
TRAINING MAKING A DIGITAL POSTER USING THE CANVA APP IN CREATING PROCEDURE TEXT AT PKBM KATIMPUN

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Abstract

Community Learning Center is a non-governmental organization formed by and for the community that is engaged in learning and is located at the village or sub-district level. To equal education, PKBM has a strategic function to serve all school-age children or people who want to go to school but are unable to attend school. Like others, PKBM Katimpun has also carried out its function to serve and provide education for the surrounding community. The presence of PKBM is a forum for carrying out various educational activities that are equivalent to formal schools in general. The problems faced by PKBM Katimpun are the need to increase expertise in the field of technology and information so that students can compete in the work field later. In addition, students also need to improve their academic abilities. In this case, English lessons are one of the subjects that contribute to the development of skills for students in their future work. Therefore, we took the initiative to combine these two targets into one training material which is expected to improve skills in IT as well as the ability to learn and write English texts. This community service activity is intended to provide training to PKBM Katimpun students through two materials, namely the use of the Canva application and learning to write procedure texts in English.

Keywords: Community Learning Center, digital poster, procedure texts, Canva

Abstrak

Pusat Belajar Masyarakat adalah lembaga swadaya masyarakat yang dibentuk oleh dan untuk masyarakat yang bergerak di bidang pembelajaran dan berkedudukan di tingkat desa atau kecamatan. Untuk pemerataan pendidikan, PKBM memiliki fungsi strategis untuk melayani semua anak usia sekolah atau masyarakat yang ingin bersekolah tetapi tidak mampu bersekolah. Seperti yang lainnya, PKBM Katimpun juga telah menjalankan fungsinya untuk melayani dan memberikan pendidikan bagi masyarakat sekitar. Kehadiran PKBM merupakan wadah untuk melaksanakan berbagai kegiatan pendidikan yang setara dengan sekolah formal pada umumnya. Permasalahan yang dihadapi oleh PKBM Katimpun adalah perlunya peningkatan keahlian di bidang teknologi dan informasi agar mahasiswa dapat bersaing di dunia kerja nantinya. Selain itu, siswa juga perlu meningkatkan kemampuan akademiknya. Dalam hal ini, pelajaran Bahasa Inggris merupakan salah satu mata pelajaran yang memberikan kontribusi bagi pengembangan keterampilan bagi siswa dalam pekerjaannya kelak. Oleh karena itu, kami berinisiatif menggabungkan kedua target tersebut menjadi satu materi pelatihan yang diharapkan dapat meningkatkan skill di bidang IT serta kemampuan belajar dan menulis teks bahasa Inggris. Kegiatan pengabdian masyarakat ini dimaksudkan untuk memberikan pelatihan kepada siswa PKBM Katimpun melalui dua materi yaitu penggunaan aplikasi Canva dan pembelajaran menulis teks prosedur dalam bahasa Inggris.

Kata kunci: PKBM, Poster Digital, Teks Prosedur, Canva

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INTRODUCTION

The Community Learning Center (PKBM) is a community learning institution established from, by and for the community (Sudjana, 2004). PKBM is a community-based institution. The term PKBM from the community means that the establishment of PKBM is an initiative of the community itself. This desire comes from an awareness of the importance of improving the quality of education to improve the quality of life and competitiveness. This initiative makes PKBM a forum for community empowerment to several members or local community leaders by the government or by other parties outside the community (Affandi, 2018). By the community, it means that the implementation, development, and sustainability of PKBM are fully the responsibility of the community. Along with the development of the education world, PKBM has gained its own popularity. Equality education carried out by PKBM is no longer just a substitute, addition, and/or complement to formal education. However, PKBM has transformed into a separate educational choice for the community (Knowles, 1980). At first, PKBM was only a place to shelter children who had dropped out of school. Now, PKBM is open to accepting school-age children who join, by offering flexible study hours with various online or face-to-face facilities.

According to Law No. 20 of 2003 concerning the National Education System, non-formal education is an educational path outside formal education that can be carried out in a structured and tiered manner (Depdiknas, 2003). Non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers (PKBM), and taklim assemblies, as well as similar educational units. As one of the efforts to carry out the mandate of the law, several PKBM have been established in Palangka Raya City. One of them is PKBM Katimpun. PKBM Katimpun is located on Jalan Tjilik Riwut Km. 10 Gang Swadaya, Petuk Katimpun Village, Jekan Raya District, Palangka Raya City, Central Kalimantan Province. With the spirit of togetherness, independence, and mutual cooperation in the management of learning as well as the implementation of various community education programs at the institution, the existence of PKBM Katimpun has an important role for the progress and empowerment of community life in the Petuk Katimpun Village. The existence of PKBM Katimpun is based on the selection of programs that are in accordance with the needs of education or community empowerment, for example tiered education such as formal education, training, and early childhood education. Community members outside the village area are also allowed to participate in various programs and activities organized by PKBM Katimpun.

In its development, PKBM Katimpun may not have the same popularity as other formal schools in Palangka Raya, and may only be known by related parties not to the wider community. To help PKBM Katimpun carry out its proper function, the Proposing Team hopes to be able to contribute to learning and training activities. The problem that can be concluded is the need to increase understanding in writing procedure texts in English for students in this PKBM. In addition, they also need to be given additional training regarding technology. This technology training does not only focus on the introduction of computer functions, but rather on the use of IT advancements to support academic and non-academic activities so that they can be applied according to the needs of everyday life.

The selection of posters as alternative media was based on previous studies which explained that posters are an important part of the programme of academic conferences. It fulfil a range of functions, including the efficient presentation of information and the facilitation of networking amongst interest groups (Bell et al., 2006). However, they pose a challenge in creating the optimum methods for achieving these functions and there is a wide variation in the

format of these sessions (Powell-Tuck et al., 2002). On the other hand, poster were highly valued and perceived as an important mechanism for promoting communication and personal contacts (Ahmad, 2019).

With regard to the analysis of the situation described above, the problems faced by partners are as follows: 1) Students at PKBM Katimpun do not yet know how to make digital posters that are more attractive and free to use through the Canva application. These skills in making digital posters will help them create interesting learning media, generate creativity, and apply these skills to non-academic needs, such as making advertisements or announcements; and 2) The understanding of English material in the discussion of procedural texts is still not enough, so it needs to be improved by teaching how to write a good procedure text and then making it into a digital poster.

METHOD

The research team has targeted two solutions to help solve learning problems at PKBM Katimpun. The problem that can be seen from the results of the analysis is the need for students at PKBM Katimpun to have expertise related to the use of IT, such as the use of the Canva application which is free of cost and very useful as a learning medium and a means of information and expression. Another problem is the need to increase students' understanding in writing procedure texts in English. To help solve this problem, the Proposing Team will apply the expertise of its members in the field of technology utilization and the field of learning English. With the expertise possessed by the research team, the problems faced will be able to be resolved and obtain the output targets as planned.

Before preparing the proposal for the Community Service Program, the research team will conduct a preliminary study to collect data in the field by meeting directly and discussing with chairman of PKBM Katimpun. In the preliminary study, the team will discuss the conditions and characteristics of students, learning objectives at PKBM Katimpun, problems encountered in the learning process, and targets to be achieved by the PKBM Katimpun. After that, the research team will record the number of training participants, analyze learning outcomes documents, and other supporting documents such as the syllabus and teaching materials used. Based on the data from the discussions and the results of the review, the team will conduct internal discussions to design programs and training materials according to the needs of partners.

After successfully conducting a needs analysis and reviewing supporting documents, the Proposing Team then carried out core activities for problem solving by compiling training materials, namely the use of the Canva application and writing procedure texts in English. After the materials are prepared, the team and partners will make an agreement in terms of determining the training schedule, venue, and allocation that will be needed. The target of the training participants that has been planned by the team is 10 people as representatives of all students and it is hoped that all these participants will be able to become tutors for their colleagues and the surrounding community. The selection of these ten participants was based on the effectiveness of the training program so that the team could facilitate the participants more intensively.

During the training, the material will be divided into two sessions. The first session is training to write English procedural texts from lecturers of the English Education Study Program and will be assisted by one student of the English Education Study Program as a teaching assistant. Next, the second material is training on how to use the Canva application via a smartphone,

starting from how to download, register, and choose a template. In this case, the lecturer of the Community Education Study Program will be a tutor and will be assisted by one student of the Community Education Study Program in the training process. After the trainees are familiar with and able to operate the Canva application, the Proposing Team will jointly guide the trainees to transfer the procedure text that has been created into a digital poster created through Canva. At the end of the training, participants send the results of their digital poster creativity through the WhatsApp application or other possible media. This digital poster will then be uploaded and printed as needed.

RESULTS AND DISCUSSION

In learning about procedure text, students are asked to translate the procedure text based on its structure. The choice of topic for the procedure text is based on the way of processing food and beverages that are often encountered by students in everyday life. There are 12 students in the class where the service activities are carried out. Therefore, the Team asked students to make procedure texts in pairs so that later there would be 6 text procedure texts created using Canva. The topics chosen were how to make fried rice, instant noodles, avocado juice, iced tea, milk coffee, and fried eggs.

This topic is quite easy to understand and the procedures for making it are well understood by students. To teach students about the structure of procedural texts, the Team uses Indonesian as a medium for delivering material. This is because students of package C have difficulty when they have to be given instructions in English. The example of the procedure text given at the time of learning still uses English and students are taught to recognize what points must be in the procedure text. This is because the English ability of the students of Package C is still quite low, even though the learning motivation is quite high. In addition, to provide a more intensive understanding, students are also invited to translate the meaning of the simple text procedure.

After the students were able to understand the structure, they were asked to take the title of the procedure text from the 6 topics that had been prepared. When they were grouped into 2 people, they were asked to compile a procedure text in Indonesian according to the topic. After that, they translated the text into English with the help of the team. Next, students were asked to write down the text in their books and were asked to determine what pictures would support the text they composed.

To teach how to use Canva, the Service Team uses a computer in the PKBM Katimpun and ensures that the computer is connected to the internet network. After that, the research team opened the Canva page and set some things that were considered necessary. After all the devices were ready, the Team asked each group to take turns using the computer. During the process of copying procedure text using Canva, the Team guides and provides direction to determine the template, background, and supporting images/animations that have been prepared for the procedure text. Once the procedure text has been copied and edited through Canva, the Team helps students download their work. While using Canva, students are very motivated because of the features and convenience that Canva offers, although most of them still take a long time to type and copy the text that has been compiled.

The results of the preparation of the procedure text that have been copied to Canva are in the form of digital posters where students can add images, photos, animations, or symbols regarding the topic they have chosen. The results of the digital posters made are quite good because they are able to create procedure texts with a more attractive appearance. In the process of compiling the digital poster, students are accompanied by a team to help if there are difficulties encountered and assist in determining the color, photo, or background of the poster

used. The rest, the results of the digital poster for the attached procedure text are the creations of students.

In the translation process, the team also gave students the opportunity to use an online translator or a printed dictionary to help them translate the procedural texts they compiled. Students make simple texts so that they do not experience significant difficulties in determining the ingredients and steps for making food or drinks according to the procedure. The biggest difficulty faced by the research team was that the students' English skills were still quite low, especially in terms of vocabulary, therefore the use of a dictionary was indispensable during the process of compiling the text.

CONCLUSION

The community service activities that have been carried out have been successful, Package C students as the target audience are very enthusiastic in participating in every stage of training activities to compose procedural texts and digital posters using Canva. From the results of observations and evaluations carried out by the team, the implementation of community service activities in the form of training in writing procedure texts and using Canva was very well received by students of Package C PKBM Petuk Katimpun, Palangka Raya City. This activity provides benefits for students where they learn to write English texts and practice using technology applications that can support their soft skills. Forms of training that integrate technology can be said to be effective in providing new insights and practical knowledge for students so that they can be applied and used in other fields in everyday life.

In accordance with the results of observations and evaluations that have been carried out and the responses of students who are quite enthusiastic, the Service Team suggests that training activities should be in the form of Community Service activities to improve the ability to use English and the ability to operate technology-based applications so that they can be carried out continuously. Activities like this will support the development of students' abilities and skills in accordance with the development of science and technology globally.

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