Upgrading videography knowledge and skills in making Canva-based learning videos for elementary school teachers

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ABSTRACT

Utilizing videos as a learning tool is known to enhance motivation. To create more professional learning videos, understanding videography techniques is crucial. The Canva application, widely popular today, aids education by facilitating the design of engaging learning videos. Unfortunately, teachers in the Teacher Working Group (KKG) Cluster 10, Cisauk District, lack proficiency in using Canva, particularly in crafting learning videos. The community service aims is to enhance the knowledge and skills of 28 participants from 9 public elementary schools and 1 private elementary school in Cisauk District, focusing on videography techniques and Canva application operation. Scheduled from September to October 2023 at SDN Suradita, the activity involves preparation, training, assignments, and concludes with monitoring and evaluation. Evaluation results indicate a 30% increase in teachers' knowledge and a 4.6% boost in insight into videography and Canva. Similarly, teachers' proficiency in crafting learning videos with Canva improves. However, limited activity time prevents teachers from applying videography techniques with complete camera devices. The next step involves testing Canva-produced learning videos to gauge their impact on student learning outcomes and motivation.

1.   INTRODUCTION

Online learning during the pandemic has brought drastic changes to the field of education. Teachers have had to adapt to using online learning media to facilitate student learning and streamline the delivery of instructional materials. The skills of teachers in utilizing web-based applications that were already in use during the COVID-19 pandemic can continue to be leveraged, preferably maximized, as a variation of teaching methods and learning resources. The progress of the era must be accompanied by the digital competence of teachers, ensuring that they do not lag behind and can keep up with the technology-centric interests of the current generation. The crucial role of information technology usage

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as a form of innovation in 21st-century learning across all levels of education is a focal point in the current Merdeka Curriculum.

The documentation of every school activity through ordinary cameras or regular mobile phones is carried out by teachers affiliated with the Teacher Working Group (KKG) of Cluster 10 in the Cisauk District, Tangerang Regency, Banten Province. Unlike creating documentary videos, the creation of instructional videos requires specific skills. Similar to classroom teaching, the material needs to be thoroughly prepared and organized, capable of clearly expressing conceptual content visually so that the learning objectives can be achieved, and students can grasp the material effectively. Research results indicate that the use of instructional videos in primary schools is quite effective in improving grades above the predetermined Minimum Mastery Criteria (KKM) and overall learning outcomes (Tegeh et al., 2019; Yendrita & Syafitri, 2019; Yuanta, 2020). The use of instructional videos has also assisted teachers in SDI Mohammad Hatta and SDN Tunjung Sekar in thematic learning (Nurdewanto et al., 2018).

Based on an initial survey in May 2023, half of the 28 teachers in KKG Cluster 10 admitted to not understanding the techniques of creating instructional videos. Some teachers occasionally create instructional videos with smartphones, while others utilize videos from YouTube. Eighteen teachers admitted to never having created instructional videos. Many applications can be used to create instructional videos, but one that is popular and widely used in education is Canva. Canva can be used to record presentation materials, and the resulting video can be saved and shared with students or published on social media. However, besides presentations, instructional videos can be created independently with video recording devices, and the videos can then be edited using Canva.

Canva is beneficial for creating presentation slides, posters, infographics, and videos. The use of videos in teaching provides a focused learning atmosphere because students will pay attention to and digest the material from the presentation, making them more enthusiastic and engaged in watching until the end. It is reported that the animation features within Canva captivate primary school students, as they are more easily drawn to animated media or cartoons frequently watched on television (Melviana et al., 2023). If students enjoy what they are learning, motivation to learn will emerge (Maulani et al., 2022). In education, Canva can create a more creative classroom atmosphere, enhance collaboration, and facilitate work (Putri et al., 2022).

Canva is a useful application for teaching due to its many advantages, such as its attractive interface, free download option, compatibility with laptops and mobile devices, free features and templates, easily downloadable design results, and display in PowerPoint format (Tanjung & Faiza, 2019; Utami et al., 2021), and it is very user-friendly for beginners (Sari et al., 2021). Only data packages are required when using mobile devices, but design and template options will be more varied with the Canva pro or paid package (Resmini et al., 2021).

In early 2023, training on creating instructional videos with Canva was conducted in KKG Cluster 10. As a result, teachers were able to demonstrate their skills in creating presentation videos with Canva. Teachers could now insert videos taken from YouTube into Canva, add images, music, and animations, change backgrounds, and use transitions.

KKG Cluster 10 in the Cisauk District, Tangerang Regency, Banten Province, consists of 9 public elementary schools (SDN) and 1 public special elementary school (SDS). The teachers involved in this activity may not be the same as those who participated in the Canva training at the beginning of 2023. The selection of teachers as participants is left to the school principal, considering teachers who teach in either first or fourth grade and are relatively young, with the expectation that they can quickly learn information technology. The restriction to grades I and IV in this activity is linked to the implementation

of the Merdeka Curriculum, which directs the first grade as the beginning of the lower grades and the fourth grade as the beginning of the upper grades. The goal of this activity is to enhance the knowledge of teachers in KKG Cluster 10 regarding basic videography techniques and the skills of teachers in designing or editing instructional videos using the Canva application.

2.   METHODS

Cluster 10 Teacher Working Group (KKG) comprises 9 public elementary schools (SDN): SDN Suradita, SDN Rahayu, SDN Anamui, SDN Perum Suradita, SDM Cibogo, SDN Kiansatang Jaya, SDN Dangdang 1, SDN Dangdang 2, and SDN Mekarwangi, and 1 public special elementary school (SDS), namely SDIT Qonita. The total number of participants is 28, including the school principal, with the majority having teaching experience ranging from 14-16 years (39%) and 2-4 years (32%). The activity took place from September to October 2023.

The initiative commenced with preparations, involving both internal (Team) and external (Cluster 10 KKG) efforts. The Team coordinated with the Cluster 10 KKG Chairman and the District Elementary School Supervisor in Cisauk to ensure readiness for implementation, including discussions regarding the activity schedule tailored to the school timetable. The Team prepared materials, developed pre- and post-test questionnaires, contacted videography and Canva resource persons, and registered teacher participants. The Cluster 10 KKG, through each school principal, selected and assigned 2-3 teachers. In this activity, the Team sought commitment from the school principals to support teachers' participation and completion of assigned tasks as outcomes of this activity. Teachers were also asked for their commitment to collaboration, attendance, and active participation in the activity until its conclusion.

The preparation phase was followed by the implementation phase. The training on videography and Canva was conducted in two sessions on August 30 and 31, 2023, at SDN Suradita, each lasting five hours in the afternoon. In the first session, teachers were asked to complete a pre-test, and in the final session, they completed a post-test. Training on videography and the Canva application was delivered by a visual communication practitioner using tutorial techniques, demonstrations, and discussions.

After the two training sessions, teacher participants were assigned to create videos that would be edited using Canva. During the video creation assignment period, guidance was provided in a single meeting on September 20, 2023, and discussions were conducted through a WhatsApp group. Videos were created in groups based on the similarity of the classes taught by the teachers, but they could also be created in groups based on the similarity of the schools of origin. This flexibility was provided to facilitate coordination among teachers in completing the instructional video task. The video creation period was allocated three weeks until October 14, 2023. After monitoring the tasks and conducting discussions in the WhatsApp group forum, an evaluation was carried out. In the evaluation phase, an analysis was conducted on the pre-test and post-test results, as well as an assessment of the quality of the videos produced by each group. The activities were executed in detail using the following methods.

Demonstration and Hands-On Practice

Demonstration involves illustrating the steps of creating a project, in this case, a video. In this training, Team members presented the steps using video equipment and the steps using Canva to edit the produced video. Meanwhile, teacher participants immediately practiced using video equipment and tried Canva features on their respective laptops. Other Team members assisted teachers who encountered difficulties or lagged behind in following the steps using Canva.

Discussion and Q&A

This method provides space for teachers to actively ask questions and discuss problems or difficulties they have faced. The team opens the opportunity at any time for participants to ask questions either via the WhatsApp group or during training and mentoring. The discussion method is very suitable as a means to gain mutual experience and broaden insight.

Videos and Assignments

A practical video on using Canva has been prepared by the Team and facilitators. With this video tutorial, teachers can relearn the steps and practices of using Canva to edit or create learning videos directly via Canva.

Evaluation Design

Evaluation aims to determine the success of the activities that have been implemented. In this case, did the teachers experience increased knowledge and insight regarding videography techniques and the use of Canva? The instruments given are tests, both pre-test and post-test. However, teachers' real work also needs to be evaluated by observing videos produced by teachers. Learning video assessment indicators include substance, creativity, presentation, storyline, technical aspects (graphics, text, transitions, shots, audio).

3. RESULTS AND DISCUSSION

Training in Videography Techniques

Basic video recording skills pose a challenge not only for individuals in the creative industry but also for academic communities in the field of education, particularly in producing instructional videos. In this activity, to create instructional videos, participants were first provided with an understanding and skills in video-making or videography techniques, encompassing the technical aspects and knowledge of camera specifications tailored to the field's requirements for producing artistic and engaging videos (Bonafix, 2011). Videography essentially involves conveying information and messages visually to ensure that the audience understands the videographer's thought process (Hikaru, 2022).

Figure 1. Exposure to videography technique material

Knowledge and insights regarding the fundamentals of videography were conveyed to introduce technological aspects that may not have been previously known or learned. Through this newfound

knowledge, teachers can become more creative and innovative in video creation. As a preliminary step, theories and concepts related to videography were presented as shown in Figure 1.

In videography techniques, the facilitator introduced commonly used terms in the digital world. To capture images, attention needs to be paid to camera movements such as tracking, panning, tilt-up, tilt-down, and dollying. Similarly, camera angles, which refer to the perspective or position of the camera in relation to the object, are crucial (Bonafix, 2011). There are several types of camera angles, including normal angle, eye level angle, bottom angle, bird-view angle, high angle, low angle, subjective angle, and objective angle. The selection of the angle must be appropriate for the message to be conveyed. Errors in angle selection can lead to different perspectives or opinions between the videographer and the audience (Hikaru, 2022).

Furthermore, another essential aspect is shot composition. The choice of shots is determined based on the meaning to be created, considering human factors (the character to be emphasized), space (natural or unnatural), dramatic events (eliciting audience emotions), time (morning, afternoon, evening, night), and sound (Bonafix, 2011). As each viewer may interpret the same image differently, careful consideration is needed in shot composition (Hikaru, 2022). Various types of shots include extreme close-up, big close-up, close-up, medium close-up, medium shot, near shot, full shot, long shot, extreme long shot, over the shoulder, two-shot, and established shot.

In video production, there are three stages that videographers must go through: pre-production, production, and post-production. In the pre-production stage, preparation is needed for actors (talent) and video treatment. The actors can consist of one or several individuals. Video treatment is the storyline that serves as a guide for shooting, providing direction for cameramen and image editors. Planning the video storyline is crucial before making a video, considering that video production typically involves several individuals, each with their roles to complement one another. The video treatment is organized in a matrix containing, sequentially, information about the sequence of scenes, activities within the scenes, types of shots, transitions between scenes, voice-over recording, text explanations, setting (area), and accompanying music.

After pre-production, the next stage is production, which involves recording the video according to the previously prepared video treatment. Neatness and systematic planning of the video treatment significantly aid in video recording, ensuring that the recording process is effective and efficient. The final stage in video production is post-production. In this stage, video editing is carried out, considering the harmonious combination of video and elements such as music, text, audio, etc., as well as the duration of playback. Essential basic video editing processes include trimming, splitting, cutting, and joining (Satria, 2019). The created video can be edited using video editing applications such as KineMaster, Adobe Premiere, Filmora, and Canva. To produce a video, in this activity, the Team introduced the functions and types of recording equipment, including cameras, tripods, microphones, and ring light stands as shown in Figure 2.

In introducing video recording devices, teachers are asked to try using the camera, either by hand or using a tripod. Furthermore, the equipment was donated to KKG Cluster 10 to be used jointly by schools that need it as shown in Figure 3.

From the evaluation results, twenty teachers who completed the pre-test and post-test experienced an increase in both conceptual and practical knowledge regarding videography by 30%. Before training, the teacher's average score in pre-test answering accuracy was 40%, and increased to 70% after training as shown in Figure 4.

Figure 2. Introduction to video recording equipment
Figure 3. Handover of video recording equipment

Based on Figure 5, there is an increase in the percentage of correct responses in the post-test compared to the pre-test for the five questions posed. Generally, the questions revolved around videography techniques, such as the stages of video production, criteria for acceptable videos, tools in the pre-production stage, and the types of angles and shots used in video creation. The first question regarding videography stages witnessed a 35% increase in correct responses in the post-test. Questions two, four, and five, each addressing criteria for acceptable videos, tools in pre-production, and types of shots depicted in the image, saw a 25% increase each. Meanwhile, question three, concerning the types of angles shown in the image, experienced a 50% increase. These results indicate that teachers have gained an understanding of the concepts and theories of videography. This knowledge is crucial to master before teachers engage in practical application during video recording.
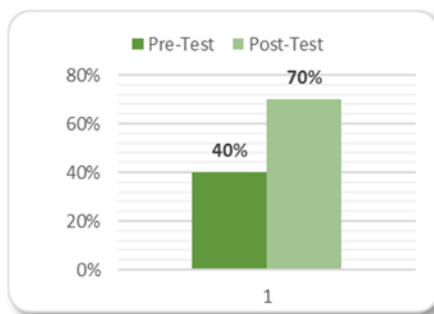

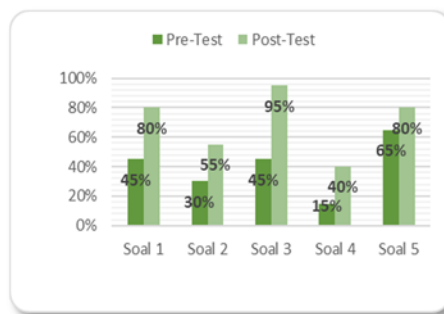**Figure 4.** Average increase in knowledge about videography
Figure 5. Increasing teacher knowledge regarding videography

Canva Training

During the training, teachers were introduced to the functions of Canva for designing a project, such as creating presentations and editing instructional videos. The introduction to Canva began with creating a Canva account, selecting a design, adding text with elements, choosing the type and size of fonts, coloring text, uploading files, videos, or audio, or recording oneself, embedding audio or video from the available Canva collection, creating animated elements or text, and adding a background to the Canva workspace. The recorded videos using recording tools can be uploaded to the Canva workspace and then enhanced or edited by adding animated text, elements, or other features. Finally, the video is saved in MP4 format, and the link can be shared with students or uploaded on social media.

In this training, teachers were given the freedom to create videos with user-friendly devices. Since Canva also provides a self-recording feature that displays the face and voice, teachers can directly present and record in Canva. However, creating videos by applying videography techniques using video recording devices will undoubtedly result in more professional and artistic videos, although it requires skills, especially in capturing images, choosing perspectives, and so on.

During the training, teachers independently tried opening Canva, both on laptops and mobile phones. The challenge that arose at that time was unstable internet connectivity. This issue is common in online application usage (Mahyudin, 2023). Teachers practicing Canva through mobile phones may not find it as convenient as using a laptop because the mobile phone screen is not as wide. Overall, the Canva training atmosphere was quite conducive. Teachers assisted each other in explaining the use of Canva features. The team also circulated to approach teachers and provide assistance if they encountered difficulties.

Based on the overall comparison between the pre-test and post-test results of Canva editing, there was an average increase in teachers' knowledge about Canva by 5%. Before the training, the accuracy score was 63%, and after the training, it became 68% as shown in Figure 6. The average knowledge improvement of 5% is confirmed by observing all the answers to pre-test and post-test questions, which do not show a significant percentage difference. It can be estimated that before the training, some teachers had already used Canva, although they had not yet created a video with it.
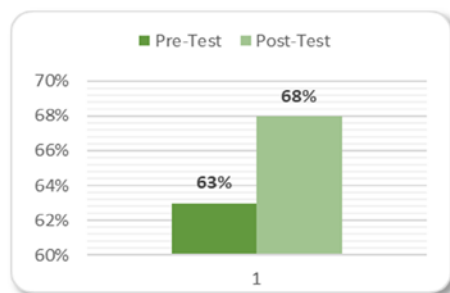

Figure 6. Average increase in knowledge about Canva

After the videography and Canva training, the activities continued with the assignment of creating instructional videos that cover one of the teaching materials in either grade I or grade IV. From the guidance provided, teachers expressed their intention to try making videos with the video recording equipment donated by the team. However, technically, its usage needed to be learned and handled with care, especially since the device had become communal, and its borrowing had to be on a rotational basis. Therefore, the team did not recommend using the complete video recording device considering the limited time available for the activity. Consequently, teachers had the flexibility to creatively produce instructional videos using Canva or to use Canva for video editing.

The assignment of video creation or editing with Canva was carried out in groups over a three-week period. The grouping criteria were agreed upon by each teacher: some joined colleagues from other schools, while others joined colleagues from the same school. After forming groups, there were six groups with 2-5 members each. During the video creation process, the team provided guidance in one meeting and facilitated discussions in a WhatsApp group.

Challenges emerged during the guidance process, such as teachers being unprepared with video scenarios and some still trying to discuss with the team. Some were ready with the produced video

but still did not understand how to upload it on Canva. The planning of video scenarios through the creation of a video treatment was apparently not discussed by the teachers. The busyness of teaching and working on creating instructional videos prevented teachers from reopening the Canva application and completing the tasks assigned by the team.

During the guidance sessions, teachers in groups appeared diligent in exploring and learning features within Canva. Some teachers were experimenting with elements, fonts, transitions, and animations. The team addressed difficulties and confusion faced by teachers during guidance. As some teachers still did not fully understand the operation of Canva features, the team reminded them to revisit the Canva video tutorial.

One participant, reflecting on the training, stated that it had increased their knowledge and skills: "...Understand the terms of videography, know what a good video is like. Initially, I only knew how to make announcements with Canva, but now I can make videos, although the internet connection must be smooth." (R, male). Eight teachers claimed to have sufficient ability, ten teachers claimed to have good abilities, and two teachers claimed to have very good abilities after participating in the Canva training. In general, teachers have shown positive changes from before in applying Canva for video creation. However, they still need to learn and practice creating videos with Canva on their own to become more proficient in producing instructional videos.

As a continuation of this activity, twenty participating teachers during the evaluation on October 31, 2023, expressed their intention to share knowledge about Canva with their colleagues at their schools who did not attend the training. Eight out of the twenty teachers agreed to become cadres in a separate Canva training planned by the KKG Gugus 10. Among the eight teachers, two were selected to become the driving force (chairperson and deputy cadre) expected to encourage other teachers to support the implementation of the training. Teachers who declined to become cadres cited reasons such as not having sufficient knowledge, still in the learning process, lack of confidence, and insufficient time.

4.   CONCLUSION AND RECOMMENDATIONS

The mastery of information and communication technology (ICT) among teachers affiliated with KKG Gugus 10 has increased through the study of videography techniques and the application of Canva. With these tools, teachers can innovate by creating videos and instructional media that support the teaching and learning process. The majority of young teachers, known for their quick acceptance of new knowledge, have demonstrated enthusiasm for learning and applying new skills. Teachers have shown a 30% increase in knowledge and understanding of the basic concepts of videography and a 5% increase in knowledge about Canva. They are now proficient in operating Canva and utilizing its features to incorporate them into instructional videos. The outcomes of this activity contribute to highlighting Canva's excellence as an engaging educational tool due to its diverse features and user-friendly interface for beginners (Sari et al., 2021).

The instructional videos created with Canva, resulting from the training, are recommended to be tested on students, and subsequently, the outcomes and students' learning motivation should be observed. Following this, teachers are expected to share their knowledge and skills with other teachers in their schools or within the scope of KKG Gugus 10. However, teachers may require more time to fully implement videography techniques in creating videos with complete equipment. It is anticipated that in the future, teachers can leverage the video recording equipment provided by the team to produce higher-quality and more professional instructional videos. For future community service projects, there is an openness to further deepen training and application of videography techniques, which were not

the main focus of this activity. Videography techniques can be applied to create high-quality videos for promotional purposes on the school's website or other platforms.

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