

Community Service Program: Training on the Production of Educational Videos for Teachers of SDN Jabung Sisir 01

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Abstract— *This community service program aimed to enhance the digital literacy and pedagogical skills of elementary school teachers through training on educational video production at SDN Jabung Sisir 01, Malang, Indonesia. The training responded to the need for innovative teaching media that could improve students' engagement and learning outcomes, particularly in post-pandemic learning environments. The program applied a participatory approach involving stages of needs analysis, material development, workshops, mentoring, and evaluation. Teachers were trained to design scripts, record and edit videos using user-friendly software, and integrate the videos into classroom instruction. Data were collected through observation, questionnaires, and interviews to measure improvement in teachers' competence. Results indicated a significant increase in teachers' ability to create and apply educational videos effectively in their teaching practice. The program contributed to the improvement of teaching media quality and teachers' self-efficacy in using information and communication technology (ICT) for education.*

Keywords— *community service, educational video, teacher training, digital literacy, instructional media*

1 Introduction

Education in the 21st century requires teachers to possess not only pedagogical competence but also digital literacy to support creative and engaging learning processes. The integration of information and communication technology (ICT) in education has become a crucial component of effective teaching. However, many elementary school teachers in rural areas still face challenges in mastering the skills required to produce and use digital learning media.

SDN Jabung Sisir 01, located in Jabung District, Malang Regency, is one of the schools where teachers expressed difficulty in utilizing ICT tools to create interactive teaching materials. Most of the learning media used in the school were limited to printed materials and PowerPoint presentations. Consequently, students' interest and motivation in learning, particularly in science and language subjects, were relatively low.

To address this gap, a community service program titled “*Training on Educational Video Production for Teachers at SDN Jabung Sisir 01*” was conducted. The program aimed to empower teachers to independently design, produce, and apply educational videos in classroom activities. The initiative aligns with the *Merdeka Belajar* (Independent Learning) policy introduced by the Indonesian Ministry of Education, emphasizing creativity, critical thinking, and digital innovation in learning.

The objectives of this program were:

1. To improve teachers' understanding of the concept and importance of educational videos.
2. To develop teachers' skills in producing and editing educational videos using accessible technology.
3. To increase the use of educational videos as innovative learning media in classrooms.

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2 Method

A. Research Design

This study employed a qualitative descriptive approach within the framework of community-based participatory service. The training activities were conducted over four weeks in March 2025 at SDN Jabung Sisir 01. The stages included needs assessment, material preparation, workshop implementation, mentoring, and evaluation

B. Participants

The participants consisted of 15 elementary school teachers, including subject teachers from grades 1–6. All participants had limited prior experience with video editing or digital media creation. Selection was based on voluntary participation after an initial school-wide invitation.

C. Data Collection Instruments

Data were collected through:

1. Observation sheets to record participants' engagement and performance during training.
2. Pre- and post-training questionnaires to measure self-assessed competence in video production.
3. Interviews with selected participants to explore perceptions of the training benefits and challenges.

D. Training Procedure

The training was implemented in five main stages:

1. Needs Assessment
A preliminary survey and discussion were held to identify teachers' needs, prior knowledge, and preferred topics related to ICT-based teaching.
2. Material Preparation
The training materials included theoretical and practical guides on:
 - a. Concepts of educational video and learning media.
 - b. Storyboarding and scriptwriting.
 - c. Basic video recording techniques using smartphones.
 - d. Video editing with OpenShot and CapCut software.
 - e. Uploading and integrating videos into classroom platforms such as Google Classroom and YouTube.
3. Workshop Implementation
The workshop was conducted in a blended format combining lecture, demonstration, and hands-on practice. Participants worked in small groups to produce short educational videos relevant to their teaching subjects.
4. Mentoring and Monitoring
Individual mentoring sessions were provided to support participants during video production and editing. Trainers offered technical guidance and feedback on each project.
5. Evaluation
Evaluation was carried out through direct observation and participant feedback forms to measure the improvement in teachers' digital media production skills.

3 Findings And Discussion

3.1 Finding

The findings demonstrated substantial improvement in teachers' competence and confidence in producing educational videos. Table 1 presents the summary of pre- and post-training competence levels.

Teachers' responses indicated that the hands-on practice and mentoring sessions were the most beneficial components. Participants expressed enthusiasm and satisfaction, noting that the training helped them overcome the fear of using new technologies.

Table 1. Improvement in Teachers' Competence After Training

Competence Aspect	Pre-Training (%)	Post-Training (%)	Improvement (%)
Understanding of video concepts	46	88	42
Storyboard and scriptwriting skills	40	82	42
Video recording and editing ability	32	80	48
Integration of video in teaching	38	84	46

Examples of videos produced included lessons on “Fractions in Everyday Life,” “Healthy Living Habits,” and “The Water Cycle.” These videos were later used during classroom activities, and students responded positively, showing higher engagement and curiosity.



Fig1. Training Implementation

3.2 Discussion

The success of the program reflected the effectiveness of participatory and experiential learning approaches in teacher training. The collaborative nature of the workshops encouraged peer learning and fostered a sense of community among participants.

Consistent with findings from previous studies (Budiman, 2013; Premawardhena, 2012), teachers' confidence in using ICT tools tends to increase when they are given practical, contextually relevant training rather than theoretical lectures.

Moreover, the introduction of low-cost video editing tools such as CapCut and OpenShot proved effective in minimizing technical barriers. Teachers were able to produce professional-looking educational content using devices they already owned, such as smartphones and laptops.

However, challenges remained in terms of time management and access to stable internet connections, particularly when uploading videos. Future programs should incorporate follow-up mentoring and provide offline distribution options to ensure sustainability.



Fig2. Discussion with the principal

4 Conclusion

The Community Service Program on Educational Video Production Training for Teachers at SDN Jabung Sisir 01 successfully enhanced participants' digital literacy and creativity in developing instructional media. Teachers gained both theoretical understanding and practical skills to produce, edit, and integrate educational videos into classroom activities.

The program's participatory and hands-on approach proved effective in increasing teachers' confidence and motivation to innovate in their teaching practice. The results demonstrate that even teachers with limited ICT experience can adapt to digital-based education with proper guidance and support.

Future activities should focus on advanced video editing techniques, script development, and evaluation of student learning outcomes after implementing video-based learning media.

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6 Acknowledgment

The authors express sincere gratitude to the Principal and Teachers of SDN Jabung Sisir 01 for their cooperation and active participation. Special thanks are also extended to University Nurul Jadid for financial and technical support through the Community Service Grant Scheme 2025.

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Article submitted xxx-xx-xx. Resubmitted xxx-xx-xx. Final acceptance xxx-xx-xx. Final version published as submitted by the authors.