

Empowering Education: Integrating Canva as an Innovative Instructional Media in Community Schools

Dasiyem¹, Ester Julinda Simarmata^{2*}, Rosdiana Samosir³

^{1,2,3}Program Studi PGSD, Universitas Katolik Santo Thomas, Jl. Setia Budi No.479, Tj. Sari, Kec. Medan Selayang, Kota Medan, Sumatera Utara
E-mail: ejulinda@ymail.com

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ABSTRACT

Kegiatan komunitas ini bertujuan untuk memperkuat kesadaran dan keterampilan para guru SD Negeri 1 Peunaron mengenai pemanfaatan Canva sebagai media pembelajaran. Melalui serangkaian kegiatan, termasuk sesi sosialisasi, demonstrasi praktik, dan sesi latihan kelompok, guru diberikan instruksi mendalam tentang cara mengintegrasikan Canva ke dalam pembelajaran sehari-hari. Hasil dari pengabdian ini antara lain terciptanya materi pembelajaran yang lebih kreatif dan menarik, serta terbentuknya komunitas belajar yang saling mendukung antar guru. Meskipun kendala terkait aksesibilitas teknologi masih ada, keberhasilan penerapan Canva di SD Negeri 1 Peunaron memberikan motivasi untuk inisiatif berkelanjutan. Keberhasilan ini tidak hanya mewakili sebuah revolusi dalam praktik pengajaran, namun juga menandai langkah pertama menuju pembelajaran yang lebih inovatif di lingkungan pedesaan. Dengan demikian, layanan ini tidak hanya memberikan pengaruh di tingkat lokal di SD Negeri 1 Peunaron, tetapi juga dapat menjadi model bagi sekolah lain dalam memanfaatkan teknologi untuk meningkatkan kualitas pembelajaran. Keberhasilan ini memberikan kerangka kerja untuk menyelidiki lebih jauh potensi teknologi dalam pendidikan di pedesaan, menciptakan gelombang inovasi yang dapat mengubah paradigma pembelajaran di sekolah-sekolah di seluruh wilayah.

This community activity aims to strengthen the awareness and skills of SD Negeri 1 Peunaron teachers regarding the use of Canva as a learning medium. Through a series of activities, including familiarization sessions, hands-on demonstrations, and group practice sessions, teachers are given in-depth instruction on how to integrate Canva into everyday learning. The results of this service include the creation of more creative and interesting learning materials, as well as the formation of a mutually supportive learning community between teachers. Even though obstacles related to technology accessibility still exist, the successful implementation of Canva at SD Negeri 1 Peunaron provides motivation for continued initiatives. This success not only represents a revolution in teaching practice, but also marks the first step towards more innovative learning in rural settings. In this way, this service will not only have an impact at the local level at SD Negeri 1 Peunaron, but can also become a model for other schools in utilizing technology to improve the quality of learning. This success provides a framework for further investigating the potential of technology in rural education, creating a wave of innovation that could change the learning paradigm in schools across the region.



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INTRODUCTION

Education is a crucial foundation in building a superior and innovative next generation. In the current era of information technology, the use of technology in the learning process has become a requirement to improve the quality of education. One digital learning tool that is getting notice is Canva, a graphic design platform that can be used with ease and ingenuity. The diversity of features and templates that Canva offers makes it a viable tool for generating fascinating and interactive instructional materials. However, in many schools, especially in rural settings, there is still inadequate awareness and use of technology, including the use of Canva, among instructors. This aspect can limit the creation of innovative and technology-based learning in the classroom. Therefore, there needs to be outreach and training initiatives for instructors so that they can integrate Canva into the learning process so as to create a more exciting and effective learning experience (Norman & Furnes, 2016).

SD Negeri 1 Peunaron, as an example of a school in a rural location, has its own peculiarities. This issue often poses obstacles in embracing new technology in the classroom environment. Therefore, this community activity focuses on teaching practical understanding and abilities to teachers at SD Negeri 1 Peunaron about using Canva. In this way, it is intended that teachers will be more confident and experienced in designing learning resources that support creative and technology-based learning processes (Mon, 2010). The relevance of employing Canva learning medium is not only confined to the technological side, but also to strengthening students' creative talents. By utilizing this graphic design tool, teachers may develop learning materials that are not only instructive but also interesting, helping students understand subjects in a more fun and dynamic way. Thus, the background of this service indicates recognition of the necessity of bringing innovation to learning, especially in schools with technology accessibility difficulties (Zhang, 2021).

Research and educational experience reveal that visual learning has a substantial impact on students' understanding and retention of material. Canva, being a basic and user-friendly graphic design tool, offers amazing options for generating engaging visual instructional materials. Its range of templates and creative capabilities enable teachers to produce presentations, posters, infographics and other learning materials with a professional design touch, even without advanced graphic design expertise. In the context of SD Negeri 1 Peunaron, where technology resources and infrastructure may be restricted, the introduction of Canva is the proper initial step to bring technological components into the classroom. Thus, integrating teachers in Canva training is projected to lessen the technological gap and increase their digital skills (Prayuda et al., 2023).

It's also crucial to understand that technologies like Canva can bring a big boost to student engagement in learning. Materials developed with creativity and aesthetics can boost student attention, make the learning process more fun, and inspire active engagement in the classroom (Prayuda et al., 2022). Therefore, this outreach is not only about teaching technology tools, but also about enhancing the quality and effectiveness of learning. With this background, this community project strives to deliver actual advantages to teachers and children at SD Negeri 1 Peunaron. By offering an in-depth understanding of Canva's possibilities, it is intended that teachers may use it as an effective learning tool and students can experience a more dynamic and memorable learning experience. Apart from that, it is also envisaged that the use of Canva can open the door to greater use of technology in this school, producing an adaptive and innovative learning environment according to the demands of the times.

METHOD

This community activity is geared at imparting awareness and practical skills to teachers at SD Negeri 1 Peunaron regarding the use of Canva as a learning medium. In carrying out this service, tangible actions will be implemented to assure in-depth comprehension and effective implementation by teachers. The approach begins with an introduction meant to spark interest and provide an outline of the benefits of utilizing Canva in an educational context. In this session, the objectives of the outreach including teachers at SD Negeri 1 Peunaron will be described in detail, and space will be given to listen to expectations and identify potential obstacles that teachers may experience.

The second step comprised an in-depth Canva introduction session, addressing essential aspects relevant to instructors' learning needs. This involves developing presentations, posters and infographics, as well as providing an in-depth look at how to structure design elements successfully.

The importance of using Canva is then highlighted through practical examples that are relevant to the instructional context in schools. Teachers will discover how Canva can be employed to produce exciting and helpful learning resources. It is intended that this demonstration will inspire inspiration and provide specific insight into the different ways Canva can be utilized in everyday educational scenarios.

The next session featured direct engagement of teachers through joint practice sessions. Teachers will be given a step-by-step guidance to trying out Canva directly. This seminar will provide practical experience that will increase teachers' understanding and skills in using Canva. After the practical session, time will be allocated for questions and interactive discussion. Teachers can share their experiences, highlight issues they may have encountered, and participate in the exchange of ideas. The facilitator will provide specific solutions or suggestions to overcome any impediments and foster mutually beneficial exchange of knowledge.

Informal assessments of teachers' understanding and development are carried out throughout the service process. Immediate feedback is offered to help teachers understand how well they have mastered utilizing Canva and how they may continue to enhance its application in the classroom. The findings of this service will be documented in the form of a practical guide that can be accessible by teachers as a reference when the activity is completed. This documentation offers practical instructions, ideas and examples that can help teachers utilize Canva independently.

The final evaluation is carried out to analyze the success of the service and gather feedback from the teachers. Follow-up in the form of supplementary resources, webinars or individual consultation sessions will be provided to support teachers in overcoming problems and continuing to increase their expertise in using Canva. By incorporating teachers directly and providing ongoing support, it is believed that this community activity can produce a good and durable influence in increasing the quality of learning at SD Negeri 1 Peunaron.

RESULT AND DISCUSSION

This community activity was effectively implemented with active participation and high enthusiasm from the instructors of SD Negeri 1 Peunaron. The final evaluation showed that the majority of teachers succeeded in understanding and mastering the usage of Canva as a learning medium. These findings demonstrate achievement in attaining the service goal, namely giving in-depth understanding and practical skills to teachers in incorporating Canva technology in learning. Qualitatively, teachers indicated satisfaction with the group practice sessions which let them to immediately attempt utilizing Canva. Some teachers have even succeeded in designing simple learning materials that integrate attractive design features. This implies that there is significant potential in using Canva to produce more creative and engaging learning.



Figure 1. Socialization of Program

In evaluations, many teachers mentioned that the introduction of Canva gave them new insights into how to convey learning material in a more engaging fashion. Several teachers reported a willingness to continue investigating and refining their talents in using Canva, indicating a favorable drive to incorporate technology in learning. In the quantitative element, the growth in instructors' understanding can be measured by knowledge assessments before and after service activities. Test findings reveal a considerable increase in teachers' grasp of Canva features and how to utilize them in

learning. This demonstrates the efficiency of the onboarding and demonstration sessions meant to teach basic understanding about using Canva.

It is also crucial to highlight that the success of service is not only judged in terms of knowledge and abilities, but also by the extent to which teachers can utilize Canva in the context of classroom instruction. Some teachers have started incorporating Canva in their development of learning materials, showing a positive behavioral change in their teaching approach. In the discussion, it should be mentioned that using Canva as a learning medium not only delivers benefits for teachers but also has an impact on students. Learning materials built with creativity and aesthetics can raise student attention, strengthen knowledge of concepts, and inspire active involvement in the learning process.

The outcomes obtained from this community activity can constitute a basis for additional action, such as follow-up workshops, in-depth training, or the formation of learning development groups. Thus, the success of this service does not only stop at the level of individual awareness and skills, but also provides a stepping stone for further improvements in the application of Canva technology in the learning environment of SD Negeri 1 Peunaron. Through this method, it is intended that the use of technology in the learning process will continue to improve, providing a good impact to the quality of education in the school. Apart from the direct impact on instructors, this service also gives encouragement to improve collaboration amongst teachers. During combined practice sessions, teachers exchange experiences and ideas, creating a positive, collaborative atmosphere. This exchange of experiences supports the establishment of a learning community between them, where mutual support and sharing of information are instilled values.



Figure 2. Reflection session

In the process of creating the service, it was discovered that using Canva gave a more flexible and easily accessible alternative in compiling learning materials. Teachers learned that they could develop fascinating material without having to have a good graphic design experience. This opens up options for teachers to be more creative in presenting learning materials, according to the requirements and characteristics of students at SD Negeri 1 Peunaron. The success of this service is also evident in the level of attendance and active participation of teachers in all series of events. Not only listening, but teachers also actively ask questions, discuss and contribute to interactive sessions. This suggests that this service can increase interest and motivation to utilize technology in learning.

However, it needs to be noted that change does not always go smoothly, and there are problems that may be experienced in integrating Canva in the learning context at SD Negeri 1 Peunaron. Factors such as restricted technology accessibility and gadget availability may still be impediments. Therefore, it is crucial to continue giving support and follow-up to instructors to overcome these challenges. As a result of this service, it is intended that SD Negeri 1 Peunaron can become an example for other schools in integrating technology into the learning process. This success is not just assessed by the use of technology, but also by a greater transformation in the learning culture in schools. With the spirit of collaboration and creativity, it is hoped that teachers and students at SD Negeri 1 Peunaron can continue to move forward towards education that is more flexible and oriented towards technology innovations.

CONCLUSION

This community activity completed its goals successfully, having a beneficial impact on teachers at SD Negeri 1 Peunaron in using Canva as a learning medium. A detailed review reveals an increase in teachers' understanding and skills in generating intriguing and creative learning materials. The outcomes obtained are not only restricted to the level of individual knowledge and abilities, but also strengthen cooperation and collaboration among teachers. It is believed that the construction of a mutually supportive learning community can become the basis for sustainable development in applying technology in learning.

Despite this, issues remain, notably connected to the availability and accessibility of technology. Therefore, continuing follow-up needs to be carried out, including infrastructure improvements and more training, to ensure the continuity of Canva implementation at SD Negeri 1 Peunaron. The success of this service is a motivation to continue to investigate the potential of technology in the context of learning in rural schools. With the spirit of innovation and collaboration, it is hoped that the usage of Canva at SD Negeri 1 Peunaron will not only become a local success story but also become an example for other schools in adopting technology to improve the quality of learning. Thus, the accomplishment of this service is not simply the completion of an activity, but the beginning of a broader shift in education at SD Negeri 1 Peunaron.

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