



**TRAINING USE OF INTERACTIVE CD MEDIA FOR STUDENT WRITING SKILLS 20 PADANG STATE
ELEMENTARY SCHOOL**

Indriani Nisja*, Titiek Fujita Yusandra, Yulia Sri Hartati

Universitas PGRI Sumatera Barat

Email: Indrianinisja192@gmail.com, titiekfujitayusandra86@gmail.com, yuliasrihartatidr@gmail.com

ABSTRACT

The use of learning media is very much needed in the era of increasingly rapid technological development. Not in Indonesian subjects in writing skills. because based on observations for writing material has not achieved better results. To overcome these problems students need a variety of learning media. In this case, audio-visual media is needed in the form of videos collected on interactive CDs in which there are several audio-visual media that can be used for learning to write essays. The use of interactive CDs has several instructions that can be guided by the teacher. Interactive media CDs are transcribed into learning designs that contain methods, learning materials and even evaluation activities. The training was carried out for several weeks involving several classroom teachers. Each teacher uses a laptop to operate the interactive CD by following the guide. It is hoped that this will help teachers in teaching and inspire elementary school students to develop and find ideas to start writing essays. So that the use of interactive media can provide changes to learning outcomes.

Keywords: training, writing, Interactive CD

INTRODUCTION

The development of science and technology demands the availability of a qualified, independent and productive workforce. Schools are part of education that has a strategic role in supporting the development of technology and science. Schools are educational institutions that must keep abreast of developments in technology and information to reduce lag and discommunication (Malawi, Kadarwati and Dayu, 2018). Teachers are recommended to take part in training on the manufacture of learning media that utilizes technology, this can provide variations in learning activities (Muftianti, 2018). Learning activities are a system consisting of several important components, namely learning objectives, materials/materials, methods, and learning media and learning outcomes. In terms of the use of media by utilizing technology, it can be applied at every level of education, starting from the elementary school (SD), junior high school (SMP), and high school (SMA) level. This service activity focuses more on training using interactive CD media for Padang 20 State Elementary School teachers. Sadiman's opinion (1996) that the media is one source of learning that can channel messages and assist teachers' teaching activities. Media that can present material completely and contain interactions are interactive media (Azhar, Rukun and Huda, 2019).

Interactive learning media is a learning media that can process messages and responses from students. Interactive learning media is used as an effort to focus on memory and understanding of concepts. One of the interactive learning media that can be used is the interactive Compact Disk (CD) (Bookhagen, Wegenast and McCowan, 2015). Widodo and Jasmadi (2008) stated that with advances in computer technology, multimedia teaching materials are packaged in the form of a multimedia CD (Compact Disk). Furthermore, Sanjaya (2008:221) states that interactive multimedia CDs can be used at various levels of education and various fields of study. Interactive CD multimedia presentations can be interpreted as technology that optimizes the role of computers as media that displays text,



sound, graphics, video, animation in an integrated and interactive display so as to make students interested in learning (Maulidta and Sukartiningsih, 2018). Rakhmawati, Koeshandyanto and Gipayana (2019) stated that in this Interactive CD there are somatic, visual, audio, intellectual elements through pictures, videos, audio, games, learning instructions and commands to carry out activities that support learning.

The interactive multimedia CD is not only oriented towards technological products, but also oriented towards solving problems that exist in the real world or its surroundings as a context for students to learn critically and problem-solving skills. This is in line with research conducted by Ramadhoni, Mahardika and Harijanto (2017) who collaborated on interactive CD media with Problem Based Learning (PBL) learning models. The results of the study showed that there was an increase in student activity and learning outcomes because students were more enthusiastic about the interactive CD.

The purpose of the training is so that in the learning process at SDN 20 Padang the teacher is able to provide variations in the use of learning models and media, if a teacher who will teach does not have media and materials to teach, of course the teacher will be confused and run out of teaching materials. But on the contrary, if before teaching the teacher prepares innovative and characterized media as well as interesting and appropriate learning materials, then the learning situation will run smoothly and learning will not be monotonous (Purnomo et al., 2019). Students can use teaching materials and worksheets as their main source in addition to direct information from the teacher. So, in addition to planning the teaching of Indonesian language and literature skills, an Indonesian language teacher or classroom teacher must be able to choose, plan, create, and present innovative learning media. Therefore, according to (Zain and Pratiwi, 2021) elementary school teachers must be skilled in using audio-visual media in the form of interactive CDs to support various materials, such as writing simple essays, simple dialogue scripts, poetry, narrative and essay writing, writing observation reports, and so on. etc. Audio-visual media is shown using computers and focuses, for example in the form of stories or films, serial stories (in the form of videos), events, and procedures for doing something. This is one of the media that can be used in teaching writing skills in Indonesian subjects. To choose the material to be broadcast through audio-visual media, the teacher must adjust to the level of development and maturity of the students being taught. In other words, the audio-visual media presented to elementary school students is different from that of junior high school students. Audio-visual media displayed in front of elementary school students in the form of stories or films, selected events that are lighter than the stories that will be shown to junior high school students. Therefore, the teacher first chooses the right audio-visual media material before showing it to elementary school students. For example, for students of SDN 20, fairy tales of ungodly children can be shown, children's serial stories, and so on.

In this training, it is suggested that writing skills learning does not have to be done in a literary studio or in a special room, but simply by providing a stimulus or stimulation to provoke writing ideas. The most important thing is to use audio-visual media that can be clearly observed and watched which can generate ideas for writing. This media is very appropriate to be used to motivate elementary school students to write essays.

Based on an analysis of the situation at an elementary school in the city of Padang, namely, SDN 20 which is located in the Berok Gunung Pangilun area, Nanggalo District, information was obtained that SD N 20 has 8 classroom teachers who are also teachers of Indonesian language and literature. Among these teachers there are still those who have not used audio-visual media in the process of learning writing skills. The media that is often used



is still conventional and seems to only use the lecture method. Learning is still teacher-centered, not student-centered.

The solution that is expected to make a difference is:

- a. Learning module for writing skills for elementary schools by providing innovative audio-visual media for character-based Indonesian language learning and equipped with learning CDs (as audio-visual media).
- b. Furthermore, teachers who take part in the training will be given an award in the form of a certificate.
- c. The learning module which also contains student worksheets will be arranged systematically so that elementary school students are assisted in developing ideas for learning essay writing skills.

METHODS

Based on the problems experienced by partners, the solution offered is to conduct training in the procurement of learning media complete with character-based learning tools. The training was held 10 times in a period of 10 weeks for one partner. The service or training will be carried out with a guided exercise method through a learning design. It is intended that elementary school teachers are able to use character-based learning media, namely in the form of audio-visual media.

Service activities are providing training to teachers in order to increase knowledge and skills in using media. In this case, the service will be carried out for elementary school teachers. This service is intended to provide variety in learning writing skills. Teachers in teaching essay writing material are no longer focused on one way that causes students to be less motivated to write and learning objectives are not achieved. To achieve this learning goal, the design that is considered appropriate to be applied in learning is the use of character-based audio-visual media.

This activity program will be directed at learning essay writing skills assisted by character-based audio-visual media in the form of interactive CDs. Some of the learning media that will be provided are put together in the form of a learning CD. In addition to providing learning CDs to carry out systematic and targeted activities, there is a need for learning modules. Modules will be provided for elementary school students to practice writing according to the themes provided on audio-visual media with character. The selection of character media aims to shape students' personalities and change student behavior for the better.

The training was conducted for ten weeks with several meetings at SDN 20 Padang. The implementation stages are as follows;

- a. The first two meetings determine the material about writing essays.
- b. The next meeting provides audio-visual media from several themes which are expected to shape character and change behavior. Audio visual media will be packaged in the form of learning CDs that have several character themes.
- c. The preparation of the essay writing learning module is adjusted to several themes that have been provided. The modules provided are expected to help students practice writing essays.
- d. Teachers can use audio-visual media in the form of learning CDs that have been designed in such a way and accompanied by learning modules, especially for essay writing material.

If the training activities are successful, then elementary school teachers are able to understand how to prepare character-based audio-visual learning media. In this case, the



teacher must be able to apply it to the process of learning to write essays. The use of audio-visual media can help elementary students find ideas to start writing.

RESULTS AND DISCUSSION

The results achieved during the training activities are outlined in the form of the results of the activities at the following stages.

1. Activity Planning

Activities carried out at the planning stage are as follows. The first meeting, the lecturer team held discussions with class teachers, namely grades IV, V, and VI of SD N 20 Padang. Then in the second meeting, the lecturer team held a discussion about the SK and KD curriculum 2013 for essay writing lessons to design modules used in writing essays for class IV, V and VI students. In the third meeting, the lecturer team designed learning media in the form of power points. Next, the team designed the storyboard and filled in the voices by voice actors and audio editing was done by the audio editor.

The next plan, the lecturer team met with the IT department who would design the Interactive CD. The design was carried out for 3 months. After the learning media was completed, the lecturer team went to partner schools to conduct training using Interactive CD-based learning media for essay writing lessons. The training was carried out face-to-face for 8 times by inviting class IV, V, VI teachers, and the Principal at SDN 20 Padang. The training provided was in the form of how to use Interactive CDs in writing essays for basic writing skills taught in grades IV, V, and VI.

2. Implementation of Activities

The training was carried out for 8 days face-to-face, inviting class IV, V, and VI teachers. The training provided was in the form of how to use Interactive CDs in essay writing lessons for basic writing skills taught in grades IV, V, and VI. And how to implement it in learning activities.

At the first meeting, the lecturer team first introduced themselves, then informed the orientation and purpose of the activity. Teachers from partner schools were very enthusiastic because they wanted to know what kind of training the lecturer team would provide. To make teachers understand more about the orientation and objectives of the training, the teacher provides learning media in the form of interactive CD-based audiovisual media. The teacher is very enthusiastic, so the teacher is active in training activities, participates in watching, is directly involved, and for teachers who do not understand directly ask the lecturer team. The lecturer team listened to the teacher's questions, then answered according to the questions asked by the teacher.

At that time, a numerator was also presented who helped us explain the nature of learning to write essays. The numerator also explained how to apply Interactive CD-based learning media for learning to write essays. Numerator also plays Interactive CDs. So, during the learning process, the teacher must first provide a format or 'bridge' before students are tested.

At the second meeting, the lecturer team continued to provide training on learning to write essays. The material given is writing essays based on experience. The lecturer team first explained and reminded the material to the teacher, because of course they had taught this material to their respective students. The essay given is entitled "My Beautiful Home". The lecturer team presented it completely because it consisted of the nature of the essay, types of essay, steps to write an essay, spelling, and complete training with evaluation.

At the third meeting, the lecturer team continued the activities of providing training. The material given is writing essays based on pictures. The lecturer team first explained and



reminded the teacher about the material about essays, because of course they had taught this material to their respective students. The exposition text that is heard is "cleanliness". This picture teaches students about maintaining cleanliness. It is hoped that students will understand how to maintain health and apply it in everyday life. The lecturer team presented it completely because it consisted of the nature of the essay, types of essay, steps to write an essay, spelling, and complete training with evaluation.

At the fourth meeting, the team of lecturers and numerators provided training on the use of Interactive CDs in learning to write essays in class IV. The lecturer team first explained and reminded the material to the teacher, because of course they had taught this material to their respective students. The team of lecturers explained about the nature of listening learning, "My Journey to School" which contains the value of caring.

At the fifth meeting, the lecturer team continued to provide training on learning to write essays. The material given is writing an essay by developing an essay framework. The lecturer team first explained and reminded the material to the teacher, because of course they had taught this material to their respective students. The essay given is entitled "My Beautiful Home". The lecturer team presented it completely because it consisted of the nature of the essay, types of essay, steps to write an essay, spelling, and complete training with evaluation.

At the sixth meeting, the lecturer team continued to provide training on learning to write essays using the direct object technique. The lecturer team gave several objects including dolls and cars to be described by students in the form of descriptive essays. The material given is writing essays. The lecturer team first explained and reminded the material to the teacher, because of course they had taught this material to their respective students. The essay given was entitled "My Beautiful Home". The lecturer team presented it completely because it consisted of the essence of the essay, types of essay, steps to write an essay, spelling, and complete training with evaluation.

At the seventh meeting, the lecturer team continued to provide training on essay writing learning by providing an Interactive CD that had been validated and reviewed based on a review with all grade IV, V, and VI teachers. The material given is writing essays. The lecturer team first explained and reminded the material to the teacher, because of course they had taught this material to their respective students. The essay given was entitled "My Beautiful Home". The lecturer team presented it completely because it consisted of the essence of the essay, types of essay, steps to write an essay, spelling, and complete training with evaluation.

Learning media that have been designed and reviewed are then given to the teacher to be tested on students. Previously, the lecturer team provided training to teachers on how to use the learning media in the form of the Interactive CD in writing essays for students in grades IV, V, and VI. Teachers are very enthusiastic and happy because there is interactive media that they can use to make updates in learning to write essays. At the meeting, the lecturer team also brought in numerators and the IT department so that teachers could communicate directly about the Interactive CD.



Figure 1. Screenshot of the front of the Interactive CD



Figure 2. Screenshot of the Interactive CD learning menu section

At the eighth meeting, a closing activity was held, the lecturer team collected assignments, gave certificates, provided learning media and took group photos. This closing activity consisted of a word from the team leader as well as a thank you for the cooperation that had taken place during service at the school, then remarks, impressions and messages as well as thanks from the Curriculum Waka for the training and enlightenment that the lecturer team had provided at the school. the school, and the last event was a photo with the waka of the curriculum, the entire team of lecturers and all training participants consisting of teachers of SDN 20 Padang.

CONCLUSION

Based on the results of this service, the conclusions in this service are as follows. First, the design of Interactive CD-based learning media in essay writing learning has been carried out for 3 months. The learning media has been validated by numerators for learning materials and IT for Interactive CD designs. The training was given to teachers at partner schools, namely SD N 20 Padang. The training was given in 8 meetings. The teachers who participated in the training were teachers for grades IV, V, and VI. In addition, grade I, II, II teachers and school principals also participated in the training. Teachers at partner schools were very enthusiastic about participating in the training. Lower grade teachers also asked for Interactive CD-based learning media to be made. The media is very appropriate to stimulate students' motivation in learning. Second, the training provided for 8 meetings gave rise to teacher motivation to make reforms in learning, especially writing. The first meeting training, the lecturer team provided training in learning to write essays by applying learning techniques, namely essay outlines. The second meeting, the lecturer team provided training by applying image media. The fourth meeting, training was given by applying serial image media. The fifth meeting, training was given by applying direct object media. The last meeting of the lecturer team provided training in learning to write essays by applying interactive CD-based audiovisual learning media.

THANK-YOU NOTE

The service team thanked SD Negeri 20 Padang for being a community service partner. Furthermore, we would like to thank the leadership of the PGRI University of West Sumatra for providing the facilities and infrastructure in carrying out this service.



REFERENCES

- Azhar, N., Rukun, K. and Huda, A. (2019) 'Analisis Pelatihan Penggunaan Media Pembelajaran CD Interaktif Berbasis Multimedia Dan Modul IPA SD Kelas III di Kecamatan Koto Tangah Kota Padang', *Jurnal Pendidikan Teknologi Kejuruan*, 2(1), pp. 17–24. doi: 10.24036/jptk.v2i1.4723.
- Bookhagen, Al. D., Wegenast, D. P. and McCowan, R. J. (2015) 'Multimedia Interactive Training Development – Journey : Discovering Social Services CD-ROM', *Human Services Technology*, 20(3/4). doi: 10.1300/J017v20n03.
- Malawi, I., Kadarwati, A. and Dayu, D. P. K. (2018) *Pembaharuan Pembelajaran di Sekolah Dasar*. Edisi ke-4. Ae Media Grafika.
- Maulidta, H. and Sukartiningsih, W. (2018) 'Pengembangan Media Pembelajaran Interaktif berbasis Adobe Flash untuk Pembelajaran Menulis Teks Eksposisi Siswa Kelas III SD', *Jurnal Pengembangan*, 6(5).
- Muftianti, A. (2018) 'Penyusunan Bahan Ajar Interaktif berbasis Teknologi Informasi untuk Meningkatkan Kemampuan Mengajar Keterampilan Berbahasa Siswa Sekolah Dasar', *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, 5(2), pp. 1–6.
- Purnomo, E. A. *et al.* (2019) 'PKM Pembuatan Media Pembelajaran CD Interaktif dengan Software Swishmax untuk Meningkatkan Profesional Guru', in *Seminar Nasional Edusaintek*, pp. 611–616.
- Rakhmawati, A. V., Koeshandayanto, S. and Gipayana, M. (2019) 'Peningkatan Keterampilan Menulis Narasi melalui Model Pembelajaran SAVI Berbantuan Media CD Interaktif', *Jurnal Pendidikan*, 4(1), pp. 40–45.
- Ramadhoni, I., Mahardika, I. K. and Harijanto, A. (2017) 'Penerapan Model Pembelajaran Problem Based Learning (PBL) Disertai Media CD Interaktif Terhadap Hasil Belajar dan Aktivitas Belajar Siswa pada Pembelajaran Fisika SMA di Kabupaten Bondowoso', *Jurnal Pembelajaran Fisika*, 5(4), pp. 329–336.
- Sadiman, A. S. dkk (1996) *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Sanjaya, W. (2008) *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana.
- Widodo, C. S. and Jasmadi (2008) *Panduan Menyusun Bahan Ajar Berbasis Kompetensi*. Jakarta: PT Elex Media Computindo.
- Zain, A. A. and Pratiwi, W. (2021) 'Analisis Kebutuhan Pengembangan Media Powerpoint Interaktif sebagai Media Pembelajaran Tematik Kelas V SD', *Elementary School*, 8(1), pp. 75–81.