



ENHANCING TEACHERS' DIGITAL PEDAGOGICAL SKILLS THROUGH CANVA-BASED INTERACTIVE MEDIA DEVELOPMENT: EVIDENCE FROM ELEMENTARY SCHOOL EDUCATORS

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Abstrak

Pengabdian kepada masyarakat ini bertujuan untuk meningkatkan keterampilan pedagogis digital guru sekolah dasar melalui pengembangan media pembelajaran interaktif berbasis Canva. Kegiatan ini dirancang untuk memberikan wawasan dan pengalaman praktis kepada guru dalam mendesain media pembelajaran yang kreatif, komunikatif, dan relevan dengan kebutuhan pembelajaran abad ke-21. Metode pelaksanaan pengabdian menggunakan pendekatan lokakarya partisipatif yang meliputi presentasi materi, diskusi dan tanya jawab, praktik langsung pembuatan media pembelajaran, serta microteaching sebagai bentuk aplikasi awal. Hasil kegiatan menunjukkan adanya peningkatan signifikan dalam keterampilan guru dalam menggunakan Canva sebagai media pembelajaran digital, baik dari aspek penguasaan fitur, desain visual, maupun integrasi media dengan tujuan pembelajaran Pendidikan Agama Islam. Selain itu, kegiatan ini juga berkontribusi pada penguatan soft skill guru, seperti kreativitas, adaptasi terhadap teknologi, kolaborasi, dan kepercayaan diri dalam pembelajaran berbasis digital. Kontribusi hasil kegiatan pengabdian ini tidak hanya berdampak pada peningkatan kompetensi individu guru, tetapi juga mendukung pengembangan praktik pembelajaran inovatif serta penguatan kapasitas komunitas guru dalam menghadapi transformasi pendidikan digital secara berkelanjutan.

Kata kunci: Pedagogi Digital; Media Interaktif; Kompetensi Guru; Keterampilan Lunak; Keterlibatan Masyarakat.

Abstract

The purpose of this community service is to provide insight into Canva to teachers so that there is an increase in the design, presentation, and creativity skills of educators. If teachers are able to use this Canva learning media, it will make it easier for teachers to deliver material in learning. The method of implementing the service uses a participatory workshop approach, which includes material presentations, discussions, and questions and answers, direct practice of making learning media, and microteaching as an initial form of application. The results of this community service activity are to improve teachers' skills in using digital media, especially Canva, creatively, communicatively, and collaboratively in the learning process. Through a direct practice approach, teachers are able to produce interactive and relevant learning media with Islamic Religious Education material, while developing soft skills such as creativity, technology adaptation, and cooperation. The contribution of the results of these service activities not only has an impact on improving individual teacher competencies but also supports the development of innovative learning practices and strengthens the capacity of the teacher community in facing the transformation of digital education in a sustainable manner.

Keywords: Digital Pedagogy; Interactive Media; Teacher Competence; Soft Skills; Community Involvement.

INTRODUCTION

The development of technology information, or information and communication technology (ICT), has progressed rapidly in recent decades, in line with the development of telecommunications technology, including computer networks (Yaumi, 2018). Various supporting technologies and applications have also been developed in an effort to support and simplify human and organizational activities, including teaching and learning activities in education (Son, 2025). In response to these developments and advancements in technology information, lecturers and teachers are required to master technology to develop interactive learning materials and utilize technology information as a learning medium (Putra, 2022). The goal is to provide students with greater convenience and opportunities for learning (Memarian, 2024). The use of technology in education has become widespread, from elementary and secondary education levels to higher education (Ambele, 2022). However, the variations and focus of its use vary by institution (Sofi-Karim, 2023).

Basic education is a crucial foundation for human resource development (Otoya, 2024). At this level, students are not only introduced to academic material but also equipped with character values, discipline, and basic life skills (Hurtado-Mazeyra, 2022). In this process, teachers play a central role as directors, mentors, and facilitators of learning (Panjaitan, 2025). As modern demands evolve, the role of teachers becomes increasingly complex. Mastering the subject matter is not enough; teachers are also required to create an active, creative, and contextual learning environment tailored to the needs of today's students (Durisa, Istiningih, & Widodo, 2022). In facing the era of the industrial revolution 4.0 and entering society 5.0, teacher competencies must be developed comprehensively, not only in the aspects of hard skills but also soft skills (Fauziah & Sahlani, 2023). Soft skills include communication skills, teamwork, critical and creative thinking, leadership, and mastery of technology (Wiryani, 2021). Teachers who have soft skills will be more flexible and adaptive in facing the challenges of modern education, including in developing digital-based learning and addressing the various learning styles of students (Nisa, et al., 2024).

However, many teachers in these areas still have limited access to training and learning resources that support the optimal use of learning technology (Zain & Andriany, 2024). Furthermore, high administrative workloads and minimal mentoring from experts also hamper teacher capacity building, particularly in the areas of digital literacy and interactive media (Rahmatullah, Inanna, & Ampa, 2020). One relevant and applicable solution to answer this challenge is to introduce teachers to digital learning design platforms such as Canva (Widiastuti, 2024).



Canva is an online graphic design application that allows users to create engaging and professional visual materials (Hikmah, et al., 2025). This platform offers various easy-to-use features and thousands of educational templates that can be customized for learning purposes. In the context of elementary education, Canva has excellent potential for use in creating posters, infographics, interactive presentations, short learning videos, and other visual media (Wulandari, et al., 2022).

This activity is not only intended as technical training, but also as a reflective platform for teachers to reassess their current learning strategies. Teachers are encouraged to integrate digital media into conventional learning processes, creating richer, more contextual, and more relevant learning experiences (Alfian et al., 2022). This training can be a crucial opportunity to strengthen networks among teachers and foster sustainable learning communities at the local level (Yaumi, 2018). Increasing teacher capacity in using interactive media based on digital technology is very important to support the quality of learning in elementary schools, especially in the context of strengthening the soft skills of teachers (Yaumi, 2018). This community service is seen as strategic as a means of empowering teachers through training that is applicable, participatory, and oriented towards developing 21st-century skills.

Over the past three years, various institutions have carried out community service activities focused on improving basic digital literacy, such as training in the use of online learning applications and orientation to school technology devices, in line with recommendations for accelerating the digital transformation of education (Detlor, et al., 2022). In contrast, the community service activities carried out by the author emphasize strengthening digital pedagogical skills through mentoring the creation of interactive learning media based on Canva, not only teaching the technical use of applications, but also instructional design that suits the needs of elementary school teachers (Munthe, et al., 2023). This approach refers to the TPACK framework that integrates technology, pedagogy, and content (Jibril & Adedokun-Shittu, 2024), so it has a unique hands-on process and digital teaching product orientation that can be used directly in the classroom.

Therefore, this activity aims to: (1) provide technical training in the use of Canva as an interactive learning medium; (2) increasing teacher creativity in designing engaging and contextual learning materials; (3) developing soft skill teachers in the aspects of communication, collaboration, and digital literacy; and (4) forming a network of teacher communities that are adaptive to technological changes and open to learning innovations.

METHODS

The training activity was held at one of the teacher forums on February 14, 2024, from 08.00-12.00 WIB. The participants were 17 Islamic Education teachers from Palupuh District, Agam Regency. This community service program was

designed in the form of workshop-based interventions to improve the digital pedagogical skills of Islamic Education teachers in elementary schools through the development of Canva-based interactive media. The workshop was attended by 25 PAI SD teachers who were selected using purposive sampling based on criteria such as teaching experience, availability of digital devices, and willingness to participate in the entire series of activities. During three training sessions, participants received material on digital learning design, hands-on practice in creating interactive media, and assistance in compiling the final product. The activity was concluded with microteaching as an initial application of the press that had been made.

Data collection instruments included pre-test and post-test questionnaires, observation sheets, and brief interviews. The questionnaire was designed in the form of a competency grid with several primary constructs, such as the ability to plan digital learning, use of tools (Canva), integration of formative assessment, and attitudes toward digital learning. Each construct was measured using a 1–5 Likert scale, with sample items such as “I can add interactive elements to Canva” and “I can design learning objectives that are appropriate for digital media.” In addition, participants' media products were evaluated using a rubric that covered the appropriateness of objectives, instructional flow, interactivity, visuals, and innovation.

Data analysis was conducted using simple quantitative methods by calculating percentages and changes in pre- and post-test average scores to determine competency improvement, as well as thematic qualitative analysis of observations and interviews to reveal participants' experiences, obstacles, and perceptions. The overall program evaluation refers to the Kirkpatrick Model, which includes participant satisfaction (reaction), increased ability (learning), changes in teaching practices (behavior), and initial impact on student learning (results). Through this framework, the program is expected to produce a real increase in teachers' skills in using digital media and encourage sustainable implementation in schools.

RESULTS AND DISCUSSION

Result

The participants of this community service activity consisted of 25 elementary school Islamic Religious Education teachers from various schools in Palupuh District, Agam Regency. Based on administrative data and initial observations, participants have diverse teaching backgrounds, with a range of service periods ranging from 5 to more than 20 years. The majority of teachers have the status of permanent teachers and are actively teaching in the lower and upper classes. In terms of age, participants are in the productive age range, but most of them admit that they have never participated in intensive and continuous digital learning media development training.



The results of initial observations show that the learning practices carried out by teachers are still dominated by conventional methods, such as lectures, the use of textbooks, and printed worksheets. The digital media used is generally limited to simple PowerPoint-based presentations with minimal visual appearance and rarely utilizes interactive elements. Some teachers stated that the use of digital media is only carried out when there are certain administrative demands or activities, not as part of a routine learning strategy. This condition indicates that the use of technology in Islamic Religious Education learning has not been optimally integrated with pedagogical goals.

Based on the results of the pre-test and diagnostic questionnaire, the digital literacy level of participants is in the low to medium category. The average initial score of teachers' understanding of the use of Canva as a learning medium is only around 20%, especially in terms of feature recognition, educational visual design, and media integration with learning objectives and materials. Most teachers don't yet understand how to leverage interactive elements like videos, animations, or digital quizzes, and still view Canva as a general graphic design app, rather than a pedagogical learning medium.

These findings are reinforced by the results of preliminary interviews conducted briefly with several participants. One of the teachers revealed,

"Limited time, lack of practice-based training, and lack of technical assistance are the main factors in the low use of digital media in learning."

Some teachers also expressed a lack of confidence and concerns about technical difficulties when using technology-based applications, so they tend to avoid digital learning innovations. In addition, limited access to examples of learning media relevant to Islamic Religious Education subjects also affects the low motivation of teachers to try interactive media. In terms of attitude and motivation, although the initial abilities of the participants were relatively limited, the observation results showed that teachers had an open and enthusiastic attitude towards the development of digital competencies. This can be seen from the high participation in the initial discussion and the willingness of participants to participate in the entire series of training activities. Teachers realize that the demands of 21st-century learning and the characteristics of students today require innovation in the delivery of materials, especially so that learning of Islamic Religious Education is more interesting, contextual, and easy to understand by elementary school students.

The results of this community service program indicate a measurable improvement in teachers' digital pedagogical competence after participating in Canva-based interactive media training. Before the activity, teachers' understanding and ability to use Canva as an instructional medium were relatively low. This condition was reflected in the pre-test results, which showed that the average Canva

comprehension score was only 20%, indicating limited familiarity with digital design features and interactive media integration. After the training, a post-test was administered using the same competency indicators. The results demonstrated a significant increase in teachers' competence, with the average post-test score rising to 80% described in Table 1. This improvement confirms that practice-oriented training, combined with guided assistance, effectively enhances teachers' digital skills and confidence in using interactive media for classroom instruction.

Table 1. Pre-test and Post-test Results of Canva Competency

Competency Indicator	Pre-test (%)	Post-test (%)	Improvement (%)
Understanding Canva features	20	78	+58
Designing interactive learning slides	22	82	+60
Integrating media with learning objectives	25	80	+55
Using interactive elements (video, quiz, animation)	18	75	+57
Confidence in using digital media for teaching	15	85	+70
Average	20.0	80.0	+60.0

These findings provide empirical evidence that the training not only increased technical proficiency but also strengthened teachers' readiness to integrate digital media into pedagogical practices. In addition to competency improvement, the effectiveness of the training was also reflected in the variety of learning media products produced by participants. Teachers were able to develop Canva-based instructional materials that were directly applicable to Islamic Religious Education at the elementary school level, as described in Table 2.

Table 2. Types of Canva-Based Learning Media Produced by Participants

Type of Media Product	Number of Teachers	Percentage (%)
Interactive presentation slides	9	36
Infographics (Islamic Education concepts and morals)	6	24
Short instructional videos	4	16
Interactive quizzes and worksheets	4	16
Posters and visual summaries	2	8
Total	25	100

The dominance of interactive presentations and infographics indicates that teachers have begun to move beyond traditional text-based instruction toward visually rich and student-centered learning resources. This transition demonstrates the practical impact of the training in fostering creative instructional design. The results of this program can be explained through the Technological Pedagogical Content Knowledge (TPACK) framework. The significant increase in post-test scores and the quality of media products indicate that teachers developed not only



technological knowledge (how to use Canva), but also pedagogical and content integration. Teachers were able to align digital media with learning objectives and Islamic Education subject matter, reflecting the development of integrated TPACK competence rather than isolated technical skills described in Figure 1.



Figure 1. How to use Canva Practice

The results of community service activities showed a significant change in teachers' attitudes and soft skills after participating in the Canva-based interactive learning media development training. Based on observations during the activity, teachers who at the initial stage tend to be passive and hesitant to use digital technology, gradually show increased confidence, openness to innovation, and active involvement in the learning process. This change can be seen from the increased participation of teachers in discussions, the courage to try new features, and the willingness to present the work of learning media in front of peers.

From the aspect of attitudes towards technology, teachers show a shift in mindset from fear and reluctance to be more adaptive and positive. In the initial session of the training, several teachers expressed concerns about technical difficulties and limited digital capabilities. However, after following hands-on practice and gradual mentoring, teachers begin to view technology as a pedagogical tool that supports learning. This is reflected in the statement of one of the participants who said,

"At first, I was afraid of making mistakes and confused about where to start, but after practice, it turned out that Canva could help me explain the material more easily and interestingly."

This statement shows an increase in attitudes towards acceptance of technology in the context of learning. This service activity also contributes to

strengthening teachers' creative soft skills. Observations of the resulting learning media products show that teachers are starting to dare to experiment with color combinations, visual layouts, illustrations, and interactive elements that are tailored to the characteristics of elementary school students. Teachers no longer copy templates but start modifying designs according to Islamic education's learning objectives. A participant said,

"So far, I have only used books and writing on the board; now I am motivated to make more lively material so that children do not get bored quickly."

This shows the growth of creative awareness in designing learning. Positive changes are also seen in soft collaboration and communication skills. During the activity, teachers actively discussed, helped each other in solving technical obstacles, and shared ideas in the development of learning media. Interaction between teachers creates a collaborative and supportive learning atmosphere. Based on the results of the interview, one of the teachers stated, "Usually we rarely share this way of teaching, but through this training we learn from each other and exchange ideas." These findings indicate that service activities not only improve individual competence but also strengthen professional networks between teachers.

In terms of confidence and pedagogical communication, teachers show improved ability to convey ideas and present their work. In the microteaching session, teachers looked more confident in explaining the flow of learning media made and how the media was used in the learning process in the classroom. One of the participants revealed,

"With this media, I am more confident in teaching because the material is neatly arranged and the visuals help my explanation."

This statement emphasizes that digital media not only has an impact on the technical aspect, but also on the mental readiness of teachers in teaching. Overall, the results of observations and interviews show that this community service activity has succeeded in encouraging attitude change and strengthening teachers' soft skills, including creativity, technology adaptation, collaboration, communication, and confidence. This change is an important capital for teachers in facing the challenges of 21st-century learning and the transformation of digital education. With an increase in positive attitudes and supportive soft skills, teachers are expected to be able to implement interactive learning media in a sustainable manner and become agents of change in the development of innovative learning in elementary schools.



Discussion

This training shows that the use of Canva as a learning medium can increase the creativity of Islamic Religious Education teachers in presenting more interesting, communicative, and contextual learning materials. Creativity is an important part of the soft skills of 21st-century teachers because it allows teachers to tailor learning strategies to student characteristics and dynamic curriculum demands (Zain et al., 2024; Durisa et al., 2022; Fauziah et al., 2023). Creative teachers tend to be able to design learning that is meaningful, not monotonous, and encourages active student involvement in the learning process (Alfian et al., 2022; Wulandari et al., 2022). These findings reinforce the view that visual-based digital media such as Canva can be an effective means of developing teachers' pedagogical creativity at the primary school level.

In addition to creativity, teachers' ability to adapt to technology also experienced a significant increase after participating in the training. Teachers who were previously unfamiliar with digital design platforms are now able to develop various forms of learning media, such as infographics, short instructional videos, and interactive quizzes that are integrated with Islamic Religious Education materials. These findings are in line with the results of research by Rahmawati et al. (2024) and Putra (2022) which show that practice-based training can increase digital efficacy and teachers' confidence in utilizing educational technology. Other research also confirms that mastery of learning technology is an important prerequisite for teachers to face the challenges of digital transformation in the education sector (Detlor et al., 2022; Nisa et al., 2024). Thus, this training contributes to strengthening teachers' readiness to integrate technology in a sustainable manner in learning.

In addition, this service activity also strengthens teachers' soft skills of collaboration and communication. Through group work, collaborative discussions, and good practice sharing sessions, teachers gain space to learn from each other and build professional networks. Collaboration between teachers has been proven to improve interpersonal skills and encourage a culture of shared learning in the development of innovative learning (Setyaningrum & Putra, 2021; Panjaitan & Hafizzah, 2025). These findings are also in line with the views of Rahmatullah, Inanna, & Ampa (2020) and Detlor et al. (2022) who emphasize that community-based collaborative training can strengthen teachers' capacity collectively and improve the sustainability of learning innovations in schools.

The use of Canva-based interactive media allows teachers to visualize abstract concepts more concretely and easily for elementary school students to understand. Materials such as the history of the prophets, morals, and moral values can be presented through eye-catching visual posters, videos, and storyboards. Interactive visual media is effective in increasing conceptual understanding and shaping students' positive perceptions of religious values (Alfian et al., 2022;

Wulandari & Mudinillah, 2022; Wiryani, 2021). This finding is strengthened by research by Zain & Andriany (2024) and Hikmah, Riyadi, & Gofur (2025), which states that digital learning media that are designed pedagogically are able to significantly increase students' interest in learning and engagement, especially at the basic education level.

CONCLUSIONS AND SUGGESTIONS

This community service program was conducted with the primary objective of enhancing elementary school teachers' digital pedagogical competence through the development of Canva-based interactive learning media, and the findings indicate that this objective was successfully achieved. Teachers demonstrated a significant improvement in their ability to design, integrate, and utilize interactive digital media for Islamic Religious Education, as reflected in increased competency scores and the production of diverse instructional media outputs. From a scientific perspective, these results provide empirical support for the application of the Technological Pedagogical Content Knowledge (TPACK) framework in community service-based teacher professional development, showing that technology training grounded in pedagogical and content integration can lead to meaningful instructional transformation rather than superficial technology use.

In addition, the program contributes to the development of digital literacy and 21st-century skills, particularly creativity, collaboration, communication, and problem-solving, which are essential for teachers in the context of ongoing digital transformation in education. To ensure sustainability and long-term impact, continuous training programs focusing on advanced Canva features, interactive assessment design, and multimedia integration are recommended, along with the establishment of a sustainable community of practice that enables peer learning and ongoing innovation. Furthermore, future programs should expand their scope by evaluating the impact of Canva-based media on student learning outcomes and strengthening school-level mentoring and institutional support, thereby enhancing the scalability and sustainability of digital pedagogical development initiatives in elementary education.

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