Training of Canva-Based Learning Media Usage

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INFORMASI ARTIKEL	ABSTRAK

Kata Kunci:
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Canva merupakan program desain grafis berbasis teks yang sering digunakan untuk materi presentasi. Penerapan aplikasi Canva dapat membantu dan mendidik dosen serta mahasiswa dalam memfasilitasi pembuatan materi presentasi yang efektif. Kegiatan pengabdian kepada masyarakat ini dilakukan di Institut Agama Islam Al-Mujaddin Sabak, Tanjung Jabung Barat, Jambi, Indonesia, yang belum sepenuhnya memanfaatkan Canva. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk melatih dosen dan mahasiswa dalam meningkatkan keterampilan mereka dalam mengembangkan materi presentasi yang efektif melalui Canva. Kegiatan ini diawali dengan penyampaian materi kepada peserta pengabdian, dilanjutkan dengan pelatihan tentang cara membuat materi presentasi menggunakan Canva. Melalui pelatihan presentasi dan penggunaan aplikasi Canva, dosen dan mahasiswa diharapkan dapat menggunakan keterampilan ini secara efektif dalam proses pembelajaran mata kuliah yang memerlukan presentasi berbasis teknologi dan memanfaatkan pelatihan presentasi dengan tepat. Sebelum pelatihan, banyak peserta yang belum mengetahui beragam fitur dan keunggulan aplikasi Canva. Setelah pelatihan, para peserta menyatakan puas dengan pengalaman mereka menggunakan Canva dan memperoleh pengetahuan serta keterampilan baru yang dapat diterapkan oleh mahasiswa. Pemanfaatan aplikasi Canva oleh peserta sangat menguntungkan, meningkatkan minat, keterlibatan, dan rasa percaya diri, yang selanjutnya menumbuhkan kreativitas dan pemahaman terhadap materi pelajaran. Rekomendasi mencakup pemberian kesempatan pengembangan profesional bagi para dosen dan mahasiswa, serta memberikan umpan balik untuk meningkatkan pemanfaatan Canva di kelas. Pelatihan ini menyoroti potensi teknologi, yaitu integrasi Canva dalam lingkungan pendidikan, untuk meningkatkan motivasi, kreativitas, dan kerja sama tim.

ABSTRACT

Keywords:
Training
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Education
Community service

Canva is a text-centric graphic design program frequently utilized for presentation materials. The implementation of the Canva application can assist and educate students in facilitating the creation of effective presentation materials. This community service initiative was conducted at the Al-Mujaddin Islamic Institute in Sabak, West Tanjung Jabung, Jambi, Indonesia, which has not fully utilized Canva. This community service initiative aims to train lecturers and students in enhancing their skills in developing effective presentation materials via Canva. This activity commences with the presentation of materials to the service participants, followed by training on how to produce presentation materials using Canva. Through presentation training and the use of the Canva application, lecturers and students are anticipated to effectively use these skills in the learning process of subjects necessitating technology-mediated presentations and to utilize presentation training appropriately. Prior to the training, many participants were unaware of the diverse features and advantages of the Canva application. Following the training, participants expressed satisfaction with their experience using Canva and acquired new knowledge and skills applicable to students. The utilization of the Canva application by participants is highly advantageous, enhancing interest, engagement, and self-assurance, which subsequently fosters creativity and comprehension of the subject matter. Recommendations entail offering professional development opportunities for professors and students, as well as delivering feedback to enhance the utilization of Canva in the classroom. This seminar highlights the potential of technology, namely the integration of Canva in educational settings, to improve motivation, creativity, and teamwork.

I.　INTRODUCTION

The incorporation of digital devices in education has changed conventional teaching and learning approaches in recent years and presents fresh chances to raise instructor and student involvement in academic success. All those involved in the field of education have to be able to follow, stay up with, and apply the advancement of this technology in any classroom (Nyoman Sugiani, 2023). Teachers among them should be able to employ graphic media (textbooks, images), video media (educational videos), Power Point presentations, and display media (boards) to improve learning by visual aids, audiovisual content, interactive teaching, and student involvement. (Titiyanti et al., 2022).

Particularly among students, the ability to visually transmit knowledge is quite crucial in the fast expanding digital age. Both for instructional purposes and to showcase research results, lecturers and students struggle much in creating interesting and instructive scientific presentations and publications (Utami & Naryatmojo, 2016). In front of the public or audience, a presentation is a means of presenting or expressing a person's ideas or thoughts at an invitation forum or activity aiming at fostering mutual understanding or agreement (Utami & Naryatmojo, 2016).

In current education, learning media is essential for enhancing the effectiveness and efficiency of knowledge transfer, with a noticeable transition from conventional methods to modern approaches. Conventional media, including blackboards and printed texts, while historically fundamental to education, frequently suffer from restricted interactivity and limited access to dynamic information. Conversely, contemporary media employing digital technology presents significant opportunities for enhancing student engagement and individualizing learning. Nonetheless, this transformation frequently encounters obstacles, resulting in a considerable disparity between potential and actual implementation in the field. An analysis of diverse community service activities reveals that the primary impediments to optimizing modern learning media include inadequate infrastructure, insufficient instructor proficiency in technology integration, and resistance to change from several stakeholders. In community service at various rural schools, it was seen that despite a willingness to transition to digital media, insufficient internet connectivity and a lack of teacher training were the primary impediments. Consequently, it is essential to perform a thorough gap analysis to pinpoint deficiencies in this transition and develop suitable intervention techniques to fully leverage the potential of contemporary learning media.

Technology is also capable of generating presentation material designs in the digital era of today. As time progresses, the technology used to produce presentations is becoming increasingly diverse and evolving (Amrina et al., 2022). One of the well-known and user-friendly platforms is Canva. In fact, even according to Zainuddin & Awaluddin, (2022), Canva's efficacy as a learning tool is exceptional. Canva includes a feature that enables users to generate presentation materials. In Canva, there are a variety of templates that are pre-designed and can be used to support the creation of presentation materials. In addition to the text display templates, the elements, graphics, animations, and other features available in Canva will also assist in resolving issues related to the lack of student interest in the material delivery process, which has resulted in minimal student comprehension. This has been the most significant obstacle to the learning process thus far.

We intend to provide lecturers, and particularly students in the fifth semester, with the abilities necessary to achieve professional design results without having a solid background in design through the training that we are providing. It is being hoped that students will not only be able to make visually appealing presentations with the help of Canva, but that they will also be able to communicate their thoughts and information in a more efficient manner. The training that students receive will not only assist them in the process of putting together presentations, but it will also provide them with abilities that can be utilized in a variety of academic and professional contexts in the future. As a result of the enhancement of design abilities and the capacity to manage technological elements, we expect that both students and lecturers will experience more self-assurance while presenting their scientific work, and they will be able to make a more significant contribution to the academic environment as well as the wider community. With this information in mind, we have high hopes that this training would be able to offer genuine advantages to students and better prepare them for the more difficult difficulties that they will face in the academic and professional worlds. By working together, let's enhance our talents in design and presentation so that we may obtain the best possible results in every piece of work that we undertake. Generate successors who are adept in technology skills. The acquisition of digital information is of utmost significance in order to enhance the

learning and digital abilities of students, with the ultimate goal of preparing the next generation of the nation to be skilled in technology (Monika Astherina Puspitasari et al., 2023).

As a result, it is essential to enhance the capabilities of these young researchers by giving them with training in the design tool Canva, which is available for free use.ne. Although there are numerous applications that can be used, Canva is the one that bridges the gap between the two parties.   (Rusi   et   al.,   2024). As a result, it is essential to enhance the capabilities of these young researchers by giving them with training in the design tool Canva, which is available for free use.

Because of this, we decided to develop a community service program at an Islamic institution, with the primary focus being on digital-based instruction delivered through the use of Canva. Students who wish to increase the quality of their presentations and scientific papers will find Canva to be a very helpful tool for visual design because it is also incredibly user-friendly (Alfian et al., 2022). We intend to provide lecturers, and particularly students in the fifth semester, with the abilities necessary to achieve professional design results without having a solid background in design through the training that we are providing. It is being hoped that students will not only be able to make visually appealing presentations with the help of Canva, but that they will also be able to communicate their thoughts and information in a more efficient manner. The training that students receive will not only assist them in the process of putting together presentations, but it will also provide them with abilities that can be utilized in a variety of academic and professional contexts in the future. As a result of the enhancement of design abilities and the capacity to manage technological elements, we expect that both students and lecturers will experience more self-assurance while presenting their scientific work, and they will be able to make a more significant contribution to the academic environment as well as the wider community. With this information in mind, we have high hopes that this training would be able to offer genuine advantages to students and better prepare them for the more difficult difficulties that they will face in the academic and professional worlds. By working together, let's enhance our talents in design and presentation so that we may obtain the best possible results in every piece of work that we undertake.

II. PROBLEM

Canva is recognized as a versatile tool for online graphic design, incorporating a range of AI technology features (Proceedings & Psychology, 2016). The Canva application enables educators to efficiently create teaching materials, including presentations and interactive learning videos, with ease. The community service team carried out a survey and conducted interviews with lecturers at the Al-Mujaddid Sabak Religious Institute to assess the level of understanding regarding the use of Canva among both lecturers and students. The results of the survey and interviews showed that at the Al-Mujaddid Sabak Religious Institute, there had never been an activity discussing the use of Canva, especially in creating presentation material designs. To enhance the proficiency of lecturers and students in creating presentation materials with Canva, it is essential to provide relevant and intensive training on the subject. The training took place in the hall of the Al-Mujaddid Sabak Religious Institute as part of a Community Service initiative. This training aims to equip lecturers and students with a fundamental understanding of graphic design concepts, enabling them to develop skills for creating engaging and interactive presentations using Canva. This can significantly assist lecturers and students in preparing presentation assignments on campus and enhance the communication skills of both parties.

On the basis of this, on Saturday, September 7, 2024, the Community Service team of the Islamic Religious Education Study Program and the Islamic Education Management Study Program, which was chaired by Dr. Rasidin, M.Ag, conducted a Community Service activity at the Al-Mujaddid Sabak Religious Institute. The activity consisted of training in the creation of learning media using Canva for lecturers and students at the Al-Mujaddid Sabak Religious Institute. This training was conducted by traveling 70 kilometers from campus 1 of the University of Islam Sulthan Thaha Saifuddin Jambi.
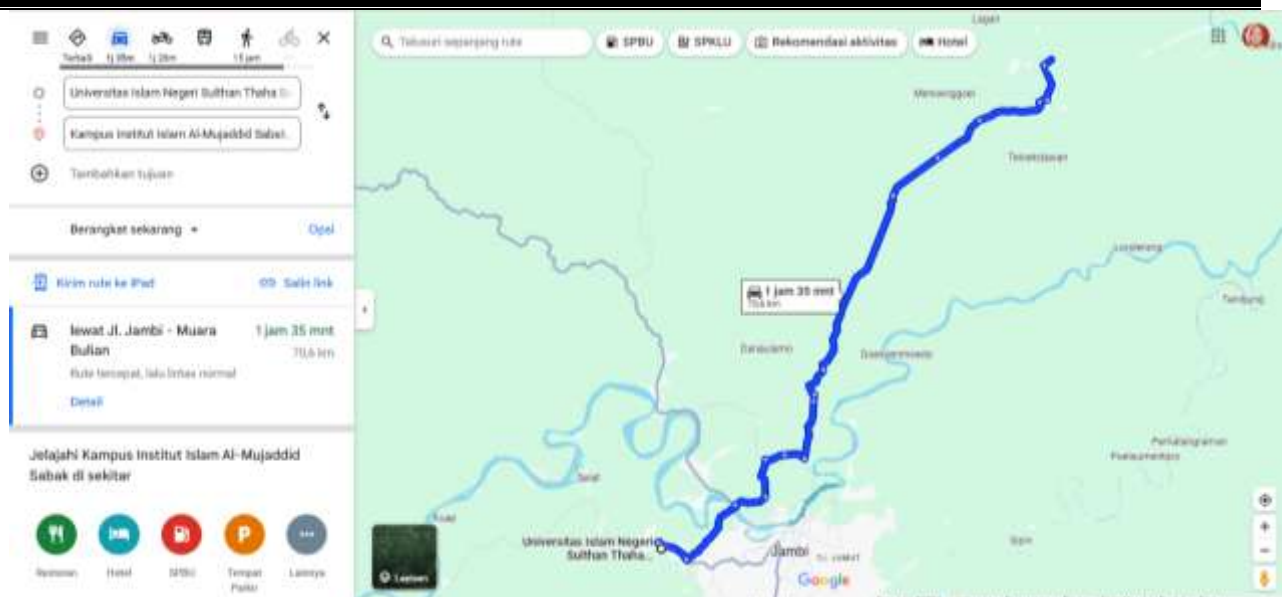
Figure 1. Map of PkM locations

Held at the Hall of the Al-Mujaddid Sabak Institute of Religion, Lecturers and Students avidly participated in the training session. Attended directly by the Vice Chancellor III (Student Affairs, Graduates and Cooperation) of the Al-Mujaddid Sabak Institute of Religion welcoming, Dr. H. Muh Misdar, M.Ag welcomed the implementation of the activity with joy since it is in line with the needs of the school where teachers are required to be able to carry out teaching and learning activities more interactively in accordance with the demands in the independent curriculum.

III. METHODOLOGY

All of the study programs of the Al-Mujaddin Sabak Institute of Religion, including the Islamic Banking Study Program, Islamic Economic Law Study Program, Elementary Madrasah Teacher Education Study Program, and Islamic Economics Study Program, are required to participate in community service activities. The total number of individuals that are participating in the training is thirty-five (35). As a result of the training process, the dynamics of the participants proceeded well, and there was communication that was dialogical and critical in both directions.

Canva is an increasingly popular application that facilitates the learning process. This online graphic design tool provides an array of user-friendly features and appealing templates ideal for developing interactive and visual educational materials. Community service data indicates that the utilization of Canva markedly enhances student participation in the educational process, evidenced by their passion for comprehending material conveyed through infographics, posters, and presentations created with Canva. As mention by Syifa (2024) that Canva enables students to generate visually alluring materials, including presentations, infographics, and posters, which can substantially enhance their interest in learning.

The stages of implementing community service activities are learning activities in the classroom, with learning materials, namely: (1) Conducting an introduction to the use of the Canva application, (2) Conducting a free demo of the use of the Canva application from the internet, and (3) Monitoring and evaluation of the results of the socialization to measure the extent to which the level of understanding of partners regarding the assistance provided by the service team.

The following methodology approaches are utilized in the learning process:
1. Presentations and Discussions; the material that is presented includes instruction on how to use the Canva program; Introduction to Graphic Design is the first topic today; Introduction to Canva is the second topic; and The third topic is how to use Canva.
2. Downloading and installing the Canva program on the mobile or computer device belonging to the participant.

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3. On-the-job training, often known as OJT or practice through the utilization of this practice approach, the ultimate objective is to ensure that partners are able to utilize the Canva application and create designs that are appealing.

The capabilities of Canva for the development of Interactive Learning Media and Responsive Design include: Canva facilitates responsive design, which enables lecturers to generate materials that appear visually appealing on a diverse array of devices, such as smartphones, tablets, and computers. Interactive Elements: Canva offers a variety of interactive elements that can be incorporated into the materials that are generated, including animations, hyperlinks, videos, and buttons (Rezkyana & Agustini, 2022). Learning Templates: Canva offers templates that are specifically designed for learning, allowing educators to begin swiftly and save time. Collaboration: lecturers have the option to invite other lecturers or students to participate in the development of educational materials, thereby increasing their interactivity and diversity. The subsequent actions can be taken to generate interactive learning media using Canva:

a. Establish an account with Canva. The initial step is to establish a Canva account. It is possible for training participants to register using their email or social media accounts. The free version of Canva is quite beneficial; however, it may be advantageous to upgrade to the paid version in order to access additional features.

b. Choose the Type of Learning Material. Select the form of material you wish to generate after logging into Canva. For instance, participants may select the "Presentation" option to generate interactive teaching or presentation materials, or the "Poster" option to generate infographic materials.

c. Design Material. Participants initiate the creative process by developing presentation materials that are tailored to their requirements. Participants have the option to utilize pre-existing templates or develop their own designs. Ensure that the material is presented in a professional manner by considering the type of font used, the layout settings, and the aesthetics.

d. Incorporate Interactive Elements. This is a critical phase in the development of interactive presentation materials. To enhance the interactivity of your materials, participants may incorporate elements such as hyperlinks, animated images (GIFs), videos, and buttons. For instance, when developing a presentation, participants may incorporate icons that hyperlink to additional pages or videos that elucidate specific concepts.

e. Evaluate the learning materials and media. It is imperative that the interactive elements are tested prior to the participants sharing their materials with the audience or other learning participants in the class. Ensure that all videos and links function effectively and are consistent with the learning objectives. Utilizing technology to improve the learning experience is a positive step, as is the creation of interactive learning media using Canva. This platform offers interactive features and powerful design tools that enable instructors and curriculum makers to develop more engaging and effective materials. In this digital era, education can be rendered more interactive, pertinent, and engaging for students by employing Canva's creative capabilities.

IV. RESULTS AND DISCUSSION

Increasing the ability to create learning media is a requirement for every lecturer and student today. Moreover, this is a place to improve student competence which will ultimately have an impact on improving the quality of student education. So with this training program, students feel very helped to become more productive students.

Moreover, the outcomes of community service indicate that Canva facilitates material preparation for educators while simultaneously enabling students to express their creativity and graphically articulate their thoughts. Canva's versatility facilitates collaboration between educators and learners on projects, promoting active and interactive learning. The application of Canva in this community service initiative demonstrates that this platform may enhance the learning experience, rendering it more engaging, comprehensible, and pertinent to the demands of 21st-century education.

Implementing an educational revolution in the era of Society 5; In order to overcome the obstacles and opportunities presented by technology-based learning, it is necessary for students, instructors, parents, and schools to work together. This will allow for the achievement of learning goals that are both successful and relevant in the future. Society 5.0 is related with a distinct set of dangers that are connected to the creation and utilization of new technology. In today's world, it is essential for every student and every professor to

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have the skills necessary to develop their own learning media. Furthermore, this is a place where students can increase their competency, which will ultimately have an effect on the quality of education that students receive. Consequently, students have reported feeling greatly helped to become more productive students as a result of this training session.

The beneficial effects of utilizing Canva as an educational tool encompass a notable enhancement in student motivation, demonstrated by elevated levels of engagement during instructional sessions. Observations indicate that Canva's captivating visual design and interactive functionalities stimulate student creativity, leading to more unique and individualized projects than conventional techniques. Moreover, student self-evaluation outcomes and instructor assessments regularly underscore Canva's user-friendliness, enabling students to concentrate on material acquisition without being hindered by the tool's complexity. A comparative review of assignment scores prior to and following the adoption of Canva reveals an enhancement in the quality of student learning outcomes, particularly in tasks related to presentation and information visualization. Post-experiment survey data indicated that most students experienced increased confidence in articulating their thoughts after utilizing Canva, so reinforcing the premise that this tool facilitates the enhancement of 21st-century skills. These statistics jointly substantiate Canva's efficacy as a versatile educational instrument, enhancing subject comprehension while fostering students' creative and presentation abilities.

The results of community service activities with the theme: training in generating learning media using the Canva program for lecturers and students at the Al-Mujaddin Sabak Institute of Religion, with a total of 35 participants in the activities. The head of PKM, Dr. Rasidin, M.Ag, gave a speech at the beginning of this training and workshop activity. The purpose of the speech was to express gratitude to the Chancellor, who was represented by the Vice Chancellor III, Dr. H. Muh Misdar, M.Ag, for granting him permission to carry out work related to PKM. Additionally, the speech was delivered by the Vice Chancellor 3, Dr. H. Muh Misdar, M.Ag, as a way of expressing gratitude to the lecturers of the State Islamic University of Sulthan Thaha Saifuddin Jambi. These lecturers were willing to participate in this Community Service activity because the event was very beneficial, particularly in terms of developing the skills of lecturers and preparing student skills in developing learning media and presentations. The response from the individuals who took part in the community service activities that were organized by the Al-Mujaddin Sabak Institute of Religion was very positive and very enthusiastic. This can be observed from the fact that the participants were very enthusiastic about following the training and workshop from the beginning to the end, and they were very interactive during the question and answer session.

The Community Service Activities that were carried out at the Al-Mujaddin Sabak Religious Institute as a step to develop the capabilities of community service participants in the creation of learning media and presentations using the Canva application went very well. This was due to the fact that all of the participants were very enthusiastic about following the activities from the beginning to the end. The following outcomes were generated as a result of this community service activity, which was based on direct observations made during the activity: It is anticipated that all of the professors at the Al-Mujaddin Sabak Religious Institute would be able to use the Canva program to generate various forms of educational media. b. It is anticipated that the learning media that are developed by lecturers would be interactive, creative, and innovative learning media. As a result of employing learning media with Canva, it is anticipated that students at the Al-Mujaddin Sabak Religious Institute will have increased learning achievement and a higher level of motivation to learn.

Figure 2. Group photo of the team and community service participants

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Figure 3. Community service activity process

Beginning with the supply of materials, conversations, and practices, continuing through the implementation of training activities, and culminating in the creation of reports, the Canva application training activity as a medium for developing learning material designs and presentations went off without a hitch. After reviewing the assessment form, it was determined that the individuals who participated in the training were content and pleased with the instruction that they had received.

V.   CONCLUSION

The application has not been utilized by the students in order to produce educational media during the procedure. Providing assistance to students in order to facilitate the creation of learning media is a responsibility that is shared by everybody. At the Al Mujaddin Sabak Institute of Religion, the Community Service Activities that were centred around the topic of Training in Making Learning Media with Canva in the community have, for the most part, been carried out in a seamless and organized manner. Lecturers at the Sulthan Thaha Saifuddin Jambi State Islamic University gave participants with the opportunity to participate in activities that included explanations of materials and instruction in the creation of learning media using Canva. The participants expressed a great deal of enthusiasm about their participation in these activities. Even during the question and answer sessions and the practical activities, the participants in the Community Service program maintained their enthusiasm.

In community service activities, Canva has demonstrated its effectiveness as a learning medium. The enthusiasm of participants in participating in training sessions and producing a variety of visual products was significantly influenced by the use of this graphic design platform, which also enhanced their interest in learning. Canva's user-friendly interface enables individuals from a variety of backgrounds to cultivate their digital skills and creativity without encountering substantial challenges, thereby facilitating the attainment of predetermined learning objectives.

Moreover, the application of Canva in the context of community service is not restricted to the enhancement of individual skills; it also enhances the dissemination and communication of information within the community. The data collected indicates that the visual output generated by participants, including posters and infographics, is frequently employed for program socialization or educational campaigns. This demonstrates that Canva can serve as a critical tool in community empowerment by providing visually appealing and easily comprehensible content.

This community service activity was deemed successful due to the fact that the participants showed a significant amount of interest in the training and workshop on the creation of learning media. This was due to the fact that the information that was presented was extremely helpful for teachers to implement when they were teaching students in the classroom. As a result, it is intended that students would be more engaged in class and have a high level of drive to learn if they are able to learn in the classroom. These implementers, in their capacity as lecturers, are also able to fulfill the duty obligation of higher education, which includes the responsibility of performing community service as one of their tasks.

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