



## Dissemination of Mathematics Learning Media Products in Gugus VII Elementary Schools at South Kuta District

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| Article Info  | ABSTRACT  |
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| <p><b>Corresponding Author:</b><br/>I Kadek Budi Sandika<br/>E-mail:<br/><a href="mailto:ikbsandika@instiki.ac.id">ikbsandika@instiki.ac.id</a></p> | <p>Elementary schools in Pecatu Village, which are part of Gugus VII in South Kuta Subdistrict, face inequities in the number of students. Schools in densely populated areas have more students, while those in quiet areas have fewer students, impacting on the acquisition of operational funds and the limited allocation of funds for the development of learning facilities. The main problem is the lack of variety in mathematics learning media. The solution is product dissemination to mathematics teachers in Gugus VII, involving socialization, training, and evaluation. Implementation began in July 2023 with team introductions and implementation agreements. Dissemination and training activities were carried out in August 2023, involving 18 participants from six schools. The evaluation showed the partners' appreciation of the product, with the school principal's hope that the activities would continue continuously and could be developed according to the needs of each school. Feedback from students highlighted the desire for comedic or humorous nuances in animation-based learning video content. Student assessment results showed positive acceptance, with 69% strongly agreeing, 26% agreeing, and 5% being less affected by the media.</p> <p><b>Keywords:</b><br/>Dissemination of Learning Media, Tranfer Knowledge, Mathematics Learning Media, Service to Elementary School Gugus VII South Kuta District</p> |

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### INTRODUCTION

The research products of students at the Institute of Business and Technology Indonesia while undertaking their thesis are currently numerous and are still predominantly stored in library archives. In fact, a number of these products can actually be disseminated to relevant stakeholders who might be able to benefit from the results of the work. One of these products is learning media, in the form of animated videos, educational games, interactive multimedia, and so on. The use of this product is currently limited to literature

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study materials by juniors who are pursuing their thesis. In fact, if these products can be packaged well they will be able to have a wider impact on interested groups or parties.

Elementary schools in Pecatu Village are part of one elementary school cluster, namely Cluster VII, South Kuta District, consisting of six (6) schools spread across the Pecatu Village area. The existence of elementary schools in Pecatu has the problem of an unequal number of students, where schools located in densely populated areas will have more students, while schools located in sparsely populated areas will have fewer students. This will affect the acquisition of school operational funds (Ulla, 2022). This will have an impact on limited funds that can be allocated for developing facilities and infrastructure to support learning.

Partner problems identified include: lack of learning media (Ratnawati & Werdiningsih, 2020), limited funds that can be allocated for developing learning media, as well as the lack of mastery of making animated videos by teachers. Based on the agreement of the team and partners, the main problem to be solved is related to the lack of variety in the types of learning media that teachers have to support the learning process in the classroom (Sandika, Bisena, et al., 2022).

The solution chosen for activities is to facilitate schools in Pecatu in increasing their collection of learning media, especially mathematics learning materials, by carrying out Community Service (PKM) activities with the INSTIKI Community Service (ICS) scheme by carrying out dissemination (Muhammad et al., 2021) and distribution of several INSTIKI student research products to subject teachers or teachers in Gugus VII SD South Kuta District. The aim of this dissemination activity is to add media and/or learning resources for students studying fractions and Balinese *sor singgih basa*.

## METHODS

Community service activities using the knowledge transfer method (Parwita et al., 2023; Sandika, Widiartha, et al., 2022; Sudipa et al., 2023) involves conveying and disseminating knowledge and skills from the PKM Team to teachers. This process is generally carried out with the aim of providing real benefits to the community and strengthening their capacity in various aspects of life. Dissemination of learning is one of the key elements in this method, where information and skills acquired or developed in a place or context are introduced and shared with the wider community (Astuti & Febrian, 2019). Dissemination activities are carried out in the form of socialization and assistance in the use of learning media to teachers. The implementation stages start from introducing the implementing team, dissemination and training on how to use the media, as well as evaluating activities.

## RESULTS AND DISCUSSION

Implementation of the dissemination activities for this learning media product started with the introduction of the team which was carried out on July 24 2023 with an agenda for the initial meeting of the team with partners and an agreement to implement the dissemination. The next stage is dissemination activities and media use training carried out on August 8 2023 involving eighteen (18) participants from six (6) elementary schools in Gugus VII South Kuta. After carrying out training and mentoring, it continues with activity evaluation in the form of discussions between the team and partners. Evidence of the implementation of activities is as shown in the following figure 1.



Figure 1. Learning Media Dissemination Activities

The results of the evaluation of the implementation of activities carried out through discussions between the implementing team and partners showed that the partners really appreciated the team for providing these learning media products. The school principals really hope that in the future it can be implemented continuously and allow for the development of activities that suit the needs of each school. Apart from that, there were several suggestions regarding the video content, especially the hope that there would be a comedic or humorous nuance that would allow elementary school students to remain focused on watching the video.

Based on the results of assessments by students who have watched the video, in general they like it. This is shown by the survey results, as in Table 1.

Table 1. Recapitulation of student assessment results

| No | Information                | Response       |       |        |          |                   |
|----|----------------------------|----------------|-------|--------|----------|-------------------|
|    |                            | Strongly Agree | Agree | Enough | Disagree | Strongly Disagree |
| 1  | Animation aspect           | 52             | 15    | 2      |          |                   |
| 2  | Writing display            | 56             | 10    | 2      | 1        |                   |
| 3  | Presentation of material   | 32             | 35    | 2      |          |                   |
| 4  | Overall general assessment | 50             | 12    | 5      | 2        |                   |
|    | Average (%)                | 69             | 26    | 4      | 1        |                   |

Based on the results of the assessment in Table 1, it can be seen that 69% of students strongly agree and 26% agree with the media provided, and only a small portion (5%) feel that they are not too affected by this animation-based learning media. For this reason, there needs to be continuous innovation and development of various media that have been prepared so that they are able to attract students to use them.



Figure 2. Photo with the PKM Team and Participants

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