Creating Animations with Powerpoint for Kindergarten Teachers in Dumoga Central District and Bolaang Mongondow District

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ABSTRACT

The ability of kindergarten teachers to create animations is still far from "can," and they only create animations to meet specific requirements or tasks. In fact, compiling animations that were thought to be simple was not as simple as one might think. Creating animation appears to be the same as creating teaching materials in general. In fact, if the animation is organized according to the correct rules and regulations, compiling the animation becomes the most "difficult" research to complete. This is demonstrated by the situation of teachers who have been unable to correctly arrange animations. The community service program, which takes the form of learning media development training for kindergarten teachers in the Dumoga Tengah district, is expected to increase knowledge, skills, and confidence in their profession. Later on, teachers will be more motivated to develop themselves. The outcomes of this training will benefit schools by making the teaching and learning process more interesting by utilizing a wider range of learning media. Furthermore, the availability of training in the development of learning media will improve teachers' abilities to prepare their learning tools.

Keyword: creating animation, PowerPoint

INTRODUCTION
Situation Evaluation
Every aspect of life is becoming more technologically advanced. The educational world must adapt to technological advancements so that students can balance the sophistication of this technology. Teachers should lead the way in the application of science and technology.

However, several institutions continue to express concerns about their teachers' ability to master technology. At the very least, in creating PowerPoint-based teaching materials that can make the learning process more enjoyable and easier, teachers' ability to organize PowerPoint is currently very important so that they can use PowerPoint to help students learn more effectively. The ability to create high-quality PowerPoint presentations can draw students' attention and help a teacher's professionalism.

This is due to the fact that PowerPoint can help: (1) develop teacher competencies in solving learning problems such as content quality, efficiency, learning effectiveness, processes, and student learning outcomes; and (2) improve learning abilities, which will have an impact on increasing the personal, social, and professional competencies of the teacher (Prendergast, 2002). Using PowerPoint media in learning is a solution that teachers can use to solve classroom problems.

Based on field findings, it is clear that teachers, in particular, are still unfamiliar with or do not fully comprehend the benefits of animated media. Most of these teachers only compile animated media if they are coerced by stakeholders or the school principal. Admittedly, as previously stated, animation media is critical to supporting and improving learning outcomes, as well as increasing a teacher's professionalism. To improve teachers' abilities, professional staff can provide regular and ongoing training until there are no more kindergarten teachers

in Dumoga Tengah District who do not know how to prepare PowerPoint animations. It is hoped that with training, the teacher's ability to create animations in PowerPoint will improve.

Problem

The ability of kindergarten teachers to create animations is still far from "can," and they only create animations to meet specific requirements or tasks. In fact, compiling animations that were thought to be simple was not as simple as one might think. Creating animation appears to be the same as creating teaching materials in general. In fact, if the animation is organized according to the correct rules and regulations, compiling the animation becomes the most "difficult" research to complete. This is demonstrated by the situation of teachers who have been unable to correctly arrange animations in PowerPoint. There are still many issues with learning in the classroom, as indicated by the competency of achieving a theme that is far from the Minimum Completeness Criteria, which is entirely dependent on how the teaching material is delivered to the students by the teacher.

Priority Problems to be Resolved

Based on the outcomes of discussions with teachers as partners, it was agreed that the priority issue was how to compile quality and appealing PowerPoints for students. To address these issues, it was agreed to hold training sessions for teachers on the rules for creating animation PowerPoint in order to assist teachers in conveying teaching material and to provide teachers with an understanding of the importance of PowerPoint in the learning process.

SOLUTIONS AND TARGETS

The solution proposed and agreed upon with partners to carry out activities is to first provide teachers with an understanding of the importance of PowerPoint in the learning process, followed by training on the rules for writing animations on PowerPoint.

This program's expected target audience is teachers' skills and abilities in compiling animations on PowerPoint as a medium in the learning process. As a result, in the long run, the ability to create PowerPoints has been ingrained in all teachers, and it is expected that this will improve the quality of education in the TK Dumoga Tengah District.

IMPLEMENTATION METHOD

This training took place at Nazareth Werddi Agung Selatan Kindergarten in the Dumoga Tengah District. The development method to be used consists of a series of sequential stages, which include:

Preparation: (a) Formalize collaboration with kindergarten teachers in Dumoga Tengah District; (b) Formalize collaboration with teacher working groups in Dumoga Tengah District; (c) Prepare materials...

Implementation: (a) Educating teachers on the importance of creating high-quality animations; (b) Educating them on the rules for creating correct animations; and (c) Training in creating animations as a medium for delivering teaching material during the learning process.

RESULTS OF ACTIVITIES

Community Service programs such as face-to-face events and animation preparation training as learning media went off without a hitch. Face-to-face meetings using lecture and demonstration methods, followed by training or practice to create learning media animations, beginning with selecting materials, arranging them, selecting letters, providing effects and animations, and displaying the results This activity was carried out in Werdhi Agung village, Dumoga sub-district. The activity included 32 kindergarten teachers from Werdhi Agung village, and the training was held at Nazareth Kindergarten.

The implementation of this Community Program activity is carried out by one researcher, with the subject matter presented regarding:

a. Introduction to learning media material in the form of animation
b. The steps for compiling and developing animated instructional media
c. Exercise in creating learning media in the form of animation
d. Evaluation of the outcomes of the prepared learning media

Due to time constraints, not all material was delivered in detail. The activity began with lectures and demonstrations and was then followed by exercises. According to the training activities, the teacher has not yet mastered the creation of good learning media, particularly learning media in the form of animation. The program was then followed by a question-and-answer session.

During the question-and-answer session, participants enthusiastically asked a variety of questions. The following were the main points of the participants' questions:
1. Conditions for preparing good learning media
2. The steps for making learning media in the form of animation
3. Replacing layouts, fonts, and backgrounds when creating animated learning media
4. Creating tables in slides
5. Provision of sound effects and animation in the creation of animated learning media
6. Setting up an animated display of learning media for the audience

The community service program, which has been implemented in the form of learning media development training for Nazareth Kindergarten teachers in Werdhi Agung village, is expected to increase their knowledge, skills, and confidence in carrying out their profession. Teachers will be more enthusiastic and motivated to grow. The outcomes of this training will be beneficial to schools by making the teaching and learning process more engaging through the use of more diverse learning media. Aside from that, this learning media development training will improve teachers' skills in creating learning tools, which will help teachers prepare certification programs that will inevitably be implemented.

Outlined outcomes of community service program activities include the following components:
1. The target number of training participants was reached.
2. Achievement of training goals
3. Planned material targets is achieved
4. Participants' ability to master the material

According to the number of computers available, the target training participants were at least 32 kindergarten teachers in the Dumoga District. This activity was carried out with the participation of 32 people. As a result, the participant target was met 100% of the time. These figures show that the community service program activities are successful based on the number of participants who participate.

The goals of assisting in the development of learning media were generally met; however, due to the limited time available, not all material related to the development of learning media could be conveyed in detail. However, based on the results of the participants' training, specifically the quality of the learning media produced, it can be concluded that the objectives of this activity can be met.

Because the mentoring material was delivered in its entirety, the achievement of the target material in this community service program is quite good. The following mentoring materials have been delivered:
1. Introduction to professional teachers and teacher certification
2. Learning media theory
3. Development of computer-based learning media

Due to the short time allotted for delivering the material and the participants' diverse abilities, the participants' abilities were still lacking, as evidenced by their mastery of the material. This is because a large amount of material is only delivered in one day, leaving participants with insufficient time to fully understand and practice all of the material provided.

Overall, mentoring activities for the development of instructional media to expedite teachers' certification can be considered successful. Aside from the four components mentioned above, this success can also be seen in participant satisfaction after participating in the activity. Teachers benefit from the ability to compile and develop higher-quality learning media, with the hope that these qualities will adhere to standards and be used as points in evaluating teacher certification portfolios.

RESULT
Based on the findings of the research and discussion, it has been determined that:
1. Teachers in the Dumoga District's Kindergarten must understand the value of animation in the learning process.
2. Giving teachers the ability to create animations will greatly assist them in achieving learning goals.
3. This training provides the right solution to teachers' problems in delivering teaching material

SUGGESTION
Based on the findings of the research and discussion, it is suggested that similar training be provided so that teachers are familiar with technology and can make the best use of it in their classrooms. This greatly assists teachers in meeting learning objectives.

Declaration by Authors

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