

## Learning Media Development Training for Teachers of SD Negeri Baun 1

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### Abstract

The learning media available at SD Negeri Baun 1 already exist, but are not enough to attract students' motivation, attention, and enthusiasm in learning. The purpose of this community service activity is to find out the basic techniques of creative and innovative learning and develop them. The community service method used in this PKM activity is Community-Based Research (CBR). The technique in this activity is training, where teachers are trained to create learning media that support learning activities. The results of this PKM activity show that the activity results are measured based on participant satisfaction in participating in the activity, namely 80% very useful, 20% useful, 0% less useful, and 0% not useful. This PKM activity concludes that the school is very satisfied with the activities carried out by the community service team because it provides considerable benefits, namely increasing knowledge about the application of Padlet, Tarsiamaker, Puzzlemaker, Wordwall, and Genially learning media.

### Keywords

Learning Media; Teacher; Training



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## **1. INTRODUCTION**

One of the important elements in the learning process is learning media, which is currently a demand because the role of learning media can clarify abstract learning concepts so that students more quickly understand learning material well (Putri & Citra, 2019). Learning media is an innovation made by teachers so that the learning process is easier, more efficient, and relevant to learning objectives, so that there is an increase in understanding of concepts, mindsets, and broadening students' horizons. Using learning media for students can create an active, innovative, creative, and fun learning environment (Magdalena et al., 2021; Rahmawati et al., 2022). The use of learning media can improve students' learning skills; this can happen if the right learning media can increase interaction between students and create a learning environment that is fun and not boring (Rohima, 2023).

Learning media is very important to use in the learning process to improve student achievement because learning media can clarify the content of the material, save time and energy (Dita, 2022). Based on research (Ndraha & Harefa, 2023) shows that learning media is needed in the learning process and can increase students' interest and motivation to learn. The selection of learning media cannot be done easily for a teacher, but teachers can adjust the media made or chosen according to the students' character in the school (Wulandari et al., 2023). In choosing the right learning media, teachers should pay attention to the characteristics and specifications of the selected media. The four components that need to be considered in selecting media in teaching are the suitability of the material, suitability to the character of students, suitability to learning styles, and suitability to supporting facilities (Salim & Utama, 2020). This is in line with research that shows that teacher creativity in choosing learning media by paying attention to student characters can improve student learning outcomes (Budiman et al., 2020).

Currently, the use of technology and information-based learning media cannot be abandoned and avoided because its use can facilitate teachers in carrying out teaching and learning activities in the classroom, teachers can utilize technology to teach material or play while learning where extensive material coverage can be easily reached by teachers and students by utilizing cell phones, laptops, the internet and so on (Zahwa & Syafi'i, 2022). Technology is indispensable in the education sector in improving the quality and education to help students achieve learning objectives by utilizing technology; technology is used to assist in changes in the world of education today (Aji Silmi & Hamid, 2023). In addition, using technology in teaching attracts students, who will look more enthusiastic in learning and searching, and see various

materials and phenomena that occur (Suminar, 2019). Teachers' creativity in choosing and utilizing technology as a learning support media has not been maximized due to limited skills, supporting devices and age being the reason for the lack of teacher creativity, besides that the selection of technology-based media so far is only based on the suitability of the material and the ease of use of the media (Harpeni Dewantara, 2020).

Learning media available at Baun 1 State Elementary School include monopoly, globe, reading books, etc. Still, the media is insufficient to attract students' motivation, attention, and enthusiasm to learn. Therefore, in making the learning process interesting and fun, innovation is needed in developing learning media using technology. The problem of teaching materials used is still using PowerPoint and teaching materials; the teaching process still uses conventional methods. Therefore, the PKM team wants to train elementary school teachers to make learning media. The objectives in this activity are 1) to know the basic techniques of creative and innovative learning, 2) to find the uniqueness or characteristics of subjects into the learning process plan, 3) to develop learning media oriented towards improving students' literacy skills, 4) to convey good practices of creative learning processes based on players (uniqueness and usefulness).

As a result of this training, teachers are also expected to be able to apply learning media and even develop them into interactive learning media. Interactive learning media are used to improve literacy and numeracy. Literacy-numeracy is not only learned in certain subjects but can be learned in various subjects. Literacy is not only interpreted as reading activities but is a cognitive ability used to identify, understand, interpret, create or create and communicate information or understanding of students (Ar et al., 2024). Therefore, a more in-depth understanding and training are needed for teachers in choosing and utilizing learning media to improve classroom teaching quality.

The purpose of implementing this activity is to improve the quality of learning. Teachers can understand and make teaching materials that are effective and useful in teaching, encourage and facilitate teacher creativity in preparing teaching materials, and improve teacher professionalism in designing quality teaching materials and being able to integrate technology in learning. The impact of this activity is an increase in teacher skills. Teaching materials that have been designed are more structured so that learning is more effective. Thus, this training can prepare teachers to make teaching materials and deliver them interestingly way.

## 2. METHODS

The community service method used in this PKM activity is Community-Based Research (CBR). The technique in this activity is training, where teachers are trained to create learning media that support learning activities. The partner of community service activities (PKM) is SD Negeri Baun 1, where the PKM Team carries out learning media development training activities for teachers at SD Negeri Baun 1. Before the PKM activity runs, the PKM team coordinates with the partner or principal of SD Negeri Baun 1, then carries out problem identification by discussing the problems in the school. The PKM Team designs the training materials teachers need and requests the SD Negeri Baun 1 school's willingness to carry out PKM activities. The PKM team then determines the form of activities, namely training and mentoring activities for teachers, and then determines the speakers, equipment, and consumption during the activity. This activity was carried out for two days on December 7 and 10, 2024.

## 3. FINDINGS AND DISCUSSION

This community service activity was conducted well and attended by 18 SD Negeri Baun 1 teachers. PKM activities can be carried out through several stages: Pre-Implementation; At this stage, the PKM team coordinates with the school to organize activity participants, time, and location of the activity implementation. The team also prepares the necessary activities to implement stationery, internet, and other needs. Implementation: This PKM activity began with opening activities by the IAKN Kupang PKM Team, then continued with remarks from the principal of SD Negeri Baun 1, and training and mentoring activities were carried out.

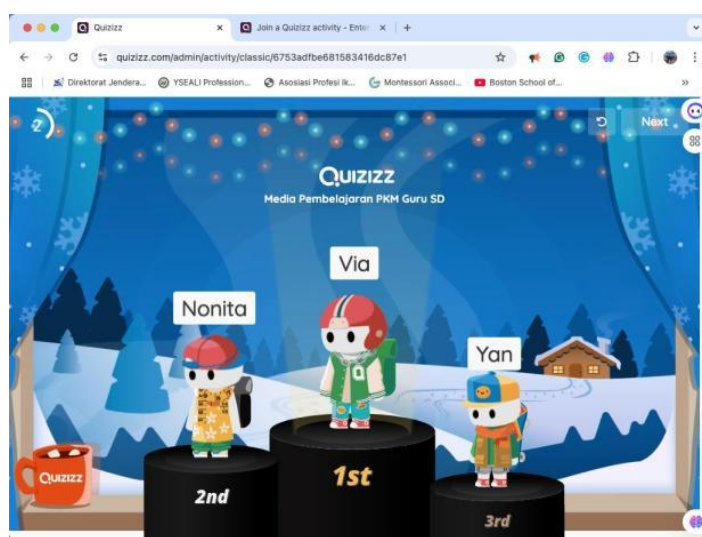


**Figure 1.** Group photo with teachers in PKM activities

The implementation of the training began by inviting teachers to play with the Quizizz application while measuring the teacher's ability to understand the preliminary understanding of learning media.



**Figure 2.** Teachers playing a game from the Quizizz app

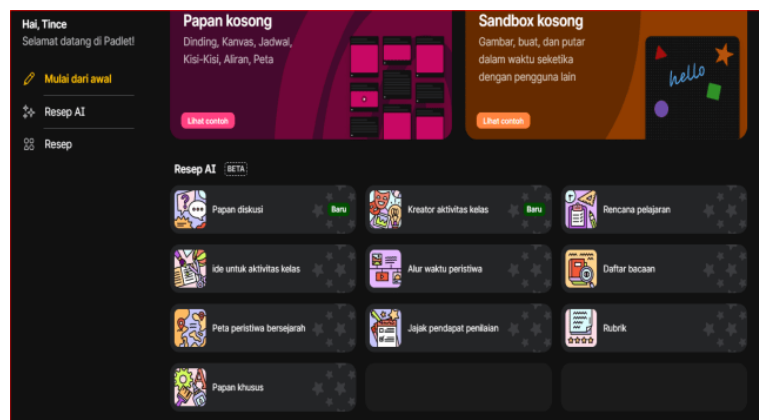


**Figure 3.** List of winners of teacher quizzes in PKM activities

After the quiz, the speaker provided training materials. The training materials carried out by teachers are game-based creative learning to improve students' literacy skills, Padlet application practice, Tarsiamaker, Puzzlemaker, Wordwall, Genially, and also assistance in making learning media. Teachers were invited to discuss the teaching modules used in the first material. Whether the teaching module has a “purposeful play” activity, the teachers are invited to analyze the existing games according to the learning model, the assessment rubric, does it answer the learning objectives, then the teachers are also invited to discuss what media and learning

environment are used in learning, is it optimal to facilitate students to achieve learning objectives? This discussion activity was interesting. The teachers presented the teaching module and were assisted by the speaker to improve the existing teaching module. In the next step, the teachers were also taught to practice the application of Padlet, Tarsiamaker, Puzzlemaker, Wordwall, and Genially. In practicing this application, the teachers need time to practice directly. Therefore, other application training will be continued during mentoring.

The apps shared with teachers started with the Padlet app. Padlet is a collaborative virtual board that helps teachers and students collaborate in writing interesting learning materials. How to use Padlet starts with registering first; it can be registered for free, and there are also paid ones. The first step is to create a Padlet that can be customized according to our needs; we can use approximately 10 Padlet models. This application can also be used for group work with students. The Padlet application can be set to description, select an account, and set wallpaper, font. This application can set the discussion column, and at the end, we can copy the Padlet link that can be shared with students so that they can also be actively involved in the discussion, or share about the material to be learned. We can also add other discussion posts, we can also include images, videos, other links, or other Padlet links. The final result or discussion with students can be saved in JPEG, PDF, or directly printed. Using this Padlet application can help students improve their writing and critical thinking skills (Arina Rohmatika et al., 2020).



**Figure 4.** A Padlet app model that teachers can use

The Tarsia maker application is similar to a puzzle where the teacher simply provides questions and answers then the application will assist in compiling these questions and answers like a puzzle. As desired, the teacher can choose several shapes or pieces in the Tarsia application. After that, please input the question in the upper

column and the answer in the lower column. In this application, we can separate colors and fonts. Choose the number of pieces or shapes on the right side as needed. The number also indicates how many questions the teacher must prepare. After being formed, it can be printed and distributed to students to work on.

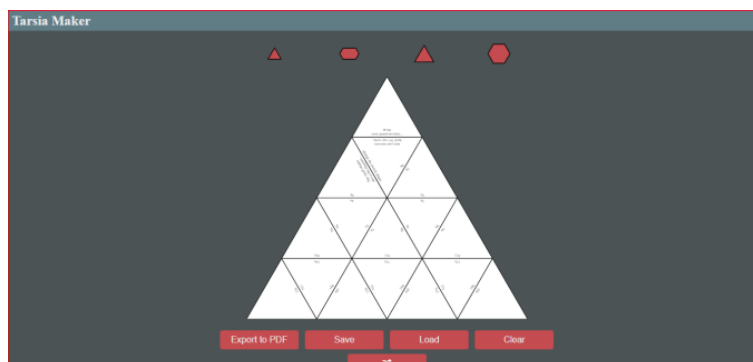


Figure 5. Tarsia maker application model that teachers can use

Puzzle maker is an interesting crossword puzzle maker application because teachers can easily create it by simply preparing clues and answers related to learning (Maufidhoh & Maghfirah, 2023). The first step is to enter the puzzle maker application, then enter the theme of the learning material in step 1. In step 2, please enter the answer to the question and space with the clue or question material. For the next question, please space and continue by entering the answer, and so on. After entering all the clues and questions, you can proceed to step 3, creating or creating various crosswords and changing the model.

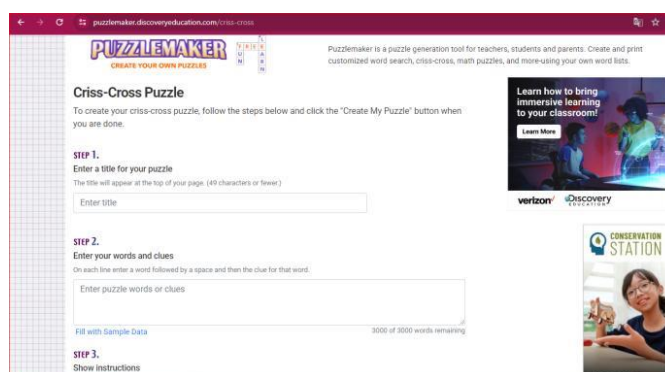
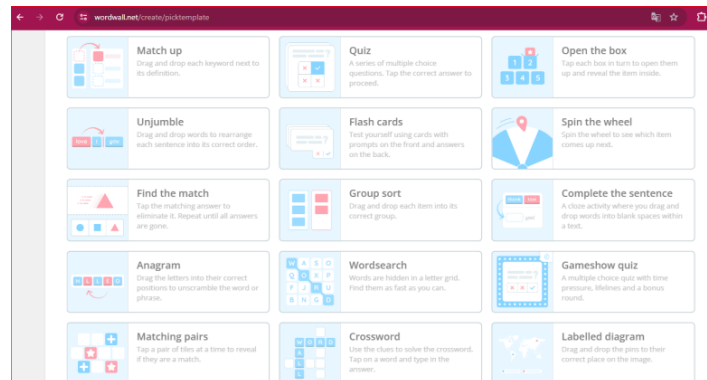


Figure 6. A puzzle maker application model that teachers can use

Wordwall app is a word search app with many types of templates available. This app is good for use in improving learning activities. How to use this application starts with registering first, then choosing to create with various types of templates available, namely matching, quiz, opening boxes, finding words, mazes, true or false, and so on (Savira & Gunawan, 2022). Teachers can choose according to their needs, change the

background, and share with students through social media. This is a paid application, but it can be used for free 3 times.



Picture 7. Wordwall app model that teachers can use

The Genially app is free to enhance learners' visual, auditory, and kinesthetic abilities. The app is easy to manage and has various features (Yolanda et al., 2023). The first step is to sign up for the genially application, and select create and select the free template that appears then we select the games template so that it can be edited and according to our needs, the selected games already have slides that we can replace with themes or subjects, we can still replace with the player we want. For the second slide, the book inserts an image or a photo, a button, or a logo. In the insert section, the book fills in the sound and changes the background, in the pages column, to see the number of pages. We can create game instructions on the right by typing them directly into this game. The dice can be played directly; we can also create questions. The game is designed similar to a Snakes and Ladders game.

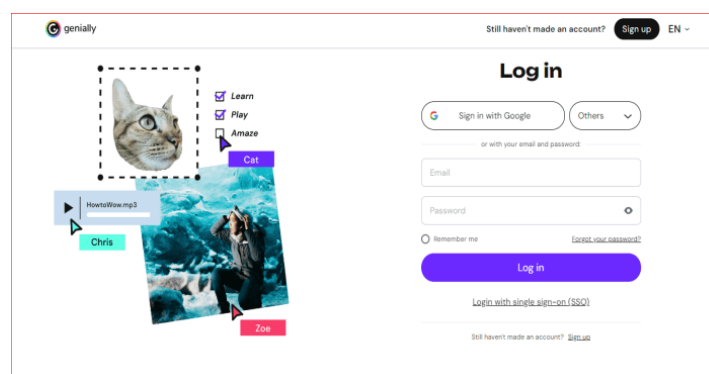
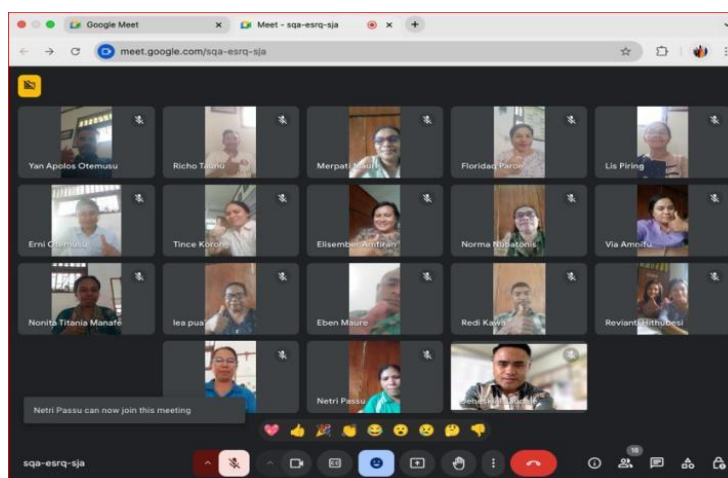


Figure 8. A Genially application model that teachers can use

The evaluation of PKM activities was carried out after the PKM activity was completed, the team continued the discussion by carrying out reflections from each teacher and it was seen that they felt that this training activity was very useful and provided additional knowledge in making learning media, due to time constraints the

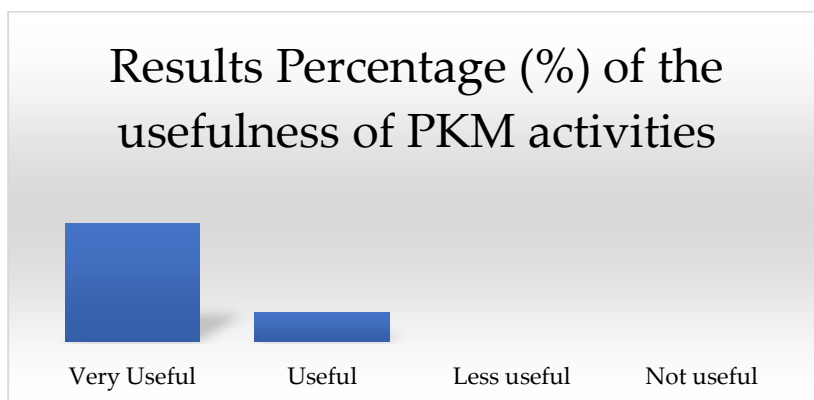


PKM team had not had time to give the final test at the end of the activity. The partner in PKM activities is Baun 1 State Elementary School and teachers are participants in this activity, assistance is given to teachers after the activity ends, where the teacher is allowed to make the media made and presented then discussed together after that the teacher is given additional knowledge in making learning media and given time to make the media, after the activity ends the PKM team continues to carry out assistance to improve the results of the application of the training results, teachers can practice the media made, get direction and feedback during the media making process, the implementation of this assistance is carried out online.



**Figure 9.** Online mentoring for teachers

The PKM team also evaluated the usefulness of activities shared directly with teachers by distributing questionnaires. The results of the questionnaire are presented in the table below:



**Diagram 1.** Percentage results (%) of the usefulness of PKM activities “Learning media development training for teachers of SD Negeri Baun 1”

#### 4. CONCLUSION

Implementing community service activities with the theme 'Learning media development training for teachers of SD Negeri Baun 1' can be useful. The teachers know about making learning media and can convey problems in developing learning media. The school is very satisfied with the activities carried out by the service team because they provide considerable benefits, among others: increasing knowledge about learning media development and applying learning media applications, Padlet, Tarsiamaker, puzzlemaker, wordwall, and Genially.

The success of this community service activity is measured by the participants' satisfaction when participating, with 80% very useful, 20% useful, 0% less useful, and 0% not useful. Recommendations for further activities are that teachers are given independent training in making learning media.

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