Enhancing Kindergarten Teachers' Competence in Developing Innovative Learning Media Based on Canva

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A B S T R A C K

This study aims to understand how the Canva application can be beneficial for innovative learning for kindergarten teachers in Singgahan District. The method used in this research is qualitative. The study also aims to help kindergarten teachers in Singgahan District create a more enjoyable learning environment for students, as the quality of education heavily depends on the quality of teachers and the educational media used. One way to create a more engaging learning environment is by using the Canva application. Innovative learning becomes a tool for teachers to create educational materials using technology, making it easier for students to grasp the material provided and enhance their understanding during the learning process. The Canva application can be developed in the process of producing educational media, thus the goal of this study is to enhance innovative learning by using Canva as a teaching medium that fits the learning environment. Today's learning demands teachers to adapt to technology. Based on the findings of this research, learning using the Canva application is expected to assist educators in delivering innovative lessons, as Canva facilitates teachers in presenting material.

INTRODUCTION

Early Childhood Education (PAUD) is an educational stage before primary education. PAUD is an effort directed at children from birth to six years old, through the provision of educational stimuli to aid physical and mental growth and development, preparing children to enter further education. Quality PAUD is supported by competent teachers and educational staff (GTK). Although the number of PAUD teachers is increasing, few are of high quality and proficient in technology. The quality of PAUD units in technology can be seen from how teachers use learning resources as teaching media in these institutions.

Technological advancements are changing the learning process. Current technologies, such as AI, allow students to access easy learning through smartphones, and teachers can deliver material in an engaging way (Ichsan et al., 2018). Learning with Canva can make materials and questions more attractive. Canva also makes learning more enjoyable with

many features that enable interaction between students and teachers in a single presentation (Mudinillah, 2019). Students can ask questions from the presentation, and teachers can comment on student answers and give grades directly, which can be seen by students who have completed the tasks. Canva benefits both students and teachers by delivering learning materials in an interesting and non-boring way, helping to create fun materials and questions (Nurhayati et al., 2022).

The use of the Canva application also makes learning more enjoyable because it is not monotonous (Permatasari, 2022). The learning process with Canva is beneficial because it uses varied and more interesting methods, making it easier for elementary school students to understand the material (Resmini et al., 2021). The Canva application makes learning more fun and engaging for students and has been widely used to help make the teaching and learning process easier and more enjoyable (Tri Wulandari & Adam Mudinillah, 2022).

This disparity in responses to technological advancements is illustrated in an article by journalist Nuansa, describing how the education sector is one of the most affected. Almost at all educational levels, the use of information technology is greatly needed, especially in searching for learning resources and using teaching media (Rusydi, 2017; Suryadi, 2015; Anih, 2016; Siregar & Marpaung, 2020). However, in reality, the application of information technology in education in Indonesia is still in its early stages and has not been maximized. This results in various obstacles in the implementation of education itself (Nuansa, 2022). In the education world, the imbalance in technology use is experienced not only by students but also by educators (Watie & Fanani, 2019, pp. 167-174).

This condition has drawn the attention of PAUD teachers in Singgahan District, who feel that many of their teachers lack the ability to utilize the conveniences offered by technological advancements. Optimizing the use of technology will facilitate the improvement of teacher performance, including supporting the publications needed by the schools where they teach. The lack of literacy towards technological advancements is also evident in the fact that some online activities do not heed ethics and do not consider their profession as teachers, including a lack of understanding of copyright.

Based on the issues and phenomena above, there are PAUD teachers who have not used and utilized science and technology-based learning tools (IPTEK) through a survey we provided to participants, and almost 50% of them have not used such tools. This forms the basis for researchers to conduct research to develop innovative learning media through the use of the Canva application. This activity is aimed at PAUD teachers in Singgahan District.

The application of Canva as a supporting tool for activities has been optimized in several fields, ranging from business development (Imron et al., 2022; Wijayanti et al., 2022; Navastara et al., 2022; Wulandari et al., 2021; Astina, 2022) to supporting the education sector. In education, the Canva application can be an alternative media that supports learning with attractive designs. This positive impact has led many educators to create materials

through the Canva application (Rahmatullah et al., 2020; Alfian et al., 2022; Rizanta & Arsanti, 2022; Purba, 2022). The designs produced by Canva are not only in the form of images but also audio and video that encourage innovation in learning media, thereby increasing the effectiveness of its use as a learning medium (T. Wulandari & Mudinillah, 2022; Rahmawati & Atmojo, 2021; Roma & Thahir, 2023).

With many attractive design options in the Canva application for innovative learning media, its use requires skills to produce appealing results. In response to this, researchers plan to conduct research emphasizing the application of Canva as an innovative learning medium that can be easily and freely used by early childhood education teachers.

METHODS

This research employs a qualitative descriptive approach (Hartik, Novitasari, & Rahman, 2023). With this approach, the researchers interact directly with the research subjects. The data collection techniques used include observation sheets, interview results, and documentation. Interviews are conducted to obtain data from direct sources through communication (Rahmina et al., 2020). Interviews can be conducted with teachers or several students, depending on the desired data. Participant observation provides more comprehensive data by observing every action and behavior that occurs. Documentation is used to obtain records of events, such as photos, written artifacts, and other materials (Aristia et al., 2020).

Data analysis is a series of activities to systematically discover, record, summarize, and report findings. The data analyzed includes interview results, documentation, and observations. Data analysis is carried out concurrently with or after all data has been collected. The data sources for this research are PAUD teachers in Singgahan District (Novitasari, Fitri, & Rohmah, 2022).

RESULT

This research was conducted face-to-face between teachers and students. The study involved kindergarten teachers in Singgahan District. The instruments used in this study included observation, interviews, and documentation as follows:

Observation Results: Learning Activities Utilizing Visual Learning Media Based on Canva Application in Innovative Learning were conducted from August to October 2023. Before the learning process, teachers had to prepare lesson plans and media to be used in teaching, specifically visual learning media using the Canva application.

Upon entering the classroom, the teacher greeted all the students, and they responded in unison. After that, the teacher conducted a Q&A session about previously learned material

and activities at home before coming to school to focus the students before entering the core lesson. The teacher also created chants with the students as a way to condition and motivate them. Next, the teacher clearly stated the learning objectives and displayed the media to be used.

During the core activity, the teacher displayed visual media created using the Canva application. All the students paid attention to the media with enthusiasm, and many asked questions about the displayed images. The teacher showed visual images and held a Q&A session with the students to ensure they were paying attention and understanding the material. The teacher then explained the material by pointing to the visual media displayed with a projector. This lesson discussed recognizing animals, including their characteristics, colors, and habitats.

In addition to paying attention, the students wrote down the characteristics of the animals. After that, they were given sheets of paper with animal pictures to color, aiming to improve their reading, writing, and coloring skills. Overall, the observation results showed the stages of utilizing visual learning media based on the Canva application in increasing early childhood learning motivation in PAUD.

The stages include:

1. The teacher prepares lesson plans and learning media and conducts apperception.
2. The teacher conveys the learning objectives.
3. The teacher invites children to pay attention to the visual media displayed using a projector.
4. The teacher asks students to write or complete the characteristics of the animals displayed.
5. The teacher guides and assists students in coloring the animal pictures.
6. The teacher provides opportunities for questions and evaluations.
7. The teacher and students conclude the lesson together.
8. The teacher gives follow-up and motivation to study diligently and help parents and friends.

Effective learning strategies will impact providing the best solutions during the learning process to increase interest and motivation to learn (Fajri, Yasin, et al., 2021; Fajri et al., 2022). Overall, the observation results of the learning process using Canva-based visual media showed that 89.8% of the students were very active. The application of Canva-based visual media had a significant impact on learning activities and outcomes (Irsan, Andi Lely Nurmaya. G, Adinda Pertiwi, 2021).

Interview Results showed that before using visual learning media based on the Canva application, students were indifferent in learning, often playing alone and not paying attention to the teacher's explanations. However, after using Canva-based visual media with

the help of a projector, the students' attention and concentration became more focused, motivating them to learn better and improving their learning outcomes.

Documentation Results showed that before using Canva-based visual learning media, the students' learning outcomes were unsatisfactory. However, after using this media, there was a significant change in learning enthusiasm and motivation, leading to successful learning and positively impacting students' learning development. The goal of PAUD is to help students develop optimally, nurturing cognitive, affective, and psychomotor aspects in line with general educational objectives.

To achieve good and smooth classroom management, teachers are required to design and plan lessons that match students' interests and talents, motivating them to learn. This is one of the documentation results of implementing learning using Canva-based visual media as innovative learning.

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The use of the Canva application also makes learning more enjoyable because it is not monotonous (Permatasari, 2022). The learning process with Canva is beneficial because it uses varied and more interesting methods, making it easier for elementary school students to understand the material (Resmini et al., 2021). The Canva application makes learning more fun and engaging for students and has been widely used to help make the teaching and learning process easier and more enjoyable (Tri Wulandari & Adam Mudinillah, 2022).

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DISCUSSION

By introducing and providing direct training on the use of Canva to kindergarten teachers in Singgahan District, their confidence in their new abilities has significantly

increased. These teachers are now able to create various types of media beyond posters, such as audiovisual media, modules, microsites, and others. Through understanding and learning about Canva, teachers in Singgahan District have become more creative and increasingly interested in exploring Canva's use for teaching more deeply. This is reflected in the following diagram:
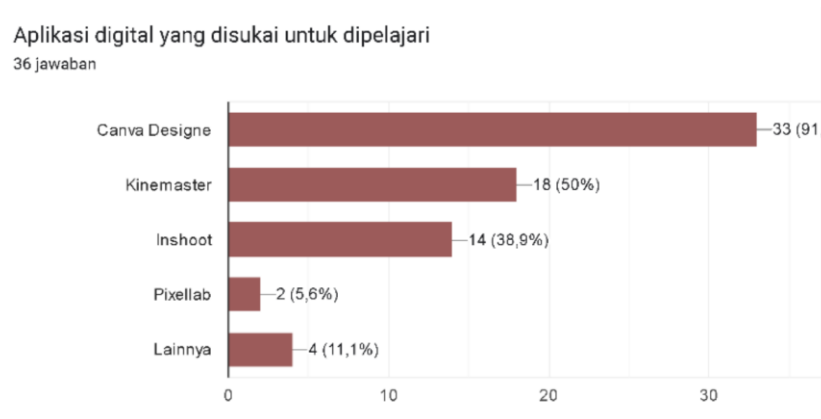
Figure 1. Kindergarten Teachers' Interest in Using the Canva Application

This aligns with the presentation that the advantage of the Canva application lies in the various attractive designs it offers. This application can enhance the creativity of both educators and students in designing learning media due to the many features it provides. Additionally, Canva saves time in the practical creation of learning media and can be used not only through laptops but also through handheld devices (Tanjung & Faiza, 2019). The results of this action research are an example of innovation in the field of education. Educational innovation includes ideas, concepts, practices, methods, strategies, or human-made products considered new by an individual or a group of people to achieve educational goals or solve educational problems. This is in line with Miles' theory regarding the necessary roles. In the education system, role clarity is needed to facilitate the achievement of innovation goals relevant to this component, such as the role of the teacher as a media user (requiring skills in using various types of media), the role of the teacher as a group activity manager, the role of the teacher as a team member, and so on (Miles, 1964).

CONCLUSION

The Canva application can be utilized in the field of education, especially in the current era of the independent curriculum. Canva supports the creation of real actions and reflections, providing ease for educators or teachers from the PAUD level to junior high school with belajar.id accounts to freely access all available features. Canva is an online application with various templates and features that help teachers and students conduct technology-based learning, skills, creativity, and other benefits, particularly in the current

independent curriculum. Presenting engaging teaching materials or content can attract attention and interest in learning.

To determine the benefits and effectiveness of Canva as a reliable digital application in fulfilling a teacher's or educator's teaching duties, a strategy is used that includes the preparation of a Learning Media Development Plan (RPMP), the creation of storybooks, the creation of educational videos, and their production with the help of the Canva application. The entire process is divided into three stages: planning, implementation, and development. Further research is still needed regarding the development of the latest features in the Canva application.

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