

## Technology-Based Interactive Learning Media Training for Lecturers

Dwi Kismayanti Respati<sup>1</sup>, Mardi<sup>1</sup>, Dwi Handarini<sup>1</sup>, Ati Sumiati<sup>1</sup>, Santi Susanti<sup>1</sup>, Sri Zulaihati<sup>1</sup>, and Achmad Fauzi<sup>1</sup>

<sup>1</sup> Universitas Negeri Jakarta, Indonesia

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### ABSTRACT

*The progress of ICT is closely related to teaching and learning activities in an educational institution. Coupled with the distance learning situation, the learning process must be interactive and attract students' interest in learning. To improve the quality of learning, lecturers need to present an innovative and interesting learning media. This community service activity is held to develop the ability of lecturers in teaching through Prezi and Canva media training. The activity was held by virtual zoom and was attended by 48 lecturers from Musi Rawas University, Malikussaleh University and STIEBI Prana Putra. This study uses qualitative methods to observe the object naturally. Participants' performance will be evaluated by pre- and post-tests. The post-test results show an increase in lecturers' skills in mastering Prezi and Canva media. The results of the satisfaction survey also showed that all participants were satisfied with this activity and expected similar activities to be held regularly.*

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\* Corresponding Author.  
[dwikisrespati@feunj.ac.id](mailto:dwikisrespati@feunj.ac.id) (Dwi Kismayanti Respati)

## INTRODUCTION

In general, the improvement of science and technology can be seen through the improvement of information and communication technology (ICT) (Lesmana et al., 2018). The progress of ICT is closely related to teaching and learning activities in an educational institution. Coupled with the distance learning situation, the learning process must be interactive and attract students' interest in learning.

Learning media is part of the teaching presentation system that can be used to support the learning process. Media development is based on the assumption that learning can run smoothly, effectively and fun if it is facilitated by learning media that can attract the interest and attention of students (Myori et al., 2019). The use of learning media that is in accordance with the characteristics of the needs of students and the material to be presented will play a role in helping to generate interest and motivation of students (Alannasir, 2016 dalam Amin, 2019). It can be concluded that interactive and technology-based learning media greatly affect the success of the teaching and learning process.

It is challenging to create a learning model that incorporates a variety of elements due to the limits placed on teachers' use of learning media (Lesmana et al., 2018). The problem that arises is that the use of media has not been entrenched to be applied in the classroom, so that students have difficulty understanding the subject matter (Sriyanto, Murniawaty, Nuryana, & Ismiyati, 2018 in Amin, 2019). Teachers and even lecturers need to improve their ability to operate interactive learning media through training.

In improving the quality of learning, lecturers need to present an innovative and interesting learning media. Not only using power point, but lecturers must be able to use other technologies such as Canva, Prezi, and other applications that are currently easy to access. Thus, this activity is conducted to offer lecturer with training to enhance their skills using technology-based learning material.

## LITERATURE REVIEW

The teaching and learning process is essentially a communication process, where educators act as messengers and students as message recipients, where the message can be in the form of content / teachings that are poured into communication symbols both verbal (words and writing) and nonverbal, the process of This is called encoding and the interpretation of these communication symbols by students is called decoding (Maimunah, 2016).

Learning media is one of the means used by educators in delivering lecture material to students. The use of learning media not only pays attention to the content of the material presented, but also visually must be able to attract the attention of students.

Utilization of various types of learning media does not have to be expensive, up-to-date, and sophisticated, but can also take advantage of resources available in the surrounding environment depending on the objectives, characteristics of students. (Abidin, 2016). Even in today's technological developments, learning media is one of the most rapidly developing objects of its kind.

The process of choosing instructional media must still consider the context that the media is a component of the overall instructional system, even though the purpose and content are known, surrounding factors such as time and sources, as well as the assessment procedure also need to be considered, plus considerations about what media are available. , how much does it cost, how long does it take to get it, and what format suits the taste of the user (Chotib, 2018).

Information technology that is growing rapidly has made big changes to the world of education, learning methods both in terms of techniques and media are also progressing (Sari & Setiawan, 2018). However, in choosing learning media, it must refer to several things, namely the clarity of the intent and purpose of media selection, media introduction, there are several learning media that can be compared, and there are criteria or norms that are used as the basis for selecting media (Abidin, 2016).

One of the obstacles in using technology is the ability of human resources to use it. Lecturers as teachers at an advanced level, are faced with students who are Generation Z, where technology has become an inseparable part of life from their daily activities. Therefore, lecturers must improve their ability to use technology in order to be able to provide interesting technology-based learning media for students. This ability improvement can be done through learning media training.

One of the most popular technology-based learning media today is Canva and Prezi. Canva and Prezi have many features that support lecturers in creating learning media. There are presentations, videos, posters, books, and other media. Naturally, lecturers can select characteristics that have been adapted to the learning objectives and student personalities. These media have a special feature, interactive, and updated. The presence of Canva and Prezi not only makes learning media innovative, but also makes it easier for lecturers to prepare them.

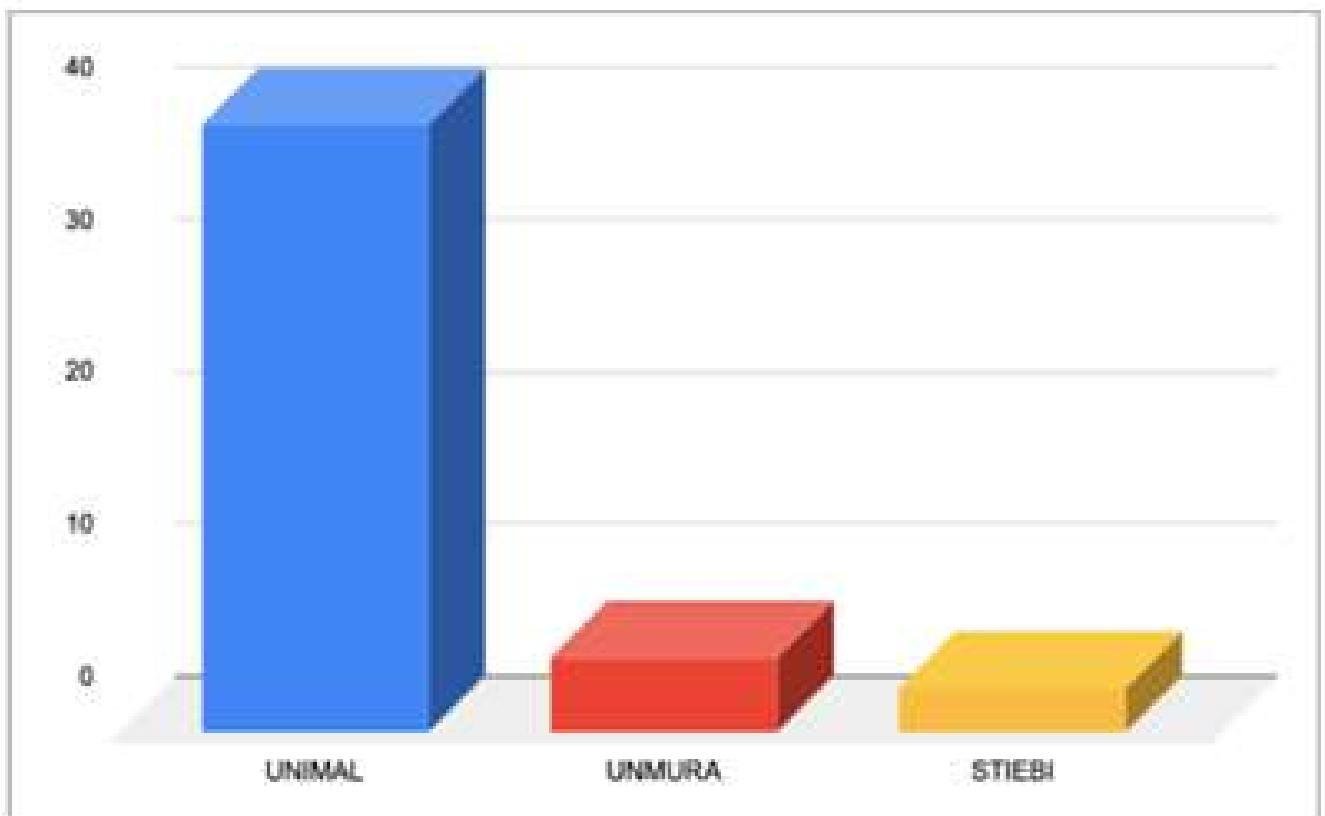
## **MATERIAL AND METHOD**

Improving the ability of lecturers in using Canva and Prezi learning media is through training. The lecturers who participated in the training came from three universities that have collaborated with the Faculty of Economics, State University of Jakarta, namely Musi Rawas University, Malikussaleh University, and STIEBI Prana Putra. This activity aims to invite lecturers from other campuses to improve their skills in presenting learning media in the classroom using technology. To ensure that the learning process is not tedious and uninteresting, it is anticipated that the usage of innovative learning media would generate effective interaction between lecturers and students.

Training activities are carried out in one day via Zoom on 13 August 2022. The speakers presented are experts in the field of educational technology and learning media. This training activity is named Development of Teaching Innovation through Technology-Based Interactive Learning Media Training for Lecturers.

## RESULT AND DISCUSSION

The Teaching Innovation Development Activities through Technology-Based Interactive Learning Media Training for Lecturers were attended by 48 lecturers from three universities, namely Musi Rawas University, Malikussaleh University, and STIEBI Prana Putra. The number of participant variants is presented in the following Diagram 1.



**Diagram 1.**  
Profile of Participants  
Source: Data Processed by Author (2022).

The presentation of the material given is related to the Canva and Prezi applications as technology-based learning media. The material is presented with theory at the beginning as an opening and then the practice of making learning media. The resource persons gave examples starting from how to access Canva and Prezi, then choosing media according to their needs, then designing the media to produce complete learning media that are ready to be presented. Participants are directed to take part in the training using their respective laptops or computers. Question and answer sessions were opened throughout the training to help participants if they had difficulties during the training. Poster of event as shown in Figure 2. Figure 3. provides material by speaker.



Figure 1.  
Poster of Event  
Source: Data Processed by Author (2022).

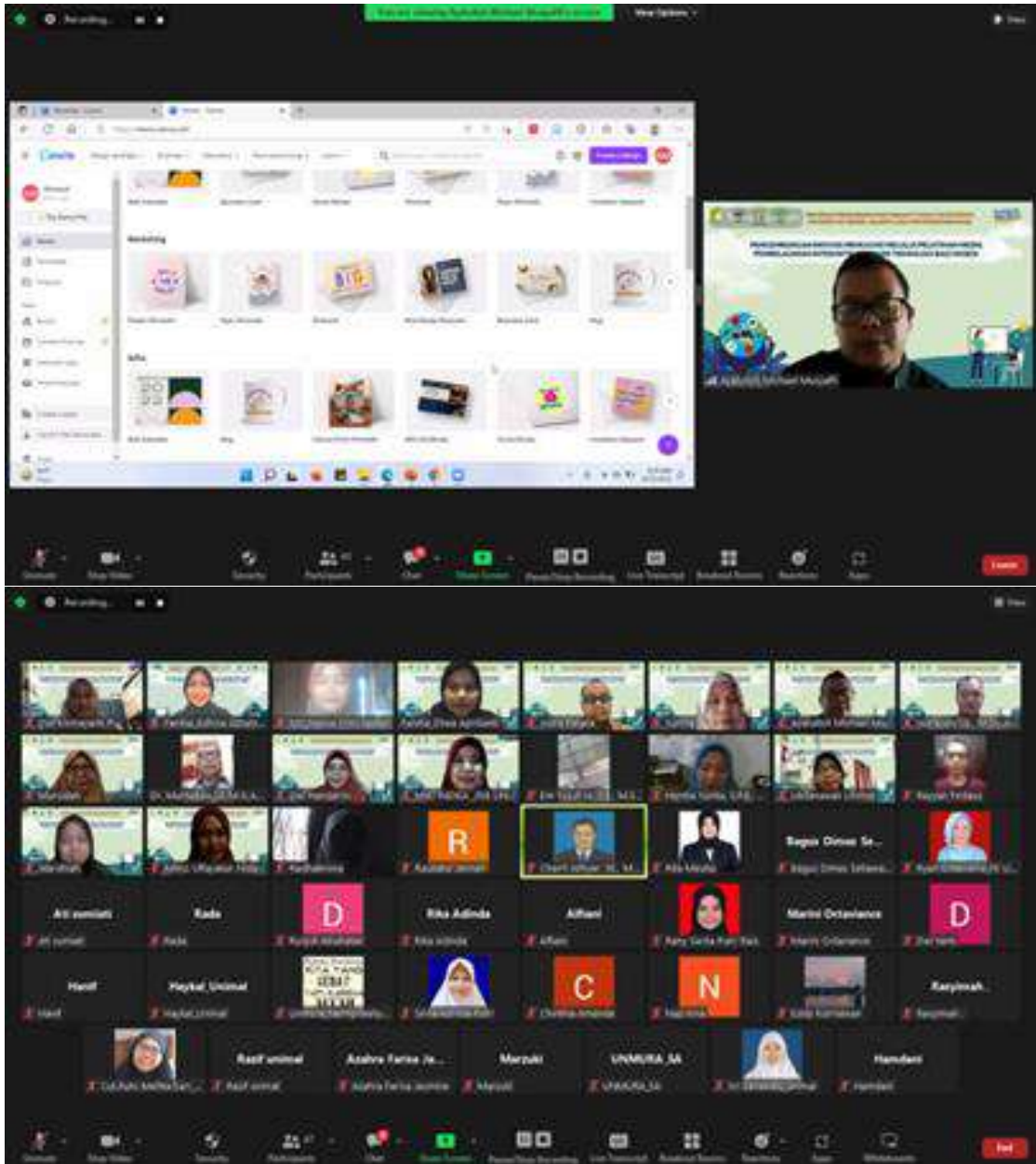
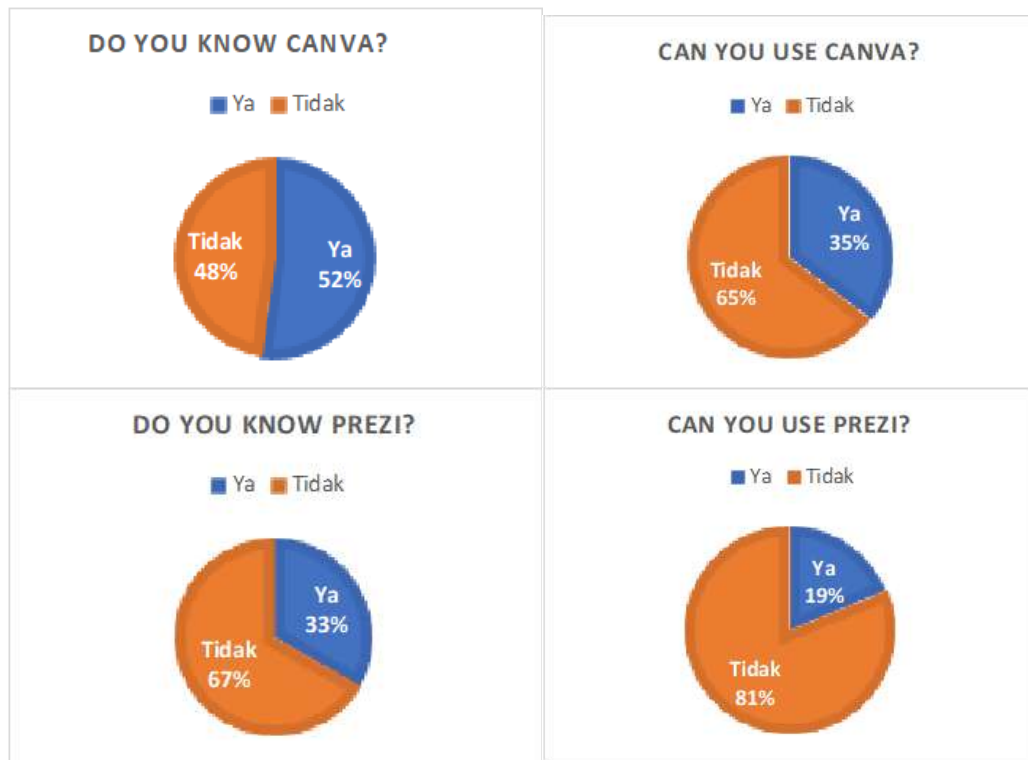


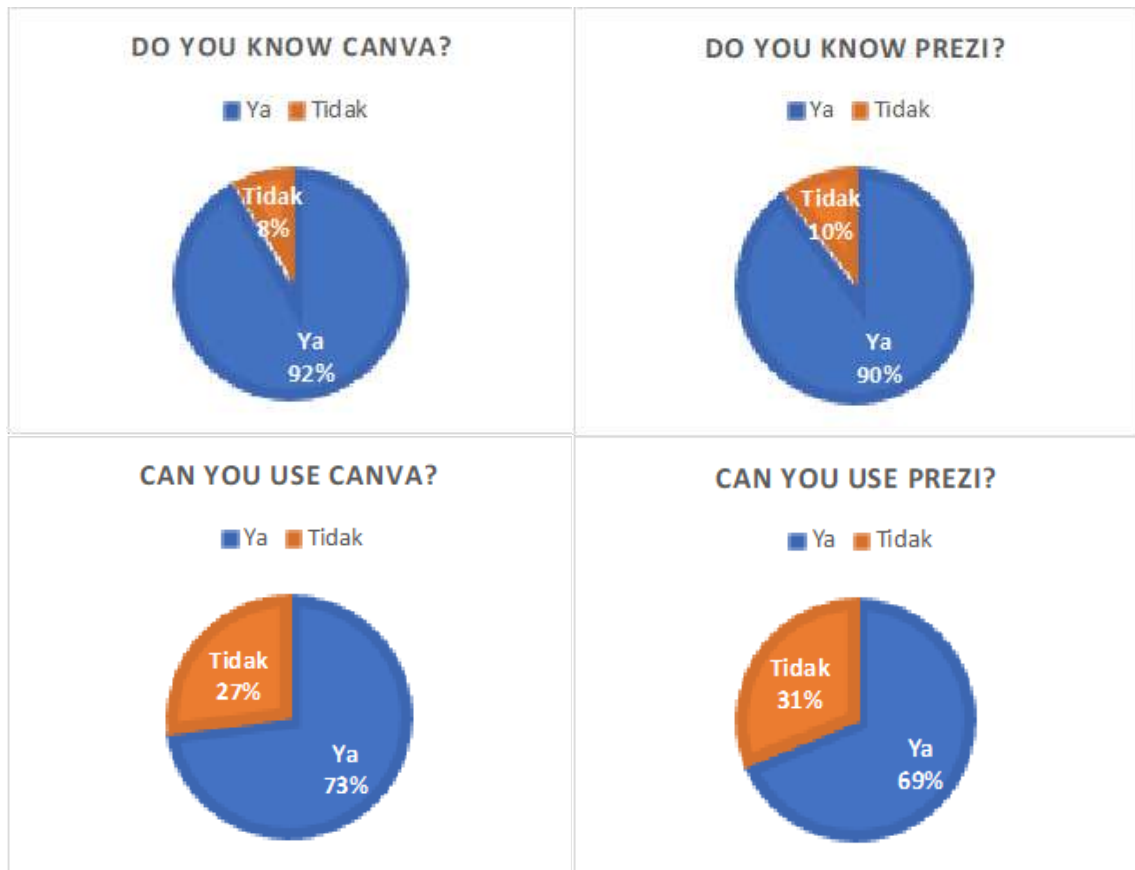
Figure 2.  
Material by Speaker  
Source: Data Processed by Author (2022).

Before the training begins, participants are required to fill out a pre-test to measure the extent to which participants understand before participating in the training. The results of the pre-test are presented in the following Figure 4. below.



**Diagram 2.**  
Result of Pre Test  
*Source: Data Processed by Author (2022).*

Then after the training participants are also required to fill out a post-test again to measure the extent to which participants' understanding has increased after participating in the activity. Result of post test as shown in Diagram 3.

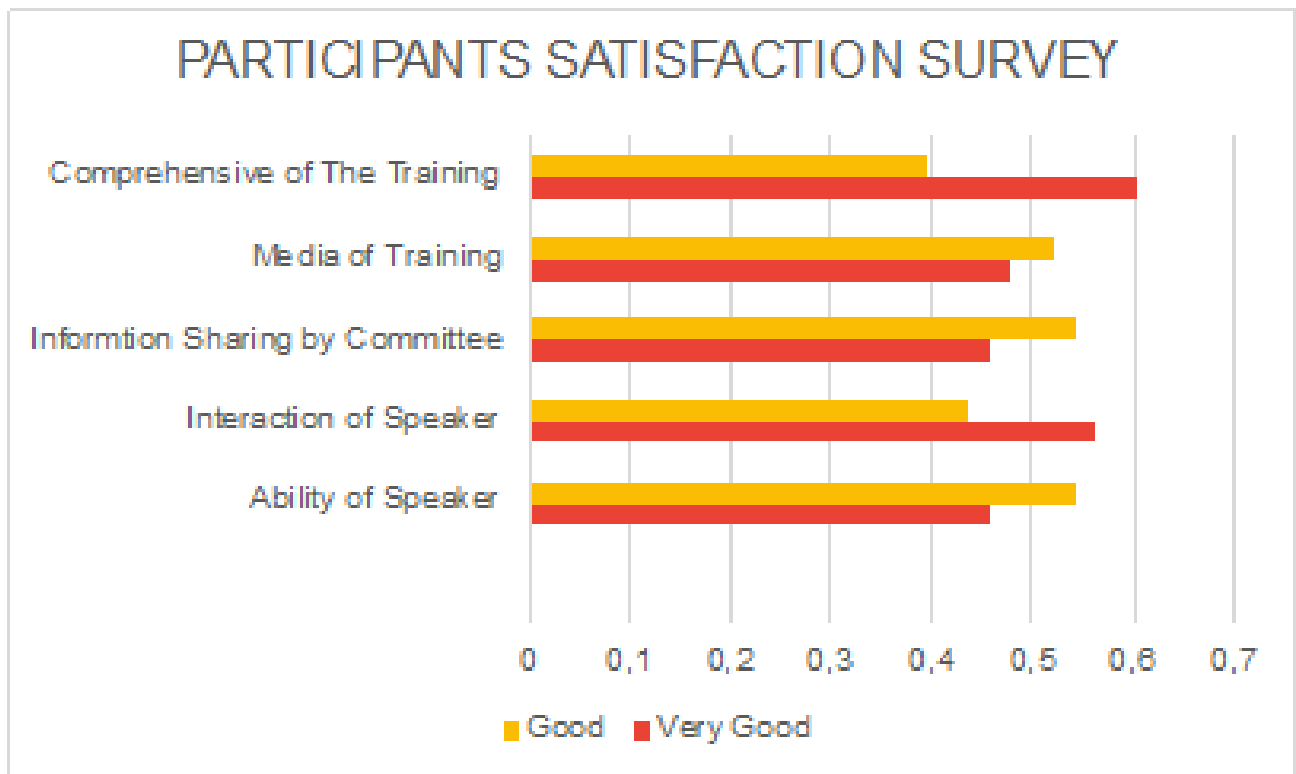


**Diagram 3.**  
Result of Post Test  
Source: Data Processed by Author (2022).



From the results of the pre-test and post-test, there is an increase in participants' knowledge and skills regarding the Canva and Prezi learning applications that have been explained by the resource person. Various responses regarding this application, most of them stated that the application was interesting, and the participants intended to practice it in their teaching activities.

Evaluation of activities is carried out by distributing questionnaires filled out by all participants regarding the implementation of activities. The results of the activity evaluation are presented in the following Diagram 4.



**Diagram 4.**  
Participants Satisfaction Survey of Training Program  
*Source: Data Processed by Author (2022).*

The survey results show that all participants are satisfied with the service providers, both in terms of the media used and in terms of the ability of the resource people. Many participants also gave suggestions for holding similar activities or other training activities that support lecturers' abilities in teaching.

## **CONCLUSION AND RECOMMENDATION**

This activity aims to invite lecturers from other campuses to improve their skills in presenting learning media in the classroom using technology.

The use of innovative learning media is expected to be able to create good interactions between lecturers and students so that the learning process is not monotonous and boring. The results of the pre-test and post test showed that participants, in this case lecturers, experienced an increase in their ability to use two technology-based learning media applications, namely Canva and Prezi. This ability is expected to be able to be applied in their teaching activities.

Recommendations for other parties that wish to do similar activities, namely, to conduct training over a longer period and to provide additional technologically-based learning media.

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