

The Use of The Canva Application in Creating Teaching Materials to Improve Literacy

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Abstract

Making teaching materials using the Canva application is an implementation of developments in digital technology in education. Teachers at SMAN 1 Nimboran still apply learning without using technology, so this service aims to provide training in making teaching materials using the Canva application for teachers, which is expected to increase the literacy of teachers and students. Teachers participating in the training can create creative and innovative teaching materials to increase students' literacy. All subject teachers at SMAN 1 Nimboran, Jayapura Regency, participated in this activity. The method is in the form of training in making teaching materials using the Canva application offline at SMAN 1 Nimboran. The success of this service program for teachers and students can be seen from the enthusiasm and the smooth implementation. Open materials in the form of modules are designed to be interesting and appropriate to the participants' learning styles to increase students' literacy in learning.

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INTRODUCTION

The world is entering the era of society 5.0, which is entirely digital. In this era, every individual is required to keep up with the development and advancement of digital technology in various fields. With the advancement of the digital era, namely the emergence of smartphones, it does not automatically make teachers adopt technology in learning ([Muyaroah & Fajartia, 2017](#)). It is only natural that teachers can utilize technology in learning alongside their students.

The integration of digital technology in education can be implemented through various applications in the learning process. Teaching materials, a set of materials that serve as a guide during the learning process, need to be made as engaging as possible so that the learning experience is enjoyable and not easily monotonous ([Afriawan & Binadja, 2012](#)). Teaching materials as a set of learning materials need to be organized systematically and created according to the needs of the students ([Listia et al., 2021](#); [Qondias & Winarta, 2019](#)). Teaching materials contain the target achievement of previously established competency standards. Teaching materials include the content to be studied and the teaching techniques to be applied ([Ananda & Amiruddin, 2019](#)).

Teachers should also pay attention to students' learning styles when creating teaching materials ([Suyitno, 2007](#)). Learning style is defined as the characteristics of students in receiving and processing information obtained from the learning process ([Rahman & Yanti, 2016](#)).

Visual learning styles will make it easier for students to understand learning materials because they use what they see, whereas if learners have an auditory learning style, their way of learning is through listening. Additionally, students with a kinesthetic learning style will learn from what they practice or simulate. With the diversity of students' learning styles, teaching materials that can accommodate this are needed ([Mardiansyah et al., 2024](#); [Mulyono & Wekke, 2018](#)).

The advancement of technology today encourages subject teachers to create teaching materials as creatively as possible while still conveying the correct concepts of the material. There are many applications for creating teaching materials, including the Canva application ([Sahila et al., 2022](#)). The Canva graphic design application needs to be connected to the internet for its operation. The Canva application provides a variety of templates for teaching materials ([Saadi et al., 2023](#); [Wulandari & Mudinillah, 2022](#)).

Teaching materials in the form of visual content, such as posters, presentations, or audio-visual content, can be created using the Canva application ([Sholeh et al., 2020](#)). In the creation of teaching materials, creativity and innovative ideas are needed to increase students' interest in learning ([Maryam et al., 2022](#)). It was found that students easily understood the material when the teaching materials were created using the Canva application ([Rahmatullah et al., 2020](#)). Students experienced increased motivation, creativity, and learning outcomes after participating in lessons presented by the teacher using the Canva application ([Junaedi, 2021](#)).

That interest can spark a deeper and more profound curiosity related to the learning material. Indirectly, this will encourage students to engage in literacy. Reading, understanding, analyzing, and conveying the results obtained from the thinking process is a literacy skill ([Kharizmi, 2015](#)). The literacy referred to here is not only in terms of reading but also involves listening to material explained by the teacher, reading material independently, expressing thoughts in written form, and communicating the learning outcomes achieved by students ([Ibda & Rahmadi, 2018](#); [Shidiq et al., 2022](#)).

Student literacy skills can enhance critical thinking and foster creativity ([Anisah & Abi Aufa, 2022](#); [Dwijayati & Rahmawati, 2021](#)). Teachers with literacy skills will find it easier to create teaching materials to improve student literacy. Students can be trained to think critically when asking or answering questions about the material provided. Based on the material and concepts they understand, students are accustomed and trained to communicate or present their understanding of the learning content.

The issues faced by the partner school are that the teaching materials provided by the teachers are limited to textbooks, teachers have not yet utilized technology in creating teaching materials, and the materials created by teachers have not been able to improve student literacy because the appearance of the teaching materials has not been engaging enough for the students. SMAN 1 Nimboran already has facilities such as Chromebooks; however, nearly 90% of the teachers at this school have not fully developed digital literacy skills. This training is intended to enhance student literacy at SMAN 1 Nimboran in Jayapura District, Papua. We hope this training and assistance will be the first step in optimizing the understanding of concepts, improving digital technology skills, and ultimately enhancing literacy among students at SMAN 1 Nimboran.

METHODS

This community service activity uses a face-to-face training method for teachers. The service was carried out in the classrooms of SMAN 1 Nimboran, Jayapura District. The training was attended by teachers and students at SMAN 1 Nimboran, Jayapura, and was conducted over two months. Data was collected through observations of teachers and students, as well as interviews with students. This training was attended by 21 teachers and

18 students from grade XI. The activities took place for four months. After completing the training and community service activities, the service team evaluated from September to October. The process or stages of this activity are shown in Table 1.

Tabel 1 Stages of community service

Activity Description	Planning
(March) Initial preparation at FKIP Uncen campus	The team planned the community service activities to utilize the Canva application to create teaching materials for teachers.
(March) Providing the Canva application (technology application material) at the FKIP Uncen campus	The implementation involved creating a guidebook as a reference for teachers in creating teaching materials using the Canva application.
(April) Introduction of the Canva application and installation on teachers' devices/laptops at SMAN 1 Nimboran	Training participants, in this case, the teachers, installed the Canva application on their devices/laptops.
(May) Implementation of the Canva application in the creation of teaching materials for SMAN 1 Nimboran teachers	Teachers were guided and assisted in creating teaching materials using the Canva application.
(June to July) Preparation of Activity Report at FKIP Uncen campus	The team created the activity report.
(August) Presentation	The team presented the results of the community service activities.
(September to October) Evaluation	The implementers evaluate the results of observations and interviews to assess the increase in students' literacy regarding using the Canva application to create teaching materials for teachers at SMAN 1 Nimboran in this training. After the evaluation, follow-up actions are taken by examining the results of the training implementation.

RESULTS AND DISCUSSION

In general, teaching materials need to be created systematically and as attractively as possible. The goal is for the materials to guide the learning process, which can facilitate it. The interaction during the learning process also impacts the effectiveness of the lesson.

In this community service, it was found that teachers at SMAN 1 Nimboran, Jayapura, wanted to create teaching materials that could enhance student literacy in learning the material. Based on interviews and observations, students felt happy and interested in this community service activity. Several factors supported and hindered the implementation of this community service.

Supporting factors included the availability of computer laboratory facilities at the school. Students used these facilities to create teaching materials, such as PowerPoint presentations, to make learning materials more engaging and express their creativity through design according to their learning styles. A hindering factor was the unstable internet connection in the area. This posed a challenge when creating teaching materials using the Canva application, as it requires an internet connection.

Teaching materials are created to guide the learning process. Students can use teaching materials as a reference and source to study the learning content. Teachers should focus on the content and consider the students' learning styles when creating teaching materials.

Teaching materials, such as visual content like posters, presentations, and audiovisual content, can be created using the Canva application ([Sholeh et al., 2020](#)). Canva, as a design application, is very suitable for creating teaching materials. Teachers can optimize the creation of effective teaching materials for students. The materials can be designed

attractively, thus stimulating students' learning motivation, ultimately impacting increased literacy ([Junaedi, 2021](#)).

During the training for teachers on using the Canva application to create teaching materials, the teachers were enthusiastic about participating in this activity. Each teacher had prepared the devices they would use for the training, with some bringing smartphones or laptops. To help teachers use the Canva application, the implementation team provided a guidebook that was systematically organized and easy to understand, as shown in Figure 1.



Figure 1 The guidebook for using the canva application created by the community service team

In Figure 2, teachers were guided to install the Canva application and create Canva accounts until it is ready to be operated.



Figure 1 Assistance for teachers in creating teaching materials using the canva application

Once all the teachers had successfully created their Canva accounts, they were guided to create teaching materials like PowerPoint presentations. The teachers tried various elements to design the PowerPoint presentations to attract students' interest in learning ([Maryam et al., 2022](#)). After creating the PowerPoint, the teachers were guided to create teaching materials in the form of instructional videos using their created PowerPoint presentations. After recording, they reviewed the results of the instructional videos. Some teachers found it easy to follow all the instructions verbally or in the guidebook. However, some teachers needed to follow the directions more gradually.

Then, the teachers were guided in creating textbooks or teaching modules. They attempted to design the books according to the learning material. Some teachers faced

difficulties in finding design elements provided in Canva's features, so the implementation team offered additional support until they could follow the process effectively.

In addition to the teachers, students also participated in this training at different times and locations from the teachers. While the training with the teachers as participants was held in the teachers' room, the student training was conducted in the computer laboratory. This allowed all students participating in the activity to access the computers available at the school.

In Figure 3, the students operate Canva using the school's computers. They start by accessing the Canva website, creating accounts, and preparing Canva for use. The students are guided to create PowerPoint presentations, instructional videos, and teaching modules based on their creativity.



Figure 2 Assistance for students in operating the canva application

During the training, teachers and students who successfully followed the instructions helped their peers who encountered difficulties. Nevertheless, teachers and students remained enthusiastic and showed deeper curiosity about operating the Canva application smoothly. Teachers and students also appeared motivated to engage in literacy activities with the teaching materials they created. They were attractive and easy to understand because they were organized systematically, as shown in Figure 4.

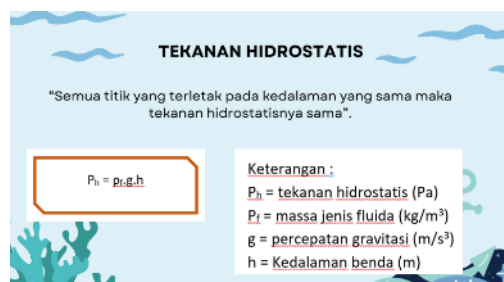


Figure 3 Example of training participants' product results

Literacy here refers to reading and listening to material explained by the teacher, reading material independently, and expressing thoughts in writing. During the activity, the issue faced was poor internet connectivity. However, the community service team addressed this by providing an internet connection for all training participants. Teachers were able to utilize technology to create teaching materials using the Canva application, which successfully piqued students' interest, as seen from their enthusiasm during lessons.

After the evaluation, it was found that teachers who participated in this training continued using the Canva application to create teaching materials. The long-term impact is that teachers have become more proficient in operating the Canva application, and the

quality of the teaching materials they design has become more varied and innovative. This, in turn, has had a positive effect on both teachers' and students' digital literacy.

Students' increased literacy is evident as they eagerly and attentively engage with teaching materials designed as attractively as possible using the Canva application. Feedback from the training indicated that students enjoyed using the Canva application because it is easy to operate on Android smartphones.

CONCLUSION

Based on the community service conducted by the team, the activity was organized as a training session held in the school's computer lab. This training session was attended by 39 participants, including 21 teachers and 18 students from grade XI. It was observed that both the teachers and students were highly enthusiastic about the training. The activity was also successful in increasing students' literacy. Students showed significant interest, enthusiasm, and energy in searching for, reading, and understanding the learning material, which was then translated into teaching materials created using the Canva application.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization, ISB and AL; methodology, BYB; formal analysis, ISB; writing—preparation of the original draft, ISB; and Assistance for students in operating the Canva application, ASI and A. Authorship should be limited to those who have contributed substantially to the reported work.

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