



Poster making workshop using Canva as a science teaching media integrated with characters in elementary school

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ABSTRACT

The workshop was initiated in response to challenges faced by elementary school teachers in remote and underdeveloped regions, who often struggle with selecting appropriate teaching media. Additionally, elementary students in these areas tend to spend excessive time on gadgets without using them for learning purposes. This study aims to educate teachers on creating science posters using Canva, thus fostering character development and promoting the wise use of technology for learning. The project-based workshop included several stages: a Forum Group Discussion (FGD) to align the teachers' understanding, project-based learning planning, poster creation using Canva, and ongoing monitoring and evaluation. The program successfully enhanced the digital literacy and design skills of teachers to create poster integrated with character. The Canva design workshop was held virtually via Zoom, focusing on open media, learning posters, module covers, and learning videos. This activity was attended by teachers from various regions. The program lasted for two sessions (theory and practice of making products). The program has succeeded in helping teachers improve their creative design skills amidst limited access to technology in remote and outermost areas. The teachers managed to operate Canva well, showing high enthusiasm in improving their design skills. The evaluation showed high participant satisfaction, with 57% satisfied and 43% very satisfied. This workshop has succeeded in encouraging teachers to be more creative and innovative in the technology-based learning process.

Keywords: science teaching media, poster, canva, character education, elementary school

Abstrak. Lokakarya ini digagas sebagai respons terhadap tantangan yang dihadapi oleh guru-guru SD di daerah terpencil dan terbelakang, yang sering kali kesulitan dalam memilih media pembelajaran yang tepat. Selain itu, siswa SD di daerah tersebut cenderung menghabiskan waktu yang berlebihan pada gadget tanpa menggunakannya untuk tujuan pembelajaran. Penelitian ini bertujuan untuk mendidik guru-guru dalam membuat poster sains menggunakan Canva, sehingga menumbuhkan karakter dan mempromosikan penggunaan teknologi yang bijaksana untuk pembelajaran. Lokakarya berbasis proyek ini mencakup beberapa tahap: Diskusi Kelompok Forum (FGD) untuk menyalurkan pemahaman guru, perencanaan pembelajaran berbasis proyek, pembuatan poster menggunakan Canva, dan pemantauan dan evaluasi berkelanjutan. Program ini berhasil meningkatkan literasi digital dan keterampilan desain guru untuk membuat poster yang terintegrasi dengan karakter. Lokakarya desain Canva diadakan secara virtual melalui Zoom, dengan fokus pada media terbuka, poster pembelajaran, sampul modul, dan video pembelajaran. Kegiatan ini diikuti oleh guru-guru dari berbagai daerah. Program berlangsung selama dua sesi (teori dan praktik membuat produk). Program ini telah berhasil membantu guru meningkatkan keterampilan desain kreatif mereka di tengah keterbatasan akses teknologi di daerah terpencil dan terluar. Para guru berhasil mengoperasikan Canva dengan baik, menunjukkan antusiasme yang tinggi dalam meningkatkan keterampilan desain mereka. Hasil evaluasi menunjukkan kepuasan peserta yang tinggi, dengan persentase 57% puas dan 43% sangat puas. Workshop ini berhasil mendorong guru untuk lebih kreatif dan inovatif dalam proses pembelajaran berbasis teknologi.

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akses teknologi di daerah terpencil dan terluar. Para guru berhasil mengoperasikan Canva dengan baik, menunjukkan antusiasme yang tinggi dalam meningkatkan keterampilan desain mereka. Hasil evaluasi menunjukkan kepuasan peserta yang tinggi, dengan persentase 57% puas dan 43% sangat puas. Workshop ini berhasil mendorong guru untuk lebih kreatif dan inovatif dalam proses pembelajaran berbasis teknologi.

Kata kunci: media pembelajaran IPA, poster, canva, pendidikan karakter, sekolah dasar

INTRODUCTION

Based on the results of discussions with partners, it can be seen that elementary school teachers in the outermost and remote areas often have difficulty in choosing teaching media and elementary school students in the frontier areas spend a lot of time playing gadgets. Elementary school teachers and students need to be wise in choosing media for learning. This is the basis for the importance of education in making posters using the Canva application as a teaching medium for elementary school science. Therefore, the Community Service Program team of Unusa and the education foundation of Raj Hikmatul Karomah, are working together to provide education to teachers in remote areas (outside Java) and elementary school students in Mojokerto.

The Education Foundation of Raj Hikmatul Karomah is one of the educational foundations present in the midst of the Javanese community, especially in Mojokerto Regency. The education foundation was established in 2022. This education foundation has a creative youth community that provides education to the community both offline and online. This education is open to the public for all people in Indonesia, including elementary school teachers and elementary school students. The education program has been running smoothly and conducively, but the learning is not yet project-based. Students use cellphones to play and have not used cellphones to learn science material in elementary school.

The educational program organized by this partner has been running well but requires strengthening in the form of project-based education. Starting from this, there needs to be an innovation in this educational program, namely poster-making education using the Canva application as a teaching medium for elementary school science. This poster is made using the Canva application so that it can be used by elementary school teachers to teach and can also be used by elementary school students to learn elementary school science material.

The availability of science teaching media in elementary schools (SD) still needs to be improved and adjusted to the demands of the times. Existing online-based elementary school science teaching media are digital educational games, power point (Jannah & Atmojo, 2022), poster media (Fiteriani et al., 2021), video media using the video scribe application (Minarni, 2016), video media using powtoon (Y. Wulandari et al., 2020), video media using the capcut application (Deriyan, 2022), & visual science media using the Canva application (Wulandari & Mudinillah, 2022). Science teaching media plays an important role in shaping the character of elementary school students, such as environmental care (Santika et al., 2021).

Based on the description of the partner's conditions, the Unusa team named this program "Poster Education Program Using Canva as Integrated Character Elementary School Science Teaching Media". The purpose of this activity is to provide education to elementary school teachers and students on the importance of creating media for learning science and instilling character in elementary school students. This program focuses on improving teacher skills in making posters using the Canva application to foster the character of elementary school students.

LITERATURE OR CONCEPTUAL REVIEW

Teaching Media

In a learning that is in accordance with the learning objectives, it should be adjusted and derived from the existing indicators so that the learning objectives are more measurable and focused on what can be achieved. For this reason, in the learning device there is teaching media as one of the supports for the learning process in the classroom. This is certainly in line with research (Rizanti et al., 2023) the selection of appropriate and interesting media can focus intensive attention and arouse students' interest in mastering the knowledge conveyed through the use of these media so that it can

affect the quality of achievement of student learning outcomes. Teaching media can be conventional and digital media. Along with the development of the era and technology in the midst of life, a teacher must be able to adapt. There are already many digital media used, such as interactive videos, digital animations, posters, learning videos to educational games.

Digital learning media can be easily accessed through various electronic devices such as computers, laptops, tablets, or smartphones. Students have the freedom to learn anywhere and anytime according to their needs and preferences (Rambe et al., 2023). The various advantages of digital media certainly help teachers and students, especially parents at home to teach students again.

Character Education

The Indonesian nation with its legacy of heroes has its own history, one of which is Education. Education has always grown and developed and then spread widely. It is not surprising that until now Education has become the main factor in determining the quality of a country. Due to the high growth rate, education must also be easily accessible to all groups. The younger generation as successors must have sufficient provisions to manage a country. The implementation of character education in schools also supports the character of students. According to Sari & Puspita, (2019) character education is a process of instilling and developing character values in students, so that they can apply them to God, themselves, others, and the nation and state. This supports that character education is a foundation for national character. Another opinion Ananda et al., (2022) Character is formed through activities that are carried out routinely until they become habits, which ultimately transform into part of character. Currently, all elements of the nation need to actively participate in building good character for the next generation, in order to create a national identity with character. Educators must be role models in their actions and speech, so that their character can influence students in a more positive direction.

Canva Platform

The digital world is increasingly sophisticated with the presence of various AI (Artificial Intelligence) and websites that can help humans solve various problems. One of them is the Canva design website which is also an application. In the priority of teachers to be creative and innovative, the Canva platform is here to help teachers. Design that is easy to apply and creative. According to Rambe et al., (2023) Poster making and concept visualization Canva can be used to create posters or visualizations that help explain ideas, concepts, or important information in learning. This poster functions to deepen students' understanding of a particular topic, increase interest, or summarize learning materials visually. Canva is an online design program that offers various tools such as presentations, resumes, posters, brochures, booklets, graphics, infographics, banners, bookmarks, bulletin boards, etc. provided in the Canva application (Rizanta & Arsanti, 2022). In the research on the practice of Canva puzzle teaching media 100% of teachers produced digital puzzle teaching materials in the form of evaluation sheets (Ramlah et al., 2023). These teaching materials can be implemented to students as effective and fun evaluation sheets. In general, it has implications for the achievement of learning objectives. This proves that the Canva platform greatly supports the performance and quality of the teacher's learning process.

RESEARCH DESIGN

This Community Service Program activity is in the form of an educational program for making posters using the Canva application as a teaching medium for elementary school science that is integrated with character education and to support differentiated learning. The stages of this Community Service Program activity include: 1) Forum Group Discussion (FGD) with teachers for shared perceptions, 2) project-based learning planning, 3) implementation of project-based learning

through poster-making practices using the Canva application, and 4) Continuous monitoring and evaluation related to the program carried out at the beginning, middle, and end of the program. In this Community Service Program activity, the Raj Hikmatul Karomah education foundation is a partner. Partners participate in organizing educational programs for elementary school teachers and students in Mojokerto Regency and providing free wifi access. Partners as providers of learning facilities and infrastructure. The FKIP Unusa team participates in providing project-based teaching materials that are integrated with character, providing special tricks to teachers to design project-based educational programs to improve students' skills in making posters. The final result at this stage is an increase in teacher skills in making posters and increasing digital literacy. The activities of this Community Service Program are described in detail as follows:

Forum Group Discussion (FGD) with Teachers

In this Community Service Program activity, there needs to be a common perception of all teachers so that the guidance process can run smoothly and optimally. This FGD stage is also used as a means of sharing sessions on the planning of educational programs for making posters using the Canva application. Teachers at educational foundations as partners can provide an overview and suggestions for learning that will be implemented during the implementation of the program.

Project-Based Learning Planning

The next stage is the planning of project-based educational programs. This stage aims to provide insight to teachers and to prepare interesting educational programs based on projects. In addition, mentoring is carried out for teachers regarding the integration of characters in teaching media. Teaching media is deliberately created in order to support differentiated learning that is adjusted to students' learning styles and learning interests.

Implementation of the Poster Making Education Program Using the Canva Application

The learning process is focused on improving the competence of elementary school teachers and students in making science posters and improving the digital literacy of elementary school teachers and students.

Continuous Monitoring and Evaluation of the Education Program

This evaluation is carried out continuously and in synergy with partners. Monitoring and evaluation were conducted 3 times during the program, namely initial, middle, and final evaluations. Program evaluation was conducted using observation and questionnaire methods. The evaluation instrument used an observation sheet for student skills in making posters and a digital literacy questionnaire.

RESULTS AND DISCUSSION

The Canva design workshop program has been carried out together with participants from various regions and was carried out virtually on a zoom meeting. The focus of the discussion was on teaching media, learning posters, teaching module covers and learning videos. The program was carried out for 2 sessions, on Saturday, June 29, 2024 and July 6, 2024. The initiation of the activity was motivated by the condition of teachers from various regions who still lack access to information technology to upgrade their abilities, especially in the field of creative design.

The first stage, participants registered on the Google form link and entered the WhatsApp group with the final result of 70 people. After being analyzed, the origin of the participants was from various islands. So that the workshop was able to reach several teachers in various regions. Several stages were carried out as follows:

Observation and analysis of needs

Preparing something that is needed by observing several incidents when found around. A problem was found if teachers in remote areas still lack internet access and minimal information related to the Canva application. Because as a teacher must be able to adapt and develop with the times. This is in line with the results of the study (Keban, 2024). The use of digital technology in education is very important because it can encourage the progress of educational institutions. This can be seen from the increasing activeness of students in class, better quality of learning when technology is applied, and a variety of more interesting learning methods and media. For that, as something that is needed, it is necessary to carry out a needs analysis first.

Material Development and Workshop Preparation

Material development was carried out as an initial preparatory step by the team. The material was compiled by referring to and adapting various design models related to the use of the Canva application, then compiled in the form of a guide. The aim is to make it easier for participants to follow the workshop. Participants can also independently access the page <https://www.canva.com/> according to the instructions for the material provided. Thus, participants can easily access.

Canva Application Workshop and Briefing

The activity was carried out online to support the scale of participants from a distance to continue learning. This activity was attended by 70 participants from various regions. This activity took place online via zoom as in Figure 1. Several stages carried out in this workshop are as follows: 1) The presentation method begins by introducing the Canva application, explaining the features and templates available. Arranged in the form of a guidebook as a reference. The main focus of the discussion is how to create teaching modules, posters, videos, and the use of various design templates to compile digital teaching materials. 2) The practicum and demonstration methods are carried out by directly practicing and showing the use of the features in the Canva application and the use of templates. Previously, teachers were asked to prepare a draft resume of teaching materials that would be designed using Canva. During the Zoom session, participants immediately followed the practice based on the explanation from the presenter via their respective Canva websites. 3) The discussion method in the training was used to discuss problems or difficulties experienced by teachers in using the Canva application. After the practice session, discussions were carried out in turns, while displaying the results of the Canva designs that had been made in order to get direction and input. Distance learning methods can be carried out online through presentation, demonstration, and discussion methods (Purwasi & Refianti, 2022).

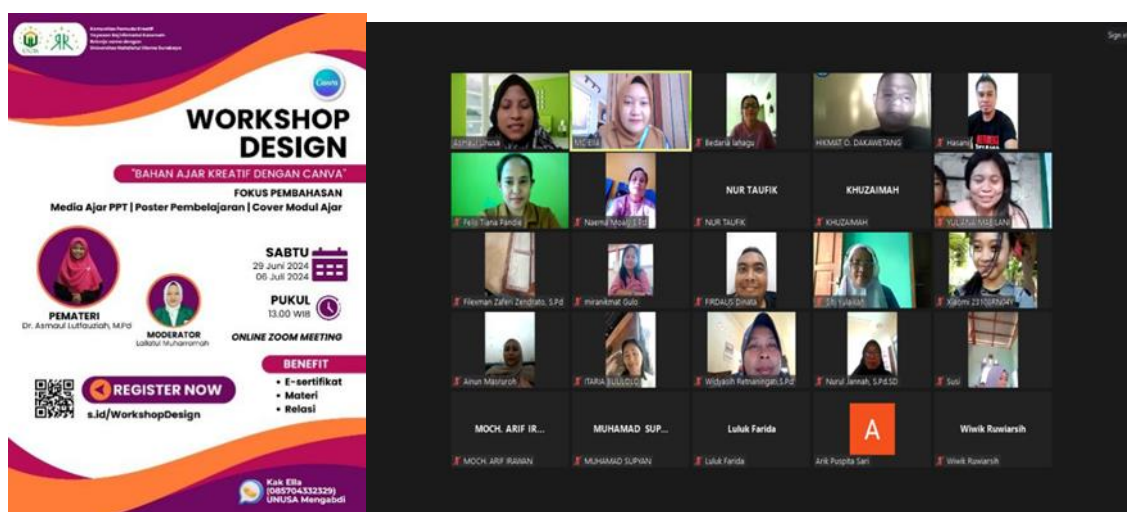


Figure 1. Workshop activities using zoom meeting

Monitoring and evaluation

The Canva design-themed workshop has succeeded in providing a very significant positive impact. The participants, consisting of teachers from various regions, were able to operate the Canva application very well. Their enthusiasm is one of the main indicators of the success of this activity. Participants showed a high interest in improving their skills in designing using Canva. This encourages teachers to continue to practice being creative and innovative in the learning process. This workshop proves that digital information is not only limited to the younger generation, but can also be learned and applied by all groups, including teachers. It is hoped that this activity can have a wider impact on other teachers. In addition to increasing the effectiveness of learning, this workshop also shows how technology can support the development and progress of teachers in the digitalization era. Through this workshop, participants gain new insights into how technology can be utilized to improve their abilities in using Canva. Evaluation is carried out by providing a satisfaction form and planning further workshops according to input from participants. The results of participant responses show that the level of participant satisfaction is very high (57% satisfied category & 43% very satisfied category). This can be seen in Figure 2.

How satisfied are you after attending today's workshop?

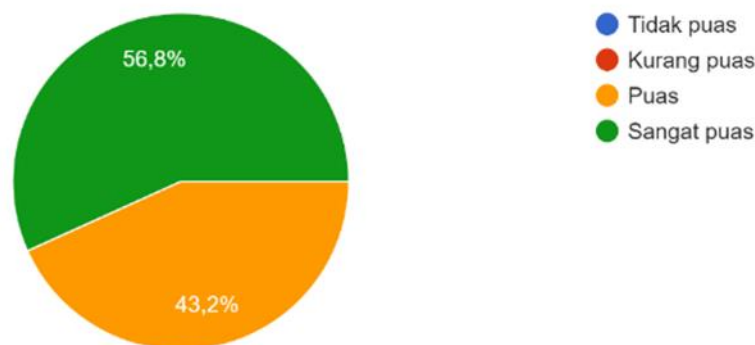


Figure 2. Graph of the results of the Canva design workshop satisfaction survey.

CONCLUSIONS

The Canva design workshop was held virtually via Zoom, focusing on teaching media, learning posters, module covers, and learning videos, attended by teachers from various regions. The program lasted for two sessions (theory and practice of making products). The program has succeeded in helping teachers improve their creative design skills amidst limited access to technology in remote and outermost areas. The activity began with a needs analysis, which found that many teachers in remote areas were not familiar with the Canva application and had poor internet access. The workshop materials were prepared carefully, including a guide to accessing the Canva application so that participants could easily follow the workshop.

The workshop consisted of a presentation of Canva features, hands-on practice of making designs, and discussions to resolve obstacles faced by participants. As a result, the teachers managed to operate Canva well, showing high enthusiasm in improving their design skills. The evaluation showed high participant satisfaction, with 57% feeling satisfied and 43% very satisfied. This workshop was considered successful in encouraging teachers to be more creative and innovative in the technology-based learning process.

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