Training on the Design of Educational Animated Media as an Effort to Improve Teacher Quality at Tadika Al-Fikh Orchard, Malaysia

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Abstract: This Community Service Program (PKM) aims to improve the quality and competence of teachers at Tadika Al-Fikh Orchard, Malaysia through training on the design of educational animated media. The rapid development of digital technology requires early childhood education teachers to deliver learning experiences that are creative, interactive, and aligned with students' characteristics. However, many teachers still face limitations in designing and utilizing animation-based learning media effectively. The implementation methods of this program include training sessions, mentoring, and hands-on practice in developing educational animated media using accessible digital design applications. The results indicate an improvement in teachers' understanding and skills in designing animated learning media, as well as increased creativity in delivering engaging and innovative learning materials. This training is expected to contribute to enhancing the quality of learning and

Abstrak: Kegiatan Pengabdian kepada Masyarakat (PKM) ini bertujuan untuk meningkatkan mutu dan kompetensi guru di Tadika Al-Fikh Orchard, Malaysia melalui pelatihan desain media animasi edukatif. Perkembangan teknologi digital menuntut guru pendidikan anak usia dini untuk mampu menghadirkan pembelajaran yang kreatif, interaktif, dan sesuai dengan karakteristik peserta didik. Namun, masih terdapat keterbatasan keterampilan guru dalam merancang dan memanfaatkan media pembelajaran berbasis animasi secara optimal. Metode pelaksanaan PKM ini meliputi pelatihan, pendampingan, dan praktik langsung pembuatan media animasi edukatif menggunakan aplikasi desain digital yang mudah diakses. Hasil kegiatan menunjukkan adanya peningkatan pemahaman dan keterampilan guru dalam mendesain media animasi pembelajaran, serta meningkatnya kreativitas guru dalam menyajikan materi pembelajaran yang menarik dan inovatif. Pelatihan ini

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teacher professionalism at Tadika Al-Fikh Orchard.	diharapkan dapat berkontribusi terhadap peningkatan kualitas pembelajaran dan profesionalisme guru di Tadika Al-Fikh Orchard.
Keywords: Animated learning media; teacher training; early childhood education; teacher quality.	*Kata Kunci:* Media Pembelajaran Animasi; Pelatihan Guru; Pendidikan Anak Usia Dini; Mutu Guru.

A. Introduction

The rapid development of digital technology has significantly transformed the landscape of education, including early childhood education. Teachers are increasingly required to integrate innovative and interactive learning media to enhance students' engagement and understanding. Animated learning media, in particular, have been proven to support young learners' cognitive development by combining visual, auditory, and narrative elements that align with children's learning characteristics (Mayer, 2020).

In early childhood education institutions such as Tadika Al-Fikh Orchard in Malaysia, teachers play a crucial role in designing meaningful and enjoyable learning experiences. However, many teachers still rely on conventional teaching methods and face limitations in designing technology-based learning media due to insufficient digital literacy and lack of structured training (Koehler & Mishra, 2009). This condition may reduce the effectiveness of learning activities and limit opportunities for students to develop creativity and critical thinking from an early age.

Teacher quality is closely related to professional competence, creativity, and the ability to adapt to technological advancements. Training programs that focus on developing teachers' skills in designing educational animated media are therefore essential. Such training not only improves teachers' technical abilities but also strengthens their pedagogical competence in selecting appropriate learning strategies and media for early childhood learners (UNESCO, 2018).

Moreover, animated learning media can support child-centered learning by providing interactive and contextualized content that stimulates students' interest and motivation. Studies indicate that animation-based learning media can improve learning outcomes, attention span, and conceptual understanding among young children when appropriately designed and implemented (Hsin et al., 2014). Consequently, empowering teachers with practical skills in creating animated educational media is a strategic effort to enhance learning quality in Tadika institutions.

Based on these considerations, this Community Service Program aims to provide training on the design of educational animated media for teachers at Tadika Al-Fikh Orchard, Malaysia. Through systematic training and hands-on practice, the program is expected to improve teachers' professional competence, creativity, and readiness to implement innovative learning media, ultimately contributing to the improvement of learning quality in early childhood education.

B. Method

This Community Service Program applied a participatory training approach aimed at improving teachers' competencies in designing educational animated media at Tadika Al-Fikh Orchard, Malaysia. The program was designed to integrate theoretical understanding with practical application, enabling teachers to actively engage in the learning process. The training activities were structured based on the needs and contextual conditions of early childhood education, emphasizing the relevance of animation-based learning media to classroom practice.

The participants of this program were teachers from Tadika Al-Fikh Orchard who were involved in early childhood education. The selection of participants was based on their teaching roles and their willingness to enhance digital teaching skills. Although all participants had teaching experience, their levels of digital literacy varied, which informed the training strategies and mentoring process.

The implementation of the program began with a needs analysis conducted through informal discussions and observations to identify teachers' challenges in developing learning media and their familiarity with animation-based educational tools. This stage was followed by training sessions that provided theoretical insights into the principles of educational media design, characteristics of effective animated learning media for early childhood learners, and basic concepts of digital animation.

Subsequently, participants engaged in hands-on practice sessions in which they were guided to design simple educational animated media using accessible digital design applications. The practical activities focused on developing learning media aligned with instructional objectives and learning themes relevant to early childhood education. Continuous mentoring was provided throughout the training to support participants in addressing technical challenges and improving the quality of their animated media.

Data were collected through observations, documentation of participants' animated media products, and reflective discussions conducted during and after the training sessions. The collected data were analyzed descriptively to identify improvements in teachers' skills, creativity, and confidence in designing and implementing animated learning media. The effectiveness of the program was assessed by comparing teachers' competencies before and after the training. Overall, the program was expected to enhance teacher quality, promote innovative teaching practices, and contribute to the improvement of learning quality at Tadika Al-Fikh Orchard, Malaysia.

C. Results and Discussion

The implementation of the training program on educational animated media design demonstrated positive outcomes in improving teachers' professional competencies at Tadika Al-Fikh Orchard, Malaysia. Overall, the program was well received by participants, as indicated by high levels of engagement during training

sessions and active participation in hands-on activities. These findings suggest that practical and contextualized training approaches are effective in supporting teacher professional development in early childhood education settings (UNESCO, 2018).

Prior to the training, most teachers showed limited experience in designing digital and animation-based learning media. Teaching practices largely relied on conventional methods such as storytelling, worksheets, and static visual aids. This condition aligns with previous studies indicating that early childhood teachers often face challenges in integrating technology into learning due to limited training opportunities and digital literacy skills (Koehler & Mishra, 2009).

After the training sessions, a noticeable improvement was observed in teachers' understanding of the principles of educational media design. Teachers demonstrated increased awareness of how animation elements—such as color, movement, sound, and narration—can be used to support children's attention and comprehension. This finding supports Mayer's (2020) multimedia learning theory, which emphasizes the effectiveness of combining visual and auditory information in meaningful ways.

The hands-on practice component played a crucial role in enhancing teachers' technical skills. Teachers were able to design simple animated learning media independently using accessible digital applications. This practical experience helped reduce teachers' anxiety toward technology and increased their confidence in using digital tools for instructional purposes. Similar findings were reported by Hsin et al. (2014), who highlighted that guided practice significantly improves teachers' readiness to integrate technology in early childhood education.

In terms of creativity, the training encouraged teachers to develop animated media aligned with thematic learning commonly used in early childhood classrooms. Teachers successfully created animations related to basic literacy, numeracy, moral values, and daily routines. These outcomes indicate that animation-based media can be adapted to various learning objectives and are suitable for early childhood learning contexts (Zhang et al., 2021).

Observation results showed that teachers became more active in discussing instructional strategies and sharing ideas with peers during the training. This collaborative atmosphere contributed to knowledge exchange and collective problem-solving among participants. Collaborative professional learning has been identified as a key factor in sustaining teacher development and instructional improvement (Darling-Hammond et al., 2017).

The mentoring process further strengthened the effectiveness of the training program. Continuous assistance allowed teachers to overcome technical challenges and refine their animated media products. This finding confirms that mentoring is essential in technology-related training, as it provides ongoing support beyond initial instruction (Kopcha, 2012).

From a pedagogical perspective, teachers demonstrated improved ability to align animated media with learning objectives and children's developmental characteristics. Teachers became more aware of the importance of using simple language, appropriate pacing, and age-appropriate visuals in animated content. Such alignment is crucial in early childhood education to ensure meaningful learning experiences (NAEYC, 2020).

The animated media products developed by teachers reflected an increased integration of child-centered learning principles. Teachers incorporated interactive elements such as questions, repetition, and storytelling to actively involve children in the learning process. This supports previous research indicating that interactive media enhances young children's engagement and motivation (Papadakis et al., 2018).

Furthermore, teachers reported increased motivation to innovate in their teaching practices after participating in the training. The ability to create their own animated media empowered teachers to explore new instructional approaches and move beyond reliance on ready-made materials. Teacher empowerment through skill development has been shown to positively influence instructional quality and professional identity (Day & Sachs, 2004).

The results also revealed that teachers' digital literacy improved significantly throughout the training. Teachers became more familiar with basic animation tools, file management, and media presentation techniques. Digital literacy is increasingly recognized as a core competency for educators in the 21st century, particularly in technology-rich learning environments (European Commission, 2017).

In addition to technical skills, the training contributed to the development of teachers' reflective practices. Through presentations and feedback sessions, teachers evaluated their own work and identified areas for improvement. Reflective practice is essential for continuous professional growth and effective teaching (Schön, 1983).

The findings indicate that animation-based learning media have strong potential to support learning effectiveness in early childhood education. Teachers observed that animated media could help explain abstract concepts in a more concrete and engaging manner. This is consistent with cognitive development theories suggesting that young children benefit from visual representations in learning (Piaget, 1972).

Another important outcome of the program was the development of teachers' confidence in integrating technology into daily classroom activities. Confidence plays a critical role in determining whether teachers adopt and sustain new instructional practices (Ertmer & Ottenbreit-Leftwich, 2010).

The training also addressed the issue of accessibility by introducing digital tools that are easy to use and require minimal technical resources. This approach is particularly relevant for early childhood institutions with limited technological infrastructure. Accessible technology has been identified as a key factor in successful technology integration in education (UNESCO, 2018).

From an institutional perspective, the program supported Tadika Al-Fikh Orchard's efforts to enhance instructional quality and innovation. By equipping teachers with new skills, the training contributed to building a culture of continuous improvement and innovation within the institution (Fullan, 2016).

Despite the positive outcomes, some challenges were identified during the implementation of the program. Differences in teachers' initial digital skills required facilitators to provide differentiated assistance. This finding highlights the importance of flexible training designs that accommodate diverse participant backgrounds (Lawless & Pellegrino, 2007).

Time constraints were another challenge, as some teachers required additional practice time to fully master animation tools. This suggests that follow-up training or extended mentoring may be necessary to ensure sustainable skill development (Kopcha, 2012).

Overall, the results of this program demonstrate that training on educational animated media design can significantly improve teacher quality in early childhood education. The combination of theory, practice, mentoring, and reflection proved effective in enhancing teachers' competencies and creativity.

In conclusion, the findings support the notion that animation-based media training is a strategic approach to improving instructional quality and teacher professionalism. By empowering teachers with relevant digital skills, early childhood education institutions such as Tadika Al-Fikh Orchard can better respond to the demands of contemporary education and provide meaningful learning experiences for young children.

D.   Conclusion

The Community Service Program focusing on training in the design of educational animated media has proven to be effective in improving teacher quality at Tadika Al-Fikh Orchard, Malaysia. The results indicate significant improvements in teachers' understanding of educational media design principles, technical skills in creating animated learning materials, and confidence in integrating digital media into early childhood learning activities. The participatory and practice-oriented approach

adopted in this program enabled teachers to actively engage in the training and apply the acquired skills directly to their instructional contexts.

Furthermore, the program contributed to enhancing teachers' creativity, digital literacy, and pedagogical awareness in designing child-centered learning experiences. The animated media developed by teachers reflected an increased alignment between learning objectives, children's developmental characteristics, and the use of appropriate visual and auditory elements. These outcomes highlight the importance of continuous professional development programs that integrate technology, pedagogy, and content knowledge to support effective teaching in early childhood education.

In conclusion, training on educational animated media design represents a strategic effort to promote instructional innovation and teacher professionalism in early childhood education institutions. Sustained mentoring and follow-up training are recommended to ensure the long-term impact and sustainability of the acquired competencies. By empowering teachers with relevant digital skills, institutions such as Tadika Al-Fikh Orchard can enhance learning quality and better respond to the demands of contemporary education.

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