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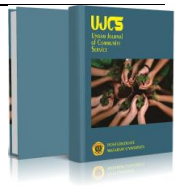

Snapseed Application Training for Improving Mobile Photography Competencies of Elementary School Teachers

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Abstract: This community service activity aims to improve elementary school teachers' skills in mobile photography through the use of the Snapseed application. The program was conducted at Al-Fajar Islamic Base Primary School with the involvement of lecturers and students from the Faculty of Visual Communication Design at Telkom University. The method applied was a participatory practice-based approach consisting of material presentation, demonstrations, guided practice, as well as evaluation and reflection. The training materials covered the fundamentals of mobile photography, image-capturing techniques, and visual editing using the Snapseed application. The results of the activity indicated an improvement in teachers' understanding and skills in producing more communicative and engaging visual content. In addition, the activity also encouraged the enhancement of visual literacy and the utilization of mobile technology as a supporting medium for learning. This program is expected to provide a sustainable impact on the quality of visual-based learning at the elementary school level.

Keywords: Mobile Photography, Visual Literation, Snapseed, Elementary Teacher, Postediting.

Introduction

The development of digital technology has driven significant changes in teaching practices, particularly in the use of visual media as a means of educational communication. In contemporary educational settings, teachers are no longer merely content deliverers but also creators of visual content that supports more effective and engaging learning experiences. Visual elements play an important role in clarifying information, attracting students' attention, and enhancing message delivery, thereby contributing to improved instructional communication (Ervine, 2016; Pettersson & Avgerinou, 2016).

However, not all teachers possess adequate skills in photography and visual editing. At the same time, mobile devices owned by most teachers have substantial potential to produce high-quality visual content when supported by appropriate technical knowledge and visual literacy competencies. Recent studies indicate that smartphone-based photography has evolved considerably through advances in mobile computational photography, enabling users to create visually effective images with accessible digital tools (Delbracio et al., 2021). One application that can be utilized for this purpose is Snapseed, which provides practical and user-friendly editing features suitable for educational contexts. Furthermore, visual literacy competencies have been identified as essential skills that enable educators to critically create, interpret, and communicate visual information in digital learning environments (Kamalvand & Khany, 2024).

Al-Fajar Islamic Base Primary School, as the partner institution in this activity, is an elementary educational institution committed to improving learning quality through innovation and technology utilization. Nevertheless, the implementation of visual media based on mobile photography within the school environment has not yet been fully optimized. Therefore, efforts are required to enhance teachers' competencies in visual content production and photo editing as part of broader digital literacy development.

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Based on these conditions, this community service activity was designed in the form of training on the use of the Snapseed application to improve teachers' mobile photography skills. This program aims to equip teachers with basic photography and visual editing competencies so that they are able to produce learning content that is more communicative, engaging, and relevant to the needs of contemporary elementary education.

Method

This community service activity employed a participatory and practice-based approach. This approach was selected to ensure that participants not only understood the material theoretically but were also able to apply it directly in authentic educational contexts. Practice-based learning has been recognized as an effective strategy for enhancing professional competencies because participants actively engage in experiential learning processes that connect knowledge acquisition with practical implementation (Dillard et al., 2024; Archer et al., 2026). The training began with the presentation of fundamental concepts of mobile photography and visual literacy, followed by demonstrations of photo-taking techniques and image processing using the Snapseed application. Visual literacy instruction is particularly important because it enables educators to understand how visual elements communicate meaning and support learning objectives through effective image production and interpretation (Ervine, 2016; Wright, 2016).

Teachers then participated in guided independent practice sessions using their own smartphones. During this phase, participants applied photography techniques related to composition, lighting, shooting angles, and focus while simultaneously learning to utilize Snapseed's editing features. This hands-on learning process allowed participants to directly experience the relationship between technical photography skills and the production of educational visual content.

During the mentoring and feedback phase, participants received guidance regarding visual composition, image quality, and the effectiveness of visual communication. Constructive feedback is considered an important component of visual learning because it supports participants in developing critical awareness of visual design decisions and improving the communicative quality of visual artifacts (Cappello & Walker, 2016).

The activity concluded with an evaluation and reflection session in which participants reviewed the visual products they had created and discussed potential applications of mobile photography in teaching and school-related activities. Reflection activities are commonly integrated into experiential learning models because they facilitate deeper understanding and encourage participants to transfer newly acquired skills into future professional practice (Dillard et al., 2024).

Figure 1. Attached Figure in Article

a. Material presentation and practical demonstration phase
The training began with the presentation of basic concepts of mobile photography and visual literacy, followed by demonstrations of photo-taking techniques and image processing using the Snapseed application.

Figure 2. Material Presentation

b. Guided independent practice phase
Teachers directly practiced photography and editing techniques using their own mobile devices with guidance from lecturers and students. The independent practice was supported by a practical module covering:

Table 1. Module Workshop Snapseed

No	Modules	Description
1	Understanding the Basics of Mobile Photography	Learning basic smartphone photography techniques such as composition, lighting, shooting angles, and focus to produce better photo results.
2	Using the Main Features of Snapseed	Using Snapseed to edit photos, such as adjusting light, color, cropping, retouching, and applying filters in a simple way.
3	Producing Engaging Educational Photos	Applying photography and editing techniques to create clear, informative, and engaging images as learning media.

c. Mentoring and Feedback Phase
During the practice session, participants received guidance and feedback to improve visual quality,

composition, and the effectiveness of the message conveyed in the photos produced.

Figure 3. Practical Demonstration & Mentoring

d. Evaluation and Reflection Phase
The activity concluded with an evaluation of participants' visual works and a joint reflection on the application of mobile photography in the context of teaching and school activities.

The stages of the activity included preparation, implementation, evaluation, and follow-up. During the preparation stage, participant needs were identified and training materials were developed. The implementation stage involved conducting the workshop directly at the partner institution. Evaluation was carried out to assess the effectiveness of the training, while follow-up activities focused on encouraging sustainable application of acquired skills in educational settings.

Result and Discussion

The training program was attended by 15 teachers from SD IT Al-Fajar Bandung and was conducted in an interactive manner, with active participation from all attendees. Throughout the program, the participants demonstrated a high level of enthusiasm, particularly during the hands-on photo editing session using the Snapseed application. Figure 4 presents the photograph prior to editing, while Figure 5 shows the resulting image after the application of editing techniques using Snapseed.

Figure 4. Before Editing

Figure 5. After Editing

The results of the program indicated an improvement in teachers' skills in producing photographs that were more organized, visually appealing, and communicative. Participants developed a better understanding of visual composition, lighting management, and the use of editing tools to enhance image quality. Photographs that were previously less effective were successfully transformed into images that were more suitable for instructional purposes. Similar findings have been reported in community-based photography training programs, where smartphone photography activities significantly improved participants' ability to produce meaningful and engaging visual content (Syarif et al., 2025).

In addition to improving technical competencies, the program contributed to the enhancement of teachers' visual literacy. Participants gained an understanding that visual elements are not merely supplementary components but constitute an essential aspect of instructional communication. Previous studies have emphasized that visual literacy enables educators to communicate information more effectively, support learner engagement, and improve comprehension through carefully designed visual materials (Ervine, 2016; Westraadt, 2016).

The hands-on approach employed in the training proved effective in facilitating participants' understanding of the material. Teachers were able to directly observe the outcomes of the editing processes they performed, making the learning experience more contextual and application-oriented. This finding aligns with experiential learning literature, which suggests that active participation and direct practice strengthen skill acquisition and knowledge retention compared to purely theoretical instruction (Dillard et al., 2024; Archer et al., 2026). Furthermore, the involvement of university students as facilitators contributed to the creation of an interactive and collaborative learning environment that encouraged peer discussion and knowledge sharing.

From an implementation perspective, the skills acquired through this training have the potential to be applied in various school activities, including classroom documentation, the development of instructional materials, and visual communication with students' parents. The integration of smartphone photography and visual editing into educational practice demonstrates how accessible digital technologies can support teachers' professional development and improve the quality of educational communication. These findings suggest that the training provides not only immediate benefits but also opportunities for sustainable improvement in teaching and learning practices.

Conclusion

This community service program successfully enhanced the mobile photography skills and visual literacy of teachers at SD IT Al-Fajar Bandung through the utilization of the Snapseed application. The practice-based approach implemented during the training proved effective in enabling participants to understand and directly apply photography and photo-editing techniques.

The program not only improved teachers' technical competencies but also fostered greater awareness of the importance of visual elements in supporting the teaching and learning process. Therefore, the integration of mobile technology can serve as a strategic approach to improving the quality of education at the elementary school level.

Further follow-up initiatives are necessary to ensure the sustainability of the acquired skills, either through advanced training programs or through their integration into daily instructional practices.

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