



TRAINING ON INTERACTIVE LEARNING STRATEGIES TO IMPROVE THE QUALITY OF THE TEACHING AND LEARNING PROCESS

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ABSTRAK

Pelatihan strategi pembelajaran interaktif bagi guru sekolah dasar merupakan salah satu langkah penting dalam meningkatkan mutu proses belajar mengajar. Banyak guru yang masih menggunakan metode konvensional yang kurang efektif dalam mendorong keterlibatan siswa. Pengabdian ini bertujuan untuk meningkatkan kompetensi mereka dalam menerapkan strategi pembelajaran interaktif. Metode penerapannya terdiri dari tiga tahap yaitu identifikasi masalah, pelatihan, dan pendampingan. Hasil yang diperoleh menunjukkan adanya peningkatan pemahaman dan keterampilan guru dalam memanfaatkan media pembelajaran interaktif khususnya aplikasi PowerPoint untuk menciptakan suasana belajar yang lebih menarik dan efektif. Dengan adanya pelatihan ini diharapkan mutu pembelajaran di jenjang sekolah dasar dapat meningkat, sehingga siswa lebih termotivasi dan aktif dalam proses pembelajaran. Oleh karena itu, pelatihan strategi pembelajaran interaktif serupa perlu dilakukan secara berkala agar penyampaian materi pelajaran lebih menarik dan bervariasi.

ABSTRACT

Training on Interactive Learning Strategies for Elementary School Teachers is an important step in improving the quality of the teaching and learning process. Many teachers still rely on conventional methods that are less effective in encouraging student engagement. This community service aims to enhance their competence in implementing interactive learning strategies. The implementation method consists of three stages: problem identification, training, and mentoring. The results show an improvement in teachers' understanding and skills in utilizing interactive learning media, particularly the use of PowerPoint applications to create a more engaging and effective learning environment. With this training, it is expected that the quality of learning at the elementary level will improve, thereby increasing students' motivation and active participation in the learning process. Therefore, similar interactive learning strategy training should be conducted regularly to make lesson delivery more engaging and varied.





A. INTRODUCTION

Training on interactive learning strategies for elementary school teachers in Indonesia has become a crucial issue in improving the quality of the teaching and learning process, especially in addressing the challenges of implementing technology-based and interactive learning methods (Cilesiz, 2011; Dwirianto, 2023; Hubers et al., 2022; Nu'man et al., 2022; Pangesti et al., 2017; Wanti, 2024). One of the main challenges faced is the limited pedagogical competence of teachers in adopting student-centered interactive approaches. Many teachers still rely on traditional teaching methods that are less effective in engaging students, which results in low interaction and motivation in the learning process.

Proper training can help teachers develop these skills, as promoted by various programs under the Indonesian Ministry of Education, Culture, Research, and Technology, such as the Guru Penggerak program. Another global challenge is the gap in the use of educational technology (Cilesiz, 2011; Malik, 2018; Parkay et al., 2014; Sukanta et al., 2023; Yu et al., 2021). In the digital era, teachers' ability to utilize technology as a learning medium is increasingly important. However, not all teachers have access to or the necessary skills to use these tools effectively. Various training programs, such as those facilitated by UNESCO, aim to bridge this gap by providing practical guidance on implementing interactive technology in the classroom (Nurdiyanto et al., 2024).



Figure 1. Location of activities of Sumur Bandung Private Elementary School

In the digital era, teachers' ability to utilize technology as a learning medium is increasingly important. However, not all teachers have access to or the necessary skills to use these tools effectively. Various training programs, such as those facilitated by UNESCO, aim to bridge this gap by providing practical guidance on implementing interactive technology in the classroom. Reports from UNICEF frequently highlight the importance of this approach in supporting



students' holistic development. On the other hand, the high administrative workload is also a significant barrier that prevents teachers from focusing on developing effective teaching strategies. Organizations such as the OECD, in their Education at a Glance report, note that teachers in many countries face significant time pressure due to administrative obligations. Digital platforms such as Merdeka Mengajar, launched by the Indonesian Ministry of Education, have been designed to help reduce this burden so that teachers can focus more on their primary task—teaching. Improving the quality of learning at the elementary school level through interactive strategy training not only impacts student learning outcomes but also contributes to the sustainability of quality education. Therefore, investment in such training programs, supported by the government and international organizations like UNESCO and UNICEF, is a strategic step toward creating a better education system in the future.

The challenges in training elementary school teachers on interactive learning strategies involve several critical aspects affecting the effectiveness of the teaching and learning process. One major issue is the lack of teacher skills in designing and implementing interactive teaching strategies. This often occurs due to limited access to relevant training, especially in remote areas or schools with minimal resources.

Additionally, teachers' lack of understanding regarding the importance of student-centered learning is a significant barrier. Many teachers still rely on lecture-based or conventional approaches, which tend to be passive for students. Reports from UNICEF highlight that interactive learning strategies not only increase student engagement but also support the development of 21st-century skills, such as critical thinking, creativity, and collaboration. However, the implementation of these methods still requires more targeted and continuous training support. Another challenge is the insufficient availability of teaching tools and materials to support interactive strategies. Interviews with teachers in various regions conducted by the Indonesian Ministry of Education, Culture, Research, and Technology reveal that limited facilities, such as technological devices and creative learning materials, hinder the implementation of interactive methods in the classroom. Teachers often have to use simple materials or even design their own learning resources, which requires extra time and effort (Zhou, 2024).

Moreover, teachers' motivation to participate in training is often affected by their heavy workload, especially administrative tasks that reduce their time for professional development (Agustina et al., 2021; Gazali & Atsnan, 2017; Joyoleksono et al., 2022; Yandi et al., 2023; Ziplitin, 2021). OECD reports indicate that teachers in many countries experience high pressure due to the combination of teaching and administrative responsibilities, leading to lower participation in



professional development programs. These challenges highlight the need for a more comprehensive approach to training elementary school teachers in interactive learning strategies. It is not only about providing materials and technical training but also ensuring that teachers have access to resources, sufficient motivation, and continuous support from the government, educational institutions, and non-governmental organizations (Prayetno et al., 2024).

Despite numerous teacher training programs aimed at improving the quality of the teaching and learning process, there remains a significant gap in the implementation of interactive teaching strategies at the elementary school level (Mauizdati, 2019). Most existing training programs emphasize theory over practical applications relevant to teachers' needs in the classroom. Additionally, many training sessions are generic and fail to consider the local context, such as limited technological facilities in certain areas or differences in curriculum and students' learning cultures.

Another gap lies in the lack of a sustainable approach to training. Most programs are conducted as one-time events without sufficient follow-up or mentoring, making it difficult for teachers to consistently integrate interactive teaching strategies over the long term. Furthermore, limited access to training, especially in remote areas, exacerbates the competency gap between teachers in urban and rural regions (Agustina et al., 2021; Alfalah Riski, 2023; Nabila Rahma Aulia et al., 2023; Rohman, 2016; Tamin et al., 2022). Another challenge is the lack of training that integrates technology and digital media. While technology use in education is becoming increasingly important, not all training programs include skill development in this area. A UNESCO report highlighted that even when teachers have access to technology, many do not understand how to effectively utilize it to support interactive learning.

This interactive teaching strategy training introduces innovations in several aspects. First, it is designed with a hands-on training approach, where teachers not only learn theoretical concepts but also practice implementing interactive strategies in simulated classroom settings. This innovation addresses the need to enhance teachers' practical skills in creating engaging and effective learning experiences. Second, the training integrates educational technology with a localized approach. Teachers will be trained to use simple technology and available resources in their environment to create interactive learning materials that align with their local context.

This approach provides solutions for teachers in areas with limited technological facilities. Third, the program includes a sustainable mentoring mechanism through an online platform, allowing teachers to continue consulting, sharing experiences, and receiving feedback from trainers and peers even after the training concludes. With this approach, training does not end



with a single session but continues to support teachers in consistently applying the strategies they have learned. Fourth, another innovation lies in the development of gamification-based training methods and collaborative learning, making the training process more engaging and relevant. Through this method, teachers not only learn about interactive learning but also experience it firsthand during the training process.

This initiative offers an innovative solution to existing gaps by combining practical approaches, technology, sustainability, and local contexts. It is expected to have a more significant impact on improving the quality of the teaching and learning process in elementary schools. This program aims to enhance elementary school teachers' pedagogical competencies in designing and implementing student-centered interactive teaching strategies as a solution to the low level of student engagement caused by the continued dominance of conventional teaching methods. Through this training, teachers are expected to create a more dynamic, enjoyable, and effective learning environment, encouraging active student participation and improving learning outcomes. Additionally, the training is designed to equip teachers with practical skills in utilizing educational technology and interactive learning media that align with local needs (Berkhout et al., 2024; Davis, 1989; Laudon & Traver, 2020; Sirojuddin, 2023; Yolanda et al., 2024).

This training is highly urgent, given the low level of implementation of interactive teaching strategies in many elementary schools, particularly in resource-limited areas. Conventional teaching methods, which are still widely used, often fail to meet the needs of students in the modern era, which demands critical thinking, creativity, and collaboration skills. Moreover, disparities in teacher competencies due to limited access to training and lack of ongoing mentoring make this initiative a priority to support equal access to quality education.

Through this training, teachers are expected to become more confident and skilled in implementing interactive learning that is adaptable to students' needs and classroom challenges. Furthermore, this initiative is envisioned as a stepping stone toward sustainable changes in the learning process, where teachers not only master theoretical concepts but can also integrate technology, creative media, and relevant hands-on approaches. With this competency improvement, the quality of elementary education is expected to be enhanced, producing students who are active, creative, and prepared to face future challenges

B. IMPLEMENTATION METHOD

The implementation of this community service program employs a method aimed at enhancing knowledge through Training on Interactive Learning Strategies to Improve the Quality



of the Teaching and Learning Process, which is divided into three stages. The first stage is problem identification, conducted through direct observation of the teaching and learning process at Sekolah Dasar Swasta Sumur Bandung. Additionally, the team analyzes the needs of partner schools to design appropriate mentoring strategies. The second stage is interactive learning strategy training, covering both theoretical and practical aspects. Teachers receive materials on innovative learning approaches and hands-on training in designing and implementing interactive learning media. The final stage is mentoring, where teachers apply interactive learning strategies in their respective subjects. This mentoring process ensures effective and sustainable implementation. As part of the evaluation, the team organizes a competition on interactive learning strategies. The assessment is conducted by directly observing how participants implement the strategies in their classrooms and evaluating the effectiveness of the learning media they create.



Figure 2. Briefing Before the Activity Begins

The method used or the steps taken in implementing the Community Service Program aim to provide solutions to address the issues faced by Sekolah Dasar Swasta Sumur Bandung. The implementation stages include:

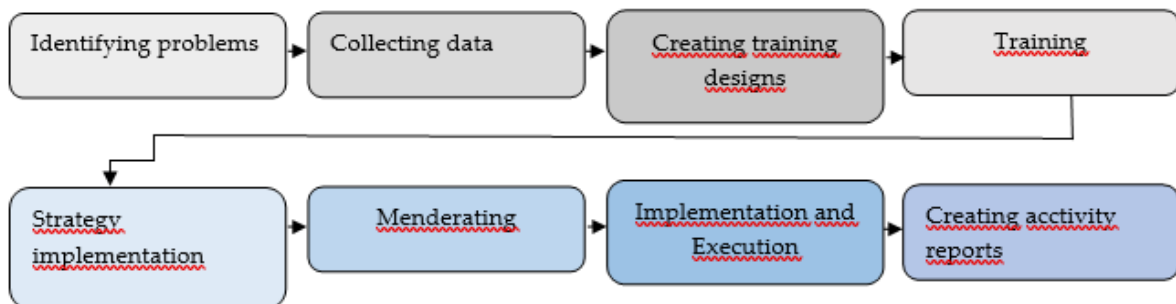


Figure 3. Stages of Activity Implementation

C. ACTIVITY RESULTS

There was an improvement in teachers' competence and teaching abilities, where, in general, participants had gained an understanding of the fundamentals of instructional strategies



and were able to apply them. Figure 4 illustrates the achieved outcomes, which include the creation of a more effective teaching and learning process through the use of diverse instructional media. This allowed teachers to develop more engaging and interactive learning materials for students, ultimately helping to reduce boredom in the classroom. Prior to the training, observations of the participants showed that the majority of teachers still relied on lecture-based methods without interactive media. After the training, 75% of participants reported feeling more confident in using interactive media, such as PowerPoint, to enhance student engagement in learning. Before the training concluded, participants were required to practice creating instructional media using PowerPoint, tailored to the subjects they teach.



Figure 4. Participants Engaging in a Q&A Session

The results of the practical session were then evaluated by the training team and are presented in Figure 5. Based on the assessment, some participants received a B grade as they were not accustomed to using PowerPoint as a teaching strategy but had prior experience using it for office presentations. Meanwhile, participants who received a C grade were generally teachers over the age of 50 who were introduced to PowerPoint for the first time during the training and had never used it to create instructional strategies with educational media. On the other hand, participants who achieved an A grade were those already familiar with using PowerPoint in their teaching process. Some teachers who applied interactive learning strategies in their classrooms reported an increase in student participation. Students became more enthusiastic about learning and more active in discussions. Additionally, initial observations indicated that the use of interactive media helped improve students' understanding of the material being taught.





Figure 5. Documentation of the Interactive Learning Strategy Training for Elementary School Teachers to Improve the Quality of the Teaching and Learning Process

Actual and Factual Issues and Needs in Society

Elementary education serves as the fundamental foundation for shaping the quality of human resources in the future. However, one of the major issues facing society today is the low quality of the teaching and learning process in elementary schools, which results in low student engagement in learning. Many teachers still rely on conventional teacher-centered instructional methods, such as lectures and rote memorization, which are less effective in stimulating student engagement and developing critical thinking, creativity, and collaboration skills. This issue arises due to the lack of relevant training to enhance teachers' competencies in implementing student-centered interactive learning strategies.

Another challenge is the disparity in access to training for teachers, especially in remote areas. Teachers in these regions often do not have the opportunity to participate in modern training programs that teach the use of technology and interactive learning media. This is further exacerbated by the limited technological infrastructure in these schools, such as slow or unavailable internet access. These challenges lead many teachers to feel less confident in utilizing technology to support interactive learning. Additionally, the high administrative workload poses a significant barrier for teachers to focus on innovative teaching methods. Teachers are frequently required to complete extensive administrative tasks, reducing their time and energy for designing creative learning experiences. Data from the organization for economic co-operation and development (oecd) indicate that teachers in indonesia, particularly at the elementary school level, face a significantly higher workload compared to teachers in other countries, limiting their participation in professional development activities.

On the other hand, the demand for quality education from society continues to grow. Parents and communities expect elementary education to focus not only on academic achievements but also on developing children's social, emotional, and digital skills. To achieve this, teachers must be equipped with the ability to create engaging, relevant, and student-centered



learning experiences. However, many teachers feel they lack the necessary resources, mentorship, and training to meet these expectations.

Relevance of the Issues to the Training Program

This interactive teaching strategy training program aims to address the urgent need for improving teachers' competencies in creating engaging and effective learning experiences. By targeting elementary school teachers as the primary participants, this initiative seeks to tackle issues such as teachers' limited understanding of student-centered learning approaches, their difficulties in utilizing educational technology, and the lack of creativity in designing learning activities. The training is also designed to bridge the accessibility gap by providing training modules tailored to local contexts, including teaching methods that do not rely entirely on high-end technology, making them adaptable for teachers in remote areas.

Moreover, this training is not a one-time event; it includes a sustainable mentoring mechanism, both online and offline, to ensure that teachers can consistently implement the strategies they have learned. Through this initiative, teachers are expected to become agents of change in fostering an interactive, innovative, and student-centered learning environment. Ultimately, improving teachers' competencies will have a direct impact on the quality of teaching and learning processes and contribute to long-term benefits for society by enhancing the quality of elementary education

D. CONCLUSION AND SUGGESTION

The interactive learning strategy training for teachers at sumur bandung private elementary school aimed to improve the quality of teaching and learning through three key stages: identification, training, and mentoring. The main outcome of this program was the creation of a more effective and engaging learning process through the utilization of interactive teaching strategies, particularly by incorporating powerpoint as a tool for developing interactive educational media. The training materials were well-received, easily understood, and effectively absorbed by participants in a conducive learning environment, ensuring a smooth, timely, and well-executed program that met the expectations of both the partners and participants. This community service initiative proved to be highly beneficial in increasing students' interest in lessons by encouraging teachers to implement engaging learning media. Ultimately, it is expected to enhance the overall quality of education. Therefore, similar interactive learning strategy training should be conducted regularly to make lesson delivery more engaging and varied. Additionally, teachers who participated in the training are encouraged to actively contribute to improving the quality of education at sumur bandung private elementary school and share their newly acquired knowledge with fellow educators.



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