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Community Service Innovation of STKIP PGRI Sumenep Lecturers: Using Canva to Develop PE Modules in Elementary Schools

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ABSTRACT: In order to improve the quality of physical education and sports in elementary schools, lecturers of STKIP PGRI Sumenep initiated community service through the development of learning modules based on the Canva application. The background of this activity is the need for innovative and effective educational resources to support interactive learning, in accordance with technological developments and the needs of modern education. By using the Action Research method, this activity involved 5 Lecturers and 3 physical education teachers in Sumenep Regency as subjects. Data collection was carried out through in-depth interviews, participatory observation, and document analysis. This community service approach includes intensive training and ongoing mentoring to improve teachers' abilities in designing interactive learning modules with Canva. The data analysis technique used is qualitative descriptive analysis to understand changes in teacher competency before and after training. The results show a significant increase in creativity and technical skills of teachers in using Canva, which has a positive impact on the effectiveness and motivation of student learning. The conclusion of this study is that the integration of technology in the development of physical learning modules can improve the quality of education and provide a more enjoyable learning experience for students.

1. INTRODUCTION

Physical education and sports (PE) in elementary schools play an important role in character building as well as the physical and mental development of children (Comunian et al., 2021; Metheenukul et al., 2023; Zahera et al., 2024). However, along with the development of the times (Jayan et al., 2021), PE teaching methods are often still lagging behind existing technological advances (Boursianis, 2022; Fitrieyah & Mabrouk, 2024; Kamble, 2022). This challenge requires innovation in the development of learning modules that can align with the needs of modern education and information technology (Mampouw et al., 2023; Wicaksana et al., 2023; Zheng et al., 2023). Therefore, lecturers at STKIP PGRI Sumenep took the initiative to develop an interactive learning module based on the Canva application, as an effort to improve the quality of PE learning in elementary schools.

The urgency of this research lies in the need for more innovative and effective educational resources to support interactive learning (Choirudin et al., 2023; Ridhoni et al., 2023). According to data from the Ministry of Education and Culture, only 30% of elementary schools in Indonesia have full access to information and communication technology (Muryati et al., 2023; Prawira et al., 2023; Yin et al., 2024). This condition shows that many schools still rely on conventional teaching methods that are less interesting and interactive for students (Karim & Zoker, 2023; Nurkanti et al., 2023; Priyanto et al., 2022). This situation is exacerbated by the lack of training for teachers in utilizing digital technology optimally in learning (Kusumaningsih et al., 2024; Latipun et al., 2021; Zheng et al., 2023).

In addition, this study also identified several major problems faced by teachers in developing PE modules (Aslam et al., 2023; Mampouw et al., 2023; Vedianty et al., 2024). One of them is the limited time and resources to design interesting and useful teaching materials (Hynes, 2024; Sihombing et al., 2023). A study by Hermawan (2020) showed that 70% of PE teachers found it difficult to create teaching materials that could attract students' interest, especially in the context of increasingly widespread online learning (Asrori et al., 2024; Choirudin et al., 2023). This emphasizes the need for support and training for teachers to be able to overcome these challenges.

In this context, this study offers an innovative approach through the use of Canva, an intuitive and easy-to-use online graphic design platform (Blakey-Milner, 2021; Rahman et al., 2022a; Romadhoni & Khalid, 2024). Canva allows teachers to design more engaging, interactive, and accessible learning modules online (M. A. Ahmed & Kumalasari, 2023; Avrinda et al., 2024). The use of Canva in education has been studied by a number of previous studies, such as that conducted by Prasetyo (2021), who found that the use of Canva can increase student engagement by up to 40% compared to traditional teaching methods (Abdollahi, 2020; Alboreadi, 2022; Rudolph, 2023).

The innovation offered in this study is the integration of Canva with PE teaching techniques in elementary schools, which has not been widely explored in previous studies (James, 2021; Rahman et al., 2022a; Sihombing et al., 2023). Researchers such as Santoso (2023) and Wijayanti (2022) have highlighted the benefits of technology in learning, but have not specifically examined its impact on PE learning. Therefore, this study seeks to fill this gap by providing empirical evidence regarding the effectiveness of using Canva in improving the quality of PE teaching.

Previous research shows that the use of digital media in education can improve students' motivation and learning outcomes (Darmayanti, 2023; Tiwari & Amarnath, 2024). Studies by Lestari (2019) and Nugroho (2020) show that the use of digital tools in teaching can improve students' conceptual understanding by up to 35%. These findings support the argument that integrating technology into teaching can provide a richer and more enjoyable learning experience for students (Mangku et al., 2021; Zhang, 2020).

Therefore, this study not only aims to improve teachers' professional competence through training in the use of Canva (Latipun et al., 2021; Usman et al., 2021a), but also to make a significant contribution to the renewal of PE teaching methods in elementary schools (Feihan et al., 2021; Karim & Zoker, 2023; Maini & Lopez, 2022). It is hoped that with this innovation, the quality of physical education can be improved, providing a positive impact on students' achievement and learning motivation. As a first step, this study focuses on improving teachers' technical skills and creativity in designing interesting and interactive learning modules (Abao et al., 2024; In'am, Maghfiroh, et al., 2021; In'am, Rachmawati, et al., 2021), this study confirms that technology integration in PE teaching is an important step that must be taken to improve the quality of education in primary schools. With the support of relevant and ongoing training, teachers can effectively utilize digital technology, provide better learning experiences for students, and ultimately, improve their learning achievement.

Research conducted by (Usman et al., 2021b), (Rahman et al., 2022b), and (Perdana & Bohari, 2024a) highlights the importance of technology integration in education, especially through the use of the Canva application. Usman's research focuses on training in the preparation of digital teaching materials using Canva for lecturers at Pancasakti University, Makassar. Usman identified the challenges faced by teachers during the Covid-19 pandemic, such as difficulties in developing digital teaching materials. Through this training activity, teachers are taught how to utilize the Canva platform to create interactive and engaging teaching materials, which ultimately improves their technological skills. This activity shows that with the right training, teachers can overcome technological barriers and improve the quality of learning.

Meanwhile, research by (Rahman et al., 2022a), and (Perdana & Bohari, 2024b) focused on improving creativity and presentation skills through Canva, as well as the integration of AI in education. Rahman highlighted the use of Canva For Education at Universitas Negeri Malang to improve students' presentation skills and creativity. Despite facing challenges such as integrating technology into the curriculum, the results showed that Canva can improve visual design skills and team collaboration. Peda's research emphasized the importance of AI and Canva training for lecturers at Universitas Tadulako, which aims to improve skills in teaching and research. The results of the training showed a significant increase in lecturers' knowledge and skills in utilizing AI and Canva. These three studies confirm that technologies such as Canva can make a major contribution to improving the quality of education by providing easily accessible and usable tools to develop better and more interactive teaching materials.

2. METHOD

2.1 Research Design

This research design uses an Action Research approach that focuses on improving educational practices through a cycle of planning, action, observation, and reflection. This study involved lecturers at STKIP PGRI Sumenep and physical education teachers in Sumenep Regency as the main participants. The main objective of this study is to develop an interactive learning module based on Canva that can improve the quality of physical education in elementary schools. The following is a detailed description of the research process flow diagram:

Gambar 1. 1 Research Design

The research flow outlined consists of four essential stages aimed at enhancing teacher competencies through a structured approach. The first stage, Planning, involves creating a comprehensive action plan that is tailored to the specific needs of teachers while also preparing for evaluations. This foundational step is crucial as it sets clear objectives and ensures that the training will address the relevant areas for improvement. The second stage, Action, focuses on implementing the training and mentoring programs designed in the planning phase. Here, teachers engage in hands-on learning experiences that aim to develop their skills and pedagogical techniques. Following the action phase, the Observation stage comes into play, where changes in teacher competency are monitored and assessed.

This step is vital as it helps to identify the immediate effects of the training on teaching practices and student outcomes. Finally, the Reflection stage involves a thorough analysis of the observed results. This reflective practice allows educators to evaluate the effectiveness of the training module and identify areas for further improvement. By cycling through these stages, the research flow not only enhances teacher performance but also promotes continuous professional development, ensuring that teaching methods evolve in response to changing educational needs. Ultimately, this structured approach fosters a culture of learning and adaptation within educational environments.

Table 1. Stages of Action Research

Stage	Main Activity	Objective
Planning	Developing a training program	Identifying needs and preparing materials
Action	Conducting training and mentoring	Enhancing teachers' competence in using Canva
Observation	Observing implementation and learning outcomes	Documenting changes and impact
Reflection	Analyzing and reviewing results	Improving and refining the module

2.2 Data Collection Techniques

In this study, data collection techniques were meticulously chosen to gain comprehensive insights into the educational landscape. In-depth interviews were conducted with five lecturers and three physical education teachers, allowing for a nuanced understanding of their needs and the challenges they encounter in their teaching environments. These interviews provided rich qualitative data, highlighting personal experiences and professional perspectives. Additionally, participatory observation played a crucial role in the research process. By directly observing the training sessions and the implementation of learning modules within the classroom, the study was able to capture real-time interactions and teaching dynamics, providing context to the educators' feedback. This method also facilitated the identification of potential gaps between theoretical constructs and practical application. Finally, document analysis was employed to evaluate the developed educational modules and other teaching materials. This involved a thorough review of existing resources to assess their effectiveness and innovation in enhancing the learning experience. By triangulating data from interviews, observations, and document analysis, the study aimed to present a well-rounded view of the educational practices in physical education, ultimately contributing to the development of more effective teaching strategies and resources.

Table 2. Data Collection Techniques

Technique	Subject	Purpose of Data Collection
In-depth Interview	Lecturers and Teachers	Understand needs and challenges
Participatory Observation	Learning Process	Observe the implementation and results of training
Document Analysis	Modules and Teaching Materials	Evaluate the effectiveness and innovation of modules

2.3 Data Analysis Approach

The data analysis approach employed in this study is qualitative descriptive analysis, which is specifically designed to explore and understand the changes in teacher competency before and after training interventions. This method allows for a comprehensive examination of how such training impacts not only the teachers' skills but also influences student motivation and learning outcomes. One key aspect of this analysis is comparative analysis, which involves evaluating the competencies of teachers and the motivation levels of students prior to and following the training sessions. By comparing these two time points, the study aims to highlight any significant improvements or shifts that occur as a result of the training. In addition to

this comparative approach, qualitative feedback is an essential component of the analysis. This involves gathering insights from both teachers and students regarding their experiences with the training modules. Analyzing this feedback provides a deeper understanding of how the training is perceived, its effectiveness, and any areas for improvement. Together, these methods enable a holistic view of the training's impact, illustrating not just the quantitative changes in competency and motivation but also capturing the subjective experiences of those involved. Ultimately, this qualitative descriptive analysis seeks to provide valuable insights into the interconnectedness of teacher development and student engagement, forming a basis for future educational improvements.

2.4 Research Instruments

In this study, several instruments were employed to assess the effectiveness of training teachers in utilizing Canva (Kerzel, 2021; Sunarso & Herdianto, 2024). The primary tool was a questionnaire (Azizah et al., 2024; Haanurat et al., 2022), designed to gauge the teachers' initial and final knowledge and skills regarding the platform (Accolla & Jiang, 2019; Sugianto et al., 2023). This quantitative measure allowed for a clear comparison before and after the training, providing insight into how much the teachers' understanding had improved. Additionally, an observation sheet was utilized to document the training process and the implementation of the modules within the classroom setting. This qualitative tool helped capture the dynamics of the training environment and the practical application of what was learned. Furthermore, field notes were maintained to record observations and reflections throughout the research process. These notes served as a valuable resource for capturing nuanced insights and personal reflections from both the trainers and the participants, enriching the overall understanding of the training's impact. Together, these instruments provided a comprehensive framework for evaluating the effectiveness of the training program, ensuring that both quantitative and qualitative data were collected to paint a complete picture of the teachers' development in using Canva as an educational tool.

Table 3. Research Instruments

Instrument	Purpose of Use	Number of Questions and Respondents
Questionnaire (Dahliani, 2024; Vidgen et al., 2020)	Measure knowledge and skills	20 questions, 8 respondents (5 lecturers, 3 teachers)
Observation Sheet (Fatima et al., 2022)	Document process and results	Used during training and implementation
Field Notes (Pasaribu et al., 2023; Rahmah et al., 2023)	Record observations and reflections	Continuously updated throughout the research

2.5 Challenges and Opportunities

This research encounters various challenges that could hinder the effective integration of technology in physical education (Herawati et al., 2020). One significant obstacle is the limited resources and time available for teachers (Usmiyatun et al., 2023), which makes it difficult to provide comprehensive training on new teaching methods and tools (Arif et al., 2022). Additionally, there is often resistance from educators who may be hesitant to change their established practices (Khoiriyah et al., 2022), fearing that new approaches could disrupt their teaching style or the learning environment (Yu et al., 2022). However, these challenges also present significant opportunities for growth (Kuruppuarachchi et al., 2021) and enhancement in the quality of physical education (Thoha & Hannan, 2022).

By focusing on targeted training programs that equip teachers with the necessary skills to effectively utilize technology (Meghzili et al., 2024), educators can not only improve their teaching methodologies but also foster a more engaging and interactive learning experience for students (Otondi et al., 2020). The integration of technology has the potential to boost student motivation (Khang et al., 2020), as it often

introduces innovative ways to participate in physical activities, making lessons more appealing (Naz & Sulaiman, 2015). Furthermore, by leveraging technology, teachers can enhance learning outcomes, allowing students to track their progress and engage with the material in ways that were previously unavailable (Izah et al., 2017). In summary, while the road to integrating technology in physical education is fraught with challenges, the potential benefits for both teachers and students provide a compelling case for pursuing this transformative approach.

3. RESULTS AND DISCUSSION

3.1. Implementation Method

The implementation method in this community service activity is focused on mentoring to improve teacher competence in using the Canva application. This method consists of three main stages: preparation, implementation, and evaluation.

3.1.1 Preparation Stage

The preparation stage is crucial because it forms the basis for the entire mentoring process. This stage begins with comprehensive interviews and initial observations aimed at identifying the core issues faced by partner teachers in schools (Gutiérrez et al., 2015; Yokesahachart & Pajareon, 2020). These interviews were conducted with teachers and principals to gather detailed insights into the specific needs and challenges faced in physical education learning. From these discussions, it was apparent that a large number of teachers had difficulty in creating innovative and engaging learning media. Initial observations also showed that existing media were often less interactive and did not utilize the latest technology, making it difficult to effectively engage students.

The findings from this initial assessment are in line with previous studies, such as that conducted by Putra et al. (2020), which showed that many primary school teachers lack proficiency in utilizing digital technologies for educational purposes. This skills gap highlights the need for targeted training to empower teachers with the tools and knowledge needed to improve their teaching practices. Therefore, training focused on the use of Canva was identified as a viable solution to address this issue. The training aimed to equip teachers with a thorough understanding of the Canva application, so that they can design and create visually appealing and interactive learning materials that can engage students and enhance their learning experience.

As part of a thorough preparation process, the implementation of a pre-test is a crucial step to evaluate teachers' initial understanding of the use of Canva. This pre-test not only functions as a measuring tool, but also as an indicator of teachers' readiness to implement technology in the learning process. Through the pre-test, we can identify the extent to which teachers have known and understood the features available in Canva, so that the training program can be adjusted to their level of ability. With a more personal approach and according to the needs of each teacher, it is hoped that the training provided will be more effective and able to provide a significant impact in improving the quality of teaching.

The preparation stage involving the pre-test also contributed to the overall success of this community service activity. With the data obtained from the pre-test, the implementing team can design more relevant and targeted training materials. This will certainly optimize the use of time and existing resources, so that the results of the training can be felt directly by the teachers. Documentation of the pre-test activities, as shown in Figure 2, is concrete evidence of the steps that have been taken to achieve the program's objectives. Thus, the pre-test is not just a formality, but is a strong foundation for building useful and sustainable training for improving teacher competence in utilizing technology.

Figure 1.Preparation Stage

3.1.2 Implementation Level

The implementation stage in this community service activity involves providing general material about the Canva application, followed by a hands-on practice session. In this session, participants are given the opportunity to try designing learning modules using Canva with direct guidance from the community service team. A Q&A session and discussions are also held to address various issues faced by participants while using the application. In this regard, training that includes direct and interactive activities has proven to be more effective in enhancing the technical competencies of participants (Johnson & Smith, 2019). With the practical approach applied during the training, teachers can learn firsthand and improve their skills in using technology.

During the practice session, participants are encouraged to explore various Canva features that can support the creation of engaging and effective learning materials. With the assistance and guidance from the team, teachers can understand how to create professional and aesthetically pleasing designs according to their teaching needs. The community service team also provides tips and tricks on how to maximize the use of Canva in an educational context, allowing participants to apply these newly acquired skills in their daily teaching processes. Therefore, this session not only enhances technical abilities in using the application but also motivates teachers to be more creative in presenting lesson materials.

Additionally, the interaction among participants during the discussion session provides an opportunity for them to share experiences and solutions to the challenges they face. This discussion enriches participants' insights and strengthens professional networks among them. By exchanging ideas and strategies, teachers can develop new ways to implement technology in learning. Thus, this activity not only focuses on the development of technical skills but also builds a supportive learning community. This activity can be seen in Figure 3.

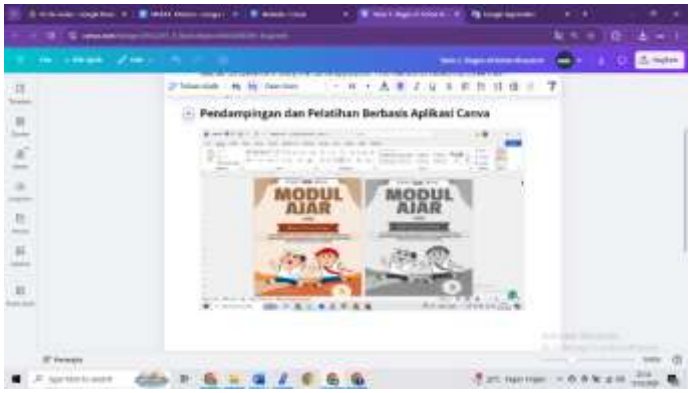

Figure 2.Activity uilds a supportive learning community

3.1.3 Evaluation Stage

The evaluation stage is carried out to assess the effectiveness of the training and the impact of the mentoring provided. Internal evaluation is carried out by the service team, while external evaluation is carried out through post-tests and participant satisfaction questionnaires. Evaluation indicators include material content, delivery methods, interactions during training, level of satisfaction, and changes in participant skills and attitudes. The results of the evaluation showed a significant increase in teachers' understanding and skills in using Canva.

Table 6: Comparison of Pre-Test and Post-Test Results

Aspect	Pre-test	Post-test	Percentage Increase
Understanding the Meaning and Benefits of Canva	7	22	63%
Understanding How to Use Canva	5	20	63%
Understanding the Use of All Canva Features	2	16	58%
Understanding E-Presentation	6	16	42%

Table 6 shows a comparison of the pre-test and post-test results that illustrate a significant increase in teachers' understanding and skills in using the Canva application. In the first aspect, namely understanding the meaning and benefits of Canva, there was a significant increase from a pre-test score of 7 to 22 in the post-test. This shows an increase of 63%, illustrating that the training and mentoring carried out succeeded in increasing teachers' awareness of the importance of Canva as a tool in learning activities.

The next aspect, namely understanding how to use Canva, also showed the same increase, which was 63%. Before the training, the average score obtained by participants was 5, which then increased to 20 after the training. This increase shows that the training method used is effective in equipping teachers with the basic knowledge needed to make the most of Canva. In addition, understanding of the use of all features in Canva also increased by 58%, with a pre-test score of 2 increasing to 16 in the post-test. Although the increase is slightly lower than other aspects, it still shows a significant increase in teachers' ability to explore and utilize the features in Canva.

Finally, in terms of understanding e-presentation, the increase reached 42%. The pre-test score, which was initially 6, increased to 16 in the post-test. Although the percentage increase was not as high as other aspects, this shows that teachers are increasingly able to create and present interesting electronic presentations using Canva. Overall, the results of this evaluation confirm that the mentoring and training program provided has succeeded in improving teachers' understanding and skills in utilizing Canva as an effective and innovative learning medium.

3.2 Time and Place of Activities

The implementation of the Community Service (PKM) activity was carried out on November 4, 2024 at Elementary Schools. This activity was attended by teachers and school staff who actively participated in each session held.

3.2.1 Implementation Plan

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The implementation plan for this community service activity began with a comprehensive explanation of the Canva application. Participants were introduced to the fundamental concepts of Canva, including its multitude of functions and benefits within the educational context. This initial phase was crucial as it aimed to build a solid foundation for the participants, enabling them to understand how Canva can be effectively utilized to enhance learning experiences. Through demonstrations and illustrative examples, the trainers showcased various features of Canva that are particularly beneficial for educators, such as creating visually appealing presentations, interactive posters, and engaging digital content. This introductory session was designed to be interactive, encouraging participants to ask questions and discuss how they could incorporate Canva into their teaching practices.

Following the introductory session, participants were guided through the process of creating their own Canva accounts. This step was essential as it allowed each participant to engage practically with the platform, ensuring that they could navigate the interface independently. Once the accounts were set up, the participants were encouraged to experiment with different design templates and tools available within Canva. The hands-on practice session was structured to provide immediate feedback and support, with trainers circulating the room to assist and advise. Participants worked on designing sample learning materials, such as lesson plans, worksheets, and digital storytelling projects. This practice aimed to boost their confidence and familiarity with the application, ensuring they could apply what they learned in real educational settings.

Finally, the participants were involved in a collaborative design activity, where they worked in groups to create a project using Canva. This activity was designed to foster teamwork and creative thinking, allowing participants to exchange ideas and learn from each other's experiences. Each group presented their finished projects, receiving constructive feedback from peers and trainers. This collaborative effort not only reinforced their skills but also highlighted the diverse ways Canva can be used in education. By the end of the implementation phase, participants had gained practical experience and a deeper understanding of how to leverage Canva to enhance their teaching effectiveness, ultimately aiming to improve student engagement and learning outcomes. The materials designed in Canva can be viewed in image 3.

Figure 3. Material designed in Canva

3.2.2 Activity Implementation

Practical activities include creating designs, using Canva features, and implementing designs in learning using Google Classroom. These activity stages are designed to provide in-depth understanding and practical experience for participants. In the context of education, previous studies have emphasized the importance of practice-based training to integrate technology into learning (Rahmawati & Fajar, 2018). The implementation of interactive and applicable activities has a positive impact on participants' understanding and technical skills.

3.2.3 Evaluation and Reflection

The final evaluation was conducted to measure the effectiveness of the activity and the level of participant satisfaction. The evaluation results showed that the teachers were satisfied with the training materials and methods provided. They also reported improved skills in designing and presenting learning materials using Canva.

Table 7. Effectiveness of the Activity in Terms of Participant Satisfaction

Evaluation Criteria	Participant Satisfaction Score
Content	4.5/5
Delivery	4.6/5
Interaction and Discussion	4.7/5
Overall Satisfaction	4.8/5

The effectiveness of the community service activity, particularly in enhancing teacher competence in using Canva, is reflected through participant satisfaction scores, as shown in Table 7. The evaluation criteria were carefully selected to encompass various aspects of the training experience, ensuring a comprehensive assessment. Firstly, the content of the material received an impressive score of 4.5 out of 5. This indicates that participants found the material relevant and beneficial to their professional development. The high score suggests that the content was well-designed, addressing the specific needs and expectations of the teachers involved. Following this, the delivery of the material was rated slightly higher at 4.6 out of 5. This score highlights the effectiveness of the trainers in conveying information in an engaging and understandable manner. The trainers likely employed diverse teaching methods and tools to ensure that complex concepts were accessible to all participants, regardless of their prior experience with Canva. Additionally, interaction and discussion were highly rated at 4.7 out of 5.

This score reflects the conducive learning environment fostered during the sessions, where participants felt encouraged to actively engage, ask questions, and share insights. Such an interactive approach not only enhances understanding but also builds a sense of community among participants. Finally, the overall satisfaction score of 4.8 out of 5 underscores the success of the initiative. It suggests that the participants were highly pleased with the entire experience, from the quality of the content to the delivery and the opportunity for interaction. The high satisfaction level may also indicate the participants' increased confidence in using Canva as a tool to enhance their teaching practices. These results demonstrate the effectiveness of the mentoring and training program, fulfilling its objectives and significantly contributing to the professional growth of the participating teachers. This initiative serves as a model for future training programs aiming to integrate technology into educational practices efficiency

3.3. Implementation of MCP

The implementation of PKM at Elementary Schools involves good coordination between the service team and the school. This process includes various stages starting from initial coordination, verification, request for permission, to implementation of activities.

3.3.1 Coordination and Planning

Coordination and planning are crucial components in the successful execution of any community service initiative (Choirudin et al., 2021), particularly those aimed at enhancing teacher competence through the use of digital tools like Canva. In the context of this project (Vedianty et al., 2023), coordination involves aligning the objectives of the service team with the needs (Dahliani et al., 2023)and expectations of the teachers and educational institutions involved. This alignment ensures that all parties have a shared

understanding of the goals, anticipated outcomes, and the benefits that this initiative aims to deliver. According to Santoso & Dewi (2019), effective coordination can significantly boost the success rate of such programs by fostering a collaborative environment where resources and responsibilities are clearly defined and efficiently managed.

The planning phase begins with an in-depth analysis of the current competencies of the teachers and the specific challenges they face in integrating Canva into their teaching practices (M. Ahmed et al., 2021). This analysis helps in tailoring the mentoring sessions to address the unique needs of each participant. Furthermore, the planning stage involves scheduling the training sessions at times that are convenient for all parties, ensuring maximum participation and engagement (Darmayanti et al., 2022). An essential part of planning is also setting clear, measurable objectives that can guide the evaluation process later on. These objectives not only provide a roadmap for the implementation phase but also serve as benchmarks against which the success of the initiative can be measured. Additionally, planning involves preparing the necessary materials and resources, such as instructional guides, access to the Canva application, and any other tools required to facilitate effective learning.

Regular communication is maintained throughout the coordination and planning stages to address any logistical issues that may arise and to make any necessary adjustments to the plan. This ongoing dialogue helps to build trust and rapport among the service team and participants, creating a supportive environment conducive to learning and development. Ultimately, meticulous coordination and strategic planning lay the groundwork for a successful implementation phase, ensuring that the initiative is not only effective in enhancing teacher competence but also sustainable in the long term

3.3.2 Implementation and Monitoring

The implementation of activities is carried out in stages by involving all elements of the school. Monitoring is carried out to ensure that activities run according to plan and achieve the desired targets. The monitoring results show that this PKM activity has succeeded in improving teachers' skills in using Canva as a learning tool. Teachers reported that they felt more confident and motivated to integrate technology into their daily teaching. The impact of this activity is seen in the improvement of teachers' professional competence and the quality of physical education learning in schools. Teachers are able to produce more interesting and interactive learning materials, which in turn increases students' learning motivation.

Coordination and planning are crucial components in the successful execution of any community service initiative, particularly those aimed at enhancing teacher competence through the use of digital tools like Canva. In the context of this project, coordination involves aligning the objectives of the service team with the needs and expectations of the teachers and educational institutions involved. This alignment ensures that all parties have a shared understanding of the goals, anticipated outcomes, and the benefits that this initiative aims to deliver. According to Santoso & Dewi (2019), effective coordination can significantly boost the success rate of such programs by fostering a collaborative environment where resources and responsibilities are clearly defined and efficiently managed.

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Implementation Method: Pendampingan dan Pelatihan Berbasis Aplikasi Canva

1. **Customizing Mentoring Sessions**: Tailor mentoring sessions based on the initial competency analysis to address specific challenges and needs of each teacher.
2. **Resource Allocation**: Ensure that all necessary resources, such as instructional guides and access to Canva, are prepared and distributed to facilitate effective learning.
3. **Scheduling and Engagement**: Organize training sessions at convenient times to maximize participation and engagement among teachers and educational institutions.
4. **Setting Measurable Objectives**: Establish clear objectives that will serve as benchmarks for success during the evaluation phase, ensuring that the initiative remains focused and goal-oriented.
5. **Continuous Communication**: Maintain regular communication to address logistical issues and adjust plans as necessary, fostering a collaborative and supportive learning environment.

3.4. Post-Test Results

After the implementation of activities at Elementary Schools, the community service team conducted a post-test to evaluate the increase in participants' understanding of the use of the Canva application in designing learning media. The post-test involved 24 teachers and staff, focusing on their understanding of the meaning, benefits, and use of the Canva application. The post-test results showed a significant increase in participants' understanding of various aspects of Canva usage. Previous research shows that technology-based training can significantly improve teachers' digital skills (Widiastuti et al., 2021). These results are in line with research findings showing that intensive training can improve teachers' technical competence and creativity. The impact of this increased understanding is seen in the ability of participants to design and present more interactive and engaging learning materials. Teachers reported that students were more motivated and engaged in learning activities after using media designed with Canva. These findings underscore the importance of providing relevant training and technical support for teachers in utilizing digital technologies to improve the quality of education.

3.5. Analysis of PKM Results

The analysis of the PKM results highlights the success of the community service activity in enhancing teacher competence in utilizing the Canva application as a learning aid. The initiative focused on mentoring teachers at SMK Ma'arif 3 Pesawaran, aiming to improve their ability to create engaging learning designs using Canva. The effectiveness of this program was measured through pre-test and post-test assessments, which revealed a notable increase in teachers' understanding and skills. The quantitative data collected demonstrated significant advancements in four main aspects: understanding the meaning and benefits of Canva, how to use Canva, use of all Canva features, and knowledge of E-Presentation. The quantitative results revealed that teachers significantly improved their comprehension of Canva's meaning and benefits. Initially, only a handful of teachers understood the application's potential during the pre-test phase. However, post-training, a substantial number of teachers acknowledged Canva's role in supporting educational activities. This improvement is crucial as it indicates an increased awareness of how technology can be leveraged to enhance teaching effectiveness.

Furthermore, the technical skills of teachers in using Canva improved remarkably. The pre-test results showed that only a few teachers were proficient in operating Canva, but post-training, the majority became adept at navigating the application. This growth underscores the training program's success in equipping teachers with essential technical skills, enabling them to create dynamic and interactive learning materials that cater to diverse learning needs. In addition to basic skills, the training program also focused on advancing teachers' use of Canva's extensive features. Initially, very few teachers were familiar with all the features, but post-training, a significant number demonstrated proficiency. This advancement highlights the teachers' readiness to explore creative possibilities within Canva, leading to the development of more engaging educational content. Such creativity is vital for maintaining student interest and enhancing the overall learning experience.

The understanding of E-Presentation also saw substantial improvement. Although the increase was not as pronounced as in other areas, it still represented a meaningful enhancement in the teachers' ability to use digital presentations as effective teaching tools. This skill is particularly important in the digital era, where virtual learning environments are becoming increasingly prevalent. The ability to deliver compelling E-Presentations can significantly impact student engagement and comprehension. Overall, the mentoring and training program based on Canva application use has successfully elevated teacher competency in multiple critical aspects. This improvement is expected to translate into a higher quality of education and a more enjoyable learning experience for students. The success of this initiative highlights the importance of integrating technology into educational practices and supports the notion that regular training can help teachers keep pace with evolving educational challenges in the digital age. By continuing such programs, educators can enhance their technical skills, thus contributing to the ongoing improvement of educational outcomes in figure 4.

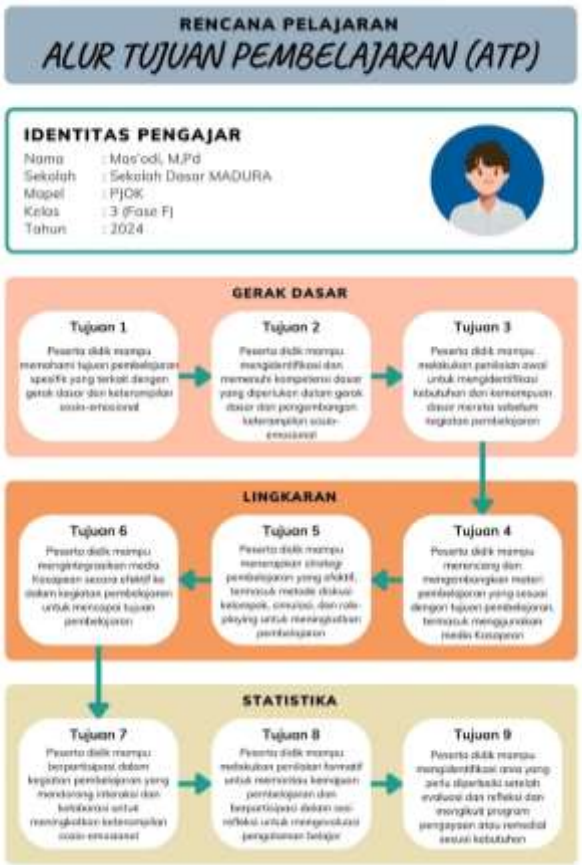

Figure 4. Educational Programs

4. CONCLUSION

The study "Innovation of STKIP PGRI Sumenep Lecturer Service: Using Canva to Develop PE Modules in Elementary Schools" shows that the integration of digital technology, especially the Canva application, in the development of physical education learning modules in elementary schools has a significant positive impact, where lecturers and teachers have succeeded in increasing their creativity and technical skills in designing more interesting and effective interactive modules. This increase in ability not only enriches teachers' professional skills, but also has a direct impact on the learning process in the classroom, making students more motivated and actively involved, thereby increasing the effectiveness of physical education learning. This study also emphasizes the importance of providing relevant training and ongoing technical support for teachers, so that they can continue to develop their competence in utilizing technology in learning, which is an important step to improve the quality of education in Indonesia.

Continuous training is strongly recommended so that similar training and mentoring programs are carried out continuously to ensure that teachers continue to develop their skills in using digital technology. This can involve follow-up training sessions, workshops, or discussion forums that allow teachers to share experiences and best practices. Furthermore, schools and educational institutions should start considering the integration of technology in curriculum development. The use of applications such as Canva for various subjects can be a good first step in making learning more interactive and relevant to the times. In addition, infrastructure support is also very important; the government and related parties are expected to provide adequate infrastructure support, such as stable internet access and adequate technological devices in schools, to support the implementation of this program effectively. It is also hoped that there will be further research that explores the long-term impact of the use of digital technology in learning, and how this can be optimized across contexts and subjects. Finally, collaboration between institutions also needs to be improved, where lecturers and teachers from various institutions can work together to exchange knowledge and resources in developing technology-based learning modules, so that they can collectively improve the quality of education.

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