



Training and Assistance in Making Audio Visuals Formation of Nationalism Character in Elementary School Teachers Communities of Progressive School Movements in the Daerah Istimewa Yogyakarta Based on Desktop Applications

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Abstract: *“Gerakan Sekolah Berkemajuan (GESEKAN)” is a community formed for the principal's performance, one of which is to form a nationalist character as his vision. This community needs character learning to build school branding because of changing conditions and skills, difficulties in translating character learning ideas to meet learning outcomes, especially in attitude formation, and difficulties in finding assistance and training in making AVA Media, it's AVA offered for facilitating the learning of character building with UPN East Java as the facilitator. As a result, this training provided new insights and knowledge for Juniors School Teachers in the “Gerakan Sekolah Berkemajuan” in the Special Region of Yogyakarta. This training helped resolve the limitations of their abilities.*

Keywords: *Gerakan Sekolah Berkemajuan, AVA Media, UPN*

Introduction

Education development at the elementary school level is very intensively carried out¹, such as by a community in Sleman Daerah Istimewa Yogyakarta called "Komunitas Sekolah Berkemajuan," which is oriented toward educational innovation to overcome inequalities in learning methods and increase their potential. In the hopes of making the learning process more participatory and producing results with specific qualities.

Komunitas Gerakan Sekolah Berkemajuan (GESEKAN) is a community that concentrates a large part of its activity on developing and developing education, including multiple primary schools. Where the community members are Elementary School Teachers appointed by the community's head, who is also a Principal.

As the community program proceeds, the Advanced School Movement Community, hereafter referred to as "partners," conveys numerous things linked to

¹ Kurniati Tuasalamony et al., “Pengembangan Pendidikan Karakter Di Sekolah Dasar Negeri 5 Namlea,” *Pedagogy : Jurnal Ilmiah Ilmu Pendidikan* 7, no. 2 (July 9, 2020): 81–91.

difficulties that must be handled quickly with proper means. Special features in the growth of primary school education there include the necessity to acquire the character of nationalism and school branding and the adaptation to technological advances.

Each of these issues can be explained as follows: 1) Fun learning methods with a foundation of nationalistic character provide space and opportunities for the younger generation formed from an early age in elementary schools to obtain new things that are more appealing and grow sympathy and empathy for changes in the surrounding environment as the smallest scope to the nation and state as a larger scope used as indicators of nationalism. 2) School branding and technological change are the next accomplishments to be investigated by expanding competency through various training.

This thinking STEMS from the demands of developing a learning system based on AVA media (Information technology)², particularly in online learning to develop nationalist character. With the increased activities of students and teachers, learning media may face challenges due to limited space, location, and implementation time³. Reflecting on the situation, it is critical to have a fun learning method that uses easy-to-implement technology.

As a result, the Team assisted the Advanced School Movement Community in developing the ability and competence to operate technology and create interactive learning media that required the value of nationalism, and in labeling their respective schools with an interactive and fun teaching style.

Method

During the mentoring activity, the team decided to provide training at the Advanced School Movement Community in Sleman, Yogyakarta Special Region, which comprises 25 elementary school teachers.

The way to change the situation is by the partners' expectations, namely by assisting in creating audio-visuals to build the character of nationalism in elementary school teachers in the Community of the Advanced School Movement in the Special Region of Yogyakarta using the Participatory Rural Appraisal (PRA) approach method. Done by involving more "partners" consisting of all stakeholders, facilitated by UPN "Veteran Jawa Timur" community service implementers who serve more as resource persons or facilitators⁴.

² Hossein Talebi and Peyman Milanfar, "NIMA: Neural Image Assessment," *IEEE Transactions on Image Processing* 27, no. 8 (August 2018): 3998–4011.

³ Suparjan Suparjan and Mariyadi Mariyadi, "Google Classroom as a Distance Learning Media: Limitations and Overcoming Efforts," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 1 (June 1, 2021): 407–416; Shandell Houlden and George Veletsianos, "The Problem with Flexible Learning: Neoliberalism, Freedom, and Learner Subjectivities," *Learning, Media and Technology* 46, no. 2 (April 3, 2021): 144–155.

⁴ Ihwan Ridwan, Asdar Dollo, and Andriyani Andriyani, "Implementasi Pendekatan Participatory

According to another reference source, community empowerment is a process that develops and strengthens the community's ability to continue to be involved in the dynamic development process so that the community can solve problems and make decisions freely and independently⁵. Learning Media (AVA) based on desktop applications to facilitate character building learning with UPN "Veteran" East Java community service implementers as facilitators are expected to bring benefits and meet partners' needs in selecting alternative learning strategies for nationalist character building in designated schools.

The Team assisted in the creation of learning media (AVA) based on desktop applications at several stages, including: preparation (introduction), implementation of training, presentation of material, provision of practical tasks for creating learning media, and evaluation of implementation and assistance (Reflection) ⁶.

Results and Discussion

To ensure the success of service and training activities during the Covid-19 pandemic, the team from the Management Study Program, Information Systems Study Program, and Students planned for the activity to be carried out entirely online (virtually) via the Zoom meeting platform prepared by the Team.

This training and assistance will include a digital platform in the form of a Microsoft presentation application product and a combination of desktop-based applications, namely Microsoft Office PowerPoint as a place to create interactive learning media and template that has been provided by the Team, with the hope that teachers will be able to operate because everyone well knows the application.

The service activities are scheduled to include up to two (two) main meetings and one (time) implementation of the practice of creating learning media, each of which can be described as follows:

The first implementation occurred on Saturday, June 26, 2021, the practice of creating learning media occurred on July 1, 2021, and discussions and problem solving partners related to creating learning media occurred on July 17, 2021 at Microsoft Office Power Point desktop app-based.

This training and mentoring activity begin with the preparatory stage, during which the team performs a variety of activities such as conducting location and target search surveys, making a memorandum of understanding (MOU) and preparing to create

Rural Appraisal Pada Program Pelatihan," *Journal of Nonformal Education and Community Empowerment* (December 25, 2019): 88-94.

⁵ Kiki Endah, "Pemberdayaan Masyarakat: Menggali Potensi Lokal Desa," *Moderat: Jurnal Ilmiah Ilmu Pemerintahan* 6, no. 1 (February 29, 2020): 135-143.

⁶ Ratnawati and Sulastri, "Pemanfaatan Media Audio Visual Aids (AVA) Dalam Pembelajaran Kosakata Bahasa Inggris Di TPA Jannatul Firdaus | Madaniya," *Madaniya* 2, no. 2 (May 17, 2021): 121-128.

examples of learning media from the selected desktop applications or software, as well as reaching an agreement on activities and an implementation schedule.

These preparations were coordinated with the Advanced School Movement Community in Sleman Yogyakarta. The team has provided meeting media, presentation media, modules, and award certificates for active pasrt insertion.

The second stage is training and mentoring implementation; at this stage, the presenter of the material provides an overview related to the indicators of State Defense and nationalism insights provided to Mr. Teacher, which can later be used as a guide for creating learning media with the concept of nationalism.

The indicators used are learning indicators that have been applied and implemented by UPN "Veteran" East Java as "Kampus Bela Negara," according to Ministry of Defense regulations.



Figure 1. Presentation of material on state Defense Nationalism, and indicators in making learning media

The presenter of the material provided a tutorial on creating Microsoft Power Point software-based learning media and introduced the concept of desktop application-based learning media in general, which does not require an internet network to operate. It was presented and demonstrated sequentially (step by step).

The main point of the discussion was the introduction of worksheets in the Microsoft Power Point software display, such as the toolbar and other vitur uses.

Furthermore, the master slide preparation was used to design each slide by inserting vitur (adding shapes, pictures, clip art, cover page, text box), page layout (adding background), and formatting.

There are several key points to consider when creating Microsoft Power Point software-based learning media, namely: 1) Creating a home page with the topic or name of the learning media (for example, Salam Bela Negara Game), 2) Creating quiz questions based on nationalism indicators and removing the master slide of true and false answers and activating hyperlink fitur to connect any commands for correct and false answers or link to deprogrammed slides. 3) Creating animations in slides and incorporating audio or video from computer software. Last but not least, the team has created a template with an educational game theme based on Tim's application.

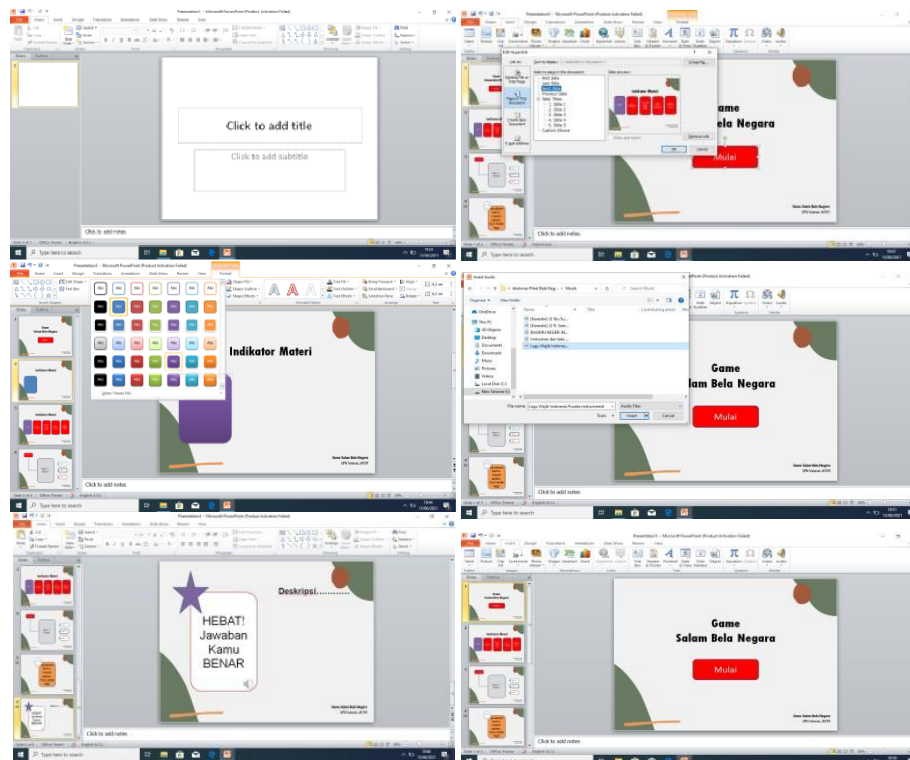


Figure 2. Tutorials on creating learning media, and using hyperlink features

Other team members' roles are to provide assistance and explanations. When there are questions about the creation of desktop-based learning media, this is done so that all Teachers can understand every step and setting used in creating desktop-based learning media. Following Activities Exposure face Manufacture media Learning, the team assigned the teacher a practical task, namely making media learning with the same concept as when demonstrating how to make media.

The team has agreed that the media for file collection and Q&A discussions will be conducted through the Google platform, specifically Google Classroom; however, is not immediately providing education and knowledge transfer on how to use Google Classroom as a medium that aids in the teaching process.



Figure 3. *Google Classroom*, as a supporting medium for training

The teacher gradually understands how to embed learning media packaged in the form of Microsoft Power Point software-based games and templates provided by the Team via software as this activity is implemented. The following is an example of learning media based on a type of nationalism indicator implementation.



Figure 4. Examples of Learning Media

In the final stage, the team evaluated the implementation of mentoring and training by creating audio-visual learning media.

The following is a summary of the training evaluation results: 1) There are 9 trainees, 6 women and 3 men; 2) 77.8 percent were educated in S1 and 22.2 percent in S3; 3) Teachers who participate in the training have 0 to 5 years of teaching experience (66.7 percent), 6-10 years of experience (11.1 percent), and more than 10 years of experience (22.2 percent); 4) this learning media training, according to all participants: a. Can motivate students; b. Effective in shaping the character of students; 6) 77.8 percent of teachers are aware of previously trained learning media; 7) Training time is appropriate for the material provided.

Several obstacles and weaknesses were encountered during the mentoring program's implementation, including the following: 1) Difficulty explaining material to senior teachers who are still unfamiliar with this type of learning media; 2) Teachers are still not used to carrying out teaching with the help of Microsoft Power Point Software-based learning media combined with Team templates previously provided via processed software.

To overcome this, the team implemented several strategies to mitigate the most significant impact of the existing weaknesses, including providing modules with complete guidance on how to create learning media, avoiding difficult-to-understand language, and always minimizing the difficulties experienced by participants..

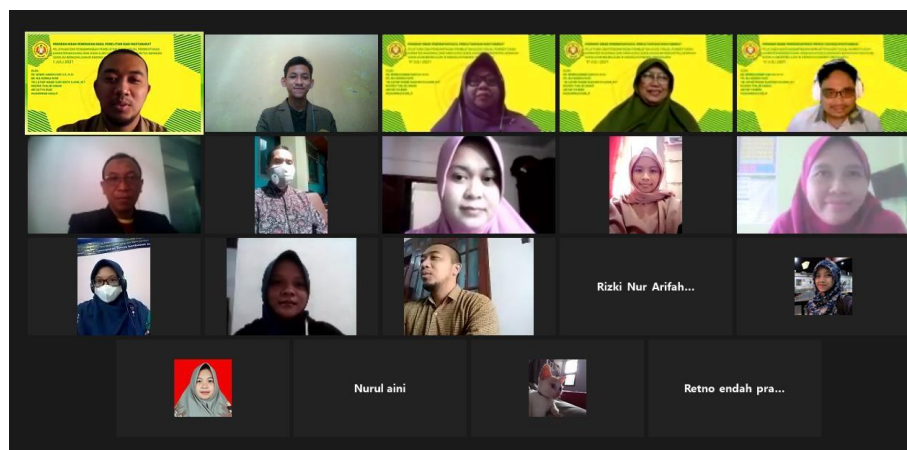


Figure 5. The final stage, the implementation of discussion and evaluation

Overall, the activity "Training and Assistance in Making Audio Visuals to Build Nationalism Character in Elementary School Teachers of the Advanced School Movement Community in the Special Region of Yogyakarta" went very well, thanks to Mr. Teacher's enthusiasm.

Based on the findings of the post-activity interview, Mr. Teacher gained skills and competencies in scientific and technological insights and new experiences for teachers as a result of this mentoring.

This training also demonstrates that the desire to remain oriented in the future is strongly reflected here, and hopes for the future include not only training on creating audio-visual learning media, but also instilling a sense of nationalism and love for the Indonesian homeland in the younger generation, which can be cultivated as early as possible.

Conclusion

The training is extremely beneficial to the trainees and provides new insights and knowledge for elementary school teachers in Daerah Istimewa Yogyakarta's Advanced School Movement Community. This training assists in overcoming the limitations of abilities held by teachers of special primary schools in the Advanced School Movement Community.

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