

Utilization of Canva Application to Improve the Quality of Lecturers' Teaching Materials on the UPMI Campus

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ABSTRACT

The purpose of this activity is to provide training to lecturers at UPMI University so that they can improve their digital competence in creating visually-based teaching materials using Canva . This activity also aims to foster lecturers' creativity in developing more engaging and easily understood teaching materials, as well as to enhance student involvement in the learning process. The research method employed in this activity is a training method that includes the introduction of basic theory, hands-on practice, and mentoring for lecturers in using the Canva application. The training is conducted step-by-step, allowing lecturers to create their own teaching materials, which are then evaluated by facilitators for feedback and design improvements. The results of this activity indicate that most of the lecturers who participated in the training successfully enhanced their competence in using Canva for creating teaching materials.

INTRODUCTION

Higher education in Indonesia has experienced rapid development along with technological advances, which require universities to continue to adapt in order to prepare quality graduates. One important aspect that supports the quality of education is the ability of lecturers to compile and deliver effective and interesting teaching materials. However, many lecturers in higher education environments, including at the UPMI (Indonesian Community Development University) Campus, still face obstacles in optimizing the use of technology in the process of creating teaching materials. This is mainly related to limited knowledge and skills in utilizing various graphic design applications that can improve the quality of teaching materials. On the other hand, with the development of digital-based tools that are increasingly easy to access, graphic design applications such as Canva provide solutions that allow anyone, even without a design background, to create attractive and quality teaching materials. Canva is a cloud-based application that offers various templates and features that make it easy for users to create presentations, posters, infographics, and other learning materials quickly and efficiently. Although this application is easy to use, many lecturers have not utilized Canva's potential in creating their teaching materials. This has an impact on the lack of creativity in delivering material, which in turn can affect the effectiveness of learning.

Community service activities focused on training in the use of the Canva application are very relevant to the needs of lecturers at the UPMI Campus to improve their digital skills, especially in terms of creating visual-based teaching materials. The ability to utilize this graphic design application is expected to help lecturers to be more creative in delivering materials, as well as providing a more interesting learning experience for students. In the digital era like today, developing lecturers' digital competencies is very important to support an effective learning process that is responsive to technological developments. One of the important reasons for this service is to introduce and provide direct training to lecturers so that they can not only master the use of graphic design applications, but also integrate these applications into their learning process. By using Canva, lecturers can produce teaching materials that are more varied, interesting, and easy for students to understand. In addition, mastery of the Canva application can also increase the efficiency of lecturers in preparing teaching materials, considering the ease of access and use offered by this platform.

The main objective of this activity is to provide training to lecturers at the UPMI Campus in utilizing the Canva application to create more interesting and interactive teaching materials. This activity aims to improve the digital competence of lecturers, especially in creating visual-based teaching materials using the Canva application. In addition, this activity aims to provide knowledge and technical skills to lecturers regarding various Canva features that can be used to create posters, infographics, presentations, and learning modules. In addition, this training is expected to foster lecturers' creativity in developing teaching materials that are not only interesting and easy to understand, but can also increase student involvement in the learning process. Another objective is to

provide practical solutions for lecturers in improving the quality of teaching through the utilization of efficient and easy-to-use digital-based graphic design tools.

To achieve these goals, this activity will be carried out through a series of practical training involving lecturers from various faculties at the UPMI Campus. The first step is to provide an introduction to the Canva application, including how to create an account, choose a template, and utilize the various features available. After that, lecturers will be given the opportunity to directly practice creating their own teaching materials using Canva, be it presentations, posters, or infographics. Furthermore, after the practical session, participants will receive assistance and guidance from facilitators to improve their design results. At the end of the training, lecturers are asked to upload their work, which will then be evaluated to measure the extent to which their skills in using the Canva application have developed. Thus, it is hoped that this training can have a positive impact on improving the quality of teaching materials delivered by lecturers at the UPMI Campus.

In a literature review related to the use of technology in education, many studies have shown that the use of graphic design applications in creating teaching materials can increase the effectiveness of learning. According to Sutrisno (2020), the development of lecturers' digital competencies plays an important role in maximizing the use of various technologies to improve the quality of teaching. By increasing lecturers' understanding of existing technological tools, they are able to create teaching materials that are more interesting and easy for students to understand. Kusumawati (2021) also stated that the Canva application can be a very useful tool in education because of its simple interface and its ability to create visual-based teaching materials. The use of graphic design in visual learning can help students understand the concepts being taught, because materials presented with attractive and informative visuals tend to be easier to remember and understand.

Furthermore, according to Kadir (2019), digital-based applications such as Canva provide lecturers with the convenience of creating interactive teaching materials and facilitating more varied learning. This is very important amidst the demands of learning that is increasingly based on technology and multimedia, where students are expected to learn not only from text, but also from visual and interactive elements. This Canva application utilization training activity is very important and relevant to the challenges faced by lecturers at the UPMI Campus in dealing with the development of educational technology. Through this training, lecturers are expected to be able to develop their digital competencies, improve the quality of teaching materials, and create a more interesting learning experience for students. Thus, this service will not only provide direct benefits to lecturers, but also contribute to improving the quality of education at the UPMI Campus as a whole.

IMPLEMENTATION AND METHODS

The implementation method for this community service activity will be carried out in one full day, on Saturday, December 21, 2024, at the UPMI Campus, with a schedule divided into several sessions. The activity starts at 09.00 WIB and ends at 16.00 WIB, with the implementation location in the Multipurpose Room equipped with adequate computer facilities and internet connection. The first session will focus on introducing the Canva application and its various features, followed by a hands-on practice session where lecturers will practice creating teaching materials using Canva. After that, participants will receive intensive assistance to improve the quality of the designs they create, followed by an evaluation and assessment of the work results at the end of the activity. In this implementation, various tools and materials will be used, such as computers or laptops that have the Canva application installed, projectors, and training modules as practical guides.

The community service team consists of a main facilitator who is competent in the field of graphic design and several assistants who will provide technical assistance during the training. In addition, this activity will also be supported by the active participation of participating lecturers who are expected to be able to optimize the opportunity to practice their new skills. Evaluation of the activity will be carried out by asking lecturers to upload their work which will then be assessed and given feedback individually, so that it can be used as material for further development. With this method, it is hoped that lecturers can gain practical skills in using the Canva application to create more interesting and interactive teaching materials, which can improve the quality of teaching at the UPMI Campus.

RESULTS AND DISCUSSION

This community service activity (abdimas) was successfully implemented on Saturday, December 21, 2024, at the UPMI Campus. The training aimed at improving the digital competence of lecturers in utilizing the Canva application as a tool to create more interesting and interactive teaching materials went according to plan. This activity consisted of several stages, starting from the introduction of the Canva application, direct practice sessions, mentoring, to evaluation of the participants' work. In the first session, participants were introduced to the Canva application, including basic features such as the use of templates, design settings, and how to create teaching materials in the form of presentations, posters, and infographics. The lecturers and participants seemed enthusiastic in following the explanation given by the facilitator regarding effective ways to use Canva to enrich their teaching materials. During this session, participants were also given a guide module as a reference that can be used after the training.

The next session, which is hands-on practice, is used by participants to start creating their own teaching materials. Lecturers are given the opportunity to design presentations or infographics related to the courses they teach. The facilitators provide individual guidance to ensure that participants can apply the knowledge they have gained correctly. The results of the work produced during the practice session look very varied and creative, reflecting the application of graphic design principles that have been learned. After the practical session, it was continued with an evaluation session where lecturers were asked to upload their work through the platform provided. The work was evaluated by the facilitator to provide constructive feedback to each participant. At the end of the activity, participants showed high satisfaction with this training, as seen from the design results they made which were more informative, interesting, and of course easier for students to understand.

Table 1. Distribution of Lecturer Skills Assessment in Utilization Canva App

No.	Interval	Frequency	%	Category
1.	85 - 100	12	25.00	Very good
2.	75 - 84	18	37.50	Good
3.	65 - 74	10	20.83	Enough
4.	55 - 64	7	14.58	Not enough
Amount		47	100.00	



Figure.1 Lecturer Skills in Utilization Canva App

The results of the assessment of lecturers' skills in using the Canva application after participating in the training showed that most participants showed good abilities in utilizing the application to create teaching materials. A total of 12 participants (25.00%) managed to achieve a score of between 85 and 100, indicating that they were very proficient in using Canva and were able to operate various features effectively. On the other hand, 18 participants (37.50%) scored between 75 and 84, meaning they had good skills although they still needed a little guidance to master some advanced features. A total of 10 participants (20.83%) were in the "Fair" category with scores between 65 and 74, indicating that although they could create simple teaching materials, they still had room for improvement in their understanding and use of the Canva application. Meanwhile, 7 participants (14.58%) were in the "Poor" category with scores between 55 and 64, indicating that there was difficulty in utilizing this application optimally, and they needed further guidance to improve their skills. Overall, this training succeeded in improving the digital competence of lecturers, with most participants in the "Good" and "Very Good" categories, although there were still some participants who needed more intensive assistance to achieve a higher level of skills.

Some of the outputs produced from this training activity were very satisfying and had a positive impact on the participants. First, the teaching materials produced showed very good results, where each lecturer succeeded in creating more interesting and interactive visual-based teaching materials, such as presentations, posters, and infographics that were ready to be used in the learning process. Second, the increase in the digital competence of the training participants was clearly visible, where lecturers succeeded in mastering the use of digital-based graphic design applications, especially Canva, to create more innovative and interesting teaching materials. This certainly supports the improvement of the quality of teaching in the UPMI Campus environment. In addition, positive feedback from the participants showed that they felt helped by this training and hoped that similar activities would be carried out periodically to continue to improve the quality of teaching through the use of technology and digital graphic design. With this activity, it is hoped that lecturers can be more creative in delivering material to students, as well as increasing student involvement and understanding of the material being taught.

Training utilization application Canva for lecturers at UPMI Campus succeeded reach objective main, namely increase digital competence of lecturers in create more visual-based teaching materials interesting And interactive . Based on results training, part big participant show significant progress in ability they For use application Canva in a way effective. Of the total participants, 62.5 % were in " Good " and " Very " categories Good ", which indicates that they capable operate various feature Canva For make teaching materials such as presentations, posters, and infographics. Session introduction application Canva give strong foundation for lecturer For understand various existing features in application the with provisioning knowledge regarding templates, settings design, and method making teaching materials , lecturers can with easy adapt application This in teaching they. Session practice directly followed with

individual assistance provides chance for participant For apply knowledge that has been obtained, which is visible in results varied works And creative . Part big results design show that lecturer No only can produce informative material, but Also own mark aesthetics that can enrich experience Study student .

However, even though results overall show positive progress , some participants (14.58 %) still is at on " Less " category, which indicates existence difficulty in utilise application Canva optimally. This is show that although part big participant succeed control application, still There is group lecturers who need guidance additional so that you can maximize potential Canva in making teaching materials. Training This Also give impact positive to quality teaching at UPMI Campus . Teaching materials produced during training reflect use element design graphics that can increase understanding student to the material being taught . This is in line with findings in literature that shows that use visual- based teaching materials, such as infographics And presentation, can increase Power absorb And involvement student in the learning process (Mayer, 2009).

From the results bait return given participants , training This accepted with Good And considered beneficial For development their digital skills . A number of participant hope that the training This can done in a way routine For delve deeper more carry on use application design graphic in context teaching. With Thus, training similar in time front can focused on development feature advanced More Canva deep, and technique more design complex For increase quality teaching materials for lecturers at the UPMI Campus. In general overall, activities This give positive contribution to development digital competence of lecturers at UPMI Campus . With increasing ability lecturer in use application Canva, expected can created more teaching materials innovative And interesting, which on its turn will increase the quality of the learning process on campus .

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of the implementation of the Canva application utilization training activity for lecturers at the UPMI Campus shows that this training has succeeded in achieving the stated objectives. Overall, training participants showed a significant increase in their digital competence, especially in creating visual-based teaching materials. Most lecturers were able to utilize Canva application well, producing interesting and interactive teaching materials, either in the form of presentations, posters, or infographics. However, there are still some participants who are in the "Less" and "Enough" categories who need further assistance to improve their skills. Positive feedback given by participants shows that they feel helped by this training and hope that similar activities can be carried out periodically to continue to improve the quality of teaching at the UPMI Campus. Based on the evaluation results, it can be concluded that the use of digital-based graphic design applications such as Canva is very helpful in delivering teaching materials more effectively and attractively, and can increase student involvement in the learning process. Thus, this training makes a significant contribution to the development of digital competence of lecturers and the quality of education at the UPMI Campus.

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