
Creative Learning Media Management with Canva: Building Teacher Skills in The Digital Age

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Abstract. One of the main problems at SDN 7 Ulu Balombong is the lack of teacher skills in integrating technology and utilizing creative learning media to create a learning environment that is motivating and in line with current developments. To solve this problem, community service activities were carried out in the form of training and assistance in using Canva which aimed to help teachers at the school improve their technology integration skills in creative learning. The implementation method used is to adopt the action research stages which consist of 5 stages, namely: planning, action, observation, evaluation and reflection, and mentoring. Training activities are carried out for one day, while mentoring activities are carried out for 2 months. The results of the training showed a significant increase in building teacher skills using the creative learning media Canva where the satisfaction score of the training participants reached the very satisfied category with a percentage of 89.66%. Discussion and observation activities carried out showed an increase in understanding, digital literacy and quality of learning through the use of creative learning media based on Canva technology.

Keywords: canva; creative learning media; digital era; teacher skills.

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1. INTRODUCTION

The 21st century educational revolution has resulted in complex changes in the digital era learning system. According to Dewi in (Salsabila & Agustian, 2021), the development of education in the fourpoint zero era has resulted in changes in the function of teachers who are no longer teacher-centered, but have changed to become facilitators in the student-centered learning process. These changes become more complex when entering the modern era 5.0, where technology is developing so rapidly that educators must adapt and strive to increase technological media literacy in learning (Indana et al., 2023). This requires teachers in the learning process to be able to identify the learning needs of students and be able to relate to learning resources and media that are appropriate to the conditions of students.

Students' learning needs in the digital era are closely related to technology. The use of technology in learning allows students to learn new knowledge more enjoyably, for example through the use of animation in learning, power point media, or other visual media (Ajizah, 2021). In addition, the use of technology in learning allows teachers and students to hone creative thinking skills which are very necessary in overcoming various fluctuating life problems.

One of the technological developments that has been widely used by various schools in developed areas is the use of Canva. According to (Idawati et al., 2022), Canva is an online application that provides various interesting features and templates in the form of presentations, resumes, posters, brochures, booklets, graphics, infographics, banners, bookmarks, bulletins and so on that can be used in designing innovative learning media. The use of Canva in managing creative learning media is the right choice because Canva allows teachers to create interesting and creative learning materials. Through the use of various templates, design elements, images, texts, and other features, teachers can create presentations, posters, and learning modules that are attractive and easy for students to understand.

However, the rapid development of technology in Indonesia has not been accompanied by human resources, especially educators who are skilled in using technology. This is caused by various problems faced by teachers in using technology in learning, including: 1) limited training in learning technology, 2) difficulty adapting to rapid technological developments, 3) lack of adequate technological resources in schools, 4) difficulty in adjusting student learning needs with the use of appropriate technology, and 5) lack of school support in developing teacher skills in using learning technology (Fitri et al., 2024)



Figure 1. SDN 7 Ulu Balombong

Teachers' problems that arise when using technology are also experienced at partner locations (see Figure 1) at one of elementary school called SDN 7 Ulu Balombong, Pamboang District,

Majene Regency, West Sulawesi, Indonesia. Based on the results of interviews with several teachers at the school, it was revealed that the main reason teachers have not been optimal in using technology in learning is because they have not been able to adapt to changes in the times. Most teachers still carry out the learning process using traditional methods, without the use of technology. In addition, teachers lack information regarding the development of learning media technology that is in accordance with the subject matter to be delivered. In addition, they also said that one of the main difficulties in not using technology is because of their inability to operate technology in learning.

One form of solution that can be done to solve the teacher's problem is through training and mentoring in the use of technology for teachers at SDN 7 Ulu Balombong with the help of using Canva in managing creative learning media. According to (Junaedi, 2021) it is stated that through the use of the Canva application, students' creativity in learning English can increase. The results of the presentation design of teacher teaching materials using Canva have been proven to be able to hone teachers' creativity in compiling teaching materials (Resmini et al., 2021). In addition, the use of Canva's attractive design makes students more interested and motivated in participating in science learning activities (Wulandari & Mudinillah, 2022). Furthermore, the results of other community service activities show that the use of Canva media in learning is more efficient than using conventional teaching methods (Kartika et al., 2023).

The urgency in preparing professional educators who master technology is one of the efforts that are in line with preparing a competent millennial generation (Aspi & Syahrani, 2022). The importance of teacher skills in using technology can support them in designing and providing creative and varied learning methods in triggering an increase in student learning outcomes (Sadriani & Ahmad, 2023).

There are 2 priority problems experienced by the target partners that will be resolved through this community service activity, namely the first is related to the lack of teacher skills in integrating technology in learning. The causes of this include conventional teaching traditions that are still often used in learning. The development of the technological era that is not accompanied by changes in the teaching behavior patterns of educators has resulted in inequality that has an impact on the stagnation of teacher teaching skills, especially in the application of technology. In addition, other causes stem from the lack of activities that support the process of improving teacher pedagogy such as training or workshops related to the use of learning technology. Another factor is caused by the lack of support from the school in developing teacher soft skills and hard skills in using technology.

The next problem is the low digital literacy of teachers related to technological developments in the learning process. Based on the results of interviews with teachers at partner schools, many teachers still do not know the technology that can be used in learning, for example the Canva application. Several teachers at partner schools when interviewed regarding Canva gave almost the same response. They admitted that they had only heard about the application often. When asked about the benefits and how to use it, teachers stated that they did not know about it. Therefore, it can be concluded that teacher literacy regarding Canva as a technology that can be used in learning is still classified as illiterate.

Based on these two problems, the objectives of implementing this community service activity are to improve teacher skills in integrating Canva technology in learning; improve teacher digital literacy related to the development of Canva technology in learning; and to improve the quality of learning through the use of creative learning media based on Canva technology.

2. METHOD

The community service activity was carried out at SDN 7 Ulu Balombong, Pamboang Village, Pamboang District, Majene Regency, West Sulawesi Province, Indonesia. The form of activity carried out was training and mentoring on the use of Canva in the management of creative learning media. The participants in this activity were 15 teachers from all subject matter who taught at SDN 7 Ulu Balombong. The stages in implementing the activity included 5 stages which can be seen in Figure 2.



Figure 2. Stages of community service activity

Planning

The planning stage is carried out for six weeks. At this stage, the first activity carried out by the implementing team is to conduct a location survey and coordinate activities where the team together with partners formulate and determine the schedule and place for implementing the community service program. After the initial visit to the location, the implementing team then develops the training materials and training tools needed. In addition, the implementing team also prepares instruments to measure the success of the program (questionnaire sheets and surveys). After the determination of the schedule together with partners is complete, the activity team takes care of the permit for implementing community service activities.

Implementation

The next stage is the implementation which is divided into training and mentoring activities. Training activities are carried out offline. While mentoring is carried out in a hybrid manner, namely offline and online which is facilitated by the committee from the team of lecturers and students. The training materials are: 1) Canva as an alternative technology used in learning; and 2) Compiling creative learning media using Canva.

Before the training activity began, participants were given several questions to find out the digital literacy of teachers related to the development of Canva technology in learning. The training was carried out for one day which was accompanied by mentoring activities for teachers when using the Canva application in developing creative learning media. This offline mentoring process was accompanied by a team of lecturers and students. Meanwhile, online mentoring activities were carried out online via WhatsApp and Zoom meetings.

Observation

Observations were conducted during the training process with the aim of finding out how active and responsive the participants were regarding the training provided. Through observations, the implementing team also found out the shortcomings or things that could be improved in the next session. The results of these observations are the material for reflection and evaluation.

Reflection and Evaluation

The reflection process is carried out by team member of this activity, participants, and activity implementing partners with the aim of identifying cases that need to be improved in the next session. Meanwhile, evaluation is carried out to determine the level of success of the program. Based on program implementation indicators, there are 3 types of evaluations that will be carried out, namely: 1) Evaluation of teacher skills in integrating Canva technology in learning; 2) Evaluation of teacher digital literacy related to the development of Canva technology in learning; and 3) Evaluation of the quality of learning through the use of creative learning media based on Canva technology.

The evaluation uses a questionnaire with four assessment aspects, namely material, committee, atmosphere and media used in community service activities. Through evaluation activities, the success of community service activities can be measured by referring to the percentage of participant satisfaction levels according to Fuada (Fransisca et al., 2021) which is divided into the following four ranges: 1) Very Satisfied (81.26% - 100%), 2) Satisfied (62.51% - 81.25%), 3) Dissatisfied (43.76% - 62.50%) and 4) Very Dissatisfied (25% - 43.75%).

Monitoring and Mentoring

For the sustainability of the program, mentoring activities are carried out after the training activities. The implementation team also monitors the program 2 months after the activity. Monitoring and mentoring are carried out synchronously and asynchronously with the help of technology.

3. RESULTS AND DISCUSSION

Planning Stage

In the planning stage, there are several activities carried out by the community service team from June to July 2024. The community service team that was formed consists of 2 lecturers each from the Faculty of Teacher Training and Education (FKIP), namely Nursyam Anaguna, S.Pd., M.Pd. and from the Faculty of Engineering (FT), namely Nurhikma Arifin, S.Kom., MT. In addition to lecturers, there are 3 students involved in implementing the activities, namely from the Mathematics Education study program, Nurul Maulidiyah and Sitti Rahma. Meanwhile, students from the Informatics study program are Hendra.

The job description of the lecturer team is as follows: 1) Develop training materials; 2) Develop training instruments; 3) Facilitate training as a resource person; 4) Provide assistance to participants; 5) Direct members to take care of activity administration; 6) Compile a final activity report; 7) Complete activity outputs such as articles and activity videos. Meanwhile, the duties of the student team include: 1) Assist in taking care of activity administration; 2) Assist in facilitating training by becoming a committee; 3) Assist in preparing equipment and serving food; 4) Assist in documenting activities; 5) Assist in compiling reports.

The first activity carried out at this stage was a visit to the school location, namely SDN 7 Ulu Balombong. The location survey was carried out to determine the situation and conditions of the community service center. In addition, the community service team coordinated with the school regarding the right time to carry out the activity. From the results of the visit conducted by the team on June 20, 2024, it was concluded that the community service activity could be carried out on July 18, 2024. After that, the second activity carried out by the team was to design an instrument to measure the success of the program. The instruments prepared were questionnaire sheets and satisfaction surveys. The third activity carried out at the planning stage was taking care of administrative correspondence, including community service activity permits, community service activity team assignment letters and invitation letters for participants.

Implementation Stage

The implementation of community service activities is at SDN 7 Ulu Balombong, Balombong Village, Pamboang District, Majene Regency, West Sulawesi Province. The distance between the location of the community service team leader and the target partner is approximately 24.1 km. The partner's location can be reached using various types of vehicles, both private vehicles and public transportation. The map of the partner's location from the University of West Sulawesi can be seen in Figure 3.

During the training activity, there were 15 teachers who participated in the activity. They are teachers who actively work at SDN 7 Ulu Balombong. The activity was held on Thursday, July 18, 2024. The activity began with participant registration at 9.45 AM where the teachers filled in the attendance list. After that, a series of training and mentoring activities began at 10.00 AM. The initial activity was the opening by the Master of Ceremony (MC). Then, it was continued with the playing of the Indonesian Raya song, reading prayers, and remarks from the implementing team.

The activity was then opened by one of the teachers representing the Principal of SDN 7 Ulu Balombong, namely Mrs. Suryanti Karim, S.Pd. In her remarks, she greatly appreciated the presence of academics at the school in order to improve teachers' understanding of using technology in learning.

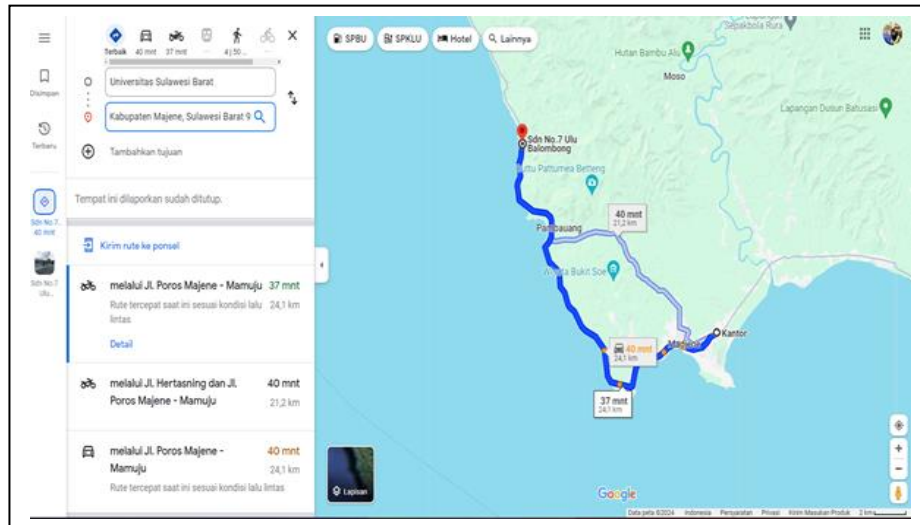


Figure 3. Direction map between Universitas Sulawesi Barat and SDN 7 Ulu Balombong

After the opening of the activity, it was continued with a material session that can be seen in Figures 4 and 5. The first material related to the theme of Canva as an alternative technology used in learning delivered by Nursyam Anaguna. In the first material, the basic concept of Canva and its relation to learning media used in the classroom were explained. Furthermore, the second material was facilitated by Nurhikma Arifin with the theme of compiling creative learning media using Canva. During this mentoring session, participants were given mentoring in developing learning media using Canva that were in accordance with the teacher's teaching materials in the classroom. In the Canva application, teachers can design interesting and attractive teaching materials according to their respective creativity. During this session, teachers were also given the opportunity to ask questions and practice their skills in using technology that was adjusted to the subject of expertise of each teacher. They were taught how to start operating Canva, choosing appropriate animations and texts, choosing interesting music and sounds in creating teaching materials. An overview of the training and mentoring conditions can be seen in Figure 4, while Figure 5 shows a group photo session between the implementing team and the school where the community service activity took place.

Observation Stage

The third stage in this community service activity is observation. This activity is carried out during the mentoring activity. Observation aims to determine the increase in knowledge and skills possessed by teachers in developing learning media using Canva. In the observation activity, there were several obstacles found when teachers were given Canva technology assistance which can be seen in Table 1. The obstacles encountered occurred directly during the mentoring activity. To overcome some of these obstacles, there are suggestions and improvements which are also included in Table 1.



Figure 4. Mentoring and training situation using Canva



Figure 5. Photo session with the participants

Table 1. Obstacles, suggestions and improvements toward the implementation activity

Obstacles	Suggestions and Improvements
Some teachers are not very proficient in operating computers.	Before the implementation of Canva training activities, there should be training on the use of computer technology for teachers. This can help the effectiveness of the learning process using Canva media.
There are teachers who are unable to remember the technical procedures in operating the Canva application, even after being given repeated guidance.	It would be better if there was a Canva module that was easy for teachers to understand and was developed based on the teachers' initial competencies. This could train teachers in reading and repeating the Canva operating procedures or steps.
There are some teachers who do not bring their own laptops. This results in the teacher use the school's laptop whose capacity does not support using applications such as Canva. Therefore, the display on the speaker's screen is different from the display on the participant's computer.	In subsequent training and mentoring activities, a location for the activity is required, such as a computer laboratory that has computers that support the Canva application.
Teachers are still thinking about what materials are suitable for Canva technology media. Therefore, there is still a lot of time spent in designing ideas or concepts for materials.	In the next training, teachers need to send the concept of the material they want to develop so that it can be adapted to the use of the Canva application.

While providing assistance, the teachers and the implementing team also held discussions or Q & A (Question and Answer) sessions related to what the teachers did not understand. Many questions from participants were related to the Canva application such as features, sound, images, and how to buy a premium account. This session ended with a closing session and break by the MC at 01.00 PM.

Reflection and Evaluation Stages

There are several success indicators of this community service activity, including increasing teacher empowerment, increasing digital literacy and increasing the quality of learning. The purpose of increasing teacher empowerment is to increase teacher skills in integrating Canva technology in learning. This indicator is measured based on the results of observations during training and during monitoring of post-training activities. The increase in digital literacy is the increase in teacher digital literacy related to the development of Canva technology in learning. Then the last indicator is increasing the quality of learning is the increase in the quality of learning through the use of creative learning media based on Canva technology. The second and third indicators are measured using questionnaires and surveys related to satisfaction and the results of creative learning media created after training and mentoring activities.

Based on the program implementation indicators, there are 3 types of evaluations carried out, namely: 1) Evaluation of teacher skills in integrating Canva technology in learning; 2) Evaluation of teacher digital literacy related to the development of Canva technology in learning; and 3) Evaluation of the quality of learning through the use of creative learning media based on Canva technology. The evaluation was carried out after the community service activities were completed. Each participant was given a questionnaire and satisfaction survey containing several statements related to participant satisfaction in participating in training and mentoring activities.

The questionnaire contains four aspects, including: 1) Canva training and mentoring materials, 2) Canva training committee, 3) Canva training and mentoring activity circumstance, 4) Use of Canva training and mentoring media. The level of satisfaction indicators are expressed in several scales, namely Strongly Disagree (Point 1), Disagree (Point 2), Less Agree (Point 3), Agree (Point 4) and Strongly Agree (Point 5). For details of the contents of the questionnaire statements, please see Table 2 to Table 5 as follows.

Table 2. Questionnaire statement at material aspect

A. Canva training and mentoring materials		Score
1	The training materials and mentoring provided are useful in learning activities.	1-5
2	The training and mentoring materials provided are easy to understand.	1-5
3	The scope of training materials and mentoring provided is complete.	1-5
4	The training materials and mentoring provided were in accordance with my expectations and needs.	1-5
5	The training materials and mentoring provided can be applied in learning activities.	1-5

Table 3. Questionnaire statement at Canva training committee aspect

B. Canva training committee		Score
1	Explanation of training and mentoring materials is delivered systematically.	1-5
2	The training activity committee has good communication skills.	1-5
3	The training activity committee has a good command of the training material.	1-5
4	The training activity committee carries out activities according to the established schedule.	1-5
5	The training and mentoring activity committee provides time for discussion during the activity.	1-5

Table 4. Questionnaire statement at Canva training and mentoring circumstance

C. Canva training and mentoring activity circumstance		Score
1	The ongoing training and mentoring activities felt tiresome.	1-5
2	The training and mentoring activity committee was able to create an interesting circumstance.	1-5
3	Training and mentoring activities provide examples of good activities.	1-5
4	The circumstance of the training and mentoring activities that took place was not interactive.	1-5
5	The other committee members were very helpful during the event.	1-5

Table 5. Questionnaire statements at media used in the training and mentoring activity

D. Use of Canva training and mentoring media		Score
1	The powerpoint material used is incomplete and confusing.	1-5
2	The Power Point material used is easy to understand and is arranged systematically.	1-5
3	The sound system media used is good and can be heard clearly.	1-5

The questionnaire was distributed to participants after the training activity was completed. There were 15 participants who filled out the questionnaire. The results of the score calculation for each aspect along with the percentage can be seen in Table 6 below.

Table 6. The average percentage of material aspects

A. Canva training and mentoring materials		1	2	3	4	5	Average (%)
1	The training materials and mentoring provided are useful in learning activities.	0	0	0	8	7	89,3 %
2	The training and mentoring materials provided are easy to understand.	0	0	1	9	5	85,3 %

A. Canva training and mentoring materials		1	2	3	4	5	Average (%)
3	The scope of training materials and mentoring provided is complete.	0	0	0	9	6	88 %
4	The training materials and mentoring provided were in accordance with my expectations and needs.	0	0	0	8	7	89,3 %
5	The training materials and mentoring provided can be applied in learning activities.	0	0	0	8	7	89,3 %
Average Rating							88,24 %

Table 7. The average percentage of committee aspect

B. Canva training committee		1	2	3	4	5	Average (%)
1	Explanation of training and mentoring materials is delivered systematically.	0	0	1	8	6	86,67 %
2	The training activity committee has good communication skills.	0	0	0	6	9	92 %
3	The training activity committee has a good command of the training material.	0	0	0	7	8	90,67 %
4	The training activity committee carries out activities according to the established schedule.	0	0	0	4	11	94,67 %
5	The training and mentoring activity committee provides time for discussion during the activity.	0	0	0	5	10	93,3 %
Average Rating							91,46 %

Table 8. The average percentage of circumstance aspect

C. Canva training and mentoring activity circumstance		1	2	3	4	5	Average (%)
1	The ongoing training and mentoring activities felt tiresome.	6	6	3	0	0	84 %
2	The training and mentoring activity committee was able to create an interesting circumstance.	0	0	0	6	9	92 %
3	Training and mentoring activities provide examples of good activities.	0	0	0	5	10	93,33 %
4	The circumstance of the training and mentoring activities that took place was not interactive.	5	5	5	0	0	80 %
5	The other committee members were very helpful during the event.	0	0	0	6	9	92 %
Average Rating							88,27 %

Table 9. The average percentage of media aspect

D. Use of Canva training and mentoring media		1	2	3	4	5	Average (%)
1	The powerpoint material used is incomplete and confusing.	5	7	3	0	0	82,67 %
2	The Power Point material used is easy to understand and is arranged systematically.	0	0	0	5	10	93,33 %
3	The sound system media used is good and can be heard clearly.	0	0	0	3	12	96 %
Average Rating							90,67 %

Based on Table 6, the materials used in the training and mentoring activities for the use of Canva are included in the very satisfied category, namely obtaining an average assessment score of 88.24%. As for the aspect of the community service committee, the results of the satisfaction survey showed that the training participants were very satisfied with the committee that worked, which was indicated by a percentage of 91.46. Furthermore, for the aspect of the atmosphere of the activity, an average assessment score of 88.27% was obtained, which was included in the very satisfied category.

Then for the fourth aspect, namely the use of media in Canva training and mentoring, an average assessment score percentage of 90.67% was obtained. In general, the percentage score obtained from the questionnaire results was 89.66%, which means that it can be concluded that the participants were very satisfied with the Canva training and mentoring activities carried out by the community service team.

Based on the aforementioned evidence reveal that the teachers were very satisfied with the activities. This is certainly a positive response that emerged in an effort to improve teachers' skills in using technology in learning. The positive response shown by teachers at SDN 7 Ulu Balombong turned out to be the same as the responses of several other teachers who had participated in the Canva training activities (Kartika Sari et al., 2023; Mulyawati et al., 2022; Nurhayati et al., 2022). With the Canva application, teachers are able to design and create learning media with various text genres (Kartika Sari et al., 2023). In addition, according to (Nurhayati et al., 2022), Canva is a suitable media for use in online learning. This shows the harmony in the world of education today which is starting to reverse the traditional learning process into digital-based learning using technology. According to (Mulyawati et al., 2022), Canva is a creative learning media that is easy to use and designed according to student needs. In addition, teaching modules developed with Canva can be more creative and interesting (Nurfitriyanti et al., 2022).

Monitoring and Mentoring Stages

Monitoring activities are carried out to see how the development of participants' skills in designing learning media using Canva. This monitoring and mentoring are conducted synchronously and asynchronously through Whatsapp groups and Zoom meetings with teachers for two months after the activity is carried out. The results of monitoring and mentoring are three teachers who have been able to design canva-based learning media according to their respective fields of study. However, based on the results of interviews with several teachers, it was found that they still had difficulties and needed help to complete the canva design in its entirety.

There were several obstacles found during the training and mentoring process for using Canva, including some educators who were not very proficient in using computers. This was because some teachers at SDN 7 Ulu Balombong were quite old, so they were unable to adapt to technological developments, especially computers. Thus, there should be training in the use of computer technology for teachers before studying Canva in more depth. This can help the effectiveness of the learning process using Canva media.

Another obstacle found in the training and mentoring process was the inability of teachers to remember the technical steps in running the Canva application. This resulted in the presenter having to explain repeatedly. Thus, a Canva usage module is needed that is written in a language that is easy for teachers to understand so that they can read and use it in the process of developing learning media using Canva.

In developing creative teaching media using Canva, a computer device and a wifi network are required. This is one of the obstacles because there are teachers who have limited laptop devices, so to design learning media using Canva, they have to arrange it at school with the available devices. Meanwhile, the school's laptops actually have a capacity that does not yet support the use of applications such as Canva. In addition, in designing learning media based on Canva, teachers also still find it difficult to think of materials that are in accordance with the technology. According to (Darwis et al., 2024) one way for teachers to be more creative in developing digital versions of teaching materials is through workshops on converting teaching materials into e-books. If this is done first, it can minimize the time consumed during the process of designing ideas or material concepts. Of course, this is a consideration in subsequent training and mentoring activities. By learning using systematic, complete and integrated modules, it will produce maximum learning outcomes (Tusyanah et al., 2024).

4. CONCLUSION

Based on the results of the research and discussion above, there are several conclusions that can be obtained, namely that the teachers gave a positive response during the implementation of the

activity as evidenced by the results of the questionnaire and satisfaction survey that they filled out after the implementation of the activity. The positive response showed an average assessment figure of 89.66% which is included in the category of very satisfied in terms of media, committee, activity circumstance, and media use. In the implementation of the activity, several obstacles were also found that could be recommendations for further community service activities, including: the need for computer training, the need for a simple Canva usage module, the need for more sophisticated computer and network devices, and the need for presentation of materials related to the preparation of concepts or ideas for materials that are suitable for Canva media.

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