



PKM INTERNSHIP STUDENT COMPETENCY TRAINING IN THE FIELD OF PHOTOSHOP CS 6 GRAPHIC DESIGN

Oleh

Ari Amir Alkodri¹, R Burham Isnanto², R Ferry Bakti Atmaja³, Bambang Adi Winoto⁴, Andreani⁵

^{1,2,3,4,5}ISB Atma Luhur

Email: ³baktiatmaja@atmaluhur.ac.id

Article History:

Received: 09-04-2022

Revised: 22-04-2022

Accepted: 15-05-2022

Keywords:

Computer, Competence,
Vocational School

Abstract: *In this era of increasingly advanced technological development, skills and competencies in the digital field are increasingly needed to remain capable to compete in the future. One way to get these skills is to take vocational education in the field of computer technology. However, many vocational education graduates are not ready to work and lack competence. This training program activity aims to further strengthen students' competencies and provide students with experience in the world of work. At the end of the program, participants gain additional knowledge, experience and understanding of computer competence as well as an overview of a professional work ethic.*

INTRODUCTION

In the current industrial era 4.0, the development of computer and web technology has been applied in all aspects and fields. Technology brings the benefits of efficiency and convenience in human life, but besides that it also provides new challenges for workers and prospective job seekers. Industry 4.0 will not only require a skilled workforce in theory but also practical because in the future, the types of jobs that exist will prioritize social skills and creativity [1]. In order to remain competitive in the industrial era 4.0, educational institutions play an important role in equipping and honing the potential of their students so as to produce work-ready resources after graduating from educational institutions.

Public perception views that majoring in computer engineering is a major that produces ready-to-work resources, as well as vocational school students majoring in computer engineering as graduates who are ready to practice their knowledge in companies and communities. Data from the Central Statistics Agency states that of open unemployment of 9.77 million people, the main contributor to the unemployment rate is from vocational school graduates by 13.55%, while unemployment from high school graduates is 9.86% [2]. This is a concern because vocational school graduates supposed to be able to provide or earn job opportunities easier because of practical education. According to Iwan (2013) in [3] states that SMK graduates who are not ready to work are caused by the lack of competence possessed by graduates to be accepted in the world of work. Lack of competence can be caused by several obstacles, including the lack of human resources in the institution and the lack of infrastructure facilities, causing the learning curriculum output objectives to not be achieved. The lack of graduate competence can be a burden for industry players and



businesses that employ them because they have to provide separate intensive training programs for new employees and will increase expenses.

The condition that afflicts Vocational School graduates indicates that the government is less reactive in designing competency skills that are in accordance with industry needs. According to Soesilowati (2009) in [4] describes several obstacles in designing competency skills that are in accordance with industry needs, among others, due to the rapid development of industry compared to the development of teaching and learning infrastructure in institutions, curriculum that is still lagging behind the times, there are no definite specifications regarding resources. the workforce needed by industry, lack of job vacancies for high school and vocational schools that are in accordance with current fields and expertise, and lack of coordination between industry, government and educational institutions. One solution to overcome this competency problem is to provide training and additional practical knowledge for students through practical student activity programs (prakerin). Practical student activities (prakerin) aim to broaden students' knowledge and experience, form a work ethic, train teamwork and professional thinking, as well as process adaptation to the world of work. According to [5] in his research, he concluded that the implementation of internship in the field of computer network engineering had a positive impact on the work readiness of vocational students in Pekanbaru, this was because through internships it could not only provide provisions in the form of hard skills in the form of increased abilities and knowledge but also soft skills in the form of forming attitude, sense of responsibility and recognize the work environment. The same thing is also concluded in quantitative research by [6] stating that there is a significant influence between industrial work practices on students' work readiness with the t-value of 3,242.

Due to these various reasons, it is deemed necessary to increase skills and scientific competencies related to industrial technology 4.0. We at LPPM Atma Luhur are motivated by these conditions and reasons to have organized community service activities with the theme **PKM Internship Student Competency Training In The Field Of Photoshop CS 6 Graphic Design**. With the implementation of this program, it is hoped that the student participants of computer laboratory field work practice can have more skills and understanding needed in the industrial era of 4.0.

METHOD

Internship Student Training Activities are in the form of training to increase student competencies covering the fields of Computer Networks and Multimedia. The method used to carry out this training is through practical workshops. The workshop was held in the computer laboratory of the ISB Atma Luhur campus. The activity consisted of 10 meetings starting on March 07 and ending on March 18. This activity was carried out by 3 teachers as resource persons, 2 as admins and assisted by 2 laboratory assistants with 12 Vocational School students as participants.

Preparation phase

At the preparation stage, it is filled with activity to finalize the workshop plans to be carried out. The finalization activity of the plan is in the form of division of tasks for the teaching team who will become presenter mentor, the coordination with ISB Atma Luhur computer laboratory officers, scheduling and making modules for prospective participants' learning materials.



Implementation phases

The implementation of the training was carried out in accordance with the provisions of social distance care, temperature inspection, use of hand sanitizer and wearing a mask. While the implementation of the workshop was done with methods, among others,:

Lectures and discussions, participants were given an introduction and instructions so that they could understand the overview of training and external outreach targets.

Providing teaching modules so that participants can more easily accept, understand and repeat the re-learning of the material presented.

Practice using the facilities and infrastructure that have been available in the ISB Atma Luhur Computer room.

Evaluation phase

To measure the development of participants' understanding, two questionnaires were distributed. It was at the beginning of the training activity and at the end of the training. At this evaluation stage, participants provide the results of filling out the questionnaire as a comparison to increase participants' understanding after attending the workshop. At this stage, short interviews were also conducted to accommodate criticisms and suggestions for program procurement and program implementation. The next activity is the accountability reporting and implementation of activities.

RESULT

The implementation of this skill and scientific competency training activity is divided into two fields, which is the field of Computer Network Engineering and then the field of Multimedia. The training activities in this field cover the following materials:

Cabling assembling practice.

At the start of the activity, the participants were given back basic material about computer components, various peripherals, safety procedures and tips to take care of both themselves and the PC while assembling, etc. Then the material continued with the practice of PC assembly starting from assembling the mainboard, doing tests and checking for damage to RAM, Power Supply, etc. The implementation of this practice by utilizing computer components provided by the Atma Luhur ISB Laboratory.

Programs installation practice

After practicing on the hardware, next the participants were given basic material about windows and operating systems. Practical session begins with the installation of Windows OS, graphics card installation, driverpack and VGA configuration. Followed by the installation of standard programs, antivirus and troubleshooting application programs. Students are also given material to better understand hard disk drives, how to partition HDD, diagnose and check bad sectors, etc.



Figure 1. students practice taking part in the training

Networking learning practice

The activity of this stage among other were, participants were given study on IP Addresses on Windows 10, tutorial setting addresses, understanding of network infrastructure configuration, subnetting, name resolution, remote access, etc. Perform wireless installations as well as materials to configure access points.

Basic video editing practice

Workshop activities to increase expertise and scientific competence were then continued in the Multimedia field, which prioritized photo and video editing. Multimedia is the use of computer technology to process and present and combine files in the form of text, sound, images, animation, audio and video, by utilizing tools and connections (links) so that users can interact, work and communicate (Limbong and Simarmata 2020). The hardware used in the multimedia workshop is a laptop that has been provided by the Atma Luhur ISB computer laboratory that meets the specifications and has supporting programs installed. While the software used is Adobe Premiere Pro.

The activity started with making a simple video shoot project with the help of equipment provided by the Atma Luhur ISB Computer laboratory. Short videos on the theme of impressions and messages, tutorials, and promotional videos. Video footage from the laboratory is also used as practical material. The next activity is giving the syllabus to participants to learn and practice. Through the guidance of the instructor lecturers, equipped with adequate supporting laptops and a syllabus to clarify the process, the participants showed enthusiasm in learning video editing using Adobe Premiere Pro software. These activities include practice cutting and merging video tutorials, video transition tutorials, adding effects to video and scale techniques, and adding music and other audio effects using the Adobe Premiere Pro program.



Figure 2. students practice taking part in the training.

Basic photo editing practice

The software used to do this photo editing is Photoshop CS 6. The software was developed by Adobe Systems and is often chosen in making banners, logos, and advertising banners. Even though it's an old program, Photoshop CS 6's capabilities are still reliable today. This software serves to edit images or photos by adding effects so that the image becomes better.

The activity started from providing basic material in the form of introducing and explaining pallets, workspaces, layers, an explanation of the function outlines of several tools found in Photoshop CS 6. Participants showed that they had knowledge of the basic photo editing material so that the training process could run well and interactively. After the participants recalled the basic material, the activity continued by using the program to create a logo. Participants are provided with an understanding of the purpose, meaning, principles, and examples of some good and successful business logos. Participants, guided by instructors, practice making famous logos using the tools described previously. The next activity is that participants are required to design a logo which can be in the form of a logogram or logotype.

The next activity was a banner picture design practice using Photoshop CS 6. The participants were guided by an instructor to design a banner with the concept of the ISB Atma Luhur campus. The training practice is carried out using photos and materials that have been prepared by the computer laboratory. Participants enthusiastically followed the instructor's directions in using the Photoshop CS 6 program starting from setting the size of a new project, pasting and editing photo paths and shapes using pen tools, selecting and adding colors using painting tools, techniques for adding logos and text with strokes, etc.



Figure 3. students practice taking part in the training.

Attendance participant.

Practical participants are required to fill in attendance at the start of each training stage.

At the last meeting at the end of the activity, a group photo was taken and the certificate of participation was distributed. Through this workshop, it is hoped that it will further expand the knowledge and skills of practical students in the field of Multimedia and Networking and gain an overview of the world of work.

CONCLUSSION

During this workshop program the participants showed the following moment:

The students showed enthusiasm during the practical training in the computer lab and were eager to learn new things.

The students expressed their appreciation for having gained additional new knowledge and clarifying previous knowledge that could be useful in the future.

The students carry out field work practices in every activity as well as routine activities in the computer laboratory and contribute and make good contributions to the ISB Atma Luhur campus. The students stated that they gained experience and a picture of a professional work ethic through these activities.

ACKNOWLEDGEMENTS

The authors would like to thank the Institute for Research and Community Service (LPPM) of the Atma Luhur Institute of Science and Business for the ease of process and support. Thank you to the Atma Luhur ISB computer laboratory for providing the necessary facilities and infrastructure for training activities.

REFERENCES

- [1] L. H. Adha, Z. Asyhadie, and R. Kusuma, "Indonesia Industrial Digitalization and Its Impact on Labor and," J. Kompil. Huk., vol. V, no. 2, p. 32, 2020.
- [2] R. R. Ramli, "Jumlah Pengangguran Terus Bertambah, Paling Banyak Lulusan SMK," Kompas.com, 2020. [Online]. Available: <https://money.kompas.com/read/2020/12/11/143242326/jumlah-pengangguran-terus-bertambah-paling-banyak-lulusan-smk>.
- [3] E. Putriatama, S. Patmanthara, and R. . Sugandi, "Kontribusi Pengalaman Prakerin,



- Wawasan Dunia Kerja Dan Kompetensi Kejuruan Melalui Employability Skill Serta Dampaknya Terhadap Kesiapan Kerja Lulusan Smk Kompetensi Keahlian Teknik Komputer Dan Jaringan Di Probolinggo,” J. Pendidik. Teor. Penelitian, dan Pengemb., vol. 8, no. 1, pp. 1544–1554, 2016.
- [4] E. P. Disas, “Link and Match sebagai Kebijakan Pendidikan Kejuruan,” J. Penelit. Pendidik., vol. 18, no. 2, pp. 231–242, 2018.
- [5] D. Andri, A. Syahza, and Hendripides, “Pengaruh Praktik Kerja Industri Terhadap Kesiapan Kerja Siswa Kelas Xi Smkn 2,” J. Online Mhs. Pendidik. Ekon. Fak. Kegur. Dan Ilmu Pendidik. Univ. Riau, vol. 2, no. 1, p. 139, 2017.
- [6] L. Dau, M. Thoharudin, and D. T. Relita, “Pengaruh Praktik Kerja Industri Terhadap Kesiapan Kerja Siswa Kelas XII SMK Kartini Sintang,” Eklektik J. Pendidik. Ekon. dan Kewirausahaan, vol. 2, no. 1, p. 139, 2019.
- [7] Damanik, Burhan. 2017. “Perakitan Personal Computer (Pc) Dan Instalasi Sistem Operasi.” Jurnal Mahajana Informasi 2(1): 1–9.
- [8] Limbong, Tonni, and Janner Simarmata. 2020. Media Dan Multimedia : Pembelajaran Teori Dan Praktik. ed. Alex Rikki. Yayasan Kita Menulis.
- [9] Lubis, Iman, and Dkk. 2020. “Implementasi Kompetensi Multimedia Era Revolusi Industri 4.0 Menuju Generasi Muda Yang Mandiri.” Jurnal Ilmiah PKM Pakem 2(2): 95–109.

