CANVA-BASED LEARNING VIDEO-MAKING TRAINING FOR TEACHERS OF SD DHARMA MULIA GETASAN, SEMARANG REGENCY

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Abstract

Learning videos are audio-visual media that is very useful for teachers in attracting students' attention in the learning process so that the material can be more easily understood. Canva has become a popular application used by teachers to create learning media online. The aim of this community service program is to increase teachers' understanding of learning videos and improve teachers' skills in making learning videos using Canva for teachers at Dharma Mulia Getasan Elementary School, Semarang Regency. Training is carried out using a classical approach through planning, implementation, and evaluation stages. The participants in this training were 9 teachers of Dharma Mulia Getasan Elementary School. The results of the training process evaluation showed that the training participants were very satisfied with the training materials (92%), trainer (84%), and training facilities (88%). The N-Gain calculation produces an effectiveness percentage of 87%, so this training is very effective in increasing teachers' understanding of learning videos. Evaluation of training results shows that participants mastered the Canva application in making learning videos with a percentage of 84%.
Keywords: Canva, Training, Learning Video.

INTRODUCTION

The development of technology until now is progressing and bringing changes to various aspects of people's lives. This change also occurs in the educational aspect, especially in terms of the use of learning media (Huda et al., 2022). Many changes have occurred in the use of learning media that were originally physical in the form of images or props related to learning materials turned into digital media in the form of interesting audio visuals.

Learning media is everything that can be used to deliver material to students so that it can stimulate the thoughts, feelings, attention, and interest of students to learn (Tafonao, 2018). Learning media is indispensable to increase or arouse the learning interest of educated participants in the learning process (Zulherman et al., 2021). However, currently there are still many teachers who have not been able to apply or develop learning media innovatively so that the learning process takes place monotonously. This is an important concern because the use of learning media is not only beneficial for students but also beneficial for teachers because the

use of media can increase effectiveness and efficiency in achieving learning objectives (Heriyanti, 2018).

Learning media are classified into various types, including: audio-based media, visual-based media, audio-visual based media, and multifaceted media (Hikmawan & Sarino, 2018). Video is an electronic media that combines audio and visual together to produce a dynamic and interesting impression. Learning videos are media that present audio and visual messages that contain good learning messages containing concepts, principles, procedures, theories of knowledge application to help understand a learning material (Linggarsari, 2021). Learning videos have functions to: (1) clarify the presentation of messages so that they are not too verbalistic, (2) overcome the limitations of space, time, and sensory power, and (3) can overcome the passive nature of students (Yuanta, 2020).

Making learning videos today can be easily done using online-based applications. One application that can support the creation of learning videos is Canva. Canva is an online design application that provides a variety of graphic designs, including: presentations, posters, pamphlets, graphics, banners, invitation cards, photo and video editing (Wulandari & Mudinillah, 2022). Canva makes it easier for teachers and students to carry out technology-based learning processes because the design results using Canva are able to increase student interest in learning activities by presenting teaching materials and materials in an interesting manner (Triningsih, 2021). Canva can make a huge contribution to improving teachers' ability to develop learning media (Irmayanti et al., 2023)

SD Dharma Mulia Getasan is one of the elementary school education units located in Wates Village, Getasan District, Semarang Regency, Central Java. SD Dharma Mulia Getasan is a private school managed by the Sastri Badra Foundation and the majority of students are Buddhist (Muspito et al., 2022). The facilities and infrastructure at SD Dharma Mulia are adequate to support learning activities. In each classroom there is a projector that functions to display teaching materials or learning media so that teachers use these facilities to display learning videos.

One of the missions of SD Dharma Mulia Getasan is to improve the quality of teaching and learning activities through supervision, training, and professional coaching of teachers and education. This community service program was carried out to help realize this mission, namely by organizing training for teachers of SD Dharma Mulia Getasan. The role of teachers is very decisive in efforts to improve the quality of learning quality in the classroom (Suryanda et al., 2021). Basic teacher teaching skills in terms of the use of learning media need to be improved because the ability to use variations of learning media can stimulate student curiosity and increase the ability of students to understand the material so that learning outcomes will be more meaningful (Damanik et al., 2021). Therefore, this community service focuses on improving teacher skills in making learning media, especially Canva-based learning videos at SD Dharma Mulia Getasan, Semarang Regency.

IMPLEMENTATION METHOD

The subjects of this training were 9 teachers of SD Dharma Mulia Getasan, Semarang Regency. The approach used in training is the classical approach. The training process is carried out classically face-to-face directly. The stages of this service activity include planning, implementation, and evaluation. At the planning stage, the service team coordinates cooperation with the partner, namely SD Dharma Mulia Getasan. The service team dug deeper information through interviews with the Head of SD Dharma Mulia Getasan regarding the use of learning media at the school so that the training provided was in accordance with the needs of the trainees. The implementation stage was carried out by organizing training and workshops for teachers at SD Dharma Mulia Getasan by presenting speakers who are experts in the field of learning media as many as two meetings. At the evaluation stage, the service team evaluates the process and evaluates the results of the training. Process evaluation is carried out by giving questionnaires to participants to assess the process of implementing training. Evaluation of training results is carried out by providing questionnaires to measure trainees' understanding of the delivery of training materials and participants' ability to make learning videos.

RESULTS AND DISCUSSION

The training program for making learning videos for teachers of SD Dharma Mulia Getasan will be held in July – September 2023 in the classrooms of SD Dharma Mulia Getasan. Classical training is carried out in as many as two meetings by presenting trainers who are experts in the field of learning media. In addition to classical training, the service team carried out assistance in the process of making learning videos and monitored the progress of participants in producing Canva-based video products.

Making learning videos certainly requires supporting devices in the form of *hardware* and *software*. The service team aided in the form of supporting equipment, including: DSLR cameras, tripods, and *green screens.* The service team also provided mice, removable discs, and jackets for each participant. The equipment is expected to support the implementation of the learning video making training program. The handover of equipment assistance was carried out during the opening ceremony of the activity, which was attended by the Head of SD Dharma Mulia Getasan, teachers and education staff of SD Dharma Mulia Getasan, as well as a service team consisting of the head of service and five service members.

The classical training at the first meeting focused on introducing Canva and its uses. Training materials include a description of the Canva app, Canva's strengths and weaknesses, Canva features, Canva account types, and practices for creating simple products using Canva. The resource person said that Canva is an easy-to-use graphic design platform to create designs easily and quickly. Graphic design can be posters, presentations, social media design, or web design. Canva provides many *templates* and elements that can be used.

The resource person explained that Canva's advantages include: 1) it can be accessed with Web, *Desktop*, and Android; 2) supports *multiplatform* operating systems (MAC, Windows, Android, and IOS); 3) there are many *templates* (presentations, animated videos, comics, banners, CV logos, etc.); 4) can add elements from several *already connected platforms* (Emoji, Facebook, Google Drive, Youtube, etc.); 5) integrated with AI (*artificial intelligent*); 6) results can be downloaded in PNG, PDF, JPG, GIF, MP4, PPT, etc; and 7) stored in the *cloud*. The

downside of Canva is that it requires internet access, and some features can only be accessed with a premium account.

Figure 1. Material Presentation by Resource Persons at the First Meeting

The resource person asked participants to prepare learning materials that would be used for practice making learning videos in the next training session. The material is selected from the topics of discussion taught to students. The resource person also asked participants to continue practicing with Canva outside of the training session so that skills in using the Canva application are further honed. For the sake of smooth training, devotees provide a premium Canva account for each participant to be able to access all the features in the Canva application.

Classical training at the second meeting was used for direct practice in making guided learning videos. The resource person explained the steps to make learning videos using Canva simply as follows:

1. Create a Canva account.
   Participants can register a Canva account using a google account or enter data manually through canva.com webpage.
2. Sign in to your Canva account.
3. Participants who have registered and created a Canva account can log in to the account.
4. Creating a New Design
5. Participants select menu to create presentation design (16:9)
6. Choosing a Template
7. Participants can choose a template that has been provided by Canva. A large selection of templates is available, both free and paid.
8. Arrange Material Slides
9. Participants insert material in the form of text and images into slides and arrange them according to the selected template.
10. Adding Animations
    Participants can add animations to slides that have been made to make it more interesting.
11. Record Video
    Participants record videos using the video record feature to bring up videos of participants when explaining the material on each slide.

12. Add Music

To make it more interesting, participants can add musical instruments as video backgrounds.

13. Downloading Videos

The created video is then downloaded in MP4 format and can be published or shared online via social media or saved for live viewing during teaching.

Figure 2. Practice of Making Learning Videos at the Second Meeting

In the implementation process, there are several factors that hinder the smooth running of training activities. The main factor inhibiting training in making learning videos is an unstable internet network. This is because SD Dharma Mulia Getasan is located in a mountainous area so internet access through several providers is not smooth. An attempt to overcome this inhibiting factor is to share hotspots through *tethering*. Training can continue well even with poor internet network conditions because participants are able to find solutions so that they can still follow the direction of the trainer. The next inhibiting factor is that participants do not have a premium Canva account so that participants cannot use paid features that are more varied than free features. This can be overcome by registering a participant's Canva account on a premium Canva team account so that participants can access templates, graphics, and materials provided by Canva premium. With Canva premium, the results of learning videos will be more interesting.
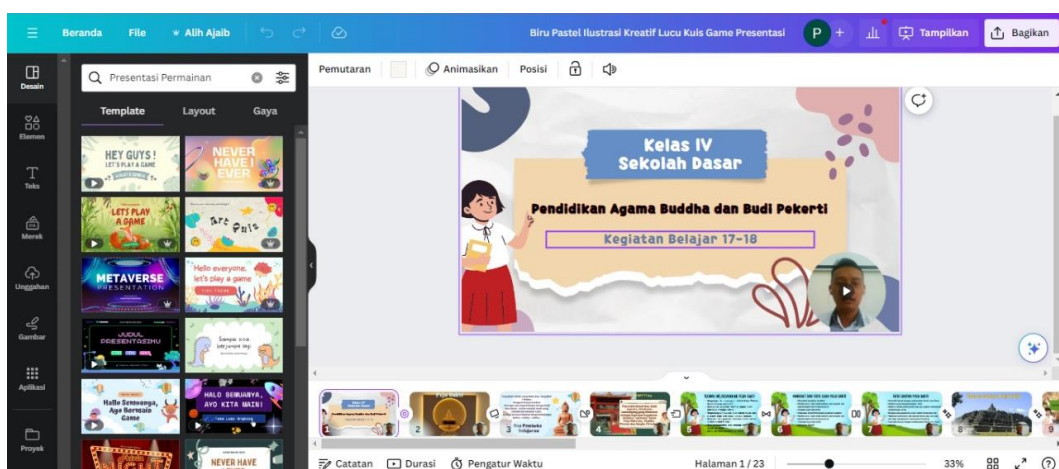

Figure 3. Canva-Based Learning Video Making Process

Evaluation of the training implementation process is carried out using feedback instruments to participants. Aspects assessed include training materials, resource persons and facilities. The average participant felt very satisfied with the training material provided. This is indicated by a satisfaction percentage of 92%. Participants assess that the material that has been given is very suitable for the needs of participants, can be accepted and applied easily, and delivered systematically and clearly. A total of 7 participants expressed great satisfaction and 2 others expressed satisfaction with the training material.
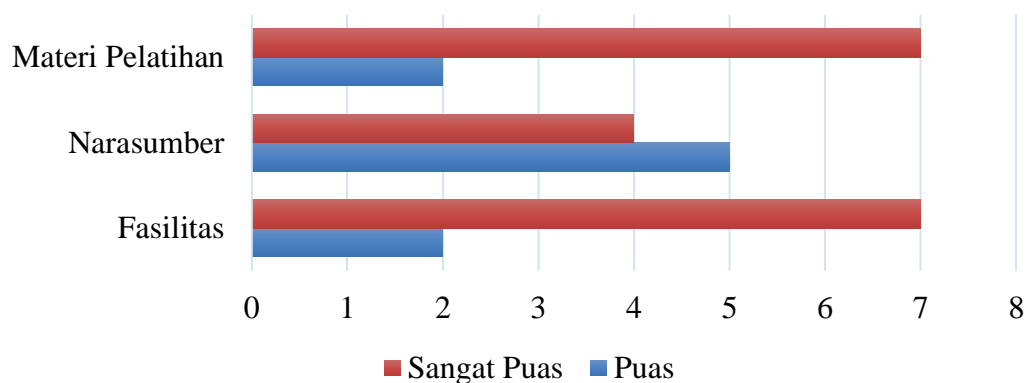

Figure 4. Diagram of participant feedback on the training process

Training participants expressed very satisfaction with the resource people with a satisfaction percentage of 84%. The resource person is very familiar with the material, able to deliver the material systematically and clearly, and provides opportunities for participants to ask questions. In the aspect of facilities, participants expressed very satisfied with a satisfaction percentage of 88%. Training facilities include rooms, training facilities, supporting equipment, and consumption. On average, participants expressed very satisfied with the availability of space and consumption, while in terms of supporting facilities and equipment, participants expressed satisfaction.

Training on making learning videos for teachers of SD Dharma Mulia Getasan helps improve teachers' understanding of learning videos including understanding, types of learning videos, and the function of learning videos. The evaluation results through *pre-test and* post-test *showed an N-gain value of 0.87 so it can be concluded that this training is very effective in increasing the understanding of SD Dharma Mulia Getasan teachers about learning videos*.

Table 1. Results of Evaluation of Participants' Understanding of Learning Videos

Participants	Pre-test Score	Post-test Score	Gain	N-Gain
1	60	100	40	1,00
2	40	80	40	0,67
3	40	80	40	0,67
4	80	100	20	1,00
5	40	100	60	1,00
6	60	100	40	1,00
7	60	80	20	0,50
8	80	100	20	1,00
9	80	100	20	1,00
Average	**60**	**93,33**	**33,33**	**0,87**

Source: Pre-Test and Post-Test

The results of the evaluation of mastery of the Canva application showed that participants were able to create a Canva account, choose a presentation design, choose a *template* that suits the material to be created, insert text and images on presentation slides, add animations to learning video designs, record videos themselves, add background music, and can download learning videos using the Canva application. This is shown by the average Canva application mastery score of 4.19 with the mastery category.

Table 2. Canva Application Mastery Evaluation Results

No	Assessment Indicators	Average Score	Category
1	Create an account	4,78	Very Masterful
2	Choose a presentation design	5,00	Very Masterful
3	Choose a *template*	4,11	Control
4	Insert text and image components	3,89	Control
5	Add animations	3,67	Control
6	Record a video	3,44	Control
7	Add background music	4,22	Very Masterful
8	Download video results	4,44	Very Masterful
	Average	**4,19**	**Control**

The learning video products produced through this training are already very good. Learning videos are presented attractively by containing text, images, videos, animations, and audio components that are well arranged and edited and varied. The resulting video has met the eligibility standards to be used as a learning medium at SD Dharma Mulia Getasan and can be published on social media so that it can be widely useful. The results of learning video products are certainly influenced by teacher creativity. This is in line with research in elementary schools in Baturetno District, Wonogiri Regency which shows that teacher creativity has a significant effect on teacher productivity (Zuliawati, 2016). The ability to make learning videos is one of the teacher competencies that must be optimized because it is related to the quality of teacher performance in schools. The results of the training show that teachers' mastery of technology such as the Canva application in making learning media affects the results or products worked on. This is in line with the results of research which shows that there is a positive and significant

influence between teachers' ICT abilities on teacher performance (Subandi, 2021).

Figure 5. Examples of Canva-Based Learning Video Results

Training and mentoring in designing and producing these Canva-based learning videos are essential. The results show that learning using Canva has been interactive, innovative, and engaging (Nurhayati et al., 2022). Various trainings on the Canva app have been conducted (Isnaini et al., 2021; Mulyawati et al., 2022; Nadeak et al., 2023) and succeeded in increasing teachers' understanding of Canva-based learning media and teacher skills in developing interesting learning media. Participants stated that this training was very useful for them and hoped that similar activities could be carried out again for the sake of improving the competence and quality of teachers at SD Dharma Mulia Getasan.

CONCLUSION

The community service program in the form of training on making learning videos for teachers at SD Dharma Mulia Getasan carried out by a team of lecturers at the Raden Wijaya Wonogiri State Buddhist College in Central Java has succeeded in improving teachers' understanding and skills in making learning videos using the Canva application. The training materials taught include techniques for making learning videos through the Canva application from account creation to learning video production. Through this training program, Dharma Mulia Getasan Elementary School teachers are able to make interesting learning videos that are in accordance with the subjects taught. This community service program has contributed greatly to improving the competence of assisted subjects so that the sustainability of this program is highly expected. The service team hopes that this program can be implemented again for the benefit of teachers and the community.

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