

Empowering SMPN 75 Teachers: Digital Platform Training for Innovative Learning Media.

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ABSTRACT

In the Fourth Industrial Revolution, education must keep pace with scientific and technological advancements to stay relevant. Integrating technology into learning is crucial for fostering effective, creative, innovative, and collaborative educational environments. Therefore, educators must master information technology to optimize teaching using various digital platforms. To enhance education quality, teachers at SMPN 75 Jakarta received training focused on developing interactive and innovative learning media. This initiative introduced them to the latest technologies designed to support classroom instruction. The sessions specifically covered using Canva for creating engaging learning materials and Kahoot for developing effective student assessment tools. Both Canva and Kahoot were chosen for their comprehensive features and user-friendliness. The methodology used in this program involved several stages such as observation, where the team visited the partner school to observe its conditions and environmental circumstances; literature review, to identify best practices and relevant digital tools for interactive learning; activity preparation, including designing training modules and organizing necessary resources; implementation, where the two-day training sessions were conducted; and evaluation, which involved collecting feedback and assessing the effectiveness of the training through participant reflections and performance assessments. Conducted over two days, the training was met with positive reception from the participating teachers. Evaluations revealed that the program significantly boosted their digital literacy and technical skills, particularly in the area of crafting interactive and innovative learning media. This directly contributes to improving the overall quality of education provided.

Keywords: Educational Technology; Interactive Learning Platforms; Learning Process Innovation; Teachers;

INTRODUCTION

Education plays a vital role in shaping the future generation, especially in Indonesia, where educational challenges continue to grow along with technological advances. In this context, one of the key factors in creating effective, creative, and innovative learning is the use of learning media. Learning media not only functions as a tool but also as an important element that can influence the climate and learning environment in the classroom. The presence of good learning media, supported by sophisticated technology, can increase student engagement and make it easier for them to understand the material presented.

In line with technological developments in the Industrial Revolution 4.0 era, using technology-based learning media is becoming increasingly important. In the teaching and learning process, learning media functions to provide a more interactive, visual, and collaborative learning experience. Technology allows the delivery of material in a more interesting way, such as through interactive videos, digital simulations, and the use of online learning platforms. This can help students understand complex concepts more easily and quickly and stimulate their interest in learning (Mukarromah & Andriana, 2022).

However, the challenge faced by the education system in Indonesia is ensuring that teachers have adequate skills in developing and using technology-based learning media. The use of technology in education requires not only technical skills but also creativity and innovation from teachers to create media that suits the needs and characteristics of students (Hutapea, 2020). Therefore, training in creating teaching media using the latest digital applications for teachers is a strategic step. This training helps teachers create interactive and innovative learning media, ultimately increasing the effectiveness of the learning process in the classroom.

In addition, learning media that is appropriately developed can significantly impact student understanding. With the right tools, students will more easily receive the information delivered, speed up their learning process, and improve their understanding of the subject matter (Darmawan et al., 2022). Creative learning media also provides a more enjoyable learning experience, which, in turn, increases students' motivation to learn. In a more collaborative learning atmosphere, students learn individually and can work together with their friends through technology, thus creating richer social interactions (Harsiwi & Arini, 2020). Ultimately, combining technology and practical learning media is expected to improve Indonesia's education quality. With skilled teachers and innovative media, students will be better prepared to face future challenges locally and globally. This is an important step in building a competent generation in the digital era, where education and technology must go hand in hand.

Several studies and community service initiatives have explored the use of digital learning media to enhance teaching and learning experience. One such study was conducted by Rahmatullah et al. (2020), which examined the effectiveness of learning media developed using the Canva application for students at SMA Negeri 5 Makassar. In this study, research respondents were provided with access to educational materials created through Canva, allowing them to engage with visually enriched and interactive content. The findings indicated that these digital learning materials played a significant role in facilitating both offline and online learning processes. Additionally, the study highlighted the potential of Canva in bridging gaps in remote education, particularly during times when traditional classroom settings were disrupted. The research underscores the growing importance of

leveraging digital platforms in modern education to create more dynamic and effective learning experiences (Rahmatullah et al., 2020).

Harsiwi and Arini (2020) conducted a study to examine the impact of interactive learning media on students' engagement and knowledge acquisition. The study focused on elementary school students from SD Negeri 06 Ngringo and SD Negeri 07 Ngringo, aiming to assess their responses to technology-enhanced learning methods. To achieve this, the researchers provided students with educational materials designed using the Adobe Flash application, which allowed for interactive content delivery. The study found that the use of Adobe Flash-based learning media significantly improved students' understanding of the subject matter. The interactive nature of the materials helped to sustain students' attention, enhance their comprehension, and foster a more engaging learning environment. The results underscore the importance of integrating interactive digital tools in primary education to facilitate deeper learning experiences and improve overall student outcomes. The study also highlights the potential of multimedia-based education in making complex concepts more accessible and stimulating for young learners (Harsiwi & Arini, 2020).

The third activity was a community service initiative conducted by Monoarfa and Haling (2021), which aimed to enhance the digital teaching skills of educators at SMP 1 Pattalassang, Gowa. This program specifically focused on training teachers in the use of the Canva application to develop interactive and visually engaging teaching materials. Through hands-on training sessions, participants learned how to effectively utilize Canva's features to design compelling educational content that could improve student engagement and comprehension. The community service activity was well-received, with teachers actively participating and demonstrating increased confidence in integrating digital media into their lessons. To further support their learning, an ebook was provided to all participants, allowing them to review the material at their own pace and continue developing their skills independently. The initiative highlighted the importance of professional development programs in equipping educators with the necessary digital competencies to enhance the effectiveness of classroom instruction (Monoarfa & Haling, 2021).

METHODOLOGY

Our community service initiative focuses on enhancing teacher capabilities through a structured approach that includes field observation, direct instruction, and hands-on training. We are collaborating with SMP Negeri 75 Jakarta to support the dedicated educators at this institution. The initiative began with a thorough field study aimed at assessing the specific needs and initial conditions present at SMP Negeri 75 Jakarta. This foundational analysis informed the development of tailored training materials. Subsequently, we implemented interactive teaching and training sessions that incorporated effective teaching media applications to foster engagement. The program concluded with a

comprehensive evaluation to assess the effectiveness and impact of the activities. The complete methodology is illustrated in Figure 1 and further detailed in the following section.

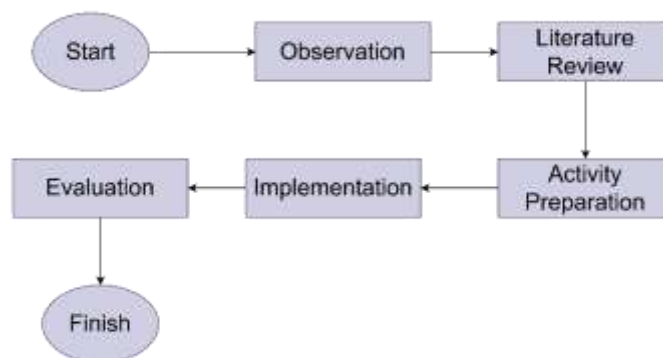


Figure 1. Stages of implementing the community service at SMP 75 Jakarta

Observation

The initial phase of the community service activity involved conducting an observation at the designated school. During this phase, the team visited the partner school to observe its conditions and environmental circumstances. We conducted interviews with key stakeholders, including the principal and teachers. The information gathered through these observations and interviews was analyzed to pinpoint relevant needs and identify existing challenges. This analysis served as a foundation for planning subsequent research activities.

Literature Review

In preparation for the training activities, a review of previous workshops and training programs was conducted to identify effective methodologies and instructional strategies. This process involved analyzing best practices and evaluating formats that had been successfully applied in similar contexts. The findings were then used to design a context-appropriate and impactful training program tailored to the specific needs of teachers at SMP Negeri 75 Jakarta.

Activity Preparation

The next stage involves preparing for the implementation of training activities. During this stage, the team develops the training materials, which are tailored to align with the findings from the field study. Once all preparations are finalized, the team conducts a socialization session to inform the partners and the target participants about the upcoming activities.

Implementation

The upcoming phase involves the implementation of a two-day teaching activity at the partner's location, targeting 20 educators from SMPN 75 Jakarta. This event will focus on practical application, allowing participants to directly engage with the material using their personal devices. Each educator will be tasked with creating a project based on their hands-

on experience during the practicum. This approach aligns with previous studies (Farolai & Nurjannah, 2022; Hamdani et al., 2023; Perdana et al., 2023), demonstrating that practical activities significantly enhance understanding of training content. This program promises to be a valuable opportunity for professional development among the participating educators.

Evaluation

The final stage of this community service initiative involves evaluating the series of activities undertaken. During this phase, the team conducted interviews with participants to assess any difficulties they faced in understanding the material presented and identify areas for improvement in the implementation of the activity for future endeavors.

RESULT AND DISCUSSION

Requirement Analysis

During the field study, several challenges were noted. The primary issue was the inadequate integration of technology into classroom instruction by the teachers. This shortcoming was largely due to their insufficient familiarity with the technological tools and methodologies essential for effectively incorporating these resources into educational practices. As a result, this limitation hindered their ability to create an engaging and interactive learning environment for students.

The team has identified a second issue related to the insufficient exploration of digital learning media technology by teachers. A significant contributing factor is the extensive variety and sheer volume of digital devices and platforms available in the market. While these various digital teaching tools are designed to support the learning process, the reality is that teachers often feel overwhelmed when it comes to selecting and adapting the most suitable technology for their instructional needs.

The limited facilities and infrastructure available to educators at SMPN 75 Jakarta exacerbate the situation, preventing them from effectively exploring available learning technologies. As a result, many teachers struggle to develop digital-based teaching materials optimally. To address this challenge, there is a need for external support in the form of structured collective training.

In response, the community service implementation team has designed a training program aimed at solving these issues. This training is intended to provide teachers with a more systematic understanding of how to use learning media technology, enabling them to integrate digital devices effectively and efficiently into their teaching processes. The training will cover several key topics, including:

1. Development of interactive presentations aimed at assisting educators in crafting captivating lesson materials. These resources fulfill the requirement for

incorporating technology into instructional activities through the use of diverse media platforms and electronic tools.

2. Digital assessments and quizzes for students. This content was selected because educators continue to employ a manual method for assessing tasks or exams. It also seeks to engage students' interest in their assignments or exams.

The team utilized digital media platforms like Canva and Kahoot to enhance the discussion. Canva was selected due to its robust features that aid in crafting captivating presentations. Based on previous research, Canva has been shown to increase engagement, understanding, and cognitive development, especially for creating digital learning materials and project-based learning environments (Jamaludin & Sedek, 2023). In addition, Canva has also played a role in building digital literacy because it pushes participation and development of digital skills for students and teachers. The effort of using Canva is very relevant in the era of the "Kurikulum Merdeka," where the approach to innovative and adaptive pedagogy is highly emphasized (Bian et al., 2024; Monoarfa & Haling, 2021; Pelangi, 2020; Rahmatullah et al., 2020).

In addition to Canva, the team opted to utilize Kahoot. In contrast to Canva, which is centered around developing learning materials, Kahoot inherently includes assessment features within the app. Kahoot is a learning application that employs a gamified approach, where the competitive gaming aspects can enhance student engagement and motivation (Glenn & Weinland, 2024). Research indicates that students find the interactive nature of Kahoot enjoyable, which enhances their participation and makes the learning experience more enjoyable (Azizah, 2024; Lopatynska et al., 2024; Ouafae Benzizoune & Mounir Chibi, 2024). A key function of Kahoot is its ability to provide immediate feedback, assisting students in identifying mistakes and facilitating quicker learning (Saputri, 2024).

Training Module

The training module for this activity was developed based on the results of field studies regarding teachers' needs at SMPN 75 Jakarta. This module was created by a community service team in collaboration with lecturers from the Faculty of Information Technology at Tarumanagara University. Two modules were developed for this training, focusing on specific applications: one for creating lesson materials using Canva and the other for creating quizzes and evaluating student learning using Kahoot, as illustrated in Figures 2 and 3.

The Canva module for creating lesson materials covers various topics, including the arrangement of elements such as text, images, animations, and videos; steps for utilizing presentation templates; the use of audio media in presentations; and the process of distributing presentations to others. The Kahoot module for creating quizzes includes subtopics such as designing quizzes using provided templates, setting elements like text, images, animations, and videos, selecting quiz types, and reviewing the results of completing the quizzes.



Figure 1 Training materials make presentation using Canva



Figure 2 Training materials for creating quizzes and evaluating student learning using Kahoot.

Implementation of Activities

This community service activity consisted of two separate sessions. The first session focused on training participants in creating presentations using Canva, while the second session provided training on designing quizzes and evaluating student learning with Kahoot. These sessions were scheduled at different times to accommodate the availability of the implementing team and the teachers from SMPN 75 Jakarta. The first session took place on September 13, 2024, and the second session was held on December 11, 2024.

The activities on the first day began with an opening ceremony led by the Principal of SMPN 75 Jakarta. Following this, the event continued with a presentation on the features available on Canva. The material covered several topics, focusing primarily on various functionalities of Canva, which include: This community service activity consisted of two separate sessions. The first session focused on training participants in creating presentations using Canva, while the second session provided training on designing quizzes and evaluating student learning with Kahoot. These sessions were scheduled at different times

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1. Magic Studio: A feature that aids in the image editing process.
2. Magic Write: A tool designed for text editing.
3. Element: A feature that supports the creation of images and videos.
4. Magic Animations: A feature that provides options for page transitions.
5. Apps: A functionality allowing third-party application integration.
6. Magic Template: A feature that facilitates the creation of project templates.



Figure 3 Participants activities during training session on Day 1.

Overall, these features are designed to meet user needs by leveraging artificial intelligence technology. During the training, participants showed active involvement by engaging in practical exercises to create learning materials and enthusiastically asking several questions, as illustrated in Figure 3.

Upon completing the material presentation, the research team reviewed and monitored the results of each project developed by the participants. Based on the observations by the team, the participants were able to adapt and apply the taught material to their projects swiftly. Furthermore, the research team engaged in direct discussions with the participants to evaluate the effectiveness of the material in enhancing the teaching process. The participants expressed that the content was valuable in fostering a more creative, engaging, and easily comprehensible learning experience for students. Consequently, the activities on the first day, centered around teaching Canva, were carried out successfully.

The teaching sessions resumed on December 11, 2024, focusing on a new subject: developing student evaluation assessments using Kahoot, a quiz-making tool for

educational purposes. The session began with an introduction to the Kahoot application through a straightforward quiz prepared by the team. According to the responses received, most participants had never utilized Kahoot in their teaching practices. Following this, the team executed a demonstration to showcase the effectiveness of the Kahoot application and to give the attendees an insight into how to use it, as illustrated in Figure 4.



Figure 4 The instructor demonstrates the process of creating a quiz using the Kahoot application.

With the enthusiasm displayed by the participants, the research team introduced materials on effectively using the Kahoot application. The presentation commenced with an overview of the main menu, followed by a step-by-step guide on how to create quizzes for the various subjects each participant would be teaching. Throughout this second activity, participants actively asked questions and demonstrated a keen interest in learning how to navigate the application. They responded positively as they learned about its functionalities. By the end of the session, each participant had successfully completed their respective projects according to the provided guidelines, showcasing their ability to quickly grasp and apply the Kahoot application. The activity concluded with the research team reviewing the results of each participant's projects.

Evaluation

Based on the observations of the participants' work outcomes, it is evident that they are developing proficiency in the use of Canva and Kahoot. Notable features from both applications have been integrated into their projects, indicating an increased familiarity with the functionalities of these tools. These findings align with the outcomes of previous studies that employed similar methodologies, as reported by Harsiwi & Arini (2020), Monoarfa & Haling (2021), Perdana et al. (2023), and Rahmatullah et al. (2020). Thus, it can be concluded that the participants possess a greater understanding of how to effectively utilize the features available in both applications.

To effectively evaluate the outcomes of the training sessions, the team initiated detailed interviews with participants immediately following each session's conclusion. This strategy allowed for real-time feedback, capturing insights that were fresh and reflective of the participants' immediate experiences.

The responses collected from these interviews revealed a significant appreciation for the training provided by the implementation team. Participants consistently commended the relevance and applicability of the content, noting that it equipped them with practical strategies to enhance their teaching practices. Many teachers expressed that the interactive nature of the training cultivated a supportive learning environment, fostering collaboration and idea exchange among peers.

In addition to the positive feedback regarding the training, several participants conveyed a strong interest in future sessions covering a wider array of technology-related topics. They specifically expressed a desire to explore emerging educational tools and innovative instructional strategies that could further enrich their classrooms.

Furthermore, a common recommendation from the teachers was to offer the training in a more intensive format over a longer duration. They believed that an extended timeframe would allow for deeper engagement with the material, providing opportunities for thorough exploration of concepts and practical hands-on experiences. Overall, the team's commitment to continuous improvement based on participant feedback indicates a promising path for future training initiatives.

The implementation of this activity was completed in a short timeframe, with each training session lasting only one day. Despite this brief duration, the participants showed a significant increase in their understanding, as demonstrated by the results of their project work. This aligns with the findings of Rahman et al. (2021), which indicate that practice-based learning can enhance student performance and foster the development of pedagogical skills.

CONCLUSION

The community service team organized a comprehensive training activity specifically designed for teachers at SMPN 75 Jakarta. The feedback gathered from evaluations indicated that the event not only achieved its goals but was also met with tremendous enthusiasm and excitement from the participants. Throughout the training session, attendees were introduced to the user-friendly Canva and engaging Kahoot applications, which play a crucial role in the development of interactive and innovative learning materials, capturing the interest of everyone involved. Additionally, a thoughtfully crafted pocketbook was provided to participants, serving as a valuable resource for further study and exploration of the concepts discussed during the training.

For future initiatives, it is advisable to extend similar training to additional teachers. Additionally, the integration of digital learning tools should evolve in tandem with the latest technological advancements, such as artificial intelligence and virtual reality. This approach aims to enhance teachers' understanding, ultimately benefiting their students.

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