



## The Training of Learning Media Development based on Adobe Flash Creative Suite 6 (CS6) for Elementary School Teachers

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**ABSTRACT**

*The purpose of this Community service is to provide teachers with knowledge, understanding and skill of the developing of learning media based on adobe flash creative suite 6 (CS6) through training. Ten participants attended the activity. The form of activity chosen is training and guidance. The training was held for one day. The training is more focused on the practice of making learning media. Giving direct theory along with the practice of preparing learning media. Based on training activities in community service , it can be concluded that the teacher's understanding of learning media based on Adobe Flash Creative Suite 6 (CS6) is getting better. Teachers can use Adobe Flash Creative Suite 6 (CS6) to package prepared content into attractive learning media.*

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## INTRODUCTION

Current technological developments continue to develop rapidly. It has an impact in all aspects, including aspects of learning in the classroom. Teachers are required to be able to master learning technology and always follow its developments. The development of learning technology, one of which is related to the making of learning media. The use of multimedia-based learning media in learning subjects is a must. It is necessary to reform the learning skills of listening from conventional to constructivist learning by utilizing technology as widely as possible to facilitate student learning while making it easier for students to learn. Effective integration of technology in learning allows teachers and students to access concepts more quickly and represent abstract concepts.

The use of learning technology (computers) in the teaching and learning process aims to improve teaching and learning quality. Based on Law Number 14 of 2005 concerning teachers and lecturers, it is stated that every teacher and lecturer must be able to take advantage of information and communication technology for the benefit of implementing educational development activities. In line with this, the attachment of Permendiknas No. 16/2007 also states that the competency standards that elementary school teachers must have, one of which is being able to utilize information and communication technology in learning. The interaction between students and teachers is an essential factor in cognitive learning. Student interaction with students can foster collaborative development, while student interaction with subject topic refers to interactive activities, namely a reciprocal relationship between students and subject topic.

According to Sanjaya (2010: 162), the learning process is a communication process. A communication process always involves three main components: the message sender (teacher), the

message receiver (students), and the message itself, which is usually in the form of learning material. In the learning process, communication failures often occur. To avoid that, the teacher can develop learning strategies by utilizing various media and learning resources. The media and resources used by the teacher in delivering learning material determine the success of a lesson. Learning is said to be successful if the students feel happy during learning and can absorb the learning material provided.

Referring to the explanation above, not all teachers can make effective learning media. One reason is the lack of the teacher's ability to learn and practice independently according to the time demands. For this reason, a solution is needed to overcome this in the form of providing training to develop learning media using the software according to their wishes and according to the new curriculum.

The interviews with 3 (three) teachers conducted by telephone found that generally, teachers have used media in learning, but not in the form of animations created through applications. During the interview, a plan was also presented to provide training regarding the development of instructional media. The teacher's representative welcomed this, and they were ready to inform other teachers to be involved in the training.

The proper training is the creation of learning media based on Adobe Flash Creative Suite 6 (CS6). The use of Adobe Flash CS6 learning media can simplify and streamline the learning process, make the learning process more interesting and improve students' cognitive abilities. It is hoped that this activity can be used to improve teachers' performance and students' learning outcomes. The selection of the form of training has been adjusted to the conditions of the community service partners. The teachers who will be involved have met the requirements, namely owning and operating a laptop.

Based on the background above, the problem and need to be resolved immediately is the teacher did not know how to develop learning media based on Adobe Flash Creative Suite 6 (CS6). This community service activity has the objectives (1) to provide teachers with knowledge and understanding in developing learning media based on Adobe Flash Creative Suite 6 (CS6) and (2) to provide teachers' skills through training in developing learning media based on Adobe Flash Creative Suite 6 (CS6). The benefits of community service programs are (1) it is hoped that teachers will know about making learning media based on Adobe Flash Creative Suite 6 (CS6) and (2) there is an increase in teacher skills in making learning media based on Adobe Flash Creative Suite 6 (CS6).

The word media comes from the Latin *medius*, which means middle, intermediary, or introduction (Arsyad, 2011: 3). Media is the plural word for a medium which in a general sense is used to denote a means of communication. Media is one component of communication, namely as a messenger from communicator to communicant (Daryanto, 2013: 4).

Learning is every effort made deliberately by educators, which can cause students to carry out learning activities (Sugihartono et al. 2012: 80). Learning is an activity carried out by the teacher programmatically in an instructional design that creates interaction between fellow students, teachers, and students and with learning resources. Learning has the essence of planning or design to teach students so that in learning, students not only interact with the teacher as a learning resource but may interact with all learning resources that might be used to achieve the desired learning goals (Uno, 2010: 4). Learning is an event or situation that is deliberately designed to help the learning process in the hope of building student creativity (Nazarudin, 2007: 163). Learning is essentially a process of interaction between students and their environment so that behavior changes for the better.

Learning media is anything that can be used to transmit messages so that it can stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve learning goals (Daryanto, 2013: 6). According to Sadiman et al. (2010: 7), learning media are anything that can be used to transmit messages from sender to recipient to stimulate students' thoughts, feelings, attention, and competencies in such a way that the learning process occurs. Learning media is a set of tools that teachers can use as a learning resource in delivering material to students (Sudarwan, 1995: 7).

In the learning process, the media functions as a carrier of information from the source (teacher) to the recipient (student). In detail, Daryanto (2013: 10) explains media's function in the learning process as (1) witnessing existing objects or events that occurred in the past. By means of pictures, portraits, slides, films, videos, or other media, (2) observing objects/events that are difficult to visit, either because they are far away, dangerous, or prohibited, (3) obtaining a clear picture of objects or things which is difficult to observe directly because of its impossible size, either because it is too big or too small, (4) hear sounds that are difficult to perceive with the ear directly, (5) easily compare things, (6) with the help of pictures, models or photos students can easily compare two objects with different properties of

size, color, and so on, (7) can see the movements that occur slowly, (8) observe machine/tool movements that are difficult to observe directly, (9) see the hidden parts of a tool, and (10) see a summary of a long series of observations.

Teaching media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students. Teaching media can also help students improve understanding, present data attractively and reliably, facilitate data interpretation, and condense information (Arsyad, 2011: 16). Praptono (2003: 17) argues that the function of learning media in the teaching and learning process is to (1) clarify the presentation of the message so that it is not verbalist; (2) overcoming the limitations of space, time, and sensory power; and (3) eliminating the passive nature of the learning subject.

Sudjana (2009: 2) argues that the benefits of learning media in the learning process are (1) teaching will attract students' attention so that it can foster learning motivation; (2) teaching materials will have a clearer meaning so that learners can better understand them, and allow learners to master the teaching objectives; (3) teaching methods will be more varied, not solely verbal communication through a speech by the teacher so that students do not get bored, and (4) students can do more learning activities because they do not only listen to teacher descriptions but also activities. Others such as observing, doing, demonstrating, and others.

According to Susilana (2008: 13), by analyzing the media through the form and way of presentation, learning media can be categorized into seven types, namely (1) Graphic media, namely visual media that presents facts, ideas through words, sentences, numbers and symbols or pictures. Print material media, namely media that is made through a printer or printing or offside. Still, image media, namely visual media in the form of images produced from the photographic process, results are photographs; (2) silent projection media, are media that convey messages using a projector; (3) audio media are media whose message delivery can only be accepted by the sense of hearing. The message or information conveyed is in the form of words, music, and sound effects; (4) silent audiovisual media, namely media whose message delivery can be accepted by the senses of hearing and sight. These types of media are sound slides, sound strip films, and sound pages; (5) motion pictures, which are a series of still images that slide quickly and are projected to give the impression of being alive and moving; (6) television, which is a media capable of displaying audiovisual and motion messages. Types of television media, namely open television media, limited broadcast media and video cassette recorders, and (7) multimedia, a delivery system using various types of media that form a unit.

Based on technological developments, Arsyad (2011: 29) classifies teaching media into four, namely (1) media produced by printing technology, which is a way to produce or convey material such as books and static visual material, especially through a mechanical or photographic printing process. This media group includes text, graphics, and photos, (2) media resulting from audiovisual technology, namely how to produce or convey material using mechanical and electronic machines to present audio and visual messages, (3) media technology results. Computer-based, namely how to produce or convey material using microprocessor-based sources, the material is stored in digital form and uses a glass screen to present information to students, and (4) media results from a combination of print and computer technology, are a way to produce and deliver material that combines the use of several forms of computer-controlled media. Leshin et al. in Azhar Arsyad (2002: 79-80) classifies media into five groups, namely (1) human-based media (teachers, instructors, tutors, role-playing, group activities); (2) print-based media (books, guides, books exercises, work aids, freelance sheets); (3) visual-based media (books, work aids, charts, graphs, maps, pictures, transparencies, slides); (4) audiovisual based media (videos, films, slide programs - tape, television); and (5) computer-based media (computer-aided teaching, interactive, video, hypertext).

Flash is one of the animation software released by Macromedia, which has now been adopted by Adobe Inc. adobe flash professional CS6 is a version of adobe flash that has been updated from previous versions, namely Adobe Flash CS3 Professional, Adobe Flash CS4 Professional, and Adobe Flash Professional CS5. Adobe Flash Professional CS 6 is an animated graphic software that can create graphical objects and animate them to immediately generate design objects without using supporting graphic software such as illustrator or Photoshop (Script, 2008: 1). Adobe Flash Professional CS6 is equipped with several features that are not owned by previous versions of Adobe Flash, such as the bone tool, which functions to create reinforcement animations by adding joint points to objects, the 3D

rotation tool, which functions to perform 3D rotation on objects based on the X, Y and Z and changes to the layout of the panels make it easier for users to operate.

Adobe Flash Professional CS 6 is software capable of producing presentations, games, films, interactive CD, learning CD, and creating interactive, attractive, and dynamic websites. Adobe Flash Professional CS 6 can equip a website with several kinds of animation, sound, interactive animation, etc. Users can view animated images or read explanations in text form while listening to their explanations. Adobe flashes professional CS 6 as software for making interactive learning media based on several advantages it has (Sutopo, 2003: 60). Adobe Flash Professional CS 6 is software designed to create vector-based animations with small results. Initially, this software was directed to create animation or internet-based applications (online). Still, it is widely used to create animations or applications that are not internet-based (offline) in its development. With Action Script 3.0 that it carries, Adobe Flash Professional CS6 can develop games or teaching materials such as quizzes or simulations (Shofiani, 2012: 9).

Adobe Flash Professional CS 6 has advantages over other programs, namely that users can easily and freely create animations with free movement according to the desired animation scene. Adobe Flash Professional CS 6 produces small files capable of producing flexible FLA files because they can be converted into type swf, html, jpg, png, exe, mov (Sutopo, 2003: 60). The use of Adobe Flash Professional CS6 for animation or making interactive teaching materials is not complex because the available tools are pretty easy to use. Several templates and components are also provided and ready to use.

In the initial appearance of Adobe Flash Professional CS6, there are several choices of components, namely (1) create from the template is useful for opening worksheets with templates available in the Adobe Flash Professional CS6 program, (2) open a recent item is useful for reopening files that have been saved or never opened before, (3) create new is useful for opening a new worksheet with several script options available, and (4) learn is useful for learning a command.

The components contained in the Adobe Flash Professional CS6 worksheet are the toolbox, timeline, stage, and properties, and library panels. The Toolbox is a panel that includes buttons that are useful for creating an animated design starting from the selection button, pen, pencil, text, and others. The timeline or timeline is a component used to set or control the animation. The timeline consists of several layers. Layers are used to attach one or more objects to the stage to be processed with other objects. Each layer consists of frames that are used to adjust the animation speed. The longer the frames in the layer, the longer the animation will run. The stage is also called the screen or stage. The stage is used to play objects that will be animated. In this stage, we can create images, text, add color, and so on. The stage is also called the screen or stage. The stage is used to play objects that will be animated. In this stage, we can create images, text, add color, and so on.

## METHOD

The form of community service was training in developing learning media based on Adobe Flash Creative Suite 6 (CS6) for elementary school teachers. Problem-solving is carried out with the framework of (1) determining persons who have the ability according to the theme of the activities to be carried out and (2) providing training in developing learning media based on Adobe Flash Creative Suite 6 (CS6).

Ten training participants were teachers at Public Elementary School (SDN) 13 Segedong, Mempawah Hilir District. The form of activity chosen by the community service team of PGSD FKIP Untan was training and guidance. The training was held for one day. The training was more focused on the practice of making learning media and giving direct theory along with the practice of preparing learning media. The training was held on Saturday, September 5, 2020, at SDN 13 Segedong, located at Jalan Raya Segedong. The selection of the training venue was carried out considering that the training conditions in a conducive space affect the implementation of the training.

Geographically, Mempawah Regency is located at the position of 0 ° 44 'North latitude and 0 ° 0.4' south latitude and 108 ° 24 ' - 109 ° 21.5' east longitude. The physical character of the area consists of land areas and coastal islands which have oceans. Administratively, the borders of Mempawah Regency are (a) to the north bordering Bengkayang Regency, (b) to the south by Kubu Raya Regency and Pontianak City, (c) to the east bordering Landak Regency, and (d) to the west bordering the Karimata

Strait. A clearer picture of the location of Mempawah Regency can be seen in the following figure.



Fig.1 Location of Mempawah Regency

Concerning the implementation of the education program, it was found that (a) the lowest ratio of teachers in each school at the elementary school (SD / MI) education level was ten teachers per SD / MI school with ten teachers per school, (b) the average ratio of students to teachers reaching ten students per teacher, (c) the ratio of students for each teacher at each level of education varies from 5 students to 15 students with the highest ratio is at the SD / MI level which reaches 15 students per teacher.

Mempawah Regency still lacks teachers. The number of the teacher was 464 people for elementary school teachers (SD) and junior high school teachers (SMP). Head of the Mempawah Regency Education, Youth, Sports, and Tourism Office, Firman Juli Purnama, said that the number of elementary and junior high school teachers in Mempawah is still not ideal (Rokib: <https://pontianak.tribunnews.com/2019/07/26>).

Community service activities carried out by SDN 13 Segedong. This school is located at Jalan Raya Segedong. The school data are (1) school accreditation "B," (2) already using the 2013 Curriculum, (3) the number of 12 teachers, with details of 8 civil servants and two honorarium staff plus one operator, one library staff, and one guard schools, (4) have 6 study groups, (5) 152 students (86 boys and 66 girls), and (6) have 6 study rooms, one library, one principal room, one teacher room, four sanitation rooms.

The implementation of community service activities aimed to contribute skills to elementary school teachers in supporting the program launched by the Regent of Mempawah Hj. Herlina is to support the realization of a smart city in Mempawah Regency (<https://equator.co.id/regent-wants-to-be-smart-city/>). This program's realization certainly required skilled teachers, one of which was skilled in packaging learning media as part of the learning tools that must be made.

Based on an interview conducted with one of the teachers taught at SDN 13 Segedong, not all teachers could operate laptops, especially senior teachers nearing retirement. For Segedong District, teachers' distribution was generally evenly distributed in terms of teacher: student ratio. For this training, all teachers at SDN 13 Segedong were included as training participants. The consideration was the teachers who could operate laptops would transmit knowledge that some other teachers and teachers were not yet able will be trained to be able to operate laptops. Ten participants in the training plan were civil servants and honorary teachers at SDN 13 Segedong.

The community service activities carried out have links, among others, with (1) the Mempawah Regency Education and Culture Office, which was expected to support the implementation of programmed training activities, and (2) Tanjungpura University Pontianak, especially FKIP, Primary Education Department of Primary School Teacher Education Study Program in implementing the Tri Dharma Higher education, one of which was carrying out community service. The method used in community service activities was training and guidance by presenting competent speakers in making learning media based on Adobe Flash Creative Suite 6 (CS6).

## RESULTS AND DISCUSSIONS

### A. Result

Training for developing learning media based on Adobe Flash Creative Suite 6 (CS6) for elementary school teachers was held on September 5, 2020. Activities began at 09.00-15.00 WIB. Ten participants attended the training. The resource persons in the socialization activity were

representatives of the community service teams, lecturers of PGSD FKIP Untan.



Fig. 2 Community Service Activity Opening Ceremony

The teachers welcomed the training activities. The number of teachers who attended according to the planned quota. Teachers attended events and join the training seriously.



Fig. 3 Training Activity (1)



Fig. 4 Training Activity (2)

The training was carried out one day considering that all components of the learning device were entirely done. The training result was that the teacher's ability to make learning media based on Adobe Flash Creative Suite 6 (CS6) improved. Each teacher developed a learning media that was adapted to the material on the mapping.



Fig. 5 Photo Together After Community Service Activities

### B. Discussion

This community service activity entitled Training on Making Learning Media Based on Adobe Flash Creative Suite 6 (CS6). The selection of the location for community service activities had taken into account the communication, smoothness, and the convenience of implementing the training. It was also supported by a good reception from the school to accept the community service team to conduct training.

There was ten teaching staff at SDN 13 Segedong, all of whom are on average of productive age, which means that it was still possible to absorb training materials well. It could be seen from the readiness of all the teachers to carry out the training. They also brought their laptops.

Community service activities carried out by teachers at SDN 13 Segedong had been going well. It could be seen from teachers' high interest in training activities, as evidenced by teachers who took part in activities reaching 100%. It indicated that the teachers positively welcome the activities that have been carried out. In accordance with the school's expectations, they hoped that there would be stimulating activities for teachers regarding making learning media fun about the use of technology.

The obstacles faced in the implementation of community service were the short and limited implementation time. However, all the challenges and problems had been searched for solutions by providing material before implementing it. The hope is that participants have prepared and read the material and the discussion system during the material's delivery. Thus this activity can take place well. Based on the evaluation results, the training participants have created a learning media based on Adobe Flash Creative Suite 6 (CS6).

## CONCLUSION AND SUGGESTION

### A. Conclusions

Based on training activity in community service, focusing on training in developing Learning Media Based on Adobe Flash Creative Suite 6 (CS6). It can be concluded that the teacher's understanding of learning media based on Adobe Flash Creative Suite 6 (CS6) is getting better. Teachers can use Adobe Flash Creative Suite 6 (CS6) to package prepared content into attractive learning media units.

### B. Suggestions

Community Service activities related to the creation of learning media based on Adobe Flash Creative Suite 6 (CS6) need to be continued so that teachers are increasingly trained in making learning media display attractive and effective (2) The teacher always strives to continuously develop their professionalism so that the knowledge that has been gained from this activity can be applied in all subjects on an ongoing basis.

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