



Digital Learning Assistance to Increase Creativity and Involvement of SMP Negeri 1 Indralaya Utara Students

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Received : July 25, 2026

Revised: August 30, 2026

Accepted: September 22, 2026

Published: September 30, 2026

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DOI: [10.29303/ujcs.v7i3.1822](https://doi.org/10.29303/ujcs.v7i3.1822)

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Abstract: The use of digital technology in the learning process is able to support the creation of an interactive and participatory learning process. This Community Service (PkM) activity aims to assist students in utilizing digital media through the Canva and Kahoot! in learning Pancasila Education. The activity was held on Thursday, August 6, 2026 at SMP Negeri 1 Indralaya Utara with the involvement of 32 students in grade VIII D. The implementation of the activity used a participatory approach through the introduction of Canva and Kahoot!, the delivery of material "Pancasila as the Basis of the State", group discussions, presentations, digital poster making, and learning evaluation. Evaluation is carried out through pre-test, post-test, observation of student involvement, documentation, and satisfaction and usefulness questionnaires. The results of the evaluation showed an increase in the number of scores from 490 in the pre-test to 613 in the post-test, with the average score increasing from 15.31 to 19.15 or by 3.84 points. Student involvement is also seen through activeness in question and answer sessions, group discussions, presentations, and digital poster making. The implementation of activities still faces obstacles in the form of internet network instability and limitations of several student devices. The results of the activity show that digital learning mentoring is based on Canva and Kahoot! can be an alternative in supporting Pancasila Education learning that is more interactive and provides space for students to participate and produce digital products.

Keywords: Digital Learning, Canva, Kahoot!, Student Involvement, Pancasila Education.

Introduction

The development of digital technology in the current era has changed various areas of life, including in the field of education. The use of technology in the teaching and learning process is not just an opportunity, but a morning need for all teachers to be able to provide a more diverse learning experience and by using interactive methods. This transformation also requires students who have good skills in using technology effectively as part of their way of obtaining, processing, and conveying information.

The use of technology in the learning process is not only in the use of digital media, but the technology must also be able to function as a tool that can help

achieve educational goals while providing opportunities for students to be able to participate actively. Aziz (2023) explained that the application of digital literacy strategies in education can be used to improve student skills through learning activities that use technology. This statement is also strengthened by the opinions expressed by Febrina and Khairuddin (2023) who emphasize that digital literacy is closely related to learning outcomes in the context of technology-based education.

The use of technology in learning can provide benefits to students to not only be able to access information, but also help students in processing, conveying, and producing information through various digital media. Therefore, the use of technology in the

How to Cite:

Camellia, C., El Faisal, E., Waluyati, S. A., Kurnisar, K., Nurdiansyah, E., Alipraja, M., ... Sanjaya, R. (2026). Digital Learning Assistance to Increase Creativity and Involvement of SMP Negeri 1 Indralaya Utara Students. *Unram Journal of Community Service*, 7(3), 297-301. <https://doi.org/10.29303/ujcs.v7i3.1822>

learning process is important to be accompanied by activities that encourage students to be actively and creatively involved. Pancasila learning not only aims to make students able to understand the concepts and values contained in it, but also aims to make students able to relate these values and concepts to their daily lives. In Pancasila Education learning, the use of digital media can help to make material that is conceptual and normative so that it is easier for students to explain and understand.

One of the digital platforms that can be used in the learning process is the Canva application. Using Canva, students can design information visually, so they can serve as a tool to create creative products. Putri and Marhamah (2022) developed an audiovisual learning media through Canva for grade VIII students and showed that the application can be used as a creative and interesting learning medium. Recent research has also shown that Canva-based digital media can be created to increase student participation during the learning process. For example, Septianingrum and Ratri (2026) developed interactive media using Canva and found that the use of such media has increased active engagement, motivation, and student understanding.

In addition to Canva, Kahoot! It is also a digital medium that can be used to create an interactive learning experience through quiz activities. Anviani and Pujiriyanto (2022) specifically explore the use of the Kahoot application in improving student learning outcomes. The findings of the study also show that Kahoot! It has relevance as a learning medium that can be used to present learning activities in a more interactive and creative way.

Student involvement is an important aspect of the learning process that uses technology. The use of technology does not automatically encourage students to be active. Learning activities must be well designed so that participants are educated to ask questions, dialogue, express opinions, work together, and create products. Nasution et al. (2024) said that an interactive learning approach that suits the needs of students is needed to increase student involvement in the learning and learning process. On the other hand, Wirastuti et al. (2024) explained that there is a relationship between *student agency* and student involvement in learning through the role of self-motivation.

Based on these conditions, the Community Service team from Sriwijaya University carried out the program "Digital Learning Assistance to Increase the Creativity and Involvement of SMP Negeri 1 Indralaya Utara Students." This activity is designed to provide a learning experience that combines digital technology with Pancasila Education materials through the use of Canva-based digital media and Kahoot!.

This activity not only focuses on the introduction of applications, but also provides opportunities for students to take advantage of technology to understand material, discuss, express ideas, and produce digital posters. In this way, technology is placed as part of the learning process that supports creativity, communication, collaboration, and student engagement.

Method

This Community Service (PkM) activity was held on Thursday, August 6, 2026 at SMP Negeri 1 Indralaya Utara. This activity was held at 08.00-12.00 WIB and was attended by 32 students of class VIII D. The activity was funded by Sriwijaya University in 2026 through the Community-Based Service scheme. The implementation team consisted of lecturers and students, chaired by Camellia, S.Pd., M.Pd., and consisted of Drs. Emil El Faisal, M.Si., Dra. Sri Artati Waluyati, M.Si., Kurnisar, S.Pd., M.H., Dr. Edwin Nurdiansyah, M.Pd., and Muhammad Aliprja, S.H., M.H. The students involved consisted of Klarissa Yulianda, Faiza Andhira Khania, Try Satya Novriantara, Sulistya Angela Putri, and Risiko Sanjaya.

This activity uses a participatory approach, where students not only receive material, but are also directly involved in the use of digital media, discussions, presentations, and product creation. The stages of implementing this digital learning mentoring activity include:

1. The opening ceremony was held together with the service team, the school, teachers, and students.
2. Remarks by the chief executive and the Principal of SMP Negeri 1 Indralaya Utara
3. The implementation of *the pre-test* by filling out 25 questions through the Kahoot!
4. Introduction to Canva and Kahoot! to the students
5. Explanation of the material "Pancasila as the Basis of the State" using Canva-based digital media
6. Briefing and Mentoring Group Discussions
7. Presentations from each student group representative
8. Implementation of *Post-Test*
9. Submission of Closing Statement
10. filling out satisfaction questionnaires as well as suggestions and inputs from activities
11. Assignment of creating products through the Canva app by students.

Evaluation of activities is carried out through *pre-test*, *post-test*, student involvement observation, documentation, and satisfaction questionnaires. *Pre-test* and *post-test data* were analyzed descriptively by comparing the number of scores and the average of students. Meanwhile, student participation was

analyzed descriptively based on their involvement during question and answer activities, group discussions, presentation of discussion results, and poster making.

Result and Discussion

Community service activities in the form of digital learning assistance to increase the creativity and involvement of SMP Negeri 1 Indralaya Utara students are carried out in accordance with the stages of activities that have been designed. The entire series of activities was attended by 32 grade VIII students accompanied by a team of lecturers and students.



Figure 1. Opening of PkM activities

The activity began with an opening ceremony with the school, teachers, students, and service team. Furthermore, the activity continued with a speech by Camellia, S.Pd., M.Pd as the head of the service team and then continued with a speech delivered by the Principal of SMP Negeri 1 Indralaya Utara, Mulyadi, S.Pd., M.A.P. Support from the school is one of the important factors in the implementation of activities, because technology-based learning really needs a learning environment and adequate facilities.

After the opening ceremony was carried out, students were directed to carry out a pre-test. Pre-tests are given before learning activities in order to get an initial idea of student understanding.



Figure 2. The implementation of the Pre-test based on Kahoot!

Next, the PkM team gave an introduction to two digital applications, namely Canva and Kahoot!. Canva was introduced as an application that has various functions, one of which is as a medium that can be used to create various visual products, while Kahoot! introduced as a quiz-based interactive learning medium.



Figure 3. Introduction to Canva and Kahoot!

The introduction of the two digital applications is not just an explanation of the functions and features, but the PkM Team also explains to students to understand their use in learning activities. This approach is important to do with the aim that students not only become consumptive users of technology, but can also use it as a medium for producing works.

The next stage is the delivery of the material "Pancasila as the Basis of the State" using Canva as the medium of delivery. The material was delivered by the PkM Team using Canva-based digital media that had previously been prepared with an attractive and interactive visual display. The presentation of material like this is used to help students understand the concept of Pancasila as the basis of the state. In the process of delivering this material, the material is connected to daily life. The implementation was also accompanied by a question and answer session and students were given the opportunity to think about how to apply Pancasila values in daily life.

After the material was delivered, students conducted a group discussion session. Each group discussed two topics, namely how to provide examples of the application of Pancasila in daily life and explained

the reason why Pancasila is called a gift owned by the Indonesian nation.



Figure 4. Delivery of material using Canva-based digital media



Figure 5. Group discussion assistance



Figure 6. Presentation of the results of the group discussion

The discussion process took place actively and enthusiastically by all students. Students have an interest in the topics discussed by exchanging opinions, coming up with answers, and responding to opinions expressed by other group members. Most of the answers submitted by students have been appropriate to the context of the questions given. This shows that students are able to connect Pancasila material with examples in daily life.

Students were then directed to make a digital poster with the theme "Pancasila as the Basis of the State" using Canva.



Figure 7. Digital poster creation assistance

The creation of this poster is done as a form that students do not only obtain information, but students are also able to process the information into a visual product. This poster making process provides an opportunity for students to develop their creativity in determining the layout, selection of visual elements, and presenting information about Pancasila.

Evaluation of student understanding is carried out using pre-test and post-test.

Table 1. Comparison of Pretest and Posttest Scores

Respondents	Pretest	Posttest
ANW	14	23
AAM	17	23
AR	23	25
AP	16	17
BOTTOM	15	19
CO	15	19
CP	14	22
CR	16	19
DA	19	20
DA	20	24
DBET	21	21
JF	6	12
K	17	22
LFA	16	16
MEPA	12	12
MVAM	9	17
AND	12	15
MPY	11	15
MRA	12	20
OR	19	23
NIR	12	16
NPR	15	16
TRIBE	18	21
RF	19	24
RS	16	19
RO	19	23
DATE	9	14
DATE	17	19
YOUR	15	20
THE BATTLE	17	17
SDP	7	15
PLOT	22	25
SCORE	490	613
AVERAGE	15,31	19,15

The results of the *post-test* showed that the number of student scores increased from 490 in the pre-test to 613 in the post-test, and the average score from 15.31 to 19.15. Based on the results of the evaluation, it showed an average increase of 3.84 points. Individually, an increase in achievement was also seen in a number of students. Some students showed a fairly high change in scores, such as ANW which increased from a score of 14 to 23, CP from 14 to 22, and MVAM and MRA which each increased by 8 points. This proves that there is a change in students' understanding achievements after participating in a series of digital learning assistance. Although the level of improvement of each student is different, the overall evaluation results show a tendency to increase the score after participating in the activity.

Student involvement can be seen through the activeness of the question and answer session, cooperation during the discussion session, and the delivery of the results of the discussion by group representatives. This activity is a form of learning that is not only oriented to the delivery of knowledge by the PkM Team, but also provides space for students to build understanding through interaction, communication, cooperation, and the delivery of ideas.

The implementation of the activity encountered several obstacles, namely an unstable internet network and the limitation of several students' mobile phone devices, so the use of Canva and Kahoot! has not been fully running optimally. This condition shows that the success of digital learning is also influenced by the readiness of the infrastructure and devices used.

Conclusion

Community Service activities through the program "Digital Learning Assistance to Increase Creativity and Involvement of SMP Negeri 1 Indralaya Utara" program has been carried out. This activity integrates the use of Canva and Kahoot! with learning Pancasila Education through the delivery of material "Pancasila as the Basis of the State", group discussions, presentations, and the creation of digital posters. This series of activities provides opportunities for students to be able to use technology effectively while developing the ability to communicate, collaborate, convey ideas, and produce works.

The results of the evaluation showed an increase in students' understanding achievements after participating in a series of activities. The number of scores increased from 490 in the pre-test to 613 in the post test. Student involvement can be seen through activeness in question and answer sessions, group discussions, presentation of discussion results, and the creation of digital posters. The use of digital technology combined with participatory learning activities provides

an interactive learning experience and encourages student engagement.

It is hoped that this mentoring activity can be the first step in encouraging the application of innovative, interactive, creative, and in accordance with the development of digital technology. Follow up with the implementation of Canva and Kahoot! In the learning process, digital product development, and continuous mentoring are expected to strengthen the productive and educational use of technology. Thus, this activity can contribute to supporting the improvement of the quality of learning through strengthening students' creativity, engagement, and digital skills.

Acknowledgments

The implementation of this Community Service activity is funded by Sriwijaya University through the 2026 Sriwijaya University Budget in the Community Based Service Scheme, in accordance with the assignment letter number: 114/UN9.FKIP/ST.AF/2026

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