

Training in Making Digital Story Telling Learning Media for Paud Teachers in Jalaksana District

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ABSTRACT

The purpose of implementing the community partnership program in the form of this training is to improve the competence of teachers in Indonesia to create, develop and implement learning media in the form of digital storytelling. This training was carried out for PAUD teachers in Jalaksana District, Kuningan Regency. The problem with learning partners is that teachers rarely use learning media when learning in class. This makes the motivation and achievement of students less increase. Even though it is known that the demands of the 2013 curriculum and the rapid pace of science and technology require creative teachers to use technology-based learning media. The potential for PAUD teachers in the Jalaksana sub-district is quite large and the presence of technological devices in schools is sufficient, but in terms of competence, it needs to be continuously improved. This is due to the absence of special training activities for the manufacture of technology-based learning media. The solution to these problems is the implementation of training in making digital storytelling learning videos. This training activity consists of stages, namely, field surveys, coordination with school principals and teachers, program socialization, program implementation and activity evaluation.

Keywords: training, learning video, digital storytelling

INTRODUCTION

The development of information technology in the increasingly rapid digital era provides its own challenges for all areas of life. Almost all activities are in direct contact with information and communication technology devices. Article 3 of Law Number 20 of 2003 concerning the National Education System, explains that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. In addition, education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Mendikbud, 2014: 19).). Therefore, one of the skills that need to be improved by teachers is the use of IT as a medium of learning in the classroom.

(Sutarna, 2019) said that well-designed learning media can stimulate the emergence of mental processes or dialogues in students. In line with that, Rumijan et al (2017) argue that the skills of developing design and making learning media owned by teachers will produce objects that can be used as learning media that can enable students to be active, creative, and fun in their learning activities. The importance of learning media in the form of technology as a learning tool in order to meet the challenges of the times. Educators today are not only media meningmat or only media users, but it is time to create media, educators at any level should be able to create their own media so that they can adapt to the characteristics of students. The use of technology can increase the attention or attention of students (Cahyati, 2018), so the importance of using technology, especially the use of audio-visual technology, so that it can improve the cognitive and affective abilities of students.

The purpose of this study is to develop learning media which are generally still traditional in nature, changing to technological improvement, namely making a learning video called digital story telling, which is a learning media in the form of learning videos made from Microsoft PowerPoint, so as to maximize Microsoft PowerPoint in making learning videos. , making it easier for teachers to make. Microsoft PowerPoint is a medium that is quite easy to find and commonly

used in learning, but it is rarely used to make learning videos, especially for making story telling. Story telling activities are rarely used for PAUD students, in general, learning in PAUD is still traditional, only relying on the lecture method, story telling activities are also still rigid, so that the cultivation of storytelling activities in PAUD students still needs to be improved. The use of animation is in great demand by PAUD children (Anwar et al., 2018), this can be a reference that in making learning media can use learning media. The influence of audio-visual media can also really help develop students' vocabulary (Filisyamala, 2018), because through audio visual media children get a variety of new vocabularies so that they can improve students' language skills. Especially after this pandemic, technology becomes a very important thing to develop, because through technology it can facilitate scientific development (Nana & Surahman, 2019) (Widiastuti et al., 2020).

Therefore, this Community Partnership Program Service (PKM) activity is intended to prepare PAUD teachers, especially those in Jalaksana District, Kuningan Regency in creating and implementing digital story telling learning media. Based on this, this PKM will focus on workshops on making digital story telling learning videos.

METHOD

The development of information technology in the increasingly rapid digital era provides its own challenges for all areas of life. Almost all activities are in direct contact with information and communication technology devices. Article 3 of Law Number 20 of 2003 concerning the National Education System, explains that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. In addition, education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Mendikbud, 2014: 19).). Therefore, one of the skills that need to be improved by teachers is the use of IT as a medium of learning in the classroom.

Sutarna (2019:35) said that well-designed learning media can stimulate the emergence of mental processes or dialogues in students. In line with that, Rumijan et al (2017) argues that the skills of developing the design and making of learning media owned by the teacher will produce objects that can be used as learning media that can enable students to be active, creative, and fun in their learning activities. Relation to the realm of IT.

Digital storytelling is a form of information and communication technology where teachers can focus on telling stories about certain themes by combining photos, pictures, writing, sound, and music to form an interesting series of stories. Digital storytelling is a digital storytelling activity that combines video, audio, images, and text to convey stories and information, a storytelling activity or digital storytelling.

Storytelling is an art of storytelling that can be used as a means to instill values in children without the need to tutor the child, storytelling is a method that can accommodate children's ability to imagine and fantasize. (Kamila & Syahri, 2021).

Storytelling aims to make personal connections with listeners closer, in order to increase the branding of your product or service. Most people care deeply about something that can touch, move, or inspire them. (Supiaty, R, Fadillah, 2017), through story telling activities will increase self-confidence, instill character in children. So based on this story telling activity is very useful for students, not only in affective which can be instilled, but in motivation it can also be increased.

Learning in the 2013 Curriculum seeks to change the pattern of passive learning into active learning where students actively build their knowledge. Most of the PAUD in Kuningan Regency have implemented the 2013 curriculum. One of the problems faced is that teachers are still very unfamiliar with the use of IT.

Based on the results of interviews with the Head of K3S (Head of School Principal Working Group) PAUD, Jalaksana District, Kuningan Regency, who has implemented the 2013 Curriculum, he explained that teachers still rarely use IT because the ability of teachers is lacking in using technology. Even though one of the competencies that must be possessed by teachers in the

2013 Curriculum is the skill to use technology in learning. This fact strengthens the results of research conducted by Anwariningsih (2014) regarding the readiness to use IT in schools, showing that 70% of classroom teachers do not yet have the ability to operate computers. Meanwhile, 30% of teachers are able to operate computers, but only for typing/school administration purposes. Another study conducted by Suradijono (2004) from existing studies, computer-based learning (courseware) when made properly is proven to improve the learning process in a person. Furthermore, Sanjaya (2010) said that with technological advances, teachers can use various media according to the needs and learning objectives.

Therefore, this Community Partnership Program Service (PKM) activity is intended to prepare PAUD teachers, especially those in Jalaksana District, Kuningan Regency in preparing for the use of technology-based learning media or digital storytelling learning videos. Based on this, this PKM will focus on planning workshops on the introduction of digital storytelling learning media, training on making digital storytelling learning videos, assisting the implementation of digital storytelling learning videos. PKM activities are expected to be able to assist teachers in implementing digital storytelling learning videos.

Service activities are carried out in several stages, including:

- The program preparation stage begins with consultation and coordination with the Jalaksana Village UPTD and the head of K3S PAUD Jalaksana District.
- The second stage begins with the presentation of the material, regarding the objectives, benefits of the learning videos made and direct practice of making digital storytelling learning videos through Microsoft PowerPoint.
- The third stage is the implementation of learning videos for students.

Evaluation is carried out at the end of the activity in the form of a questionnaire. Indicators of achieving goals if at least 80% of the target audience can implement them.

The participants in this service program are PAUD teachers from all PAUD in Jalaksana District, Kuningan Regency, totaling 43 teachers. This service activity was carried out in the Jalaksana Education UPTD Hall which is located at Jalan Raya Jalaksana Village (Side to PAUDN 12 Jalaksana) RT/RW 12/04 Jalaksana District, Kuningan Regency.

This PKM consists of two activities, namely training in the manufacture and implementation assistance, therefore there are several stages in its implementation, namely: (1) field surveys (partners); (2) Coordination with school principals and teachers; (3) Program socialization; (4) Program Implementation; and (5) Evaluation of activities.

The flow of the implementation of training activities for making and assisting digital storytelling learning media for PAUD teachers in Jalaksana District, Kuningan Regency is as follows.

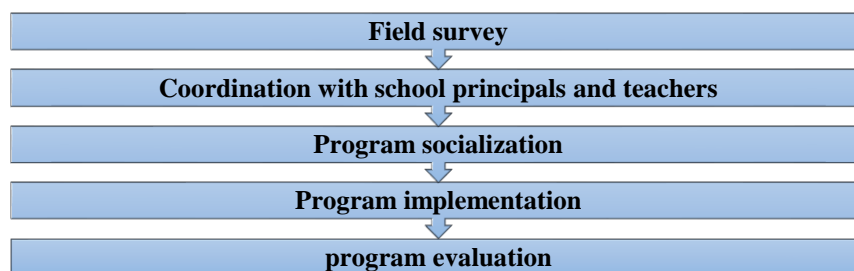


Figure 1. PKM Implementation Flow

The following is a description of the activities of the service team and PAUDN teachers throughout the Jalaksana District as service participants based on the flow of implementation of the training service for making and assisting the application of digital storytelling learning media for PAUD teachers.

Field Survey

The field survey was carried out by the service team aimed at observing the situation and condition of the school planned as the target object. This community service activity was carried out in the Jalaksana Education UPTD Hall in Kuningan Regency. The partners involved are all PAUD in Jalaksana District, Kuningan Regency through the Jalaksana Education Office UPTD and the Head of K3S PAUD Jalaksana District. Partners contribute to directing teachers who will attend training, facilitating learning using digital storytelling learning media, participating in monitoring and evaluating the use of media made by teachers. This field survey was carried out in mid-October 2021.

Coordination with Principals and Teachers

Before this stage is carried out, the service team first gives permission to the Head of the Kuningan Regency Education and Culture Office in the form of recommendations for training activities for making and assisting the application of digital storytelling learning media for PAUD teachers in Jalaksana District.

Coordinate with teachers and school principals to determine consensus agreements in the implementation of making and assisting the application of digital storytelling learning media for PAUD teachers in Jalaksana District, Kuningan Regency. This series of activities will be held in November 2021.

Program Socialization

Program socialization aims to provide information about the planned series of program implementations. The socialization was delivered to all PAUD in Jalaksana District, Kuningan Regency whose teachers will receive training. This socialization stage was carried out massively both through printed letters and social media information (whatsapp) in coordination with the Head of the Jalaksana Education UPTD and the Head of K3S PAUD Jalaksana District. This socialization activity will be held in December 2021.

Program Implementation

Workshop on the introduction of digital storytelling learning videos

The task of the service team is to prepare for the activities carried out in the Jalaksana Education UPTD Hall, starting with the process of socializing the service program. Then continued with the provision of material about learning media from Microsoft PowerPoint, namely making digital storytelling learning videos. After giving the material, participants were asked to carry out a needs analysis, including an analysis of student characteristics, analysis of curriculum implementation, material analysis, availability of materials, availability of computer-based learning supporting facilities and infrastructure owned by teachers and schools. This workshop consists of several sessions of presenting material presented by the service team as the main resource person and several other sources as supporters.

The task of PAUD teachers as training participants is to attend a workshop held in the Jalaksana Education UPTD Hall, starting with the socialization process for the service program and continuing with material about making digital storytelling learning videos. The material that must be understood is about making digital storytelling learning videos in PAUD and the importance of using them in the learning process.

Creation and development of digital storytelling learning media

The task of the service team is to guide the creation of digital storytelling learning videos through the Microsoft PowerPoint application. Accompanied by a team of companions, teachers create and develop digital storytelling learning videos according to the desired theme.

Assistance in the application of digital storytelling learning videos

The learning media that have been made are implemented in classroom learning at each school. During learning, the teacher is accompanied by a service team. At the end of the lesson, the service team and the teacher evaluate together the effectiveness of the digital storytelling learning video.

Activity Evaluation

Evaluating the implementation of making and implementing digital storytelling learning videos carried out by teachers, providing suggestions for developing digital storytelling learning videos according to the needs of each class.

RESULTS AND DISCUSSION

Session 1

The first session was a presentation of material regarding workshop activities, namely three core materials presented in this session, namely: (1) Education Policy in the Industrial Revolution Era 4.0; (2) Teacher Challenges in the Industrial Revolution Era 4.0; and (3) : digital storytelling learning videos. The activities in the first session were quite interactive, the enthusiasm of the participants was very high, because in general PAUD teachers in Jalaksana District were familiar with Microsoft Power point, but the implementation was not optimal, so after getting to know this activity, the enthusiasm of the teachers was even higher.



Figure 2. Explanation of Training Material



Figure 3. Material Presentation

Session 2

Session 2 is a series of activities in this session, namely training on making digital storytelling using Microsoft PowerPoint, collecting images that will be used in making digital storytelling. First, the teacher prepares animated pictures to prepare the video to be made, prepares the background, then prepares the sound.



Figure 4. Activities for the presentation of digital storytelling materials

Session 3

Session 3 is about the stages of making digital storytelling learning videos guided by a team of devotees. The teacher is guided by a service team in compiling storytelling pictures so that they are arranged into story form.



Figure 5. Assistance activities for digital storytelling

Session 4

In session 4, the training participants had already divided the material and then made learning media. Each teacher is required to make a media that comes from a sub-theme of learning according to the class he holds.



Figure 6. Assistance activities for digital storytelling
Session 5

The training activity in this session is assistance in the application of digital storytelling learning videos. In this session, an evaluation of activities from beginning to end regarding the creation and application of digital storytelling learning videos for PAUD level was also carried out.

Some of the results that have been achieved in this Community Partnership Program (PKM) are as follows:

- Increased knowledge and understanding of teachers regarding maximizing knowledge about the use of Microsoft Power Point
- The increasing ability of teachers in making digital storytelling learning videos can be used as an alternative variation of learning as an effort to realize active learning.
- During the training process 90% of the training participants had high enthusiasm to participate in creating and developing Microsoft Power Point by making digital storytelling learning videos. The obstacle experienced during the training was that 10% of participants were not used to using computer media.
- In the process of mentoring the application of digital storytelling video learning media, students looked so enthusiastic in participating in learning. From the results of the posttest after learning, 90% of students declared complete.
- The results of the evaluation carried out jointly between the service team and the training participants resulted in several things, namely: a) The PKM program would be more effective if it was carried out with a simultaneous mentoring pattern; b) The digital storytelling learning video learning media is effectively used in learning; c) Making digital storytelling learning video learning media requires careful planning and a long time. The output indicators of this PKM program can be seen in Table 1.

Table 1. Program Outcome Indicators

No	Goals	Method	Outside
1	Increasing the understanding of PAUD teachers in Jalaksana District, Kuningan Regency towards digital storytelling learning videos	Brainstorming workshops, discussions and lectures	Digital storytelling learning video from microsoft powerpoint
2	Improving the competence of PAUD teachers in Jalaksana District, Kuningan Regency in making and developing digital storytelling learning videos.	Mentoring and discussion	Digital storytelling learning video from microsoft powerpoint
3	Improving the competence of PAUD teachers in Jalaksana District, Kuningan Regency in implementing and implementing digital storytelling learning videos	Mentoring and collaboration	Recording of the implementation and implementation of digital storytelling learning videos

The result of this workshop activity is an increase in teachers' understanding of the importance of using digital technology to improve student development, teachers become more familiar with the benefits of using Microsoft PowerPoint so they can maximize learning by using existing facilities. The importance of digital learning in order to improve students' understanding ability (Widiastuti et al., 2020). The improvement of teacher competence is getting better, because with this training teachers are more creative to improve learning media in order to maximize the competence of students. Digital storytelling can be implemented well for students (Asmawati, 2021)(Asmawati, 2020), students are increasingly focused on watching so that the message

contained in the learning video can be conveyed. The use of technology is increasingly being developed, but the need for assistance from teachers or parents so that it can be monitored properly.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the training activities, it can be concluded that learning activities at the PAUD level can be carried out through the use of digital storytelling learning videos. The enthusiasm of participants who are PAUD teachers in Jalaksana District, Kuningan Regency is very high, so they are able to create and develop digital storytelling learning videos at the end of the training.

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