

Technical Assistance in Making Instructional Learning Media for Teachers and Students Mas Dr. H. Abdullah Ahmad PGRI Padang

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ABSTRACT

Utilization of relevant learning media in the classroom can optimize the learning process. For lecturers, media helps concrete concepts or ideas and helps motivate active learning participants. For students, the media can be a bridge for critical thinking and action. Thus the media can help the task of lecturers and students achieve the specified basic competencies. So that learning media can be used properly, teachers need to know their learning needs and the problems faced by students regarding the material to be taught. To improve the teaching and learning process, a teacher should use instructional media as a channel. Through this channel, the stimulus is delivered to students to motivate, attract attention, stimulate student responses and others. For this purpose, it is necessary for the teacher to know the types of media besides being able to choose, it is also possible to combine several media to convey his meaning.

INTRODUCTION

Utilization of relevant learning media in the classroom can optimize the learning process. For lecturers, the media helps concrete concepts or ideas and helps motivate active learning participants. For students, the media can be a bridge for critical thinking and action. Thus the media can help the task of lecturers and students achieve the specified basic competencies. So that learning media can be used properly, teachers need to know their learning needs and the problems faced by students regarding the material to be taught.

Media is the plural of medium which in a general sense is used to denote a means of communication. This word comes from the Latin *medium*, meaning between. This term denotes anything that carries or transmits information between a source and a receiver. Therefore, films, television, radio, recordings, photographs, projected visual tools, printed materials and others are instructional communication media, Heinich et al (1985, p. 5).

In the teaching and learning process, communication models such as pictures also apply between teachers and students. This communication process must be created by the teacher and the student. Messages or information conveyed by the teacher are also through channels which can be in the form of statements from students or teachers which are presented in the form of a film, chart or picture and so on, which then the recipient (student) will give a response or reaction. This reaction can lead to an active response, for example in the form of an answer or suggestion if the message goes smoothly without any interruption. It turns out that the ongoing message is interrupted, the teacher must look for the obstacles that hinder it or by using media that can facilitate the course of communication (teaching and learning process). Therefore, there are those who define media as any form of equipment that is usually used to transfer information between people. So radio, television, newspapers, books, and all such tools are media.

What is meant by instructional media, until now there has not been a certain definition of instructional media that can be used as a guide. Each expert provides a definition according to their respective point of view. However, in this description will be put forward some definitions as follows.

Educational media are media whose use is integrated with the objectives and content of teaching which are usually outlined in the Teaching Program Outlines (GBPP) and are intended to enhance the quality of teaching and learning activities (Santoso S. Harnidjojo). Gerianch and Ely (1980, p.241) define instructional media externally, which includes people, materials or events that can create learning conditions that enable students to acquire knowledge, skills and new attitudes. Meanwhile, in a narrow sense, instructional media are defined as graphics, photos, electronic and mechanical devices used to capture, process, and convey visual and verbal information. Seham (1977, p.12) defines instructional media as communication media used in teaching-learning activities.

Based on the explanation above, the problem is that not all teachers and students understand how to make an Instructional Learning Media. For the

lecturers themselves, the activities of technical assistance in the manufacture of Instructional learning media for teachers and students of MAS Dr. H. Abdullah Ahmad PGAI Padang. is a community service activity as part of the activities of the Tridharma of Higher Education

In the teaching and learning process the teacher has an important role so that the teaching and learning process runs well and is conducive, therefore teaching teachers must have the ability to create interesting teaching media so that students are interested and not bored in following the lesson, based on the observations of the media service team. The teaching used by the teacher feels less attractive, tends to use monotonous media and that's all., then the learning media used by the teachers in the partner school is still not optimal. Therefore, our dedication team helps make learning media in the form of Instructional Media, namely in the form of visual media and interactive media that usually make the teaching and learning process more optimal and interesting

Students also have an important role in the teaching and learning process, to stimulate the process of independent learning, teachers usually give group assignments in the sense of the word they are assigned to make papers with predetermined material, and the teacher expects them to be able to appear and present the results of their group papers in the classroom. in front of the class, so that the presentation is good, of course the group arranges the presentation method in such a way so that the material is well exposed, the discussion process runs interestingly, the things that are provided are books, sources, papers, and supporting presentations. Of course they also make concise material, namely in the form of Power point .. a power point application that is very easy to access and also very effective for teaching media. power point is one of the media that is included in Visual media, besides making Power point we will also introduce assistance in making other Visual Teaching media in the form of a tutorial for making Grfi k, pictures etc.

IMPLEMENTATION AND METHODS

Location

This service activity was carried out in the Dr. MAS school building. H.. Abdullah Ahmad PGAI Padang, having his address at Jln. Dr Abdulaah Ahmad no 8 Sawahan, East Padang District, Padang City.

Time

This activity is scheduled with a design of 3 to 4 face-to-face meetings and in February 2022 it begins with identifying, field surveys about the learning process at partner schools and the service team can draw conclusions about what must be done during the learning process so that it can be carried out and running. more interesting. Coordination will continue until the end of April 2022. The first meeting in this activity was agreed on February 27, 2022 and for the next

meeting we will hold it every Monday every week according to the agreed time, up to 4 meetings.

Party background

In the learning process involving teachers and students, for more effective community service activities targeting teachers and students MAS Dr. H.. Abdulah Ahmad PGAI Padang, So it is hoped that all members of the teacher and student assembly can use Instructional Learning Media well and of course the learning process will be even more interesting

IMPLEMENTATION AND METHODS

Based on the situation analysis, problem formulation, and targets to be achieved as well as the objectives of this community service program, it is to overcome the obstacles faced by teachers and students related to the integrated learning process so far and the learning media used so far which is considered too monotonous so that it arises. bored and bored during the learning process. According to this, it can be done by introducing teachers and students to the technicalities of making Instructional learning media.



Photo 1: Documentation with School Leaders



Photo 2: Documentation of the opening of the event



Photo 3: Documentation with the Committee and Participants



Photo 4: Documentation of Material Presentation



Photo 5: Documentation of Material Presentation



Photo 6: Documentation of Material Presentation

This service activity is carried out with the aim of assisting the creation of interactive media and visual media for teachers and students at partner schools in the implementation of the steps that have been arranged.

Steps for implementing activities:

1. Participants who take part in the activity guidance must provide several tools for making media such as cellphones, laptops,
2. Determine the number of participants who will be given technical assistance in making media,
3. Provide material on making visual and interactive teaching media by displaying material with Power points.
4. Provide technical and structured guidance in making visual and interactive media,
5. Provide opportunities for teachers and students to practice making media,
6. Provide opportunities for teachers and students to practice the media they have created.
7. Evaluation of learning media that has been made.

Theory

The targets in this community service activity are MAS teachers and students, Dr. H.. Abdullah Ahmad PGAI Padang, so it is hoped that all members of the teacher and student assembly can use Instructional Learning Media

- a. Providing knowledge to teachers and students to use interesting learning models, especially instructional learning media during the COVID-19 pandemic.
- b. Practicing in the form of Power piont Instructional media materials. In the form of making graphics, making power point media, and interactive media.
- c. The presentation of the material is also included with the appearance of interesting learning model videos
- d. And assistance in making media that has been taught.

RESULTS AND DISCUSSION

Implementation of Community Service activities carried out at MAS Dr. H. Abdullah Ahmad PGAI Padang. The use of varied learning models is very much needed in the learning process by teachers and students not getting bored and feeling bored in the learning process. Various learning models that can be used by teachers, one of which is the Technical model for making Instructional learning media. Activities are carried out by socializing Instructional learning models and mentoring teachers and students to design Instructional learning models.

Textbooks or textbooks are learning tools used to support a teaching program that is used as an educative instructional media (learning media) related to a particular field of study. While the blackboard is an indispensable equipment in every school and every class. It can even be said that the blackboard becomes an absolutely necessary facility as well as chairs and tables. The whiteboard can be used to write, create pictures, graphs, diagrams, maps and so on. With the blackboard the teacher can explain and demonstrate the lesson (Setriani, Suryani 2021)

Laptops and projectors are visualization tools for presenting learning materials by teachers. Laptops and projectors are used to make time more efficient and make it easier for students to see the subject matter given by the teacher.

From the results of observations and interviews related to the suitability of educative instructional media with media selection criteria, the use of educative instructional media in the form of textbooks has been in accordance with the media selection criteria. This is evident from the use of educative instructional media in the form of textbooks in accordance with the instructional objectives that have been set out in the lesson plans. In addition, the teacher develops subject matter from various sources to make it easier for students to absorb the subject matter provided and according to the level of student understanding.

Textbook media is a practical medium that is easy to carry and use by students to study at school and at home. In the use of educative instructional media in the form of textbooks, teachers have been skilled in using textbooks. This is evident from the provision of learning opportunities according to their ability and speed in absorbing the subject matter. This is done by the teacher by asking students to explain the subject matter according to their understanding based on students' analysis of the textbooks that students have read, then the teacher conveys the subject matter using an understanding that is easily understood by students, provides relevant examples and then invites students to conclude. subject matter in accordance with the material in the textbook.

Textbook media is a practical medium that is easy to carry and use by students to study at school and at home. In the use of educative instructional media in the form of textbooks, teachers have been skilled in using textbooks. This is evident from the provision of learning opportunities according to their ability and speed in absorbing the subject matter. This is done by the teacher by asking students to explain the subject matter according to their understanding based on students' analysis of the textbooks that students have read, then the teacher conveys the subject matter using an understanding that is easily understood by students, provides relevant examples and then invites students to conclude. subject matter in accordance with the material in the textbook.

The use of educative instructional media in the form of a blackboard has complied with the media selection criteria. This is evident from the use of educative instructional media in the form of a blackboard in accordance with the instructional objectives that have been set out in the lesson plans. In addition, the use of educational instructional media in the form of a blackboard has been appropriate in supporting the content of the subject matter being taught. this is evident from the teacher explaining the meanings that are not clear and written back into the blackboard to visualize into the blackboard in order to make students better understand the meaning intended by the teacher. Whiteboard media is a practical medium because in its application it does not require complicated and complex skills.

In the use of educational instructional media in the form of a blackboard, the teacher has been skilled in using the blackboard. This is evident from the application of instructional media in the form of a blackboard such as a blackboard that is always clean before use, preparing some markers, providing learning opportunities according to their ability and speed in absorbing the subject matter. This is done by the teacher by asking students to come to the front of the class to write down things requested by the teacher related to the subject matter being studied, then the teacher conveys the subject matter using an understanding that is easily understood by students, provides relevant examples and then invites students to conclude the subject matter in accordance with the material that has been studied

The use of educative instructional media in the form of Laptops and Projectors has complied with the media selection criteria. This is evident from the use of educative instructional media in the form of Laptops and Projectors that are in accordance with the instructional objectives that have been set out in the lesson plans. In addition, the use of educational instructional media in the form of laptops and projectors has been appropriate in supporting the content of the subject matter being taught. this is evident from the screening of films and power points that are in accordance with the material being taught.

Laptop and Projector Media is a practical medium because it allows for all class sizes and spaces so that it provides an attractive and not boring presentation but in its application skills are needed in using laptop and projector media in order to attract students' interest and attention.

In the use of educational instructional media in the form of laptops and projectors, teachers are less skilled in using them. This is evident from the non-fulfillment of several requirements for using laptop and projector media in displaying subject matter such as the writing space used in the use of power point, the use of words of more than seven words per line so as to make the sentences denser in writing which causes the legibility level to be poor. well, starting a paragraph on the last line in a screen display and not paying attention to the characters of letters and key words such as bold, underscore and italics.

However, the technical quality in the use of laptops and projectors has been considered by the teacher, such as the information conveyed clearly and in its presentation not being disturbed by other elements in the form of a background in the form of an image behind the writing which sometimes makes it difficult for students to read the presentation of subject matter through power point.

In the use of educative instructional media there are obstacles that will hinder the teacher in delivering the subject matter. From the results of observations and interviews, it is known that in the use of educative instructional media in the form of textbooks, the obstacles faced by teachers are in the form of developing material between one book and another which is different so that it will be difficult for students to absorb the subject matter. If the teacher cannot summarize and equate the understanding between one book and another, it will be difficult for students to understand the subject matter taught by the teacher.

While the obstacles faced by students in the use of educative instructional media in the form of textbooks are that there are still many discussions in textbooks that are not understood and the use of language in textbooks is difficult for students to understand and is not supported by relevant examples so that they feel bored with the material being taught. by the teacher. In the use of educative instructional media in the form of a blackboard, the obstacle faced by the teacher is that when the teacher writes and turns his back on the student, it will provide opportunities for students to talk to their friends, thereby reducing the concentration of student learning. While the obstacles faced in the use of educative instructional media in the form of laptops and projectors, are the limited number of projectors and frequent blackouts when using laptops and projectors so that the use of laptops and projectors does not run optimally.

Based on the results of direct observations in the field, the efforts made by teachers to overcome obstacles in using educative instructional media in the form of textbooks are that the teacher makes summaries of various book references to increase the development of the material being taught. Furthermore, the efforts made by the teacher to overcome obstacles in the use of educative instructional media in the form of a blackboard are that students are asked to participate in the learning process by asking students to come to the

front of the class and write their opinions on the blackboard so that they remain focused in receiving lessons. While the efforts made by the teacher to overcome obstacles in the use of educative instructional media in the form of laptops and projectors related to availability and technical problems, the teacher returned to using educative instructional media in the form of books and blackboards.

CONCLUSIONS AND RECOMMENDATIONS

From the activities carried out, it can be concluded that this activity is very useful for users, namely teachers and students to be able to support the learning process that is intended to be more effective and this activity is very useful and still suggestions and solutions or materials are given that have been through surveys. field.

And we highly recommend it to colleagues who want to carry out service activities that are equally good, the material is adjusted to the demands of the curriculum and background or partner problems.

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6. And students

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GAMBARAN IPTEK