



Teacher professional development: "Be a force for good"

Lilia Indriani ^{a,1,*}, Dwitiya Ari Nugrahaeni ^{a,2}, Noor Sahid Kusuma Hadi Manggolo ^{a,3}, Panggih Rahardi ^{a,4}

^a Universitas Tidar, Kapten Suparman St. 39, Magelang, Central Java 56116, Indonesia

¹ indriani@untidar.ac.id*; ² dwitiya.nugrahaeni@untidar.ac.id; ³ englishnoor@untidar.ac.id; ⁴ panggih.rahardi@students.untidar.ac.id

*Corresponding author

ARTICLE INFO	ABSTRACT
<p>Article history Received: 2023-07-27 Revised: 2023-09-19 Accepted: 2023-09-20 Published: 2023-09-21</p> <p>Keywords Canva Learning Media Training Teacher</p>	<p><i>The teacher's lack of understanding of the use of technology in the classroom seems to be inversely proportional to the Merdeka Curriculum which requires teachers and students to be able to keep up with technological developments. Therefore, training on the use of the Canva application as a learning medium for elementary school teachers in Magelang was carried out as teacher professional development effort. The aim of this community service is to train elementary school teachers so they can develop their professionalism in developing interactive learning media that suits students' needs in the current era. By carrying out this community service in three different schools with a total of 22 participants, several stages were carried out. These stages consist of analyzing community problems, identifying problems, finding solutions to problems, preparing activities, implementing activities, evaluating activities and results. The evaluation results of this training activity showed that not only can the participants become more familiar with the Canva application, they are also trained to be able to design learning media in the form of presentations and videos using Canva. The participant satisfaction survey also showed positive results, in fact all participants agreed that they would continue to use Canva as a technology for designing learning media in the future. The root of this solution will certainly have an effect on the students' understanding of the participants later. If students have good academic achievements, they will become the next generation of the nation who can solve problems in this country, including poverty. However, this study was also conducted as a form of community service report which hopefully still can be a guideline and reading material for researchers regarding community service out there.</i></p>
<p>Kata Kunci Canva Guru Media Pembelajaran Pelatihan</p>	<p>Pengembangan profesi guru: "Jadilah kekuatan untuk kebaikan". Kurangnya pemahaman guru terhadap pemanfaatan teknologi di kelas rupanya berbanding terbalik dengan Kurikulum Merdeka yang menuntut guru dan siswa untuk mampu mengikuti perkembangan teknologi. Oleh karena itu, pelatihan penggunaan aplikasi Canva sebagai media pembelajaran bagi guru SD di Magelang dilaksanakan sebagai upaya pengembangan profesi guru. Tujuan dari pengabdian kepada masyarakat ini adalah untuk melatih guru-guru sekolah dasar agar dapat mengembangkan profesionalismenya dalam mengembangkan media pembelajaran interaktif yang sesuai dengan kebutuhan siswa di era saat ini. Dengan dilaksanakannya pengabdian masyarakat ini di tiga sekolah berbeda dengan jumlah 22 peserta, dilakukanlah beberapa tahapan. Tahapan tersebut terdiri dari menganalisis permasalahan masyarakat, mengidentifikasi permasalahan, mencari solusi permasalahan, mempersiapkan kegiatan, melaksanakan kegiatan, mengevaluasi kegiatan dan hasilnya. Hasil evaluasi kegiatan pelatihan ini menunjukkan bahwa peserta tidak hanya dapat lebih mengenal aplikasi Canva, namun juga terlatih untuk mampu merancang media pembelajaran berupa presentasi dan video dengan menggunakan Canva. Survei kepuasan peserta juga menunjukkan hasil yang positif, bahkan seluruh peserta sepakat akan terus menggunakan Canva sebagai teknologi perancangan media pembelajaran di masa yang akan datang. Akar dari penyelesaian ini tentu akan berpengaruh pada pemahaman siswa dari para peserta nantinya. Jika siswa mempunyai prestasi akademik yang baik, maka mereka akan menjadi generasi penerus bangsa yang mampu menyelesaikan permasalahan di negeri ini, termasuk kemiskinan. Namun, penelitian ini juga dilakukan sebagai bentuk laporan pengabdian kepada masyarakat yang tetap diharapkan dapat menjadi pedoman dan bahan bacaan bagi para peneliti mengenai pengabdian kepada masyarakat di luar sana.</p> <p>Copyright © 2023, Indriani et al This is an open access article under the CC-BY-SA</p> 

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INTRODUCTION

The best vehicle to end poverty and create a prosperous community is education. According to Indonesian Minister of National Development Planning/Head of BAPPENAS, Mr Suharso Monoarfa, the poverty rate decreased in 2015–2019; however, the Covid-19 Pandemic caused it to spike in 2020 (Antara, 2022). The goal of the Indonesian president is to eradicate extreme poverty by 2030. The poverty rate did decline between 2015 and 2019 but climbed in 2020 as a result of Covid-19. It is in line with the Sustainable Development Goals (SDGs), also known as the Global Goals, which were created in response to the Millennium Development Goals (MDGs) and aim to eradicate all forms of poverty. The new Goals are distinctive in that they urge action from all nations, rich and poor alike, to advance development while preserving the environment. They understand that in order to alleviate poverty, policies that promote economic growth and provide for a variety of social needs, including education, are required (United Nations, 2015). Consequently, one of the most crucial methods to achieve that goal is through high-quality education. It is clear that education may help the poor have higher earning potential and become more productive (Nasir & Nazli, 2000). According to Thapa (2015), education is a tool that empowers all people, but the poor particularly need it. By combating illiteracy, fostering positive attitudes, and increasing their level of productivity, it empowers them. The end consequence is an improvement in production and, consequently, the earning potential of the poor. As a result, the most crucial element in reducing poverty is education. Education increases a person's earning capacity, and higher earnings will unquestionably assist a person in escaping poverty (Awan et al., 2011). However, the SDGs Report (2016) states that the 2030 agenda contains targets on preliminary, secondary, vocational, and university education as well as youth and adult reading and numeracy realizes that elementary education is far from sufficient in today's society. Therefore, improving education quality, especially in elementary schools, has become increasingly important nowadays.

The fourth of the seventeen goals of SDGs are to ensure inclusive and high-quality education and to encourage opportunities for lifelong learning for everyone (United Nations, 2015). The focus of education is on the teachers in connection to this objective. It is because teachers are the classroom's most knowledgeable individuals in the classroom. The teacher is acknowledged as having the biggest impact on the success of the class, according to Shymansky (1978) despite the fact that there are many other aspects that contribute to effective classroom education. However, according to the 2018 U.N. report on Goal 4's development, one of the major issues threatening the possibilities for high-quality education for everyone is a lack of professional teachers (United Nations, 2018). According to a survey by Amin and Greenwood (2018), there are a variety of obstacles to successful teaching, such as a shortage of educated teachers and household poverty. Once more, this study demonstrates a connection between education and poverty. Therefore, it is essential that teachers receive professional development and training. It is because, in the opinion of Redman et al. (2018), professional development and sustainable development are dependent factors or covariates, which means that these two variables or cofactors are positively associated to one another and move in tandem. In the student's aspect, raising teaching performance may be the policy path most likely to result in significant improvements in student learning from the perspective of the student (OECD, 2005). As stated by Postholm (2012), teachers' learning or how they learn to learn and how they apply their knowledge in practice to support students' learning is what is meant by teacher professional development. Never in the history of education has the professional development of teachers been given a greater priority, according to Guskey & Huberman (1995). In addition, Saxena (2012) also said that teacher development programs helped the students they taught and ultimately strengthened the educational system. Therefore, in order to provide effective classroom teaching and learning that results in high-quality education, teacher professional development is required. Professional development for teachers is a crucial component of educational progress. However, technology changes are causing rapid changes in professional development. Nevertheless, technophobia is a significant issue in the professional development sector (Bernadine, 2019). This is because learning that utilizes technology will certainly make learning innovative and interesting besides being able to provide special characters (Hanum, 2019). If it is related to the conditions in Indonesia, the latest curriculum used in Indonesia now is the Merdeka curriculum. Not only high and middle schools, elementary schools have also implemented this curriculum. Merdeka Curriculum is an idealistic change to support the goal of education by creating an independent, autonomous, yet safe learning environment. Using the *Merdeka Belajar* platform as a type of practical application, educators are expected to be able to apply innovative and creative learning with this Merdeka curriculum. Teachers are required to develop projects that will help students better attain the Pancasila student profiles that the government has established based on particular topics (Wahyuni et al., 2023). One that teachers can use to support that is the use of learning media in class. Musfiqon (2012) defines learning media as a physical or nonphysical medium used by teachers to more effectively and efficiently disseminate information to students. Utilizing learning media properly will also create an active learning process and be able to help students think critically (Maharani & Reflesia, 2023). Nevertheless, the big idea of the Merdeka Curriculum is not simply internalized and implemented accordingly in schools, particularly at the elementary education level. There are many factors influencing the successful application of this curriculum including facilitators of the learning process. Teachers as facilitators of the classrooms become necessary to be equipped with the knowledge, abilities, and competencies in implementing the Merdeka Curriculum which apparently is newly practiced with a different paradigm. Therefore, teacher professional development

regarding the use of technology as a learning medium in elementary schools in this new Curriculum is urgently needed. This is because technological advances should not only be felt by adults but also elementary school students (Agustina, 2018). This is in line with Fuertes-Camacho et al. (2019) who suggested that these professional development programs be applied globally to elevate preschool and elementary school teachers to the level of professionals.

Based on the information presented above, the researchers in this study provided a solution to the problem by providing a bridge for teacher professional development in the field with the implementation of the Merdeka Curriculum in Elementary Schools. Specifically, this teacher professional development focuses on training in the use of the Canva application as an interactive design technology. The teachers can use it as a learning medium to support teaching-learning activities that adopt the Merdeka Curriculum in their classes. It is because teaching and learning activities can be made more interactive and engaging for students by using Canva (Online, 2019). It is because Canva provides a beautiful user interface and features like inserting a photo, creating a text with color, etc. (Larasati, 2022). Therefore, Canva's features can be used by teachers to create educational materials (Smaldino, 2015). It is hoped that this kind of teacher professional development can impact the abilities of Pancasila profile students who are proposed in the Merdeka Curriculum as well. If the teacher's ability to teach increases, then the quality of education in Indonesia will surely improve over time. When the quality of education increases, poverty can be reduced. This is certainly in line with the fourth SDGs goal, where quality of education is highly emphasized and will have an impact on other goals, one of which is poverty. When poverty decreases, people will be more prosperous. However, this will not be achieved if the training program is not adapted to the current teacher professional development paradigm, one of which is constructivism. Constructivist professional development follows the emerging paradigm's bottom-up methodology. According to Darling-Hammond and McLaughlin (2011), teacher development should concentrate on improving teachers' awareness of the processes of teaching and learning as well as on the students they teach, beginning with pre-service education and continuing throughout a teacher's career. Effective professional development also incorporates teachers in both their roles as learners and teachers, allowing them to wrestle with the uncertainties that come with each role. Therefore, this training is aimed at teachers who have already gone through their careers as teachers in elementary schools, where they learn as teachers who must become professionals who must position themselves as learners as well.

As has been touched upon, a good teacher's professional development program is sustainable. Moreover, Traditional "one-shot" approaches to professional development, according to Kriek and Grayson (2009), are insufficient and inappropriate given the ongoing efforts to change education. This is in line with Broad and Evans (2006) assertion that one-shot initiatives are poor at affecting changes in teachers' instructional strategies. Therefore, this Canva application training program implemented by the researchers in this study trained elementary school teachers in several schools collaboratively and continuously during several intense meetings, with the progress of the program being continuously observed by specialists from a state university in Central Java. This is due to the fact that a sustainable university must be dedicated to sustainability in more ways than just campus greening programs. It also needs to incorporate appropriate education and training, new methods of conducting research, and the encouragement of genuine community engagement (Scott, 2009). Starting from careful program preparation, introductions, training processes, mentoring to even evaluations carried out in this training program. It is because the fact that professional development also entails giving teachers the chance to critically evaluate their practices and form new knowledge and attitudes about the subject matter, pedagogy, and students (Darling-Hammond & McLaughlin, 2011). Therefore, the outcomes, evaluations, and perceptions of teachers who attended this training became the basis for the results of this study. However, it is hoped that this study will not only develop the professionalism of teachers, but also provide teachers with an understanding of using learning technologies such as Canva to support their teaching process in today's classrooms. It is in line with Nurannisaa (2017) who demonstrated that the conventional learning process has completed a lot with advances in technology so that teachers, especially teachers in this case, need to make learning instructions that are able to attract the attention and motivation of student. In conclusion, the purpose of this community service to develop teacher professionalism, especially regarding how to develop interesting learning media using Canva application technology. Therefore, teachers can maximize their potential in designing learning media that suits students' needs in today's era where technology is so closely intertwined with their lives. As a result, it is hoped that the use of learning media that supports learning process in the classroom can improve the students' achievements as potential successors in the future generation.

METHOD

The Canva application training as a learning medium as a form of teacher professional development was held in the city of Magelang, Central Java, Indonesia. This activity is not only a form of obligation, but a concern from the lecturers at one of the universities in Magelang to continue to provide services that are really useful for the community in the future. Therefore, this training is motivated by a real problem in the form of a lack of TPACK knowledge of many elementary school teachers in Magelang. Specifically, their knowledge about the application of technology as a learning medium that can help their learning process while implementing the Merdeka curriculum. Therefore, in order for the training to run on target and be sustainable, this training consists of several crucial stages. This stage consists of analyzing community problems,

identifying problems and finding solutions to problems, preparing for activities, implementing activities, evaluating activities and results. This series of stages is adapted from Fitria et al. (2021) and Alfian et al. (2022).

The identification of the main problems behind the training by these lecturers is the result of research, observation, and structured analysis of various problems that exist in the Magelang city's school environment. As previously explained, the main focus chosen from these various problems is the lack of understanding of elementary school teachers about the application of instructional media that can support learning in the midst of implementing the Merdeka Curriculum. After the main problem is identified, the next step is to find a solution to the problem. Through in-depth discussions and coordination between experts who will go into the field, the innovative solution offered is the provision of training on the use of learning media using the Canva application as an interactive technology in learning for teachers at selected schools in the city of Magelang. As a result of sorting the schools most in need of this training, the researchers in this study selected three schools as targets by obtaining formal permits. Of the three schools, at least 20 elementary school teachers have attended training on the Canva application as a learning medium.

The solution that has been formulated then arranged systematically in a collaborative manner to become a community service proposal which is then sought for approval from the university. After going through several stages of selection and revision, the proposals that have been received and approved by the university are ready to be realized. With a total of four expert lecturers in the field of teaching, there were also selected students who assisted the lecturers to carry out a series of activities in the training, even from the preparatory stage. At this preparatory stage, the lecturers and students held discussions with all the selected schools to discuss the place of implementation of the activity, the time of implementation, the estimated number of participants, as well as various things that had to be adapted to the conditions of different schools, for example the availability of internet access. At this stage, students also help lecturers prepare materials, guidelines, and instruments that will be used during the training. After all the preparations have been completed, the implementation of the training as the most crucial stage begins. The training was carried out intensely which consisted of four meetings in each school with a training duration of 3-4 hours at each meeting.

Starting from an introduction and the basics of the Canva application, teachers as participants in this training are actually taught to practice using the Canva application as a learning medium from the very early stages. Teachers were instructed to create accounts, be introduced to various interesting features in the Canva application, as well as intense and active discussions and questions and answers in the first meeting. In the second meeting, the teacher was taught carefully on how to make learning media in the form of interesting and interactive presentations using Canva. While in the third meeting, the teachers continued by practicing designing learning media in the form of learning videos using Canva. In both meetings, each teacher will be guided by lecturers and students who not only explain the steps that must be taken by the participants, but also guide and direct teachers who are still confused about using the Canva application until they really understand. Towards the last meeting, this is the opportunity for the participants to show their learning results during three previous intensive meetings by presenting the results of their creative learning media designs. At this final stage, not only did the teacher show their results purely, but also received various kinds of positive feedback and appreciation from lecturers, students, and even other training participants.

After the fourth meeting was carried out, the final stage of the training series was carried out. At this stage, all activity participants were given the opportunity to provide feedback as evaluation material for the committee. Providing this feedback is also at the same time a series of 10 questions that the researchers in this study gave to participants in the form of a questionnaire. The questionnaire adapted from Admelia et al. (2022) and Bakri et al. (2021) is a questionnaire used to see how influential this Canva's training has been on the professionalism of these teachers in designing learning media in the form of presentations and videos using Canva. Apart from that, this questionnaire will also show how sustainable or how far teachers will continue to use Canva as a technology for designing interactive learning media in their future. Finally, this questionnaire also teaches teachers to show how satisfied they are with the training that has been carried out as well as criticisms and suggestions that might need to be given to the lecturers and students who are the committee in this training activity. Hence, the perspective that is determined to be a descriptive interpretation of a case is obtained using a qualitative method (Arikunto, 2010). By utilizing the Google Form, the questionnaire provided makes it easier for researchers in this study to determine the percentage, sort, and classify the voices of the participants in the training activities. As the findings of the study, those teachers' voices then explained using in-depth analysis. When evaluation data and feedback are obtained, the last step of this training is the preparation of reports as a form of accountability and publication in the form of writing research articles which hopefully can become insights for future research, especially related to community services in the field of teacher professional development.

RESULTS AND DISCUSSION

Community service activity was carried out in June-July 2023 in three different elementary schools. The use of varied learning media can improve teacher performance which will have an impact on students' understanding of the material presented by the teacher. Therefore, a teacher must be creative and innovative in designing learning so that students more easily understand the learning material presented. Moreover, in the era of Society 5.0, all aspects of human life in society are closely related to the application of digital technology (Fukuyama, 2018). In this regard, learning in the era of society

5.0 cannot be separated from technology (Cholily et al., 2019). Hence, teachers must be able to adjust the media used for teaching in line with the rise of the digital era where students are already familiar with the use of technology in their daily lives. Therefore, the training was conducted to help teachers meet these challenges. This is because technology-based learning media that can attract students to learn and help teachers in learning, one of which is Canva (Aeni & Lestari, 2018). Furthermore, Bakri et al. (2021) claims that the Canva application can inspire teachers to create teaching materials in accordance with the framework of learning objectives and teachers can offer engaging content. As a result, it has been investigated that Canva learning media is suitable for use in the learning process (Tanjung & Faiza, 2019).

To provide further understanding regarding each activity implementation process and the outputs of this activity, the following is documentation, description, as well as analysis of the evaluation results from the researchers:

Greetings and introduction of the committee

Before the activity was carried out, the committee in coordination with the participants and the head of each school conducted an initial ceremony in the form of a greeting and introduction (Figure 1).

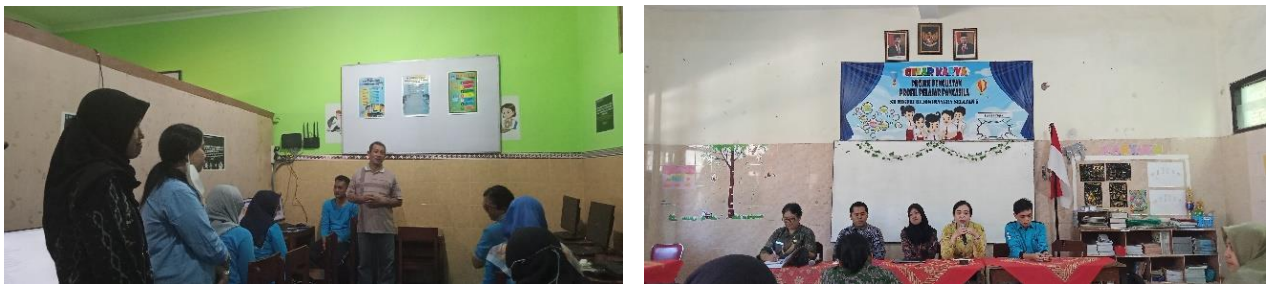


Figure 1. Speech by the Principal and introduction from the committee

This is done as a form of introduction to the opening of the activity. This stage is carried out briefly and symbolically by presenting all activity participants present at the school. The committee made introductions one by one including the students who took part in assisting the lecturers. There are a total of four lecturers and two students who become committee members. All committees carrying out these activities come from the teaching and education faculties who have expertise in their respective fields related to education. After the principal made his opening remarks, the committee also gave a clear explanation regarding the objectives of the activities to be carried out for the next four days, what activities will be carried out, what will be studied together, to the expected outcomes when the activity ends. After this initial activity was completed, material delivery activities in the form of an introduction to the Canva application and direct assistance were carried out.

An introduction to the Canva application from the lecturer

This basic introduction to the Canva application was carried out because most of the committee only knew that the Canva application existed, but not many of them knew what was in it and how to access it. In this activity, the lecturer uses previously designed material Power Point slides, providing sufficient basic understanding to the participants before going to the practical stage of designing learning media using real Canva (Figure 2).



Figure 2. Explanation of Canva's introductory materials

The content of the material explanation consists of understanding the Canva application, the uses of the Canva application, the advantages and disadvantages of the Canva application, how to access Canva, how to create an account along with an explanation of all the important features available in it. However, teachers are more focused on the relationship between Canva applications for designing learning media. Moreover, learning media is something that cannot be separated from the educational process because it is very helpful in achieving effective and efficient learning objectives, for example helping to clarify material that is still vague (not concrete) and not understood by students to make it more real (Abdullah, 2017; Supriyono, 2018). Therefore, in the activities carried out at this first meeting, the teachers were also

directly guided to be able to create a Canva account from the start to succeed. With the help of the committee, almost all activity participants succeeded in creating a new Canva account, even some of those who had already used Canva only had to restore their account again. Not only the practice of creating an account, teachers are also given the option to use the Canva application in English or Indonesian according to their preference. Therefore, the committee also helps teachers to access the language change menu. Not only that, actually in this activity there were lots of interactive questions and discussions between the committee and participants regarding the use of the Canva application, both in theory and in practice. This is certainly a good thing because it can be concluded that the participants are indeed interested in learning and developing their potential in designing learning media using learning technologies such as Canva.

Assistance in designing presentations using Canva

After the participants were given sufficient background knowledge about the Canva application and had an account, the practice of creating learning media began. At the second meeting, the participants must now reopen the account that was created at meeting 1 and then open the presentation creation menu (Figure 3).

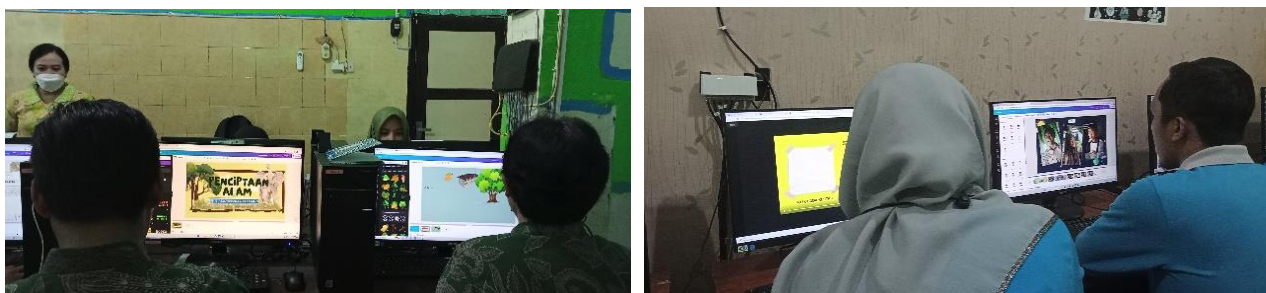


Figure 3. Training on designing presentation media for classroom learning

The types of presentations available on Canva include creative presentations, education, business, advertising, technology, and so on (Iqbal et al., 2018; Tanjung & Faiza, 2019). However, here the teachers are more focused on educational purposes. With comprehensive guidance and assistance from the committee, the teachers who come from various teaching backgrounds and different ages design interactive presentation materials that they can actually use when teaching. There are two options in making this presentation, teachers are allowed to use the space provided by Canva with the condition that they can adapt the template to the material they want to teach their students. This is due to the availability of a variety of attractive templates that support design creation in Canva (Agustina, 2019). The second option is to make a presentation with an empty template that can be filled with visual objects or any writing according to the wishes and creativity of the teachers. This visualization process is important because according to Nurseto (2011), that by displaying visualization in learning presentations it is hoped that students will feel present and see firsthand what is being discussed in each subject. At this stage, most teachers are very focused on their own work while being monitored by committee members. If there is confusion during the design process, this is where the task of the committee is to help them. Not only that, the committee also provides guidance, direction, and suggestions regarding the correct and effective operation of the Canva application so that the resulting learning media results are of high quality.

Assistance in designing learning videos using Canva

At the third meeting, the participants who had previously been successfully taught to make learning media in the form of presentations now switched to making learning videos (Figure 4). This is because from various tests that have been carried out, video media is declared suitable for use as a learning medium (Febrianto et al., 2020).

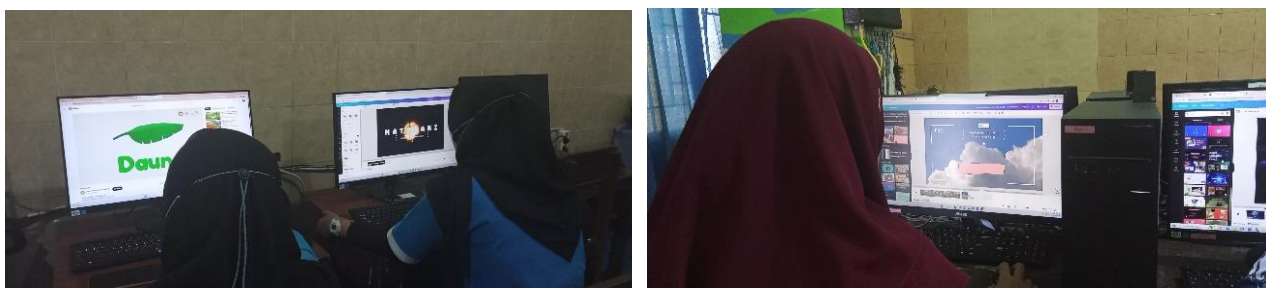


Figure 4. Training on designing video media for classroom learning

Almost the same as the previous meeting, the committee again guided and directed the participants to design learning videos that were adapted to the subjects or material that each teacher wanted to teach. At this stage, the teachers basically carry out the same steps, namely by selecting the template they want or starting to create from blank slides which are then

recreated. However, the difference is, there is a new menu for making learning videos which was not there when they designed the previous presentation. When they design learning videos, the committee provide new knowledge regarding how to make objects or text to animate, add visuals to videos, change the duration of videos, add voice overs, adjust audio and video with text, and much more. As a result, the process of making this video takes a little longer for the participants to complete. In fact, not a few of the participants had to complete the video making process for homework. However, that doesn't mean that the participants did not succeed in understanding how to make interesting learning videos for interesting pursuits. This is because to make an interesting design, it takes a longer time than an ordinary and monotonous design. This can be seen from their performance when presenting presentation designs and videos that have been made as creative and serious as possible. This is because (Rahmatullah et al., 2020) explained that the use of audio-visual-based learning media is indeed capable of supporting the learning process both online and offline.

Presentation of training results by participants

When all participants have received sufficient knowledge of what Canva is and how to use it, practice and produce learning media in the form of presentations and videos, they will reach the final stage of this training. At this stage, the participants were given the opportunity to show the results of their hard work in designing their best version of learning media after the two meetings were held in two weeks (Figure 5).

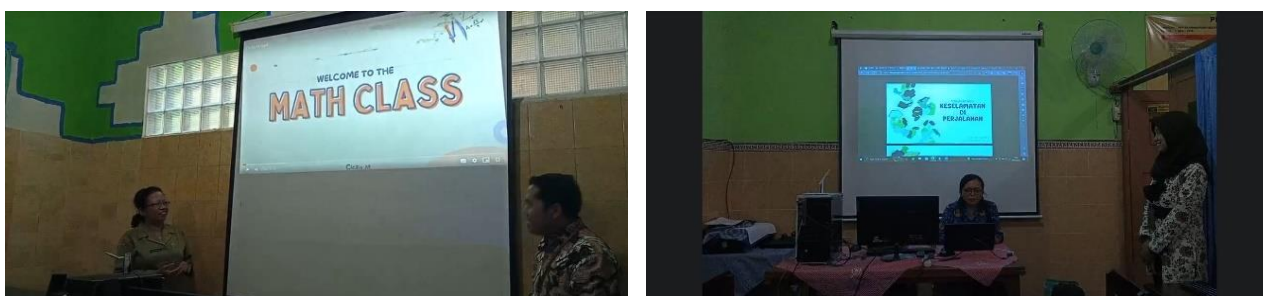


Figure 5. Presentation of learning media design results by the participants

However, at this last meeting there was no practice session, but a session where the participants not only showed their design results but also shared difficulties and what tips and tricks that they might be able to share with other participants. This is done so that all participants can get knowledge from fellow teachers so that everyone can get the best knowledge and experience that can be applied when the training is over. With the help of the committee who are moderators and operators, they also provide positive comments, constructive criticism, and also share experience and knowledge that might also be useful for future teachers. However, in fact, all participants who have gone through the three intensive meetings have been successful in making learning media that are feasible to be implemented in class later, although some of them need additional time to complete their designs. This is confirmed by the theory of instructional design put forward by Brown and Green (2016) that to develop a good learning media design includes: planning (planning), making learning media products (designing), and the process of implementing learning media (implementation of the intervention). The success of these participants can be seen from the absence of teachers who fail in making their respective media. Officials from that, this can also be measured from the questionnaire given at the end of this presentation session. The administration of the questionnaire was carried out to see how much influence this training had on the professional development of teachers as participants in this activity. The Table1 is the data from the results of the questionnaire that had been filled out by a total of 22 activity participants as evaluation material for the committee as researchers in this study.

Based on the table above, it can be seen that almost all potential participants in this training are familiar with what the Canva application is. However, only 22.7% totally agreed with the question, and there were still 9.1% participants who were not familiar with the Canva application. When directly compared to after the training was carried out by the committee from the university, point 4 shows the percentage of teachers who stated that they were more familiar with Canva surprisingly showing a figure of 90.0% with 9.1% agreeing and none of the teachers who disagreed with this statement. In other words, all teachers become familiar and more familiar with the Canva application after the training. Then when they have not yet carried out the training, points 2 and 3 show that there is still a sizable percentage of 36.4% of participants who cannot design presentations using Canva. In addition, there were also 54.5% or more than half of the participants who previously could not use the Canva application to design learning videos. From these two points, it can also be seen that only a very small percentage indicated that the participants strongly agreed or believed that they could design presentations and videos using Canva as a learning medium. After the training was held, the 36.4% and 54% percentages that were unable to design presentations and learning videos using Canva were reversed at 0%. Even presenters who strongly agreed with the statement that they could design presentations and videos showed very significant improvements. In points 2 and 5, it can be seen that the percentage of 13.6% of participants who were very confident of being able to design presentations using Canva rose dramatically to 81.8%. In addition, points 3 and 6 also show almost the same significant results, which is shown by the percentage of participants who strongly agree to be able to design videos with Canva, which was only 4.5%

to 72.7%. So, it can be concluded that not only the Canva application training can make teachers familiar and more familiar with Canva, this training has also succeeded in making teachers as trainees able to design presentations and videos as learning media in class. This is in accordance with Licius (2018) in Bakri et al. (2021) who said that using the Canva application allows teachers to innovate in making presentation designs and learning videos according to their respective innovations.

Table 1. Evaluation Results

Questions	Very Agree	Agree	Disagree	Very Disagree
1. Before the training, I was already familiar with the Canva app.	22.7%	63.6%	9.1%	4.5%
2. Before the training, I can design learning media in the form of presentations using the Canva application.	13.6%	45.5%	36.4%	4.5%
3. Before the training, I can design learning media in the form of videos using the Canva application.	4.5%	40.9%	54.5%	0%
4. After the training, I became more familiar with the use and use of the Canva application.	90.9%	9.1%	0%	0%
5. After the training, I can design learning media in the form of presentations using the Canva application.	81.8%	18.2%	0%	0%
6. After the training, I can design learning media in the form of videos using the Canva application.	72.7%	27.3%	0%	0%
7. The Canva application is easy to use for designing learning media.	72.7%	27.3%	0%	0%
8. In the future, I will continue to use Canva to design learning media.	59.1%	40.9%	0%	0%
9. The training on making learning media using Canva that has been completed is very useful and satisfying.	86.4%	13.6%	0%	0%

The above success is not only due to the factors of the teachers who are mature learners and the hard work of the organizing committee, but also the Canva application itself. Based on the data above, none of the activity participants disagreed that the Canva application is an easy technology to use for designing learning media. This was shown by more than half of the total participants or 72.7% of participants strongly agreed and their students agreed with this statement. This opinion is in line with Leliana et al. (2021) in Ariyanto et al. (2021) that Canva's advantage is that it is easy to use for designing learning media. This is even in line with research conducted by Pelangi (2020) which states that Canva is easy to use and utilized in various areas of life. As a result, it's not surprising that none of the participants disagreed that they would use the Canva application in the future to design learning media. Plus, 59.1% of them totally agree with that statement. Not only that, as many as 81.8% of participants strongly agreed that this training, they attended was very useful in the future. That means this training has succeeded in conducting training that is sustainable or has a long-term effect. This is of course very much in accordance with the original purpose of holding this training. Where this training wants to help teachers to be able to take advantage of technology, one of which is Canva as a learning medium in the midst of implementing the Merdeka Curriculum which prioritizes students' Pancasila profiles. This is also supported by the fact that the Canva training activities that have been carried out before, Canva training provides great benefits in learning media for students (Pelangi, 2020).

If the teacher can present interactive and quality learning media, it will certainly have an impact on students' understanding of the material. Then, students' understanding of the material explained by the teacher well will produce students who have good learning achievements in the end. The students as Pancasila learners will of course be the younger generation who will become agents of change when they grow up. And in the end, it is the next generation who excel and have a good educational background that will change the nation of Indonesia for the better, including poverty. This is very much in line with the SDGs goals where to reduce poverty, education quality must be improved. However, something definitely needs criticism and suggestions so that it can be even better in the future. The Table 2 is the results of the participants' feedback regarding the suggestions and input they gave to the committee.

Even though the feedback above shows that none of the participants gave negative comments, there are a number of things that need to be emphasized. First, many participants thought that the training that had been carried out was very good and useful for them. This is the pride of this one community service, where the lecturers as well as the committee can give a positive impression to the community when the activity is over. This is very much in line with the second point, where there are also many participants who want this kind of training to be carried out routinely and continuously every year. This is due to the benefits brought by the training which not only provides participants with knowledge or theory alone, but also intensive training over a long period of time so that the participants' abilities are really honed. This is also a suggestion from the researchers in this study that good training is training that does not just finish at one time and doesn't give any impression to the participants. Good training should leave not only a positive impression but a moment that will be beneficial for participants in the future, for example skills that can be applied by teachers while they are carrying out their career as teachers into the future.

Table 2. All participants' feedback

Participants' feedback	
1.	<i>By following this training, I understand more about the use of Canva and the steps for creating learning media using Canva.</i>
2.	<i>The training was good, many members were involved in guiding the teachers.</i>
3.	<i>Overall, the training was very useful and the team also taught it well so that the participants could understand it</i>
4.	<i>In the future, it may be more active to hold trainings like this so that the ability of the teachers can increase.</i>
5.	<i>This activity is very useful.</i>
6.	<i>Please schedule for the next training like this.</i>
7.	<i>Already good.</i>
8.	<i>It has been a good training.</i>
9.	<i>Effective and useful training.</i>
10.	<i>By practicing directly with guidance from the lecturers and their students we understand more quickly and, in the future, we can use it as presentation material in all forms of activities related to learning and meetings, thank you.</i>
11.	<i>It is good, you can add ice breaking to make it more enthusiastic.</i>
12.	<i>Please continue.</i>
13.	<i>This Canva training is very good and helpful in its use, in the future you can add meeting hours to learn other features.</i>
14.	<i>Hopefully training like this can be held again which can increase the competence of teachers in teaching.</i>
15.	<i>Hopefully in the future, for example there will be more training, the time will be longer and we can teach you the features in Canva.</i>
16.	<i>Thank you, the knowledge is very useful, hopefully there will be training with a longer duration of time.</i>
17.	<i>Please conduct trainings like this more often so that we can continue to learn new things.</i>
18.	<i>I will continue to use Canva in learning.</i>
19.	<i>It would be nice if it is routine every year to hold learning application training.</i>
20.	<i>The implementation of the activity is good, the explanation from the resource person is easy to understand.</i>
21.	<i>Thank you, the training was very useful for us.</i>
22.	<i>No comment.</i>

However, one thing that needs to be underlined and to learn from experience from the training that has been implemented is the importance of effective timing. Even though this training has been designed in such a way that it lasts for 4 intensive meetings, it seems that some participants still think that the duration of the time given is insufficient and can be extended again. This is not entirely wrong, because to be able to understand all of Canva's many features, of course it is not enough just 4 meetings. Moreover, this training only focuses on two of Canva's many features, namely only presentations and videos. Because beyond that, the Canva application is an online design program that provides various tools such as presentations, resumes, posters, flyers, brochures, charts, infographics, banners, bookmarks, bulletins, and so on that are provided (Purwati & Perdanawanti, 2019). Lastly, good training should be able to provide an enjoyable learning experience. As stated by participant number 11, the committee can provide ice breaking or other activities that can make the learning atmosphere more enthusiastic and not monotonous. In conclusion, it can be concluded that the Canva application training as a learning medium can already be said to be good, even though many teachers want this activity to be carried out continuously, however, consideration of the duration of the training and the fun of the training must still be considered.

CONCLUSION

This Canva application training as a learning medium for elementary school teachers in the city of Magelang is a form of community service that emphasizes teacher professional development. By presenting experts as committees and students from universities, this training showed positive results. This can be seen from the results of the final survey which showed that the teachers as participants in the training became familiar and more familiar with the Canva application as a learning medium. Not only that, all participants also believed that after holding this training, they would gain the skills to be able to design learning media in the form of presentations and videos using Canva. This cannot be separated from the Canva application which is basically accessible and easy to operate for designing. As a result, this training has also succeeded in showing the satisfaction of the participants, almost all of them were satisfied and wanted this kind of training to be carried out again in the future. This is because the application of technology in classroom learning seems difficult to avoid. Moreover, given how important it is for teachers to provide teaching media that adapts to the times so that they can attract the enthusiasm of their students. With the Canva application, teachers can now design learning media that are interesting and can be created according to the needs of teachers. This will certainly have an effect on student understanding later. If teachers are able to give the best to their students, intelligent generations will emerge who will build this country better. However, the training that has been carried out is also not without drawbacks, namely the need to consider sufficient duration of time and make the training atmosphere more enjoyable. Therefore, these deficiencies can be a suggestion for future research related to community service so that the output results are maximized.

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