Training MGMP German Teachers in Surabaya on AI-Assisted Cultural Poster Design

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Abstrak

Program pengabdian kepada masyarakat ini bertujuan untuk membantu guru bahasa Jerman di Surabaya dan sekitarnya mengintegrasikan unsur budaya Jawa Timur ke dalam pembelajaran bahasa Jerman dengan memanfaatkan teknologi modern, khususnya melalui desain poster berbasis AI. Topik ini penting untuk melestarikan warisan budaya lokal sekaligus meningkatkan pembelajaran bahasa, sehingga memperkuat hubungan antara identitas budaya siswa dan pendidikan bahasa asing. Program ini dilaksanakan dalam tiga tahap: persiapan, pelaksanaan, dan evaluasi. Tahap persiapan mencakup penyusunan materi pelatihan yang mudah diakses serta persiapan sumber daya yang diperlukan. Pada tahap pelaksanaan, peserta diperkenalkan dengan alat desain berbasis AI seperti Canva, Fotor, Piktochart, dan ChatGPT, serta prinsip desain poster seperti tata letak, tipografi, dan pembuatan konten dwibahasa. Tahap evaluasi melibatkan umpan balik atas hasil poster yang dibuat peserta dengan integrasi elemen budaya Jawa Timur dan bahasa Jerman. Hasil pelatihan menunjukkan tingginya keterlibatan peserta dan keberhasilan mereka dalam menggunakan alat AI untuk menghasilkan materi ajar yang relevan secara budaya. Para guru berhasil menciptakan poster budaya dwibahasa yang menggabungkan pembelajaran bahasa dengan promosi budaya lokal. Program ini tidak hanya meningkatkan keterampilan teknologi para guru tetapi juga mendorong integrasi budaya lokal dalam pembelajaran bahasa Jerman, membantu melestarikan budaya Jawa Timur dalam konteks pendidikan modern.

Kata kunci— Belajar Bahasa Jerman, Pelatihan Guru, Guru Bahasa Jerman, Poster Budaya, Artificial Intelligence (AI)

Abstract

This community service program aims to address the need for integrating local cultural elements into German language education for high school teachers in Surabaya and its surrounding areas. The focus of this initiative is to help German teachers incorporate East Javanese culture into their lessons using modern technology, particularly through AI-assisted poster design. The importance of this topic stems from the need to preserve local cultural heritage while enhancing language learning, fostering a deeper connection between students' cultural identity and their foreign language education. The program was conducted in three stages: preparation, implementation, and evaluation. The preparation phase involved compiling accessible learning materials and ensuring all necessary resources were ready for the training sessions. The implementation phase provided hands-on workshops that introduced teachers to AI design tools such as Canva, Fotor, Piktochart, and ChatGPT, alongside instruction on poster design principles, including layout, typography, and bilingual content creation. In the evaluation phase, participants received feedback on their projects and refined their posters, integrating both German language elements and East Javanese cultural themes. The results demonstrated high participant engagement and successful skill development in using AI tools to create culturally relevant educational materials. Teachers produced bilingual cultural posters that effectively combined language instruction with local heritage promotion. This initiative not only enhanced teachers' technological competencies but also strengthened their ability to integrate cultural content into their lessons, ensuring the preservation and appreciation of East Javanese culture in the context of German language education.

1. INTRODUCTION

Learning German culture is an integral part of secondary-level German language instruction. It not only broadens students' cultural knowledge (Oktarina et al., 2022) but also encourages them to compare and reflect on local customs and traditions from both Germany and their own regions (Ho, 2009). In this regard, students in East Java need to be made aware of their local cultural heritage, so they can contextualize new information with their existing worldview. Hence, a community service program was initiated by Universitas Negeri Surabaya (Unesa) to underscore the significance of integrating East Javanese culture into German language lessons for teachers who are members of the German Teachers' Association (MGMP Bahasa Jerman) in Surabaya and nearby areas.

Emphasizing East Java's cultural heritage is vital for students' sense of identity. Recognizing and appreciating the customs, arts, and practices of their local environment helps students feel more connected to their surroundings. (Makridis et al., 2017) Such an approach not only boosts cultural pride but also fosters adaptability, social cohesion, and respect for diversity. Furthermore, introducing local cultural elements in the classroom can stimulate curiosity (Yurtsever et al., 2021), (Hajrulla, 2012), (Nieto, 2018) and promote critical thinking skills (Huda et al., 2022), (Vergara Montes, 2022) among students.

In practice, integrating local culture into foreign language lessons can be accomplished through a variety of strategies. These include using local folklore or legends (Anggraini et al., 2022), (Yoedo et al., 2022), (Sujatna et al., 2021) for reading comprehension, exploring regional arts—such as batik motifs (Cahyani, 2022) and traditional dance (Gunantar, 2017)—to introduce vocabulary, or incorporating idiomatic expressions that parallel foreign languange phrases. Another practical application is through poster creation. By showcasing East Java's iconic landmarks, festivals, or traditional attire side-by-side with German cultural elements, educators can create a rich, comparative environment for language learning. In other words, teachers can integrate East Java's culture into their teaching materials by incorporating local folklore, regional arts, landmarks, and traditional events into foreign language classrooms, such as German lessons.

Posters serve as an excellent medium to highlight cultural themes. Mostafa (2023), Yazdanpanah (2019) They are visually appealing, relatively simple to produce, and easy for teachers and students alike to design. Through striking imagery and concise text, posters capture students' attention and help them absorb cultural information more readily. However, an initial interview with the Head of MGMP Bahasa Jerman Surabaya revealed that many teachers have never received formal training in designing culture-focused posters. This gap points to the need for professional development programs geared toward effective poster-making strategies.

Building upon these benefits, the Unesa Community Service Program seeks to introduce AI-powered methodologies to German teachers in Surabaya and surrounding regions, specifically to support language instruction and cultural preservation. The objective of this article is to present the implementation of the Community Service activities and the materials covered during the program (PKM). Ultimately, this initiative aims to marry modern technology with traditional cultural elements, fostering meaningful and innovative ways to enrich foreign language education in local high schools.

2. METHODS

The community service activities conducted by Unesa were divided into three main stages:

Preparation

In this initial phase, coordination was established with the MGMP German Teachers' Association. An interview with the head of the MGMP German Teachers' Association was held focus group discussion (FGD) was held to identify existing challenges and collaboratively find solutions. During this stage, the participating teachers served as informants, providing insights into the problems they faced and suggesting potentialsolutions for integrating East Javanese culture into German language teaching.

Implementation

This stage involved delivering presentations on posterdesign and the application of Artificial Intelligence (AI) for creating cultural posters. The session combined discussion and Q&A formats, allowing participants to actively engage and deepen their understanding of the material. Additionally, teachers received practical assistance in designing cultural posters using AI tools. Participants played an active role in these sessions while also providing the venue and scheduling the training.

Feedback Session and Evaluation

The final stage focused on monitoring and evaluating the outcomes of the training. A focus group discussion was conducted to assess the effectiveness of the program and gather feedback from participants. Teachers were tasked with creating and submitting cultural posters featuring East Javanese themes in two languages: Indonesian and German. This phase aimed to consolidate the skills gained during the training and evaluate the participants' ability to apply their newfound knowledge in real classroom settings.

Preparation	Implementation	Feedback Session and Evaluation
•Coordination with MGMP German Teachers' Association •Focus Group Discussion (FGD) to identify challenges	•Presentations on poster design and AI •Discussion & Q&A sessions- Practical assistance with AI tools for poster design •Active engagement from participants	•Monitoring and evaluation of training outcomes •Teachers create and submit cultural posters in Indonesian and German

Figure 1. Stages of The community Service Activities

3. RESULTS AND DISCUSSION

The community service activities were organized into three stages, all of which were successfully executed. In the preparation phase, the team undertook a comprehensive literature review to develop presentation materials that were clear, accessible, and tailored to the needs of the partners. Furthermore, the team ensured that all necessary equipment and logistical arrangements were in place to facilitate smooth operations at the community service partner location, SMAN 15 Surabaya. This thorough preparation laid the foundation for an effective training session, with all required resources and facilities fully prepared to support the participants' learning experience.

Figure 2. The Opening of Training

The implementation stage began with the training and practical assistance given to the participants. The training began with an opening led directly by the Head of MGMP German Teacher Surabaya and was attended by 17 German teachers from Surabaya and nearby areas, including Sidoarjo, Gresik, Jombang, Pacitan, and Malang. The head of the community service team introduced the background and objectives of the program. This was followed by a welcoming speech from the head of MGMP German Teacher Surabaya, who expressed gratitude for being chosen as a partner for this community service initiative and acknowledged SMAN 15 Surabaya for hosting the event.

The next session focused on enhancing teachers' media literacy through poster design training, particularly for creating cultural posters centered on East Javanese themes for German language instruction. Posters were highlighted as an effective medium for integrating local wisdom into foreign language lessons, fostering greater awareness and appreciation of East Javanese culture among students. Two speakers conducted the sessions: the first speaker covered fundamental aspects of posters and the second speaker explained the participants about to AI tools.

The first session introduced participants to several types of posters, each designed for different purposes and audiences. Promotional posters are used to advertise products, events, or commercial services by including important information such as product features, pricing, event dates, and locations. Educational posters aim to deliver knowledge or information on specific topics, such as health, the environment, or academic subjects, using visual elements like images and data visualizations. Campaign posters focus on raising awareness of social, political, or environmental issues to mobilize public support. Artistic posters serve as visual artworks that express creativity and aesthetic elements, often utilizing unique and experimental designs. Additionally, scientific posters present research findings visually and are typically used in academic settings. Lastly, cultural posters highlight themes of local culture, traditions, and heritage, aiming to promote diversity and foster greater appreciation for cultural identities.

Figure 3. Presentation of the First Speaker
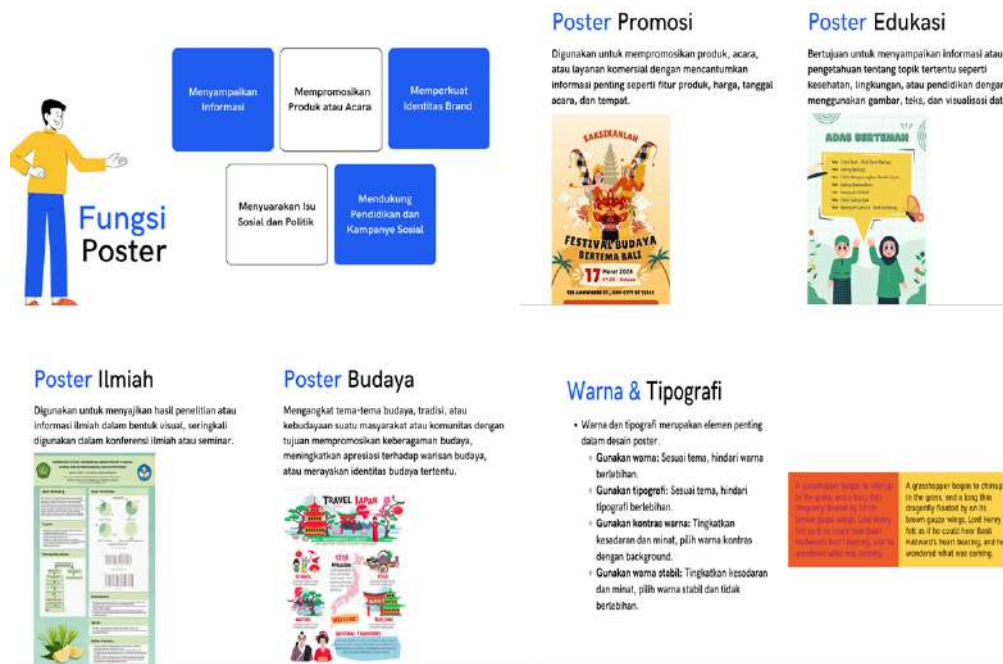
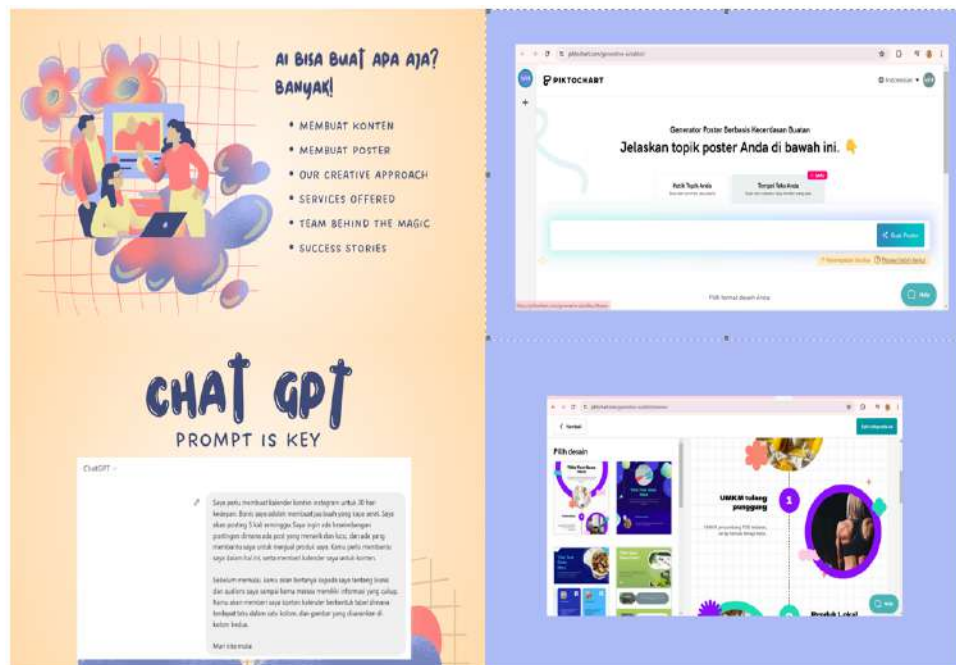**Figure 4. Examples of Presentation Material from First Speaker**

When designing a poster, several essential factors must be considered to ensure its effectiveness. First, the visual design must be clear and engaging—complex designs should be avoided in favor of simple, focused visuals that capture attention. The use of color should be consistent with the theme, avoiding excessive or clashing hues that can distract from the message. Text should be concise and clear, delivering the message in a way that is easy to read and understand. Furthermore, data visualizations such as graphs, charts, or maps can make the poster more informative and appealing, provided they are simplified for clarity. A well-balanced layout ensures that the viewer's attention is naturally guided toward the core message of the poster. These elements are crucial to ensure that the poster effectively communicates its intended message and engages the audience.

When creating cultural posters for classroom use, teachers should first identify the cultural elements they wish to highlight—this could include local traditions, historical landmarks, traditional attire, or regional cuisine. They should ensure that the selected content aligns with the learning objectives of the German language lesson, such as integrating relevant vocabulary or cultural comparisons. Next, teachers should use clear and engaging visuals, incorporating AI design tools to simplify the creation process while maintaining aesthetic appeal. Additionally, using both Indonesian and German text will help students connect the cultural elements to their language learning goals. Finally, teachers should involve students in the poster-making process, encouraging them to research cultural aspects and practice their language skills through collaborative projects, thereby fostering a deeper understanding of both the local culture and the German language.

Figure 5. Presentation of the Second Speaker

The second session introduced participants to AI tools. Several AI applications and websites can be effectively utilized for educational purposes, particularly in creating cultural posters for German language learning. Platforms like Canva, Fotor, Piktochart, and Design.com offer AI-assisted design tools that simplify the creation of visually engaging materials. These platforms allow users to generate high-quality graphics, select from a wide range of templates, and incorporate AI-generated elements such as icons, backgrounds, or images. In German language instruction, teachers can use these tools to design posters that highlight cultural elements from East Java while incorporating German vocabulary. For instance, using ChatGPT alongside these design tools can help teachers craft relevant text or captions in German, ensuring linguistic accuracy while visually presenting cultural themes.

Figure 6. Examples of Presentation Material from the second Speaker

To maximize the effectiveness of AI-assisted applications for creating cultural posters, teachers should follow some essential tips. First, they should clearly define the poster's objective—whether it is to introduce vocabulary, highlight cultural comparisons, or showcase traditions. Second, when using AI tools, entering specific prompts (e.g., "East Javanese traditional dance with German vocabulary labels") will help generate more relevant content. Third, consistency is key: using uniform fonts, colors,

and layouts ensures clarity and professionalism. Lastly, integrating both visual and textual elements in German and Indonesian helps students connect language learning with their cultural context. By following these strategies, teachers can create engaging, informative, and visually appealing educational materials efficiently.

In addition to using AI applications for design, educators can enhance the interactivity of their cultural posters by incorporating multimedia elements. Some AI platforms, such as Canva Pro or Piktochart, allow for the inclusion of QR codes that link to external resources like videos, audio clips, or interactive quizzes. For example, a poster about East Javanese traditional music could feature a QR code that directs students to a video of a live performance, accompanied by German-language subtitles or explanations. This approach not only enriches the learning experience but also promotes active engagement, encouraging students to explore the cultural material beyond the classroom setting while simultaneously improving their listening and comprehension skills in German.

Figure 7. Training Process

Figure 8. Examples of AI-assisted Cultural Posters

Figure 9. The Closing of Training

The participants demonstrated a high level of engagement throughout both presentations, appreciating the practical examples that directly addressed their teaching needs. They found the sessions to be innovative and highly relevant to their roles as educators, sparking enthusiasm for designing cultural posters with East Javanese themes. The training process, along with examples of poster design and AI-assisted cultural poster creation, is depicted in Figures 7, 8 and 9 above.

During the third stage, the feedback session and evaluation, the community service team supported participants in finalizing their cultural posters, which focused on East Javanese culture. A Zoom meeting was conducted to provide feedback on the posters, which were created by participants in both Indonesian and German. After submitting their final poster designs, participants completed a questionnaire to assess the effectiveness of the training. The feedback session, along with examples of the participants' cultural posters and the evaluation questionnaire. After submitting the posters, the participants received Certificate of Training Completion as in Figure 10 below.

Figure 10. Certificate of Training Completion

Timestamp	1. What did you learn in this training?	2. How will you apply what you learned in your teaching practice?	3. What did you like about the training?	4. What can be improved from this training?	5. Overall, how would you rate the training?	6. What do you think of the resource person's explanation of this training?	7. Would you recommend this training to others?	8. Do you need this advanced training in the future?
2024-06-01 12:24:06.22 6000	By using it in learning.	Using it in everyday learning.	Fun presenters and interesting material.	Fun presenters and interesting material.	Satisfactory	Satisfactory	Yes	Yes
2024-06-01 12:24:13.28 1000	Creating posters with	Making posters in	The material provided is interesting and the speakers are very	Continuation of training	Very satisfactory	Very satisfactory	Yes	Yes
2024-06-01 12:24:58.79 3000	I use it to create interesting	I will use it to create	The resource person explained	AI skills	Very satisfactory	Very satisfactory	Yes	Yes

	learning media	learning media	well and was interesting, the material was easy to understand and there were opportunities for practice.					
2024-06-01 12:25:53.59 4000	Use of AI to create posters	It looks like it could be done to create a food & beverage menu poster during Essen und trinken friends.	Gain new knowledge	More time for practice & more focused on German.	Satisfactory	Satisfactory	Yes	Yes
2024-06-01 12:26:03.38 7000	Poster creation via gptchat ai and canva	The poster I made can be used as learning media	Innovative and easy to make at posters	An easy and quick way to make posters	Very satisfactory	Satisfactory	Yes	Yes
2024-06-01 12:26:52.00 2000	Make a poster of East Java Culture with AI	With hands-on practice and guided by resource persons and TIm	Used AI for the first time and was very inspired	How to	Very satisfactory	Very satisfactory	Yes	Yes
2024-06-01 12:26:52.51 6000	I have to be a role model, I have to make a pister first to be an example to my children & be a role model first by giving an example of my original creation.	I make a sample poster first to serve as an example & model for students.	Very interesting because all design problems immediately have a solution	Need to practice frequently with follow-up training.	Very satisfactory	Satisfactory	Yes	Yes
2024-06-01 12:27:21.73 0000	poster making from the basics to practice	create teaching materials with the help of AI n AI	learn colors for mix and match and design practice	practice with other features and applications	Very satisfactory	Very satisfactory	Yes	Yes

		design, can also assign students by utilizing AI						
2024-06-01 12:27:34.64 0000	How to make a poster with AI	Ask students to make posters according to the material	Know how to create the right prompt	For those who are already familiar with Canva and Chat GPT, maybe you can be introduced to other applications	Satisfactory	Satisfactory	Yes	Yes
2024-06-01 12:28:10.31 0000	Make a poster of East Java culture with AI	Ask students to make posters with AI on the theme of Reisen	Making posters with AI more attractive	Students become more creative	Very satisfactory	Very satisfactory	Yes	Yes
2024-06-01 12:28:19.60 8000	create posters via GPT chat and Canva	compile learning materials and media	short solid clear	the use of this media in detail to professional	Satisfactory	Satisfactory	Yes	Yes
2024-06-01 12:28:43.39 0000	Making culture posters with the help of AI	I will make a learning media in the form of a poster to attract students to study a particular theme.	The presenters are beautiful and great, the material is very interesting and new, very easy to apply and very helpful.	The practice time for making posters was increased to make it more exciting.	Very satisfactory	Very satisfactory	Yes	Yes
2024-06-01 12:29:04.05 0000	Creating a poster design	As learning media and certificate making	Can be creative to make posters	There is advanced training	Satisfactory	Satisfactory	Yes	Yes
2024-06-01 12:29:33.61 6000	poster making with the help of AI	making German culture posters in German language learning	New knowledge of AI usage	use of simpler applications in making posters	Very satisfactory	Very satisfactory	Yes	Yes
2024-06-01 12:33:38.32 9000	Can be used for learning media	Can be used as media	It turns out that you can make a poster with the information	Create a design with a new application again	Very satisfactory	Very satisfactory	Yes	Yes

			you get from the gpt chat.					
2024-07-08 19:14:16.89 2000	By using it in learning.	Using it in everyday learning.	Fun presenters and interesting material.	Fun presenters and interesting material.	Satisfactory	Satisfactory	Yes	Yes
2024-07-08 19:16:17.40 6000	Poster creation via gptchat ai and canva	The poster I made can be used as learning media	Innovative and easy to make posters	An easy and quick way to make posters	Very satisfactory	Satisfactory	Yes	Yes

Figure 11. PKM Art Evaluation Results

The training program effectively addressed the specific needs of German language teachers by integrating practical skills with cultural preservation. Throughout the sessions, participants demonstrated strong engagement, particularly valuing hands-on activities that directly aligned with their teaching requirements. The practical examples provided during the presentations helped participants grasp the relevance of using AI-assisted design tools for creating cultural posters. These tools not only simplified the poster-making process but also enriched the participants' ability to present East Javanese culture in a visually appealing and educational manner.

The training materials covered several key areas to support teachers' skills development. Participants were introduced to AI tools such as Canva, Fotor, Piktochart, and ChatGPT, which allowed them to create visually compelling posters. The sessions also focused on the fundamental elements of poster design, including layout, color schemes, typography, and visual data representation. Teachers were trained on how to incorporate German and Indonesian texts effectively, ensuring bilingual content that highlights both linguistic and cultural elements. Additionally, the training emphasized strategies for integrating local East Javanese cultural aspects into language lessons, making the materials more relatable and engaging for students.

The feedback and evaluation stage further highlighted the success of the training. Participants actively contributed during the Zoom sessions, receiving constructive feedback on their poster designs. By creating posters in both Indonesian and German, they effectively combined language instruction with cultural content, enhancing their students' understanding of local traditions and fostering bilingual competence. This process demonstrated how integrating local culture into language teaching can create a more engaging and meaningful learning experience for students.

Overall, the training successfully equipped German teachers with the skills to incorporate cultural elements into their language lessons using AI technology. The initiative not only promoted local cultural appreciation but also introduced innovative teaching methods that can be integrated into future educational practices. The collaborative environment fostered during the program encouraged teachers to share ideas and apply new techniques, ensuring that East Javanese cultural heritage is preserved and celebrated in the context of German language education.

Discussion

From the results discussed in the previous section, the evaluation results of the AIBased Cultural Poster Design Training highlight several significant insights. Firstly, the findings reveal a pronounced enthusiasm among participants for integrating AI tools, such as GPT-Chat and Canva, into their teaching practices. This interest spans various applications, including poster creation, cultural education, and enhancing teaching media. The feedback underscores a growing recognition among educators of the potential benefits of AI in enriching educational content and fostering student engagement.

Moreover, the high satisfaction rates with both the training program and the speakers indicate a robust endorsement of the training's effectiveness and relevance. Participants expressed not only satisfaction with the clear and engaging delivery of content but also a strong intention to recommend the program to their peers and seek further training opportunities. This positive reception underscores the training's success in meeting participants' expectations and suggests promising avenues for future educational initiatives integrating AI technologies. These findings contribute to the broader discourse on leveraging AI in educational settings particularly in German lesson (Fujisawa, 2023), (Hoffmann et al., n.d.), (Hartmann, 2021), (Hartmann, 2021), (Lameras & Arnab, 2022) [17] to enhance further enhance teaching effectiveness (Fujisawa, 2023) [18] effect learning outcomes and promote innovative teaching methodologies for teachers (Pedro et al., 2019)[19] and students(Chen et al., 2020) (Hooda et al., 2022).

CONCLUSION

The implementation of the Community Service Program (PKM) by Unesa effectively addressed the specific needs of German language teachers in Surabaya and its surrounding areas by combining modern technology with cultural preservation. The program was conducted in three key stages: preparation, implementation, and evaluation. Each stage contributed to equipping teachers with essential skills to integrate East Javanese cultural elements into their German language lessons through the creation of AI-assisted cultural posters. The preparation phase ensured that all necessary materials and resources were ready, while the implementation phase offered hands-on training activities supported by comprehensive instructional materials.

The training materials introduced participants to various AI tools, such as Canva, Fotor, Piktochart, and ChatGPT, allowing teachers to design visually compelling and culturally rich posters. The program emphasized essential design components like layout, color usage, typography, and visual data representation. Teachers were guided on how to create bilingual posters using both Indonesian and German, effectively linking linguistic instruction with local cultural elements. The feedback sessions provided constructive evaluations, allowing teachers to refine their work while integrating cultural content into their teaching practices.

The results of the training demonstrated its success in fostering creativity, cultural awareness, and technical skills among the participants. Teachers actively engaged in developing educational materials that combined language learning with cultural appreciation, enhancing their students' understanding of East Javanese traditions. This initiative not only strengthened teachers' ability to integrate local culture into their lessons but also introduced innovative, technology-supported teaching methods. Ultimately, the PKM program achieved its goal of promoting East Javanese cultural appreciation while enhancing German language education, ensuring that both linguistic and cultural heritage are preserved and celebrated in educational settings.

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