

Pelatihan Konten Kreator Media Pembelajaran Online Di SMK Yasiha Gubug

Training For Online Learning Media Content Creators At Vocational High School Yasiha Gubug

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Abstract: *The Covid-19 pandemic has brought significant changes in various aspects of life, including the education sector. One of the noticeable changes is the shift to online learning. However, the problem faced by teachers in this online learning process is the lack of skills in selecting relevant learning media that suits the condition and needs of the students. Therefore, the aim of this community service program is to provide an understanding of the concept of online learning media and to introduce and improve the teachers' ability in using the online learning support system through training and mentoring in creating online learning media content, particularly through the YouTube platform, for teachers at SMK Yasiha Gubug. The method used in this community service program was an informative approach and training mentoring. The results of this program showed that the motivation, confidence, understanding of online learning media, and teachers' skills in using technology to create online learning media have improved.*

Keywords: *Learning Media, Content Creator, YouTube*

Abstrak. Adanya Covid-19 banyak merubah tatanan di berbagai sektor kehidupan, tak terkecuali di sektor pendidikan. Salah satu perubahan yang sangat terlihat adalah dalam pelaksanaan proses pembelajaran yaitu berubah menjadi pembelajaran daring (online). Dalam pembelajaran daring ini permasalahan yang dihadapi oleh para guru adalah kurangnya keterampilan dalam memilih media pembelajaran yang relevan dengan kondisi dan kebutuhan peserta didik. Untuk itu, tujuan dari pengabdian ini adalah memberikan pemahaman tentang konsep media pembelajaran daring dan pengenalan serta peningkatan kemampuan guru dalam menggunakan sistem pendukung pembelajaran daring melalui pelatihan dan pendampingan konten kreator media pembelajaran online untuk guru di SMK Yasiha Gubug khususnya dalam membuat konten media pembelajaran online melalui platform YouTube. Metode pelaksanaan dalam kegiatan pengabdian ini adalah

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menggunakan pendekatan informatif dan pendampingan pelatihan. Hasil pengabdian ini menunjukkan bahwa motivasi, kepercayaan diri, pemahaman terhadap media pembelajaran daring dan keterampilan guru dalam menggunakan teknologi untuk membuat media pembelajaran online meningkat.

Kata Kunci: Media Pembelajaran, Konten Kreator, YouTube

INTRODUCTION

The Covid-19 pandemic has transformed education in Indonesia. One of the most popular changes in the education world is the new concept of online learning. This concept is a form of distance learning that utilizes software connected to the internet as a learning medium, which can be done anywhere and anytime. With this change, teachers are indirectly required to be more competent in improving their own capabilities, that is, the ability and willingness of teachers to continue learning to create online learning that is suitable for the needs of learners. One of the demands that teachers must master is the ability to master information technology and to use and choose learning media that are appropriate or relevant to current conditions so that learning can be maximal, effective, and efficient (Amalia, A. and Sa'adah, N, 2020). Based on the above description, it can be concluded that online learning will be effective if an educator is able to master the use of information technology to the fullest, have the ability to understand and choose appropriate learning media that suit the needs and characteristics of the learning materials to be delivered.

Learning media are anything that can deliver or convey messages from a learning source in a planned manner, creating a supportive learning environment where learners can learn efficiently and effectively (Asyhar, Rayandra, 2012). This means that teachers must be able to utilize and choose learning media that are suitable for conducting learning that is appropriate or relevant to current conditions so that learning can be maximal, effective, and efficient.

Along with the development of science and technology, there are many interesting learning methods that can be tried by teachers, one of which is the concept of content creator learning. This learning concept is where teachers can provide quality, interesting, and fun learning materials in various forms of content, including text, images, videos, sound, or a combination of all, which can be applied to support learning activities anytime and anywhere.

In the process of online learning, several obstacles have been encountered such as the

instability of the internet network, limitations of facilities such as smartphones, limitations of the abilities of teachers and students in utilizing technology, and others (Paristiowati et al., 2022). In addition, several teachers have also been found who have not used media in learning activities (Permana et al., 2021). Meanwhile, from field analysis that has been carried out, especially at SMK Yasiha Gubug, it was found that many teachers at the school: 1) have a lack of mastery of information technology as an online learning medium. This is supported by data from the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) which states that only 60% of teachers in Indonesia have mastery of information technology; 2) lack the skills of teachers in choosing learning media that suit the needs of learners. This is in accordance with the opinion of the Deputy Head of the Curriculum at SMK Yasiha Gubug who stated that online learning implementation has made learning activities less effective. However, the urgency of learning in SMK emphasizes the mastery of competencies in certain fields. The absorption of these competencies is a provision for students to enter and face the world of work and industry.

Therefore, the purpose of this community service is to provide alternative solutions to teachers at SMK Yasiha Gubug on how a teacher can master information technology skills in developing online learning media. However, this is not only limited to creating attractive learning media that can attract students' interest in learning but also how to manage the content of the learning media which plays a role in achieving effective learning goals, one of which is by using the Youtube platform (K. Greenhow, et al., 2013), (K. Ozturk, et al., 2018), (L. A. Riffe, dkk, 2015), (S. S. Ahmad, 2017). By utilizing technological advancements, the learning process becomes more enjoyable and unrestricted by space and time. Therefore, the expectation of this dedication in addition to the stated objectives is to motivate teachers to become content creators - teachers who continue to learn, think creatively in solving problems, and are prepared to create the best learning experience in any condition. (T.H. Nguyen and N.T. Nguyen, 2017).

METODE

Time and place

This community service activity will be carried out at SMK Yasiha Gubug, Gubug Sub-district, Grobogan Regency, Central Java. The Online Learning Media Content Creator Training at SMK Yasiha Gubug will be conducted from September 2022 to February 2023. The number of teachers participating in the training and mentoring is 59 teachers and 1 school principal.

Implementation procedure

The method used in this community service activity is an informative approach and intensive mentoring. The implementation procedure for training and mentoring in this community service includes:

1. Preparation of the training
2. Preparation of facilitators and instructors
3. Preparation of facilities and infrastructure
4. Implementation of training
5. Monitoring and evaluation of training, which is conducted gradually in the delivery of information technology utilization to create online learning media content.

Based on the implementation procedure, the activity plan in this community service is divided into three stages: 1) Stage 1 is to improve teachers' ability in understanding learning media, especially for vocational high schools; 2) Stage 2 is to improve teachers' ability in selecting and creating relevant online learning media content; 3) Stage 3 is to improve teachers' ability in utilizing information technology to manage online learning content creators through the YouTube platform. The activities carried out include technical assistance and evaluation of online learning media results through the YouTube platform. The partner's participation in the implementation of community service is to provide facilities and invitations for teachers to participate in the training.

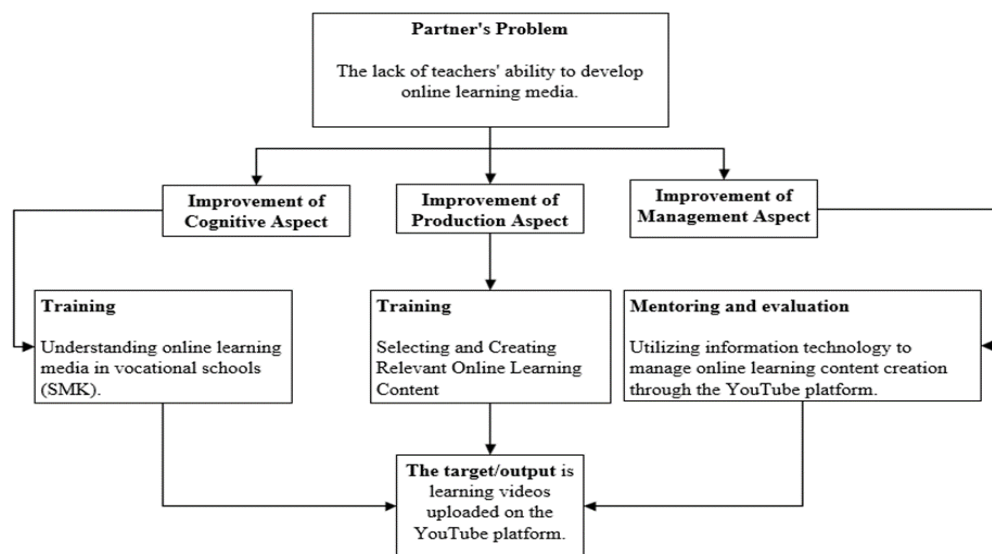


Figure 1. Flowchart of Community Service Activities

RESULTS AND DISCUSSION

RESULTS

The activity went smoothly and according to plan, the teachers and staff were very enthusiastic about learning to develop creativity and improve their understanding of the importance of learning media in the teaching and learning process. This training activity took place in two stages: the understanding stage and the application stage. The first stage was the understanding stage, where the participants were encouraged to realize how important it is to innovate to improve the quality of teachers and enable them to fully carry out both online and offline learning possible through online learning media.



Figure 2. Delivery of Innovation and Learning Media Material

The participants' understanding of the material presented at the beginning of the activity was quite good, and most of them had a theoretical understanding that innovation (staying relevant) through learning media is very important. However, in practice, the participants were not yet able to maximize their creativity in making learning media that are different from usual.

The next activity was a practical tutorial on tips for recording and creating engaging learning media in video format using a smartphone. Before the practice session, the teachers and staff were reminded again about the importance of learning media.



Figure 3. Understanding about Learning Media

After the participants were given an understanding as depicted above, they immediately did their first practice in following tips for recording and creating learning media in the form of interesting videos for learning using a mobile phone. In this practice, only one mobile phone connected to the internet network was needed. Then, the teachers and staff could directly create learning media according to the explanation and instructions from the resource person according to their creativity as depicted in the image below:



Figure 4. Delivery of Material on Recording Tips from a Mobile Phone

Next, the second practice activity was the core of the training which focused on becoming a content creator for online learning media as an alternative for online learning. The image below illustrates this activity:



Figure 5. Delivery of Tips for Recording Videos from a Mobile Phone

After the teachers and staff finished their practice, they were given broader knowledge and understanding about how to create a YouTube channel and how to upload the videos they have made to their own YouTube channels. This was one of the most interesting parts of the training that the teachers and staff felt. The entire series of activities of community service was concluded with a discussion and emphasis on the importance of utilizing the most interesting learning media, providing a new learning atmosphere to encourage students to have the ability and willingness to learn, especially for students in the SMK Yasiha Gubug environment who still need learning according to the purpose of SMK, which is learning that leads to the world of work and industry. At the end of the activity, the participants were given a questionnaire to find out their response to the community service activity.

DISCUSSION

Based on the results obtained from this activity, the teachers, and staff of SMK Yasiha Gubug were enthusiastic in responding to the community service activity. This was evident from their positive response, enthusiasm, and creativity in creating media learning content. The hope is that teachers can pour their creative ideas into creating more interesting learning media to meet the needs of students. Furthermore, the results of the survey showed that the activity was perceived as highly beneficial by the teachers, particularly those at SMK Yasiha Gubug. The success of the activity was evaluated after it was completed and can be measured by the positive response of the participants, as well as the quality of the learning media they were able to create. Overall, the community service activity was successful in achieving its goals of providing teachers with

knowledge and skills related to innovative and engaging learning media, as well as encouraging them to utilize their creativity in creating learning content.

CONCLUSION

From the community service activity carried out by the UNISVET team, it can be concluded that the training of online learning content creators as an alternative for both online and offline learning in the SMK Yasiha Gubug environment has been successfully implemented with enthusiastic and eager participation from the teachers and staff. Furthermore, they were able to create online learning content by utilizing their ideas and creativity to the maximum extent with good and interesting results.

The suggestion we can give in relation to this community service activity is that teachers should continue to motivate themselves to practice independently, including using the Merdeka Belajar platform to improve their skills, especially in creating learning media for the sustainability of the teaching and learning process according to the needs of the students. In addition, in the online learning process, teachers should be able to build collaborations with fellow teachers and other partners to ensure the success of the learning process (Suseno et al., 2022).

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We realize that there are still many shortcomings that need to be addressed in the preparation of this community service report. Therefore, we humbly accept any criticism, suggestions, and guidance that would be useful for the improvement of this report. We hope that this community service report can provide significant value for the development of science and technology that would benefit the wider community, especially in the field of education in Indonesia.

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