

# Canva-Based Digital Learning Media Design Training to Improve Teacher Competence at SMP Negeri 3 Imogiri

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## **Abstract.**

*This community service activity aims to improve the competence of teachers at SMP Negeri 3 Imogiri in designing interesting, interactive, and effective learning media through intensive training in using the Canva graphic design platform. The main problem faced by partners is the low quality of presentation media used in the teaching and learning process, which tends to be monotonous and unable to attract students' interest. This activity is carried out through several stages, namely socialization, Canva theory and practice training, implementation in the classroom, mentoring, evaluation, and preparation of sustainability strategies. Through collaboration with Universiti Teknologi MARA (UiTM) and Iloilo Science and Technology University as resource partners, teachers are equipped with an understanding of the principles of visual design and strategies for utilizing Canva in the context of learning. The results of the activity show a significant increase in teachers' abilities in creating presentations, infographics, and other visual materials that are more varied and contextual to the needs of students. This program not only improves technical skills, but also encourages the formation of a learning culture that is more innovative and adaptive to the development of digital technology.*

**Keywords:** *Canva; Learning Media; Interactive Learning; Community service; Digital Training.*

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## **I. INTRODUCTION**

The development of digital technology has had a significant impact on various aspects of life, including education. In the context of 21st century learning, teachers are required to not only deliver material, but also be able to be facilitators who are able to create an active, creative, effective, and enjoyable learning atmosphere. This challenge is increasingly prominent along with changes in the characteristics of students who tend to be more responsive to visual and digital-based learning. However, the reality in the field shows that there are still many teachers who use conventional approaches in the learning process, including in the use of teaching media that is limited to monotonous presentations without optimal technology integration.

One indicator of the low effectiveness of learning in Indonesia can be seen from the results of the Programme for International Student Assessment (PISA) in 2022, where Indonesia was ranked

69th out of 80 participating countries. This is a strong signal that the quality of learning at the elementary and secondary levels needs to be improved, especially by strengthening the role of teachers in creating meaningful learning experiences. One way that can be done is by improving teachers' ability to design digital learning media that can attract students' attention and increase active participation in the teaching and learning process.

SMP Negeri 3 Imogiri in Bantul Regency, Special Region of Yogyakarta, is one of the schools facing similar challenges. Despite having A accreditation and being equipped with learning support facilities, most teachers still apply the lecture method and use presentation media that tend to be monotonous. Based on the results of observations and interviews, teachers at this school have not fully optimized the use of digital platforms such as Canva to design interesting and interactive teaching materials. The lack of training and lack of assistance from external parties are the main obstacles in the process of adopting learning technology at the school.

In response to these problems, this community service activity was designed to provide intensive training in the use of Canva for teachers at SMP Negeri 3 Imogiri. Canva was chosen because it is a web-based graphic design platform that is easily accessible, intuitive, and provides various templates and features that support the creation of digital learning materials. This training not only aims to improve teachers' technical skills in using Canva, but also to introduce visual design principles and strategies for delivering materials that are more interesting and relevant to students' needs. In addition, this program involves collaboration with Universiti Teknologi MARA (UiTM) as a strategic partner that provides experienced speakers in the field of digital learning design.

With structured training, intensive mentoring, and direct integration of training results into classroom learning activities, it is hoped that teacher competence in designing digital teaching media can increase significantly. This activity also supports the achievement of the main performance indicators (IKU) of higher education and the principles of Independent Learning Independent Campus (MBKM) through real contributions to improving the quality of education in the community. Furthermore, this program is a concrete example of the implementation of synergy between higher education institutions and schools in building an innovative and adaptive learning ecosystem to the development of the times.

## **II. METHODS**

### ***2.1. Location, Time, and Subject of Activities***

This community service activity was carried out at SMP Negeri 3 Imogiri, located in Dusun Lanteng II, Selopamioro Village, Imogiri District, Bantul Regency, Special Region of Yogyakarta. This school was chosen because even though it has been accredited A and has adequate learning support facilities, most teachers still apply conventional approaches in the teaching and learning process and have not been optimal in using digital media, especially Canva. The activity took place over an eight-month period, starting in March to October 2025, following the stages of the program that had been prepared, including socialization, intensive training, implementation of media in the classroom, mentoring, as well as evaluation and follow-up. The subjects in this activity were all subject teachers at SMP Negeri 3 Imogiri, with the main focus on teachers who actively teach classes and have a need to improve their competence in preparing learning media. Teacher

participation is voluntary, but receives full support from the principal as part of the development of professionalism of educators.

## **2.2. Method of collecting data**

The data collection method in this activity was carried out qualitatively and quantitatively to obtain a comprehensive picture of the implementation and impact of the training activities. Participatory observation was carried out during the training process and implementation of learning in the classroom. Observations aimed to identify changes in the way teachers compile and deliver learning materials using Canva. Interviews were also conducted with teachers, principals, and students to gain perspective on the effectiveness of the training and changes that occurred in the learning process. Interviews were used to explore experiences, challenges, and perceptions of the new learning media used. In addition, pre-test and post-test questionnaires were also given before and after the training to participants (teachers) to measure the increase in their knowledge, attitudes, and skills in using Canva. Activities were documented in the form of photos, videos, and archives of learning media files created by teachers, as evidence of changes and program achievements.

## **2.3. Implementation Flow**

The flow of implementation of this activity can be explained in the steps below:

### **a. Pre-Implementation**

Pre-implementation begins with checking the profile of the service partner to ensure that the needs are in accordance with the problems that arise as well as the internet network and the availability of other supporting facilities such as adequate laptops in the implementation of the training. Furthermore, making materials in the form of training modules.

### **b. Implementation**

The presentation of the material delivered by the resource person includes an overview of the Canva application, account creation, benefits of using it, and a short tutorial. During the implementation, participants were also given training modules that had been previously prepared.

### **c. Post Implementation**

At the final stage of the activity, participants were given an online questionnaire containing several questions related to the material presented. The indicators include ease of use, clarity of the material presented, and benefits felt by the participants. This was made as a form of evaluation.

## **III. RESULT AND DISCUSSION**

The implementation of community service activities took place on Tuesday, May 20, 2025 through direct face-to-face training. This community service is intended for 27 teachers of SMP Negeri 3 Imogiri, Special Region of Yogyakarta. In the initial stage, the community service team checked the overall preparation for the implementation of offline meetings, namely the material to be delivered including the internet connection. In addition, before the implementation began, the team contacted partners to share the g-form link a meeting to evaluate community service activities which includes an upload folder for collecting assignments given after the training session is completed.

Activity began with an opening by the moderator, which was then continued with the delivery of material on the use of the Canva application and website to create learning media (presentations). At the beginning of the material, the resource person displayed the initial appearance of the website while providing an introduction to the general description of Canva as an infographic media, including the general understanding and its benefits for teachers, especially in creating learning media. The material continued with an explanation of account creation, use of presentation templates, setting up writing, setting object elements, and setting up layouts.

The resource person explained about the templates provided by Canva and users can change the contents according to their needs. When the template option is clicked, users can choose which slides will be displayed to change the contents. Then explained about the tabs provided by Canva. On the element menu tab, Canva provides several additional choices of images, shapes, photos and so on. This is the same as the menu in Microsoft Power Point in the Insert Picture or Shape section.

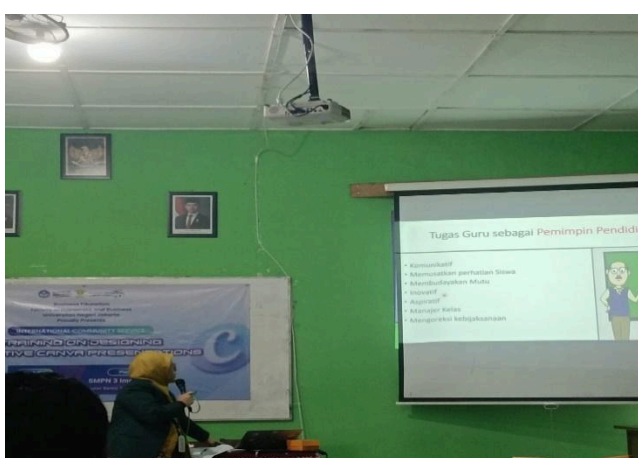


Figure 1. Presentation of an overview of Canva

Next, the resource person explained about the upload menu tab and users were given the option to upload the desired photos or videos to be included in the presentation slides. Then the resource person explained how to save files in various types of file extensions available. The resource person also explained how to download presentation files with various types of file extensions needed, one of which is in the form of a power point presentation file. However, the first suggestion given was that users could download in the form of a .pdf file. At the end of the material, the resource person said that the material that had been presented had been made into a Canva usage guide module.

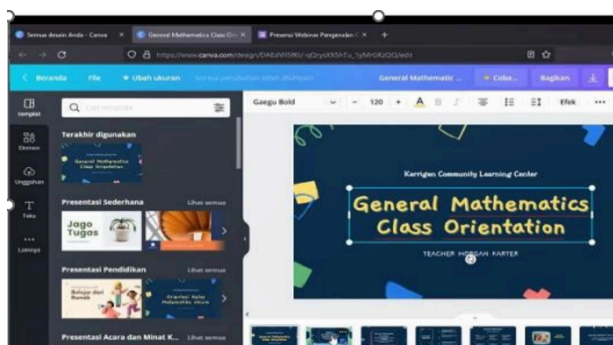


Figure 2. Settings menu tabs provided by Canva

At the end of the community service session, the team distributed questionnaires for participants to fill out. The questionnaire was created into a Google Form containing a number of

questions. The questionnaire became the basis for evaluating the activities that had been carried out. The evaluation included ease of use, clarity of the material presented, and benefits felt by the participants.

Figure 3. Google form training evaluation sheet

During the implementation of the training activities, participants experienced a few obstacles in carrying out the practice exercises due to, among others, internet connection problems, lack of adequate infrastructure support, namely the availability of laptops or personal computers from the father/mother as a whole so that not all participants could follow the training optimally. However, in general, the community service activities went smoothly and could be followed by all participants. The participants were enthusiastic about following the entire series of online webinar events.

The implementation of Canva training for teachers at SMP Negeri 3 Imogiri has had a real positive impact on improving competence in designing digital learning media. Before the training, most teachers only knew Canva to a limited extent as a tool for making simple presentations. Its use has not been maximized, limited to filling text into the default template without considering broader visual design aspects. Through pre-tests and initial observation results, it was found that the majority of teachers had not utilized important features such as visual icons, interactive elements, and effective layout principles.

After participating in training designed in stages starting from the introduction of Canva, understanding the principles of graphic design, to direct practice in creating teaching media, there was a significant increase in the technical skills of the participants. Teachers were able to operate Canva more confidently, create attractive layouts, combine text with visual elements in a balanced way, and use simple animation or interactivity features. In the final assignments submitted by participants, there was an increase in the quality of the presentation, both in terms of aesthetics and clarity of information delivery. Teaching materials that were previously filled with dense and monotonous text are now presented more concisely, visually, and easily understood by students.

In addition to the technical side, the training also had an impact on increasing teachers' understanding of the basic principles of visual design, such as color balance, information hierarchy, font readability, and alignment between elements. Teachers began to be more selective in choosing colors and font sizes, avoiding excessive use of images, and prioritizing visual focus to emphasize important points in learning materials. This approach not only enriches the way materials are

delivered, but also improves the way teachers design more engaging and learner-centered learning experiences.

The impact of this training is also starting to be seen in classroom learning practices. In observations several weeks after the training, some teachers began to integrate the learning media they designed into teaching and learning activities. Teachers used Canva presentations as lesson openers that were able to attract students' attention, inserted infographics as a summary of the material, and shared the material digitally so that students could access it independently. This shows that the training not only produces technical skills, but also forms a new mindset in utilizing digital media as an effective and adaptive learning tool for current student needs.

### ***3.1. Implementation of Canva-Based Learning Media***

After the training was completed, teachers at SMP Negeri 3 Imogiri began implementing the results of the Canva training into their daily learning practices. This change is evident in the way teachers design and deliver materials in class, which were previously dominated by conventional lecture methods with simple media, now transforming into more visual, interactive, and communicative. Teachers who previously only relied on text in PowerPoint presentations are now switching to using more visually appealing designs, complete with graphic elements such as icons, illustrations, diagrams, and infographics.

In its implementation, teachers began to use Canva-based presentations as the main tool in the learning process. Teaching materials are presented with a clear visual structure, systematic sequence, and colors that are adjusted to student characteristics so that they are easy to digest. Some teachers also began to insert interactive elements such as light animations, navigation between slides, and links to additional learning resources. This directly increases student attention and makes the classroom atmosphere more lively and dynamic.

Not only in terms of the appearance of the material, the learning delivery strategy has also shifted. Teachers have begun to utilize visual media as a trigger for discussion, making presentations not just a tool for conveying information, but also a means of interaction. For example, teachers open lessons with images or illustrations from Canva that are relevant to the topic of the day, then ask students to respond or give their opinions. This strategy has been proven to encourage active student participation and create more learner-centered learning.

In addition, teachers also use Canva to create teaching materials that can be accessed again by students through digital platforms such as WhatsApp Group or Google Classroom. This allows students to review the material independently outside of class hours, strengthening understanding and providing greater learning flexibility. In some cases, teachers also involve students in creating simple visual designs as part of group assignments, which also introduces students to the use of technology in learning.

This transformation is proof that training not only impacts individual teacher skills, but also influences their approach to the learning process as a whole. By adopting Canva-based learning media, teachers have succeeded in bringing a new atmosphere into the classroom, creating a more enjoyable, relevant learning experience, and motivating students to be more active in the learning process. This change is an important step towards more adaptive learning and in accordance with the demands of the digital era.

### ***3.2. Student Response and Engagement***

The implementation of Canva-based learning media by teachers of SMP Negeri 3 Imogiri has a significant influence on students' responses and involvement in the teaching and learning process. Based on the results of observations and interviews, students showed increased attention and participation when the material was delivered using more visual, colorful, and interactive media. The classroom atmosphere, which was initially passive and monotonous, changed to being more active and dynamic. Many students looked more focused and enthusiastic about participating in learning, and some of them even started to get involved in discussions and Q&A sessions that had previously rarely happened.

The presence of strong visual media in presentations – such as contextual illustrations, information graphics, and process visualizations – indirectly supports students' diverse learning styles. In the context of visual learning theory, this strengthens information processing through the brain's visual channel, where students find it easier to understand and remember information presented in the form of images, schemes, or colors than purely verbal text. Visualization of materials helps students connect abstract concepts with real-world representations, so that they not only memorize but also build better conceptual understanding.

Furthermore, the application of Canva learning media also strengthens the multimodal learning approach, which is a learning strategy that involves more than one modality in conveying information. In this case, teachers not only convey information verbally, but also combine it with visual elements and sometimes accompanied by audio or simple animation. This combination has proven to be more effective in reaching students' diverse learning preferences - both those who tend to be visual, auditory, and kinesthetic. Thus, learning becomes more inclusive and adaptive to the different needs of students.

In terms of motivation, students admitted to feeling more interested and not getting bored quickly when the material was delivered using media from Canva. They also felt more confident in asking questions and discussing because the information presented was easy to understand and not confusing. Several teachers noted that students began to show initiative to repeat the material independently through visual materials shared in the form of digital files. This shows that interesting learning media not only acts as a teaching aid, but also becomes a bridge between teachers and students in creating effective and meaningful learning communication.

With increasing student engagement, it can be concluded that the use of Canva as a learning medium not only has an impact on the aesthetic side of delivering material, but also supports the formation of a collaborative, responsive, and student-centered learning atmosphere. Positive student responses are an indicator that digital transformation in the learning process can run effectively if supported by relevant media and designed by considering pedagogical principles and student learning preferences.

### **3.3. *Effectiveness of Training and Mentoring Methods***

The success of the Canva training activities at SMP Negeri 3 Imogiri cannot be separated from the training methods and mentoring patterns that are designed in a structured and sustainable manner. The training is structured in a mixed format between theory and practice sessions, which are carried out face-to-face in several stages. The training stages start from the introduction of the Canva interface, exploration of design features, to direct practice in creating learning media that are appropriate for each teacher's subject. This pattern provides enough space for participants to not only understand the concept, but also to get used to it technically and creatively in its use.

One indicator of the success of the training method is the high level of participant participation and retention from the beginning to the end of the activity. All teachers who were active participants attended each session, completed assignments, and showed improvements in the final assignments they produced. Teachers felt that the training method used was applicable and easy to follow because it was based on real needs in the classroom, not just an explanation of design or technology theory. The training material was also packaged in a simple and contextual form, so that it could be understood by participants with various ICT ability backgrounds.

In addition to the main training sessions, the effectiveness of the activities is also strengthened by the provision of post-training mentoring sessions that are conducted periodically. This mentoring is designed in the form of consultation sessions, class observations, and feedback on media created and implemented by teachers. Through this approach, teachers have space to ask questions, reflect on practical experiences in the classroom, and improve their work with direct guidance from the implementation team. Mentoring is flexible, conducted both directly at school and through online communication, adjusting to the needs and time of the teacher.

The advantage of this mentoring method is its personal and solution-oriented approach. Technical and pedagogical problems faced by teachers in the process of implementing media in the classroom can be immediately identified and solutions can be sought together. Teachers also feel more confident because they receive ongoing support, not only during the training. The relationship that is built between the facilitator and participants also creates a more open and supportive learning atmosphere.

Furthermore, the involvement of strategic partners from Universiti Teknologi MARA (UiTM) also provides an additional dimension to this training. The presence of speakers from overseas institutions adds to the participants' insight into good practices in using technology in education in a global context. This is an added value that increases the enthusiasm of participants and broadens their perspectives in designing learning media.

With a combination of practice-based training methods, post-training mentoring, and support from competent resource persons, the implementation of this activity is considered effective in building teacher competence as a whole. Teachers are not only equipped with technical skills, but are also guided in the context of real implementation in the classroom, which ultimately drives real change in the learning process.

### ***3.4. Potential for Sustainability and Long-Term Impact***

One of the main strengths of the Canva training activities carried out at SMP Negeri 3 Imogiri is the great potential to be continued and developed sustainably by the school and the teacher community involved. From the beginning, this program was not only designed as a one-way training, but as an initiation towards a change in the culture of learning and teaching that is more creative, adaptive, and technology-based. The enthusiasm of the teachers, the support of the principal, and active participation during the training are strong initial capital to ensure that this program does not stop after the training is completed.

The potential for sustainability can be seen from the initiative of several teachers who have started to form small study groups or communities of practice at the school level. Through this forum, teachers share media design results, exchange experiences in teaching using Canva, and discuss the challenges and solutions they face in the implementation process. This community not only strengthens collaboration between teachers but also becomes a sustainable and independent

informal learning space. The existence of this kind of community shows that the service program not only has an individual impact but is also able to form a new learning ecosystem in the school environment.

From an institutional perspective, the school has demonstrated openness and commitment to making training outcomes part of a long-term learning quality improvement strategy. One form of real support is the integration of training outcomes into the school's internal Subject Teacher Deliberation (MGMP) activities. In this way, teachers from various fields of study can continue to develop and refine the learning media they have created, and even potentially expand the use of Canva for other purposes such as creating posters, guidebooks, or school activity reports.

Outside the school environment, the long-term impact of this program can also reach other educational institutions through replication and dissemination of good practices. The success of the training at SMP Negeri 3 Imogiri can be an example of a model for strengthening teacher capacity that is relevant and applicable, especially in facing the challenges of education in the digital era. If developed further, this training model can be applied in other schools with similar characteristics, either through cooperation with universities, district MGMPs, or local government programs.

More broadly, this activity also contributes to the development of sustainable technology-based education, which is in line with the direction of the Merdeka Belajar policy and strengthening teacher competencies in the 21st century. Mastery of digital media such as Canva is not just a technical skill, but part of the transformation of how teachers design, deliver, and evaluate the learning process. By continuing to be developed and synergized with other training programs, the results of this activity have the potential to encourage educational innovation that has a systemic and sustainable impact.

#### **IV. CONCLUSION**

Community service activities in the form of intensive training on the use of Canva for teachers at SMP Negeri 3 Imogiri have succeeded in improving teacher competence in designing digital learning media that are interesting, effective, and in accordance with the demands of 21st century learning. This improvement is evident not only in terms of technical skills in using graphic design platforms, but also in teachers' understanding of visual design principles and how to integrate them strategically into the teaching and learning process.

This training encourages the transformation of learning, from previously conventional and one-way, to more interactive, visual, and student-centered. Positive responses from students, increased involvement in class, and teacher enthusiasm in implementing the training results are real indicators of the success of this program. In addition, the applicable training method and support from ongoing mentoring are key factors in building teacher confidence and ensuring the effectiveness of implementation.

The long-term impact of the program is also beginning to be seen through the formation of a community of practice between teachers and the school's commitment to integrating the training results into the learning quality development agenda. Thus, the program not only provides a short-term solution to the limitations of teachers' digital competence, but also opens up opportunities for the creation of a more innovative and sustainable learning culture.

Overall, this Canva training proves that simple but targeted interventions can provide significant changes in the quality of learning. This activity can be used as a replication model for

other schools facing similar challenges, and strengthen the contribution of universities in improving the quality of education through community service that has a real impact.

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