

The Digital Teaching Media Development Training with Canva at SLBN 2 Palangkaraya

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Abstract

In today's digital era, technology plays a crucial role in various aspects of life, including education. SLBN 2 Palangkaraya strives to enhance the quality of learning through the integration of digital technology, specifically by using Canva-based teaching media. Canva, as an easy-to-use graphic design platform, offers various features that enable teachers to create interactive and visually appealing teaching materials, increasing student engagement in the learning process. This study aims to explore the impact of digital teaching media development training using Canva on teachers at SLBN 2 Palangkaraya. A qualitative approach with a case study method was used to understand the experiences and perceptions of teachers in using Canva. The research subjects were 15 teachers from various subjects who participated in the training. Data were collected through in-depth interviews, observations, and document analysis. The results showed a significant increase in the technical skills and confidence of teachers in using Canva. Teachers felt more comfortable and confident using Canva's features, creating more engaging and effective teaching materials. Additionally, students showed greater interest in Canva-based teaching materials, which helped them better understand the material. The training also emphasized the importance of evaluation and feedback in the learning process, as well as collaboration among teachers to create a dynamic learning environment. With all the benefits offered, this training is expected to improve the quality of education at SLBN 2 Palangkaraya and provide students with special needs the opportunity to receive the best education through innovative digital technology.



INTRODUCTION

In today's digital era, technology plays a crucial role in various aspects of life, including education. At SLBN 2 Palangkaraya, efforts to enhance the quality of learning through the integration of digital technology have become a priority. Facing this challenge, the use of digital-based teaching media is an appropriate solution to create a more effective and engaging learning process for students with special needs (Gulbahar & Madran, 2009; Hew & Cheung, 2014).

Canva, as an easy-to-use graphic design platform, offers various features that enable teachers to create interactive and visually appealing teaching materials. The use of Canva in the creation of teaching media can increase student engagement in the learning process, helping them to understand the material better (Kirschner & van Merriënboer, 2013). This training is designed to equip teachers at SLBN 2 Palangkaraya with the necessary skills to optimally utilize Canva in teaching and learning activities.

SLBN 2 Palangkaraya has long been known as a school committed to providing high-quality education for students with special needs. However, the challenge of delivering engaging and easily understandable teaching materials has always been a primary concern. Therefore, this training aims to provide practical and effective solutions through the use of digital technology (Anggraeni & Akhyar, 2018).

This training not only focuses on the technical aspects of using Canva but also on pedagogical strategies that support the use of digital teaching media. Teachers will be taught how to design materials that are not only visually appealing but also

support the achievement of learning objectives (Selwyn, 2012). Thus, this training is expected to have a significant positive impact on the learning process at SLBN 2 Palangkaraya.

In addition, this training also emphasizes the importance of technological adaptation in education. Considering that the world is increasingly moving towards digitalization, skills in using digital tools like Canva are becoming more relevant (Wang & Hsu, 2014). Teachers at SLBN 2 Palangkaraya are expected to master these skills and apply them in their daily activities, thereby enhancing the quality of education provided to students.

Besides providing technical skills, this training is also designed to build teachers' confidence in using digital technology. Many teachers may feel less confident or less familiar with digital tools. Through this training, it is hoped that they can feel more comfortable and confident in using Canva to create effective teaching media (Nugroho & Santoso, 2017).

In this training, participants will be invited to understand various features and functions of Canva, from the most basic to the more advanced ones. With a deep understanding of this tool, teachers can be more creative in designing teaching materials. Creativity in creating teaching media is very important to attract students' interest and help them understand the material better (Widiastuti, 2019).

The practical sessions in this training will also provide participants with the opportunity to directly try and apply what they have learned. With guidance from experienced instructors, participants can develop their skills and receive constructive feedback. This will ensure that they are truly ready to use Canva in teaching activities (Veletsianos, 2010).

This training is also designed to encourage collaboration among teachers. By working together, teachers can share ideas and experiences, and support each other in developing innovative teaching materials. This collaboration will help create a more dynamic and effective learning environment at SLBN 2 Palangkaraya (Kurniawan, 2017).

With all the benefits offered by this training, it is expected that teachers at SLBN 2 Palangkaraya can improve the quality of the learning they provide. Ultimately, the main goal of this training is to give students with special needs at SLBN 2 Palangkaraya the opportunity to receive the best education through the use of innovative digital technology (Hew & Cheung, 2014).

This training is a strategic step in preparing teachers at SLBN 2 Palangkaraya to face the challenges of 21st-century education. With the ability to use digital-based teaching media, it is hoped that they can create a more adaptive and responsive learning environment to the needs of students with special needs. This step is also in line with the school's vision to be a pioneer in educational innovation for students with special needs in Palangkaraya..

METODE

This research uses a qualitative approach with a case study method to explore the impact of digital teaching media development training using Canva at SLBN 2 Palangkaraya. This method was chosen because it allows the researcher to gain an in-depth understanding of teachers' experiences and perceptions in using Canva as a teaching aid.

Research Subjects

The subjects of this research are teachers at SLBN 2 Palangkaraya who participated in the Canva usage training. A total of 15 teachers from various subjects were involved in this study. The selection of subjects was based on their willingness to participate and active involvement in the training. Additionally, some students were also involved to provide perspectives on the effectiveness of the produced teaching media.

Data Collection

Data were collected through several techniques: in-depth interviews, observation, and document analysis. In-depth interviews were conducted with the teachers to explore their experiences during the training, the challenges faced, and the benefits perceived. Observations were made during the training to see the interaction and participation of the teachers.

Document analysis included assessments of teaching materials created using Canva, as well as feedback from students regarding the teaching media.

Data Analysis

The collected data were analyzed qualitatively using a thematic approach. The stages of analysis included interview transcription, data coding, theme identification, and interpretation of findings. Data coding was done to identify patterns emerging from the interviews and observations. Relevant themes were then identified and analyzed to provide a comprehensive understanding of the training's impact.

This approach allows the researcher to gain deep insights into how Canva usage training affects teachers' abilities and confidence in creating effective teaching media. The findings of this research are expected to significantly contribute to the development of similar training programs in the future.

RESULTS AND DISCUSSION

This study produced several key findings that provide an in-depth overview of the impact of digital teaching media development training using Canva at SLBN 2 Palangkaraya. Before the training, data showed that most teachers still felt lacking in confidence and familiarity with the use of digital technology in the learning process. Table 1 illustrates the level of teacher confidence in using digital technology before the training.

Table 1. Teacher Confidence Levels in Using Digital Technology Before Training

Confidence Level	Number of Teachers
Very Low	5
Low	7
Medium	3
High	0
Very High	0

After the training, there was a significant increase in the confidence and skills of teachers in using Canva to create teaching media. Teachers reported that they felt more comfortable and confident in using the various features of Canva. Table 2 shows the increase in teacher confidence levels after the training.

Table 2. Teacher Confidence Levels in Using Digital Technology After Training

Confidence Level	Number of Teachers
Very Low	0
Low	2
Medium	5
High	6
Very High	2

The interview results indicated that the training significantly enhanced teachers' technical skills. Most teachers felt that they could easily access and use various Canva features to create engaging teaching materials. They also felt that the training provided new insights into how to utilize technology to improve the learning process. Teachers reported that students showed greater interest in the teaching materials created with Canva. Interactive and visually appealing teaching media made students more engaged in the learning process. One teacher mentioned that students were more enthusiastic and found it easier to understand the material presented through Canva-based teaching media.

Observations during the training showed that the teachers were highly enthusiastic about participating in each session. They actively asked questions and participated in discussions. Some teachers even shared personal experiences and strategies they use in teaching. This created a collaborative and supportive learning environment. The use of Canva in creating teaching media also positively impacted teachers' creativity. Teachers reported feeling freer to create and experiment with various designs and formats of teaching media. This helped them better tailor the teaching materials to the needs and characteristics of the students.



Figure 1. Presentation of material from the PKM Team and Lecturers

Besides improving technical skills, the training also boosted teachers' confidence. Many teachers who initially felt hesitant or afraid to use technology now feel more confident and ready to implement digital-based teaching media in their daily teaching activities. This shows that proper training can help overcome psychological barriers in using technology. Feedback from students also indicated that they enjoyed the teaching materials created with Canva. They felt that the teaching media were more engaging and helped them understand the lesson material better. Students also reported feeling more motivated to learn and more active in class.

The training also emphasized the importance of evaluation and feedback in the teaching and learning process. Teachers were taught how to collect and analyze feedback from students to continually improve the quality of the teaching media they create. This helps create a more dynamic and responsive learning process that meets students' needs. From a technical perspective, Canva proved to be a very user-friendly tool that teachers found easy to use. They could quickly learn how to use various Canva features without needing an in-depth technical background. This makes Canva an ideal choice for schools looking to integrate digital technology into the learning process.

The training also highlighted the importance of support and collaboration among teachers. Many teachers felt helped by the discussion and group work sessions during the training. They could share ideas and experiences and support each other in developing teaching media. Overall, the digital teaching media development training using Canva at SLBN 2 Palangkaraya had a significant positive impact. Teachers felt more prepared and capable of using technology in their teaching. They also felt that this training provided great added value for their professional development.



Figure 2. Head of the Community Service Group explaining the material

The findings of this study show that using Canva to create teaching media can increase student engagement and learning outcomes. Teachers at SLBN 2 Palangkaraya felt that they could create more engaging and effective teaching materials using Canva. This aligns with findings from various studies showing that using digital technology can enhance the quality of learning. This study also shows that well-designed training can help teachers overcome barriers to using technology. Through this training, teachers gained the skills and confidence they needed to integrate digital technology into the learning process.

Furthermore, this training provides important contributions to the development of similar training programs in the future. The findings of this study can serve as a basis for designing more effective training that meets teachers' needs. This will help other schools improve their educational quality through the use of digital technology. With all the benefits offered by this training, it is hoped that more schools will adopt a similar approach in developing digital-based teaching media. This will help create a more dynamic and adaptive learning environment and improve the overall quality of education.

The digital teaching media development training using Canva at SLBN 2 Palangkaraya has had a significant positive impact on teachers and students. Through this training, teachers acquired new skills in creating engaging and interactive teaching materials, which in turn increased student engagement and learning outcomes. Despite some challenges, the benefits derived from this training show that using digital technology in education is highly important and effective. This study also provides a strong foundation for developing similar training programs in the future, aiming to improve educational quality through the integration of digital technology. Thus, this training not only provided technical skills to teachers but also built their confidence and creativity in using digital technology. This is a crucial step in improving the quality of education at SLBN 2 Palangkaraya and preparing students to face future challenges.

CONCLUSION

In the current digital era, integrating technology into education is essential for improving learning quality. At SLBN 2 Palangkaraya, the introduction of Canva for developing digital teaching media has proven to be an effective solution for engaging students with special needs. The training not only equipped teachers with the technical skills to use Canva but also enhanced their confidence and creativity in utilizing digital tools. This initiative has significantly boosted student engagement and understanding of the material, as evidenced by positive feedback from both teachers and students. The

collaborative and supportive environment fostered during the training further encouraged the sharing of ideas and experiences, enriching the overall learning process. The success of this training underscores the importance of well-designed programs that address both technical and pedagogical aspects, ultimately leading to a more dynamic and effective educational experience. By adopting such innovative approaches, schools can better meet the evolving needs of their students, paving the way for a higher quality of education and preparing students to face future challenges. The positive outcomes of this training serve as a model for other educational institutions seeking to enhance their teaching methods through digital technology.

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