

WORKSHOP ON CREATING PRESENTATION VIDEO OF TEACHING MATERIALS WITH PRESENTER'S FACE BY USING THE NEWEST VERSION OF MS. POWERPOINT 2019 FOR TEACHERS AT SMA SRIJAYA NEGARA TO SIMPLIFY LEARNING DURING THE COVID-19 PANDEMIC

Armilia Sari, Ansori, Latifah Ratnawati, Sri Utami

armilia_sari@unsri.ac.id, ansori@fkip.unsri.ac.id, latifah_ratnawati@fkip.unsri.ac.id, sri_utami@fkip.unsri.ac.id

Indonesian and Literature Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia

Abstract: The conditions during the Pandemic Corona Virus Disease-19 (Covid-19) had demanded teachers and lecturers to design communicative teaching materials by utilizing the many kinds of media. This community service aimed to conduct a workshop on creating presentation videos of teaching materials with the presenter's face using the newest version of Ms. PowerPoint 2019 for teachers at SMA Srijaya Negara to simplify the learning process during the Covid-19 pandemic. The community service team used a workshop method. Ms. PowerPoint 2019 was cheaper than an online platform like Canva since the teachers did not need an internet connection to use it. The teachers made teaching material videos according to their subjects. They presented the result of their works in front of the class. The other participants commented on the teacher's work. They revised the video based on comments and suggestions from their colleagues. The community service team suggested the teachers upload their teaching materials video on YouTube or the official school website. From this community service, the team concluded that teachers could create teaching material videos where the teacher's face appeared on video using only Ms. PowerPoint 2019.

Keywords: *covid-19, Ms. PowerPoint 2019, SMA Sriwijaya Negara, teaching material videos, workshop.*

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INTRODUCTION

At the end of 2021, Covid-19 was still an unfinished problem. In various countries, Corona continued to stalk every soul. In just a period of fewer than two years, it became a news headline. It was discussed everywhere and reported in various mass media. SARS-COV-2 (Severe Acute Respiratory Syndrome Coronavirus 2) was a new coronavirus variant that was contagious to the human body. On March 11th, 2020, the World Health Organization (WHO) announced that the spread of this outbreak was a global pandemic.

Since then, the local government has made regulations to give students leave and has begun to apply the online learning method. This government policy came into effect in several provinces in Indonesia on Monday, March 16th, 2020. Online learning was an effective solution in learning at home to break the chain of the spread of Covid-19. Physical distancing (maintaining a safe distance) was also a consideration for choosing this learning. Consequently, teachers were required to design effective online learning by utilizing appropriate online devices or media and following the teaching material. Although online learning provided wider opportunities to explore the material to be taught, teachers must be able to choose and limit the extent of the scope of the material and the application that was suitable for the material and learning methods used.

Based on the analysis of the situation described above, the formulation of this community service problem was how the training for making teaching material video with the presenter's face using Ms.Power Point 2019 was? The purpose of this service was to conduct training on making video presentations of teaching materials with the appearance of the presenter's face using the updated version of the Ms.PowerPoint application (2019) for teachers at SMA Srijaya Negara to facilitate learning during the covid-19 pandemic.

Microsoft PowerPoint is an application program for presentations. This program is under Microsoft Office. If we already have Microsoft Office, we no longer need to buy the software. So, when we install the Microsoft Office program, the PowerPoint program is automatically installed as well. This convenience can reduce obstacles in the development of learning using computers. Another advantage of Microsoft PowerPoint is the simplicity of the appearance of the icons for making presentations that are more or less similar to the Microsoft Word icons that are already familiar to computer users. Familiarity and ease of operation that do not require the programming language of this program can minimize obstacles in creating learning through computers, namely blocks in the form of lack of technical and theoretical knowledge. A teacher or linguist can create an instructional program without having to learn a computer language first. Although people made this application to prepare presentations, we can also use its facilities to develop learning programs. Not only that, the resulting learning program can be exciting.

METHODOLOGY

This community service team used the workshop method with a mentoring model. They guided the teachers for one day to make teaching material videos with the presenter's face by using Ms.PowerPoint 2019. After conducting the workshop, the community service described the result in a final report. The output of this community service was teaching material videos with the presenter's face.

FINDINGS AND DISCUSSION

The activity started at 09.00 AM and ended at 03.00 PM. A teacher who served as Master of Ceremony (MC) guided the event. Foreword delivered by Drs. Khoiron Nazip, M.Sc., as Deputy Head of Curriculum. In his remarks, he expressed his gratitude to the Community Service team from the Indonesian and Literature Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University, for being willing to train teachers at his school. He also conveyed an apology from Syahrial, S.Pd., M.Sc., as the Head of SMA Srijaya Negara, who could not attend and open the Community Service on that occasion because he was on duty outside the city.

Furthermore, Armilia Sari, M.Pd. delivered remarks as the head of the Community Service team. In her speech, she expressed her gratitude to SMA Srijaya Negara for the permission and warm welcome. She also conveyed the purpose of this Community Service activity. This training was beneficial for teachers who were required to be more creative and innovative in preparing teaching materials, especially during the Corona Virus Disease-19 (Covid-19) pandemic

Dr. Latifah Ratnawati, M. Hum. delivered the first presentation of the material. The material presented was an introduction to Ms. Office 2019 and a comparison of its advantages with earlier Ms. Office, such as Ms. Office 2003, 2007, 2010, 2013, and 2016. In the earlier version of Ms. Office, the teacher could only record voice. Meanwhile, in Ms. PowerPoint's 2019 version, teachers could record videos that show faces so that later students would listen to audio and visuals.

Next, Dra. Sri Utami, M. Hum delivered the second material about installing Ms. Office 2019 and uninstalling the previous version of Ms. Office. The steps are as follows.

1. Uninstall the previous version of Ms.Office first on the laptop/computer by clicking start, click control panel, click uninstall the program, and click Ms.Office
2. Also, uninstall Microsoft OneDrive, Microsoft OneNote, Microsoft Visio, and Microsoft Project.
3. Download the ISO Installer Office 2019 at the following link:
<http://officecdn.microsoft.com.edgesuite.net/pr/492350f6-3a01-4f97-b9c0-c7c6ddf67d60/media/en-us/ProPlus2019Retail.img>
4. If you have downloaded the Office 2019 Installer ISO, right-click on the application, and click run as administrator.
5. The application will be installed, click Next, and continue to finish.
6. Open the software Word, or Excel, or PowerPoint. Click File, click Account, then click Activate Product.

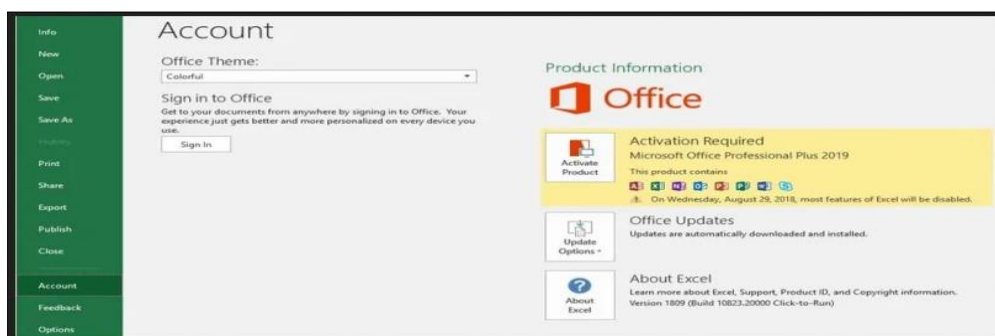


Figure 1. Ms. Office display before activation

7. Download KMS Office 2019, then extract the zip to your computer.
8. After that, right-click on OInstall.exe, then select Run As Administrator to open this tool.

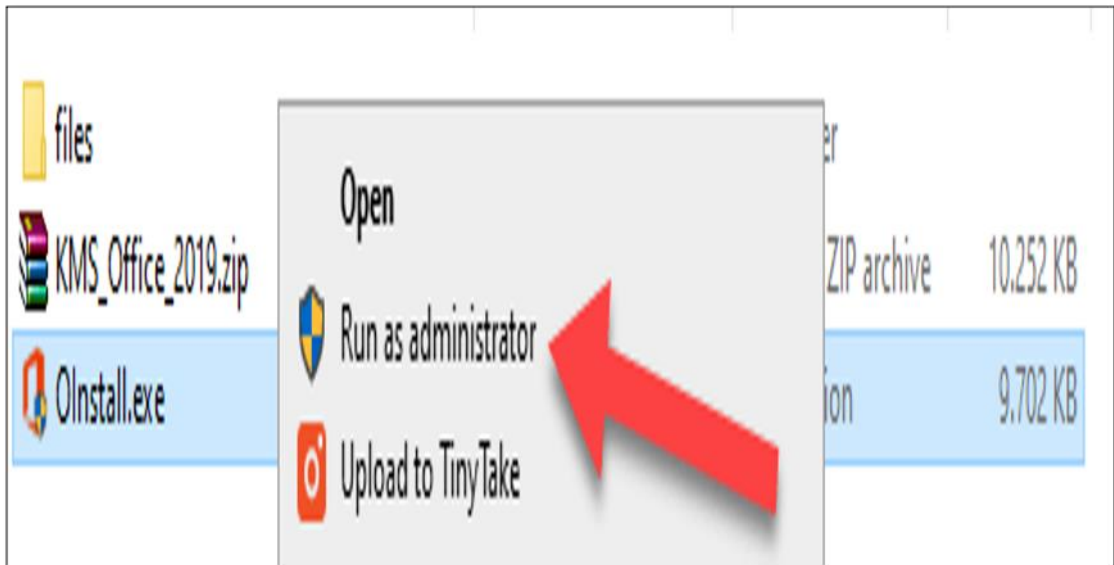


Figure 2. Display when installing OInstall.exe

9. Once open, click the Utility tab, then see Office Reactivation Task. If you have checked it, leave it alone. If it has not, then check it, then click the Office Retail button => VL.

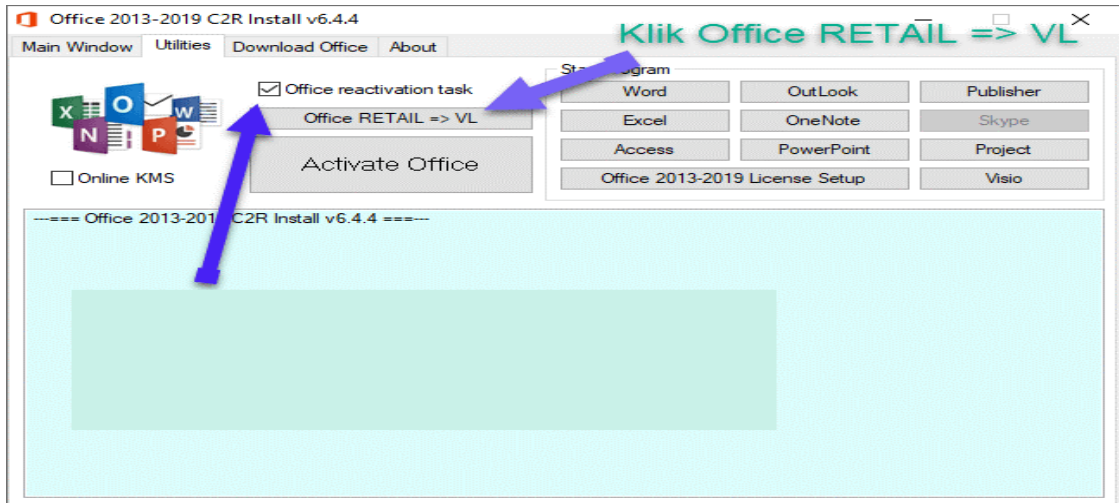


Figure 3. Display during the Office Reactivation Task Process

10. KMS Office will install the License Key on your Office 2019. The process takes about 5 to 6 minutes.

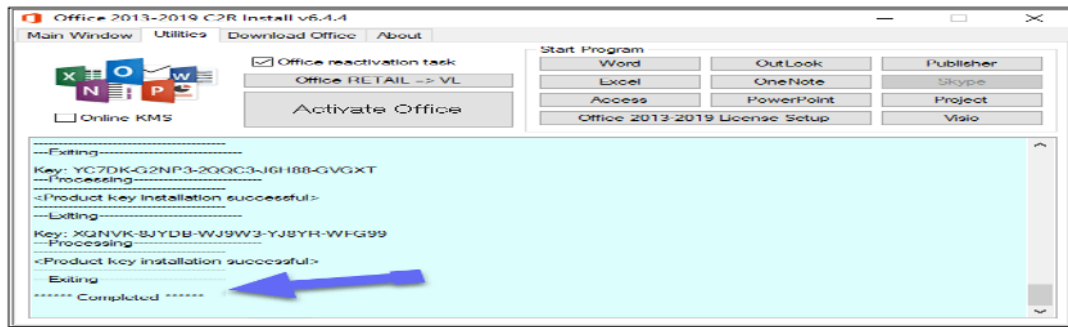


Figure 4. Display when Office Reactivation Task is Finished

11. If the notification +++++Completed+++++ appears as shown in the image above, click the Activate Office button.

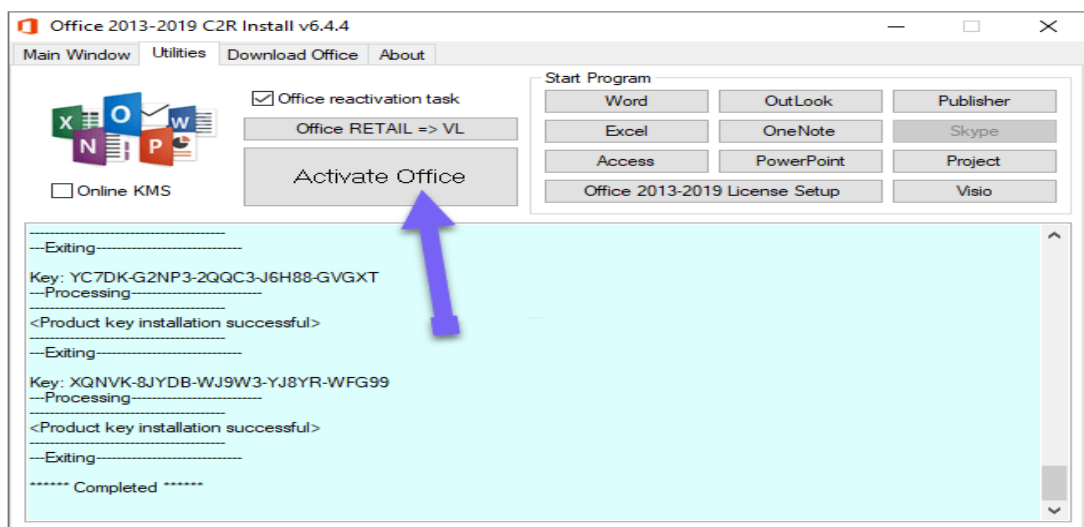


Figure 5. The last step of activating Ms. Office 2019

12. The activation process will run and wait for a notification that says Product activation successful from KMS Office appears.

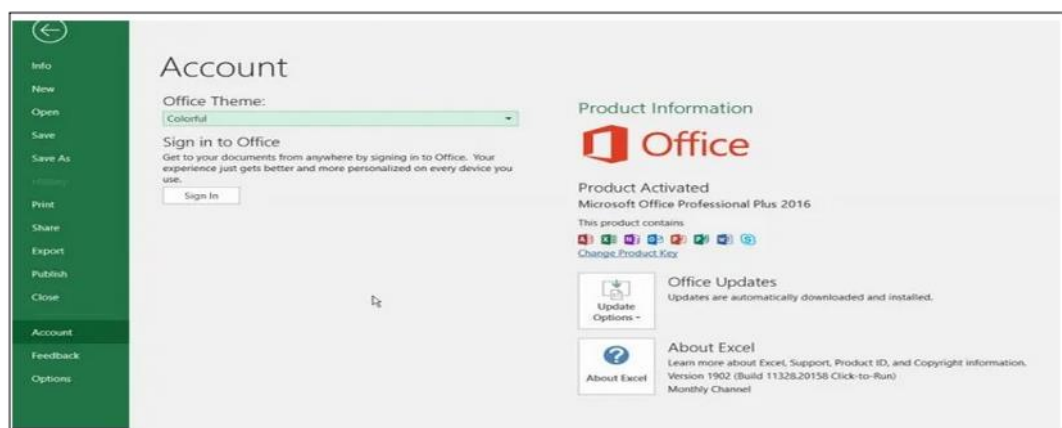


Figure 6. Ms. Office 2019 display after activation

Lastly, Armilia Sari, M.Pd. delivered material about how to make videos of teaching materials. The steps for making teaching material videos using Ms. PowerPoint 2019 are as follows.

1. Open the old File of teaching materials that you have compiled in Ms. PowerPoint.
2. Click File, click export, click create a video, click Use Recorded and Timing Narrations, and click Record and Timing Narrations.
3. Start recording a presentation video with PowerPoint. During the recording process, several features can be utilized, including:
 - a) Record menu is to record the video.
 - b) Stop menu is to stop the recording process.
 - c) Replay menu is to replay the recording
 - d) Note menu is to put the text if the teachers do not memorize the dialogue during the presentation. This text will not appear in the final recorded video.
 - e) Clear menu is to delete the recording if you want to create and create a new record.
 - f) Settings menu is to select the type of camera and microphone used when recording.
 - g) Pen menu is to make writing, doodles, or pictures like on a whiteboard.
 - h) Highlighter menu is to highlight important parts.
 - i) Eraser menu is to erase the strokes or highlights that you made.
 - j) Pointer menu is to point to the details of teaching materials.
 - k) Microphone menu is to clarify your voice. This menu can be disabled.
 - l) Camera menu is to record your face during the presentation. This menu can be disabled.
4. When you have finished recording the presentation, click File, click Save as, select the folder where you want to save the recorded video, select the MPEG4-Video format, then click Save. We can also save the video by clicking File, then clicking export, clicking Create a video, selecting the MPEG4-Video form, and click Save.
5. The process of converting files into videos will take approximately 5 minutes.
6. Video presentations are ready to be distributed to students.

After the community service team presented the material, the Master of Ceremony opened the discussion. The Community Service team provided technical guidance to participants for hands-on practice on their respective laptops. In the process of this technical guidance, some teachers objected to uninstalling their old Ms. Office. They worried that they would lose their valuable data. To overcome this problem, the Community Service team asked one of the teachers to practice directly using an LCD projector to show other participants. When he showed them evidence that he did not lose the data after deleting Ms. Office, the new teachers felt calm and were willing to delete their old Ms. Office on the laptop.

Participants who had finished installing Ms. Office 2019 made videos of teaching materials according to their respective fields or subjects. In this process, three teachers were still using Windows 8, so that it was not compatible with Ms. Office 2019. In other words, these three participants could not make videos of teaching materials. To overcome this problem, the Community Service team initiated to lend laptops to the three teachers to make videos of teaching materials.

After all the teachers made videos of teaching materials, the Community Service team asked the participating teachers to present their work in front of the class one by

one. At the same time, the other participants provided comments, criticisms, and suggestions to make teaching materials even better. The teaching material videos made by each Community Service participant teacher are good enough and suitable to be used as teaching materials for students who study online from home during the Covid-19 pandemic.

Before the event closed, the Community Service team and participating teachers prayed that God Almighty would bless this training activity, and may the Covid-19 pandemic would end soon so that teachers and students could return to face-to-face learning in the following semester.

Here are some screenshots of teaching material videos with the presenter's face, which became the output or product of this community service.

CONTOH SOAL 2

DIKEDHUI Matriks $A = \begin{pmatrix} 4 & 3 \\ 5 & 6 \end{pmatrix}$ DAN $B = \begin{pmatrix} 3 & -2 \\ 6 & -3 \end{pmatrix}$. TENTUKAN:

A. A^{-1} B. B^{-1} C. $(AB)^{-1}$ D. $(BA)^{-1}$

PENYELESAIAN:

A. $A^{-1} = \frac{1}{|A|} \begin{pmatrix} d & -b \\ -c & a \end{pmatrix} = \frac{1}{(4)(6) - (5)(3)} \begin{pmatrix} 6 & -3 \\ -5 & 4 \end{pmatrix} = \frac{1}{24-15} \begin{pmatrix} 6 & -3 \\ -5 & 4 \end{pmatrix} = \frac{1}{9} \begin{pmatrix} 6 & -3 \\ -5 & 4 \end{pmatrix} = \begin{pmatrix} \frac{6}{9} & \frac{-3}{9} \\ \frac{-5}{9} & \frac{4}{9} \end{pmatrix} = \begin{pmatrix} \frac{2}{3} & -\frac{1}{3} \\ -\frac{5}{9} & \frac{4}{9} \end{pmatrix}$

B. $B^{-1} = \frac{1}{|B|} \begin{pmatrix} d & -b \\ -c & a \end{pmatrix} = \frac{1}{(3)(-3) - (6)(-2)} \begin{pmatrix} -3 & 2 \\ -6 & 3 \end{pmatrix} = \frac{1}{-9+12} \begin{pmatrix} -3 & 2 \\ -6 & 3 \end{pmatrix} = \frac{1}{3} \begin{pmatrix} -3 & 2 \\ -6 & 3 \end{pmatrix} = \begin{pmatrix} -1 & \frac{2}{3} \\ -2 & 1 \end{pmatrix}$

C. $AB = \begin{pmatrix} 4 & 3 \\ 5 & 6 \end{pmatrix} \begin{pmatrix} 3 & -2 \\ 6 & -3 \end{pmatrix} = \begin{pmatrix} (4)(3) + (3)(6) & (4)(-2) + (3)(-3) \\ (5)(3) + (6)(6) & (5)(-2) + (6)(-3) \end{pmatrix} = \begin{pmatrix} 12+18 & -8-9 \\ 15+36 & -10-18 \end{pmatrix} = \begin{pmatrix} 30 & -17 \\ 51 & -28 \end{pmatrix}$

Figure 7: Teaching Material Video from a Math Teacher

GENERIC STRUCTURE OF ANALYTICAL EXPOSITION TEXT

Thesis	Awal dari sebuah teks eksposisi analitis dimana sang penulis memberibahukan ide pokok dan keseluruhan teks yang menjelaskan mengenai pemahaman sang penulis secara garis besar mengenai suatu hal atau fenomena yang sedang terjadi. Misalkan, <i>learning English is very useful for our future</i> . Kalimat tersebut merupakan thesis yang mana nantinya akan diberi argumen yang mendukung mengapa belajar bahasa inggris dikatakan "very useful" pada bagian selanjutnya dalam teks eksposisi analitis.
Argument	Pada bagian ini argumen yang diberikan harus mendukung thesis pada paragraf pertama. Dalam suatu teks eksposisi analitis minimum ada 11 argumen yang diberikan untuk mendukung thesis.
Reiteratory/Conclusion	Pada bagian ini penulis bertugas untuk menyimpulkan atau menyatakan kembali apa yang sudah mereka paparkan dalam argumen-argumen mereka

Figure 8: Teaching Material Video from an English Teacher

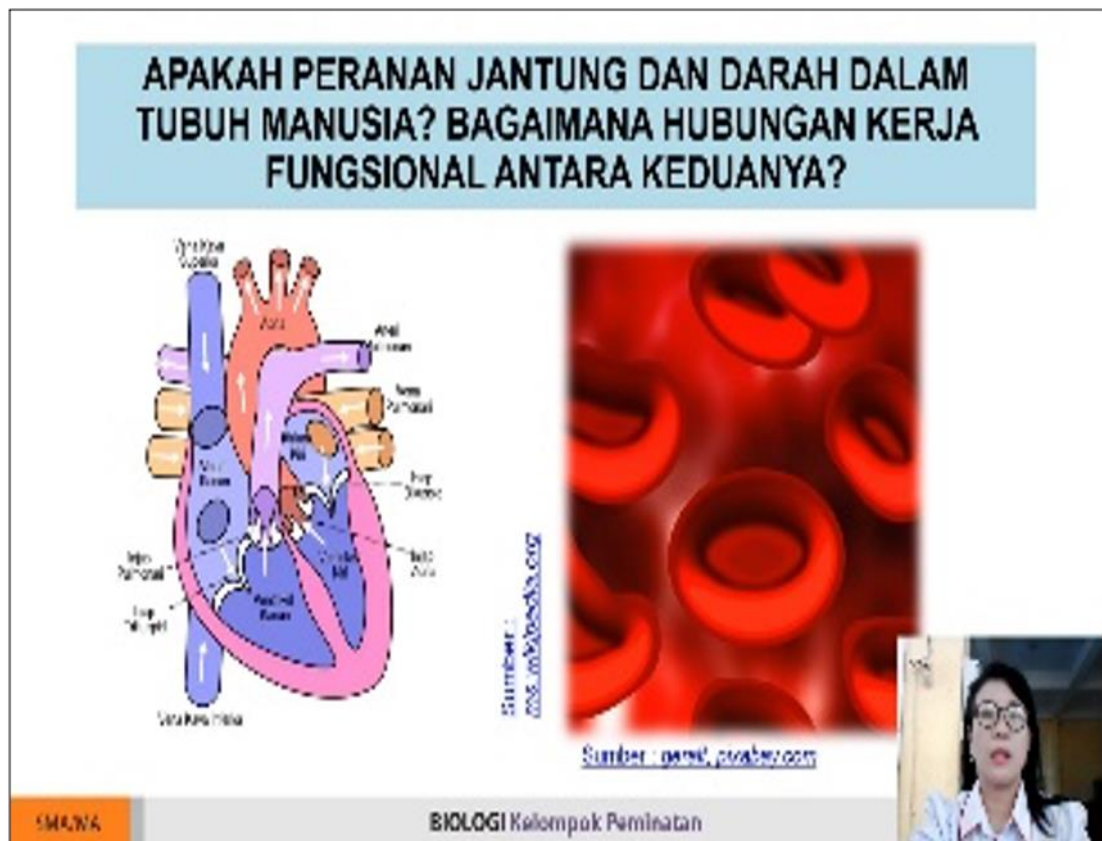


Figure 9: Teaching Material Video from a Biology Teacher

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