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## **Improving Tpq Teaching Skills In Optimizing Digital Media Learning Through The Canva Application**

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### **Abstract**

This article is the work of dedication carried out by the five authors in Almendah Village, West Java, Sri Mulyo Village, Malang Regency, Hilimbulawa Village, Nias, and Lamahu Bone Village. During his service to different villages, the author discovered a number of the same problems, namely physical infrastructure problems in the form of building siring, roads, bridges, and so on. However, this problem is not realistic to be resolved if you look at your financial capabilities and the time you have. The only problems that can be resolved are the monotonous learning methods of TPQ, the decreasing enthusiasm for learning of TPQ children, and the increasing number of TPQ children who use digital technology in a negative way, namely addiction to online games. For this reason, the author chose a solution to provide CANVA application training to PTQ teachers with the hope that these teachers will teach it to TPQ children. The aim is to make learning methods more varied, PTQ children are happy and enthusiastic about learning again, and can use technology. digital with positive things. The latest news that the author received was that this learning method was well received by PTQ children and the hope is that the children's enthusiasm will return and they will be able to use digital technology well.

**Keywords:** *TPQ, Teaching Skill, Digital Media Learning, Canva.*

### **INTRDOUCTION**

The industrial revolution 4.0 and the Covid-19 pandemic have caused human behavior and habits to change. This change is due to developments in information and communication technology (ICT) as well as the existence of social distancing policies as mitigation for the spread of the Covid-19 virus. The impact of these changes is an increase in internet users for both formal and informal purposes. The use of ICT is a necessity for all society, not only people living in urban and rural areas (Muqsith, 2021)

However, to implement the use of ICT, adequate infrastructure is needed. The infrastructure needed to implement digital-based ICT in an area is the availability of internet networks, computer hardware, smart phones, mobile phones and their accessories. Digitalization is the use of ICT through digital devices such as mobile phones, smart phones and computers and their supports so that previously manual processes and mechanisms become automatic. In accordance with these infrastructure needs, implementing digitalization in rural areas is a challenge ( et al., 2019).

The development and spread of digital media throughout the world has culminated in the centrality of media in the social, political and economic activities of society and organizations in many countries, especially in developed countries. For example, in most developed countries, computers and mobile phones are increasingly becoming indispensable to how people communicate, vote, buy, trade, study, calendar, work or even play. Information technology enthusiasts argue that this means that these countries live in an information age society, which

they define as a post-industrial society, where information services industries and new information and communications technologies (ICT) are at the helm of society's socio-economic and political processes. . to allocate government budget to existing villages (Hadi Sumarto & Dwiantara, 2019).

The development and dissemination of digital technology must continue to grow, especially in rural areas. Rural areas are synonymous with remote areas or can be said to be areas where access to information is still limited. Therefore, the main capital in improving and empowering villages to become villages based on digital technology is the availability of an internet network. According to Fakhri (2019), citing a statement from the Minister of Communication and Information (Menkominfo), Rudiantara, that 82.36% of villages in Indonesia are connected to the internet, or there are 69,126 villages if connected to the number of villages in table 2 above. However, the use of the internet and digital technology must be based on knowledge and ability so that the results of the use of digital technology and the internet can be right on target, namely improving the welfare of the village community (Potter, 2010).

The four writers involved in this service experienced a number of the same things, namely that life and development in the village were still too rigid, even though the internet and other supporting infrastructure had arrived. One thing that was found was that the learning methods of rural communities, especially TPQ children, seemed very formal and boring. Children are only taught to read and write the Koran every day without any variations or introduction to technology. The use of digital technology in a number of villages for children is used for things that do not have much positive impact, such as addiction to playing games and so on. Therefore, so that the use of technology in a number of villages/places of service can be utilized in more useful ways, the author agreed to hold a program to increase the ability of TPQ teachers in using the CANVA application media as a learning method. If the teacher understands, the teacher will provide his knowledge and soft skills to a number of TPQ children he teaches.

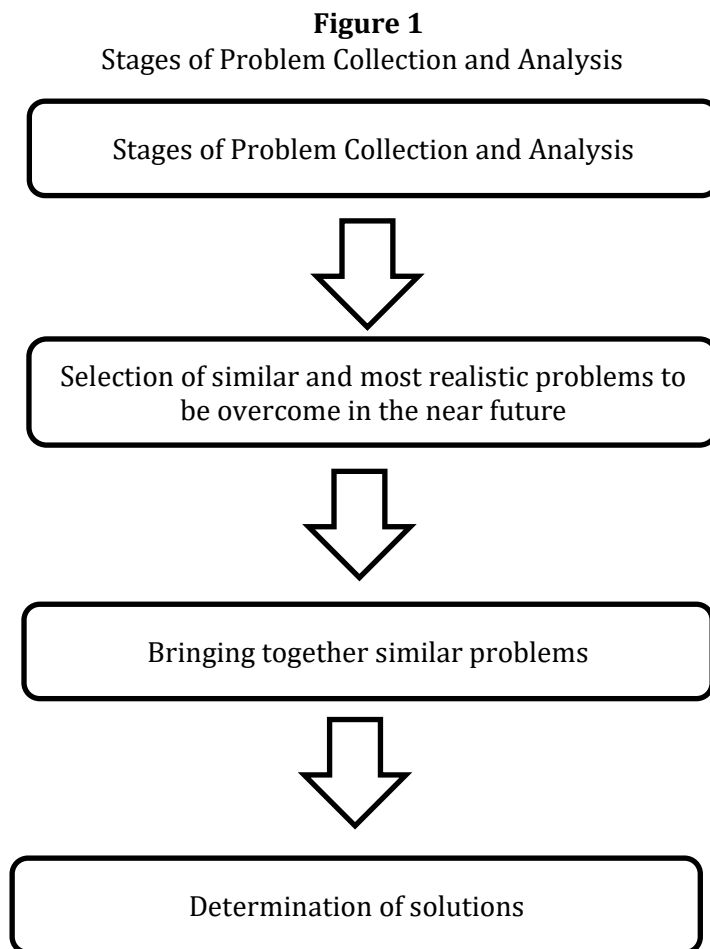
The Canva application is a web-based design platform that can also be downloaded on the Android system. This application provides and facilitates features that have many uses for education, explains. Canva is a creativity and collaboration tool for all classes, so that both teachers and students can develop creativity and collaborative skills, making visual learning and communication easy, interactive and fun ([www.canva.com](http://www.canva.com)). In this discussion, the role of educators, students, and learning media is very supportive in the teaching and learning process in learning, especially in the current era of the independent curriculum. Apart from that, the learning media used in the learning process must be adapted to the educators and students, also according to the lesson, students' interests and learning styles (Pelangi, 2020).

Several literature studies explain that the use of various media, including internet-based applications, has now supported increased student learning. including research on how the use of the Canva application for education has had a significant impact on students. By using the Canva application, the learning process is not boring, teachers can teach with creativity, and teach skills to students. This is in accordance with the findings of (Rahmaniah et al., 2021), who found that the learning strategy of using Canva for education allows students to gain a better understanding and mastery of subject matter, thereby helping students to personalize their learning experience. they. Next, according to the findings of Fauziyah, Widodo, and Yappi, students' perceptions of using Canva in class had a big impact on improving their writing skills and they felt enthusiastic about learning using the Canva for education application (Yundayani, 2019).

Based on the explanation above, the four authors agree that improving the skills of TPQ teachers in rural areas/places of service for the authors can be useful for teachers in providing learning methods that are more varied and not boring. For TPQ children, this learning method will be useful so they can use digital technology for more useful things. Apart from that, learning through the Canva application is believed to be able to reduce the feeling of boredom and boredom of TPQ children and slowly shift the bad habit of using digital technology, namely playing games excessively, to something that is believed to be more useful. This research was conducted in Almendah Village, West Java, Sri Mulyo Village, Malang Regency, Hilimbulawa Village, Nias, and Lamahu Bone Village.

## METHODS

The service carried out by 5 authors in various different villages consisting of Almendah Village, West Java, Sri Mulyo Village, Malang Regency, Hilimbulawa Village, Nias, and Lamahu Bone Village was carried out using the following methods and stages of problem collection and analysis:



Based on the explanation above, in fact the 5 writers who served in a number of villages described encountered various similar problems, namely in the form of damaged roads, roads that were not wide enough, and so on. However, these problems are not realistic to be resolved in the near future and it is not within the author's authority to overcome them. There is only one problem that is most realistic to be solved in the near future, namely the boredom of TPQ students regarding existing learning methods and the use of technology in a negative direction, namely addiction to online games. Therefore, 4 authors who live in different villages agreed to implement the CANVA program training for TPQ teachers to be applied in the TPQ teaching method in the 5 villages that the authors mentioned above.

## RESULT AND DISCUSSION

### Similar Problems in Rural Areas

4 The author, who served in the 4 villages mentioned above, found a number of problems in the villages where he served, namely the problem of damaged roads and bridges, the problem of siding that was not wide enough, the problem of inadequate schools, and the problem of clean water. However, within 1 month of service it is not realistic to resolve these problems. Apart from that, to overcome this problem there are authorized parties, namely village government officials, regional government and other stakeholders.

In the end, the four authors found the same problem, namely that TPQ children's boredom in accepting learning methods and the use of digital technology was more negative for TPQ children. The meaning of saturation is literally dense or very full, not only that, saturation can also mean bored. If a student in the educational process faces such an event of boredom, it may make the student feel that he is wasting his time. Learning boredom is time spent studying, but there are no results (Mubarok, 2018) Saturation is a problem that students often face. The boredom experienced by students in the learning process can make students feel that their efforts are meaningless. Students who feel bored cannot work as expected when processing new information or new experiences, as if their learning progress is not producing results. If students lose

motivation, these students can experience boredom in learning, or perhaps because the teacher uses inappropriate methods, for example the teacher only uses speech methods and cannot provide feedback to students (Wahyuli, 2020). Learning boredom that occurs in students can be caused by environmental factors. The environment greatly influences students' learning, both the family environment, school environment and social environment. A good and safe environment will motivate students to learn, whereas a bad and unsafe environment can give rise to boredom in students when learning. When environmental conditions do not support students, they will easily become bored in the learning process (Nurul, 2013)

According to the class teacher, boredom in students is different for each individual because the boredom that exists in students today is influenced by several factors, both internal and external factors. According to him, one example of learning boredom felt by students is because the learning environment is not supportive. when learning is taking place or lack of guidance from the student's parents and family.

Abu Abdirrahman Al-Qawiy stated that boredom is a very deep pressure that reaches a certain point. Anyone who feels bored will try their best to escape the (Al-Qawiy, 2014) In this study, learning boredom occurred due to student anxiety and an unsupportive learning environment. Where students feel anxious about the academic results obtained during distance learning because they are not optimal in learning, which gives rise to very high anxiety about their academic results, apart from that, students in class Va feel that the material obtained does not last long in their brains so that the participants students feel that they are stupid. This is in line with what Reber said in Syah. The saturation factor occurs when students feel as if the knowledge and skills obtained from the learning process are not progressing, students who are starting to feel bored in their learning feel as if the knowledge and skills are lacking. what they gain in studying does not increase, so students feel that their study time is wasted (Syah, 2015). The learning environment is one of the factors that can cause learning boredom (Nasution, 2006). One way to reduce learning boredom is that a safe and comfortable environment can make students learn well and vice versa, less comfortable environmental conditions can make students feel bored or bored (Harjanti, 2002: 91). In the results of this research, the biggest factor that causes students to suffer is a learning environment that is less supportive, namely noise when students carry out learning activities, a monotonous learning atmosphere. Apart from that, the lack of symbolic interaction between teachers and students makes learning less meaningful (Leobisa & Namah, 2022).

The four authors believe and are in line with a number of researchers' opinions above, that the factors that most influence learning boredom are environmental factors, both external and internal. Therefore, after long and wide discussions, the four writers who served in 5 villages agreed to provide a pleasant environment at TPQ so that TPQ children would not feel bored. A different environment that has not existed before, namely the learning process at TPQ using the CANVA application. The four authors who served in the 4 villages above agreed that they only provided training using the CANVA application to TPQ teachers only, not to TPQ children as a whole due to limited time.

The Canva application is a web-based design platform that can also be downloaded on the Android system. This application provides and facilitates features that have many uses for education, explains. Canva is a creativity and collaboration tool for all classes, so that both teachers and students can develop creativity and collaborative skills, making visual learning and communication easy, interactive and fun ([www.canva.com](http://www.canva.com)). In this discussion, the role of educators, students, and learning media is very supportive in the teaching and learning process in learning, especially in the current era of the independent curriculum. Apart from that, the learning media used in the learning process must be adapted to the educators and students, also according to the lesson, students' interests and learning styles. The Canva application is a platform that should be relied on now and in the future. This is based on the findings of this research which supports the findings of previous research.

**Figure 1**  
CANVA Application Characteristics

NO.	Fitur	Fungsi
1	Design	Membuat berbagai desain presentasi, poster, video materi, infografis dan sebagainya dengan memanfaatkan template yang tersedia, atau bisa juga dengan membuat dari canvas kosong.
2.	Elements	Perpustakaan objek/materi, terdapat lines, graphics, foto, video, audio, tabel, stikers, frames, grids, dan bermacam koleksi lainnya. Cara menginputnya adalah dengan menggunakan kata kunci untuk mencari objek yang dibutuhkan.
3.	Uploads	Fitur yang berfungsi untuk menyertakan foto, audio, atau video yang dibutuhkan. Bisa langsung memanfaatkan elemen dari Canva maupun upload dari koleksi pribadi.
4.	Text	Untuk menambahkan teks dengan berbagai jenis font, ukuran, dan layout settingnya.
5.	Projects	Berisi hasil kreasi yang telah dibuat, baik berupa gambar, video, dan lainnya. Kreasi yang telah dibuat akan tersimpan secara otomatis dalam fitur ini.
6.	Audio	Berisi bermacam audio yang dapat digunakan pada saat berkreasi membuat sebuah project.
7.	Video	Berisi bermacam video yang dapat digunakan pada saat berkreasi membuat sebuah project.
8.	Background	Memudahkan untuk memilih bermacam-macam background sesuai dengan kebutuhan dan tema. Ketikkan kata kunci yang sesuai.
9.	Embeds	Fitur ini berfungsi <i>Hyperlink</i> , juga untuk menambahkan materi yang bersumber dari link website, berbagai aplikasi, seperti link youtube dan lain-lainnya.
10.	QR Code	Fitur ini berfungsi untuk menambahkan QR code pada kreasi yang dibuat, sehingga bisa dimanfaatkan sebagai media interaktif.
11.	Logo	Berfungsi menyertakan logo lembaga, instansi, ataupun produk sesuai dimiliki, caranya dengan mengupload logo melalui fitur ini.
12	Integrasi Aplikasi Lainnya	Berisi berbagai fitur untuk terintegrasi ke aplikasi lainnya seperti Bitmoji, Teams, Drive, Google Classroom, Emoji, Draw, Youtube dan sebagainya.

The training given to TPQ teachers was carried out for one week in a row in the 4 service villages that the researchers worked in. The CANVA application described in the image above has benefits that can be optimized as follows (Pelangi, 2020):

1. Provide a library of copyright-free source materials (elements), ranging from lesson plans to reports and posters. Increase engagement with gifs, videos, animations and music.
2. Has more than 420,000 ready-to-use templates, making it very easy for anyone, whether they are used to designing or those who don't have basic design skills at all.
3. Integrated into an LMS, such as Google Classroom or Microsoft Team, making it easier for educators to distribute work or assignments to the LMS from the Canva application directly.
4. Makes it easy to distribute to various social media, such as Whatsapp, Facebook, Telegram, Instagram, Youtube, Reels, Pinterest, TikTok, LinkedIn and so on.
5. Students can use Canva to demonstrate learning through a variety of formats; group projects, videos, posters and more.
6. There is a whiteboard menu, with this feature educators and students can carry out project

activities together interactively, or between groups of students to collaborate on the same whiteboard.

7. There is a feature to create a classroom, so that educators and students can more easily interact and create together through just one application. For example, using ice breaking strategies, playing educational games, and so on.

The indicators in this service and training are that TPQ teachers understand comprehensively the benefits, uses and how to use the application so that it can be taught to TPQ children in the 4 villages above. In the end, TPQ children will be interested, learning methods can be more varied, children's enthusiasm for learning will return and they will be able to use digital technology in useful ways. The good news is, after completing the training, the author received news that the CANVA-based learning method was well received by TPQ children in these 4 villages.

## CONCLUSION

Based on the explanation above, several points can be concluded as follows:

1. Actually, the 5 writers/servants in the 4 villages mentioned above have a number of the same problems, especially those related to infrastructure in the form of roads, siring, and so on. However, a realistic problem that needs to be resolved immediately is boredom and monotony in learning methods and the use of technology that does not lead to a negative direction.
2. The author and servant believes that the CANVA application-based learning method is the most solution and realistic solution to solving the problems above. The solution that can be taken is to carry out intensive training for PTQ teachers with the hope that PTQ teachers will teach PTQ children.
3. The author received good news from researchers that this learning method was welcomed by TPQ children. The author's hope is that the goal can be achieved and TPQ children can make good use of digital technology.
- 4.

## EXPRESSION OF THANKING

Penulis/pengabdian mengucapkan terimakasih kepada seluruh perangkat desa yang telah menyambut baik pengabdian ini,seluruh pengurus dan pengajar TPQ, seluruh anak-anak TPQ, dan seluruh masyarakat perdesaan sebagai tempat dilakukan pengabdian bagi 5 penulis artikel ini yakni Almendah Village, West Java, Sri Mulyo Village, Malang Regency, Hilimbulawa Village, Nias, and Lamahu Bone Village

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