested in providing training on the creation of online-based learning media at Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru. This training activity is a form of community service titled "Training on the Creation of Online-Based Learning Media at Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru to Enhance Teaching and Learning Productivity."

IMPLEMENTATION AND METHODS

The method used in the training on Creating Online-Based Learning Media involves lecture techniques, discussions, and online mentoring. According to (Nata, 2014), the lecture method is a presentation of material delivered by a teacher/tutor through direct narration or explanation to the learners. In this method, participants are trained in creating online-based learning media. Following the lecture method, participants engage in discussions related to the creation of online-based learning media. Subsequently, the approach involves providing service to participants through online mentoring for developing learning media suitable for the current COVID-19 pandemic era, which heavily relies on online learning. This community service comprises several stages: preparation stage, material preparation stage, monitoring stage, and evaluation stage for the training.



Figure 1. Stages of Community Service

The first stage involves preparing all initial activities starting from observing and interviewing the headmaster of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru, to uncover issues and needs required by the teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru.

The second stage involves providing training materials and mentoring in creating instructional media to the teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru. The training materials include: 1. Exploring the motivation of the teachers, 2. Basic understanding of instructional media, 3. Examples of engaging instructional media, 4. Creating online-based instructional media. This stage employs online mentoring methods in media creation.

The third stage is the monitoring stage, where we monitor the progress and understanding of the training materials among the teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru through question-and-answer sessions, assessing whether the materials presented have been well-received.

The fourth stage is evaluation, where we evaluate all stages conducted with the teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru. This evaluation stage will yield quantitative data for comparing outcomes before and after receiving training on techniques in product selection for marketing purposes.

RESULTS AND DISCUSSION

After conducting a series of training sessions on creating online-based learning media for the teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru, it can be said that this community service project proceeded smoothly and according to the planned schedule. Each participant was highly enthusiastic and actively engaged throughout the activities. They actively asked questions and attentively absorbed the materials provided by the Community Service team.

Based on the outcomes of this outreach activity in the form of training sessions, it can be concluded that the community service project was successfully implemented. This achievement aligns with the predetermined objectives. The activity was divided into 4 sessions, each of which will be detailed in the following points.

Preparation Stage

In this preparation stage, conducting interviews with the headmaster of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru is essential to understand the needs of the teachers during online learning (remote learning). This information is crucial for planning the upcoming training sessions. Based on the interview results, it is evident that the teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru are highly enthusiastic about this training because it significantly supports their teaching activities during the COVID-19 pandemic. Therefore, the Community Service team has designed training focused on creating online-based learning media. This training is extremely beneficial for the teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru as it facilitates the presentation of educational materials to students using online-based learning media, especially during remote teaching sessions.

Material Preparation Stage.

In this stage, participants are introduced to instructional media materials, including demonstrations of online learning platforms such as Google Classroom, Kahoot, and other examples of online instructional media.

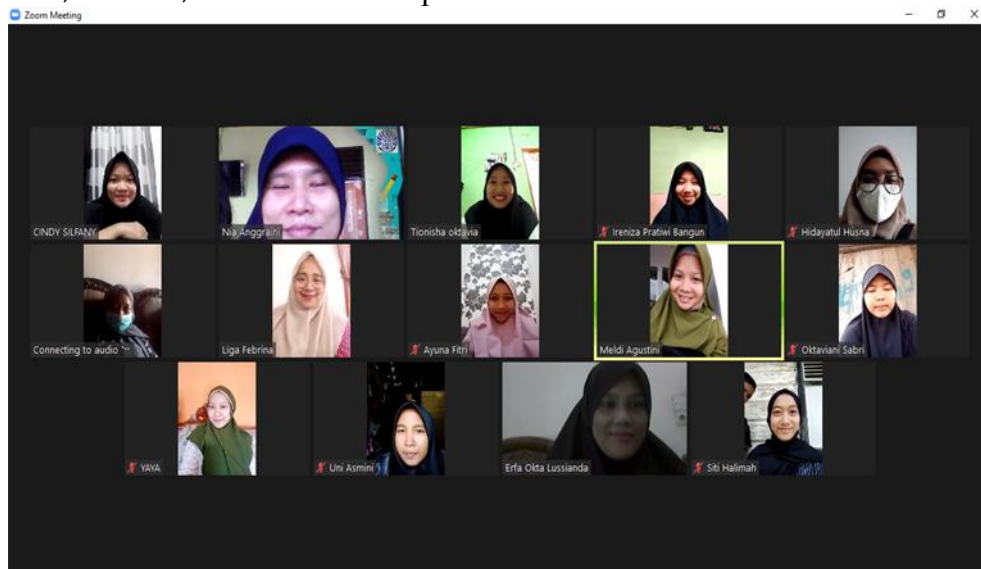


Figure 2. Photo of the Material Presentation Session

Monitoring Stage

In this monitoring stage, observation and monitoring are conducted on all participants regarding their progress in understanding the training materials. The monitoring stage is carried out through discussions and question-and-answer sessions, where the facilitators pose questions related to the presented materials to assess whether the information has been well-received.

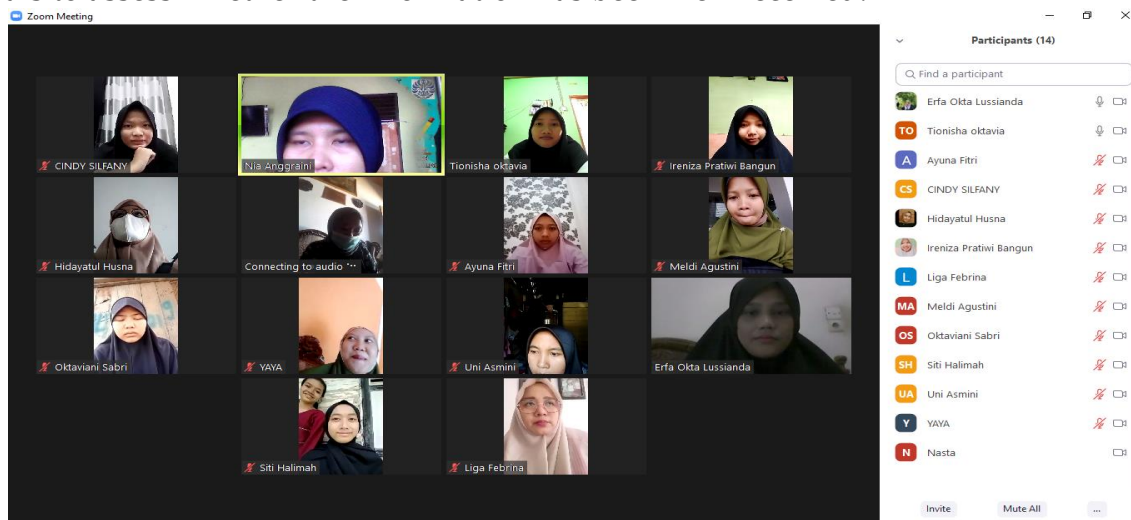


Figure 3. Photo of Monitoring with Participants

Evaluation Stage

The impact of this outreach training, as part of the community service program, is that all teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru now possess the skills and enthusiasm to conduct training on creating online-based learning media.

CONCLUSIONS AND RECOMMENDATIONS

Through the community service activities conducted via training on creating online-based learning media, it can provide a solution to assist teachers in conducting remote teaching and learning processes. Through this training, the teachers of Madrasah Ibtidaiyah Muhammadiyah (MIM) 2 Pekanbaru have gained knowledge on how to create online-based learning media to be used in teaching their students. The mentoring method used with the teachers can enhance their abilities in creating online learning media, which will be applied in the teaching and learning process during the COVID-19 pandemic.

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