IDEAS

Creative, Innovative and Effective Teacher Training

for English and Math Teachers

in Islamic Boarding School

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Abstract

Teachers are increasingly required to present learning material that is more creative, innovative and effective in presenting learning in class, included the English Teacher and Math Teacher. Therefore, the purpose of this training is to provide training to English and Math teachers on how to develop creative, innovative and active learning in learning. In addition, giving experience to the teacher on how to develop creative learning media in the classroom as well as knowing how the ability of teachers of after participating in the Teacher Training program. This is a Community service method with research based. The method used is *Asset Based Community-driven Development*. All participants were provided with 9 units of material in this teacher training. After attending this teacher training, learning in class is more interesting and enjoyable because the English and Math teachers present learning material that is creative, innovative and effective.

Keywords: Asset Based Community-Driven Development; Teacher Training; Creative, Innovative and Effective Learning;

Introduction

The success of education in units of educational institutions is largely influenced by several factors including infrastructure, students, educators, environment, and school management. However, in reality in the field the most dominant factor that is able to provide an increase in the quality of education is the quality of educators or teachers.

Then Johnson and Rising said that mathematics is a pattern of thinking, a pattern of organizing a logical proof; mathematics is a language that uses terms that are defined carefully, clearly and accurately, its representation with symbols and solid, more in the form of symbolic language about ideas (ideas) than about sound; mathematics is knowledge of structures that are organized traits or theories that are made deductively based on elements that are defined or undefined, axioms, traits or theories that have been verified; mathematics is the science of patterns, the regularity of patterns or ideas; and mathematics is art, its beauty is in its order and harmony.

Improving the quality of learning which part of professional academic competence is one of the responsibilities of educators. However, one of the biggest obstacles in implementing the improvement of the quality of learning in madrassas or boarding schools is the selection of materials, media and approaches that are creative, innovative and active in learning in general learning, especially mathematics and foreign languages. Because, some students or students from madrasas still experience lack of motivation in general learning, especially learning mathematics and English rather than religious learning.

Mathematics and English teachers are increasingly demanded to be more creative and innovative in presenting learning in the classroom, so that it can produce effective and active learning in the classroom. Effective and active learning in the classroom without reference and experience makes it increasingly difficult for teachers to build active and educative interactions in the classroom. Therefore, this creative teacher training is expected to help teachers in the presentation of learning in the classroom.

The role of teachers is very important in improving the quality of education, so in Government Regulation No.19 of 2005 regarding National Education standards it is stated that educators must have academic qualifications and competencies as agents of learning, be healthy physically and spiritually, and have the ability to realize national education goals. Academic qualifications are the minimum level of education that must be fulfilled by an educator as evidenced by a diploma or certificate of expertise relevant to the field of study which is the main task. Whereas the competency qualifications that must be possessed by educators are pedagogic competencies; It is the ability of a teacher to manage learners' learning which includes understanding students, designing and implementing learning, evaluating

learning outcomes, and developing students to actualize the potential of the students. personality competence, professional competence, and social competence.

For an achievement of the value of quality education, every teacher in Indonesia must get training or training in the field of good education, and be carried out consistently and continuously. In addition to mastering educational curriculum material, a teacher must also be able to achieve the desired educational targets.

Educational training is very important for teachers. Effective training, will have an impact on the quality of the output of students. Teacher training activities are concepts to produce professional teachers (Zoe Martínez-de-la-Hidalga and Lourdes Villardón-Gallego, 2016),. Teacher training activities have also become a new and innovative institutional culture in schools in Mexico (Arely Anahy Paredes-Chi and María Teresa Castillo-Burguete, 2018). More specifically mathematics teachers who have attended teacher training can communicate mathematics and motivate students better. . This certainly proves how important teacher training is to be carried out, especially in schools that have access to education relatively far from the city, in this case the Al-Falah Foundation Bone-Bone.

Various opinions about the understanding of mathematics according to Suherman mathematics is a symbol language; mathematics is a numeric language; mathematics is a language that can eliminate blurring, compound and emotional nature; mathematics is a method of logical thinking; mathematics is a means of thinking; mathematics is the science of quantity and quantity; mathematics is a science that works to draw the necessary conclusions; mathematics is pure formal science; mathematics is a science that manipulates symbols; mathematics is the science of numbers and spaces; mathematics is the study of the relationship of patterns, shapes and structures; mathematics is an abstract and deductive science and mathematics is a human activity (Erman Suherman, 2018).

Then Johnson and Rising said that mathematics is a pattern of thinking, a pattern of organizing a logical proof; mathematics is a language that uses terms that are defined carefully, clearly and accurately, its representation with symbols and solid, more in the form of symbolic language about ideas (ideas) than about sound; mathematics is knowledge of structures that are organized traits or theories that are made deductively based on elements that are defined or undefined, axioms, traits or theories that have been verified; mathematics is the science of patterns, the regularity of patterns or ideas; and mathematics is art, its beauty is in its order and harmony (E T Ruseffendi,, 1992). According to Johnson Rising, it's clear that mathematics is a deductive science. Based on the above quotation, it can be seen that

both the content and the method of finding truth in mathematics are different from other general sciences. The method of searching for the truth used by mathematics is a deductive method, whereas in natural science it is an inductive or experimental method. While in mathematics searching for truth can begin with an inductive way, then the correct generalizations for all of these conditions must be proven deductively. In mathematics, a generalization, trait, theory or proposition cannot be accepted before its truth can be proven deductively. Therefore, in mathematics students are trained to think systematically according to structure and strong and clear links between concepts so as to enable students to be skilled at rational thinking.

Learning is an effort to create conditions that allow students to learn. It is explicitly seen that in learning there are activities to choose, set, and develop methods to achieve the desired results. Related to this, Gagne in Suherman revealed that in mathematics there are two objects that can be obtained by students, namely direct and indirect objects. Indirect objects include the ability to investigate and solve problems, learn independently, be positive towards mathematics and know how to learn. While the direct object in the form of facts, skills, concepts and rules. This quote explains that in learning mathematics students will find various facts, concepts, specific rules and skills to investigate, solve problems, learn independently and learn with friends. Therefore, students are motivated and excited in learning mathematics.

If we want to teach mathematics to students well and succeed first, we must pay attention to the method or method to be carried out, so that the expected goals can be achieved or implemented properly, because the method or approach that functions is a tool to achieve the goal. Thus, if knowledge of the method can classify appropriately then the objectives to achieve the objectives will be more effective and efficient. Teaching strategies applied in a teaching are said to be effective when producing something in accordance with what is expected or can be said to have achieved the goal. While the teaching strategy is said to be efficient if its application in producing something that is expected is relatively using energy, effort costs, and minimum time, the less energy, effort, cost, and time spent, the more efficient the strategy.

English is one of the subjects that makes a positive contribution to the achievement of an intelligent and dignified society through the use of a language that is recognized worldwide as an official language internationally. English subjects have the following objectives (Menteri Pendidikan Nasional, 2006):

1. Develop the ability to communicate in the language, in oral and written form. Communication skills include listening, speaking, reading and writing.
2. Growing awareness about the nature and importance of English as one of the foreign languages to become the main tool of learning.

3. Develop an understanding of the interrelationships between language and culture and broaden cultural horizons. Thus, students have cross-cultural insights and involve themselves in cultural diversity.

English has an important role in the effort to communicate and as a bridge with the outside world. In relation to the field of basic education, English has a role that is carried out well, because the method or approach to its function is a means to an end. Thus, if knowledge of the method can classify appropriately then the objectives to achieve the objectives will be more effective and efficient. Teaching strategies applied in a teaching are said to be effective when producing something in accordance with what is expected or can be said to have achieved the goal. While the teaching strategy is said to be efficient if its application in producing something that is expected is relatively using energy, effort costs, and minimum time, the less energy, effort, cost, and time spent, the more efficient the strategy.

English has an important role in the effort to communicate and as a bridge with the outside world. In relation to the field of basic education, English has a role that must be understood by every teacher, considering the learning process is a process of scientific communication between students, teachers and the learning environment. The learning strategy chosen by the teacher should be based on various considerations according to the situation, conditions and environment to be faced.

Furthermore, according to Uno the selection of learning strategies departs from 1). The formulation of learning objectives that have been set, 2). Analyze the needs and character of the students produced, and 3). Types of subject matter to be communicated (Hamzah B Uno, 2012). These three elements are adapted to the learning media or learning resources that are available and might be used.

From this description it is clear that in the implementation of the learning process teachers must be creative both in choosing strategies and in creating an atmosphere of learning. Because the main task of a teacher is to facilitate student learning. To fulfill this task the teacher must be able to provide an interesting and harmonious learning environment, and create memorable learning. This means that teachers need to create a learning atmosphere that can stimulate student interest and always think about the goodness and needs of students.

As stated earlier, one of the learning strategies that can be applied in learning mathematics and English is the Active, Creative, Innovative, and Effective learning

strategies according to the following (Hamzah B Uno, 2012):

The concept of active learning is not the goal of learning activities, but is one of the strategies used to optimize the learning process. Active in this strategy is to position the teacher as a person who creates a conducive learning atmosphere or as a facilitator in learning, while students as learning participants must be active. With this active learning strategy it is hoped that all potentials of students will grow and develop so that they can ultimately optimize learning outcomes. To create active learning, teachers can apply various learning methods and relevant learning models, such as: Model make a Match (find a partner), Talking Stick Model, Snowbal Throwing Model, Partner Pairing Model and others.

Rogers and Shoemaker in interpreting innovation as new ideas, new practices, or objects that can be felt as something new by individuals or students (Hamzah B Uno, 2009). The new understanding here implies not only being known only by the mind (cognitive), but also new because it has not been widely accepted by all students in the sense of attitude and also new in the sense of not being accepted and applied by students. Innovative learning is packaged as a result of learning how to learn to conduct learning activities in order to obtain significant progress in learning outcomes.

Innovative learning is a learning process that is designed, organized and conditioned so that students actively learn. The aim is that in learning activities new things happen, not only by the teacher as a learning facilitator, but also by students who are learning. In innovative learning the teacher does not only depend on books, but can implement new things which according to the teacher are very suitable and relevant to the problem being studied by students. Through learning activities, students are expected to be able to find their own way to deepen the things that are currently being studied. There are several learning models that are expected to be mastered by students so that learning objectives are achieved, namely the STAD type cooperative learning model, the Group Investigation (GI) Learning Model, Problem Based Learning Model and others.

Creative learning encourages students to more freely learn the meaning they learn. Because creative learning aims to develop students' thinking abilities. For this reason, teachers must create diverse learning activities so that they meet various levels of student ability. So that students can develop their creativity, the teacher must be more creative.

Effective learning requires that students who learn have to bring a number of potential, then developed through the competencies that have been set, and in a certain time the learning competency can be achieved by students well or thoroughly. So learning is considered effective if the scores achieved by students meet the minimum competency limits that have been formulated after going through the

learning process within a certain time limit. In order for this effective learning to be achieved, in setting objectives to be compiled in basic competencies, indicators, and learning objectives it is necessary to consider the characteristics of students. For this reason, before learning is carried out an analysis of the characteristics of students in the form of analysts interests, talents, initial abilities, or students' motivation to study styles. In other words, effective learning is learning that considers the characteristics of students, about how students' abilities, the suitability of the learning methods used, the application of appropriate learning media, and evaluation of learning outcomes based on student abilities.

Teaching strategies applied in a teaching are said to be effective when producing something in accordance with what is expected or can be said to have achieved the goal. While the teaching strategy is said to be efficient if its application in producing something that is expected is relatively using energy, effort costs, and minimum time, the less energy, effort, cost, and time spent, the more efficient the strategy. The selection of learning strategies starts from 1). The formulation of learning objectives that have been set, 2). Analysis of the needs and character of students produced, and 3). Types of subject matter to be communicated. The three elements above are adapted to the learning media or learning resources that are available and might be used.

This Learning Strategy is one of the strategies that can be applied in mathematics and English learning activities. Because this strategy is aimed at how to 1) Organize learning materials, 2). Deliver or use learning methods, and 3). Manage learning as desired by current learning scientists. This strategy can be used to optimize the learning process. This strategy positions the teacher as the person who creates a conducive learning atmosphere or as a facilitator in learning. While students as participants learn must be active, innovative and the environment is used as a source of learning that is creative, effective, and interesting.

Method

The approach used in this community service with research based is Asset Based Community-driven Development (ABCD). The selection of the ABCD method is based on teachers who are in the Al-Falah Foundation as the main subject of the mentoring who have the capacity or assets that are expected to be a strong basis for

this assistance program, so that our existence as facilitators to foster positive mentality and enthusiasm so that they are accustomed to explore all the potential they have.

Mentoring steps adopted adopt asset-based mentoring steps, namely:

a. Observation with Purpose (*Purposeful Reconnaissance*)

This stage is used to get to know people and where changes are taking place and determine the focus of the program to be implemented (Australian Community Development and Civil Society Strengthening Scheme (ACCESS)).

b. Discovering the Past

This stage is used to find things that are considered to be driving so that the community arrives at its current position.

c. Dream of the Future

This stage is about articulating a positive vision of the future and seeking agreement on the dream.

d. Mapping Assets

Asset mapping is done with the aim that the community learns about the strengths it has as part of the group. The mapping in question is related to what can be done now and who has the skills or resources.

e. Link and Mobilize Assets / Action

This stage aims to form the road to achieving the vision

f. Monitoring, Evaluation, and Learning.

This stage looks at how the community is able to identify and mobilize productively their assets approaching a common goal.

Result and Discussion

Teacher Training as a form of training and mentoring activities provided for mathematics and English teachers at the Islamic Education Foundation Al-Falah Bone-bone Islamic Boarding School is conducted to address several problems encountered in the learning process in class. Before attending this teacher training, the teacher had difficulty developing creative, innovative and active learning in learning mathematics and English, the teacher lacked the ability to develop creative, innovative and active media in the classroom. This was justified by one of the English teachers, Ibu Ramlah, "We only use existing teaching materials as a medium for learning in class. The learning approach or learning model follows the tasks or instructions contained in the teaching material book. Learning goes well but sometimes tends to make students look bored and passive in class. As for active students, there are only a few people ". It was also explained by the foundation management that "we recognize that training for teachers is virtually non-existent, so teachers sometimes have to find information or ideas for good learning in the

classroom themselves." that the teacher at the foundation does need this teacher training.

On Wednesday, July 17, 2019, observations were made by visiting the Al-Falah Bone-Bone Foundation, located in Patoloan Bone-Bone, North Luwu Regency, South Sulawesi, 92966. Follow-up observations related to the analysis of the needs of prospective participants. From the needs analysis, we obtained some information, one of them is that the al-Falah foundation's teachers are still lacking information about various communicative teaching approaches in the classroom. Furthermore, for the use of teaching media, the teachers of the Al-Falah foundation only use textbooks and makeshift media in schools. From the results of this needs analysis, it becomes additional information to be presented to the teacher training. Other observations are also related to the location of the mentoring implementation, things that already exist and need to be developed, as well as the state of the classroom for teaching practice use at the end of the mentoring session.

The Al-Falah Bone-Bone Foundation has educational units ranging from kindergartens, Ibtidaiyah Madrasah (MI / SD), Tsanawiyah Madrasah (MTs / SMP), and Madrasah Aliyah (MA / SMA). But for the teacher training this time, only the teachers taught Mathematics and English subjects at the junior and senior high school levels as well as a number of elementary school teachers. In total there are 21 teachers with the following details:

Table 1. Participants of *Teacher Training*

No	Unit Pendidikan	Jumlah
1	Madrasah Aliyah (MA/SMA)	5
2	Madrasah Tsanawiyah (MTs/SMP)	8
3	Madrasah Ibtidaiyah (MI/SD)	8
	Jumlah	21

From the results of interviews with the Principal, it was found that teacher training activities had not been done for a long time so information about creative, innovative and effective learning models was very limited. Classroom learning activities run as they are using existing resources. In some cases, learning activities tend to be boring. Based on these conditions, it was decided to provide assistance about 9 units of material, namely:

a) 21st Century learning

b) Concrate-Pictorial-Abstract (CPA) Approach

c) Effective management of learning in Schools

d) Application of cooperative learning

e) Effective questions and worksheets

f) Authentic Assessment

g) Preparation of teaching practices

h) Write reflective journals

i) Follow-up Plan (RTL)

From the 9 units of the material, it is expected that the learning activities that will be carried out will be more varied and communicative so that the expected learning objectives can actually be achieved.

a. Discovering the Past

From the observations it was found that the Al-Falah Bone-Bone Foundation is the only private school that still exists and is undergoing development. For the middle and high school levels, a semi-pesantren school is applied where there are a number of students boarding at the hostel provided by the foundation. This foundation has also developed to some extent by the intervention of IAIN Palopo as the only state campus in Tana Luwu. Many teachers who teach are alumni of IAIN Palopo. This history also made the reason why this assistance was carried out in Yayasan Al-Falah Bone-Bone. Another strength that may not be owned by other educational foundations is the sense of family that is instilled in school life. This causes close communication and management relationships that occur between one another.

b. Dream of the Future

Al-Falah Foundation has the hope of transforming the values of truth through a grand design of the Al-Falah building system, namely in social work, propaganda / religious, economic, intellectual, empowerment, politics, and others. Regarding teacher training, the Al-Falah Foundation hopes that the material and techniques delivered will not merely be lectures but are active and there is full involvement between the teacher and the facilitator team. For this reason, a rundown of activities was arranged by fully dividing the 10 teams of facilitators and field helpers for 2 days of full activities carried out on Friday and Saturday, August 2-3, 2019.

c. Mapping Assets

The mapping of resources owned by the Al-Falah Foundation is as follows:

Table 2. Al-Falah Foundation Resources

No	Education Unit	Total number of teachers (A)	The number of students (B)	Number of classes (C)	Ratio C : B
1	Madrasah Aliyah (MA/SMA)[1] NPSN: 40320517 Akreditasi: -	21	221	6	1 : 36
2	Madrasah Tsanawiyah (MTs/SMP)[2] NPSN: 40320252 Akreditasi: B	19	317	14	1 : 23
3	Madrasah Ibtidaiyah (MI/SD)[3] NPSN: 60720815 Akreditasi: B	10	80	6	1 : 13
	Jumlah	50	618	26	

Source: *Data Online http://siap-sekolah.com*

The ratio of the number of classes and the number of students based on Table 2 is in accordance with the Minister of Education Regulation No. 17 of 2017 and the Minister of Education and Culture No. No.3 of 2017. In other words, the resource situation at Al-Falah Foundation is in accordance with national standards.

d. Link and Mobilize Assets / Action Planning

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[1] http://40307041.siap-sekolah.com/sekolah-profil/
[2] http://10605452.siap-sekolah.com/sekolah-profil/
[3] http://20563202.siap-sekolah.com/sekolah-profil/

On Tuesday 30 July 2019, a committee meeting was first held related to teacher training preparations. In this meeting technical implementation was discussed up to the division of sessions for each facilitator. Also set the device and the number of classes that need to be prepared for teaching practice as a follow up of this mentoring activity.

On the day of the implementation, the activity began with an opening ceremony which on this occasion was attended directly by the Chairperson of the Al-Falah Foundation, Imam Tauhid, S.Ag., MM. The opening activity was warm and intimate. In his speech, the Chairperson of the Foundation hoped that this activity would be able to improve the competence of teachers in the teaching field.

The teacher training activity lasts for 2 days, Friday and Saturday, August 2-3, 2019, by completing 9 units of material. 10 facilitators each get 3 JPL to facilitate teachers to become innovative and creative teachers. During these 2 days, the teachers felt enthusiastic to participate in every activity that was designed.

Management of assistance activities adopts USAID technical activities in which each unit of material is presented with a pattern of Introduction, Connection, Strengthening / Extension, Reflection, and Application. This technique is considered capable of delivering the contents of the material well to participants. Moreover, most of the facilitator teams have participated in TOT for mentoring learning activities from USAID South Sulawesi.

Each unit of material in the assistance activities uses tools as communication media. This is also a form to the teachers about the use of media around which can be used in learning activities. Learning media do not have to come from expensive materials and must be purchased. But just need creativity, used items such as used paper calendars, cardboard, and others can be used as learning media.

e. Monitoring, Evaluation, and Learning

The teacher training activity aims to provide assistance to teachers related to effective, innovative and creative learning management. This includes how to design a lesson plan, learning media and learning scenario so that learning objectives in class can be achieved well. At the end of this activity, a teaching practice was held as a material for monitoring and evaluation. This activity took place on the 2nd day with a class prepared in advance.

Each class is managed by 2 teachers with each teacher preparing the media and learning tools to be used. The duration of teaching practice is in accordance with the duration of 1 RPS which is 2 JPL. Following the atmosphere of teaching practice in several classes.

In this activity also, each facilitator was given an observation sheet to observe and observe the course of learning activities in class. After the learning activities, each teacher was also asked to be willing to fill in the questionnaire responses of

participants related to the implementation of this activity.

Observation sheets are used to observe learning activities. The recap of the results of the observation sheet on a scale of 1-5 is as follows:

Table 3. Average Results of Observation Sheets for Teachers in Learning Activities

No	Statement	Average
1	*Class management*	
	Class management variations (classical, group, individual) and according to their designation.	4,57
	The suitability of group assignments with the number of groups	4,43
2	*Learning strategies*	
	The learning strategy used activates all students	4,57
	Encourage students to produce work (individually / in groups)	4,52
3	*Form of Assignment*	
	Giving meaningful tasks. (activating students, motivating, challenging, contextual, developing thinking skills)	4,67
	Assignments produce work (groups and individuals)	4,38

Based on the Observation Sheet, all 21 teachers have conducted classroom management, learning strategies, and implemented the assignment forms very well. This can be seen from the average results of the observation sheet of the teachers in learning activities, all of which are close to a maximum score of 5. Although there is no doubt there are still some teachers who feel nervous at the beginning of learning. This is solely due to psychological factors in evaluating activities where they feel supervised. However, this atmosphere gradually resolved and until the end of the learning activities everything went smoothly.

Table 4. Average Results Questionnaire Teacher's Response to Teacher Training Activities

No	Statements	Means
1	The benefits gained after attending teacher training	4,57 Very Useful
2	Novelty of information provided by the	3,57

	facilitating team	Mostly new materials
3	Teacher training helped me create creative, innovative and effective learning	3 Very Helpful

From the results of the teacher's questionnaire responses, it appears that on average all teachers felt this activity was very beneficial. most of the information presented by the facilitating team is new. This activity is also considered to be very helpful in creating creative, innovative and effective learning. This is in line with the research carried out by and that teacher training activities are an innovation to produce professional teachers. Some notes about things that need to be improved from this activity going forward are the time of implementation and the types of learning models delivered. This is reasonable because the implementation time is limited so the facilitating team decides to take only a few learning models. A follow-up plan from the teacher in the future is to try to apply all information obtained from this activity.

At the end of the session, after the learning activities, the closing ceremony was held. The closing of this Teacher Training activity was carried out directly by the Chairperson of the Al-Falah Bone-Bone Foundation. On this occasion, the Foundation would like to thank the facilitator team who organized this activity. This activity is very useful for teachers in the Al-Falah Bone-Bone Foundation. Hope, the same activity can be held again next year by involving all the teachers who are in the Al-Falah Foundation. On this occasion the foundation also asked the willingness of the team of facilitators to provide assistance to the plan to open superior classes for the junior high school level. This is certainly a positive response for the team of facilitators because they feel they have very good acceptance.

There are several factors that accompany this training process. The intended factors are supporting factors and obstacles.

a. Supporting factors: The existence of support and appreciation from various groups, including: 1) The Tadris Mathematics Study Program and the English Tadris Study Program are very enthusiastic about this activity which is very rarely done. 2) Administrators of the Islamic Foundation Alfalah as the host of teacher training, 3) MI, MTS, MA Al-falah foundations, 4) MI, MTS, Al-falah foundation students

b. Inhibiting factors: The factors that inhibit this training activity are the limited time prepared in the training activity.

Conclusions

This teacher training activity is one of the steps taken to help teachers at the Al-Falah foundation to enhance their ability to develop learning and creative, innovative

and effective media in learning mathematics and English in the classroom. From these activities it can be concluded as follows:

1. The training given to teachers in the development of creative, innovative and active learning in learning mathematics and English in class goes according to plan. On average all teachers felt this activity was very useful. most of the information presented by the facilitating team is new. This activity is also considered to be very helpful in creating creative, innovative and effective learning

2. The teacher has conducted classroom management, learning strategies, and implemented the form of assignment very well. This can be seen from the average results of the observation sheet of the teachers in learning activities, all of which are close to a maximum score of 5. Although there is no doubt there are still some teachers who feel nervous at the beginning of learning. This is solely due to psychological factors in evaluating activities where they feel supervised. However, this atmosphere gradually resolved and until the end of the learning activities everything went smoothly.

Teacher training must still be carried out to enrich the teacher's insight so that it becomes more creative, innovative and effective in the classroom. It takes more time to carry out this activity, so that the opportunity to dig up more information related to learning models, learning approaches to the media that can help the success of the event.

The implementation of this activity has been going well and received appreciation from the foundation and teachers. For similar training later, consider the following:

a. Teacher training must still be carried out to enrich the teacher's insight so that it becomes more creative, innovative and effective in the classroom.

b. It takes more time to carry out this activity, so that the opportunity to dig up more information related to learning models, learning approaches to the media that can help the success of the event.

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