Assistance in Making Spin Game Powerpoint Learning Media for Early Childhood Teachers in Bengkulu City

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Abstract

Knowledge of technology-based learning media and improving the ability of preschool teachers, the ability to make PowerPoint spin game media, as well as the skills to use PowerPoint spin game media in learning. This PPM service aims to improve the competence of ECCE teachers. The method used in this service is to use training methods. The data collection method used in this service is using performance tests and data analysis using percentage techniques. The result obtained in this service is that the service is carried out well. The implementation of this community service can improve the skills of principals and teachers in terms of knowledge and skills in making PowerPoint spin games learning media with good criteria with an average score of 3.2. Meanwhile, if you look at the percentage of success of participants who got very good scores as much as 29%, who got good scores as much as 58.3%, and those who got enough scores as much as 12.5%. So, it was concluded that it can be said that the implementation of training on making power point spin games learning media has been successful.

A. Introduction

Teachers are educational staff who have the main task of carrying out teaching and learning activities. Teachers' duties include instruction, education, and management. In relation to the task of instruction, the teacher transfers knowledge and skills in accordance with the applicable curriculum, in this case, the teacher functions to increase the knowledge and skills of students so that in the future they will become people with high knowledge and skills (Buchari, 2018; M. Nur, 2011; Nasution, 2017; Sari, 2020; Tanady et al., 2023).

Today's technological developments are really needed to help the work of most sectors, including education, the role of appropriate technology is also able to support the work of teaching staff and really supports the understanding and activity of students (Muliyati et al., 2019).

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, junior secondary education and senior secondary education, in carrying out their main duties Teachers certainly need learning media that helps in the educational process of their students (Alimudin et al., 2019).

Learning activities carried out by teachers are still conventional, very monotonous and rarely liked by students in the current era of globalization, so teachers need to develop new teaching media that are preferred by students (Harahap et al., 2017). In general, teachers find it difficult to use technological teaching media, because the teacher's ability to develop teaching materials in diktat and teaching students is still very low. There are several factors that cause this to happen, one of which is the lack of training regarding the creation or development of teaching materials by related agencies.

With interesting media, students can be enthusiastic about teaching and learning activities. Learning does not always involve concrete things, both in concept and in fact. Even in reality, learning often comes into contact with things that are complex, virtual and behind the facts. Therefore, the media plays a role in explaining abstract things and showing hidden things (Ashoumi et al., 2021). Apart from that, the media can represent teacher deficiencies in communicating lesson material (Helpiani et al., 2014). The use of learning media in the teaching and learning process is very important for teachers in madrasas, because it can make the atmosphere of learning activities more enjoyable.

The development of an appropriate learning model basically aims to create learning conditions that enable students to learn actively and have fun, so that students can achieve optimal learning outcomes and achievements. To be able to increase enjoyable teaching and learning activities, it is necessary to provide infrastructure in terms of interesting learning media so that students do not get bored easily in learning activities (Umardiyah, 2020).

Learning activities require reducing the lecture method and replacing it with the use of lots of media. Moreover, in current learning activities which emphasize process skills and active learning, the role of learning media is becoming increasingly important. The attraction of students will arise if the material, method of presentation and delivery is unique and offers something fun and different for students, so that it can increase their absorption capacity.

The learning plan prepared by the teacher should be able to attract the attention of students so that learning becomes effective and efficient. One way to foster learning motivation in students, teachers should use interesting media so that students do not get bored and bored in the learning process. In the learning process the teacher plays an important role as a facilitator to improve learning achievement and encourage student learning motivation. In this regard, the help of interesting learning media will be needed to convey the material. The role of learning media is as an intermediary to facilitate the teaching and learning process so that learning objectives are achieved effectively and efficiently (Afifah & Hartatik, 2019; Putri, 2017; Romlah et al., 2019; Yulia & Ervinalisa, 2017).

Achievement of student learning outcomes is largely determined by choosing the right strategy. However, there are still many teachers who only use the lecture method strategy and expect students to sit, be quiet, listen, take notes and memorize so that learning feels boring and lacks enthusiasm. Based on the results of observations and interviews with several teachers and principals, it was found that many early childhood teachers in carrying out learning only rely on student worksheets (LKS) and physical media, teachers have never used technological media and do not even have the knowledge and ability to create technology-based media. while they and the school have computers. Conditions like this certainly have an impact on students' ability to understand the material presented by the teacher, resulting in low student achievement.

Based on these problems, so this activity aims to improve the quality of teacher learning of Bengkulu City Ephorbia Gugus Preschool teachers, training needs to be carried out with the assistance of resource persons to improve their ability to create technology-based learning media using the Spin Game Powerpoint model.

It is hoped that the use of the PowerPoint spin game media can help achieve student learning success. The use of power point media is one of the tools used during the learning process. Using Power Point media will make it easier for students to understand the material presented. The use of power point media will of course also train students' memory because there is use of color in power point slides. Interesting learning like this will make learning very enjoyable. In teaching and learning activities, Power Point provides a very strategic position where Power Point is an object so that with the sophistication of Power Point and the features available in Power Point it will attract students' attention or can be said to control students' attention which makes students interested and enthusiastic during the process. learning activities. This devotion is also in line with the devotion carried out (Risdianto et al., 2023) which stated that as many as 14 respondents or 100% of respondents were in the category of strongly agreeing with statements that elicited positive responses from trainees to the training activities that had been carried out.

Considering the importance of teachers' abilities in designing and using learning media in order to provide the best service for students, it is important to carry out community service activities to help teachers improve their professional competence.

B.   Research Method

This community service activity will be carried out for 10 days starting on September 21, 2023 until September 30, 2023. The location of service activities at the Fida Foundation Training Center in Bengkulu

City. Participants invited to participate in the service consisted of principals and teachers. The number of participants who participated in the training was 30 people, consisting of principals and teachers of PAUD, Euphorbia Cluster and Angrek Cluster.

The method used in this community service is by using a training method (workshop) which is carried out in three stages. The first stage is carried out by providing material about the concept of learning media, types of learning media. The second stage is the practice of creating powerpoint spin game media. The third stage is practice using PowerPoint spin game media in learning with the assistance of resource persons. The method used in collecting data is by using performance tests and data analysis using percentage techniques.

The first stage:
a. Training, providing material about learning media concepts. Types of learning media.
b. Followed by questions and answers and discussions to increase the training participants' knowledge.

Second stage:
a. Practice creating powerpoint spin game learning media using laptop media. Each participant designs media according to the learning theme (material) accompanied by a resource person.
b. Presentation of the results of the PowerPoint spin game learning media in front of other participants.

Third stage:
a. Presentation of the results of the PowerPoint spin game learning media in front of other participants.
b. Practice using powerpoint spin game media in classroom learning.
c. Each training participant has created powerpoint spin game media.

The success of this community service activity program is assessed based on the following assessment criteria:

Table 1. Criteria for Assessing the Success of Community Service Activity Programs

No	Activity	Evaluation	Indicators/criteria	Continuity
1	Delivery of concept material and types of learning media	Knowledge test	a. Increase knowledge about learning media. b. Increase understanding of types of learning media	Delivery of material
2.	Training on making powerpoint spin game learning media	Performance Test	Participants are able to create media using a laptop and choosing the right theme	Assistance in creating powerpoint spin game media
3.	Practical assistance using powerpoint spin game media	Performance test	Participants are able to practice spin game media in learning	Assistance in using powerpoint spin game media

Based on the training assessment data, it will then be analyzed using the following criteria:

Table 2. Assessment Criteria

Score	Mark	Information
3.50 – 4.00	A	Very good
2.75 – 3.49	B	Good
2.00 – 2.74	C	Enough
Less than 2.00	D	Not enough

C. Result and Discussion

The implementation of this Community Service activity is directly led by the head researcher. The agenda includes: (1) Opening by the presenter, (2) Speech from the Chair of the Orchid Cluster (3) Speech from the MAP Program represented by Dr.Sumarsih, M.Pd. as head of the PPM Team, (4) Prayer by training participants.

The opening took approximately 30 minutes, then continued with the core activity, namely training on "Training on making Spins Powerpoint Games." To help participants make it easier to understand the

material presented by the resource person, training materials were distributed by the team to make it easier to understand the aims and objectives presented by the presenter. The stages of implementing the training are carried out with the following steps:

First, Providing material about the importance of technology-based learning media, steps for making powerpoint spin games. This activity is carried out using lecture methods, demonstration methods and question and answer methods which are carried out in various ways by applying adult learning.

Second, practical demonstration session on the material provided by the presenter. Participants are motivated to follow the steps to create technology-based media such as spins powerpoint games.

Third, The material was delivered by Dr. Sumarsih, M.Pd about the importance of using information technology-based media and the steps for compiling powerpoint media games spins so that participants understand the stages in detail to make it easier to guide them in practice.

Figure 1. Explanation of the Steps to Create Power Point Spin Games Media

Fourth, After providing the material, there was a question and answer session and discussion of the material provided by the resource person. Participants were very interested in asking questions because the material was very suitable to the participants' needs, namely the use of learning media that was interesting for students because the material was provided with computer-assisted media packaged with games that were very popular with young children.

Fifth, Practice creating learning media for spins powerpoint games. Each participant opened their laptop and followed the steps guided by the resource person, so that participants clearly understood the stages being carried out.

Figure 2. Practice Creating SPIN Powerpoint Game Media

By practicing through direct practice, it is hoped that school principals and teachers can create media according to learning themes according to the curriculum in early childhood education. Participants were very enthusiastic about creating learning media, because they gained new experiences that could support the implementation of effective learning. In this practice, the resource person also provides direct guidance to participants who experience difficulties.

Figure 3. Guidance process for participants who experience obstacles

Sixth, After participants have finished creating learning media for spin PowerPoint games, they make an agreement to determine the time they will practice using spin PowerPoint games as media in implementing the learning. Assistance in implementing learning is accompanied by the school principal and some are accompanied by resource persons. The media results created by the teacher are collected via Google Drive for evaluation by resource persons to determine the success of the training that has been implemented.

According to the agreement, another meeting was held on September 28 2023. Each participant presented the results of their task of compiling powerpoint spin games learning media and an assessment was carried out using the following indicators:

Table 3. Assessment Components

No	Assessment Components	Indicator	1	2	3	4
1	Design structure	a. Use of color				
		b. Use of images				
		c. Image composition				
2	Accuracy	a. According to the theme				
		b. Suitability of material				
3	Completeness	a. Component completeness				
		b. Operable				

Based on the assessment indicators above, the resource person assessed the powerpoint spin games media that had been created by the collected participants. From the results of the assessment based on predetermined criteria, the following results were obtained:

Table 4. School Program Evaluation Design Assessment Results

No	Group	Design	Accuracy	Completeness	Average	Criteria
1.	A	4	4	3	3.70	Good
2.	B	4	4	4	4.00	Very good
3.	C	4	3	3	3.30	Good
4.	D	4	4	3	3.70	Good
5.	E	3	3	2	2.70	Enough
6.	F	4	4	4	4.00	Very good
7.	G	4	3	2	3.00	Good
8	H	4	4	2	3.30	Good

No	Group	Design Values			Average	Criteria
		Design	Accuracy	Completeness		
9	I	4	4	3	3.70	Very good
10	J	3	3	4	3.30	Good
11	K	4	4	3	3.70	Good
12	L	3	4	3	3.30	Good
13	m	4	4	4	4.00	Very good
14	N	3	4	3	3.30	Good
15	O	4	3	3	3.30	Good
16	P	4	4	4		Good
17	Q	3	3	3	3.00	Good
18	R	4	4	4	4.00	Very good
19	S	4	4	4	4.00	Very good
20	Q	3	3	3	3.00	Good
21	U	3	3	2	2.70	Enough
22	V	4	4	4	4	Very good
23	W	3	3	2	2.70	Enough
24	X	3	3	3	3.00	Good
Average					3.28	Good

Based on the table above, of the 24 training participants in making learning media for power point spin games, 7 people (29%) got the very good category, 14 participants (58.3%) got the good category and 3 people (12.5%) got the fair category.

Furthermore, the table above is illustrated in the form of a pie chart as follows:
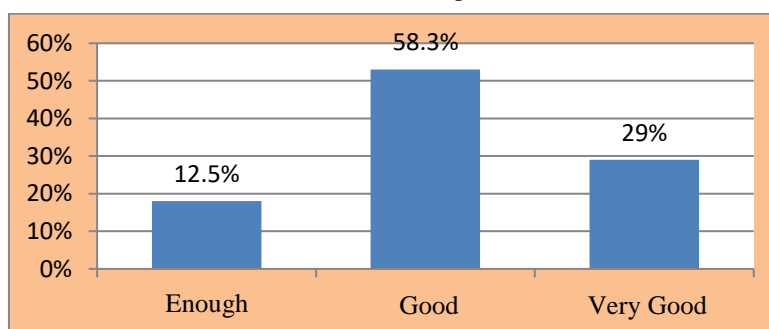
Figure 4. PPM evaluation results

From the graph above, it can be explained that the implementation of community service can improve the skills of school principals and teachers in terms of knowledge and skills in creating PowerPoint spin games learning media.

Based on the results of the data evaluation of the training products in good criteria with an average score of 3.2. Meanwhile, looking at the percentage of success in the data collected, participants who got a very good score were 29%, those who got a good score were 58.3%, and those who got a fair score were 12.5%. So, it can be said that the implementation of the training to create power point spin games learning media has been successful.

The results of the implementation of community service carried out by early childhood education teachers in Bengkulu City can increase the knowledge and skills of school principals and teachers in making good PowerPoint spin games learning media. It was said to be successful because from the results of the evaluation of the training participants, all stages had been carried out and the results of the assessment of the participants' tasks in designing school program evaluations received an average score of 3.2 with good criteria.

The use of media for a teacher has several objectives that can be used as a basis for the learning process, including: 1). Obtaining information and knowledge 2). Support learning activities 3). Means of persuasion and motivation (Benny Pribadi, 2017). The use of media is often used as a means to motivate positive behavior for its users, especially for teachers and students. For the purpose of motivating students, the use of media must include efforts that can be used to influence students' attitudes, values and emotions. For

teachers, it is highly hoped that the use of media is the most likely means to achieve effective and enjoyable learning.

Learning media is anything that can be used to transmit messages from the sender to the recipient so as to stimulate the thoughts, feelings, attention and interests and desires of students in such a way that the learning process occurs in order to achieve learning goals effectively. This is in accordance with the opinion of Hasrah (2019) which states that the use of information and communication technology in the learning process has several benefits, namely: (1) increasing the quality of learning activities; (2) increasing access to learning and education; (3) develop depictions of abstract ideas; (4) makes it easier to understand the learning material being studied; (5) make the appearance of the learning material more attractive; and (6) become a link between material and learning.

Utilization of information technology-based learning media used to increase students' interest in learning. The material is delivered via PowerPoint. The PowerPoint is made as well as possible so that students can see and read, thereby generating high interest in learning. The written form is packaged as best as possible, and if possible interspersed with pictures, animations and can even be interspersed with videos related to the lesson. All of this is done to create a pleasant classroom atmosphere so that learning goes according to the expectations and goals set. Learning by utilizing information technology-based learning media is expected to increase students' interest in learning in this day and age, students tend to prefer learning by utilizing information technology-based learning media rather than learning by using books alone as reference material. Learning is more fun and provides a special attraction for students if the learning material delivered by the teacher uses information technology-based learning media. This is in line with the opinion of Ade Kusmana (2011) who states that there is a demand for teachers and students to create a pleasant learning atmosphere during learning. This service needs to be carried out regularly to increase understanding of making powerpoint spin game learning media.

D. Conclusion

Based on the results of data analysis and discussion, it was concluded that the implementation of training in creating PowerPoint spin games learning media for school principals and teachers had been successful. In detail, it can be explained a) there is an increase in participants' knowledge about the importance of technology-based learning media in the teaching and learning process. b) there is an increase in participants' skills in creating learning media in the good category, and c) there is an increase in participants' skills in using PowerPoint spin games media in learning.

E. Acknowledgments

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