

CANVA-BASED INTERACTIVE LEARNING MEDIA TRAINING TO IMPROVE TEACHER LITERACY

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Received: 27/08/2025

Revised: 13/10/2025

Accepted: 29/10/2025

Abstract. *The Canva-based interactive learning media training aimed to improve the literacy skills and abilities of teachers at SMPN 2 Ende Selatan. The training was attended by teachers and students as participants, as well as lecturers and students from the Biology Education study program at the University of Flores who served as resource persons. The training consisted of two stages: preparation and implementation. The results showed that the Canva platform was effective in improving the literacy skills and abilities of teachers at SMPN 2 Ende Selatan. Using the Canva platform to create interactive and non-monotonous learning media can create a more visual, creative, and engaging learning process for students, thereby increasing their motivation to learn.*

Keywords: *canva, literacy, interactive learning media*

Abstrak. Kegiatan pelatihan media pembelajaran interaktif berbasis Canva bertujuan untuk meningkatkan kemampuan dan keterampilan literasi guru SMPN 2 Ende Selatan. Kegiatan pelatihan ini dihadiri oleh para guru dan peserta didik sebagai peserta, serta dosen dan mahasiswa dari program studi pendidikan biologi Universitas Flores yang bertindak sebagai narasumber. Adapun kegiatan pelatihan ini terdiri dari dua tahapan, yakni tahap persiapan dan tahap pelaksanaan. Berdasarkan hasil yang diperoleh diketahui bahwa *platform* Canva efektif dalam upaya meningkatkan kemampuan dan keterampilan literasi guru di SMPN 2 Ende Selatan. Dengan adanya penggunaan *platform* Canva dalam membuat media pembelajaran yang interaktif dan tidak monoton dapat menciptakan proses pembelajaran yang lebih visual, kreatif, dan menarik bagi peserta didik sehingga peserta didik juga menjadi lebih termotivasi untuk belajar.

Kata Kunci: canva, literasi, media pembelajaran interaktif

How to Cite: Priska, M., Wao, Y. P., Jariyah, A., Wae, V. P. S. M. & Fatima, N. D. (2025). CANVA-BASED INTERACTIVE LEARNING MEDIA TRAINING TO IMPROVE TEACHER LITERACY. *Mitra Mahajana: Jurnal Pengabdian Masyarakat*, 6(3) 315-320. doi: <https://doi.org/10.37478/mahajana.v6i3.6589>

INTRODUCTION

The synergy between artificial intelligence (AI), which integrates technology with human values, is a means of supporting various aspects of human life, making them more meaningful and ethical. AI in multiple aspects of life has brought fundamental changes to the way humans work, think, communicate, and learn (Fajrillah et al., 2024). In education, this technological integration in the form of AI helps create more innovative and flexible learning experiences, adapting them to the needs of teachers and students (Siringoringo & Alfaridzi, 2024). Teachers are a key component in the world of education, implementing learning. Their primary role is to convey and transfer knowledge, as well as to guide and direct students toward achieving learning objectives (Sulistiani & Nugraheni, 2023). These three aspects can be effectively implemented if teachers use learning media with characteristics, one of which is interactive (Trimansyah, 2021).

Interactive learning media is a form of learning that engages students to actively participate in the learning process, not just as recipients of knowledge. The interactive learning media used must also be relevant to the curriculum and enable teachers to create engaging content that helps achieve the expected competencies. Creating interactive content requires digital technology to create a more dynamic learning experience (Titin et al., 2023). One type of

interactive learning media that utilises a graphic design platform to help teachers create various learning materials with attractive displays and interactive features is Canva.

Canva is a web-based graphic design platform that integrates various artificial intelligence (AI)-based features. The platform's AI-based features include design, collaboration, and storage, custom and add-on features, and export and publication (Ramlah et al., 2023). To create learning media, the Canva platform offers various benefits for teachers, enabling them to create engaging and interactive teaching materials with automated designs in the form of visual illustrations. With material presented in the form of visual illustrations, students more easily understand and absorb the knowledge provided (Rahmah et al., 2025). In addition to improving student understanding, Canva-based interactive learning media can also enhance collaboration between teachers and students. Collaboration between teachers and students makes students more active in the learning process, and teachers can directly guide and ensure students' understanding of the material presented (Syahrir et al., 2023). Active student engagement in the learning process encourages them to think more creatively and independently analyze and solve problems encountered in everyday life (Nurindah et al., 2024). However, teachers' knowledge of how to utilise Canva as an interactive learning tool is still lacking. Therefore, teachers need to be equipped with the knowledge and skills to operate and utilise Canva effectively. This also occurred at SMPN 2 Ende Selatan.

SMPN 2 Ende Selatan is one of the schools in Ende Regency that has adequate facilities to support learning using the Canva platform. However, based on observations conducted by the community service team in the field, the school's use of the Canva platform as an interactive learning medium has not been fully optimised. Therefore, we are offering Canva-based interactive learning media training as part of a digital literacy workshop for the SMPN 2 Ende Selatan teacher community to help improve the literacy quality of teachers and students, as well as increase student engagement during the learning process.

METHOD

A Canva-based interactive learning media training activity to improve teacher literacy was held at SMPN 2 Ende Selatan, North Ende District, Ende Regency, East Nusa Tenggara. The activity participants consisted of 13 teachers and 9 students. This training also involved 4 lecturers as resource persons and 4 students from the biology education study program at the University of Flores. The training activity consisted of two stages, namely: the preparation stage and the implementation stage. The preparation stage was carried out before the PkM team was on location, while the implementation took place during the activity. The implementation stage was divided into several activities, namely the initial test; training on the use of the Canva platform, such as an introduction to interactive learning media, creating a Canva account, introduction and use of features on the Canva platform, utilization of Canva features in creating interactive learning media; questions and answers; the practical stage of using the Canva platform in creating interactive learning media; and the final test.

RESULTS AND DISCUSSION

The training activities organised by teachers at SMPN 2 Ende Selatan involved a community service (PkM) team from the Biology Education Study Program at Flores University. The PkM team consisted of four lecturers and four students as resource persons. Before this activity, a preparatory phase was conducted before going to the activity location. This stage began with direct coordination with SMPN 2 Ende Selatan regarding the planned implementation of the PkM activity in the form of training to improve teacher literacy using Canva-based interactive learning media. In addition, the PkM team synchronised their respective tasks to meet their needs while in the field. Furthermore, the PkM team also

conducted a trial run of the activity to facilitate the implementation of the activity and ensure the readiness of all resource persons for the material to be presented. The trial run included preparing training materials to be more effective for teachers, preparing the equipment to be used, such as software and hardware, implementing simulations, and evaluating obstacles that might arise during the activity and then finding solutions (Warella & Jaya, 2024).

The implementation phase began with identifying the teachers' potential by conducting a pre-test before the training began. The pre-test was given to the teachers to determine their understanding of the Canva platform and to motivate participants to participate in the training (Wiyono et al., 2023). The test revealed that most teachers were familiar with the platform, but still lacked a thorough understanding of the Canva platform, its features, and how to use it. This prompted the Community Service Program (PKM) team to provide training materials tailored to the needs of the teachers in their schools.

The next step after the pre-test was to conduct training on the use of the Canva platform. In this training, teachers were introduced to and explained the basic concepts of interactive learning media. Interactive learning media is technology-based media designed to optimise learning activities with various interactive elements, such as video, audio, animation, simulations, quizzes or educational games (Rusnia & Suriani, 2025). The use of interactive learning media has several advantages over conventional methods. Interactive learning media can increase active participation and student motivation due to the engaging combination of text, images, audio, and video (Fitriya et al., 2024). Interactive learning media can be accessed anytime and anywhere, regardless of space and time, allowing students to review the material provided by the teacher according to their individual needs. Furthermore, it helps teachers present material more clearly, making learning more effective. It can enhance collaboration and interaction between teachers and students, and save costs, making learning more efficient (Swasti et al., 2022). Various interactive media include e-learning platforms, educational applications, virtual simulations, and educational games. Canva is included in the variety of educational applications, but it can also function as an e-learning platform (Jonathan, 2024; Pertiwi & Wardhani, 2024).

After being introduced to interactive learning media, the teachers were then invited by the Community Service (PKM) team to create Canva accounts. During the Canva account creation stage, it was apparent that most teachers did not yet have Canva accounts. This was because most teachers did not know how to register. Therefore, in this training, teachers were taught how to register using an email address and Google, which began by visiting the Canva website through a browser or by downloading the Canva app on their respective devices. Then, teachers were directed to verify and activate their accounts and choose the type of use. The types of use provided by Canva are personal, educational, or business (Humaira et al., 2023). The team guided the teachers at SMPN 2 Ende Selatan to choose the educational type of use.



Figure 1. *Canva-based interactive learning media training activity at SMPN 2 Ende Selatan*

The Canva account was then created, and its features were introduced to the teachers. The features introduced by the PkM team included ready-to-use templates tailored to the theme and curriculum being taught, interactive presentations, interactive quizzes and worksheets, an image, video, and audio library, and animation and video editing. Canva provides a variety of templates for designing learning material presentations, where teachers can customise them to their needs by adding various elements, such as text, images, colours, and attractive layouts (Purba & Harahap, 2022). The types of templates available on the Canva platform that can be utilized and are suitable for use as learning media include educational presentations in the form of interactive PowerPoint templates, lesson slides, interactive quizzes, and slide games; student worksheets created for use when teachers give practice questions, homework, and observations; educational infographics used to create summaries of lesson materials, concept maps, timelines or flowcharts in a scientific process or experimental steps; educational posters and banners used to create lesson schedules, lesson themes, class rules, and learning motivation; Educational videos are used by teachers to create explanatory videos with animations and scrolling text; teacher administrative tools are used to create teaching modules, assessment rubrics, attendance lists, and teaching schedules (Kartiwi & Rostikawati, 2022; Kharissidqi & Firmansyah, 2022; Agustiyani et al., 2024).

The next step, after being introduced to Canva's features, was for teachers to ask questions to the Community Service (PKM) team regarding the training materials provided. The questions varied. Most teachers inquired about how to easily create attractive templates tailored to the subject matter if they lack design skills for PowerPoint presentations. Others inquired about how to insert instructional videos from YouTube into their own teaching materials. Furthermore, some inquired about converting PowerPoint presentations into instructional videos and how to insert audio, including the teacher's voice, into the instructional videos. The PkM team not only explained these questions but also provided live demonstrations. From the demonstration carried out by the PKM team, it was clear that the teachers were very enthusiastic and understood the explanation.

The final step in the implementation phase, after all questions from the teachers have been fully addressed by the PkM team, is to provide the teachers with the opportunity to directly practice using the Canva platform to create interactive learning media. After practising using the platform, the teachers are then given an evaluation in the form of a final test to determine the extent of their understanding of the Canva platform. The results of the initial and final tests for the Canva-based interactive learning media training activity to improve teacher literacy can be seen in Table 1 below.

Table 1. Results of the initial and final tests of the Canva-based interactive learning media training

No.	Aspect	Percentage Initial Test(%)	Percentage Final Test (%)
1.	Ability to use digital devices (gadgets, computers, laptops)	70	85
2.	Basic skills in operating the internet (links) and digital applications	60	75
3.	Understanding the concept of interactive learning media	60	80
4.	Ability to search for information (learning resources) from the internet	45	75
5.	Ability to select and manage relevant digital learning resources	45	83
6.	Ability to use digital applications/platforms for learning	45	85
7.	Teacher innovation in utilizing digital technology	40	80

The test results in Table 1 show that teachers' understanding of the Canva platform has improved. This activity is expected to encourage teachers to continuously use the platform and become proficient in its use.

CONCLUSION

Based on the training activities that have been carried out, it is clear that the use of the Canva platform is effective in improving the literacy skills of teachers at SMPN 2 Ende Selatan. The use of the Canva platform in creating interactive and non-monotonous learning media can create a more visual, creative, and engaging learning process for students, thereby increasing their motivation to learn. To ensure optimal and sustainable results from these activities, direct monitoring by Canva experts is necessary to determine the extent of teacher utilization of the Canva platform and the challenges faced. Furthermore, it is also necessary to form a creative community among teachers to interact and share their work as inspiration and tips for utilizing Canva in the learning process.

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