Smart Society : Community Service and Empowerment Journal
Volume 1, Issue 2, 61 -69.
e_ISSN: 2807-5757
https://www.journal.foundae.com/index.php/smartsoc/index

Auto-Play Media Studio 8 based on Blended Learning: An Effort to Optimization of Teacher Competency

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Article Info

Article history:

Received: October 10, 2021
Revised: December 11, 2021
Accepted: December 21, 2021

Keywords:

Auto Play Media 8;
Blended Learning;
Instructional Media;
Workshop.

Abstract

Advances in science and technology have brought enormous changes to the advancement of education, especially for teachers to improve pedagogical competence. Therefore, teachers must be able to design learning that can transfer knowledge and information well to students. This service program was carried out at SMP N 7 Pesawaran with the aim of providing assistance to teachers in the interactive learning of Auto Play Media Studio 8 (AMS) based on blended learning. The methods used in this training include training on AMS 8 applications that produce products made by participants using the ADDIE development. The results of this service (1) increase teacher knowledge and skills by 92,9% of the 44 participants, 85,3% of teachers on average are able to implement blended learning-based Auto Play Media Studio 8 (AMS) learning media (2) help answer learning at this time, especially in the Covid-19 pandemic conditions which causes students to not be able to learn directly by coming to school so that teachers can apply innovative learning to increase student motivation in learning.

To cite this article: Lestari, F., Noprisa, N., Desmayanasari, D., Hardianti, D., Efendi, D., Prasetiyo, A. E. (2021). Autoplay Media Studio 8 based on Blended Learning: An Effort to Optimization of Teacher Competency. *Smart Society : Community Service and Empowerment Journal, 1*(2), 61-69

INTRODUCTION

Teachers to have academic qualifications, educational competence, and professionalism as a form of devotion to the country. One of them is by increasing pedagogic competence. Therefore, teachers must be able to design learning that can transfer knowledge and information well to students. Innovation in learning is needed so that students can receive the material presented by the teacher well, especially considering the current state of the Covid-19 pandemic. One of them is Blended learning. Blended Learning is a mixture of e-learning and multimedia technology (Thorne, 2003). The benefits of Blended Learning according to (Pradnyana, 2012) are 1) helping students to develop better in the learning process. 2) Provide practical and realistic opportunities for educators and learners for independent learning, 3) improve scheduling for learners, by combining the best aspects of face-to-face and online instruction. 4) Face-to-face classes can be used to engage students in interactive experiences (Janíková & Kowaliková, 2017). While the online portion provides students with multimedia content that is rich in knowledge at any time, and anywhere, 5) Overcoming learning problems that require completion using varied learning methods. The achievement of learning objectives in Blended Learning does not escape the support of technology in its implementation, one of which is the use of learning media. Learning media can be interpreted as

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anything that can be used to convey information to students as recipients of information so that they can carry out an effective and efficient learning process (Munadi, 2010).

The results of discussions and observations with partner teachers at SMP Negeri 7 Pesawaran, the problems faced by teachers are that (1) teaching methods that still use the lecture method are considered boring so that learning activities become passive, and students are less enthusiastic in participating in teaching and learning activities, (2) lack of use of technology in creating and developing learning media. Teacher assistance in making learning media is necessary in overcoming these problems. The use of interesting and effective learning media will be easily accepted by students so that students will easily accept lessons (Huda et al., 2019; Lestari et al., 2019) Applications that support the creation of interesting learning media, one of which is Auto-play Media Studio 8 (AMS 8) in Blended Learning. Learning media innovation with the use of AMS 8-based media can increase student activity and learning outcomes The AMS 8 application has advantages over other media, namely because of the way it is made easy with simple scripts and can combine several different file formats can support learning media (Bahri et al., 2020). AMS 8 is a relatively easy application because using AMS 8 is not as complicated as other applications with interesting results. AMS 8 in Blended Learning is a software for creating interactive multimedia by integrating various types of media such as images, sound, video, text and flash into a display, so that the material presented is easier for students to understand (Oyewole, 2018). The resulting product includes a tutorial teaching concept that includes audio, visual and kinesthetic criteria that can attract students' interest in learning and students can think creatively with software simulations (Francisco et al., 2020; Fuertes & Dugan, 2021; Sieberer-Nagler, 2015; Sunaengsih et al., 2019). Innovation in learning can be done by presenting more interesting topics (Hartinah et al., 2018). The use of AMS 8 media as an alternative learning media is effective for learning and increasing learning activities (Hartinah et al., 2018; Nisa et al., 2019; Wijaya & Rakhmawati, 2015).

Based on this, it is deemed necessary to equip teachers to improve pedagogic competence, especially in making AMS 8 learning media. With this ability, it is hoped that learning will be more effective and motivate students to learn. The obstacle experienced by SMP N 7 Pesawaran partners is that they have never received training and assistance in making AMS 8 learning media. This causes teachers to find it difficult to explain the material, especially during pandemic conditions. To overcome the problems of the proposed partners, especially the activity of optimizing the activities of pedagogical competence teachers through mentoring and training services for teachers of SMP Negeri 7 Pesawaran in the manufacture of AMS 8 learning media in blended learning, it is believed to be able to provide change and be able to answer current learning, especially during the Covid pandemic 19.

METHOD

This Community Partnership Program (PKM) activity was carried out at SMP Negeri 7 Pesawaran, located on Jalan Raya Lumbirejo, Lumbirejo, Katon State District, Pesawaran Regency, Lampung Province. the distance between the University of Muhammadiyah Lampung and the location of the target partner, namely SMPN 7 Pesawaran is 31.6 KM. This activity was carried out in November 2021. The target partners are teachers at SMP Negeri 7 Pesawaran, totaling 44 teachers. The activity begins with identifying the place and condition of the school as well as digging up initial information and finding out the problems faced by partner schools. The next stage is counseling which includes material preparation and socialization about AMS 8 and the equipment to be used during training and mentoring. Counseling is carried out by interview and observation. Training assistance is carried out using the discussion method with partner school teachers while still implementing health protocols to prevent the spread of Covid-19. In particular, the methods used in this training include training on AMS 8 applications that produce products made by participants using the ADDIE development stage (Dick, 1996).

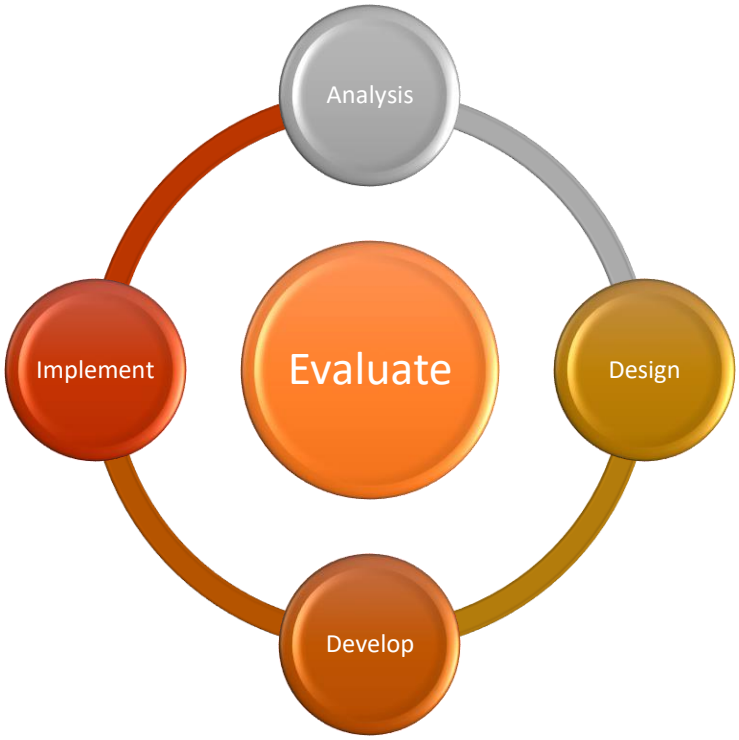

Figure 1. Stages of Products made by mentoring and training participants

The steps in using product development that will be produced by training participants are:

1. *Analysis* : Mentoring and training participants are expected to be able to identify products that will be made tailored to students, learning objectives, identify content / subject matter and strategies in learning;

2. *Design* : Mentoring and training participants design a product set in detail for each learning unit that will be made in the form of components of subject matter that will be included in the AMS 8 learning media. These components are then arranged neatly and systematically so that learning objectives are achieved;

3.*Development* : Mentoring and training begin to develop products designed according to the desired structure and model;

4.*Implementation* : Mentoring and training participants use products made in learning and given to students as feedback;

5. *Evaluation* : Evaluation data is presented in the form of percentages, namely on aspects of product knowledge and skills made by training participants based on their suitability with the material created animation development and media display. Evaluation is also used to determine the success of activities in the form of a questionnaire instrument made to determine the ability of partners before and after of program implementation.

RESULTS AND DISCUSSION

The activity was carried out at SMP Negeri 7 Pesawaran, a series of face-to-face activities while maintaining health protocols. Mentoring workshops on making learning media using the AMS 8 application. This activity was carried out one day on Monday, November 29, 2021. The participants of the activity according to the initial target were 44 teachers at SMP N 7 Pesawaran. Location The training is held in a classroom that has been converted into a meeting room (Seen in Figure 2).

Figure 2. Opening activities of workshop.

The first step is the distribution of questionnaires to determine the extent of the participants' understanding of the learning media of Autoplay Media Studio 8 (AMS) 8. The questionnaire instruments that were previously distributed were validated by experts (Hartinah et al., 2018). The expert validation test was carried out by Suryatul Aini Asyhara, M.Pd and Umi Hasanah, M.Pd to be precise and valid regarding the grid and questionnaire items made. The questionnaire instrument was made with a scale based on a Likert scale with four answer options, namely Strongly Agree (SS) with a score of 4, Agree (S) with a score of 3, Disagree (TS) with a score of 2, and Strongly Disagree (STS) with a score of 1. After distributing the questionnaire, it was continued with an introduction to the AMS 8 application and continued with mentoring and mentoring in making learning media for Autoplay Media Studio 8 (AMS) 8. Participants were guided and could see through the modules (Alqourabah et al., 2021; Huda et al., 2020; Sunaengsih et al., 2019; Yasin et al., 2020). The Devotion Team with students of the Mathematics Education Study Program helps participants who have difficulty operating the program as shown in Figure 3.

Figure 3. The role of the service team and students.

Participants start the practice with the application, namely creating a new project, the following figure 4 is an introduction to the AMS 8 application.

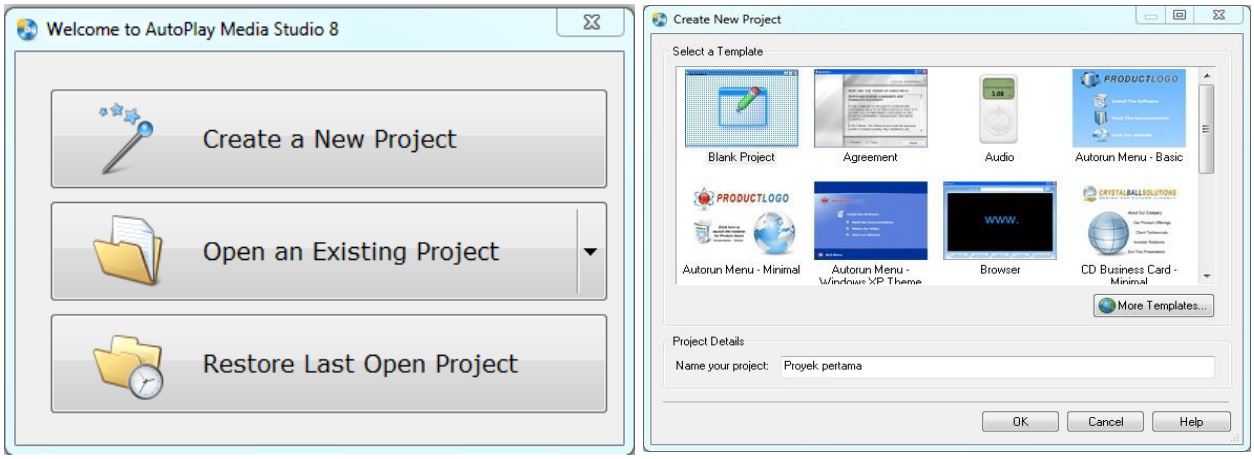

Figure 4. Creating a new project.

In the AMS 8 media we can add displays that can be selected by students according to their needs, there is a menu of core competencies, basic competencies, objectives, materials, learning videos as well as evaluations in the form of quizzes that make students more interested and students can immediately check the selected answers (Larsen, 2015; Lopes & Soares, 2018; Young, 2014; Setyawan, 2019; Thorne, 2003).

Figure 5. One of the products produced during training.

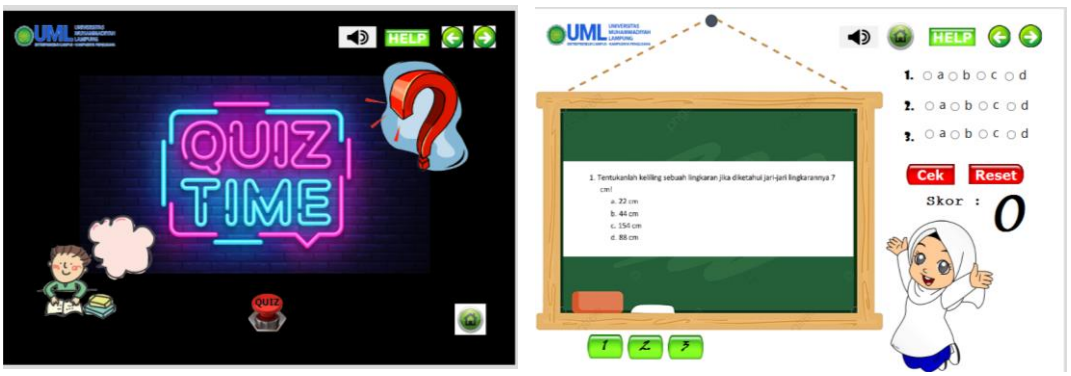

Figure 6. One of the products produced during training.

This activity showed that the teacher participants were enthusiastic in participating in the activity, even though the participants had not yet mastered IT-Based learning media, especially in

the Auto Play Studio (AMS) 8 application. The final product is in the form of learning media that can be used in learning and given to students as feedback (Dwiyogo, 2018; Hartini et al., 2017; Hidayah et al., 2019; Noviyanti et al., 2019; Özcan, 2016). The results of the questionnaire evaluation showed that 92.9% of the 44 participants understood and skilled in making learning media. And an average of 85.53% of participants have implemented the product as a learning medium in learning activities, the percentage can be seen in the following Figure 7.

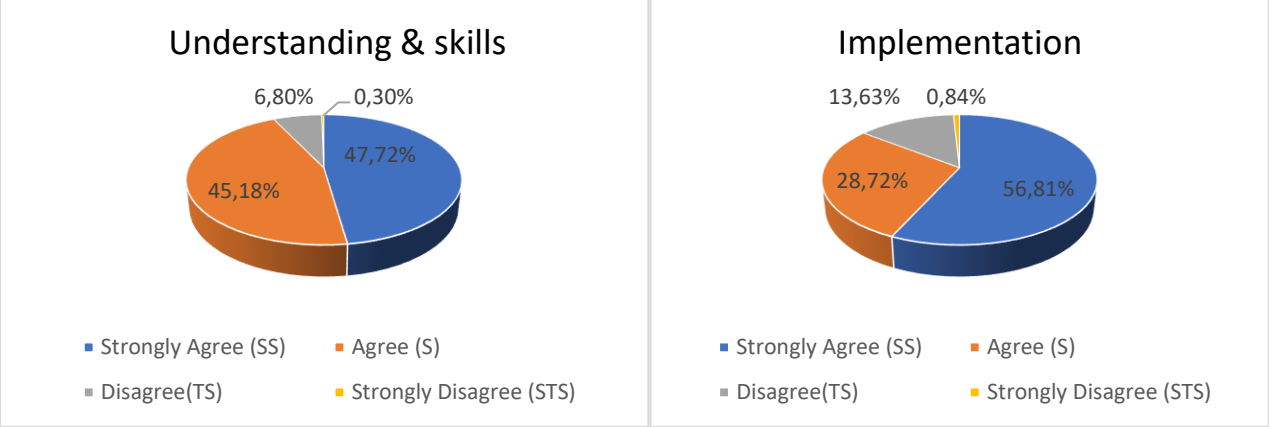

Figure 7. The percentage of understanding, skils, and implementation

Based on these results, it shows that the use of AMS 8 learning media is interesting and not difficult to use. Students will also be interested and interested in learning (Becker et al., 2017; Loch et al., 2016; Thorne, 2003). Students' interest and passion for what they are learning is one of the most important factors in education (Bahri et al., 2020).

PKM Mentoring and Training Activities The creation of AMS 8 media in blended learning has a significant impact on partners. The impact on partners can be seen in table 1.

Table 1. Partner Conditions before PKM Training and Assistance

No	Regarding	Before Activities	Description
1	Learning becomes more interactive	Not enough	Teachers have difficulty because learning during the pandemic makes students more passive because they only use WhatsApp in learning
2	Understanding of Making Learning Media in AMS 8 Media Applications	Not enough	Teacher participants have not used technology-based learning media, especially in the AMS 8 application
3	Implementation of knowledge and skills in using AMS 8 learning media in learning	Not enough	Some teacher participants still have difficulty in basic skills to operate a computer or laptop

Table 2. Changes after PKM training and mentoring are held

No	Regarding	Description
1	Learning becomes more interactive	The use of learning media in the classroom can be an alternative to learning during a pandemic so that learning becomes more interactive. This training can increase the knowledge and skills of participants, which is very much needed by participants in teaching mathematics during a (online) pandemic. The need for AMS 8 media has provided high motivation for participants to take part in the training enthusiastically, earnestly, diligently, and actively.

2	Understanding of Making Learning Media in AMS 8 Media Applications	Increased understanding of participants in terms of knowledge and skills in using AMS 8 learning media as much as 92.9%
3	Implementation of knowledge and skills in using AMS 8 learning media in learning	There is scientific strengthening in accordance with specializations or subjects taught and scientific self-development as well as strengthening aspects of skills in the learning process by 85.53% of the total training participants

The results of the training and mentoring activities in the table above show that the impact of using AMS 8 Media applications can be an alternative way, so that students' learning motivation increases. According to (Sudjana & Rivai, 2011)there are several teacher criteria in choosing the media to be used in the learning process, namely (1) conformity with learning objectives, (2) content of the material, (3) ease of making media, time to use media, (4) the suitability of students' thinking abilities. The development of learning media must be adapted to the times and adapted to the characteristics of students. One of them is learning media with the AMS 8 application. Needs are the main factor for someone to do something (Andjarwati, 2015).This shows that the training which the participants are interested in, is the training that using media applications which help the participants feel interested in learning and can be used easily. In this case, the use of AMS 8 Media applications.

CONCLUSION

Community service programs in the form of workshops related in making learning media with the AMS 8 application for teachers of SMP Negeri 7 Pesawaran can be one of the learning media that can be applied in the covid-19 pandemic, increase student motivation in learning, and increase teacher skills in preparing learning tools so that it will support the teacher's ability to prepare a certification program that will inevitably be carried out. The results of the questionnaire evaluation show that the training and mentoring participants understand and are skilled in making innovative learning media both in terms of appearance and content with a percentage of 92.9% of 44 participants, also an average of 85.53% of participants have implemented the product as a learning medium in learning activities.

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