



Training on Digital Teaching Aids for Early Childhood Education for the Diploma Association of Early Childhood Education at Universiti Sultan Idris, Malaysia

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Abstract

The aim of this International Community Service endeavor is to offer training to future educators of early childhood on creating basic storybooks for instructional use in preschool units. The focus lies on utilizing the Canva digital platform for crafting teaching materials. The target recipients of this service are 50 students affiliated with the Diploma Association of Early Childhood Education (PDPACK) at UPSI, Malaysia. The methodology employed is Participatory Action Research (PAR). After the training was completed, an assessment carried out by the community service team revealed that the training participants responded positively to the training session. The enthusiasm of the participants was seen by active participation in training activities. The success of the training was proven by the

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2. canva
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participants' enthusiasm and active participation in activities such as asking, discussing, and answering questions from the presenters.

Abstrak

Kata Kunci: 3—5 kata kunci

1. buku cerita
2. canva
3. anak usia dini

Tujuan dari kegiatan pengabdian masyarakat internasional ini adalah memberikan pelatihan kepada calon guru anak usia dini mengenai pembuatan buku cerita sederhana sebagai bahan ajar di satuan calon pendidikan anak usia dini. Proyek ini difokuskan pada penggunaan aplikasi atau platform digital Canva untuk proses pembuatan materi pembelajaran. Peserta pengabdian adalah mahasiswa yang tergabung dalam Diploma Association of Early Childhood Education (PDPAKK) di UPSI, Malaysia, sejumlah 50 mahasiswa. Metode yang digunakan dalam pengabdian ini adalah Participatory Action Research (PAR). Setelah pelatihan selesai, penilaian yang dilakukan oleh tim pengabdian masyarakat, diketahui bahwa peserta pelatihan memberikan respons positif terhadap sesi pelatihan. Antusiasme para peserta terlihat dengan aktif mengikuti kegiatan pelatihan. Keberhasilan pelatihan terbukti dari antusiasme dan partisipasi aktif peserta dalam kegiatan seperti bertanya, berdiskusi, dan menjawab pertanyaan dari pemateri.

1. INTRODUCTION

The era of the fourth industrial revolution heralds a landscape inundated with the fruits of information and communication technology (Ismandela et al., 2023; Nastiti & 'Abdu, 2020). This epoch witnesses the ubiquitous integration of technological marvels across the tapestry of societal existence (Mahriza et al., 2023; Warmansyah, Utami, et al., 2023). Moreover, the seamless accessibility to a wealth of information, unbound by temporal or spatial constraints, epitomizes the march of progress in this era (Julhadi & Ritonga, 2023; Warmansyah & Maulana, 2021). Additionally, the facile and pervasive nature of communication

channels underscores the maturation of the fourth industrial revolution era (Hamimah et al., 2022). These seismic shifts reverberate across the spectrum of human endeavors, permeating cultural norms, social fabric, governance structures, economic models, and notably, educational paradigms. Education, being the linchpin of societal evolution, wields unparalleled influence over the human condition (Nurlaila et al., 2023; Rahmawati & Suharyati, 2022). Thus, it becomes incumbent upon us to discern the reverberations and proactively devise strategies to navigate this brave new world.

In the realm of education, the fourth industrial revolution instigates a

tectonic shift in the cognitive frameworks and behavioral dynamics of learners (Jannah et al., 2023; Warmansyah, Suzanne, et al., 2023; Wulandani et al., 2022). This paradigmatic metamorphosis necessitates a departure from conventional pedagogical methodologies towards avant-garde, technology-infused instructional modalities. Such transformation is imperative as graduates of the present and future epochs grapple with increasingly labyrinthine challenges, demanding a kaleidoscope of competencies (Barab et al., 2012; Latifa et al., 2023; Safitri et al., 2023; Warmansyah et al., 2024).

A storybook, whether in print or digital form, serves as a valuable tool to support both synchronous and asynchronous learning processes (Korat, 2010; Warmansyah, Yuningsih, et al., 2023). Numerous digital storybooks have been developed by researchers, proving to offer significant benefits for the development of early childhood (Budiarti et al., 2016; Supriyadi et al., 2022). These storybooks have been shown to enhance children's reading interest effectively (Warmansyah et al., 2022). Moreover, the utilization of

storybooks can serve as a means to instill positive moral values in their readers, particularly among students (Nurlaila et al., 2023; Solfiah et al., 2020). This, in turn, positively impacts various online teaching methods, as digital storybooks, in particular, can be utilized effectively in both synchronous and asynchronous learning processes (Oktaria et al., 2022; Warmansyah, Yuningsih, et al., 2023).

Digital tools encompass a wide array of devices such as computers, tablets, interactive displays, cameras, programming equipment, and other forms of digital production tools (Fitriyah et al., 2023; Profithasari et al., 2023). On the other hand, digital resources entail the digital materials utilized alongside children, including online content, applications, or software that require installation (Elsa & Anwar, 2021).

One of the challenges faced by our partners is the limited competency of prospective early childhood educators in creating digital storybook teaching materials, which poses a hindrance in the learning process, whether conducted synchronously or asynchronously. In this community service initiative, the target audience comprises 50 early

childhood educators affiliated with the Diploma Association of Early Childhood Education (PDPAKK), UPSI, Malaysia. The proposed solution in this community service endeavor involves offering guidance and training sessions on crafting digital storybooks in a straightforward manner, utilizing the Canva platform.

The objectives of this training activity are as follows: 1) To provide community service by enhancing the technological proficiency of Diploma Association of Early Childhood Education (PDPAKK) students at UPSI, Malaysia; 2) To enhance the competencies of prospective early childhood education teachers through training on creating digital storybooks for young children; 3) To transfer knowledge and broaden the insights of future educators in creating engaging learning media for their students; 4) To develop the abilities of prospective teachers in creating compelling learning media for students; 5) To actualize collaboration programs with international partners established through networking efforts.

2. METHODS

The Community Service Program is organized by the Early Childhood Islamic Education Study Program at UIN Mahmud Yunus Batusangkar, Indonesia in collaboration with the Department of Early Childhood Education, Universiti Pendidikan Sultan Idris, Malaysia. The research methodology in this community service article uses the Participatory Action Research (PAR) method. PAR is a participatory research method that involves stakeholders in every stage of the research, from planning to implementation and evaluation. The goal of the PAR method is to empower the community or group being studied to take action to improve their quality of life (Fattah & Sayuri, 2019).

The community service activities took place on Wednesday, February 15, 2023, held offline at the Seminar Hall Za'ba, Block 9, Faculty of Human and Development, UPSI from 8:30 a.m. to 12:00 p.m. Malaysia time. This community service was aimed at UPSI students focusing on Diploma Program in Early Childhood Education.

3. RESULTS AND DISCUSSION

The entire Training on Digital Teaching Aids for Early Childhood Education for the Diploma Association of Early Childhood Education at Universiti Sultan Idris, Malaysia, was successfully conducted as planned. The core material was delivered to participants according to the training schedule. Initially, participants were briefed by the organizing team on the fundamental concepts of creating early childhood media, its development, utilization, and relevant learning criteria. This introductory session aimed to ensure a comprehensive understanding of learning media. Subsequently, practical training was provided by presenters demonstrating the features of Canva software. The material was delivered in a concise yet thorough manner, focusing on essential features for creating children's stories. The training enhanced educators' skills to modify Canva media for crafting engaging children's educational content.

The implementation of this training activity consisted of providing materials and hands-on practice in Digital Storybook Making Training for

Early Childhood. The steps of implementing this activity are as follows.

- a. Preparation of activities includes:
 1. Coordination with the head of the early childhood education department and training participants from the Diploma Association of Early Childhood Education (PDKAKK), UPSI, Malaysia regarding the venue, schedule, and participants of the International Community Service Implementation of the PIAUD Study Program, UIN Mahmud Yunus Batusangkar.
 2. Administration related to permits and travel documents.



Fig. 1. Coordination with the head of the early childhood education department and training participants from the Diploma Association of Early Childhood Education (PDKAKK), UPSI, Malaysia

3. Preparation of materials and module content for the training on Digital Teaching Aids for Early Childhood Education for the Diploma Association of Early Childhood Education (PDPAKK) at Sultan Idris Education University, Malaysia as the basis for the conducted activities.

All training materials can be accessed via the link below:

https://drive.google.com/drive/folders/1RaHDfgC_8AxsK8MSKXqPB9sIDWf6OvVe?usp=sharing

- b. Training activities consist of:

1. The community service begins with an opening by the moderator followed by a speech by the head of the PIAUD Study Program, UIN Mahmud Yunus Batusangkar.



Fig 2. Opening Training

2. Offline delivery of materials about training on Digital Teaching Aids for Early Childhood Education for the Diploma Association of Early Childhood Education (PDPAKK) at Sultan Idris Education University, Malaysia by Mrs. Elis Komalasari.



Fig 3. Offline Training

c. Closing the activity.

The closing is done by conducting an evaluation and providing reinforcement to the Diploma Association of Early Childhood Education (PDPAKK) at Sultan Idris Education University, Malaysia.



Fig 4. Closing Training

Based on the assessment conducted by the community service team, it was found that participants in the training responded positively to the training sessions. The participants showed enthusiasm by actively engaging in the training activities, as illustrated in Figure 1.

Within online applications, there are many appealing designs available for educational purposes, with Canva being one example (Salam & Adam Mudinillah, 2021). Canva serves as a user-friendly tool within the realm of design platforms, fostering creativity and

visual design skills, thereby facilitating communication and making usage enjoyable (Arrasyid et al., 2022; Desmita, Diyenti, et al., 2023; Desmita, Rahmadani, et al., 2023). Canva stands out as a free online-based feature that teachers can employ for designing instructional materials (Saleha et al., 2022; Wulandari & Mudinillah, 2022).

CONCLUSION

The International Community Service initiative aimed to provide training to prospective early childhood educators on creating basic storybooks using the "Canva" digital platform for instructional purposes in preschool settings. Targeting 50 students associated with the Diploma Association of Early Childhood Education (PDPAKK) at UPSI, Malaysia, the methodology employed was Participatory Action Research (PAR). Upon completion of the training, participants are expected to possess the skills necessary to develop simple storybooks suitable for educational use in their classrooms or educational environments. The effectiveness of the training will be evaluated based on the active participation, engagement, and

responsiveness of participants during questioning, discussions, and interactions with facilitators.

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