



Empowering Indonesian Language Education through Canva: A Collaborative Project by Multiple Universities

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ABSTRACT: This abstract describes a community service program that aims to improve the quality of Indonesian language teaching through collaboration between lecturers from Universitas Merdeka Malang, STKIP PGRI Sumenep, Universitas PGRI Adibuana Surabaya, and academics from PT. Brilliant Knowledge University. The main focus of this program is the use of Canva technology in developing innovative teaching media. The background of this program is driven by the increasing need for innovation in learning in line with advances in digital technology. The approach used in this study is Design-Based Research (DBR), which involves collaboration between lecturers and teachers to design, implement, and evaluate new teaching media. The materials taught include making infographics, interactive presentations, and learning videos using the Canva application. To collect data, participatory observation, in-depth interviews, and distributing questionnaires to program participants were conducted. Data analysis was carried out using thematic analysis techniques that aimed to identify patterns and main themes from teachers' experiences during this program. The results of the study showed that the use of Canva as a teaching aid successfully increased student motivation and involvement in the learning process. Teachers reported significant improvements in their graphic design skills, allowing them to create more engaging and effective teaching materials. The conclusion of this community service program is that technology-based mentoring can make a real contribution to improving the quality of teaching at the junior high school level. This finding emphasizes the importance of collaboration between higher education institutions and schools in supporting innovation in the field of learning. In addition to improving technical skills, this program also strengthens teachers' confidence in using new technologies. The contribution of this study is to provide a mentoring model that can be adapted and applied in other educational contexts, so that it can be a reference for other institutions that want to improve the quality of teaching through technology. This program is expected to motivate more parties to collaborate in creating educational innovations that are relevant to the needs of the times.

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1. INTRODUCTION

Innovation in Indonesian language learning is becoming increasingly important in today's digital era, along with the increasing need for more creative and effective teaching methods (Bonneton-Botté et al., 2020; Chang, 2021). In the context of education in Indonesia, the main challenge faced is how to improve the quality of teaching to suit technological developments and the increasingly diverse needs of students (Casero-Ripollés et al., 2020; Pusey-Reid et al., 2023). Therefore, this community service program is

designed to answer this challenge through collaboration between several leading universities and the use of technology such as Canva (Morris et al., 2024; Parra & Chatterjee, 2024). This technology was chosen because of its ability to provide easy-to-use design tools that can be accessed by teachers to create interesting teaching media.

Canva as a teaching aid offers a variety of features that allow teachers to design learning materials with prominent visual elements (Ilin, 2022; Rini et al., 2022). These features include infographic templates, presentations, and learning videos, all of which can be used to increase the appeal and effectiveness of teaching materials (Erkin et al., 2023; Rasiman et al., 2020). In an ever-changing educational environment, the ability to adapt to new tools and techniques is key to successful teaching. Therefore, the use of Canva is expected to provide practical solutions for teachers in facing this challenge (Erkin et al., 2023; Rasiman et al., 2020).

The collaboration between Universitas Merdeka Malang, STKIP PGRI Sumenep, Universitas PGRI Adibuana Surabaya, and PT. Brilliant Knowledge University is a strategic step to support innovation in Indonesian language education. By combining expertise from various institutions, this program aims to create a mentoring model that can be adapted and applied in various educational contexts (Jahanbin, 2024; Saryanto et al., 2020). This collaboration also provides an opportunity for lecturers and teachers to exchange experiences and knowledge, so that it can enrich the learning process and improve the quality of teaching (Lampropoulos et al., 2021; Wang et al., 2024).

The Design-Based Research (DBR) approach was used in this study to ensure that the developed teaching media truly fit the needs of teachers and students. DBR involves an iterative process that includes design, implementation, and evaluation, allowing for continuous improvement based on user feedback. Through this approach, the program is expected to provide relevant and applicable results for teaching Indonesian in junior high schools (Prasojo & Yuliana, 2021; Sugiarti & Husain, 2021).

During the program, participants are invited to participate in various activities such as intensive training, workshops, and group discussions (Irfannuddin et al., 2021; Ong et al., 2022). These activities are designed to provide practical experience in using Canva and improve teachers' graphic design skills (Irfannuddin et al., 2021; Ong et al., 2022). With support from lecturers and academics, teachers are expected to develop the confidence and technical skills needed to create more effective teaching materials.

The results of this program show a significant increase in student motivation and engagement during the learning process. The use of Canva as a teaching tool not only makes it easier for teachers to deliver material (Morris et al., 2024), but also makes students more interested and involved in learning. This shows that technology can be a powerful tool in creating a more enjoyable and beneficial learning experience for students (Hedman et al., 2022; Zhang & Hara, 2024).

In addition, this program also has a positive impact in improving the graphic design skills of teachers (Kotsakis et al., 2023; Rahman et al., 2021). By mastering the use of Canva, teachers are able to create more varied and interesting teaching materials, which in turn can increase the effectiveness of teaching. This success underscores the importance of technology-based training and mentoring in supporting educational innovation. Overall, this community service program shows that collaboration between higher education institutions and schools can produce significant innovations in Indonesian language learning (Li & Pei, 2024; Makena & Mpahla, 2023). By utilizing technology such as Canva (Morris et al., 2024), teachers can overcome the challenges of creating engaging and effective teaching materials, thereby improving the quality of teaching and student learning motivation. These findings are expected to be a reference for other institutions that want to improve the quality of teaching through technology.

In the context of modern education, technological innovation is an important foundation for improving the quality of teaching. This study offers a new approach by integrating Canva technology in teaching Indonesian, a step that has not been widely explored in the context of learning in Indonesia. The uniqueness of this study lies in the cross-institutional collaboration involving Universitas Merdeka Malang, STKIP PGRI Sumenep, Universitas PGRI Adibuana Surabaya, and PT. Brilliant Knowledge University. This collaboration allows for a broader exchange of knowledge and ideas, as well as creating a mentoring model that can be

adapted by other institutions. In addition, this study uses a Design-Based Research (DBR) approach that focuses on the development and evaluation of technology-based teaching media iteratively (Kim, 2016; Penuel, 2019). This approach allows for continuous feedback from users, namely teachers, which is then used as the basis for improving (Letshwene & du Plessis, 2021; Nurtanto et al., 2021).

2. METHOD

This study uses a Design-Based Research (DBR) approach that aims to develop and evaluate technology-based teaching media by utilizing the Canva application (Johnson, 2017; Puntambekar, 2018). DBR was chosen because of its ability to combine theory and practice in developing applicable and relevant educational solutions (Dedeilia et al., 2020; Hernández et al., 2024). The research process includes several main stages involving collaboration between lecturers and teachers. The following is a further explanation of the research methods used in this program.

2.1 Research Design

This research design involves iterative stages consisting of designing, implementing, and evaluating teaching media. Each stage is designed to provide continuous feedback, thus allowing continuous improvement in the development of teaching media. The main focus of this design is to ensure that the teaching media developed is in accordance with the needs of teachers and students in junior high schools.

a. Teaching Media Planning

The initial stage in this research design is the design of teaching media. This process begins with identifying the needs and challenges faced by teachers in developing innovative teaching materials. Based on the results of the needs analysis, researchers collaborate with teachers to design teaching media that utilize Canva features, such as infographics, interactive presentations, and learning videos (Cojean & Jamet, 2022; Kusmaryono & Basir, 2024). The teaching media designed aims to increase student engagement through the use of attractive visual elements (Buckingham, 2019; Greenhow, 2020).

b. Implementation of Teaching Media

After the teaching media is designed, the next stage is implementation in the field. Teachers who participate in this program are given intensive training on how to use Canva to create teaching media (Cooke, 2017; López, 2015). Implementation is carried out in the form of workshops that provide opportunities for teachers to experiment and test the teaching media they have developed. During implementation, researchers conduct observations and record feedback from teachers and students to evaluate the effectiveness of the teaching media.

c. Evaluation and Revision

The evaluation stage involves data collection through in-depth interviews, questionnaires, and participant observation. The data obtained are analyzed using thematic analysis techniques to identify key patterns and themes from teacher and student experiences (Althubyani, 2024; Ismailov et al., 2021). The feedback obtained is used to revise and improve the teaching media that has been developed. This evaluation and revision process is carried out continuously to ensure that the teaching media meets user needs (Gallego-Balsà, 2020; Patel et al., 2022).

2.2 Research Participants

This research involves participation from various educational institutions, including Universitas Merdeka Malang, STKIP PGRI Sumenep, Universitas PGRI Adibuana Surabaya, and PT. Brilliant Knowledge University. The research participants consist of junior high school lecturers and teachers who play an active role in the design and implementation of teaching media. The involvement of various parties allows for the exchange of knowledge and experience that enriches the research process.

a. Selection of Participants

Participants in this study were selected based on certain criteria, such as experience in teaching Indonesian and interest in utilizing technology in learning. The selection of participants was carried out through a selection process that considered their availability and commitment to be involved in all stages of the study.

b. Participant Role

Lecturers and teachers act as collaborators in the design and evaluation of teaching media. They provide valuable input that helps in the preparation of training curricula and the development of teaching media that are appropriate to the learning context in schools. In addition, participants also contribute in providing feedback during implementation and evaluation, thus ensuring that the teaching media produced is relevant and applicable.

2.3 Data Collection Techniques

Data collection in this study was carried out through various methods designed to obtain comprehensive information regarding participant experiences.

a. Participatory Observation

Participatory observation was conducted during the workshop and implementation of teaching media in the classroom. The researcher recorded the interaction between teachers and students and how teaching media was used in the learning process. This observation provides a direct picture of the effectiveness of teaching media and student responses to the use of Canva.

b. In-depth Interview

In-depth interviews were conducted with teachers and lecturers to gain deeper insight into their experiences during the program. The interviews focused on participants' understanding of Canva usage, challenges they faced, and the impact of the program on their skills and motivation.

c. Questionnaire

A questionnaire was distributed to all participants to collect quantitative data on their perceptions of the program. The questionnaire was designed to evaluate aspects such as the improvement of graphic design skills, student motivation, and the effectiveness of the developed teaching media.

3.4 Data Analysis

The data collected from the various methods above were analyzed using thematic analysis techniques. This technique allows researchers to identify key themes and patterns that emerge from qualitative and quantitative data. The analysis process is carried out in stages to ensure that all relevant data are considered in evaluating the research results.

Table 1: presents a summary of the key findings identified through data analysis

Key Findings	Description
Graphic Design Skills Improvement	Teachers reported significant improvements in graphic design skills.
Student Motivation and Engagement	Using Canva increases student motivation and engagement in learning.
Effectiveness of Teaching Media	Teaching media designed with Canva are more attractive and effective.

Through this structured research method, it is expected to provide a significant contribution in the development of innovative technology-based teaching media, as well as improving the quality of teaching and learning of Indonesian in junior high schools. This study also provides a mentoring model that can be adapted by other educational institutions, thus enriching references in efforts to improve the quality of education through technology.

3. RESULTS AND DISCUSSION

Community service through the use of Canva technology in developing Indonesian language teaching media for junior high school teachers at Universitas Merdeka Malang has produced significant results. In this section, we will discuss in detail the results of this research and community service by dividing them into several sub-chapters to provide a deeper understanding of the influence and benefits of this program.

3.1 Implementation of Community Service Program

This community service program began with a thorough planning stage, involving collaboration between lecturers from Universitas Merdeka Malang and teachers from junior high schools (SMP). At this stage, a needs analysis was conducted to identify the challenges faced by teachers in developing innovative teaching media. The results of this analysis became the basis for compiling a training curriculum designed to meet the specific needs of teachers (Dunne et al., 2022; Weimer et al., 2023), with an emphasis on graphic design skills and the use of Canva (Maulana, 2024; Prawijaya, 2022). Close collaboration between lecturers and teachers is essential to ensure that the curriculum is relevant and applicable, and is able to answer problems faced in the learning process in the classroom.

After the planning is complete, the next stage is the implementation of intensive training and mentoring. This activity is carried out in the form of a workshop consisting of several sessions. Each session is designed to provide teachers with direct experience in using Canva as a teaching aid (Morris et al., 2024; Parra & Chatterjee, 2024). Training materials include creating infographics, interactive presentations, and learning videos. During the training, teachers are encouraged to explore various Canva features and apply them in creating interesting and effective teaching media (Howell, 2022; Maulana, 2024). Intensive mentoring carried out by lecturers aims to ensure that teachers gain a deep understanding and can apply these new skills independently.

The final stage of the program implementation is evaluation and feedback. After the training is completed, an evaluation is conducted through interviews and questionnaires to obtain feedback from participants. This evaluation is important to measure the effectiveness of the training and mentoring that has been carried out. Teachers responded positively to the program, stating that they felt more confident and skilled in using new technology to support the learning process (Suherman et al., 2023; Susanto et al., 2022). This feedback is not only useful for future program improvements but also as evidence that the use of Canva has improved teachers' ability to create more interesting teaching media and stimulate student engagement.

3.1.1 Planning Stages

The planning stage is an important foundation in any community service program. In this context, the initial stage involves a series of steps designed to ensure that the program can run effectively and achieve the goals that have been set. The following is a further explanation of the planning stages in a community service program that utilizes Canva technology to develop Indonesian language teaching media for junior high school teachers at Universitas Merdeka Malang.

a. Needs Analysis

The first step taken in developing innovative teaching media is a needs analysis (Baglama, 2022; Sakkir et al., 2021). This analysis is very important to understand the challenges faced by junior high school teachers in the learning process. Through data collection methods such as interviews, questionnaires, and focus group discussions, researchers can identify specific needs of teachers. This process was carried out in three junior high schools, namely MTSN 1 Malang City, SMPN 6 Malang Regency, and SMPN 2 Batu City. By conducting direct observations and interviews, researchers collected in-depth information about the current teaching conditions and the obstacles faced by teachers. The data obtained from the needs analysis provide a clear picture of the skills gaps and challenges in utilizing technology in teaching. This is seen in Figure 2 which shows documentation of interviews with teachers in the three schools.



Figure 1 Observation

Through this information (Figure 2), researchers can understand in more detail the aspects that need to be improved to increase teaching effectiveness. The identified gaps indicate that teachers need better support and resources in terms of educational technology. The findings from the needs analysis also revealed that many teachers have difficulty integrating graphic design elements into their teaching materials. In addition, there is a significant need to improve skills in using modern design software, such as Canva. This information forms the basis for developing a training curriculum specifically designed to meet the needs of teachers and improve the quality of teaching in schools. With appropriate training, it is hoped that teachers can be more confident and creative in creating interesting and effective teaching media.

Developing a Training Curriculum

The development of a training curriculum is a critical step following the completion of a thorough needs analysis. This curriculum is designed to specifically address the challenges identified during the analysis phase, focusing primarily on enhancing the skills teachers need to effectively utilize teaching media. A central component of this curriculum is the development of graphic design skills, with an emphasis on using Canva as a teaching tool. According to Morris et al. (2024) and Parra & Chatterjee (2024), these skills are pivotal for teachers aiming to create engaging and interactive learning materials. By mastering Canva, teachers can produce visually appealing resources that captivate students and facilitate better learning outcomes. Additionally, the curriculum introduces basic visual design techniques, the strategic use of color, and effective presentation tips. These elements are integral in helping teachers craft compelling narratives and visual aids that enhance student understanding and retention. The overarching aim of this curriculum is to provide educators with the tools needed to continuously develop their competencies, ensuring that their teaching methods remain innovative and effective. The guidance provided within this framework is intended to foster an environment where teachers feel empowered to explore new ways of engaging their students. For a detailed implementation example, Figure 2 presents a teaching module for middle schools, illustrating the application of the "Merdeka Belajar" curriculum, which emphasizes independence in learning through the creation of teaching modules.



Figure 2 Ilustrasi the application of the "Merdeka Belajar" curriculum

Figure 2 above illustrates the implementation of the "Independent Learning" curriculum for secondary schools, emphasizing the importance of independence in learning through the creation of learning modules. This curriculum aims to motivate teachers to create interesting and interactive materials, which can improve student understanding and retention. With this approach, it is hoped that students will be more active in the learning process. For further insight, please refer to the discussion in Figure 3.

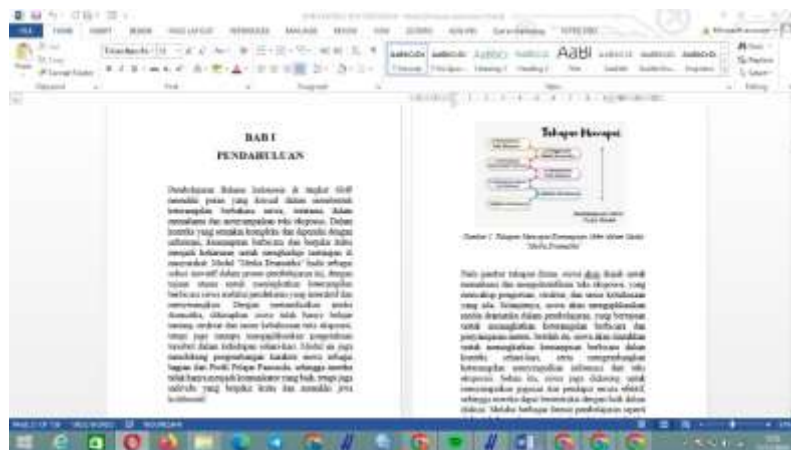


Figure 3 Curriculum Components

Curriculum Components

Beyond the core focus on graphic design and Canva, the training curriculum encompasses several other essential components to ensure a well-rounded professional development experience. These components include strategies for integrating multimedia elements into lesson plans, fostering an interactive and dynamic classroom environment. Teachers will learn how to effectively combine text, images, and audio to create multimedia content that caters to diverse learning styles. Additionally, the curriculum addresses the importance of feedback and assessment techniques that enable teachers to evaluate the effectiveness of their newly developed teaching materials. It emphasizes iterative design processes, encouraging educators to reflect on and refine their approaches based on student feedback and learning outcomes. Moreover, the curriculum provides insights into time management skills, helping teachers balance the demands of lesson planning with ongoing professional development. By equipping teachers with these skills, the curriculum aims to promote a sustainable approach to continuous learning and improvement. The ultimate goal is to establish a culture of innovation and creativity within the teaching community, where educators are constantly inspired to enhance their pedagogical practices.

Curriculum Components:

- a) **Graphic Design Basics:** An introduction to the basic principles of graphic design, including composition, color, and typography. This material is essential to help teachers understand effective visual elements in conveying information.
- b) **Introduction to Canva:** This session covers an introduction to Canva's main features, from creating an account to navigating the user interface. The main goal is to provide a basic understanding of how to use the platform.
- c) **Interactive Teaching Media Creation:** Teachers are trained to create various types of teaching media, such as infographics, interactive presentations, and learning videos. This session is designed to provide practical experience in using Canva for educational purposes.
- d) **Teaching Strategies with Technology:** This section focuses on implementing effective teaching strategies using digital technology. Teachers are taught how to integrate Canva-based teaching media into their lesson plans to increase student engagement.

Collaboration Between Stakeholders

Collaboration in this community service program is a crucial element that ensures the success and relevance of the training provided. Collaboration between lecturers from Universitas Merdeka Malang, STKIP PGRI SUMENEP, Universitas PGRI Adibuana Surabaya, and academics from PT. Brilliant Knowledge University with teachers from junior high schools is a driving force in developing a targeted curriculum that can be seen in Figure 4.



Figure 4 Collaboration

Documentation of collaboration (Figure 4) between Universitas Merdeka Malang, STKIP PGRI Sumenep, and PT. Brilliant Knowledge University aims to facilitate intensive meetings and discussions. In this activity, lecturers and teachers exchange views and experiences in facing challenges in the field. The result of this collaboration is the preparation of a curriculum that is not only based on theory, but also rich in practical insights, so that it is more applicable and in accordance with the real needs of teachers. This activity is expected to improve the quality of education and the relevance of the material taught in class.

In addition, this collaboration also provides a platform for constructive feedback. Lecturers and academics can offer perspectives and expertise based on their research and experience, while teachers can share practical challenges they face in using technology in everyday teaching. This process not only enriches the curriculum but also helps identify areas that need special attention, such as more interactive teaching techniques or effective ways to use Canva in developing teaching media (Maulana, 2024; Prawijaya, 2022). By providing feedback and constructive criticism to each other, stakeholders can ensure that the training curriculum is not only relevant but also able to meet the specific needs of teachers and students.

On the other hand, this collaboration also creates a sustainable support network for teachers. After the training is completed, the relationship that has been established between lecturers, academics, and teachers can continue in the form of mentoring and consultation. This is important to ensure that teachers do not feel alone when facing new challenges in implementing technology in their classrooms. This support network also serves as a source of inspiration and motivation, where teachers can continue to learn and share experiences with their colleagues and academics. Thus, this collaboration between stakeholders is not only focused on short-term achievements, but also has a long-term positive impact in improving the quality of teaching in junior high schools. Once the curriculum is set, the next step is scheduling and arranging the logistics of the training. This includes selecting the date and location of the training, procuring the necessary equipment and materials, and organizing the teaching staff who will be involved. Scheduling is done by considering the teachers' time availability so as not to interfere with their daily teaching activities.

Socialization and Preparation of Participants

The final stage in planning is the socialization of the program to prospective participants. Information about the objectives, benefits, and training schedule is delivered through various communication channels, such as social media, email, and coordination meetings. In addition, participants are also given preparation guidance, such as initial learning materials and pre-training assignments to prepare them optimally. With careful and structured planning, this community service program is expected to provide real benefits for teachers in improving their skills in using technology, especially in developing more interesting and effective teaching media. This planning stage is an important foundation that determines the success of the program implementation in the following stages.

3.1.2 Implementation of Training

The training conducted in the form of a workshop is an effective step to improve teachers' skills in using digital tools. In this workshop, participants will gain hands-on experience in creating infographics, interactive presentations, and learning videos using the Canva application. With a practical approach, it is hoped that teachers can understand and apply the material presented in the daily learning process.

Session One: Infographic Creation

The first session of the workshop focused on creating infographics. Infographics are a very useful tool for conveying information in an interesting and easy-to-understand way. In this session, participants will be introduced to basic graphic design principles, such as color selection, typography, and layout. After that, they will be invited to try creating infographics with a certain theme using Canva. Participants will learn how to choose an appropriate template, add visual elements such as images and icons, and organize text so that the information is clear and attractive. With guidance from the facilitator, participants are expected to be able to produce infographics that are not only informative but also aesthetic. At the end of the session, each participant is asked to present the infographics they have created, so that they can get feedback from their peers and the facilitator.

Session Two: Interactive Presentation

In the second session of our training curriculum, we delve into the art of crafting interactive presentations, a crucial skill for modern educators seeking to captivate their students' attention and foster an engaging learning environment. A well-designed, interactive presentation not only conveys information effectively but also stimulates student interest and participation. Throughout this session, participants will gain hands-on experience in creating dynamic presentation slides that go beyond static text and images. By incorporating multimedia elements such as video and audio, teachers can enrich their presentations, making them more engaging and memorable for students.

These multimedia components serve as powerful tools to illustrate complex concepts, provide real-world examples, and maintain student interest. In addition to multimedia integration, the session will explore the use of animations and transitions to enhance the visual appeal of presentations. Carefully chosen animations can emphasize key points and guide the audience's focus, while smooth transitions help maintain a cohesive flow between slides. Participants will learn to strike a balance between aesthetics and

functionality, ensuring that their presentations are both visually striking and educationally effective. The workshop encourages teachers to unleash their creativity, experimenting with various design elements that suit their teaching style and subject matter. To solidify their learning, participants will have the opportunity to apply these skills in a practical setting. By the end of the session, each participant will present their own interactive presentation, showcasing the techniques and creative strategies they've employed. This peer-sharing component not only allows for valuable feedback and discussion but also fosters a collaborative learning atmosphere where ideas and best practices can be exchanged. Ultimately, this session aims to empower teachers with the skills and confidence needed to create presentations that enhance their students' learning experiences, making lessons more dynamic, engaging, and effective.

Third Session: Learning Videos

The last session of the workshop is making educational videos. Video is one of the most effective media in conveying information, especially in this digital era. In this session, participants will learn how to plan and create interesting and informative educational videos. They will be taught about scripts, shooting, and editing videos using Canva in available figure 5 (Morris et al., 2024; Parra & Chatterjee, 2024).

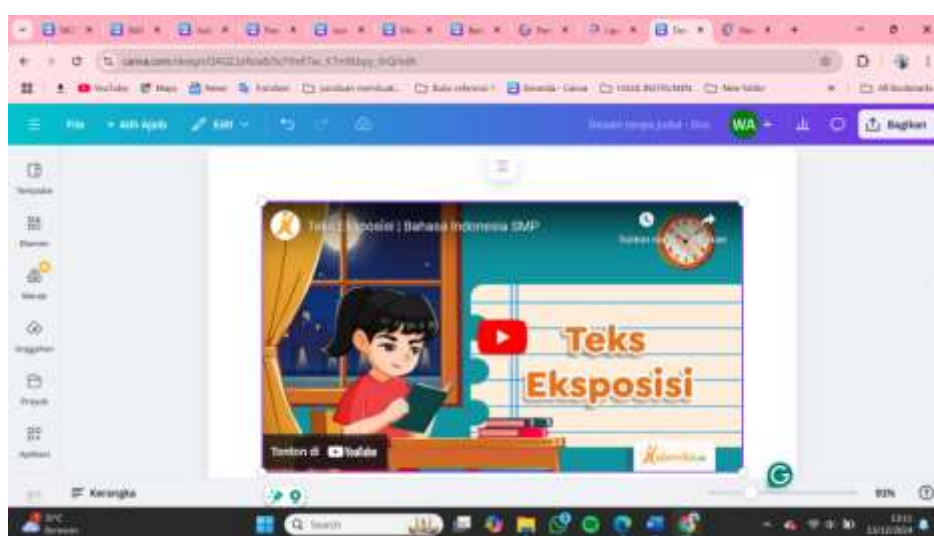


Figure 5 scripts, shooting, and editing videos using Canva

Participants will be invited to collaborate in small groups to design learning videos with a predetermined theme. They will practice making storyboards, recording videos, and editing them to look professional. At the end of the session, each group will present the videos they have made and get feedback from the facilitator and other participants. This workshop not only provides theoretical knowledge, but also invaluable practical experience for teachers. By using Canva, participants are expected to be able to create more interesting and interactive learning materials. This training aims to improve the quality of education through the use of appropriate technology. After attending this workshop, it is expected that each teacher can implement the skills they have learned in teaching and learning activities in the classroom. Thus, it is expected that the quality of learning will improve, and students will be more motivated to learn. This kind of training is very important to prepare teachers to face the challenges of education in the digital era.

3.1.3 Evaluation and Feedback

The evaluation conducted after the training program aimed to measure the success and impact of the use of Canva technology on the development of teaching media among junior high school teachers. The evaluation process involved in-depth interviews and questionnaires sent to all training participants. The results of this evaluation showed that most teachers responded very positively to the program. They stated that the training provided was very relevant to their needs and appreciated the practical approach used in the workshop. One important finding from this evaluation was the increase in teachers' confidence in using new technology. Before the training, many teachers felt hesitant and lacked confidence in utilizing digital tools

to create teaching media. However, after attending the training, they felt more prepared and confident in integrating the technology into their daily learning process. This shows that good training not only improves technical skills but also builds participants' confidence.

In addition, the evaluation also highlighted that Teachers felt more skilled in using the Canva application to design engaging and interactive teaching materials. They reported that the training provided new insights into how to utilize graphic design in education, which previously might have been considered difficult or inaccessible. The intuitive and user-friendly use of Canva has changed the way teachers view technology in teaching. Many of them have started to design presentations, infographics, and learning videos more creatively and effectively (Sykes et al., 2022; Zhang et al., 2023). Feedback from participants also indicated that there is a demand for further training and ongoing support to ensure that the skills that have been acquired can continue to be improved. Thus, the program has not only succeeded in improving teachers' technical skills but also provided significant encouragement for them to continue to innovate and adapt to technological developments in education.

3.2 Increasing Student Motivation and Engagement

The use of Canva as a teaching aid in junior high schools has proven effective in increasing student motivation and engagement during the learning process. Canva offers a variety of features that allow teachers to create teaching materials with high visual appeal, which in turn affects the way students interact with the subject matter.

3.2.1 Visual Appeal

One of Canva's main strengths is its ability to produce visually appealing teaching materials. Materials designed with prominent graphic elements, attractive colors, and clear typography are able to capture students' attention. This visual engagement is important because it can increase students' attention and information retention. With more engaging teaching materials, students tend to be more enthusiastic and motivated to learn. More active interaction in the learning process is one of the main advantages offered by the use of Canva-based teaching media. By utilizing interactive presentations and dynamic learning videos, students can be more involved in each learning session. This fun learning experience encourages students to be more proactive in asking questions and discussing, which in turn creates a more-lively classroom atmosphere. When teachers deliver material in an interesting way, students not only listen but also actively participate, making them feel more connected to the material being taught (Erkin et al., 2023; Sugianto, 2023). In addition, increased student participation is one of the positive outcomes of implementing interactive learning media. Elements such as interactive quizzes, group discussions, and creative projects integrated into Canva's learning materials provide opportunities for students to collaborate and share ideas. This encourages them to actively contribute to class activities, creating an inclusive and collaborative learning atmosphere. When students feel involved and participate, they learn not only from the teacher but also from their peers, which enriches the overall learning process.

The positive impact of using Canva is not only limited to interaction and participation, but also has a direct impact on students' academic achievement. With increased motivation, students show progress in understanding the subject matter being taught. Teachers report that students who are more engaged in the learning process have better test and assignment scores. Thus, the integration of technology such as Canva in education provides significant benefits, not only in creating a fun learning experience, but also in improving the quality of student learning outcomes in junior high schools.

4.2.1 Impact of Visualization

The use of visual media in learning has long been recognized as one of the effective ways to increase student attention and retention. With the help of technology like Canva, teachers can create teaching materials that are not only informative but also visually appealing. This is especially important in today's digital age, where students are more accustomed to visual content from various social media platforms. Canva allows teachers to easily design learning materials using a variety of available templates, making it easier for them to organize information in a more engaging way. Visual elements such as bold colors, icons, and relevant

images can bring learning materials to life, making them more interesting for students to see and learn. Thus, students become more interested and motivated to actively participate in class, because the material presented feels more relevant and exciting.

In addition, good visualization of teaching materials helps students understand and remember information longer. Research shows that the human brain is more likely to remember information presented visually than text alone. With Canva, teachers can utilize infographics, diagrams, and concept maps to support the delivery of materials visually. Infographics, for example, can condense various data and concepts into one easy-to-understand display, thus helping students grasp the essence of the lesson. Diagrams and concept maps also facilitate students in seeing the relationship between various concepts, helping them build a deeper and more comprehensive understanding. Thus, the use of Canva in teaching not only increases the appeal of teaching materials but also strengthens student engagement and improves their overall learning outcomes.

3.2.2 Interaction and Participation

Interactive teaching media, such as presentations and videos, allow students to be more involved in the learning process. Teachers reported that students were more active in asking questions and discussing when using materials created with Canva.

Table 1: Comparison of Student Engagement Before and After Using Canva

Aspects of Engagement	Before Using Canva	After Using Canva
Class Participation	Low	High
Interest in Material	Currently	High
Frequency of Asking	Seldom	Often

4.3 Improving Teachers' Graphic Design Skills

One of the significant outcomes of this graphic design training program is the improvement of teachers' skills in using technology, especially Canva. Through structured training, teachers are not only taught how to use the software, but are also given guidance to understand the existing features. This is very important because many teachers previously found it difficult to use technology in the learning process. With intensive support, they now feel more confident and comfortable to express their creativity through more attractive learning media designs. Mastery of this technology has a direct impact on the quality of teaching materials prepared by teachers. With increasing graphic design skills, they are able to present teaching materials that are more varied, innovative, and in accordance with student needs. For example, teachers can create infographics, posters, and presentations that are easy to understand and attract students' attention. Teaching materials that are presented visually also help students process information better. This shows that improving graphic design skills is not only beneficial for teachers, but also has a major positive impact on students' learning experiences.

The positive impact of this skill improvement is very much felt in student learning outcomes. With more interesting and effective teaching materials, students become more enthusiastic and involved in the learning process. Students find it easier to understand the concepts taught, which in turn improves their learning outcomes. In addition, a more dynamic and creative classroom atmosphere also contributes to student motivation. Therefore, this graphic design training program not only improves teacher skills but also makes a significant contribution to students' overall academic development.

3.4 Challenges and Opportunities for Using Technology in Education

Although the program has shown positive results, there are several challenges in implementing technology in education. These challenges include limited resources, resistance to change, and the need for ongoing training.

3.4.1 Implementation Challenges

Several studies have stated that limited facilities and infrastructure are often obstacles to the implementation of technology in schools. In addition, resistance to change from some teachers also needs to be overcome through consistent support and motivation.

3.4.2 Innovation Opportunities

On the other hand, the use of technology like Canva opens up great opportunities for innovation in teaching. With technology, teachers can create a more enjoyable and effective learning experience for students.

Table 2: Challenges and Opportunities for Using Technology in Education

Aspect	Challenge	Opportunity
Resource	Limited facilities	Increasing access to technology
Teacher Skills	Resistance to change	Skills development through continuous training
Implementation	Difficulty adapting	Innovation in teaching methods

3.5 Conclusions and Implications

The conclusion of this community service program confirms that the use of Canva technology in developing teaching media significantly improves the quality of teaching and learning. In today's digital era, the use of technology-based tools such as Canva not only makes it easier to create interesting teaching materials, but also increases student engagement in the learning process. The collaboration between universities and schools in this program has created a beneficial synergy, where students can apply the knowledge they learn in the field, while teachers and students gain access to better resources. This synergy not only improves the quality of education but also strengthens the relationship between higher education institutions and schools.

The implications of these findings suggest that technology integration in the educational curriculum is essential. In the context of ever-changing education, a mentoring model that prioritizes technology can have a positive impact in various other educational environments. For example, schools in remote areas that may have limited access to educational resources can utilize technology to improve the quality of learning. By incorporating technology into the teaching and learning process, it is hoped that students will become more active, creative, and innovative. This is in line with the needs of the times that require the younger generation to have the ability to adapt to technological developments.

To maximize the benefits of this program, ongoing support and adequate resource development are recommended. Further training for teachers and education administrators is essential to ensure they have the necessary skills to use technology effectively. In addition, regular evaluation of the use of technology in the learning process should also be conducted to assess the effectiveness and evaluate the long-term impact of this program. With a deeper understanding of the results and discussions, it is hoped that other educational institutions can be inspired to implement technology in an effort to improve the quality of teaching and create a better learning experience for students.

4. CONCLUSION

This study confirms that the use of Canva technology in the development of Indonesian language teaching media significantly improves the quality of teaching and learning at the junior high school level. Through the Design-Based Research (DBR) approach, collaboration between lecturers and teachers is able to produce innovative and relevant teaching media to the needs of students in the digital era. The use of Canva not only makes it easier to create visually appealing teaching materials, but also successfully increases student motivation and engagement in the learning process. In addition, teachers reported improved graphic design skills that enabled them to create more varied and effective learning materials. The program also strengthened teachers' confidence in utilizing new technologies, which in turn increased teaching effectiveness.

Suggestion

Based on research findings, some suggestions that can be given are:

1. Continuous Training: Educational institutions are expected to provide continuing training for teachers, to ensure that the skills acquired from the program can continue to develop. Continuous training is also important to introduce new relevant technologies in teaching.

2. Infrastructure Development: There is a need to improve technological infrastructure in schools, especially in remote areas, so that the use of technology in teaching can be applied more widely and effectively.
3. Long-Term Evaluation: Further research is needed to explore the long-term impact of Canva's use on student learning outcomes. Regular evaluation of the effectiveness of technology-based learning media is also needed to ensure the sustainability of its benefits.
4. Cross-Institutional Collaboration: Higher education institutions and schools need to strengthen their collaboration to support broader educational innovation. Exchange of knowledge and experiences across institutions can enrich mentoring models and improve the overall quality of teaching.

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