

Learning Media Technological Competence for Teachers Using the Canva Application

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ABSTRACT

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This study aims to enhance teachers' technological competence in creating learning media using the Canva application for teachers in madrasah ibtidaiyah, emphasizing its role in improving the quality of teaching and student engagement. The study highlights the increasing demand for interactive and visually appealing educational content in modern teaching environments, necessitating teachers' proficiency in utilizing technology-based tools. The research employed a qualitative approach with data gathered through interviews, observations, and documentation. The methods included participatory action research to provide teachers with hands-on experience mastering Canva. Key activities involved lectures, practical workshops, and collaborative evaluations, enabling participants to develop skills systematically. Findings revealed significant improvements in teachers' abilities to design engaging and visually compelling educational content. Interviews indicated increased enthusiasm and confidence among teachers, while observations demonstrated a positive learning curve in mastering Canva's features. Documentation highlighted learning materials' enhanced quality and interactivity, leading to higher student motivation and participation. These findings contribute to the broader discourse on integrating technology in education, showcasing Canva's potential as an accessible tool for empowering teachers and enhancing the learning experience.

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INTRODUCTION

Technology in today's educational landscape has become integral to the learning process, enabling students and educators to experience more dynamic and engaging interactions (Bakar, 2021; Firdaus et al., 2023; Peter, 2023; Faiz et al., 2023). As schools strive to adapt to the digital age, the need for effective learning media becomes more pressing. Learning media, which include visual

and technological tools such as slides, graphics, films, and computer-based platforms, play a crucial role in enhancing the teaching and learning experience (Ozoda & Maftuna, 2021; Tuhuteru et al., 2023; Maisuroh & Aisyah, 2024). This shift towards digital learning tools is not merely a trend but a necessity in an era where attention spans are shrinking, and students are increasingly exposed to various media outside the classroom. Using learning media in the classroom aids in making abstract concepts more tangible, fostering greater engagement, and preventing students from becoming disengaged or bored (Azizan, 2023; Khotimah et al., 2024). These tools help educators to connect with students in ways that traditional teaching methods might not, thus motivating students and improving their overall learning experience (Hadi et al., 2021; Hinchcliff & Mehmet, 2023; Husniyah et al., 2023; Zaini, 2023). As schools and educators strive to optimize their teaching practices, incorporating computer-based learning media, particularly those based on graphic design platforms such as Canva, offers a promising solution to meet these demands and enhance the educational or learning process.

Various research in the field has emphasized the importance of learning media in the educational process. Effective media in education bridges the gap between knowledge and students, allowing information to be conveyed in an engaging and accessible way (Zablith, 2022; Badia & Torner, 2024; Arifin, 2024). This concept of media as a tool for enhancing understanding is echoed by Wang et al. (2021), who stresses that learning media is essential for creating an interactive and participatory learning environment. The role of creativity in utilizing media, noting that tools like Canva empower educators to design engaging, visually rich educational content that can stimulate student interest (Asrofi et al., 2024; Widiastuti, 2024; Ridlo & Yanti, 2023). Kocaarslan & Eryaman (2024) concurs with this notion, underscoring the practical applications of Canva in creating dynamic learning materials that support a wide range of teaching objectives. Canva is effective in facilitating active learning practices because it encourages students to interact with content in a visually appealing and intuitive manner (Hutapea et al., 2024; Pulungan et al., 2024). Similarly, Kustandi (2016) stresses the importance of adapting to new technologies in the evolving education landscape, as they provide teachers with the tools needed to respond to the demands of modern classrooms. Designing educational materials with Canva simplifies the creation process and fosters collaboration among educators, enabling them to collectively share resources and improve teaching outcomes. These studies underscore the power of learning media in enhancing educational practices and explain the particularly when integrated with innovative tools such as Canva.

The purpose of this research is to examine the use of Canva as a learning medium in the context of Islamic education at MI Miftahul Ulum Panyipatan in the form of studies and research for the community. The study seeks to explore how Canva is integrated into the classroom environment, the challenges teachers

face in using the tool, and the overall impact on student motivation and academic achievement. The study will analyze how the visual and interactive features of Canva support the creation of engaging and meaningful learning materials and whether these materials enhance students' understanding of the subject matter. The research will evaluate the impact of Canva in fostering a more collaborative and creative classroom atmosphere where both students and teachers actively engage with the learning content.

This research will address several key questions about using Canva as a learning media tool in the classroom. First, it will explore the practical activity model of using Canva to create educational materials. Specifically, it will investigate the steps involved in incorporating Canva into the teaching process, from educational content design to its delivery in the classroom. Secondly, the study will explore the process of creating learning media with Canva, focusing on how teachers design and customize content to suit the needs of their students. This includes examining the various features of Canva that allow for the creation of visually appealing and interactive learning materials and how these features are utilized to enhance student engagement and understanding. Finally, the study will assess the impact of Canva-based learning media on students' learning experiences. It will analyze how visually rich and interactive content influences student motivation, attention, and retention of information.

METHOD

This research was conducted at MI Miftahul Ulum Panyipatan, located in Tanah Laut District, South Kalimantan, as part of community service (Community Empowerment Practicum). This research aims to empower teachers and educators at MI Miftahul Ulum by providing new skills in using technology-based learning media, especially in making educational videos using the Canva application. This location was chosen because of the urgent need to improve the quality of learning through technology, considering the increasingly rapid development of the era in the digital field.

The method that will be applied to overcome the problems faced by partners at MI Miftahul Ulum consists of several integrated stages. The first stage is a lecture or delivery of material, which aims to provide a basic understanding of learning media and the function of the media in improving the skills and understanding of partners (Lê & Schmid, 2022). After that, the second stage is a discussion and Q&A, where participants can ask questions about the material presented and discuss the problems they face when using learning media. The third stage is a practical demonstration, where participants are given a direct example of creating educational videos using the Canva application and the principles of the Merdeka Curriculum. At the workshop or training stage, the instructor will provide direct training to participants to hone their skills in creating educational videos, followed by a mentoring stage, where the instructor actively monitors and provides practical assistance to each participant. The last

stage is evaluation, which measures participants' understanding and skills in creating educational videos using Canva. Evaluation is carried out by assessing the results of each participant's practicum and providing feedback for future improvements.

The data analysis technique used in this study refers to the Miles, Huberman, and Saldana approach, which includes three main stages: data collection, data reduction, and data presentation (Hendren et al., 2023). Data collection is carried out through various techniques such as observation, interviews, and documentation during the implementation of the community service program. The data obtained is then reduced by grouping relevant information and removing unnecessary data to facilitate analysis. After the data is analyzed, the data presentation is carried out in descriptive form to describe the results of observations and interactions between participants and instructors during the training. In addition, triangulation techniques are also used to ensure data validity, where data obtained from various sources and methods are compared to see the consistency of the results. Thus, this study will comprehensively understand how using digital-based learning media, primarily through creating educational videos using Canva, can improve the quality of learning at MI Miftahul Ulum Panyipatan.

FINDINGS AND DISCUSSION

Practical Activity Model

The results of interviews through the discussion group forum showed that most teachers were enthusiastic about the training in creating learning media using the Canva application. Teachers stated that this application makes producing interesting and interactive materials easy. In interviews, several teachers explained that they previously did not have special skills in using graphic design applications. However, they were interested because Canva offers a variety of templates that are easy to access and modify according to learning needs. These teachers also admitted that their ability to create more visual and creative learning media has increased after participating in the training.

The pattern changed teachers' perceptions of using technology in learning. Initially, they considered technology as something complicated and time-consuming. However, after understanding how Canva works, they felt more confident and motivated to continue using the application. Respondents revealed that this tool makes it easier to create learning media and increases student engagement. Another pattern that emerged was the diversity of technology experiences among teachers, where younger teachers tended to master Canva more quickly than senior teachers.

This pattern of change in perception can be interpreted as a result of the practical approach in training, which provides teachers with direct and real experience using Canva. Canva's intuitive interface customization is also a major factor in facilitating teachers' technology adoption. Their willingness to

learn and apply this technology shows the urgent need for relevant and effective learning tools in the context of modern education. In addition, the difference in the speed of adaptation between young and senior teachers can be explained by differences in technology experience and generational tendencies towards technology use.

Tabel 1. Practical Aspects of the Findings		
Aspects	Findings	Interpretation
Enthusiasm for training	Most of the teachers are enthusiastic about the training to create learning media with Canva.	Teachers see the practical value and potential of Canva in supporting interactive learning.
Ease of use of the app	Canva offers a variety of templates that are easily accessible and modified according to your learning needs.	Canva's intuitive interface makes it easy to adapt, even for teachers who don't have any prior skills in graphic design.
Changes in the perception of technology	At first teachers find technology complicated and time-consuming, but after training they feel more confident and motivated to use technology.	Training provides hands-on experience that helps turn negative perceptions of technology into positive.
Upskilling	Teachers feel that their ability to create visual and creative learning media has improved after the training.	Training is effective in improving teachers' practical skills in using technology for learning.
Influence on students	The learning media produced with Canva is considered more interesting and able to increase student engagement.	Technology helps create a more interactive and engaging learning environment for students.
Technology experience	Young teachers master Canva faster than senior teachers.	This difference reflects the tendency of the younger generation to be more familiar with technology than the previous generation.
Training success factors	A hands-on approach and hands-on experience using Canva is key to successful training.	Training methods that involve hands-on experience help teachers adopt technology more easily.
The need for modern technology	Teachers show a willingness to learn and use technology to support learning.	There is a need for relevant and effective learning tools in the modern education era, so technology training is very important.

The study's results, as Table 1, align with previous findings showing that practice-based training with intuitive technology, such as Canva, is effective in increasing teacher adoption of technology. Technological Pedagogical Content Knowledge (TPACK) emphasizes that training integrating technology into learning must be contextually relevant and provide hands-on experience to increase teacher confidence (Nithitakharanon & Nuangchalem, 2022; Durak, 2021). The concept of digital generational differences shows that younger teachers, known as digital natives, tend to master technology faster than senior teachers or digital immigrants (David, 2022; Purwanto & Wafa, 2023; Sanjani, 2024). This strengthens the argument that the success of technology adoption in

education is greatly influenced by practical training design and differences in technology experience between generations.

Activity process in Creating Learning Media Canva

Creating learning media with Canva showed increased teacher participation in each activity stage. During the training, most teachers actively designed learning materials using various Canva features, such as graphic elements, animations, and text. Observations found that some teachers needed additional guidance to understand certain functions in the application. The time spent on each task showed that teachers completed their designs faster as their understanding of the tool increased.

The pattern that was seen was the presence of a positive learning curve. At first, some teachers seemed hesitant and needed more Canva instruction. However, over time, they began to understand the application's main features and could complete tasks more efficiently. Another pattern observed was collaboration between teachers, where more tech-savvy teachers helped their less experienced colleagues. This activity reflects a spirit of mutual support in mastering new skills.

The positive learning curve can be interpreted as the result of a systematic and structured training approach. Teachers gain hands-on experience that allows them to develop skills progressively. Collaboration between teachers shows that this training improves individual competence and strengthens teamwork dynamics within the educational community. This pattern reflects that a supportive learning environment is critical in adopting new technologies.

Table 2. Documentation Activity Process

Evidence	Explanation
	The photo shows a formal discussion forum or training with resource persons sitting in front of a long table. Behind them is an event banner with the theme "Community Service". This activity appears to be related to an education-based program or training for teachers or participants from the community
	The photo shows male participants, mostly wearing traditional clothing such as sarongs or peci, sitting on the floor at a low table. They appear to be paying attention to the material being presented, possibly attending a training or discussion session



The photo shows female participants, mostly wearing headscarves, sitting on the floor at a low table. They appear to be focused on listening or taking notes, indicating involvement in the ongoing activity



The photo shows a conversation or question and answer session between two participants in an informal setting. The individuals are seen sitting opposite each other, possibly discussing topics relevant to the training or providing direct feedback

Table 2, individuals can achieve higher levels of proficiency through mentorship and collaboration with more experienced people. In the context of Canva training, collaboration between more technologically experienced teachers and less experienced teachers demonstrates an effective social learning mechanism (Kocaarslan & Eryaman, 2024; Santiana et al., 2024). Social Cognitive Theory supports this finding, where observation and social interaction influence the development of new skills. Progressive technology adoption also reflects the experiential learning principle where hands-on experience is the basis for deep and sustained learning (Aithal & Mishra, 2024; Kee & Zhang, 2022; Saharani & Diana, 2024). Thus, structured training and supportive environments play a key role in accelerating the learning curve and encouraging technology adoption in education.

Impact on Learning by Teachers

Positive impact of using Canva on learning carried out by teachers. Documents in the form of learning media design results produced by teachers reflect an increase in the visual quality and interactivity of the material. Several examples of documents show interactive posters, interesting presentation slides, and creatively designed learning modules. In addition, teacher reflection notes show that students become more interested and motivated when using this new learning media.

The visible pattern is an increase in the quality of learning media produced by teachers after the training. Media that was previously dominated by text has now changed to be more visual and interactive. Documentation also shows that the results of teachers' work are increasingly complex and varied, reflecting their increased ability to use Canva. The direct impact on students can be seen from observation notes that mention an increase in student engagement and

understanding of learning materials.

The increase in the quality of learning media can be interpreted as a direct result of Canva training designed to provide an in-depth understanding of the principles of visual design. The use of more interesting and interactive media indirectly increases student learning motivation, which ultimately strengthens the effectiveness of the learning process. This pattern shows that technology, if used properly, can be a powerful tool in improving the quality of education and student engagement in the learning process.

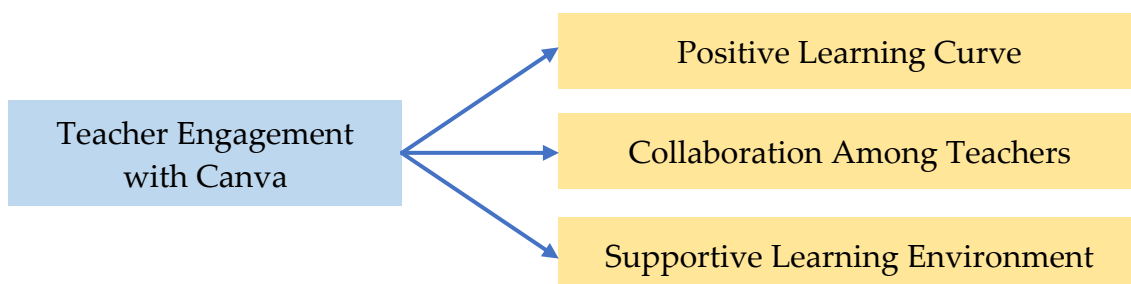


Figure 1. Unveiling the Impact of Canva Training

Figure 1, illustrates Unveiling the Impact of Canva Training. Learning media that combines visual and interactive elements can improve student understanding and retention (Teng, 2023; Zuhdi et al., 2024). The use of Canva to produce interactive posters, attractive presentation slides, and creative learning modules reflects the principle of dual coding, where the combination of text and images helps students process information more effectively (Hutapea et al., 2024; Pedroso et al., 2023). The right design elements, such as color settings, layouts, and the use of relevant animations, can increase student engagement and support active learning. These results also support the argument that well-designed technology training can accelerate teacher adoption of technology, strengthen their confidence, and improve their skills. These findings indicate that improving the quality of learning media by teachers has a direct impact on student motivation and engagement. These findings also underline the importance of training that focuses not only on the use of technology tools, but also on the application of effective visual design principles. Thus, the results of this study provide a strong empirical foundation for educational institutions to continue integrating technology training as part of teacher professional development.

CONCLUSION

Implementing learning media technological competence using the Canva at MI Miftahul Ulum Panyipatan application among teachers has demonstrated significant positive impacts. Teachers expressed enthusiasm for adopting Canva, citing its ease of use and ability to enhance the visual appeal of educational content. Observations revealed a steady improvement in teachers' skills as they became more comfortable with the platform, showcasing a clear learning curve.

Collaborative dynamics among teachers further accelerated the learning process, promoting a supportive and engaging environment. The quality of learning media improved significantly, incorporating interactive and visually engaging elements that fostered better student motivation and understanding. Overall, the study highlights that equipping teachers with accessible and effective tools like Canva can transform traditional teaching methods and elevate the quality of education.

Despite these promising results, the research encountered several limitations. The sample size was relatively small, focusing on a single institution, which may limit the generalizability of the findings to other educational settings. The training and observation period was short, potentially affecting the depth of skill acquisition and the long-term sustainability of the observed improvements. Additionally, teachers' varying levels of technological proficiency posed challenges in uniformly applying the Canva application across all participants. Future research should consider expanding the scope of the study, incorporating longitudinal analyses, and providing more intensive and prolonged training to address these limitations comprehensively.

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