



Training on English Material Making Using CarouselMaker for Students in the English Education Study Program

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ABSTRACT

This study explores the effectiveness of training in developing English language teaching materials using the CarouselMaker platform among fourth-semester English Education students at Nias University. The program aimed to equip students with skills in creating interactive and digital-based learning content suitable for 21st-century classrooms. A descriptive qualitative method was employed, with data collected through questionnaires, and field notes. Results indicate that while most participants improved their technical ability in using CarouselMaker, many still relied on facilitator guidance and lacked confidence in applying the tool independently. Discussion participation was also limited. Despite these challenges, students showed enthusiasm for continuing similar trainings and recognized the relevance of digital tools in modern English Language Teaching (ELT). The findings highlight the need for extended mentoring and a personalized training approach to strengthen participants' independence and pedagogical confidence. This training underscores the importance of preparing future English teachers to utilize digital media effectively, fostering innovation and engagement in the learning process.

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INTRODUCTION

The ability of English education students to create learning materials is crucial to supporting the effectiveness of the learning process in the digital age and the 21st century. Students who can develop learning materials not only enhance their professional competencies as future teachers but also actively contribute to creating creative, interactive, and relevant learning experiences tailored to the needs of learners. Additionally, mastering the creation of digital instructional materials enables students to design learning experiences that can be accessed anytime and anywhere, thereby supporting self-directed and flexible learning. Adha & Faridi (2024) demonstrate that the use of digital instructional materials makes the learning process more engaging, enhances learning motivation, and helps students achieve optimal learning outcomes. Therefore, this skill is an important asset for English education students to address the challenges of modern education and enhance their competitiveness in the era of globalization.

Advances in information and communication technology have brought significant changes to the world of education, particularly in the development of innovative and relevant instructional media tailored to the needs of today's learners. Innovations in learning media that utilize digital technology, such as e-modules, multimedia, web-based and Android applications, as well as interactive media such as digital quizzes, interactive videos, and computer-based simulations, enable the creation of more engaging, interactive, and effective learning experiences. The Fourth Industrial Revolution era is driving educators to continue innovating in the use of technology as a learning medium, including the use of e-learning applications, audio,



visual, and audiovisual media that can enhance the effectiveness and efficiency of the learning process.

One digital tool that offers promising features for media development is CarouselMaker, a web-based platform that allows users to easily design carousel-style learning content. This tool enables teachers and prospective teachers to present information in a sequential, visually organized, and student-friendly format. The design and user experience supported by such tools help eliminate the monotony of conventional PowerPoint slides and offer dynamic, scrollable slides suitable for mobile and online learning contexts (Pappas, 2015). Educators act as technology controllers who must be able to optimize the use of learning media according to students' characteristics and needs to achieve learning objectives to the fullest. Therefore, technology-based learning media innovation is the key to improving the quality of education and student engagement in a dynamic and enjoyable learning process.

However, despite the availability of these tools, many students in teacher education programs still lack exposure and practical training on how to use them effectively in an ELT context. To address this gap, a community service program was launched through a training workshop titled "Training in Creating English Using CarouselMaker." This training is also in line with the idea that educational media should be developed according to the needs of learners and the demands of the digital age. As supported by Aloraini (2012), the use of multimedia in language classrooms has been proven to significantly increase learner motivation and engagement. Additionally, Zainuddin et al. (2020) emphasize the importance of training prospective teachers with the competencies to utilize digital media as part of their professional preparation for modern classrooms. Therefore, this study aims to enhance students' ability to create engaging, interactive, and effective teaching materials using the CarouselMaker platform.

METHOD

This study used a descriptive qualitative method to explore the implementation and outcomes of a community service activity in the form of training on creating English language materials using CarouselMaker for fourth-semester English Education Study Program students at Nias University. The method combined several approaches including training and simulation of instructional technology (ipteks), continuous education, and awareness-raising on the importance of digital media literacy in ELT. The activity also involved mentoring and guidance during practice sessions to ensure that students could follow the process and apply the skills independently. Data were collected through questionnaires, and field notes, with the aim of capturing students' responses, learning progress, and engagement throughout the training. The training was structured in three stages: introduction of CarouselMaker as an ELT media innovation, guided hands-on practice, and a reflective session for discussion and feedback. The collected data were analyzed descriptively to interpret participants' experiences and identify challenges in the process of digital material development using the CarouselMaker platform.

RESULTS AND DISCUSSION

Results

The results of this study were obtained through two instruments: questionnaires and field notes. The main focus was to identify the development of the abilities, knowledge, skills, and attitudes of students in the English Education Study Program at Nias University after participating in training on creating English language materials using the CarouselMaker platform. Below are the findings from the questionnaire, which is divided into four types of questions: 1) prior knowledge about carouselmaker; 2) training process; 3) improvement in abilities and skills; 4) satisfaction and expectations. The results show that most participants were unfamiliar with CarouselMaker and had never used it before the training (Table 1). This highlights the importance of introductory and orientation sessions at the beginning of the training so that participants have a basic understanding of the platform that will be used. A lack of prior knowledge can also affect participants' confidence in attending subsequent sessions.



Table 1. Basic Knowledge about CarouselMaker

Statement	Number of "Yes"	Number of "No"
I know what CarouselMaker is.	1	2
I know the function of CarouselMaker in learning.	0	2
I have seen or used the CarouselMaker platform.	0	2
I am able to use CarouselMaker before the training.	0	2

Table 2. Training Process

Statement	Number of "Yes"	Number of "No"
The material is presented clearly.	9	0
The tutor has a good grasp of the material.	8	1
The training time is sufficient.	9	0
There are opportunities for hands-on practice.	9	0
Assistance is provided to aid understanding.	9	0
Support tools are readily available.	9	0

The training was considered quite effective, as evidenced by the majority of participants who stated that the material was delivered clearly, the training time was sufficient, and the facilities were well available (Table 2). In fact, all participants stated that they were helped by the practical sessions and mentoring. However, there was one participant who considered that the tutor did not have a good grasp of the material, which could be used as input for improving the quality of facilitators in the future.

As for improving abilities and skills, most participants felt that their technical abilities had improved after the training, such as adding content, editing displays, and downloading their work in PDF format. This shows that the training objective of improving technical skills had been achieved. However, there were still participants who did not feel confident enough to use CarouselMaker independently, indicating the need for follow-up in the form of further training or mentoring sessions.

Table 3. Satisfaction and Expectation

Statement	Number of "Yes"	Number of "No"
I am satisfied with the training.	8	1
The training is tailored to the needs of English education students.	8	1
The training material is useful.	8	1
I am interested in taking further training.	8	1
I will use CarouselMaker in the future.	8	1

Participants' responses regarding satisfaction and expectations varied considerably (Table 3). One participant expressed dissatisfaction and did not see any direct benefits from the training, while others showed enthusiasm for continuing the training and applying what they had learned in their teaching activities. These differences indicate that the training experience was greatly influenced by participants' initial motivation and expectations of the training.

Overall, the CarouselMaker training has successfully improved participants' knowledge and technical skills. However, there are still challenges in building participants' confidence and satisfaction evenly. This shows the importance of a more personalized approach, as well as mapping participants' needs before training so that the results obtained can be more optimal and have a long-term impact.

The following are the results of field notes, which are also classified into three parts: 1) Material Delivery; 2) Training Sessions; 3) Discussion Sessions. The majority of participants paid close attention to the material. However, two participants (M7 & M8) were unable to



concentrate, possibly due to low motivation or distraction from the devices they were using (Table 4). Most participants still require intensive guidance in practice, indicating that mastery of technology remains a challenge. Only one participant demonstrated independence and creativity (Table 5). The lack of participation in the discussion indicates a lack of courage to ask questions or a lack of deep understanding (Table 6). Only two participants were active, while the others were passive or even uncooperative. It can be concluded that participants' readiness still varies greatly. Some are focused and active, but the majority still rely heavily on the facilitator. Technological capabilities pose a significant challenge (as evidenced by dependence and technical barriers such as laptop usage). Discussion participation is low, highlighting the importance of building confidence and creating a safe and open discussion environment. Only one participant (M6) demonstrates potential as a “model learner”: focused, active, independent, and creative

Table 4. Material Presentation

Focus	Number of Students
Focus on the material (M1, M2, M3, M4, M5, M6, M9)	7
Not focused (playing games – M7, M8)	2

Table 5. Training Session

Category	Number of Students
Still dependent on guidance/not yet independent (M1, M2, M3, M4, M5, M7, M8, M9)	8
Independent and creative (M6)	1

Table 6. Discussion Session

Discussion Participation	Number of Students
Did not ask questions (M1, M2, M4, M5)	4
Actively asked questions (M3: 3 questions, M8: 1 question)	2
Did not ask questions & was slightly disruptive (M7, M8, M9)	3

Discussion

These findings indicate that CarouselMaker training has a positive impact on improving the skills of English education students in creating digital learning materials. However, challenges remain in terms of independence, active participation, and participant satisfaction levels.

This is in line with Adha & Faridi (2024), who state that the use of digital media can increase motivation and learning outcomes, but its effectiveness is highly dependent on the readiness of the participants. In the context of this training, although most participants acquired technical skills, their confidence in using technology independently was not yet fully developed.

The findings also support Zainuddin et al. (2020), who emphasize the need to equip prospective teachers with digital media competencies, and Aloraini (2012), who asserts that the use of multimedia can increase student engagement. However, as seen in the field notes, this engagement is not yet evenly distributed and still requires more adaptive and interactive learning strategies.

Furthermore, in line with Pappas' (2015) discussion on the importance of interactive and mobile-based media, CarouselMaker has proven to be relevant for use in the context of ELT material creation training. However, to maximize the implementation of digital media such as CarouselMaker, the following are required: 1) More intensive guidance for participants who are still dependent; 2) A collaborative approach that facilitates discussion and peer mentoring; 3) Continuous formative evaluation, so that training can be tailored to the individual needs of participants.



CONCLUSION

The training program on developing English teaching materials using CarouselMaker for English education students at Nias University showed promising results in improving students' technical skills and introducing them to new digital tools for developing learning media. Most participants showed improvement in their ability to utilize CarouselMaker features, such as content creation, layout design, and file export to digital formats.

However, the findings also revealed several challenges. Some students still relied on guidance throughout the training, showed limited participation during discussions, and lacked confidence in using the platform independently. This indicates the need for additional support, such as extended mentoring sessions or peer-based learning to build independence and confidence.

In line with previous studies (Adha & Faridi, 2024; Aloraini, 2012; Zainuddin et al., 2020), this study confirms that the integration of digital media in English language teaching not only encourages creativity and engagement but also requires strategic implementation tailored to students' readiness. Therefore, equipping prospective teachers with technical competencies and pedagogical confidence is crucial for effective technology integration in modern classrooms.

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