









Utilizing Canva as an Innovative Solution in Developing Digital Teaching Media in Schools

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Abstract

Background of the study:

Most teachers in primary and secondary schools continue to rely on conventional teaching materials. A key issue is the limited knowledge and skills in using digital design tools such as Canva, which hinders their ability to create engaging and interactive teaching media.

Purpose and scope of the paper:

This community service program aims to enhance teachers' digital literacy and creative capacity by introducing Canva as a practical and innovative tool for developing digital teaching media, specifically targeting educators in Pringsewu Regency.

Methods:

The program engaged 20 teachers from various disciplines. It employed a combination of workshops, hands-on training, guided tutorials, and evaluations. Data collection methods included pre- and post-training questionnaires, observations, and documentation of participants' teaching media outputs.

Results:

Following the program, 95% of participants showed improved skills in using Canva. Additionally, more than 25 digital teaching products were created. Teachers also reported increased confidence and motivation in integrating digital media into their instructional practices.

Conclusion:

Canva proves to be an effective and accessible tool for enhancing teachers' capabilities in designing digital teaching materials. With proper training and support, teachers can independently develop innovative teaching media to foster better student engagement and improve learning outcomes.

A. Introduction

Education in Indonesia is currently facing significant challenges in adapting to the rapid advancements in digital technology. The fast-paced digital transformation demands all educational stakeholders, especially teachers, to adapt and effectively integrate technology into the teaching and learning process (Mpuangnan, 2024). In response, the Indonesian government, through the Merdeka Belajar (Freedom to Learn) policy, promotes a more flexible, enjoyable, and contextually relevant learning environment, one of which is through the use of creative and innovative digital learning media. Digital learning media aim

to make education more effective and aligned with students' needs in the digital age. In Pringsewu Regency, Lampung Province, there is noticeable enthusiasm for integrating technology into education. Nevertheless, preliminary observations and interviews with teachers from partner schools reveal that most still rely on conventional, less engaging teaching materials. Moreover, many teachers admitted they were unfamiliar with design tools that can be used to develop digital instructional media. In line with other research regarding the Weaknesses of Conventional Teaching Materials which are less effective (Grace A Gutlay, 2023). Limited knowledge and a lack of training opportunities are among the main obstacles hindering the development of learning resources tailored to today's learners.

However, in reality, many Indonesian teachers still struggle to master digital skills, particularly in designing engaging and interactive instructional media (Maya, Rustinar, & Kusmiarti, 2024). To prevent teaching and learning activities from becoming monotonous, educators are expected to begin integrating digital media to enhance the learning experience.

The core issue lies in the gap between the ideal expectations of technology-enhanced learning and the reality in classrooms, where instruction still largely depends on lectures and minimal teaching aids. In fact, interactive and visually engaging instructional media have been shown to significantly improve students' motivation and comprehension (Costaner, Guntoro, & Lisnawita, 2024). Previous research by (Desi et al. 2025) demonstrated that using Canva in the classroom can enhance teacher creativity and student engagement. However, that study was limited to urban contexts and did not explore semi-rural areas such as Pringsewu Regency.

A promising solution to address these challenges is to provide training and mentoring programs for teachers in the use of Canva. Canva is a user-friendly, web-based graphic design platform that is well-suited for creating various digital teaching media, including infographics, interactive presentations, and instructional videos. Its strengths lie in its intuitive interface, a wide range of available templates, and its accessibility as a free tool. With Canva, educators can create personalized instructional designs. In addition to starting from scratch, users can choose from a wide variety of ready-made templates, making it ideal for beginners (Miftahul Jannah et al., 2023). Canva was chosen for this study due to its ease of use and widespread adoption. As a graphic design tool, it also offers customizable templates that allow teachers to produce engaging educational content more quickly and effectively (Santoso & Amelia, 2024).

This initiative brings a novel contribution compared to previous studies, as it not only provides technical training but also focuses on ongoing mentoring to ensure that teachers are able to immediately implement their newly designed digital media in actual teaching practices (Chen, 2022). It is expected that this approach will bridge the gap between teachers' technological competencies and the demands of the curriculum as well as the evolving needs of students.

B. Methods

This community engagement program was conducted at a partner school in Pringsewu Regency, selected based on the school's willingness to actively participate in training and the development of digital instructional media. The target population of this activity included all elementary and junior high school teachers at the selected partner school. The sampling technique used was purposive sampling, selecting participants who teach core subjects (such as Indonesian Language, Science, Social Studies, and Mathematics) and who have limited experience in developing digital-based instructional media (Lenaini, 2021).

The instruments used in this program included: (1) an observation sheet to assess teachers' initial skills in using digital media (Sariyatno & Suyanto, 2021); (2) a training needs assessment questionnaire (Simanullang & Silalahi, 2020); and (3) a final evaluation questionnaire regarding the training and the use of Canva in teaching (Tugiman et al., 2022). An example item from the evaluation questionnaire was: "To what extent has Canva helped you in creating engaging instructional media?" The assessment method employed a 5-point Likert scale, a psychometric scale commonly used in surveys (Taluke et al., 2019). Instrument validity and reliability were tested internally through content validity assessment and Cronbach's Alpha to measure internal consistency (a coefficient > 0.70 was categorized as reliable) (Izah et al., 2024).

The implementation procedure was divided into three main phases:

1. **Preparation Phase (Week 1):** Involved initial observations and the development of training materials.
2. **Implementation Phase (Week 2):** Included face-to-face training sessions and hands-on practice using Canva.
3. **Evaluation and Mentoring Phase (Week 3):** Focused on assisting teachers in designing digital instructional media and evaluating the implementation success in the classroom.

Data analysis combined both quantitative and qualitative descriptive approaches. Questionnaire data were analyzed using descriptive statistics to observe changes in teachers' perceptions and skills before and after the training. The effectiveness of the training was assessed using a paired sample t-test to compare pre-test and post-test results of teachers' skills in using digital instructional media (Montolalu & Langi, 2018). Qualitative data from observations and documentation were analyzed thematically to illustrate changes in teacher behavior during classroom practices. Referring to the study by (Ghosh, 2024), this test was used.

The methodological scope of this study focused specifically on enhancing teachers' abilities in one area: the development of Canva-based digital instructional media. A limitation of this methodology is the absence of long-term impact measurement of the instructional media on students' learning outcomes. Further research is needed to evaluate the sustained effects of digital media implementation in the learning process.

C. Results and Discussion

1. Results

The implementation of this community engagement program yielded several significant findings. Twenty (20) teachers from elementary and junior high school levels participated in a series of training and mentoring sessions focused on the use of Canva to develop digital instructional media.

1.1 Needs and Initial Competency Assessment

Based on the pretest questionnaire and initial observations, it was found that 80% of the participating teachers had never used Canva in their teaching activities. Additionally, 90% of the teachers reported that they still relied on conventional instructional media such as whiteboards, textbooks, and photocopied teaching materials.

Tabel 1. Teachers' Initial Skills in Using Digital Media

Usage Ability	Never	Once	Once
Canva	16	3	1
Powerpoint	6	10	4
Interactive Media	15	4	1

1.2 Training and Hands-On Practice Results

Following the training sessions, teachers were guided to create various types of instructional media using Canva, such as educational posters, infographics, visual modules, and interactive presentations. The training materials were delivered in stages, beginning with an introduction to the Canva interface, basic design techniques, utilization of templates, and continued with hands-on practice in designing curriculum-based instructional media.



Figure 1. Implementation of Training

Evaluation was conducted through a post-training questionnaire (posttest), which showed a significant improvement in teachers' competencies. A total of 95% of the teachers expressed high satisfaction with the training provided, and 90% were able to create at least one instructional media product that was ready to be used in the classroom.

1.3 Instructional Media Products

The teachers successfully produced more than 25 creative Canva-based digital instructional media products, each tailored to the characteristics of their respective subject areas. Some examples of the media created include:

- a) A poster on the theme "**Sources of Energy**" (Science)
- b) An infographic titled "**Quick Multiplication Tips**" (Mathematics)
- c) An interactive presentation slide on "**Cultural Diversity**" (Social Studies)

Table 2. Number and Types of Teaching Media Products Produced

Types of Teaching Media
Educational Poster
Material Infographics
Interactive Presentation Slides
Visual Activity Sheet

2. Discussion

The results of this program indicate that the use of Canva can serve as an innovative solution for developing digital instructional media, particularly in schools that have not yet fully optimized technology in the learning process. Canva offers several advantages, including ease of access, a user-friendly interface, and a wide range of ready-to-use educational templates (Huda et al., 2025).

These findings are consistent with previous studies by (Rambe et al., 2023) and (Trisnawati et al., 2023), which suggest that Canva enhances the quality of instructional material visualization and increases students' learning interest. However, unlike those studies that focused primarily on student perceptions, this program emphasized empowering teachers as media developers. Some challenges encountered during the program included limited internet connectivity on certain devices and teachers' reliance on built-in templates. Nevertheless, through intensive mentoring, teachers gradually developed an understanding of educational design principles and were able to create media independently. Overall, this initiative successfully contributed to building teachers' capacity to creatively and effectively utilize digital technology to improve the quality of learning in schools.

2.1. Implication

This program demonstrated that targeted digital media training with sustained support can significantly enhance teachers' professional capabilities. Schools with limited digital resources can still initiate innovation through accessible tools like Canva.

2.2. Research Contribution

This initiative contributes to the growing body of knowledge on teacher digital empowerment by emphasizing long-term mentoring and practical classroom integration, offering a more sustainable model compared to short-term technical workshops.

2.3. Limitations

The main limitation of this program is the lack of long-term evaluation regarding the impact of Canva-based media on students' academic performance. Further studies are needed to examine these outcomes over time.

2.4. Sugestions

Future programs should; Include follow-up sessions to evaluate actual classroom implementation, Explore the use of other platforms beyond Canva, Involve student feedback as an evaluative metric, Ensure infrastructure readiness, such as internet access and digital devices (Malik & Sharma, n.d.).

D. Conclusion

This community engagement program successfully enhanced teachers' competencies in developing digital instructional media using the Canva application. Prior to the training, most teachers were unfamiliar with Canva as a teaching aid. However, through a series of training sessions, mentoring, and hands-on practice, participating teachers demonstrated significant improvement in their ability to design engaging, interactive, and curriculum-relevant digital teaching materials.

The use of Canva proved to be an innovative, accessible, and cost-effective solution that greatly simplified the process of creating digital instructional media—even for teachers with no background in graphic design. The tangible outcome of more than 25 instructional media products developed by the participants reflects their ability to apply the knowledge gained during the training directly into real classroom practices.

This initiative also highlights the importance of continuous mentoring and the availability of adequate technological support in schools. Moving forward, the use of Canva and similar applications should be further promoted to support the digitalization of education, particularly in efforts to improve teaching quality in the era of digital transformation.

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F. Author Contribution Statement

RYP was responsible for the conceptualization and design of the community service program, as well as coordination with the partner school. BS, AS, AAB, and UIK contributed to the development of training materials, data collection, and statistical analysis. AP, JRG, and AN were actively involved in conducting the training sessions, mentoring participants, analyzing the results, and collaboratively writing and editing the manuscript.

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