Training on Using Canva Application for High School Teachers at Darussilmi Islamic Boarding School in Bintan Regency

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Abstract: In this increasingly digital era, learning media have expanded to the use of digital-based technology. The purpose of this community service activity is to enhance teachers' competencies in developing digital learning media using the Canva application. This activity employed the participatory action research method, conducted collaboratively within a community environment with the spirit of encouraging transformative actions toward positive change. The results of this program indicate that 79% of the participating teachers responded positively to the Canva training. Specifically, 79% of teachers strongly agreed that Canva facilitates the creation of learning media; 79% strongly agreed that Canva offers more interesting and user-friendly features; 79% strongly agreed that they are interested in exploring Canva's features more deeply; 77% strongly agreed that the media designed using Canva would be well-liked by students; 77% strongly agreed that Canva's templates ease the process of creating learning media; and 81% strongly agreed that Canva has improved the quality of their learning media in terms of visual appeal and design.

Keywords: Learning Media, Canva, Community Service.

Introduction

The development of Information Communication and Technology (ICT) goes very fast along with the development of science and technology. The development of ICT has penetrated into various fields, one of which is education. The use of ICT in education has been widely applied both in schools and universities, such as information systems, Learning Management System (LMS) which is often used in the online learning process, making school websites as a promotional event, making learning media by teachers and lecturers, and many more (Churri & Agung, 2013).

One of the uses of ICT is as a learning medium (Hasan et al., 2021). Currently, the quality of learning has an important role in determining the success of the learning process. One of the moments of teacher success in teaching depends on the learning media used. The success of a teacher in delivering learning material is the result that every teacher wants (Mahardika et al., 2021).

In practice, it is certainly not easy to convey learning material to students. It often happens that students feel bored with the way learning material is delivered in class. This is because the teacher is too monotonous in his delivery, so that students do not feel excited to learn (Junaedi, 2021).

A teacher is expected to have competence in designing learning materials. Competence in creating learning materials is an effort made by a teacher in fighting for the right to education by every student. However, not all of these abilities are owned by every teacher. Teachers sometimes only use makeshift media, while learning in the classroom requires media that can support the learning process (Wiyono et al., 2023).

Attractive learning materials are all learning components that are integrated and packaged in attractive packaging and are able to generate a learning atmosphere. Students' enthusiasm in learning will increase if teachers have creativity in preparing learning materials. The information to be conveyed becomes

easier to understand because the teacher uses media in the learning process. One of the teaching technology media that can be used in making attractive learning materials is Canva (Resmini et al., 2021).

Canva is a graphic design application that has many interesting features. Canva can be used for various purposes, one of which is learning media. The various features provided by Canva are expected to make it easier for teachers to present learning materials in class. Currently, there are many teachers and lecturers who use Canva as a medium in learning. Not only that, Canva is also a material in seminar events to improve individual and group or community competence. Therefore, Canva's presence will be a thirst quencher for teachers who find it difficult to transform knowledge to their students (Wulandari & Mudinillah, 2022).

In this technological era, the progress of the times makes anyone must be able to adapt and not be left behind. Therefore, teachers are required to have the ability to operate various applications to support the success of learning. Canva is an application that is easy to understand and use. We can design materials using existing templates or using self-designed templates. Thus, technological sophistication is also accompanied by ease of use (Sari et al., 2023).

According to the confession of the leader of Pondok Darussilmi, high school teachers in the pesantren have never attended training or the like related to the skill of making digital-based learning media. Even though Darussilmi Islamic Boarding School is one of the boarding schools that has the most students in Bintan Regency. This of course must be supported by competent teaching staff to be able to improve the quality of learning so that learning objectives can be achieved. In accordance with the Motto of Darussilmi Islamic Boarding School 'Superior in Knowledge, Skilled in Work, Moral in Socialising and Towards a Brilliant Qur'anic Generation at a Young Age'.

Based on the results of interviews with the Head of the Management of Pondok Darussilmi, the teachers who teach only 40% utilise ICT. The rest, the teachers use conventional learning methods without using ICT. The teachers utilise media such as whiteboards and markers to provide material in the classroom. This shows that the utilisation of ICT-based learning media in Darus Ilmi Islamic Boarding School is still lacking.

Based on the results of research conducted by Adiko, the use of ICT-based learning media can increase student learning motivation. This can be seen from the comparison of learning outcomes that use ICT-based media with those that do not use ICT. As many as 91% of students who achieved mastery after using ICT learning media from the previous only 39% when given learning without using ICT-based learning media. These results show that the use of ICT as a learning media is indeed very much needed for the achievement of learning objectives (Adiko, 2019).

The results of the above research are reinforced by the results of research conducted by Lafendry which reveals that a reliable and professional teacher should have the ability to operate ICT in learning. The influence of technology in the world of education is inevitable, in addition to providing convenience in learning, technology also provides alternative convenience in problems in the world of education. For this reason, ICT will greatly contribute to learning if teachers make good use of it (Lafendry, 2022).

Until 2023, Canva application is still an attraction for researchers in providing training on the use of Canva in creating learning media. As conducted by Sari et al in 2023 at SMAN 5 Metro and Hadi et al in 2023 at SMPN 2 Mempawah. The training conducted by Sari et al showed an average of 96% of teachers gave a positive response to the training on the use of Canva as a learning media. Likewise, with the results of the training conducted by Hadi et al, the application training is very helpful for teachers in creating learning media. Teachers are very enthusiastic because the features in Canva are very easy to learn and use. This shows that the presence of Canva can help improve the skills of teachers in making learning media (Sari et al., 2023; Wiyono et al., 2023).

Canva application as part of the advancement of science and technology, is expected to contribute as an ICT-based learning media. For this reason, through ICT-based Learning Media Training Using Canva Applications for High School Teachers at Darus Ilmi Islamic Boarding School will be very useful in the midst of the development of science and education.

Method

This service activity uses the participatory action research method which is carried out in a participatory manner among community members in a community whose spirit is to encourage transformative actions towards a better direction.

In its implementation, researchers do not separate themselves from the situation of the community under study but blend together. There are several stages in planning this service, namely pre-service, implementation, and post-service.
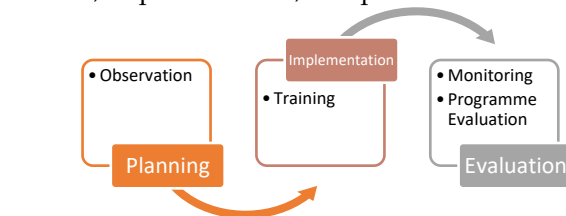

Figure 1. Methode flow

Result and Discussion

In the early stages, the PkM team first conducted a survey at Darussilmi Islamic Boarding School in Bintan Regency. This activity aims to find out the conditions in the field related to the use of learning media. At this stage, the PkM team met with the Head of Darussilmi Islamic Boarding School and asked directly about the use of learning media in the boarding school. Based on the results of the interview, the PkM team obtained data that teachers who use digital-based learning media are only 40%. The rest, the teachers there use conventional learning media in the form of stationery such as markers and blackboards. Therefore, the leadership of Darussilmi Islamic Boarding School welcomed this training activity.

Figure 2. Community service site survey

Figure 3. Community service site survey

Furthermore, the next stage is the implementation of training. At this stage, the PkM team conducted training for 40 high school teachers at Darussilmi Islamic Boarding School. The teachers were very enthusiastic in receiving the material. Some of them are already familiar with Canva, but there are also those who are using Canva for the first time so they need to be accompanied in practice. Furthermore, the teachers practised making presentations using Canva. The presentations made by the teachers were presentations that were in accordance with the subjects taught.

Then this training was attended by teachers of SMA Pondok Pesantren Darussilmi Bintan can be seen in the following image.

Figure 4. Implementation of Training Activities

Figure 5. Implementation Training Activities

At this stage, the PkM team conducted monitoring and evaluation (monev). This monitoring and evaluation activity aims to determine the extent of the teachers' understanding of the use of the Canva application in creating learning media. Here the PkM team discussed the obstacles faced by the teachers in making presentations using Canva and provided a lot of input on the results of the teachers' practice in making presentations using Canva. Furthermore, the PkM team gave questionnaires to teachers to find out the level of satisfaction in using the Canva application as a tool in creating learning media.

Figure 6. Service monitoring and evaluation

Figure 7. Service monitoring and evaluation

To determine the success of the implementation of this Community Service, the pengabdi conducted a questionnaire with the following results.

Table 1. Results of Teacher Perception Questionnaire on the Use of Canva

No	Questions	Average Achievement (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Canva App makes it easy for me to create learning media	79%	21%	-	-
2.	Canva App has more interesting features and is easy to use	79%	21%	-	-
3.	I am interested in learning more about Canva's features	79%	21%	-	-
4.	I think the media designed using Canva will be liked by students	77%	23%	-	-
5.	The templates provided by Canva make it easier for me to create learning media	77%	23%	-	-
6.	Canva has improved the quality of my learning media in terms of visuals and design	81%	19%	-	-
	Average	**79%**	**21%**		

Based on the results of the analysis of the questionnaire of high school teachers' perceptions of the use of Canva application in creating learning media, it can be concluded that 79% of the teachers gave a positive response to the implementation of Canva training. In more detail, the analysis results are as follows: 79% of teachers strongly agree that Canva application makes it easier for me to create learning media; 79% of teachers strongly agree that Canva application has more interesting features and is easy to use; 79% of teachers strongly agree that they are interested in learning more about Canva's features; 77% of teachers strongly agree that the media designed using Canva will be liked by students; 77% of teachers strongly agree that the templates provided by Canva make it easier for me to create learning media; and 81% of teachers strongly agree that Canva has improved the quality of learning media that I create in terms of visuals and design.

From the average it can be seen that 79% strongly agreed, 21% agreed and 0% disagreed and 0% answered strongly disagree. From the average results above, it can be concluded that teachers strongly agree that making learning media using the Canva application helps them in making learning media.

Canva is a graphic design application that can be used through a PC or mobile device. This application has features that can be used to create presentations, invitations, logos, souvenirs, videos, Instagram posts, and much more. Canva was first founded on 1 January 2012 by Melaine Perkins, Cliff Obrecht, and Cameron Adams in Sydney, Australia. To date, Canva has successfully developed its features to have more than 10 million users and 200 million designs. This is undeniable, because Canva has a display and tutorial that is easy to use, especially for beginners. So, it is not surprising that many people use Canva to meet the needs of both individuals and groups (Chairunnisa & Sundi, 2021).

One of the benefits of the presence of Canva is that it can be felt in the world of education (Sholeh et al., 2020). The presence of Canva's various features can be utilised by teachers in creating learning media. Learning media is a tool used by someone as a strategy in delivering information or learning material so that it is easier to understand and as a support for learning success and increasing students' interest in learning

(Hasan et al., 2021). Learning media has many types according to the material that teachers want to convey (Purba & Harahap, 2022).

Community Service (PkM) conducted at Darussilmi Islamic Boarding School in Bintan Regency refers to making visual-based learning media, namely by making presentations as a medium for teachers to deliver learning materials. In this case, Canva has features that are very supportive in making presentations. The various templates presented can make it easier for teachers to pour material if they don't have time to design. Teachers only need to choose a template design that is suitable for the subjects they teach (Rusdiana et al., 2021). However, if you want to design according to personal creativity, then Canva has provided a variety of beautiful menus for teachers to design according to their needs. The following will explain the steps in creating a presentation using Canva:

1. You can enter the Canva page through Chrome or Microsoft Edge by typing the address www.canva.com , the following is the initial display image:
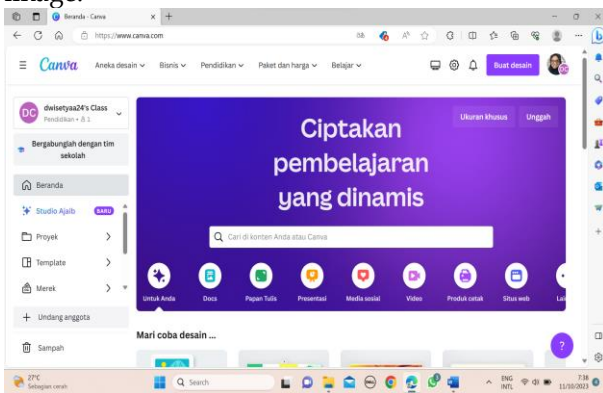

Figure 8. Intial view of Canva app

2. If you don't have an account, you can create one first.
3. Then on the initial display you can select the presentation menu shown in the image
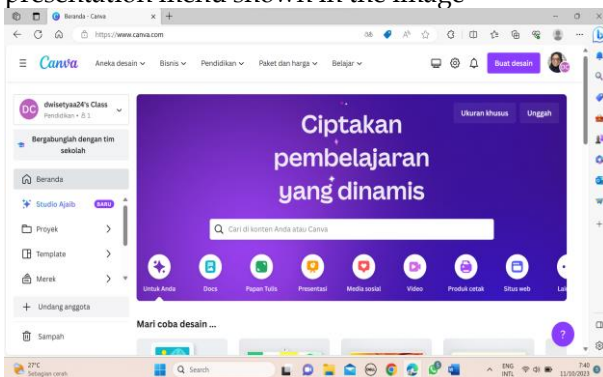

Figure 9. Home view of Canva app

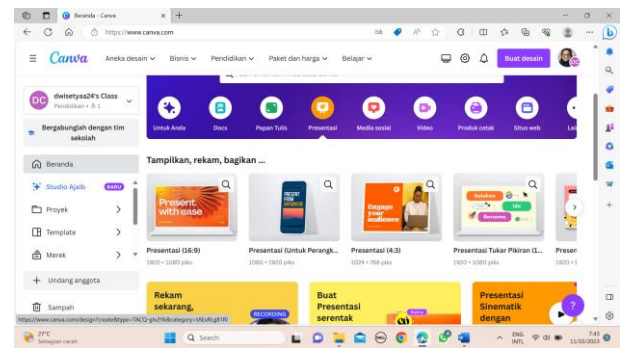4. Then, you can choose the type of presentation you want, in this case I chose the presentation type (16:9).

Figure 10. Type of presentation in Canva app

5. Next, Canva will direct you to a blank white canvas where you can design your presentation.
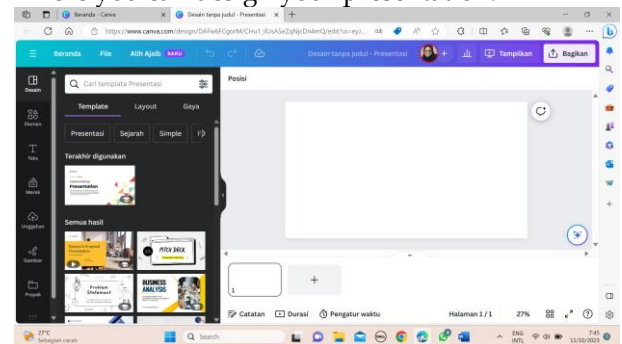

Figure 11. Start the design in Canva app

6. On the left side of the screen are various features that can be used for designing, here is an explanation:
   a. Design: contains template designs
   b. Elements: contains various kinds of images or animations
   c. Text: contains the typeface you want to use
   d. Brand: a feature used if you want to create a brand
   e. Uploads: contains images that you want to upload from your PC
   f. Projects: contains the results of your work through Canva
7. Next, you can start working on your presentation design. If you have a lot of time, you can design through a blank canvas. However, if you don't have much time, you can simply choose the design template provided by Canva.
8. If you want to create video learning materials, you can select the video feature on the home page.
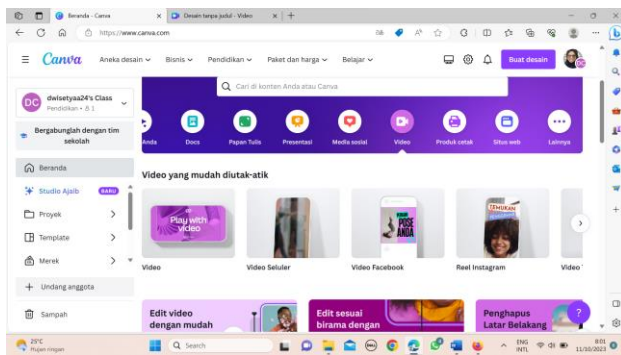
Figure 12. Feature on the home page

9. Next, you can select the type of video you want to use.
10. Just like creating a presentation, you can create a video through a blank canvas or you can use an existing video template.
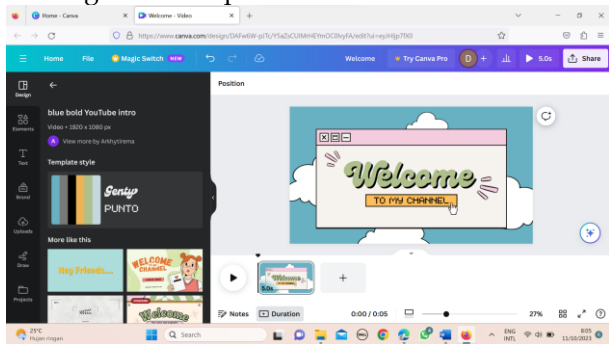

Figure 13. Canva app view when starting a design

Conclusion

Based on the results of this service, 79% of teachers gave a positive response to the implementation of Canva training with the following details 79% of teachers strongly agree that Canva application makes it easy for me to create learning media; 79% of teachers strongly agree that Canva application has more interesting features and is easy to use; 79% of teachers strongly agree that they are interested in learning more about Canva's features; 77% of teachers strongly agree that the media designed using Canva will be liked by students; 77% of teachers strongly agree that the templates provided by Canva make it easier for me to create learning media; and 81% of teachers strongly agree that Canva has improved the quality of learning media that I create in terms of visuals and design. From these results, teachers agree that Canva application has benefits in developing learning media.

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