

Integration of Pintu Lestari Indonesia (Pitaria): Building Indonesia Cultural Awareness through the Implementation of the Use of Teaching Media for Teachers at IGTKI Pesawaran Regency

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ABSTRACT

This activity aims to improve the abilities and skills of teachers who are members of Ikatan Kindergarten Teachers – Persatuan Teachers Republik Indonesia (IGTKI-PGRI) in Pesawaran Regency in creating and developing innovative teaching media, introduce regional culture through more innovative learning media, making the process of introducing culture more interesting and attractive for students. This community service program is carried out in the form of training to groups (IGTKI-PGRI) of Pesawaran Regency. Activities were carried out by socialization about innovative learning media conducted by Aisyah Pringsewu University Lecturers, Training on Skills in making Pintu Lestari Indonesia (PITARIA) teaching media using makeshift materials to produce interesting learning media, implementing the use of PITARIA teaching media in the classroom directly to see students' interest in PITARIA teaching media. This training results in an increased understanding of the use of creative and innovative teaching media, as well as improving teacher skills in making interesting and innovative learning media to make learning about culture easier for students to understand. The program's sustainability could be a limitation if there is no plan in place for ongoing support, training, or resource provision after the initial program period. This community service program can provide results by its initial purpose, which is to help improve teacher skills in making teaching media, and introduce regional culture.

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INTRODUCTION

The quality of education in Indonesia remains a big concern. In previous years, institutions such as U.S. News and World Report, BAV Group, and the Wharton School of the University of Pennsylvania ranked countries based on the quality of their education. The process involved surveying thousands of respondents from 78 countries to assess and rank the quality of education. In 2020, Indonesia was ranked 55th out of 78 countries surveyed (Kusuma, A. et al, 2023). This fact shows that there is an urgent need for significant improvements in the education sector in Indonesia. Education must be an agent of social change that can have a positive impact on society, by ensuring equal access to education. The ideals of national education, such as educating the life of the nation and creating social justice, can only be achieved with an integrated education system built together. The curriculum plays a vital role in education. A curriculum tailored to the child's developmental stage allows teachers to compile materials that are relevant to students' understanding and interests at each stage of their development. This makes the learning process more effective and has a positive impact on children's spiritual development. In addition, creativity in teaching methods is also considered important in educational services in schools (Ginting, P & Tarigan, 2023).

To ensure that the curriculum is meaningful for students, the use of appropriate learning aids or media is needed. Learning media, which includes visuals plays an important role in effectively delivering material to learners (Mayer, 2021). This media also functions as a communication tool and technology that can capture, process, and reorganize visual and verbal information for students (Siemens, 2019)). The use of game-based learning media has been proven to help children's development in cognitive, affective, and psychomotor aspects. The use of the right game tools can increase children's thinking power while still maintaining the element of fun in the learning process (Suyadi, 2021). Therefore, creative and innovative media is needed to introduce Indonesian culture to students effectively. This learning media also has the goal of improving the quality of education in schools. According to Rubhan Masykur et al. (2017), the media is an intermediary that helps increase effectiveness and efficiency in achieving learning goals. However, the many types and characteristics of learning media are often an obstacle for educators in choosing the right media to attract students' interest. Technology such as the Internet can cause a decrease in student activity in the classroom, so media that can overcome this challenge is needed, one of which is through the use of Educational Game Tools (APE).

Ginsburg & Opper (2020) Educational game tools play an important role in supporting holistic learning. Children learn through independent exploration and social interaction facilitated by these games, thus maximizing their cognitive and emotional development. Because the media functions as a messenger from the sender to the receiver, its role is very important in the learning process (Rusman, 2013). Observations in several kindergartens in Pesawaran Regency show that teachers still use lecture methods without interesting media, causing students to be less enthusiastic about learning. In addition to observations, interviews with the Chairperson of IGTKI-PGRI (Mrs. Yetti Yustiningrum) of Pesawaran Regency, showed that many teachers did not have enough creativity to create interactive learning media. This makes children in kindergarten more interested in gadgets than learning. He hopes that there will be a training program that can improve teachers' ability to create interesting and meaningful learning media. This training is expected to not only provide theory but also practice that can be applied in daily teaching activities. With collaboration between educators and related parties, it is hoped that an inspiring learning environment will be created, where teachers can develop their creativity in designing learning media that is not only informative but also able to motivate and increase students' interest in learning. Mrs. Yetti Yustiningrum's hope reflects the need to improve teacher professionalism in order to create a better and more meaningful learning experience for the next generation.

In addition to increasing teachers' creativity, this training also aims to improve students' cultural literacy. Geertz (2020) defines culture as a system of symbols owned by a society to interpret the world around it. These symbols, such as language, religion, and rituals, not only reflect social identity but also shape

society's perspective on social reality. Kroeber & Kluckhohn (2020) also defines culture as a complex whole that includes knowledge, beliefs, art, morals, laws, customs, and other abilities and habits that humans acquire as members of society. In the era of globalization, Indonesia's local culture continues to undergo a transformation, driven by the influence of increasingly intensive global elements. The government and the community need to increase efforts to preserve local culture, one of which is through education from an early age. The phenomenon where students are more interested in foreign cultures through social media and the internet is a serious challenge in maintaining the sustainability of Indonesia's culture.

Likewise, the idea of empowering kindergarten teachers in Pesawaran Regency aims to improve their ability to create innovative educational games (APE) media. Pianta, Barnett & Justice (2021) Good educational game tools help teachers provide contextual and relevant learning for children. They play an important role in connecting formal learning with children's daily lives. Thus, APE not only functions as a play tool but also as an effective educational tool (Fadillah, 2017).

METHODOLOGY

The Training on Making Teaching Media for Pintu Lestari Indonesia (Pitaria) as a Teaching Tool to Introduce Indonesia Culture at IGTKI-PGRI (Indonesia Kindergarten Teachers Association-Association of Teachers of the Republic of Indonesia) Pesawaran Regency, was carried out through several stages: planning, implementation, and evaluation.

Planning Stage

In order for this program to be implemented optimally, careful planning is required, including:

- Analyze the process of making teaching media for the kindergarten teachers involved.
- Examine the urgency of implementing community service programs, especially to provide creative teaching media training to kindergarten teachers.
- Coordination of the PKM implementation team.
- Compiling training modules/slides for making PITARIA teaching media.
- Prepare the necessary tools to create teaching materials.
- Arrange the time for the implementation of activities.
- Prepare facilities and infrastructure for the implementation of community service, such as computers and LCDs provided by the team, while stationery, plastic, paper, scissors, and knives are provided by teachers.
- Organizing the preparation of the partner team for the implementation of activities.
- Manage administration related to PKM activities.

Implementation Stage

At this stage, service activities are carried out by providing training to teachers who are members of the Pesawaran Regency IGTKI. The methods used in this training include:

- The implementation of the pretest before the training begins.
- Socialization The socialization aims to provide understanding to partners about the importance of training in making teaching media that will be used in the classroom. The socialization and training process lasted for one month with coordination related to the necessary places, tools, and materials. Partners then gain increased knowledge and scientific understanding of the creation of teaching media. This socialization activity was carried out through face-to-face lectures accompanied by presentations using PowerPoint.

- Skills Training Skills training is conducted in workspaces provided by partners. At this stage, the proposer team demonstrated how to make creative teaching media, as well as assisting partners in the practical process of making PITARIA teaching media.
- Teaching Practice At this stage, the proposer team will show how to use PITARIA teaching media in direct learning with students. After the demonstration, the proposing team will accompany kindergarten teachers in Pesawaran Regency until they are able to teach in an interesting and meaningful way using the teaching media.

Evaluation Stage

All training that has been provided is evaluated to assess the results and changes in knowledge gained by participants. Based on (Dimiyati & Mudjiono, 2005), learning outcomes are achievements in the form of grades or scores after the implementation of the test at the end of learning. This score can be used as an indicator of mastery of the material by students or students. Learning outcomes include cognitive, affective, and psychomotor domains.

The evaluation was carried out by giving a posttest to the participants after the training was completed. The results of this posttest are compared to the pretest given before the training starts.

RESULTS AND DISCUSSION

The Training on Making Teaching Media for Pintu Lestari Indonesia (PITARIA) as a tool in introducing Indonesian culture to IGTKI-PGRI Pesawaran Regency aims to hone the abilities and skills of kindergarten teachers. As a teaching medium, this tool not only helps students in understanding the material being taught, but also stimulates the thoughts, attention, and skills of the teachers themselves. The impact of the use of this media has the potential to increase student learning achievement as well as affect the behavior and teaching methods of teachers. Therefore, the use of media in the educational process is very important, because it can provide a unique learning experience, introduce abstract concepts, and help clarify and deepen students' understanding in accordance with learning objectives.

There are several important aspects to consider in designing teaching materials or teaching aids, including:

- Simple yet durable design (made of strong and non-fragile material);
- Easy to make and affordable in terms of cost;
- Practical to use, store, and reuse;
- Able to support an effective learning process and describe ideas appropriately;
- Relevant to the age of the child who is the target user;
- It can be applied to various learning topics;
- The design and appearance attract students;
- Learning materials that are in accordance with the applicable curriculum.

The following is a model of PITARIA teaching media.



FIGURE 1. Design of Closed Teaching Media

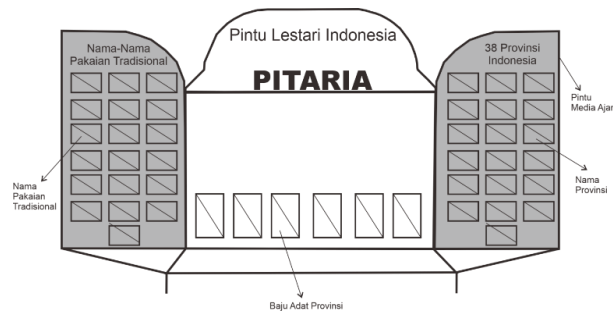


FIGURE 2. Teaching Media Design for Opening Education



FIGURE 3. Colored Design Teaching Media



FIGURE 4. Colored Design Teaching Media

The following is a documentation of the activity:



FIGURE 5. Material Presentation



FIGURE 6. Presentation of Materials and Making of PITARIA



FIGURE 7. PITARIA Photo



FIGURE 8. Practice of using PITARIA directly with students

This training is certainly aimed at improving the abilities and skills of teachers in making PITARIA teaching media tools. So measurement and evaluation of the results of training are very important. Before the Training on Making Teaching Media for Pintu Lestari Indonesia (PITARIA) as a Teaching Tool to Introduce Indonesian Culture began, a pretest was carried out first to measure the level of initial knowledge of kindergarten teachers. Furthermore, after the training is completed, the teacher's ability is measured again through a posttest. Here are the results of the pretest and posttest.

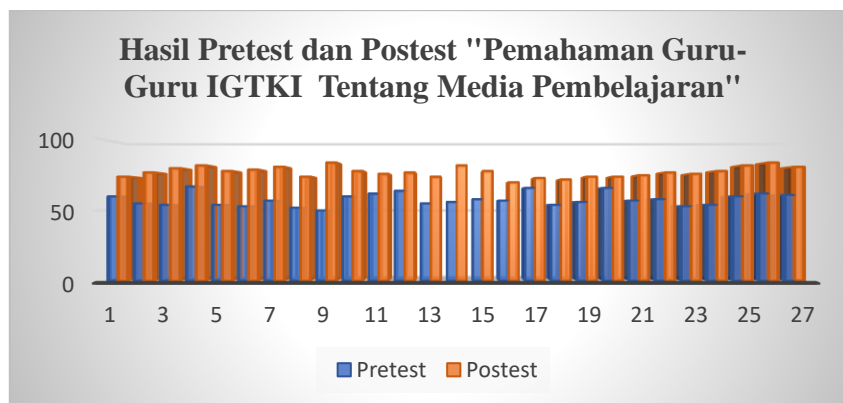


FIGURE 8. Pretest and Posttest

Based on data obtained from 27 kindergarten teachers through pretest and posttest, the results show a significant increase. The average pretest score of 57.81 jumped to 77.40 after the posttest. An in-depth analysis of these results shows that there has been substantial improvement in the knowledge and skills of teachers who participated in the training program. The pretest score reflects the level of initial understanding of the participants, while the posttest describes the learning outcomes after participating in the entire series of training activities. This significant increase in post-test results is a strong indicator that the training is successful not only in providing new knowledge but also in improving the skills of teachers in creating and using learning media. Thus, the participants were able to apply the material learned during the training to their teaching practice in real life.

Therefore, it can be concluded that this training program has not only succeeded in expanding the knowledge of teachers but also effectively improving their skills in facing the challenges of modern learning. This training provides practical benefits by presenting valuable insights related to the use of teaching media that are better and more relevant to the times.

In accordance with the view of Salsabila U.H et al. (2020), successful training not only results in theoretical improvement but also facilitates practical application in the classroom. Teachers who are able to integrate learning media well can create a more dynamic learning environment and relevant to today's educational needs. Overall, through data analysis, training results, and concept support from experts, it can be said that this training builds a solid foundation to improve the quality of teaching through the understanding and effective use of teaching media by teachers.

CONCLUSION

This Community Service (PKM) activity is a strategic step in an effort to improve the capacity and skills of Kindergarten (TK) teachers in Pesawaran Regency. With a focus on the development and utilization of innovative learning media, especially through the use of PITARIA teaching media, this activity aims to face the challenges of globalization that have the potential to shift children's interest in local culture, such as the influence of K-Pop. The importance of introducing regional culture from an early age is the key to maintaining the nation's identity, and this is highly dependent on the ability of teachers to deliver interesting and relevant learning materials for children. The process of socialization, creation, and practice of using PITARIA shows the active involvement of teachers in this activity, where they not only gain knowledge about the importance of creative learning media but also are trained to apply it directly in teaching. Through this training, PKM has a wider impact than just technical skills transfer; This activity paves the way for a paradigm shift in education at the kindergarten level.

With the increase in the ability of teachers to create and utilize interesting learning media, it is hoped that children's absorption of materials related to Indonesian culture will also increase. The long-term impact

of this activity is expected to minimize the influence of foreign cultures on children and strengthen their love for the richness of local culture. The young generation in Pesawaran Regency is expected to grow up with a deep understanding and appreciation of Indonesia's cultural values, which in turn will keep the nation's cultural heritage alive and relevant.

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