

Learning optimization: Video learning media creation training using the Canva platform for kindergarten teachers

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ABSTRACT

The development of information and communication technology (ICT) has had a significant impact on education, including early childhood education (PAUD). In today's digital era, technology-based learning media such as video are effective in capturing children's attention and helping them understand material in a fun, visual, and accessible way. However, the use of technology at the PAUD level still faces challenges, particularly limited infrastructure and teachers' low digital skills in areas such as graphic design and video editing. This community service activity aimed to improve PAUD teachers' competence in utilizing technology through training on creating video-based learning media using the Canva platform. The main problem identified was the limited use of digital media in the learning process, largely due to a lack of training and low digital literacy among teachers. A five-day intensive training was conducted with 10 teachers from Hangtuh Hamadi Kindergarten and Kartika VI-2 Persit Entrop Kindergarten in Jayapura City. The training materials included an introduction to Canva Edu, video creation practice, presentations, and classroom implementation. Evaluation results showed the training was effective, demonstrated by active participation and the production of videos suited to early childhood characteristics. This activity fostered teacher innovation and contributed to the digital transformation of early childhood education.

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1. INTRODUCTION

The development of information and communication technology (ICT) has shifted the paradigm of education, including early childhood education (PAUD). In today's rapidly advancing digital era, technology-based learning media have become effective tools for attracting children's attention and helping them understand learning materials more easily and enjoyably.

According to Safitri et al. (2023), learning media refers to anything used to convey messages from sender to receiver in order to stimulate students' thoughts, feelings, and attention. Similarly, Mesra et al.

(2023) defined learning media as tools used in the learning process to deliver teaching materials, thereby facilitating learning and fostering relationships between educators and students. Mais (2016) further explained that learning media encompasses tools, materials, or technologies that assist the teaching and learning process by conveying messages and enriching the learning experience. From these perspectives, it can be concluded that learning media include any form of tools, materials, or technologies used to deliver instructional content, ensuring the learning process runs effectively.

One form of learning media that teachers can utilize is video. As a visual medium, learning videos can illustrate situations or events that are difficult to explain verbally or in writing, thereby enriching students' learning experiences. Munir (2020) noted that learning videos combine audio and visual elements to present real events through a process, making the delivery of material more effective and efficient. Busyaeri et al. (2016) highlighted additional advantages of learning videos, such as overcoming limitations of time and space, presenting events from different places or the past, allowing repetition when students struggle with comprehension, clearly conveying messages, stimulating imagination, and clarifying complex concepts. By integrating videos, students not only listen but also observe, which increases their engagement and involvement in learning.

Despite the many potentials of digital media, not all PAUD teachers have the skills to fully utilize technology. Many find it difficult to use advanced graphic design or video editing software to create engaging and educational learning media. This presents a challenge, given the importance of interactive and creative learning tools in supporting the cognitive, social, and emotional development of early childhood (Widadiyah et al., 2024). One solution to this problem is training that leverages web-based graphic design applications such as Canva.

Canva offers a variety of templates and features that make it easy for users to design engaging and interactive learning media without requiring advanced graphic design skills. According to Afianti (2024), Canva can support teachers in implementing learning by providing features that facilitate and enrich the teaching process. Teachers can use Canva to create teaching modules, presentations, and animated videos, which help increase student motivation. Research by Dwicahyani et al. (2024) also shows that training in the use of Canva enhances teachers' understanding and creativity in producing innovative learning media. This training, delivered through lectures, simulations, and demonstrations, had a significant impact on teachers' competencies. In addition, research by Kristiana and Dewi (2025) found that Canva simplifies and saves teachers' time in designing learning media such as infographics and presentations. The platform also makes lesson materials easier for students to understand, as its combination of text, animation, and graphics creates an attractive display that captures students' attention.

Based on this background, training on creating video learning media using the Canva platform for kindergarten teachers is very relevant. This training is expected to improve teachers' skills in utilizing technology to create interesting and effective learning media, as well as support a more interactive and enjoyable learning process for early childhood. Based on this background, training on creating video learning media using the Canva platform for kindergarten teachers is very relevant. This training is expected to improve teachers' skills in utilizing technology to create interesting and effective learning media, as well as support a more interactive and enjoyable learning process for early childhood.

2. METHODS

This community service activity, which took the form of training, was conducted over five days at each school. The community service program took place at Hangtuh Hamadi Kindergarten and

Kartika VI-2 Persit Entrop Kindergarten. Participants were 10 kindergarten teachers from the two schools, including the principal. The training consisted of seven stages, as explained in Figure 1.

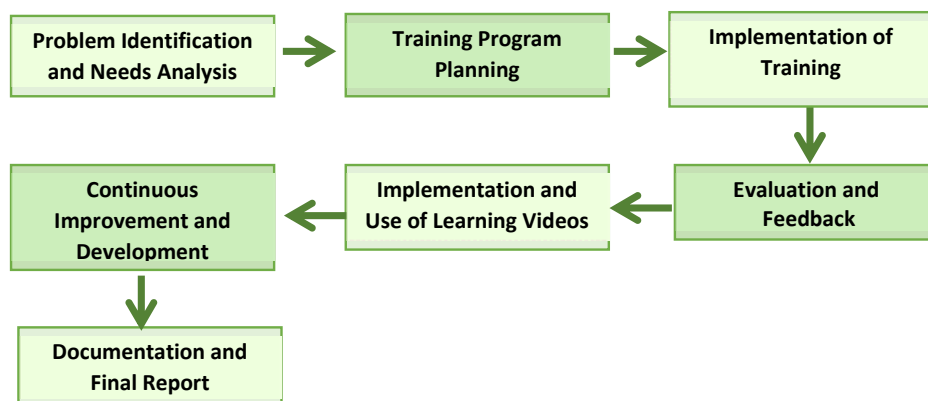


Figure 1. Method of implementing community service

Further details regarding the flowchart of the implementation method for this community service activity are listed in Table 1.

3. RESULTS AND DISCUSSION

Results

The implementation of this community service program consisted of five activities: (1) Introduction to the Canva platform and creating learning videos; (2) Presentation and discussion of teachers' learning video results; (3) Implementation and use of learning videos in the form of creative and innovative products using Canva; (4) Evaluation, teacher feedback, and discussion for continuous improvement and development; and (5) Final evaluation through teacher questionnaires completed via a Google Form link.

Day one: Introduction to the canva platform & creating learning videos

The first day of training activities were opened with greetings, prayers, and warm greetings from the facilitator. The atmosphere was made friendly through ice breaking in the form of motivational cheers, followed by checking the participants' physical and psychological readiness. The facilitator then conveyed the objectives of the training, namely to equip kindergarten teachers with the skills to create video learning media using the Canva platform so that learning becomes more interesting and interactive.

The core session began with participants being divided into small groups. Each group received practical guidance and direct assistance in creating learning videos. The facilitator guided the process from selecting a template to inserting animation and audio. Participants then made videos in groups, and one group presented their work, which then received responses and input from other groups and the facilitator. Towards the closing, a joint reflection was held to summarize the lessons learned. Participants were also given individual assignments to create video media according to the material they mastered as a follow-up to the training.

The activity of introducing the Canva platform & making learning videos for Hangtuh Hamadi Kindergarten and Kartika VI-2 Pe rsit Entrop teachers can be seen in Figures 2 and 3.

Table 1. The flowchart of the implementation method

<p>Stage 1: Problem Identification and Needs Analysis</p> <ul style="list-style-type: none">- Observation and Interview with Partners (Teachers). Conduct direct observation and interviews with teachers to understand the limitations they face in creating video learning media. This includes access to tools, technical skills, time, and other difficulties.- Training Needs Analysis. Based on the results of observations and interviews, conduct a needs analysis to determine the type of training needed, the equipment or software needed, and the learning model that is suitable for partners.
<p>Stage 2: Training Program Planning</p> <ul style="list-style-type: none">- Curriculum and Training Plan Development. Develop relevant training materials, including a video tutorial, an introduction to simple video editing software, and tips for creating engaging content. Determine the duration, training method (online or face-to-face), and additional materials that can support participants.- Determine Facilities and Resources. Determine the tools and resources needed, such as computer devices, software, internet access, and learning materials (tutorials, templates, etc.). Prepare an online learning platform or physical training space that can support the training process.
<p>Stage 3: Training Implementation</p> <ul style="list-style-type: none">- Introduction to Basic Concepts and Tools. The training begins with a basic introduction to creating educational videos, such as the purpose of using videos in learning and what tools are needed. Introduce easy-to-use video creation tools or applications, such as Canva, Kinemaster, or iMovie.- Direct Learning with Practice. Through workshops or hands-on sessions, teach teachers how to write video learning scripts, record videos, and edit videos with the applications that have been introduced. Provide opportunities for teachers to directly practice the material being taught.
<p>Stage 4: Evaluation and Feedback</p> <ul style="list-style-type: none">- Evaluation of Training Results. After the training is completed, conduct an evaluation to assess the extent to which teachers' knowledge and skills in making learning videos have developed. Evaluation can be done by collecting videos of the work of training participants and providing constructive feedback.- Feedback from Participants. Get feedback from teachers on the effectiveness of the training, the material taught, and whether the training is appropriate for their needs.
<p>Stage 5: Implementation and Use of Learning Videos</p> <ul style="list-style-type: none">- Classroom Implementation. After the training, encourage teachers to start implementing video-based learning media in their learning activities. Provide guidance on how to use video effectively in the classroom.- Continued Monitoring and Guidance. Conduct regular monitoring to see how far the learning videos are implemented in the classroom.
<p>Stage 6: Continuous Improvement and Development</p> <ul style="list-style-type: none">- Training Material Development and Updates. Based on evaluation results and feedback, improve training materials to keep them relevant and effective.- Advanced Training. Provide advanced training or specific training for further skill development, such as advanced video editing or multimedia integration in learning.
<p>Stage 7: Documentation and Final Report.</p> <ul style="list-style-type: none">- Documentation of Community Service Results. Document all stages of community service implementation, from planning to evaluation. This includes photos of activities, video work results, and feedback from participants.- Preparation of Final Report. Prepare a final report containing the results of the service program, including achievements, evaluations, and recommendations for further development.

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Figure 2. Introduction to the Canva platform & creating learning videos at Hangtuh Hamadi Kindergarten

Figure 3. Introduction to the Canva platform & creating learning videos at Kartika VI-2 Persit Entrop Kindergarten

Day two: Presentation and discussion of teacher learning video results

The second day of training began with greetings and prayers from the facilitator, followed by warm interactions and a check on participants' physical and psychological readiness. The atmosphere was further energized through ice-breaking activities in the form of motivational cheers. The facilitator then outlined the purpose of the session, which was to reflect on and evaluate the learning videos created by teachers as part of efforts to improve the quality of learning.



Figure 4. Presentation and discussion of teacher learning video results at Hangtuh Hamadi Kindergarten

Figure 5. Presentation and discussion of teacher learning video results at Kartika VI-2 Persit Entrop Kindergarten

In the core session, participants watched and analyzed their videos, followed by open discussion and constructive feedback among peers. The facilitator provided additional guidance for content improvement while also encouraging reflection and the development of personal action plans. Several of the best videos were selected as examples of good practice for classroom implementation. The session concluded with a joint reflection, sharing of participants' impressions, and expressions of hope that teachers would continue to innovate. The presentation and discussion of teachers' learning video results at Hangtuh Hamadi Kindergarten and Kartika VI-2 Persit Entrop are shown in Figures 4 and 5.

Day three: Implementation and use of learning videos in creative and innovative video forms by utilizing the canva platform

On the third day, the facilitator/service team together with the teacher were already in a class. Learning activities began in the classroom with greetings, joint prayers, and warm greetings from the teacher. After checking the physical and psychological readiness of the students, the teacher provided motivation and conveyed the learning objectives. Environmental-themed material was delivered through previously created learning videos. The teacher then provided additional explanations and opened a question-and-answer session to encourage active interaction. At the end of the session, the teacher invited students to reflect, gave assignments, and conveyed information for the next meeting. Implementation and Use of Learning Videos in the form of creative and innovative videos by utilizing the Canva platform for teachers at Hangtuh Hamadi Kindergarten and Kartika VI-2 Persit Entrop Kindergarten can be seen in Figures 6 and 7.



Figure 6. Implementation & use of learning videos in the classroom at Hangtuh Hamadi Kindergarten
Figure 7. Implementation & use of learning videos in the classroom Kartika VI-2 Persit Entrop Kindergarten

Day four: Evaluation, teacher feedback and discussion for continuous improvement and development

The activity began with greetings and prayers together, followed by greetings and checking the readiness of the participants. The atmosphere was made more enthusiastic through ice breaking

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in the form of motivational cheers. The facilitator then conveyed the purpose of the activity, namely improving teacher competence through reflective discussions and sharing experiences. In the core session, participants participated in an open discussion on the use of learning videos. Teachers who had been observed shared their experiences, which became an inspiration for other participants. Evaluation activities, teacher feedback, and discussions for continuous improvement and development for teachers at Hangtuh Hamadi Kindergarten and Kartika VI-2 Kindergarten, Persit Entrop, can be seen in Figures 8 and 9.



Figure 8. Evaluation, teacher feedback and discussion for continuous improvement and development at Hangtuh Hamadi Kindergarten



Figure 9. Evaluation, teacher feedback and discussion for continuous improvement and development Kartika VI-2 Persit Entrop Kindergarten

Day five: Final evaluation (giving questionnaires to teachers) – Completion via the link g-form

In the final evaluation activity of the training, the facilitator sent a message to the principal via WhatsApp to inform the teachers to be willing to fill out the Google Form questionnaire. This questionnaire functions as an evaluation tool to obtain input and responses from teachers regarding the series of training activities that have been carried out. In addition, the facilitator also expressed his deepest gratitude to the teachers for their active participation and commitment during the training, which greatly supported the success of this activity. The results of the questionnaire filled out by teachers regarding the training activities carried out can be seen in Table 2.

Discussion

A training on creating video-based learning media using Canva, conducted by the Cenderawasih University Community Service team, demonstrated that teachers highly appreciated the material, as it was relevant to the demands of modern education, improved video design skills, and was recommended for implementation in other early childhood education institutions (PAUD/TK). Despite challenges such

as low digital literacy, limited access to devices and internet connections, and differences in ability among participants, the training was successful thanks to a practical, participatory approach and active support from the facilitators.

Table 2. Evaluation of training by teachers

Question/Statement	Number of Respondents	Answer			
		1	2	3	4
The material presented in the training is relevant with my job needs.	10	0	0	3	7
The use of learning media (e.g., presentations, videos, or demonstrations) helps in understanding the material.	10	0	0	2	8
The presenter encouraged participant participation during the training.	10	0	0	1	9
The resources (e.g., training materials, tools) provided are satisfactory to support the learning process.	10	0	0	2	8
This training provided new insights that are useful for my work.	10	0	0	2	8
This training improved the skills I need for my job.	10	0	0	1	9
This training is useful for my career development.	10	0	0	1	9
I would recommend this training to my colleagues.	10	0	0	3	7
Overall, I am satisfied with this training.	10	0	0	2	8
This training met my expectations.	10	0	0	0	10

These findings align with similar community service findings by [Sulistianingsih et al. \(2024\)](#), who found that Canva training significantly improved the confidence and visual communication skills of academic staff at Bumigora University. [Sari et al. \(2025\)](#) reported that Canva training for mathematics education teachers and students improved their ability to produce engaging and interactive digital teaching materials. [Laksono et al. \(2023\)](#) also supported Canva's effectiveness in helping teachers at MAN 1 Palembang design digital learning media that suited student characteristics. [Humaizi et al. \(2025\)](#) noted that Canva training for MTs Al Abraar teachers successfully improved their teaching material design skills and potentially improved student learning outcomes. [Putri et al. \(2025\)](#) found high enthusiasm and increased competence among PAUD teachers in the Indonesian Capital Region in producing creative visual teaching materials using Canva. [Dewi et al. \(2024\)](#) reported that Canva-based interactive media creation training successfully improved teachers' competency in developing innovative learning media at SMKN 3 Mataram. [Yanuarti et al. \(2023\)](#) demonstrated that teachers at SMK PGRI 39 Jakarta were able to create interactive teaching media that increased student learning motivation through Canva training. [Sembiring et al. \(2024\)](#) noted that Canva-based innovative media design training for teachers at SMP Negeri 1 Depapre in Jayapura Regency successfully improved their skills in designing instructional media tailored to their subject needs. [Manalu et al. \(2023\)](#) reported that Canva training for teachers at SD Pondok Kasih Batam improved their knowledge and skills in designing engaging and easy-to-understand teaching materials. Finally, [Ikhsan et al. \(2023\)](#) found that training on creating instructional videos using Canva at SMK Negeri Kebasen provided teachers with new knowledge in utilizing video media effectively.

Overall, this series of studies demonstrates that Canva training, both in the context of video creation and other visual media, consistently improves teachers' competency in creating creative and effective digital learning media. Key recurring themes include the platform's ease of use, participant enthusiasm, and the importance of technical support and a practical approach. Barriers such as digital literacy, devices, and internet connection did arise in some implementations, but were successfully overcome through

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“learning by doing” methods and intensive mentoring. Thus, the Cenderawasih University Lecturer Team Community Service program not only aligns with current trends in community service literature but also confirms the effectiveness of a Canva-based practical approach in strengthening teachers’ digital competencies. This training activity was able to run well thanks to the support of the principal and teachers as participants. Figure 10 is a photo of the training participants as a supporting factor.



Figure 10. Active training participants as a supporting factor

4. CONCLUSION AND RECOMMENDATIONS

This community service (PkM) activity aimed to provide teachers with new skills and knowledge in creating video-based learning media using the Canva platform. The training was structured into five stages: the first day focused on introducing Canva and practicing video creation in groups; the second day involved presentations, evaluations, and open discussions of participants’ work; the third day centered on direct classroom implementation, where teachers used the videos in their teaching; the fourth day featured reflections, feedback, and inspiring discussions among teachers for continuous development; and the fifth day concluded with a final evaluation through an online questionnaire and expressions of appreciation to all participants. Through this program, teachers are expected to gain the ability to create video-based learning media using Canva, enabling them to keep pace with technological advancements and integrate them into early childhood education.

In its implementation, this training encountered obstacles such as limited digital literacy, devices, and internet connections that did arise on several occasions, but were successfully overcome through appropriate training methods and intensive mentoring during the training. Therefore, based on this, further training (Advanced Level) is needed to strengthen the skills that have been acquired with a focus on: Use of advanced Canva features (Canva Pro, complex transition effects, audio merging). Advanced video editing and integration with other platforms (YouTube, Google Classroom). Strategies for creating more interactive and contextual videos. Provision of Supporting Facilities, schools are expected to support by providing supporting facilities such as: Projection devices (TV/Projector), speakers, and laptops in each class. Stable internet access for downloading or playing digital media. Development of Teacher Learning Communities, it is recommended to form teacher learning communities between schools to share knowledge, experiences, and video works. This community can be a means of discussion and continuous improvement of the quality of learning media. Routine Use of Media in Class, teachers need to consistently apply the training results in the daily learning process. The use of video media not only makes learning more interesting, but also helps children understand the material more quickly. Sustainable support from education stakeholders, education offices, or partner institutions is expected to support similar programs periodically to reach more PAUD/TK teachers in other areas who also need to improve their competency in digital literacy.

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