Vol 7 No 3, September 2023
ABDI DOSEN
Jurnal Pengabdian Pada Masyarakat
pISSN: 2614-6509
eISSN: 2620-5156

# IMPROVING TEACHER COMPETENCE THROUGH TRAINING ON MAKING LEARNING MEDIA ASSISTED BY COREL DRAW

**Sugiyem [1], Asi Tritanti [2]**
Universitas Negeri Yogyakarta, Kampus Karangmalang Yogyakarta.
[1*] sugiyem@uny.ac.id, [2] cicitritanti@gmail.com

**Abstract**

Media in learning has a very important role because it can help optimize the learning process and facilitate students to understand the concepts taught. Along with the rapid development of science and technology, resulting in students' learning needs also changing. This requires teachers to always improve their knowledge and ability in developing learning media based on information and communication technology. This training aims to: increase the knowledge and skills of teachers in making learning media using the Corel Draw program that can be applied to help the teaching and learning process in the classroom. The result of this training activity was the increase in knowledge and skills of 12 teachers in making learning media using corel draw, this was evidenced by the completion of 10 learning media consisting of job sheets, handouts, and material exposure in the form of power points. Participant attendance during the training is 100% fulfilled. 85% of participants understood the theory presented by the team. Meanwhile, based on the results of practice, 83% of teachers can create learning media by utilizing the Corel Draw program. Based on mastery of the material, 78% of participants stated that they had no difficulty operating the Corel draw. The satisfaction level of trainees with an average score of 3.63 in the Very Satisfied category, and the usefulness of the training obtained an average score of 3.84 in the Very Useful category. This indicates that the training objectives can be achieved well

**Keywords**: Competence, Corel Draw, Learning Media.

## INTRODUCTION

The development of technology and information influences the development of learning media. Learning media is a tool for teachers to learning students, on the other hand, learning media is also a tool for students to understand the material during learning. Learning media is a tool in the form of physical and non-physical which is deliberately used as an intermediary between teachers and students in understanding learning material to be more effective and efficient (Musfiqon, 2012). Learning media is an intermediary to bring messages/information, and learning objectives, and facilitate the communication process using learning equipment and resources that can stimulate the mind, interest, and attention of learners so that the learning process occurs. The role of learning media as a tool to achieve learning objectives. In addition, learning media is also very necessary to increase student motivation during learning (Wolo &;


Submitted: May-2023 Received: August-2023 Available online: September-2023

Nugroho, 2021). Media selection must be by the learning objectives and competencies to be achieved (Sidiq, A. W., &; Nuswantoro, 2021). The selection and use of the right learning media will help the learning process and planned learning objectives can be achieved.

Today's students are Generation Z with different characteristics compared to previous generations. Students today tend to have active, sequential, sensing, and visual learning styles (Atsani Wulansari, 2021). To create learning media that is by the times, teachers need to continue to follow technological developments and learn about how to make interesting and effective learning media. In addition, teachers also need to master the material to be delivered to be able to package it well in learning media. Therefore, vocational teachers must improve their competence to present vocational training that can facilitate future human resources and adapt to new technologies and global challenges in this digital era (Suraya et al., 2020). Vocational school teachers need to stay *up-to-date* with changing knowledge and technological developments in their teaching and training subjects. This is because if vocational school teachers do not improve the latest knowledge, they are not competent to teach (Andersson &; Köpsén, 2018).

The development of learning media is one of the efforts of teachers to improve their professionalism in professional competence. Professional Competence is the mastery of learning material broadly and deeply, which includes mastery of the curriculum material of subjects in schools and the scientific substance that overshadows the material, as well as mastery of the structure and methodology of science. The pedagogic competence that teachers must have is to plan and implement learning, and plan and carry out assessments. The tangible manifestation of these competencies is the ability of teachers to develop learning tools and then implement them in the learning process in the classroom. Learning tools are one of the things that teachers must prepare before starting learning.

Literature studies show less than 50% of teachers frequently use technology in their teaching (Fraillon, J., Ainley, J., Schulz, W., Duckworth, D., &; Friedman, 2019). Teacher mastery in utilizing ICT in Indonesia still tends to be low, especially for teachers in the outermost and remote areas (Pramita, M., Mahardika, A. I., &Sukmawati, 2021). The causes of the lack of teachers using technology in learning include limited knowledge and skills of technology, limited accessibility of technology, lack of support and training, lack of resources, and traditional teaching references. Research shows that low self-efficacy in using technology is an obstacle for teachers in using technology (Scherer, R., Howard, S. K., Tondeur, J., &; Siddiq, 2021). Low self-efficacy can be caused by the absence of sufficient knowledge and skills in the use of technology as well as lack of support, lack of experience, uncertainty towards new situations or tasks, and encouragement from the surrounding environment, including family, friends, and teachers.

Vocational school teachers in productive fields, both boga, clothing, and makeup, are currently members of the MGMP group. MGMP or Subject Teacher Deliberation is one of the forums used by teachers of similar fields of study for self-development (Farihatul Husna, 2016). Based on their profession, they need the ability to make learning media. Media used to teach in schools include *handouts, job sheets,* and whiteboards. A job sheet is a sheet that contains instructions or commands that can guide students in mastering the subject matter (Romana, 2020). Based on observations, teachers have used media in learning, but due to their limited ability to update media, the media used is less attractive. This is to Yahya's research, where *job*

*sheets* are less attractive and ineffective for learning because the images are not clear, less pleasing to the eye and sentences are difficult to understand (Muhammad Yahya, 2014).

In making learning media through the development of information technology, more and more *software* or programs can be utilized. Corel Draw is one of the graphics programs that can be used to create learning media. CorelDraw is a vector processor in the form of lines and planes that are processed based on arrangements of vector numbers (Agustina, 2017). With Corel Draw a teacher can create a learning media equipped with pictures to facilitate the delivery of material. By applying corel draw in making learning media, the teacher can create teaching materials that are by the material to be taught by adjusting the time and students who will learn

Therefore, this group is a strategic target audience, because in general not many teachers use the corel draw program to create learning media. With training on making learning media using corel draw, it is hoped that teachers can develop learning media by the characteristics of the material to be delivered. With the development of learning media using Corel Draw, it is hoped that it can be useful for students in understanding the material delivered by the teacher so that understanding is easier and indirectly increases student competence.

## IMPLEMENTATION METHOD

This Community Service activity was carried out for 3 weeks which was divided into three meetings. The participants who participated in this training were 12 productive vocational school teachers consisting of 5 fashion teachers and 7 cosmetology teachers. At the time of implementation of this service, the activity used several methods, namely the lecture method, demonstration method, and direct practice. Lecture method to convey basic theory about Corel Draw, demonstration to provide practical examples of basic drawing techniques using corel draw, and practice to provide opportunities for participants to practice applying Corel Draw to create learning media. This activity is carried out interactively, which allows participants to ask questions and discuss with fellow participants during the training.

The stages carried out in this training include: 1) the preparation stage consisting of team coordination, scheduling activities, and preparing materials and media; 2) the stage of implementation where at the first face-to-face service explained the theory of Corel draw, basic drawing techniques using corel draw, the first face-to-face continued with direct practice activities by participants to understand the functions of tools in Corel draw. At the end of the first meeting, participants were asked to make a media design, both material and visual, which would be drawn using Corel Draw. The second meeting was followed by making media based on the plan in the previous week. This activity is carried out directly by participants with assistance both in the laboratory and when encountering obstacles outside the lab. The evaluation stage was carried out at the third meeting, where the media developed by participants were corrected and given input. Evaluation is also carried out by distributing questionnaires to determine participants' satisfaction with training activities. An evaluation was also carried out during the activity using participant activity observation sheets. The response data of trainees were taken using a questionnaire in the form of a *Google form* using a Likert scale with 4 answer choices, namely: Strongly Disagree, Disagree, Agree, and Strongly Agree (Sugiyono, 2012). The data obtained from the questionnaire is then calculated as a percentage of each answer

choice and grouped based on the assessment aspect. In addition, to interpret the data, it is also seen from the average score results.

**Table 1. Training activity evaluation design**

| No | Activities | Criterion | Goal achievement indicators |
|---|---|---|---|
| 1 | Explanation of learning media and Corel draw theory | Participants understand the content of the material described. | At least 75% of participants can understand the content of the material described. |
| 2 | Create learning media | Participants can create learning media | At least 50% of participants can create corel draw-assisted learning media. |

## RESULTS AND DISCUSSION

This PPM activity has been completed with time to adjust the situation and condition of teachers in the school. The participants who attended the activity were 12 vocational teachers in productive fields consisting of 5 fashion teachers and 7 cosmetology teachers. The details of the participants are as follows:

**Table 2. Trainees**

| No | Origin of School | Amount |
|---|---|---|
| 1 | SMK Negeri 6 Yogyakarta | 3 person |
| 2 | SMK Negeri 4 Yogyakarta | 3 person |
| 3 | SMK Negeri 1 Sewon Bantul | 1 person |
| 4 | SMK Negeri 1 Wonosari | 4 person |
| 5 | SMK Negeri 1 Pengasih Kulon Progo | 1 person |
| | Total | 12 person |

Source: personal doc.

Based on the table above, it can be said that the participants are quite spread, namely from three districts and one municipality. This indicates that teachers from SMK outside Yogyakarta are enthusiastic to increase their insight, knowledge, and skills in developing learning media.

The activities carried out during this learning media-making training include the presentation of learning media material, corel draw theory, presentation and demonstration of basic drawing techniques followed by media-making practice which is then evaluated at the end of the activity. Here is the documentation of training activities.

**Figure 1. Explanation of the material accompanied by a demonstration**
Source: personal doc.

Picture No. 1 is an activity on the first day, where the devotees explained about learning media, and Corel Draw and ended with a demonstration of the introduction of the Corel Draw tool which was followed by training participants.

**Figure 2. Participants practice making corel-assisted media**
Source: personal doc.

Picture No. 2 is an activity on the second day where participants began to create media based on the initial plan in the previous meeting.

**Table 3. Level of Participant Satisfaction with Training Activities**

| No | Aspects | Average Score | Category |
|---|---|---|---|
| 1. | Instructor delivery | 3,74 | Very satisfied |
| 2 | Material adequacy | 3,45 | Very satisfied |
| 3. | Facilities obtained | 3,71 | Very satisfied |
| 4 | Results obtained | 3,62 | Very satisfied |
| | Average | **3,63** | **Very satisfied** |

Table 3 shows that the level of satisfaction of trainees is seen from the aspect of delivering instructors obtaining a score of 3.74, adequacy of the material score of 3.45, facilities obtained a score of 3.71 and results obtained a score of 3.62. The average level of participant satisfaction with the training was 3.63 with the Very Satisfied category.

**Table 4. Participant Response to Usability Level**

| No | Aspects | Average Score | Category |
|---|---|---|---|
| 1. | Beneficial for learning improvement | 3,88 | Very Helpful |
| 2 | Fit for21st century learning | 3,84 | Very Helpful |
| 3. | Useful for self-improvement | 3,88 | Very Helpful |
| 4 | Useful for improving the quality of institutions | 3,76 | Very Helpful |
| | Average | 3,84 | Very Helpful |

Table 4 shows that the average score of the participant's response to the usefulness of the training was 3.83 with the description Very Useful. The training material from the aspect of improving learning received a score of 3.88. The aspect of conformity with 21st-century learning received a score of 3.84. The aspect of improving self-quality score is 3.88 and improving the quality of institutions is 3.76.

The result of this activity is the arrangement of learning media according to the material to be taught by teachers at school. From the twelve participants, ten learning media were produced which were the work of participants during the training. Based on the questionnaire disseminated, information was obtained that 82% of participants were fluent in utilizing the Corel program to draw. According to the participants, the guidance and assistance provided by the instructor are very helpful for participants in realizing learning media.

All participants revealed that the training material taught was new knowledge and the training held was very effective to assist teachers in making media. Participants want to hold other training to improve teacher professionalism so that teachers will continue to gain insight and knowledge and skills to support their duties. The results of the training show that a high level of satisfaction and usefulness indicates the level of awareness of teachers to improve self-quality, the quality of the institution is very high.

## CONCLUSION

Corel Draw-assisted learning media creation training can be an effort to improve teacher competence in using technology to support learning. In this training, teachers can learn the use of Corel Draw to create various types of learning media, such as presentations, posters, infographics, and so on. The results of the training indicate that teachers' knowledge and skills in making Corel draw-based media have increased. This is evidenced by the compilation of 10 learning media consisting of 7 job sheets, 2 handouts, and 1 PowerPoint presentation media. The level of satisfaction of trainees in the Very Satisfied category and the usefulness of training in the Very Useful category. By mastering Corel Draw, teachers can create more interesting and interactive learning media, to motivate students to learn better. In addition, this training can also help teachers save time and costs because they can create their learning media without having to use outside learning media creation services. In the long run, Corel Draw-assisted learning media creation training can also help improve the quality of learning in schools and improve student learning outcomes. With more interesting and interactive learning media, students are expected to more easily understand learning material and achieve better learning outcomes.

## REFERENCES


Agustina, R. (2017). Pelatihan Desain Grafis Untuk Perangkat Desa Dalam Rangka Peningkatan SDM Di Desa Ngawonggo Kecamatan Tajinan Kab.Malang. *Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, *2*(1). https://doi.org/10.26905/abdimas.v2i1.1289

Andersson, P., & Köpsén, S. (2018). Maintaining Competence in the Initial Occupation : Activities among Vocational Teachers. *Vocations and Learning*, *11*, 317–344. https://doi.org/10.1007/s12186-017-9192-9

Atsani Wulansari, et al. (2021). Pendampingan Penggunaan Media Pembelajaran Berbasis Gamifikasi di Masa Pandemi COVID-19. *Jurnal Abdimas BSI Jurnal Pengabdian Kepada Masyarakat*, *4*(2), 328–334. https://doi.org/10.31294/jabdimas.v4i2.10551

Farihatul Husna. (2016). Peran Musyawarah Guru Mata Pelajaran (Mgmp) Untuk Meningkatkan Kompetensi Profesional Guru PAI: Studi Kasus MGMP PAI SMP Negeri Kabupaten Kediri. *Didaktika Religia*, *4*(2), 205–224. https://doi.org/10.30762/didaktika.v4.i2.p205-224.2016

Fraillon, J., Ainley, J., Schulz, W., Duckworth, D., & Friedman, T. (2019). IEA international computer and information literacy study 2018 assessment Framework. *Springer Nature*. https://doi.org/10.1007/978-3-030-19389-8

Muhammad Yahya. (2014). Efektivitas Penggunaan Job Sheet Pada Pembelajaran Praktik Jurusan Pendidikan Teknik Otomotif FT UNM. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *15*(1), 30–37. http://digilib.unimed.ac.id/id/eprint/1049

Musfiqon. (2012). *Pengembangan Media dan Sumber Pembelajaran*. Prestasi Pustaka.

Pramita, M., Mahardika, A. I., &Sukmawati, R. A. (2021). Optimalisasi penggunaan facebookuntuk pengelolaan kelas dalam jaringan (daring) pada masa pandemi covid 19. *BubunganTinggi: Jurnal Pengabdian Masyarakat*, *3*(3), 167–173. https://doi.org//10.20527/btjpm.v3i3.2475

Romana, R. A. (2020). Pengembangan Jobsheet Praktik Batu Beton Sesuai Standar Kerja Nasional Indonesia Di PTB UNJ. *Jurnal PenSil*, *9*(2), 91–96. https://doi.org/10.21009/jpensil.v9i2.13126

Scherer, R., Howard, S. K., Tondeur, J., & Siddiq, F. (2021). Profiling teachers' readiness for online teaching and learning in higher education: Who's ready? *Computers in Human Behavior*, *118*. https://doi.org/10.1016/j.chb.2020.106675

Sidiq, A. W., & Nuswantoro, M. A. (2021). Pengaruh Penggunaan Media Pembelajaran (E-Learning) dan Motivasi Terhadap Prestasi Belajar Bagi Mahasiswa S1 Akuntansi FE Universitas Semarang. *SOLUSI : Jurnal Ilmiah Bidang Ilmu Ekonomi*, *19*(2), 15–27. https://doi.org/10.26623/slsi.v19i2.3047

Sugiyono. (2012). *Metode Penelitian Kualitatif, Kuantitatif, dan R & D*. Alfabeta.

Suraya, D., Jafar, A., Saud, M. S., Zolkifli, M., Hamid, A., Suhairom, N., Hizwan, M., Hisham, M., & Zaid, Y. H. (2020). TVET Teacher Professional Competency Framework in Industry 4 . 0 Era. *Universal Journal of Educational Research*, *8*(5), 1969–1979. https://doi.org/10.13189/ujer.2020.080534

Wolo, K. A., & Nugroho, P. I. (2021). Pengaruh Pembelajaran Online Terhadap Tingkat Motivasi Belajar Mahasiswa/Mahasiswi FEB Akuntansi UKSW di Masa Pandemi COVID 19. *Jurnal Akuntansi Profesi*, *12*(1), 212. https://doi.org/10.23887/jap.v12i1.33559