

THE EFFECTIVENESS OF CANVA AS AN APPLICATION OF INNOVATIVE MEDIA COMPILATION TO IMPROVE ELEMENTARY TEACHER'S DIGITAL LITERACY

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Abstract: Digital literacy is the ability to use information and communication technology (ICT) to communicate content/information with cognitive and technical skills. This ability is of course very important for educators to have, especially if it is associated with the Covid-19 pandemic which requires students to study from home online or a combination (online and offline), as has been done by schools in Semarang City. The purpose of this research is to increase the digital literacy of elementary school teachers through the use of Canva. This quasi-experimental research uses mixed methods with 36 samples of elementary school teachers in the city of Semarang. Qualitative data were analyzed by descriptive statistics, while quantitative data were analyzed by means of reduction, presentation of data and drawing conclusions. The instruments used were pretest and post-test sheets, questionnaires, interviews supported by observations of research subjects. Based on the research conducted, it is known that the use of Canva is effective in increasing digital literacy skills for elementary school teachers. This is very important, because digital literacy does not only refer to operating skills and using various information and communication technology devices, but also to the process of reading and understanding the content of technological devices as well as the process of creating and writing into new knowledge which is delivered to students.

Keywords: digital literacy, elementary school, covid-19

INTRODUCTION

Education is the spearhead of change for the better, especially during the Covid-19 pandemic which has been going on since March 2020, making the world of education continue to innovate. Technological developments are running rapidly to overcome all the limitations of online education. This change provides space for teachers to continue to develop themselves into professional teachers. Teachers must be willing and able to adapt to technological sophistication so that the information conveyed to students can be transferred more easily. In addition to carrying out the task of educating and teaching students, teachers are also required to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts.

The development of the teaching profession needs to be carried out considering that teachers are one of the determining components of the realization of the quality of education in schools in particular and will have an impact on the high and low quality of education in a country. Teachers who have good experience and performance will have a significant influence on the progress of their students. Conversely, if the teacher is not qualified, the progress that should be achieved by students will also be hampered. Therefore, it is natural that teachers are required to always develop their profession on an ongoing basis in order to become truly professional.

The ability of teachers to develop innovative learning media will affect the learning process in the classroom. Elementary school teachers who are included in the heroine teacher

working group, Semarang City have been identified as having problems in developing innovative learning media. These problems are related to the quality and quantity of learning media that have not been optimally prepared due to various limitations related to understanding and skills in preparing learning media as well as time constraints. Research by Heflin, H. (2017) showed that students who viewed the slideshow performed significantly better on the posttest. Research conducted by Ni Putu Eka, et al (2019) shows (1) There is a significant positive relationship between learning motivation and students' mathematics learning outcomes, (2) There is a significant positive relationship between students' learning media and mathematics learning outcomes, (3) There is a jointly significant positive relationship between learning motivation and learning media with mathematics learning outcomes. Based on this research, it is known that the development of learning media will increase students' motivation and learning outcomes so that the development of learning media is very important to do.

In addition to dealing with learning problems in the classroom, mastery of digital literacy is closely related to the ability or competence of teachers and needs to be improved. The professionalism of teachers is not only seen in their ability to develop their knowledge, but also in their ability to carry out interesting and meaningful learning for students (Siyamitri, 2015), (Suyono, 2017). Semarang State University as one of the Education Personnel Education Institutions has a very strategic role to contribute to helping overcome these problems by collaborating with teachers who are members of the Srikandi teacher working group. The platform or application chosen is Canva, this is based on the consideration that using Canva is quite easy, has various features and can be used to edit photos, presentation slides and videos. Based on this description, this study aims to determine the effectiveness of Canva as an application for developing innovative learning media in improving the digital literacy skills of elementary school teachers.

METHOD

The type of quasi-experimental research carried out in this study uses random assignment, namely sampling is based on probability so that in the implementation of research each treatment given takes place naturally and research subjects can represent the population being studied. This is expected to contribute to the validity of the research results. The subjects of this study included 36 teachers in the Srikandhi cluster. The research was conducted in July 2021 which was carried out in combination online using the zoom application and coordination through WA-group. The independent variable in this study was training on the development of innovative learning media prepared using Canva, while the dependent variable was an increase in teacher digital literacy. The design used is a one group time series design (using the experimental group only, without using the control group). The sequence of the research carried out included pretest, treatment (training in developing learning media using the Canva application through workshops and independent assignments, mentoring) and post-test.

FINDINGS AND DISCUSSION

A movement to motivate, mobilize, and cultivate digital “literacy”, which is carried out with a participatory persuasive approach very important to do. The method used consists of three treatments in the form of training and assistance for digital information retrieval strategies, technology-based media development, and writing essays. The subjects in this study were elementary school teachers who were members of the Srikandi teacher working group who were identified as having problems in creating an innovative learning process. In order to solve the problems above, a series of research activities will be carried out by taking into

account the potential and identification of problems faced by elementary school teachers in the Srikandi Cluster.

The method used in this workshop is filling out questionnaire/questionnaire for self-assessment of digital literacy skills, lectures and discussions, mentoring and direction in activities, assignments, and demonstrations which will be explained as follows:

1. Filling out a questionnaire/questionnaire as an effort for self-assessment of digital literacy skills as well as analyzing the needs of elementary school teachers of Srikandi team working group. This questionnaire uses a google form to facilitate distribution during a pandemic that minimizes offline activities, the results of the questionnaire are then analyzed.
2. Plan workshop activities with material based on the results of questionnaire analysis. The material that will be delivered in the workshop includes digital literacy, types and types of learning media, innovative learning media and the principles of their preparation and preparation using the Canva application.
3. Conducting workshops on the preparation of innovative learning media using the Canva application for primary school teachers in the Srikandi cluster. This activity is also carried out online, while the methods used are lectures and discussions, mentoring and direction in activities, assignments, and demonstrations so that teachers get a complete picture of how to prepare innovative learning media with the Canva application.
4. Assist and direct elementary school teachers to implement workshop materials in the preparation of learning media innovations through modules. Assistance is carried out intensively by providing WA groups so that it is easier for teachers to ask questions that are considered unclear.
5. Training and mentoring activities are carried out in several sessions so that partners are truly capable and skilled in compiling innovative learning media by utilizing various digital sources. Furthermore, the collection of assignments and presentation representatives prepared by several participants.
6. Teachers were again asked to fill out a questionnaire/questionnaire as a self-assessment after carrying out a series of activities as an effort to increase the digital literacy of elementary school teachers in the Srikandi cluster teacher working group through a series of activities carried out, so that it is expected to create innovative learning.

The results of the pretest and posttest related to some data can be observed in the pictures below, the graph on the left is the graph obtained from the pretest results and the graph on the right is the graph obtained from the posttest results. In this study, digital literacy is intended to focus on three indicators. This refers to a questionnaire containing four digital literacy indicators (Nasrullah et al, 2017) that have been adjusted including (1) the intensity of the application and use of digital literacy in learning activities, the amount and variety of reading materials and digital-based teaching aids and the amount of information presented using digital literacy. digital media.

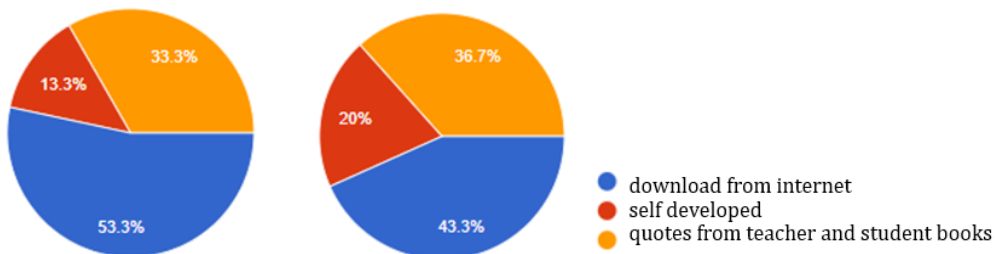


Figure 1. Sources of digital-based learning media that are often used by teachers during online learning

Based on the picture above, it is known that the sources of digital-based learning media developed by the teacher during online learning have increased. From 13.3% of respondents increased to 20%. The preparation of innovative learning media that is carried out by oneself involves various skills related to digital literacy, namely the intensity of the application and use of digital literacy in learning activities.

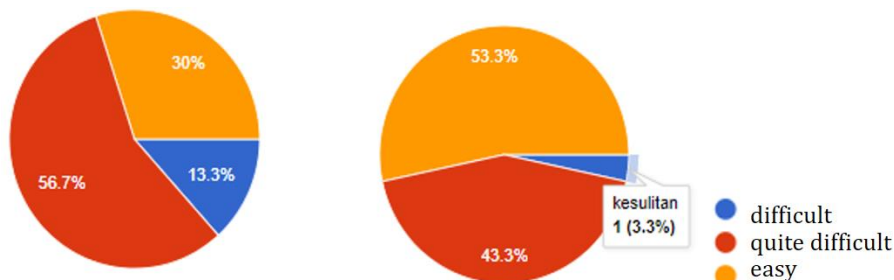


Figure 2. The difficulty of digital-based reading materials used as a reference in the preparation of learning media

The next aspect that is observed is digital-based reading materials that are used as references in the preparation of learning media. Before the treatment was given, it was known that 30% of teachers thought that digital literacy-based reading materials as a reference in compiling learning media were easy to obtain. After treatment with training, it was found that 53.3% thought that it was easy. This increase is almost double from the first data. This shows that the treatment given can improve the ability of research subjects in terms of the number and variety of reading materials and digital-based teaching aids used for the preparation of learning media.

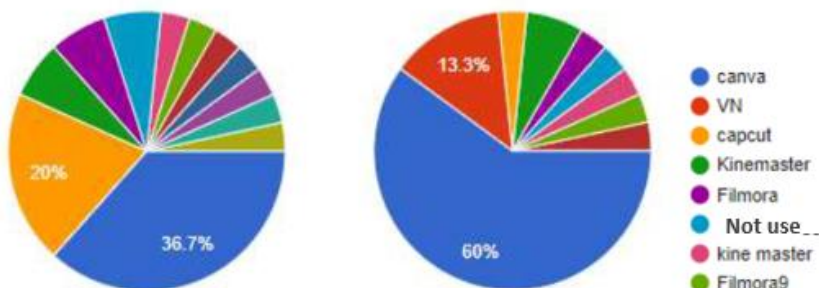


Figure 3. Familiar android-based video creation application for teachers

Figure 3 shows that all respondents are familiar with using innovative learning media preparation applications because this application is the main material in training as a treatment to improve teacher digital literacy. This point can be related to the number of presentations of information using digital media, namely Canva. The Canva application can be used to present information in the form of posters, flyers or photos, videos and presentation slides by combining various information and media, including images, text, audio and video.

Based on the results of research that has been carried out by observing changes in the indicators measured, it can be seen that there is an increase in digital literacy in elementary school teachers in the Srikandi group. The increase is in understanding the concept of digital literacy, then being able to develop innovative learning media by utilizing various information that can be accessed from digital sources. To be able to develop innovative learning media, research subjects need to consider the content presented and the display of the media. This is in accordance with the opinion of Douglas A.J. (2011) stated that the essential elements for developing digital literacy, including: cultural, cognitive, constructive, communicative, responsible self-confidence; creative, critical in addressing content; and socially responsible.

The response of elementary school teachers in the Srikandi Group as research subjects related to the development of innovative learning media is very positive. The research target of increasing the digital literacy ability of elementary school teachers is met, this can be seen in the comparison of the pretest and posttest graphs as discussed above. It is hoped that this research activity can be followed up for future research activities

CONCLUSIONS AND SUGGESTIONS

The results show that if digital literacy skills and android-based learning video development skills on the research subject increase, it is expected that the quality of learning by utilizing technology as part of social lifestyle in education will also increase.

It is recommended that this research can be followed up by expanding the sample or research subject so that more elementary school teachers will improve their digital literacy skills. The type of training provided as a treatment can also be tried by utilizing other applications or platforms.

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