

Utilization of Canva Application as an Innovative Learning Media at Al-Wahdah Kindergarten, Bandung City

Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Inovatif di TK Al-Wahdah Kota Bandung

Endang Komara^{*1}, Yana Maulana², Lina Dalina³, Abdul Rahman⁴

^{1,2,3,4} Universitas Islam Nusantara

*e-mail: endangkomara@uninus.ac.id¹, ym41857@gmail.com², linanasihin176@gmail.com³, dul91abrahman@gmail.com⁴

Abstract

Early Childhood Education (ECE) teachers must master the Canva for Education platform, as this tool offers significant benefits in executing teaching tasks and guiding the development of young children. Proficiency in Canva for Education equips ECE teachers with an effective tool to create innovative and engaging learning experiences that cater to the needs of young children. Additionally, it aids in enhancing the competitiveness and relevance of ECE institutions in the current digital era. Furthermore, with Canva, teachers can easily tailor learning materials to suit the needs and comprehension levels of each child. This allows for the personalization of teaching approaches, addressing individual differences and facilitating optimal growth and development. The objective of this service is to provide training and guidance to the School Principals, Teachers, and Education Staff of TK AL-Wahdah in utilizing the Canva facilities available within the belajar.id account. The training, attended by 12 individuals, resulted in an improvement in knowledge and skills regarding the utilization of the Canva application for instructional material creation. The participants' responses were highly positive as they directly experienced the benefits of using the Canva application to support the learning process in the school. This can be seen from the teacher's response after the canva application training, 66.7% stated that using the canva application was easy. While the indicator of teacher responses to the benefits of the canva application in learning, 100% percent stated that the canva application was very useful to help in the learning process. A total of 100% stated that their abilities improved after attending the canva training, and 100% stated that after attending the training they would use the canva application in the learning process.

Keywords: Canva application, innovative learning, Kindergarten

Abstrak

Penting bagi guru Pendidikan Anak Usia Dini (PAUD) untuk menguasai platform Canva for Education karena platform ini dapat memberikan sejumlah manfaat signifikan dalam melaksanakan tugas pengajaran dan membimbing perkembangan anak usia dini. Menguasai Aplikasi Canva memberikan guru PAUD alat yang efektif untuk menciptakan pengalaman pembelajaran yang inovatif, menarik, dan sesuai dengan kebutuhan anak usia dini. Ini juga membantu meningkatkan daya saing dan relevansi lembaga PAUD di era digital saat ini. Selain itu, Dengan Canva, guru dapat dengan mudah menyesuaikan materi pembelajaran sesuai dengan kebutuhan dan tingkat pemahaman setiap anak. Guru dapat mempersonalisasi pendekatan pembelajaran untuk memenuhi perbedaan individual anak-anak, membantu mereka tumbuh dan berkembang secara optimal. Tujuan dari pengabdian ini adalah memberikan pelatihan sekaligus pendampingan kepada Kepala Sekolah, Guru dan Tenaga Kependidikan TK AL-Wahdah dalam memanfaatkan fasilitas canva yang terdapat dalam akun belajar.id. Pelatihan yang diikuti oleh 12 orang tersebut menghasilkan peningkatan pengetahuan dan keterampilan dalam pemanfaatan aplikasi Canva untuk pembuatan materi ajar serta respon dari peserta pelatihan sangat positif, karena mereka secara langsung mengalami manfaat dari penggunaan aplikasi Canva dalam mendukung proses pembelajaran di sekolah. Hal tersebut dapat dilihat dari tanggapan guru setelah pelatihan aplikasi canva sebanyak 66,7% menyatakan bahwa penggunaan aplikasi canva mudah. Sedangkan indikator tanggapan guru terhadap manfaat aplikasi canva dalam pembelajaran, sebanyak 100% persen menyatakan bahwa aplikasi canva sangat bermanfaat untuk membantu dalam proses pembelajaran. Sebanyak 100% menyatakan bahwa kemampuan mereka meningkat setelah mengikuti pelatihan canva, dan 100% menyatakan bahwa setelah mengikuti pelatihan akan menggunakan aplikasi canva dalam proses pembelajaran.

Kata kunci: Aplikasi Canva, pembelajaran inovatif, Taman Kanak-kanak (TK)

1. INTRODUCTION

The development of online design platforms and visual communication technology has undergone significant transformation in recent years (Setiaji, 2023). Various innovations and technological advancements have influenced the way we design, communicate, and collaborate visually (Silahuddin, 2015). This progress reflects a shift towards greater openness to creativity and increased accessibility in the realm of online design and visual communication (Takdare et al., 2021). The continuous emergence of new technologies has the potential to change the way we interact with visual content and collaborate in digital environments (Marpaung, 2018) (Kristiyono, 2015).

From a functional perspective, online design and visual communication technology serve various purposes that support creative activities, visual communication, and collaboration. These include graphic creation and editing, real-time collaboration, responsive design, template utilization, integration with social media, Augmented Reality (AR) and Virtual Reality (VR), design automation, project and version management, visual content performance analysis, and copyright protection (Komalasari, 2020). Thus, online design and visual communication technology not only facilitate the design process but also present new opportunities for collaboration and innovation in the digital visual realm (Astini, 2020).

Furthermore, the implementation of online design and visual communication technology brings substantial benefits to individuals, teams, and organizations by enabling creativity, collaboration, and efficiency in the design process (Priyono et al., 2023). One of these benefits extends to the field of education, as the utilization of online design and visual communication technology in educational settings can provide a more dynamic learning experience, motivate students, and equip them with relevant skills for the digital world (Andini et al., 2021).

The online design and visual communication technology platform serves various functions that can support education. By leveraging these tools, educational institutions can enhance the delivery of content, increase interaction, and stimulate student creativity (Nadziroh, 2017). The utilization of online design and visual communication technology in education can make teaching and learning more engaging, relevant, and responsive to students' needs in the digital era (Miasari et al., 2022).

Similarly, for Early Childhood Education (ECE) institutions such as Kindergarten (TK/RA/Kober), online design and visual communication technology play a crucial role in the context of these schools (Harahap et al., 2023). This is aimed at creating an engaging and enjoyable learning environment, stimulating creativity and imagination, enhancing fine motor skills, promoting collaboration and social interaction, incorporating game-based learning, improving pre-academic skills, supporting differentiated instruction, introducing technology, providing structured educational content, empowering teachers, involving parents, and evaluating performance and development (Wahyudin et al., 2023).

Therefore, the use of online design and visual communication technology in Early Childhood Education (ECE) institutions can create a more vibrant, dynamic learning environment that aligns with the developmental needs of children in their early educational stages. In other words, this digital learning or also known as digital learning has a close relationship with digital changes in the implementation of learning in the classroom. The utilization of information technology is one of the main requirements in the implementation of digital learning, including the preparation stage to the implementation of classroom activities (Putri et al., 2023).

According to the Regulation of the Secretary General of the Ministry of Education and Culture Number 18 of 2020 on Technical Guidelines for the Utilization of Basic Education Data, it is explained that to support digital-based learning processes, the government has launched a platform named Belajar.id for every educational level, including Early Childhood Education

(ECE), Elementary School (*SD*), Junior High School (*SMP*), and Senior High School (*SMA*). During its initial launch, the Belajar.id account, designed by the Ministry of Education and Culture as part of the independent learning concept, held particular appeal during the COVID-19 pandemic. This platform was considered advantageous, facilitating educators across Indonesia who are registered in the Basic Education Data (*Dapodik*) for learning purposes, student assessment, and even school managerial aspects (Siswanto, 2023).

According to the official website of *Direktorat Pendidikan Profesi Guru (PPG)*:

“...Tujuan dari akun belajar.id adalah menggunakan teknologi untuk mendukung proses pembelajaran di satuan pendidikan dan meningkatkan koneksi antar layanan pembelajaran”.

Furthermore, the belajar.id account provides access to various applications to support remote learning activities, including Google Meet, Education Reports, *Merdeka Mengajar*, Google Drive, Google Classroom, Chromebook, Google Slide, Google Form, Google Docs, SIMPKB, Google Sheet, *TanyaBOS*, *Rumah Belajar*, and Canva for Education (Siswanto, 2023).

Currently, Early Childhood Education institutions (*TK/RA/Kober*) are educational levels that have belajar.id accounts, and one of the platforms utilized within these accounts is the Canva for Education application. Referring to the official website of the belajar.id account information center Kemdikbudristek 2020, there are five benefits of Canva for Education for schools, particularly Early Childhood Education institutions: 1) Developing the creativity aspect of educators and learners during the teaching and learning process. 2) Crafting engaging learning materials to enhance learning outcomes. 3) Through classroom collaboration, boosting learners' confidence and honing critical thinking patterns. 4) Assisting educators in saving time by providing visual teaching materials (images). 5) Supporting educational staff in creating school promotion materials and educational reports (Warmansyah et al., 2022).

Moreover, if school principals, teachers, and educational staff have been utilizing Canva with personal accounts and have not yet integrated it with their Belajar.id accounts, it is recommended to promptly undertake integration to harness additional benefits. The following are the supplementary advantages that school principals, teachers, and educational staff will gain from using the Canva for Education application (Belajar.id, 2020):

Akun Canva untuk Pendidikan (tanpa integrasi akun belajar.id)	Akun Canva untuk Pendidikan (integrasi akun belajar.id)
Pendidik wajib melakukan verifikasi data diri dengan Canva dengan mengirimkan dokumen Sertifikat Pendidik atau NUPTK. Setelah verifikasi disetujui, Pendidik baru dapat menggunakan akun Canva untuk Pendidikan.	Tidak diperlukan verifikasi data diri.
TIDAK terhubung dengan sekolah tempat Anda bertugas dan tergabung dengan Peserta Didik di sekolah Anda.	Otomatis terhubung dengan sekolah tempat Anda bertugas dan tergabung dengan Peserta Didik di sekolah Anda.

Figure 1. Advantages of Canva Application Integrated with Belajar.id Account

Educators at the early childhood education level are mandated to create learning activities that stimulate a child's growth without applying undue pressure. Young children in the developmental phase require engaging, attention-capturing, and enjoyable learning activities (Sufiati & Afifah, 2019). Therefore, a high level of creativity is essential for teachers in designing entertaining learning activities. Currently, there are various information technology-based applications that educators can learn to support the presentation of learning media capable of stimulating children's interest in a delightful manner (Aka, 2017). One easily learnable application for educators to create engaging learning media is Canva. Teachers can operate

Canva not only through laptops but also via smartphones, and its usage steps are highly comprehensible (Martini et al., 2023).

Nevertheless, the proficiency of Early Childhood Education (ECE) teachers in utilizing current technology remains significantly low. According to Wahyuningsih and Rasmani (2023), their research indicates that the majority, or nearly half, of Early Childhood Education (ECE) teachers still face limitations in mastering technology when conducting classroom learning activities (Rasmani et al., 2023). Consistent with the explanation above, the primary challenge faced by many educators in Early Childhood Education (ECE) services is a lack of skills in creating innovative learning media. Consequently, they often rely on conventional teaching methods, such as lectures. To meet the needs of young children, visual learning methods become crucial for students to comprehend the materials taught by teachers. The ability to create engaging learning media must be supported by expertise in computer design (Arifudin et al., 2023).

Based on initial observations by the Community Service team at TK Al-Wahdah in Bandung City, it was evident that the teachers and educational staff at the school have not yet mastered how to use the Canva for Education platform available in their belajar.id accounts. According to the interview with the head of TK Al-Wahdah, identified as LN (2023), there is a need for specific training at the school related to the operation and usage of the Canva for Education application. Since the launch of the Canva application, neither the school principal, teachers, nor the educational staff have utilized its features for instructional media.

Therefore, addressing these issues, the Community Service aims to conduct training on Canva usage at the school to enhance skills in mastering digital-based learning, specifically through the utilization of Canva available in the belajar.id account. Consequently, this engagement is expected to make a positive contribution to educational development and provide guidance for policy development in the field of education, particularly in Early Childhood Education institutions.

2. METHOD

The approach employed in the implementation of this community service initiative encompasses both monologic and dialogic methods. The monologic method utilized is an approach where the presenter conveys information by emphasizing the content of communication, articulated in the form of monologue (Astina, 2022). Meanwhile, the dialogic method is executed through an interview process with training participants (Mauludi, 2016). The purpose of the interview is to assess the level of difficulty and participants' understanding regarding the operation of the Canva for Education application. The Stages applied in this community service are as follows:

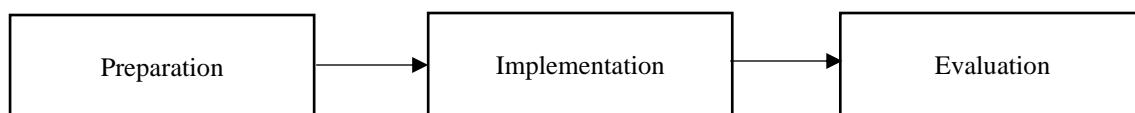


Chart 1. Stages of Training Implementation

3. RESULTS AND DISCUSSION

a. RESULT

The community service activities were conducted over 3 days on December 11, 13, and 15, 2023. The mentoring sessions took place from 09:00 to 12:00 and were attended by 12 participants comprising operators and teachers from TK Al-Wahdah in Bandung

City. The training activities encompassed hands-on usage of the Canva application, covering aspects such as application access, account creation, development of instructional content, creation of cover designs, modification of designs available on Canva, and the process of downloading designs created by the participants. The stages carried out in this Canva training are carried out in three stages, the preparation, implementation and the evaluation. The stages are as follows:

1) Preparation Stage

- a) Determine the appropriate allocation of time and the duration for the community service.
- b) Collect data through a literature review analysis to determine the content and training module that will be delivered to the community.
- c) Coordinate with school operators or computer facility managers to obtain permission for conducting training and mentoring in the available computer labs.
- d) Conduct periodic socialization regarding the schedule and training mechanisms that will be implemented in accordance with the design using Canva.

2) Implementation Stage

The implementation stage involves training participants in designing using Canva, where they are taught how to use the Canva application to create designs according to the needs of their respective schools. The stages are outlined as follows:

a) First Stage

Instruct training participants on how to access the Canva application online and subsequently guide them through the process of creating an account using their belajar.id account.

b) Second Stage

Provide assistance and tutorials to training participants on creating designs using various templates and modifying them according to each participant's creativity and abilities.

c) Third Stage

Assist and provide tutorials to training participants on downloading completed designs for use as presentation materials for the training outcomes.

d) Fourth Stage

Conduct the stages from the first to the third three times, aligning with the needs of the learning content.

The following documentation provides an overview of the training activities:



Figure 2. Documentation of the Design Training Activities Using the Canva Application

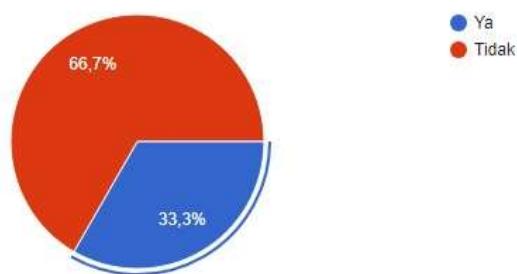
3) Evaluation and Reporting Stage

The evaluation phase is designed to assess the extent of the teachers' understanding of the utilization of Canva application in designing and aligning it with learning content that can be used in daily activities. Meanwhile, the final reporting stage was organized to describe the implementation and results of the field activities, aiming to measure the level of success of this Canva training initiative.

The results obtained from the questionnaires before the training were:

Apakah anda mengetahui aplikasi Canva

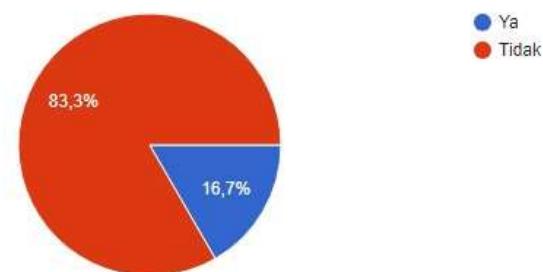
12 jawaban



Picture 1. Teacher's Knowledge of Canva App

Apakah anda pernah menggunakan aplikasi Canva?

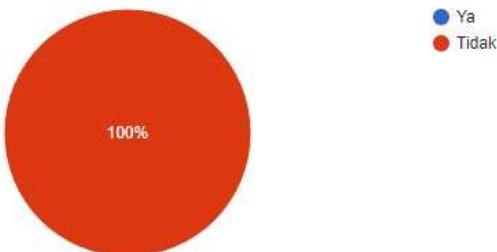
12 jawaban



Picture 2. Teacher's Use of The Canva App

Apakah Anda sudah pernah menggunakan aplikasi Canva dalam kegiatan pembelajaran?

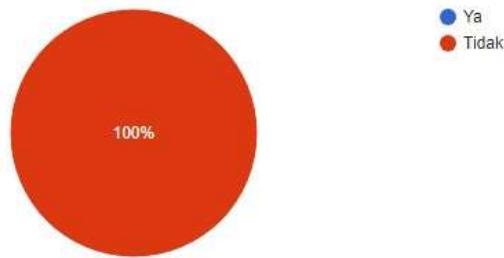
12 jawaban



Picture 3. Teacher's Use of The Canva App in Learning Context

Apakah Anda pernah menerima pelatihan atau dukungan terkait penggunaan Canva dalam konteks pembelajaran?

12 jawaban



Picture 4. Support System of the Benefits of Canva App in Learning

Apakah menurut anda perlu adanya pelatihan untuk pemanfaatan aplikasi canva dalam konteks pembelajaran?

12 jawaban

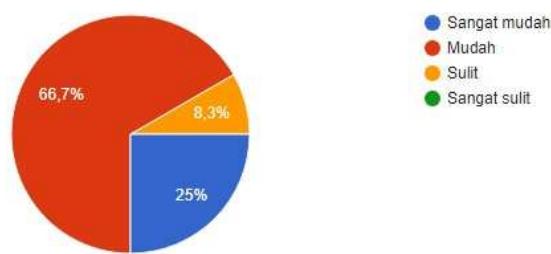


Picture 5. Teacher Interest in Participating in Canva Application Training

Based on the results of a questionnaire given to 12 people at Al-Wahdah Kindergarten in Bandung City consisting of principals, teachers and operators, 66.7% of them did not know about the canva application. As many as 83.3% of them have never used the canva application. A total of 100% of them have never used the canva application in the learning process. As many as 100% of them have never participated in canva application training for learning needs, and as many as 100% of them have an interest in participating in canva training. The results obtained from the questionnaires after the training were:

Apa pendapat anda setelah mengikuti pelatihan aplikasi Canva

12 jawaban



Picture 6. Teachers' Responses after Canva Application Training

Apakah menurut anda aplikasi Canva sangat membantu dalam konteks pembelajaran

12 jawaban



Picture 7. Teachers' Responses of the Benefit Canva App in Learning

Apakah penggunaan Canva membantu meningkatkan keterampilan anda sebagai seorang pendidik?

12 jawaban



Picture 8. Response to Teacher's Improvement after Canva Training

Apakah setelah mengikuti pelatihan anda akan menggunakan aplikasi canva dalam proses pembelajaran

12 jawaban



Picture 9. Teacher Response to the Use of the Canva App

Based on the results of a questionnaire given to 12 people at Al-Wahdah Kindergarten in Bandung City consisting of principals, teachers and operators, teachers' responses after canva application training as many as 66.7% stated that using the canva application was easy, as many as 25% stated "very easy", as many as 8.3% stated "difficult" and 0% stated "very difficult". While the indicator of teachers'

responses of the benefit of canva app in learning, as many as 100% percent stated that the canva application is very useful to help in the learning process. A total of 100% stated that their skills improved after attending the Canva training, and 100% stated that after attending the training they would use the canva application in the learning process. Based on the questionnaire results above, it shows that:

- There was an enhancement in knowledge and skills regarding the utilization of the Canva application for instructional material creation.
- The activity was attended by 12 participants, including the school principal, teachers, and school operators as the computer technical team. The response from the training participants was highly positive, as they directly experienced the benefits of using the Canva application in supporting the teaching and learning process at the school.

Here is a display of the design outcomes using the Canva application:



Figure 3. Display of Certificate Design Results



Figure 4. Binding of Instructional Material Module



Figure 5. Educational Media Image

b. DISCUSSION

Based on the outcomes of the community service activities mentioned above, it is evident that the Canva application is proven to be effective and user-friendly for creating various media, instructional materials, or modules. This aligns with the findings of a community service conducted by Nadeak et al. (2023) at SDN 204 Palembang, which

explains that training participants gained a better understanding of using the Canva application for creating instructional media. They also acquired the ability to effectively produce teaching modules through the utilization of the Canva application (Nadeak et al., 2023).

In line with these community service results, the skill of creating teaching materials in the form of handouts can be executed through various methods, with Canva being one option. Besides serving as an assisting tool, this online-based application also facilitates students' access to handouts as instructional materials provided by educators. With various design options, formats, and shapes available on Canva, teachers can produce attractive and effective instructional handout materials (Setiawan & Jatmikowati, 2021).

Furthermore, considering the training participants' responses, all participants provided positive feedback on the Canva application training. This aligns with the findings of Hamzah et al. (2023) in SMA Negeri 2 Kota Agung Lampung, where participants gave positive responses and suggestions for the workshop on developing teaching materials using Canva. Overall, participants' responses to the activity were very positive and satisfactory. Additionally, teachers expressed the hope that similar activities or training with different themes could be conducted again (Hamzah et al., 2023).

Positive responses were also observed in the training on Canva utilization at SMA Negeri 5 Metro Lampung, indicating that 96% of the teachers provided positive feedback on the implementation of Canva training as a learning tool. Teachers agreed that Canva facilitates the creation of instructional media, with its user-friendly interface being a key factor. Canva enables creativity and innovation in material creation, making the designs produced using Canva more preferred by students. Designing instructional media with Canva is also considered more efficient compared to conventional media usage (Sari et al., 2023).

4. CONCLUSION

From this activity, it can be concluded that all the agendas were executed by the planned objectives. Nevertheless, the evaluation indicates some challenges during the implementation, primarily because the majority of participants were using the Canva application for the first time, requiring more detailed explanations and intensive guidance. However, these challenges were successfully addressed by providing Canva design training modules, which participants could utilize as a learning guide at home.

It is hoped that, following this community service activity, teachers can be educated and more motivated to use the Canva application, capable of applying it in the learning process in the future. The implementation of this application is expected to represent an effort to keep pace with the current technological and informational advancements.

ACKNOWLEDGMENTS

On this occasion, we would like to express our heartfelt gratitude to all parties who contributed to the implementation of this community service program, both in terms of moral support and material assistance.

1. Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Universitas Islam Nusantara Bandung.
2. All Master's Programs in Educational Administration at the Graduate School of Universitas Islam Nusantara that were involved in this community service activity.
3. The School Principal, teachers, and educational staff of TK Al-Wahdah in Bandung City.

DAFTAR PUSTAKA

Aka, K. A. (2017). Pemanfaatan Teknologi Informasi Dan Komunikasi (TIK) Sebagai Wujud Inovasi Sumber Belajar Di Sekolah Dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 1(2a). <https://doi.org/10.30651/else.v1i2a.1041>

Andini, A., Salsabila, U. H., Triyana, F., Sari, K. F. A., & Rauv, M. (2021). Pemanfaatan Teknologi Pembelajaran Pendidikan Agama Islam Berbasis Online Masa Pandemik Covid-19. *Jurnal Penelitian Tarbawi: Pendidikan Islam Dan Isu-Isu Sosial*, 6(1), 12–18.

Arifudin, D., Waluyo, R., Fahmi, G. M., & Nurrochim, M. S. (2023). Peningkatan Kompetensi Guru PAUD/Tk Melalui Pelatihan Canva Sebagai Inovasi Media Pembelajaran. *Nusantara Hasana Journal*, 2(8), 223–231.

Astina, C. (2022). Peningkatan UMKM Bidang Pemasaran dan Perekonomian Melalui Pemanfaatan Aplikasi Canva. *SOROT: Jurnal Pengabdian Kepada Masyarakat*, 1(2), 1–6. <https://doi.org/10.32699/sorot.v1i2.2626>

Astini, N. K. S. (2020). Tantangan dan Peluang Pemanfaatan Teknologi Informasi dalam Pembelajaran Online Masa Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, 3(2), 241–255. <https://doi.org/10.37329/cetta.v3i2.452>

Belajar.id, P. informasi. (2020). Manfaat Canva untuk Pendidikan Bagi Pengguna Akun belajar.id. Kemedikbudristek. <https://pusatinformasi.belajar.id/hc/en-us/articles/11575873708057-Manfaat-Canva-untuk-Pendidikan-Bagi-Pengguna-Akun-belajar-id#:~:text=Beberapa> manfaat Canva untuk Pendidikan, hasil belajar yang lebih baik.

Hamzah, I., Puspaningtyas, N. D., Amelia, D., Parjito, P., Gulo, I., & Romadhona, W. (2023). Pendampingan Pembuatan Materi Ajar Menggunakan Aplikasi Canva di SMA Negeri 2 Kota Agung. *TEKNOMAS: Jurnal Pengabdian Masyarakat Universitas Teknokrat Indonesia*, 1(1).

Harahap, H., Syafitri, S. E., & Ramadhani, D. (2023). Pelatihan Penggunaan Platform Digital Sebagai Media Pembelajaran Bagi Guru PAUD IT Bismillah. *Jurnal Pengabdian Dharma Wacana*, 4(1), 67–78. <https://doi.org/10.37295/jpdw.v4i1.404>

Komalasari, R. (2020). Manfaat teknologi informasi dan komunikasi di masa pandemi covid 19. *Tematik*, 7(1), 38–50. <https://doi.org/10.38204/tematik.v7i1.369>

Kristiyono, J. (2015). Budaya internet: Perkembangan teknologi informasi dan komunikasi dalam mendukung penggunaan media di masyarakat. *Scriptura*, 5(1), 23–30. <https://doi.org/10.9744/scriptura.5.1.23-30>

Marpaung, J. (2018). Pengaruh penggunaan gadget dalam kehidupan. *KOPASTA: Journal of the Counseling Guidance Study Program*, 5(2). <https://doi.org/10.33373/kop.v5i2.1521>

Martini, R. S., Gunarti, W., Satrio, M. G., Maryam, M., AS, H. K., & Zahra, C. A. (2023). Pelatihan Penggunaan Aplikasi Canva for Education, bagi Guru Paud di Kecamatan Pulo Gadung. *Jurnal Basicedu*, 7(5), 3242–3248. <https://doi.org/10.31004/basicedu.v7i5.6067>

MAULUDI, S. (2016). Pembelajaran Mengonversi Teks Negosiasi Ke Dalam Bentuk Monolog Dengan Menggunakan Model Inquiry Learning Pada Siswa Kelas X SMK Negeri 3 Bandung Tahun Pelajaran 2015/2016. FKIP UNPAS.

Miasari, R. S., Indar, C., Pratiwi, P., Purwoto, P., Salsabila, U. H., Amalia, U., & Romli, S. (2022). Teknologi Pendidikan Sebagai Jembatan Reformasi Pembelajaran Di Indonesia Lebih Maju. *Jurnal Manajemen Pendidikan Al Hadi*, 2(1), 53–61. <https://doi.org/10.31602/jmpd.v2i1.6390>

Nadeak, E., Elfaladonna, F., & Malahayati, M. (2023). Pelatihan Pembuatan Modul Ajar Interaktif Bagi Guru dengan Menggunakan Canva (Studi Kasus: SDN 204 Palembang). *Jurnal Masyarakat Madani Indonesia*, 2(3), 201–206. <https://doi.org/10.59025/js.v2i3.103>

Nadziroh, F. (2017). The Analisa efektifitas sistem pembelajaran berbasis e-learning. *Journal of Computer Science and Visual Communication Design*, 2(1), 1–14.

Priyono, D., Putra, I. N. A. S., Sutarwiyasa, I. K., Rizaq, M. C., Setiawan, I. N. A. F., & Jayanegara, I. N. (2023). Desain Komunikasi Visual dalam Era Teknologi: Peran Teknologi Terhadap Perkembangan DKV. PT. Sonpedia Publishing Indonesia.

Putri, W. T. H., Darwis, M., Hendrowati, R., Barcah, Q. K. D., Wahyuti, T., Juniar, E. D., & Alsauqi, R. (2023). Digital Learning Training for PKBM 31 Bangka Educators for Classroom Transformation After the Covid-19 Pandemic. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 7(4), 894–903. <https://doi.org/10.31849/dinamisia.v7i4.14430>

Rasmani, U. E. E., Wahyuningsih, S., Nurjanah, N. E., Jumiatmoko, J., Widiastuti, Y. K. W., & Agustina, P. (2023). Multimedia pembelajaran interaktif untuk guru PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 10–16. <https://doi.org/10.31004/obsesi.v7i1.3480>

Setiaji, R. S. (2023). Berkarya Seni Visual Di Era Digital. *Visual Heritage: Jurnal Kreasi Seni Dan Budaya*, 5(2), 272–280.

Sari, R. K., Hamzah, I., Wijaya, S. M., & Ikbarfikri, A. M. (2023). Pelatihan Canva sebagai Media Pembelajaran di SMA N 5 Metro. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 4(2), 208–213. <https://doi.org/10.33365/jsstcs.v4i2.3115>

Putri, W. T. H., Darwis, M., Hendrowati, R., Barcah, Q. K. D., Wahyuti, T., Juniar, E. D., & Alsauqi, R. (2023). Digital Learning Training for PKBM 31 Bangka Educators for Classroom Transformation After the Covid-19 Pandemic. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 7(4), 894–903. <https://doi.org/10.31849/dinamisia.v7i4.14430>

Silahuddin, S. (2015). Penerapan e-learning dalam inovasi pendidikan. *CIRCUIT: Jurnal Ilmiah Pendidikan Teknik Elektro*, 1(1). <https://doi.org/10.22373/crc.v1i1.310>

Siswanto, R. (2023). Pemanfaatan Akun Belajar.id dalam Digitalisasi Sekolah. *Direktorat Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*. <https://ppg.kemdikbud.go.id/news/pemanfaatan-akun-belajar-id-dalam-digitalisasi-sekolah>

Sufiati, V., & Afifah, S. N. (2019). Peran perencanaan pembelajaran untuk performance mengajar guru pendidikan anak usia dini. *Jurnal Pendidikan Anak*, 8(1), 48–53. <https://doi.org/10.21831/jpa.v8i1.26609>

Takdare, A., Darmawan, A. P., Damayanti, C., Agamsyah, F., Aqilla, R. E., Widayandaru, T., & Diana, Y. (2021). Pengenalan Dunia Desain Komunikasi Visual Untuk Siswa Sekolah Menengah Kejuruan Jurusan Multimedia Di Jabodetabek. *JURNAL PEDES-PENGABDIAN BIDANG DESAIN*, 1(1), 69–74.

Wahyudin, A. Y., Santosa, A., & Febryansyah, R. (2023). Penerapan Teknologi Virtual Reality Metaverse pada Pendidikan Anak Usia Dini. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 4(2), 290–295. <https://doi.org/10.33365/jsstcs.v4i2.3340>

Warmansyah, J., Komalasari, E., Yuningsih, R., Sari, M., Rahmadani, W., Putri, H., Data, M. R., & Yanti, E. P. (2022). Pelatihan Canva For Education untuk Guru PAUD Se Kabupaten Tanah Datar. *Jurnal ABDI PAUD*, 3(2), 34–44.