



Improving the Quality of Teacher Learning Using Multimedia Through Workshop Activities in Schools

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Abstract

This research aims to improve the quality of teacher learning through the use of multimedia by implementing workshop activities in the school environment. Modern education demands the use of technology in the teaching and learning process, and multimedia is an effective tool for improving the quality of learning. Workshops are considered a training method that can provide teachers with new knowledge and skills in using multimedia effectively. The research method used is Classroom Action Research with a cycle of planning, implementation, observation, and reflection. Research participants consisted of teachers at schools who were willing to take part in workshop activities. Data was collected through observation, interviews, and assessment of learning outcomes. The research results show a significant increase in teachers' ability to use multimedia in learning. The workshop provided new insights and increased teachers' confidence in integrating multimedia technology into their teaching. In addition, increased student engagement and motivation were also seen during the implementation of multimedia. Thus, this research presents recommendations for involving regular workshop activities as a sustainable strategy for improving the quality of teacher learning by utilizing multimedia in the school environment. The conclusions of this research provide a positive picture of the role of workshops in supporting the development of teachers' multimedia skills to achieve more innovative and interactive learning in the era of digital education.

INTRODUCTION

Education is the backbone of a nation's development, and teachers are key in guiding the young generation towards a better future (Bell, 2016; Dirsia et al., 2022). In the current era of digital and information technology, the use of multimedia is considered an effective way to improve the quality of learning in schools. Teachers as the front guard of learning need to have skills in integrating multimedia technology to provide a more dynamic and interesting learning experience for students (Annisa et al., 2020; Widayanti et al., 2019).

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The use of multimedia in learning can include various forms such as videos, images, interactive presentations, and so on. However, challenges arise when teachers have not fully mastered the use of this technology in their teaching context. Therefore, workshop activities are considered an effective method for improving teachers' skills and understanding regarding the use of multimedia in the learning process (Abdussalam et al., 2019; Hazriyanti et al., 2020). This research aims to explore and improve the quality of teacher learning through implementing workshop activities that focus on the use of multimedia in schools. It is hoped that the workshop can become a forum for teachers to understand, master, and apply various multimedia technologies to their teaching methods (Tekah, 2019).

From the results of the identification carried out on teachers in elementary schools in Indonesia, several symptoms are shown as follows: first, the media used by teachers in teaching still uses conventional media (mediocre media) so that the learning process is no less interesting. Second, teachers in elementary schools in Indonesia do not yet understand (skilled) in creating and using media in the learning process (Amani et al., 2021; Febriani et al., 2022). Third, there has never been a workshop on the creation and use of media in learning. Fourth, lack of guidance on teachers' abilities in creating and using media in learning. To overcome this, it is necessary to increase teachers' abilities in creating or preparing learning media. One way that can be done to improve these abilities is through workshop activities. A workshop is an activity that is deliberately held as a gathering place for people from similar backgrounds to solve a particular problem by discussing or giving opinions between one member and another (Ekanayake & Wishart, 2015; Nejari & Elyousfi, 2023).

With workshop activities, it is hoped that teachers can enrich their teaching methods, increase interaction in the classroom, and have a positive impact on students' understanding and involvement in the learning process. Through these efforts, this research contributes to improving the quality of learning at the elementary school level, responding to the demands of an era that is increasingly moving towards technology-based education. Several previous studies have been carried out by previous researchers. However, this research was conducted using different research locations and there were also differences in the use of research methods carried out.

METHODS

This research uses a Classroom Action Research approach to improve the quality of teacher learning using multimedia through workshop activities in schools (Altaftazani, 2018; Nursoviani et al., 2020; Ramdhani, 2020). Research participants consisted of school teachers who were selected purposively based on their level of teaching experience and professional development needs. The initial stage of the research involved identifying problems in the quality of teacher learning using multimedia in the school, then continued with planning and implementing workshops. The workshop was designed to provide new knowledge to teachers about the use of multimedia in learning, as well as provide opportunities to practice and collaborate in developing interesting learning materials. Evaluation is carried out after the workshop is completed through classroom observations, interviews with teachers, and analysis of student learning outcomes (Suriansyah, 2021; Yuslia et al., 2021). The data obtained will be analyzed qualitatively to understand the impact of the workshop on the quality of teacher learning. It is hoped that this research will provide valuable insight into the effectiveness of the use of multimedia in improving the quality of teacher learning in schools, as well as provide a basis for the development of broader and more sustainable training programs in the context of the use of technology in education.

RESULT AND DISCUSSION

This research was carried out in elementary schools in Indonesia, based on the analysis that has been described, it shows that teachers' ability to create media and its use in learning continues to increase from cycle I and cycle II. The increase occurred because the Principal attempted to create a more interesting and enjoyable atmosphere for training activities. Training activities are very appropriate and follow the goals the teacher wants to achieve. Workshop Activities is the technique applied to improve teachers' abilities in creating and using media in learning. This action research was carried out in 2 cycles with a total of 8 teachers. Cycle I was carried out with 2 meetings and 1 teaching test. Cycle II was carried out the same as the meetings in the first cycle, namely one meeting and one teaching test. Each meeting held consisted of two hours of lessons (1 hour 35 minutes long) and the researcher was also assisted by an observer who was tasked with observing every activity of the Principal and teachers during the training activities. The stages of implementing research actions start from planning, implementation, observation, and reflection (Iskandar et al., 2023; Muslan et al., 2023).

In the initial data, the development of teachers' ability to create media and use it in learning in elementary schools in Indonesia is an average of 15 with a classification of Less. This is due to the lack of teacher ability to create media and its use in learning can be seen as follows: i) The teaching methods used by teachers in elementary schools in Indonesia still use conventional methods so that the learning process and results are not optimal; ii) Teachers in elementary schools in Indonesia do not yet understand how to create media and use it in learning; iii) There has never been a workshop on media creation and its use in learning; and iv) Lack of guidance on teachers' abilities in creating media and using it in learning (Lawrence & Tar, 2018; Manca & Ranieri, 2016).

Then, after improvements were made in cycle I through teacher training activities by the Principal, aspects of teachers' abilities in creating media and using them in learning began to improve, such as i) Teachers designed and managed learning activities that encouraged students to play an active role in learning; ii) Teachers use a variety of learning aids and resources; iii) Teachers provide opportunities for students to develop their skills; iv) Teachers adapt learning materials and activities to students' abilities; v) Teachers relate learning activities to students' daily experiences; vi) Teachers assess learning activities and student learning progress continuously (Mahin, 2022; Zaifullah et al., 2021). The average teacher's ability to create media and use it in learning in cycle I was 20% with a Good classification.

Furthermore, in cycle II, through teacher training activities by the Principal, aspects of teachers' abilities in creating media and their use in learning continued to increase. Increasing teachers' abilities in creating media and using them in learning from initial data to cycle I to cycle II by carrying out teacher training activities can be seen in the following table:

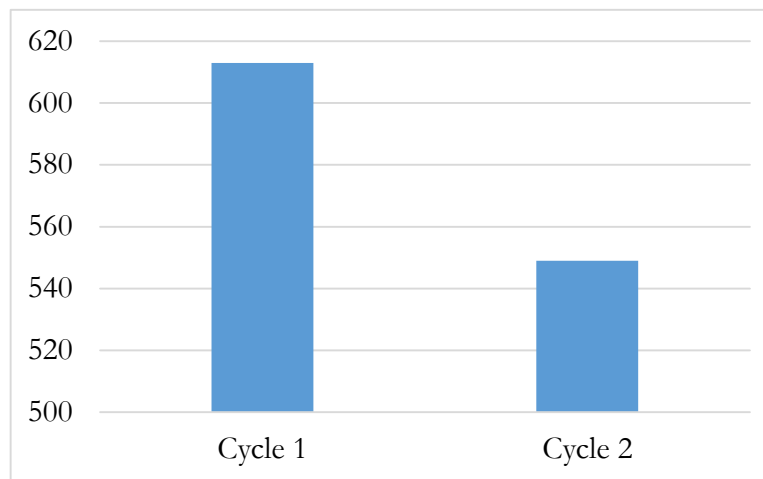


Fig 1. Comparison of Student Learning Outcomes

Based on table. 4.5 can be seen before being given action through Workshop Activities, the average teacher's ability to create media and use it in learning is 15. Then after carrying out Workshop Activities in cycle I, the average increase is 20. To find out the high level of improvement that occurred in cycle I can be seen from the following data analysis calculations. From the data analysis calculations above, it can be seen that the increase in teachers' ability to create media and use it in learning that occurred in cycle I was 33.3%. The increase that occurred in cycle I has not experienced a significant increase, therefore a continuation of cycle II is needed. After being given action in cycle II, the average student learning outcomes increased by 23.

So from the overall aspect of increasing teachers' abilities in creating media and using it in learning, if you add up the increase from Initial Data, namely 15 to Cycle II, namely 23, then the increase can be seen, namely, 48.3%. Thus, workshop activities are very suitable to be used to improve teachers' abilities in creating media and using it in learning.

Based on the results of the improvements that have been implemented and the theories that have been put forward as well as the results of discussions between the author and the observer, the following agreement can be obtained: First, the implementation of improvements in cycle 2 has gone well. This can be seen from the achievement of increasing teachers' abilities in creating media and using it in teachers' learning as expected and in general all plans have been implemented well. Second, the obstacles and obstacles that existed in improving previous learning could be overcome properly in cycle 2 actions, so that it was agreed that there was no need to carry out subsequent improvement activities.

CONCLUSION

Based on the research results, it can be concluded that workshop activities are effective in improving teachers' abilities to create and use learning media in elementary schools in Indonesia. This increase can be seen from the results of the teacher's ability test before the action, which increased from an average of 15 to 20 in cycle I (an increase of 33.3%) and then to 23 in cycle II (an increase of 15% from cycle I). Overall, there was an increase of 48.3% in teachers' ability to use learning media. The recommendation from this research is that teacher training through workshop activities can be an effective method for improving teachers' abilities in using learning media. Apart from that, the role of teachers and principals in learning has also changed, where teachers have become more active as facilitators and motivators rather than just as unvarying teachers.

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