



Training To Create Digital Learning Media Through Canva and Camtasia

Rizki Firdausi Rachma Dania¹, Suherdi¹, Christian Wiradendi Wolor¹

¹ Universitas Negeri Jakarta, Indonesia

ARTICLE INFO

Article history:

Received: 18th November 2022

Accepted: 29th November 2023

Published: 1st December 2023

Keywords:

Online Learning System,
Digital Media Learning,
Camtasia, and Canva.

ABSTRACT

The government has developed the online distance learning process since 2014 through the Indonesian Open and Integrated Online Learning program (PDITT). Then the Covid-19 pandemic has occurred since 2020, forcing the implementation of online learning activities to be unavoidable for the continuity of the implementation of learning activities at all levels of education, including at the vocational level. So far, implementing online learning activities often needs to run optimally. It happens because teachers have yet to be able to take advantage of various applications such as Camtasia and Canva to create targeted online learning media. Therefore, this community service is carried out so that teachers can use applications like Canva and Camtasia optimally. It is hoped that after participating in training activities carried out by the dedicated team from UNJ, teachers at SMK 50 and SMK 10 can make learning media in the form of communicative and attractive material slides and learning videos so that they can increase the desire to learn and the level of understanding of students.

How to cite: Dania, R. F. R., Suherdi, & Wolor, C. W. (2023). Training to Create Digital Learning Media through Canva and Camtasia. *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 7(2), 269-292. <https://doi.org/10.21009/JPMM.007.2.09>.

* Corresponding Author.
rachmadania@unj.ac.id (Rizki Firdausi
Rachma Dania)

INTRODUCTION

On 30th January 2020, the world was shocked by a coronavirus outbreak (Covid19) which infected almost all countries worldwide, including Indonesia. According to WHO, since January 2020, the world has entered into a global emergency related to this virus. (Morfi et al. 2020). Then on 12th February 2020, WHO officially designated this novel coronavirus disease in humans as Coronavirus Disease (COVID-19). COVID-19 is caused by SARS-COV2, which belongs to the same large family of coronaviruses as the cause of SARS in 2003, only with a different type of virus (Nurkholis, 2020).

A pandemic is a condition outbreak that emerges as a whole and is widespread in various parts of the world. In other words, Covid-19 has become a global problem. With the tower of the corona outbreak as a pandemic, the Government of the Republic of Indonesia began to quickly implement various policies to encourage its citizens to implement social distancing. One form of social distancing is self-isolation at home or at a place designated by the Government to anticipate the spread of the virus, which is increasing overall (Pradana, et al 2020).

The outbreak of the COVID-19 virus has had a broad impact on important sectors in Indonesia, including the education sector. Activities involving groups of people are now restricted in Indonesia, such as going to school, praying, working, etc (Ministry of Home Affairs Working Team, 2020). This, of course, causes our educational activities to be carried out online as an alternative solution. Of course, it is accompanied by maximum lighting and supervision during the learning process (Rasyid, A. dan Muhiid, 2020)

The Government developed online learning activities themselves before the pandemic occurred. In 2014 the Directorate of Learning and Student Affairs, the Directorate General of Higher Education, developed the Indonesia Open and Integrated Online Learning (PDITT) program, which was launched on 15th October 2014 by Vice President Boediono. Then 18th September, 2016, it changed its name to the Online Learning System (SPADA). So indeed, Online or the Government has regulated Distance Learning since 2014.

With the Covid-19 Pandemic in Indonesia having a direct impact and limiting Face-to-Face Learning Activities, online learning activities are seen as an effective way to break the chain of the spread of Covid-19 in the Education sector (Nuari, F., Ardi, 2014).

The Covid-19 Pandemic that occurred in Indonesia forced Education Personnel (Teachers) to be able to utilize digital media to continue Teaching and learning activities in Indonesia have mainly changed and have had to adjust amid the outbreak of the Covid-19 case. The situation of carrying out learning activities during the pandemic. This is a necessity that cannot be avoided in order to continue teaching and learning activities. However, a new problem has emerged. It is suspected that teachers are not ready to utilize digital learning applications to become a severe obstacle and must receive special attention from all parties. If allowed to drag on, it is feared that the quality of education in Indonesia will decline. The

situation of the Covid-19 Pandemic that occurred in Indonesia forced Education Personnel (Teachers) to be able to utilize digital media to continue carrying out learning activities during the pandemic. This is a necessity that cannot be avoided in order to continue teaching and learning activities. However, a new problem has emerged. It is suspected that teachers are not ready to utilize digital learning applications to become a severe obstacle and must receive special attention from all parties. If allowed to drag on, it is feared that the quality of education in Indonesia will decline.

With various considerations, this community service activity is essential and urgent so that PPM partners can know about making digital learning media. The main objective is for teachers to be able to implement teaching and learning activities online (Distance Education) or face-to-face more effectively and efficiently (Simatupang et al. 2020). One of the causes of this significant change is that online learning is carried out suddenly. Thus this has a significant impact on the readiness of teachers, students, and parents of students in carrying out learning activities that have not been fully supported by the knowledge and skills of teachers, and students in utilizing Digital Learning Media Infrastructure (Syarifudin, 2020).

Moreover, due to the impact of the corona pandemic that hit, learning does not operate optimally because they have to stay at home and apply physical distancing (Abidin, Hudaya, and Anjani 2020). By studying at home, the most significant difficulty faced by the teacher is when carrying out the study method at home.

In implementing online learning, the teacher only needs to upload learning material to online learning sites. The upload can be in the form of a file or video. If students need help understanding, they can ask questions through the discussion forum; in the discussion forum, students can ask each other and answer questions. If you still do not understand the presentation material, students can suggest holding a virtual meeting, which can use the help of communication applications such as Zoom, Google Meet, Whatsapp, and others (Aji et al, 2020).

However, based on the results of direct observation, the skills related to making digital learning media among them are still at a low level. There are still many things that need to be learned regarding using digital media in learning that are useful for the teacher and for transferring knowledge to students. Therefore, through PPM activities in the form of training in making digital learning media during the Covid-19 pandemic for teachers at SMKN 10, Jakarta, and SMKN 50 Jakarta. The two State Vocational Schools were chosen because they had established a partnership with the UNJ Faculty of Economics.

Before doing the service, the PPM community service team had initial discussions with several SMK teachers in East Jakarta. The teachers explained their desire to receive skills training in making digital learning media using applications related to learning. Most teachers still need help implementing digital media in online learning activities (distance education). It sometimes becomes a severe obstacle to teachers in effective and efficient learning.

With various considerations, this community service activity is essential and urgent so that PPM partners can know about making digital learning media. The main goal is for teachers to be able to implement teaching and learning activities online (Distance Education) or face-to-face more effectively and efficiently.

Based on the situation that described above, there is a problem with internal partners, which are consist of lacking of knowledge of teachers in utilizing digital learning media applications that can support teaching, lacking of knowledge of teachers in finding learning applications to support teaching, Lacking of teacher skills in uploading digital learning media through the YouTube channel and also lacking of ability of teachers to make interesting learning videos that can be implemented in teaching and learning activities.

In the situation analysis, it can be concluded that this activity partner requires a variety of skills that support the creation of digital learning media. Digital Learning Media during the current pandemic has become an important indicator for teachers in teaching and learning activities (KBM). So, from these problems, the UNJ PPM team provided solutions in the form of various activities to support the Knowledge of Vocational School Teachers. Negeri 10, and 50 in utilizing Learning Applications with Digital Media.

This training activity for making learning media is in the form of community service activities aimed at teachers. The aim is to provide knowledge in making Learning Videos with digital media to assist teachers in face-to-face or online teaching and learning activities. The activity of making this learning media will provide knowledge to SMK teachers, namely:

1. Install and edit Learning videos via the Camtasia 9 or Wondershare Application
2. Install and add attractive images/graphic designs in the Canva App
3. Create a Learning Youtube Channel
4. Uploading Learning Videos via the Youtube Channel.

Teachers' lack of expertise in engaging digital learning media can be overcome by taking part in knowledge training solutions in making digital learning media by utilizing the Camtasia 9 application and the Canva application.

LITERATURE REVIEW

A. Online Learning System

The online learning system is a learning system that uses various types of applications and internet-based learning media (Aji et al. 2020). The online learning system can be characterized as an educational approach that relies entirely on the Internet to enhance the accessibility of training, communication, and interaction in the process of teaching and learning (Liu & Pu, 2023). Along with technological sophistication and pandemic conditions, online learning systems are becoming more popular be-

cause they provide benefits for students to learn various kinds of things whenever and wherever students are, without having to face to face. (Yerusalem, Rochim, and Martono, 2015). The process of disseminating knowledge constructively can improve the quality of learning and run smoothly through an online learning system if it is supported by appropriate and interactive learning tools and media, as well as an optimal internet network (Syarifudin, 2020).

B. Digital Media Learning

The use of technology as a communication tool in the learning process is known as digital media learning. In this context, digital media learning is the use of digital technology as a means to convey messages and learning materials (Harahap, K 2023). *Digital media learning* is an online-based object that can visually represent material, ideas, and thoughts aimed at specific audiences, including students (Khairunnisa, Ismi, and Ilmi 2020). Digital learning media can make students access subject matter regardless of time and place as long as electronic device equipment, and internet networks support it (Rahmat, R.F , Mursyida, L. Rizal, F. Krsmadinata, K. Yunus 2019). Today the use of digital learning media in the form of e-books, animations, audiovisuals and so on is believed to help teachers convey learning material more interestingly to increase students' understanding levels. (Panjaitan, Yetti, and Nurani, 2020).

C. Camtasia

Today the use of digital learning media in the form of e-books, animations, audiovisuals and so on is believed to help teachers convey learning material more interestingly to increase students' understanding levels (Wahyuni, Khotimah, and Nasrulloh, 2021) Camtasia is used to record all activities on a desktop computer. Camtasia 9 has advantages, including having pretty good video quality. Videos in Camtasia can be inserted with other videos, sounds, images and animations so that the videos are more attractive. (Khusniyah and Wana, 2020). Apart from that, another advantage of Camtasia is that it is easy to operate so that everyone can make professional learning videos in a relatively short time (Alrassyid and Prihatin, 2021).

D. Canva

Canva is a premium application that provides various design templates for various purposes, for personal and commercial needs, including making PowerPoint presentation slides for learning media. Canva can be accessed as an application on Google Playstore or IOS, while the website can be visited at canva.com (Ampa, 2020).

MATERIAL AND METHODS

Training activities will be carried out using the classical method with a lecture approach (presentation of material), practice (direct tutorial), discussion, and mentoring with the intention that the material can be well received by participants/partners. The target participants are estimated to be around twenty to forty teachers at SMK Negeri 10 and 50. The types of activities that will be carried out in this series of PPM activities include:

1. Identification and determination of target participants

As an office administration study program, doing community service to SMKs with similar majors is an embodiment of the tri dharma. This partnership cooperation between vocational study programs in the economics faculty and SMKs around UNJ. From several SMKs that formed partnerships with vocational study programs at UNJ, SMK 10 and SMK 50 teachers were selected to become participants in the community service activities

2. Identification of needs

For community service activities to run effectively and efficiently, of course, they must be adjusted to the needs of the participants. Therefore, before carrying out the activity, the community service team conducted a discussion session with vocational school teachers regarding their internal needs for organizing the teaching process. The discussion outcomes show that teachers still need to gain knowledge and use digital learning media. That is why we chose to teach teachers how to use Canva and Camtasia to make presentation slides and learning videos. This activity will also teach teachers how to upload learning videos to the YouTube site.

3. Implementation of activities

With so much material being taught and the limited time for the lecturers as activity organizers and the SMK teachers, one day is usually used only to provide training for one SMK. Service activities are carried out on two different dates, but with same training material. During the training activities, the teachers as participants were asked to bring personal laptops to practice the material that being taught on the spot.

4. Activity Evaluation

Every activity, whether an evaluation must accompany research, service, teaching, or other activities after implementation, should be evaluated. The goal is for the community service team to carry out activities better in the next activity. After each community service activity, both at SMK 10 and SMK 50, teachers are asked to fill out a satisfaction level evaluation survey in the form of a Google form.

RESULT AND DISCUSSION

We do this community service as a solution offering to overcome partner problems, a description of the expertise of the proposing team and tasks in this service program, partner participation in activities, program evaluation steps, and continuation of the service program. The Covid-19 pandemic situation that occurred in Indonesia, which forced education staff (teachers) to be able to use digital media, was one of the efforts to restart carrying out educational activities during the pandemic. It is an essential requirement for the continued teaching and learning process. However, a new problem emerged, namely the teacher's unpreparedness to use learning applications.

Problems in making digital learning media experienced by teachers What causes some teachers not to use media in the learning process, namely the lack of teacher knowledge, lack of teacher skills, lack of time, and feeling comfortable with conventional methods. It is undoubtedly a serious obstacle that needs special attention from all parties.

In this case, partners in this activity require a variety of basic skills that support creating digital learning media that can be implemented in teaching and learning activities. The UNJ PPM team provided solutions in the form of various activities to support skills in making digital learning media for teachers at SMKN 10 Jakarta and SMKN 50 Jakarta. Training activities for the two SMKs were held on different days, namely July 6 2022 at SMK 10 Jakarta and July 13 2022 at SMK 50 Jakarta. However, the agenda and materials presented are the same.

1. Stage of Implementation of Community Service Activities

The first activity was opened by remarks from Dr Christian Wiradendi Wolor, MM can be seen in Figure 1. He stressed the importance of using digital media in organizing educational activities in his speech. He also conveyed the purpose of holding community service activities to help SMK teachers become more skilled in utilizing technological advances in organizing educational activities.

After the opening, the event continued with a material presentation about Canva by Miss Rizki Firdausi Rachmadania, SE, MSM. This session teaches how to use Canva to create more exciting presentation slides filled with the subject matter and can be seen in Figure 2. First, participants were taught how to download Canva on a mobile phone and open the Canva website using a laptop. Tutorial how to sign up on Canva can be seen in Figure 3. Furthermore, they are also taught how to choose templates for presentations and edit templates according to individual needs, can be seen in Figure 4. Tutorial on modifying presentation slides in Canva as needed can be seen in Figure 5. Then finally taught how to save the presentation slides made to their respective devices and how to save them and share them with students via social media, can be seen in Figure 6. During this session, the teachers listened and practised directly after listening to the explanations. During the practice session, the FE-UNJ lecturers were assisted by several students who were assistants going around to supervise and assist teachers if they



Figure 1.
Speech from Mr Christian as the Coordinator of the
Study Program and Head of Community Service.



Figure 2.
Explanation of Using Canva by Ms. Rizki Firdausi Rachma Dania.

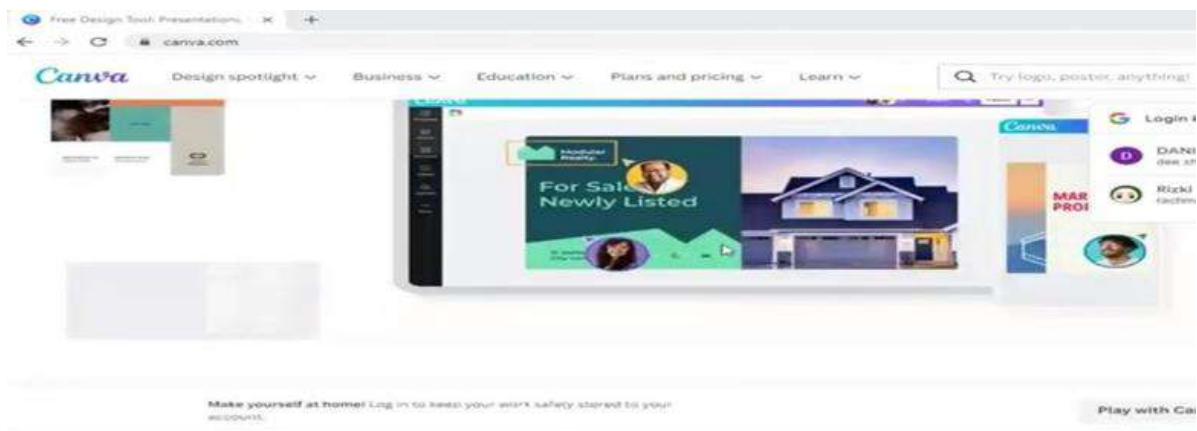


Figure 3.
Tutorial how to sign up on Canva.

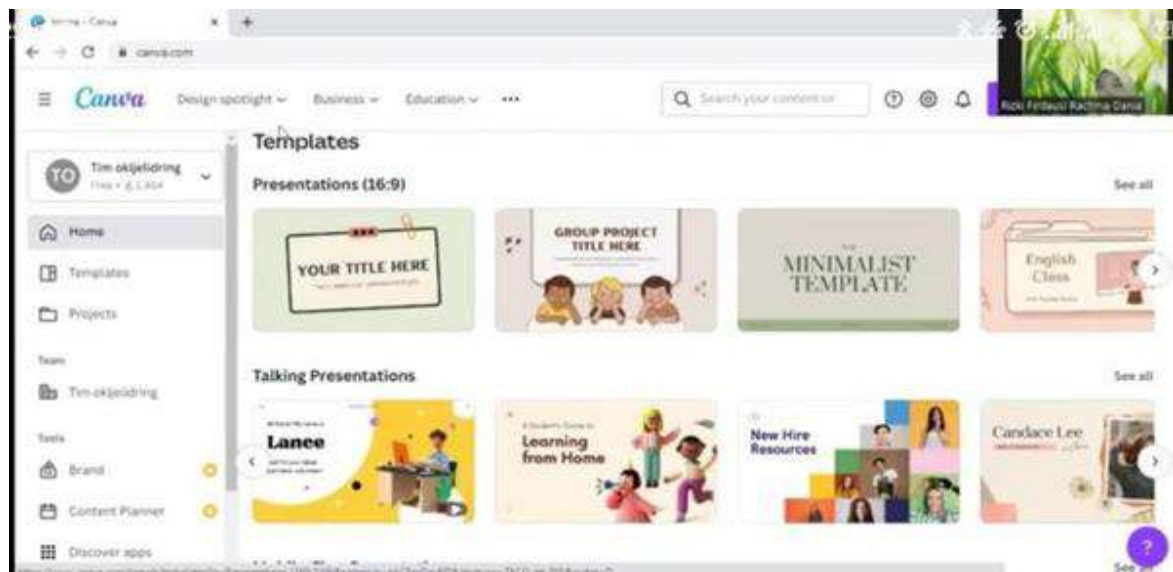


Figure 4.

Tutorial on how to choose slide presentation on Canva.

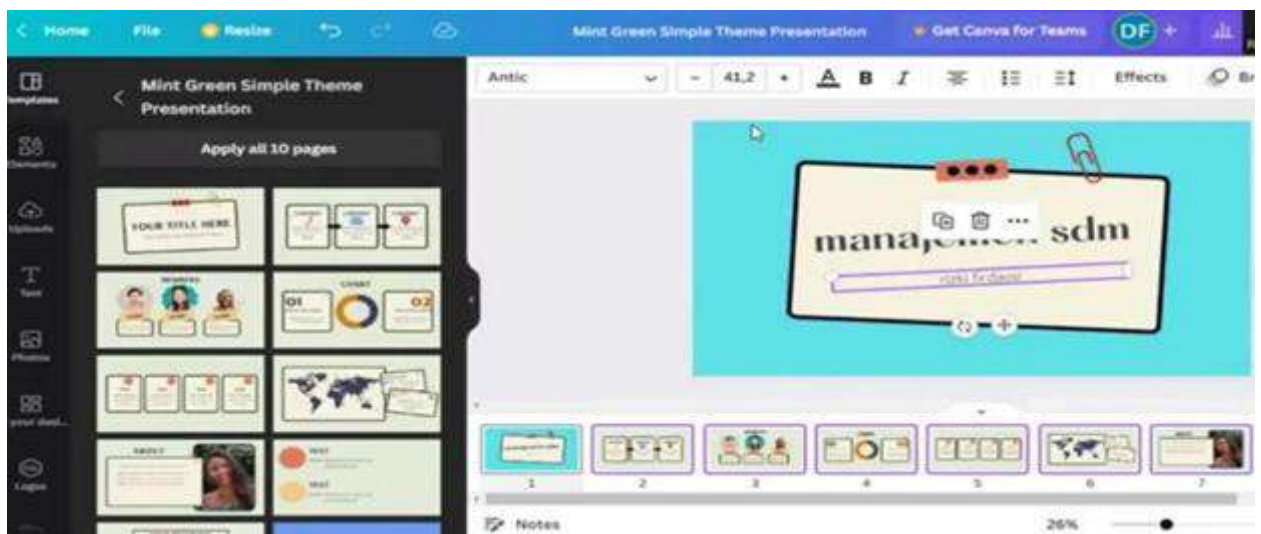


Figure 5.
Tutorial on modifying presentation slides in Canva as needed.

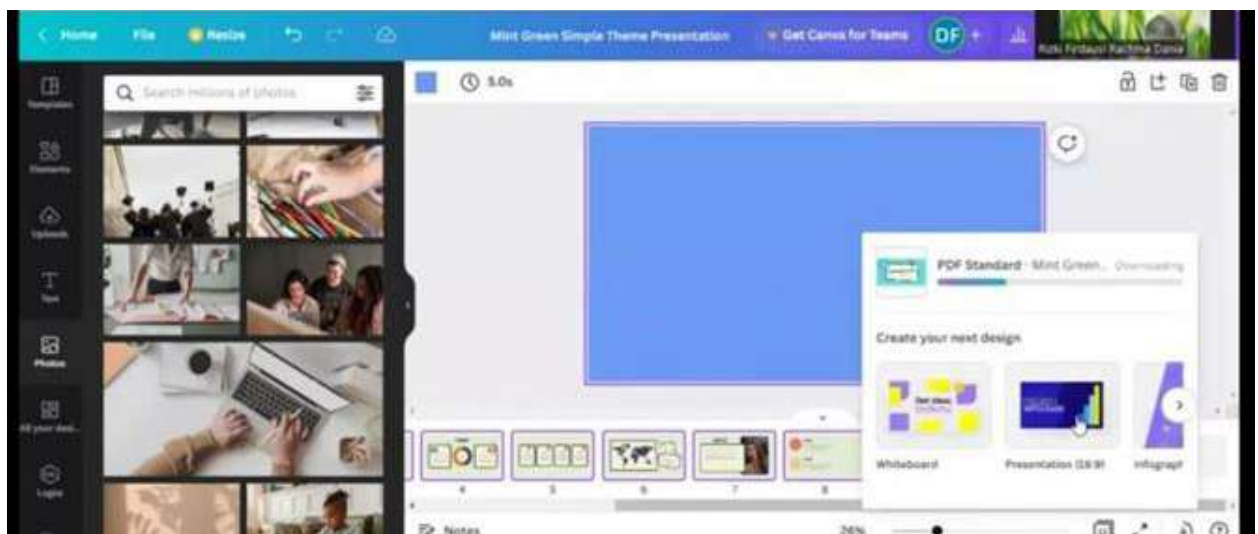


Figure 6.

The tutorial saves presentation slides from Canva to the device.

encountered difficulties while practising using Canva.

Mr. Suherdi, SE, SH, MM brought the next session regarding making learning videos. In this session, he explained how to download Camtasia to a computer and install it. Then this session also taught me how to record using Camtasia, create video content from intro to closing, save videos from Camtasia to devices or upload them directly to YouTube, and can be seen in Figure 7 — Figure 13. Like the previous session, during this session, the teachers also carried out direct practice beneath the supervision of the community service team.



Figure 7.

Mr. Suherdi taught material about Camtasia.



Figure 8.
Tutorial on how to install Camtasia into a computer.



Figure 9.
Cantasia exhibits various features in it after being installed.

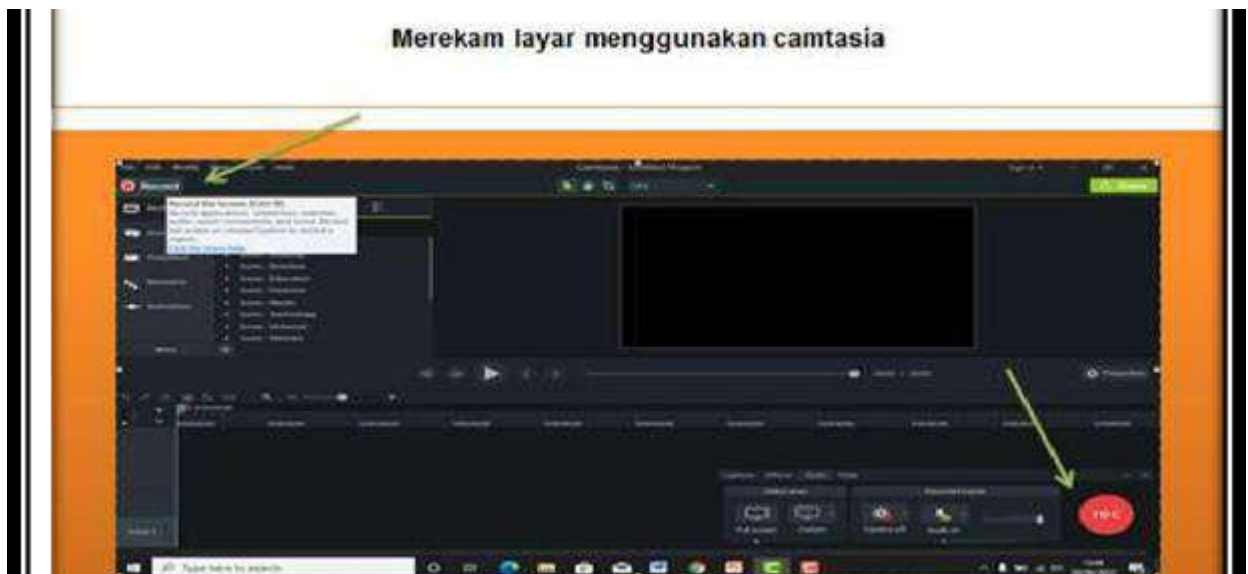


Figure 10.
Tutorial on how to use Camtasia to record and produce videos.



Figure 11.

Tutorial on how to save videos from the Camtasia application to a computer.



Figure 12.
Tutorial on how to upload a video that has already been made on Camtasia.



Figure 13.

The teachers immediately put into practice what they had been taught during the two sessions.

2. Service Activity Evaluation Stage

After the community service activities took place, we distributed evaluation sheets in a Google form to find out the participants' level of satisfaction as partners in community service activities. From the evaluation results, we can also determine whether the community service activities we are carrying out are solutive to meet the needs of our partners, vocational school teachers. Meanwhile, we combine the evaluation results from the two SMKs, which can be represented through the graph below.

From the survey results above, it is known that 98% of participants think that the material distributed is suitable for answering the problems encountered during the implementation of online lectures. 96% of participants thought that the presenter mastered the material being taught well. 95% of participants thought that the presenter gave instructions on how to use apps communicatively. Meanwhile, around 98% of the participants also believed that the presenters answered their questions related to the material in a solutive way. From the results of this evaluation, the training made the learning media that our team did right on target for partners. Hopefully, this activity can be carried out again on a broader scale so that more teachers are assisted.

CONCLUSION AND RECOMMENDATION

Conclusion

The implementation of this activity took place smoothly through live workshops (offline) in two different days, according to the agreement with the partners in advance. Implementation of Community Service in the form of Training Activities in making Digital Learning Media using the Camtasia 9 Application, is very useful for all partners, namely teachers. With the training activities carried out by the service team, it can improve the basic skills of partners in making learning media. Being able to take advantage of good learning media will be a distinct advantage for teachers to increase creativity and help students to be more active in learning independently.

Recommendation

After this training activity, it is necessary to carry out continuous training and implementation so that it can help teachers get used to making digital learning media well. The training topics related to the basis for making learning media can also be further developed so that the benefits of Community Service activities can be felt on an ongoing basis by the activity participants. Apart from Canva and Camtasia, teachers can also be taught about using other applications such as Phonto, Capcut and VN video editor.

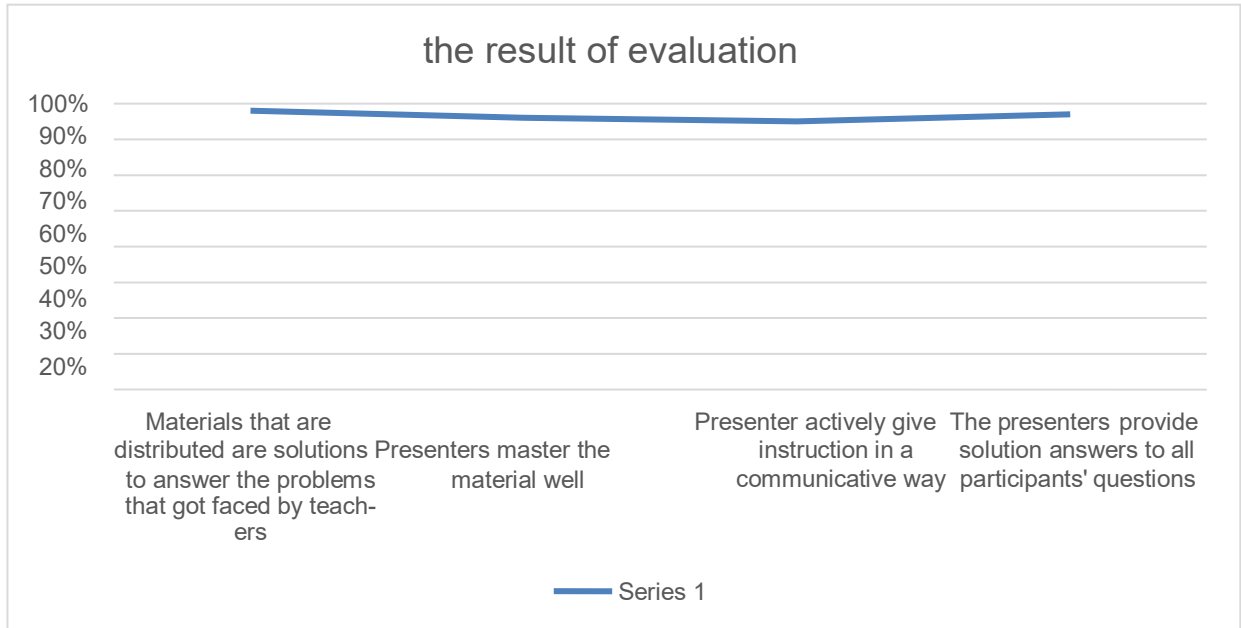


Figure 14.
The results of the evaluation of the Training on Making Digital Learning Media.

REFERENCES

- Abidin, Zainal, Adeng Hudaya, and Dinda Anjani. 2020. "Efektivitas Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19." *Reset and Development Journal of Education*.6(October): 131–46.
- Aji, Wahyu, Fatma Dewi, Universitas Kristen, and Satya Wacana. 2020. "Dampak Covid-19 Terhadap Impelementasi Pembelajaran Daring DI." *Jurnal Pendidikan* 2(1): 55–61.
- Alrassyid, Muhammad Akbar, and Titi Prihatin. 2021. "EDUKATIF: JURNAL ILMU PENDIDIKAN Penggunaan Video Berbasis Camtasia Pada Hasil Belajar Siswa Pada Materi Renang Di SMK." 3(5): 3072–78.
- Ampa, Andi Tenri. 2020. "Media Pembelajaran Audio Visual Berbasis Aplikasi Canva." *Jurnal Pendidikan Ekonomi Undiksha* 12(2): 317–27.
- Harahap, K. (2023). Analisis Guru dalam Merancang Media Pembelajaran Berbasis Media Digital dan Non Digital. *All Fields of Science Journal Liaison Academia and Society*, 3(1), 319–330. <https://doi.org/10.58939/AFOSJ-LAS.V3I1.536>
- Khairunnisa, Gusti Firda, Yuli Ismi, and Nahdiyah Ilmi. 2020. "Media Pembelajaran Matematika Konkret Versus Digital : Systematic Literature Review Di Era Revolusi Industri 4 . 0." *Jurnal Tadris Matematika* 3(November): 131–40.
- Khusniyah, Tri Wardati, and Prima Rias Wana. 2020. "PERSEPSI MAHASISWA PGSD PADA INOVASI PEMBELAJARAN BERBASIS E-LEARNING." *Jurnal Wahana Sekolah Dasar* 28(1): 1–10.
- Morfi, Chicy Widya et al. 2020. "Kajian Terkini CoronaVirus Disease 2019 (COVID-19)." *Jikesi* 2019: 1–8.
- Na Liu & Quanlin Pu (2023) Factors influencing learners' continuance intention toward one-to-one online learning, *Interactive Learning Environments*, 31:3, 1742-1763.
- Nuari, F. , Ardi, H. 2014. "Student of English Language Teaching Program of FBS UNP Graduated on September 2014 Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang." *JELT* 3(September): 259–68.
- Nurkholis. 2020. "Dampak Pandemi Novel-Corona Virus Disiase (Covid-19) Terhadap." *Jurnal PGSD* 6(1): 39–49.
- Panjaitan, Nur Qomariah, Elindra Yetti, and Yuliani Nurani. 2020. "Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Pengaruh Media Pembelajaran Digital Animasi Dan Kepercayaan Diri Terhadap Hasil Belajar Pendidikan Agama Islam Anak Abstrak." *Jurnal Obsesi* 4(2): 588–96.
- Pradana et al. 2020. "Pengaruh Kebijakan Social Distancing Pada Wabah Covid-19." *jkki* 09(02): 61–67.
- Rahmat, R.F , Mursyida, L. Rizal, F. Krsmadinata, K. Yunus, Y. 2019. "Pengembangan Media Pembelajaran Berbasis Mobile Learning Pada Mata Pelajaran Simulasi Digital." *Jurnal Inovasi*

Teknologi Pendidikan 6(2): 116–26.

- Rasyid, A. dan Muhid, A. 2020. “Pentingnya E-Counseling Dalam Pelayanan BK Di Sekolah Pada Masa Pandemi Covid-19: Literatur Review.” *Journal of Pshycology, Education and Counselling* 2: 110–16.
- Simatupang, Nova Irawati et al. 2020. “Efektivitas Pelaksanaan Pengajaran Online Pada Masa Pandemi COVID-19 Dengan Metode Survey Sederhana.” *Jurnal Dinamika Pendidikan* 13: 98–225.
- Syarifudin, A. S. 2020. “Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing.” *Jurrnal Pendidikan Bahasa dan Sastra Indonesia Metalingua* 5(1): 31–34.
- Wahyuni, Tri, Khusnul Khotimah, and M Farid Nasrulloh. 2021. “Pengembangan Media Pembelajaran Interaktif Berbasis Camtasia Dan Wondershare Quiz Creator Materi Aritmatika Sosial Kelas VII.” *Ed Humanistic* 6(1): 776–770.
- Yerusalem, Muhammad Rozi, Adian Fatur Rochim, and Kurniawan Teguh Martono. 2015. “Desain Dan Implementasi Sistem Pembelajaran Jarak Jauh Di Program Studi Sistem Komputer.” *Jurnal Teknologi dan Sistem Komputer*, 3(4): 481–92.