
Training and Manufacturing Assistance Digital-Based Picture Stories for Teachers Kindergarten/PAUD ABA III Rewwin

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Abstract: *This service aims to provide training and assistance in creating digital-based picture stories for ABA III Rewwin Kindergarten/PAUD teachers. This effort is part of an effort to increase digital literacy and skills for teachers to be more creative and innovative in creating learning media. This activity is expected to increase teacher competence in creating digital-based learning media. This training is in collaboration with TK/PAUD ABA III Rewwin Waru Sidoarjo, which can be seen from the implementation of teacher skills in creating digital illustrated stories. The output of this training and mentoring is expected to be in the form of improving the quality of education and the potential for publication of research results and can contribute positively in facing educational challenges in the digital era.*

Introduction

Education develops in accordance with the times and the demands of society. The flow of technological developments is so rapid, teachers with all limitations must be able to adapt to these demands. One of the skills that kindergarten (TK) or early childhood education (PAUD) teachers must have is telling stories. Telling stories about technological developments must be utilized to help stimulate students to understand the material provided. So digital-based storytelling can make learning more effective and interesting.

Developing technology is not only about hardware, but is also part of teacher creativity and innovation in producing content that can increase students' learning interest in understanding the material better. This training and mentoring activity in creating digital picture stories is a service effort to help teachers integrate literacy culture with developments in digital technology. Digital technology is part of the development of learning media which really helps teachers make it easier to provide material, so digital technology is not only used as an entertainment medium. Therefore, teachers must be skilled in using technology and implementing it in learning to make it more interesting and relevant.

Digital picture stories provide dynamic interactive experiences, allowing children to better understand concepts through visual, sound and narrative elements. This media not only helps in learning but also in learning

development of children's cognitive and motor skills. The existence of interactive elements makes learning more lively and meaningful (Fauziah, et al., 2024). Technological developments continue to develop, making digital picture story media an important tool in education. Teachers must be able to integrate this technology into the teaching and learning process, not only as a teaching aid, but as a medium that has the potential to change children's learning experiences to be more in-depth and enjoyable, thereby preparing them to face future challenges.

The above problems then gave the initiative to create training and assistance in creating digital-based picture stories for ABA III Rewwin Kindergarten/PAUD teachers. This activity aims to provide an understanding of the development of digital technology and improve teacher skills in telling stories for ABA III Rewwin Kindergarten/PAUD teachers.

Method

1. Location and Time

This training and assistance activity in creating digital-based picture stories for kindergarten/PAUD teachers is part of the 2024 collaborative Community Service Program at TK/PAUD ABA III Rewwin, Waru, Sidoarjo with a work program focused on digital-based learning media. The activity took place at TK/PAUD ABA III Rewwin, Waru Sidoarjo for 2 days. The target audience for this activity is ABA III Rewwin Kindergarten/PAUD Teachers.

2. Preparation Method

The preparation process begins by providing basic information about technological developments and the importance of technology for the world of education. So it demands digital literacy which must be understood and implemented by teachers in learning. Introduction and habituation in using digital-based learning media is important to make it easier for teachers to explain and make learning seem more interesting, especially for young children. Storytelling skills sometimes become monotonous when done directly, but this becomes different when collaborated with technology. Such as illustrated animation, video dubbing, etc. This process is guaranteed to be educational and the result of the creativity and innovation of teachers TK/PAUD ABA III Rewwin.

3. Implementation Method

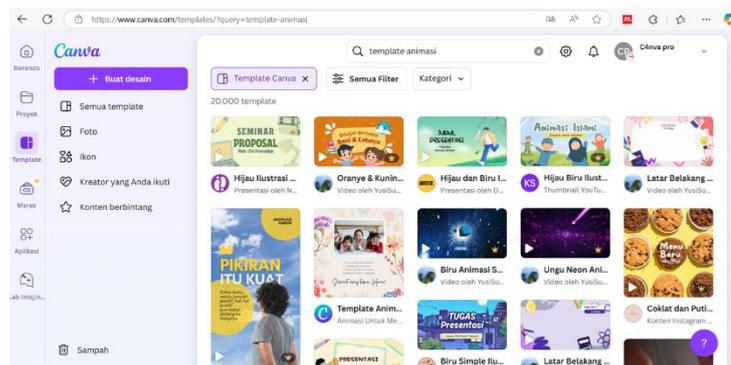
The method applied in training and mentoring is workshops/seminars, which consist of seminars or information sessions followed by training and direct practice. Information sessions are conducted through discussions to provide basic knowledge to participants. The contents of the information session include: 1) Information about

technological developments; 2) Information about the importance of technology for the advancement of education; and 3) Information about the application of digital-based learning media in improving the storytelling skills of kindergarten/PAUD teachers. The training and discussion phase is carried out through practical exercises, followed by an interactive question and answer session and sharing of experiences between the instructor and participants.

Research and Discussion

In the implementation of training and mentoring, PAUD teachers experienced significant improvements in skills in creating digital-based learning media. This is shown by the level of teacher understanding of technological developments and their application. Teacher skills in recognizing and creating digital learning media such as Canva, pic art, stamp cut. The teacher's knowledge was initially very varied because he was not used to using it as a learning medium. But it is often used as a daily necessity for editing personal photos and videos.

This level of understanding is the initial capital that teachers have in understanding digital-based learning media. Therefore, it is important that the teacher's understanding is also applied in the world of education, so that learning is more varied and interesting for students. ABA Kindergarten/PAUD teachers' ability to use various digital applications such as Canva, Pic Art, and Cap Cut to create more interesting illustrated stories. The use of technology-based learning media not only improves teachers' skills, but also enriches their teaching methods, making learning more enjoyable for students.



Picture 1: the use of canva to create animations

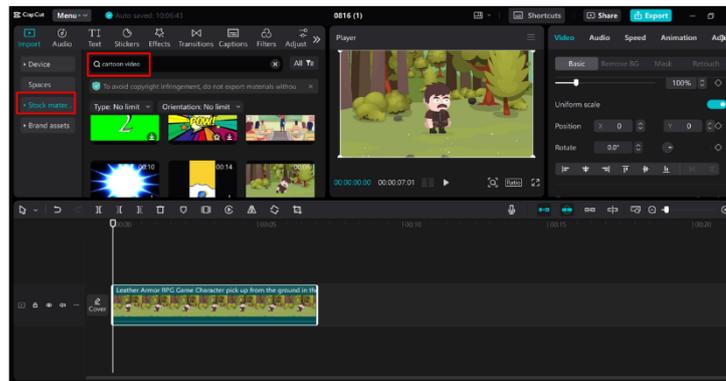


Figure 2: use of Cap Cut for voice over

The ABA Kindergarten/PAUD teachers were very enthusiastic about the training and experienced very significant developments starting from how to use the Canva and Cap cut applications. This is certainly very helpful in this activity. The ability to use this media also encourages students to interact more actively and helps them understand the lesson material in a more realistic and enjoyable way. This increase in teacher ability shows good progress in skills using digital-based picture story media which has great potential to support more effective learning.

Success in understanding and implementing using digital-based learning media for storytelling skills has had a positive impact on schools and teachers in particular. This can certainly increase teacher competence and creativity and innovation for teachers. So that the learning process is more interesting and the teacher's level of confidence in teaching also increases.

This increase in competency also builds a positive learning climate for teachers by always following technological developments and changing times, according to the needs of the students they teach. This positive climate must be maintained by schools as educational institutions that have a vision accurate, performance-based implementation that is carried out fairly, equally and comprehensively to improve the quality of education for Indonesian students. This progress starts from the human resources we have, namely teachers with skilled and superior competencies in science and technology.

Conclusion

Training and assistance in creating digital illustrated stories for PAUD teachers is going very well, this is an effort to increase digital literacy and teacher skills in creating learning media. By increasing the quality of teachers and increasing mastery of learning media, it becomes more effective and efficient. So that students' ability to understand the material given by the teacher also increases and as a result all students know and understand the benefits of technology. The results of this activity are to support teachers in facing technological developments and prepare students better in the future. Meanwhile, for the servants, this activity is to improve the quality of education and make a positive contribution in facing the challenges of education in the digital era.

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