

## Evaluation of the Utilization of Infographic Media in Learning at Cisaat Elementary School Subang West Java

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### Abstract

**Purpose:** This mentoring activity aims to enhance the knowledge and skills of elementary school teachers in Cisaat Village in designing, developing, and utilizing infographics for teaching, fostering an engaging and interactive learning environment. Through community service, educators are empowered to evaluate learning resources, following a structured approach.

**Method:** The activity involves sequential steps including preparation, assessment, planning alternative programs, action plan formulation, program implementation, evaluation, and termination.

**Practical Applications:** The implementation of this community service initiative facilitates the enhancement of digital literacy among teachers, particularly in developing infographics for blended learning. Teachers are equipped to create and evaluate infographics while maintaining focus on content, creator, and visual elements.

**Conclusion:** The study underscores the importance of equipping teachers with skills to integrate infographics into teaching, enhancing engagement and interactivity in the learning process. It emphasizes the practical implications of empowering educators through structured evaluation processes in community service initiatives.



## **Introduction**

The ideal education encompasses educational materials and curriculum, educators, learners, and teaching and educational methods (Gunawan, 2023; Tobing, 2023). All of these should be integrated into a cohesive unit in the implementation of education in Indonesia. The learning process, as mandated by Article 19 paragraph (1) of Government Regulation No. 19 of 2005 concerning National Education Standards, is as follows: "Interactive, inspirational, enjoyable, challenging, motivating learners to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of learners" (Dariansyah et al., 2023; Zulfikar et al., 2022).

In the transition from a pandemic to an endemic phase, learning has once again shifted back to face-to-face classes. Based on the study by (Agustien, 2023; Rahmawati et al., 2022; Safitri et al., 2023) offline learning refers to a form of learning conducted through direct physical meetings. Some experts refer to offline learning as an enthusiastic form of learning, meaning that the system works proactively to make decisions. In face-to-face learning activities, learning media can include people, objects in the environment, and anything else that teachers can use to deliver lesson material. This differs from online learning.

In this regard, teachers must innovate from paradigm shifts to professionalism in their performance because the rhythm of learner development varies from one to another, and learners are prepared for their future world or era (Harahap & Prastowo, 2023). The necessity for teachers to innovate is also a requirement of laws, including Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers, and Government Regulation No. 19 of 2005 concerning National Education Standards, which states that teachers are professional educators who must have at least a bachelor's (S-1) or relevant Diploma IV academic qualifications and mastery of competencies as learning agents (Abdillah et al., 2023; Harni, 2021). As learning agents, teachers must have pedagogical, personality, professional, and social competencies as evidenced by teaching certificates (Tatminingsih et al., 2023).

Based on initial observations, some elementary school teachers in Cisaat Village, Subang Regency, West Java, have not yet acquired skills in utilizing simple media. As a result, the learning process implemented seems less engaging, boring, and drains a lot of energy. The frequently used learning process involves mainly showing pictures/objects only from textbooks.

The problem faced by elementary school teachers in Cisaat Village, Subang Regency, West Java, in implementing offline learning is the limited skills of teachers in developing and utilizing simple media. Simple media here refers to not being excessive or overly complex. Therefore, it can be concluded that simple learning media are media that are not based on modern technology and can be easily made by oneself without requiring expensive costs.

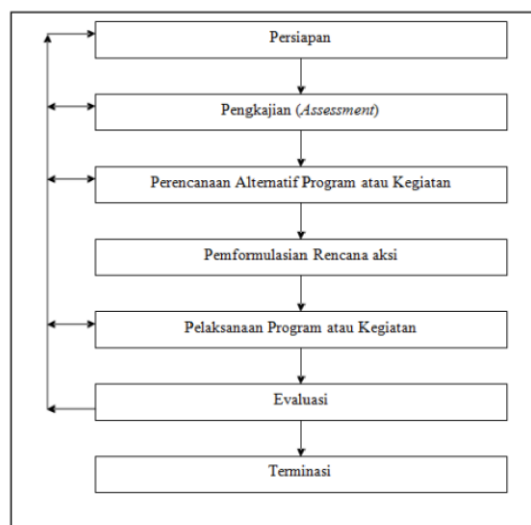
Given this situation, community service aims to provide understanding and skills to elementary school teachers in Cisaat Village, Subang Regency, West Java, in creating infographics for offline learning. Infographics are one of the media used to present information in visual and graphic form (Anggraini & Saputra, 2023). Infographics can help visualize complex data and information to make it easy to read and understand, especially for information with long texts, important images, and other important numerical data (Patriot et al., 2023; Rizawati, 2022). In addition, infographics are supported by creativity and aesthetics, making them more attractive and easier to remember, thus it is hoped that teachers can understand the material well and subsequently create and utilize infographics for learning.

## **Method**

Through this community service activity, solutions are offered for the problems formulated above. The approach offered for the realization of this community service program is a community empowerment model, especially for elementary school teachers, with steps

consisting of seven stages as follows:

Figure 1. Stages of Community Empowerment



#### 1. Engagement Stage

In this stage, it is done through the stages of Implementation Preparation and Field Preparation. Implementation Preparation involves preparing implementers and supporters that can be done by parts of the community itself. In this stage, initial coordination is done with all lecturers in the Educational Technology Study Program, Faculty of Education, Universitas Negeri Jakarta (FIP UNJ). To have a greater and wider influence, the activity "Evaluation of Infographic Utilization in Elementary School Teaching in Cisaat Village" will be conducted as part of a series of Community Service Activities (PKM) carried out by the Educational Technology Study Program, FIP UNJ.

Field Preparation conduct feasibility studies on the target area, formally or informally. In this stage, one of the lecturers who is one of the implementers of this PKM activity coordinates and communicates this activity with the Coordinator in Cisaat Village, Subang, West Java.

#### 2. Assessment Stage

This stage is conducted by identifying problems related to perceived or expressed needs and the resources possessed by partners (the community). After initial communication about the activity plan to analyze further the needs of elementary school teachers in Cisaat Village, Subang, West Java, and receiving acceptance of the PKM plan to be implemented, it is expected that there will be an official letter addressed to the relevant parties regarding the implementation of the PKM in Cisaat Village.

#### 3. Designing Alternative Program or Activity Stage

In this stage, the implementers need to involve residents in thinking about the problems they face and how to overcome them. Based on Steps 1 and 2, this activity is carried out by involving 26 elementary school teachers in Cisaat Village, with 26 elementary school teachers representing each school in Cisaat Village, Subang, West Java. There are 4 teachers involved in learning about infographic media material.

#### 4. Formulation of Action Plan Stage

In this stage, the implementers formulate and determine the programs and activities they will carry out to address the existing problems to achieve short-term and long-term goals. The result of this stage is the decision to conduct the PKM with 2 methods, synchronous and asynchronous. The selected combination is through: Face-to-Face Meetings, Presentation of material through Google Classroom, and optimizing

communication through WhatsApp Group.

## 5. Implementation Stage

This stage is one of the most important stages in the community service process. The role of teachers as the program target is expected to maintain the sustainability of the program that has been developed. As mentioned in the previous stages, the implementation of this activity is designed with direct observation using media previously created by teachers as participants in this activity. Here are the media used during the direct implementation of PKM:

### a. Face-to-Face

In this stage, a series of community service activities were conducted with 2 face-to-face agendas, starting from the opening of the PKM and the provision of material on the PKM topic held on July 28, 2020, in Cisaat Village, and observations on the implementation of tasks given to teachers/participants of the PKM held on August 16, 2022, in Cisaat Village. Below is the documentation during the direct series in Cisaat Village, Subang, West Java.

*Figure 2. Mentoring Activity for Community Service Program (PKM)*



*Figure 3. Teachers presenting developed infographics*



### b. Online

Online mentoring to support the competencies provided and provide guidance and assistance to participants who are still struggling to develop infographics, the PKM activities utilize Google Classroom as a medium (LMS) and WhatsApp Group (WAG).

## 6. Evaluation Stage

As a monitoring process by residents and implementers of the ongoing community service program, it is carried out by involving supervisors in every activity, especially during virtual activities. In the community service activities we conducted, besides involving teachers as participants and students as facilitators, we also involved school supervisors in every activity from the beginning to the end of the closure. Here is the evaluation result assessment form:



## 7. Termination Stage

This stage is a formal termination of the relationship with the target. This activity was formally conducted on August 16, 2022. In this activity, the participants gave positive feedback and expressions of gratitude for the implementation of the PKM, both directly (verbally).

Figure 6. Group Photo with Lecturers, Students, and PKM Participants



## Result

Implementation of community service activities is aimed to support the implementation efforts of engaging and interactive blended learning and to assist elementary school teachers in the village of Cisaat as partners, in the form of accompanying the creation of infographics in online learning with the following purposes:

1. Equipping elementary school teachers in the village of Cisaat, Subang, West Java, with knowledge and skills in designing infographics in Blended Learning.
2. Equipping elementary school teachers in the village of Cisaat, Subang, West Java, with knowledge and skills in developing infographics in Blended Learning according to scientific principles.
3. Equipping elementary school teachers in the village of Cisaat, Subang, West Java, with knowledge and skills in utilizing infographics developed in the learning process of Blended Learning.
4. Equipping elementary school teachers in the village of Cisaat, Subang, West Java, with knowledge and skills in assessing infographics developed in the learning process of Blended Learning.

The Educational Technology Study Program of Jakarta State University conducted Community Service activities with the main goal of enhancing the competence of elementary school teachers in Cisaat Subang, West Java, regarding the development of infographics for learning. In the implementation of this assistance, several activities were carried out such as:

1. Analyzing the conditions of schools, teachers, and the environment in Cisaat Subang, West Java.
2. Preparing materials for assistance activities such as Presentation Slides, Guidance Books, and Tutorial Videos to facilitate teachers in understanding the material.
3. Implementation of Community Service was carried out through presentations and assistance so that participants understand how to create infographics for learning.
4. During virtual assistance sessions, participants were encouraged to ask questions or consult about difficulties they encountered in understanding the material.
5. In subsequent activities, some participants were asked to start practicing making infographics and presenting their results in discussion forums.

6. To assess the extent of understanding, teachers were asked to create a final project in the form of infographics to be used in classroom learning.
7. Discussing the infographics created by teachers.
8. As a follow-up, evaluating the infographics created by teachers.

During observation, we used formative evaluation. Formative evaluation for evaluating infographics in learning is conducted according to needs. It is carried out by providing observation sheets as instruments, we create assessment instruments. These instruments are useful for evaluating the success/process of learning using infographics produced by teachers in teaching, and then providing suggestions for improvement.

Evaluation is conducted through formative evaluation, namely the assessment instruments for the learning process and product assessment. Evaluation results data will be calculated using average values and interpreted as follows:

*Table 1. Measurement Results*

Score	Description
0-25	Poor
25-50	Fair
50-75	Good
75-100	Excellent

The following are the results of the assessment in community service activities for early childhood education (PAUD) and elementary school teachers in Cisaat Village, Subang, West Java:

*Table 2. Participant Assessment Results*

Name	School	Assessment Instrument	
		Learning Process	Product
Dewi Indriyani S.Pd.	SDN Cinta Bagja	95	92
Engkay Helayasari S.Pd.	SDN Cinta Bagja	96	90
Asep Kartiwa S.Pd.I.	SDN Cinta Bagja	85	90
Kamid S.Pd.	SDN Cinta Bagja	87	88

From the table above, it can be concluded that the average score of the final project is excellent, which means that participants have performed excellently in creating infographics for offline learning in community service activities in Cisaat Village, Subang Regency, West Java.

In addition to teacher evaluations, teachers were also given satisfaction questionnaires. These questionnaires aim to assess the level of satisfaction of teachers with community service activities. The results of the satisfaction questionnaire for teachers show that the teachers are very satisfied with this activity. Teachers hope that this activity can continue not just once so that they can design innovative learning media.

Figure 7. Developed infographic results.



## Discussion

After the series of Community Service activities have been carried out, overall, the activities ran smoothly and satisfactorily. Teachers in Cisaat Village are now able to create infographic media and provide teaching using the infographics they have created. Students are highly engaged in learning, allowing them to understand the material conveyed by the teacher effectively. This was evident during the evaluation where all students were able to answer all questions correctly.

## Conclusion

The Infographic Creation Evaluation Activity in Blended Learning for Elementary School Teachers in Cisaat Village, Subang, West Java, is a Community Service activity conducted to enhance the knowledge and understanding of elementary school teachers in Cisaat Village, Subang, West Java. Through this mentoring activity, it is hoped that teachers can design, develop, and assess infographics for use in teaching and learning.

In the context of the diminishing Covid-19 pandemic where learning processes must continue to be conducted in a blended manner, teachers unintentionally had to master digital technology to make teaching more engaging and interactive. Teaching materials and learning media originally designed for face-to-face learning had to be adapted due to the pandemic conditions and limitations. This mentoring activity was carried out as part of Community Service by the Educational Technology Study Program at Jakarta State University, with the aim of providing solutions and new capabilities for elementary school teachers in Cisaat Village, Subang, West Java, in creating infographics.

The implementation of this Community Service activity involved several stages including Opening, Offline Mentoring, Online Consultation, Final Projects, and Closing. Evaluation was also conducted during this mentoring activity to assess the extent to which the objectives of the mentoring were achieved. Data obtained showed that the average score of their final projects ranged from 75-100, indicating excellent performance in creating infographics for online learning.

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