

INTEGRATING CANVA APPLICATION TO BELAJAR.ID ACCOUNT AS AN INNOVATION FOR CREATING ENGLISH TEACHING MATERIALS

Dewi Sukawati

SMK Negeri 1 Kalibagor, Central Java, Indonesia

* Corresponding Author

dewisukawati39@guru.smk.belajar.id

DOI: 10.30595/aplinesia.v7i2.29815

Submission Track:

Received: 18-10-2023

Final Revision: 13-11-2023

Available Online: 12-12-2023

Copyright © 2023 Authors



This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

ABSTRACT

The Merdeka Curriculum is a curriculum design designed by the government as a strategy in dealing with learning loss due to the co-19 pandemic. The implementation of this independent curriculum strives for the learning process to adjust to the interests and character of students. This is a new challenge for teachers and prospective teachers to innovate in their learning. The teacher must act as a balancer, a link between curriculum goals and the interests and characteristics of students. The existence of a new paradigm shifts and an increase in human resources including competent teachers must always be pursued, including by increasing teacher skills to be able to innovate in learning. This study aims to describe the use of the Canva application by educators

as a creative, innovative and collaborative learning media in learning in the independent curriculum. This article will discuss the application of Canva to the classroom setting and how it might help teachers better equip them in creating teaching learning material.

Keywords: Canva, Learning Innovation, Independent Curriculum

INTRODUCTION

School digitalization is logical consequences of change over time. With the times, customization is absolutely necessary for mastery of science and technology. Incorporating the use of breakthrough developments in information technology into teaching and learning process is very important (Kemendikbud, 2020). It is not surprising that the use of technology in the teaching and learning process, known as the school digitalization program developed by the government through the Ministry of Education and Culture (Kemendikbud), continues to attract public attention.

The use of technology in the teaching and learning process had become a concern for the government during the Covid-19 pandemic. Students, teaching staff and educational staff were required to work and carry out activities at home. The teaching and learning process was carried out by distance learning (Yunus&Rezki, 2020). Because of this, the government finally issued a directive regarding school digitalization to support digital education and learning activities. This means by posting teaching materials to the network and sharing them with educators, students, schools and parents. Apart from that, the government continues to strive for policy innovation in the education sector through other learning alternatives by utilizing information and communication technology.

At the beginning of the distance learning process, there were still many obstacles faced. Learning activities that take place online from home (Ramanta, Widayanti, 2020) hinder learning activities that are usually carried out face-to-face so that they are not optimal.

The main obstacle for children was the lack of support from parents who did not understand digital literacy and lack of motivation. The entire school system needs to understand the technology that enables students to learn faster, better, and smarter.

Higher class students generally had a better understanding of the material presented by their teachers, whereas lower grade students required additional supervision and guidance to understand and complete the assignments given to them. The role of parents was also expected to be able to support educators who supported children in the online learning process at home. Further, teachers' digital competence was really needed to better prepare children for the online learning process because technology is the key to a better school model of the future (Lestari, 2020). Therefore, Indonesian educators must use the latest technology in carrying out the educational process.

The government has prepared an electronic learning service account through the Ministry of Education and Culture of the Republic of Indonesia by giving educators, students and staff access to an electronic account called belajar.id (Kemendikbud, 2020). Apart from that, it is also free of charge. Belajar.id accounts created in the form of Google accounts, especially Google Suite for Education accounts, will later be converted into Google Workspace for Education and will provide many learning support entities such as Google Classroom, Google Meet, Google Drives, Google Docs, Google Sheets, Google Slides, Google Forms, Google Calendar, etc. This digital learning is very useful for educators. The aim of belajar.id account is to utilize technology to support the learning process of educational units and increase connectivity between learning services.

The Merdeka Curriculum presents the concept of "Freedom to Learn" for teachers who designed to help recover from the learning crisis that occurred due to the pandemic COVID-19. This adjustment requires the use of technology and this competency requirement is one of the bases for developing the Independent Curriculum

(Marisa, 2021). The increasingly massive use of technology and various other programs planned by the government such as Mobilizing Schools, Mobilizing Teachers, and so on are one of the efforts made by the government in implementing the Independent Curriculum to recover from the learning crisis. This research aims to examine efforts to implement the Independent Curriculum which has been designed by the government in educational units to recover from the learning crisis due to the COVID-19 pandemic by optimizing the Canva application. With the implementation of this research, there is an overview of the forms of learning tools created using the Canva application, which are in accordance with the objectives and learning outcomes of implementing the Merdeka Curriculum and integrated with belajar.id account, so it is hoped that in the future the Merdeka Curriculum can optimally be a solution to efforts to resolve the learning crisis that occurred due to the pandemic COVID-19 and the backwardness of education in Indonesia as a whole.

Canva, as an Information and Communication Technology (ICT) application, is a relatively new interactive media that can be used for learning activities. Canva is an online graphic design tool (Haake, 2021). This media provides a variety of fascinating features for presentations, resumes, posters, pamphlets, brochures, graphics, info graphics, banners, markers, newsletters, and many more. With Canva, teachers have access to a wide variety of presentation types, such as creative presentations, education, business presentations, advertisements, technology presentations, and more (Waring, 2021). In terms of education, it provides a wide range of features and uses, specifically as a platform for creative, innovative, interactive, and collaborative learning, which makes the process of learning fun and enjoyable. Supported by ample features and designs, the application is very interesting to be used for specific learning creation.

Using Canva as a digital learning platform, every teacher will be provided the ability to use technology to carry out learning, allowing them to perform learning through digital means. It offers

more attractive templates to engage students in the learning process (Fitria, 2022). There can be many attractive templates developed for PowerPoint, giving colors, images, letters, and so on so that PowerPoint products can be used by teachers to communicate content in a more engaging way. In addition, students can also use this application for giving presentations on their assignments, posters, poems, advertisements, and so on.

Canva also can be integrated to promote learning. Smaldino et al., (2015) stated that visuals in the classroom, including Canva, can serve multiple purposes, such as; 1) to make abstract ideas concrete; 2) to motivate students; 3) to give direct attention; 4) to repeat the information; 5) to recall previous knowledge; and 6) to reduce learning effort. Canva is believed to be a tool for moving in just a few clicks from an abstract idea to a concrete site map. In addition, it can create a positive learning environment through any provided facilities, thus affecting the concentration, memory and attitude of the students.

2. Belajar.id Account

Belajar.id accounts were launched by the Ministry of Education and Culture through Pusdatin in 2020. These accounts can be used by students, educators and education staff to access electronic learning services. Belajar.id account is intended to support learning activities for learning from home and subsequent face-to-face learning.

Belajar.id account is a learning account for students, teachers and education personnel established by the Indonesian Government through the Ministry of Education and Culture (Kemendikbud) (Jdih.kemdikbud.go.id, 2020). In Belajar.id account there are various applications that support learning activities from home such as video calls, education report cards, independent teaching applications, online storage, online classes, chrome books, online presentations, online forms, online documents, SIMPKB, number processing, TanyaBOS, and Rumah Belajar

3. Canva

According to Al-khoeri (2021), Canva is an online graphic design tools those students to effortlessly create a variety of unique ELT materials. It defined that Canva is an application web that has design tools to create various types of interesting learning videos. Second, according to Smaldino (2015), Canva and other images in the classroom may be used to: generate tangible abstract concepts, inspire students, provide direct attention, repeat information, retain past knowledge, and make learning more engaging. Canva is a graphic design that can be used to produce a new video to attract student's attention and make learning more interesting. Canva is capable of more sophisticated designs for print media (e.g., flyers, posters, invitation cards, brochures, etc (Navarre, 2018). Canva helps the user demonstrate an understanding of a variety of topics through individual or collaborative development of posters, presentations, flyers, info graphics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). According to Martin (2016), Canva provides instructors and students with a simple new way to design. Its drag-and-drop functionality allows you to create presentations, posters, single-page documents, and social media posts. From those experts above, it can be concluded that Canva is an application base web that contains fonts, animation, images, videos, shapes, and text that are free to use for the teaching and learning process for teachers and students in class. Can one of the choices to create learning activities in classes be more interesting?

According to Arunachalam & Munisamy (2022), Canvas gives quite a flexible platform. Both the teachers and the student can tailor the system to their teaching and learning activities. The emphasis is placed on communication between the educator and the student, which enables their collaboration during the learning process. Canva LMS enables students to get alerts, submit their papers, and engage with the assigned learning resources. Integrating canvas accounts with social media accounts. Canvas enables instructors to offer comments, integrate videos, blogs, wikis, and other

educational channels, and track their students' progress. Canvas offers great built-in audio and video recording capabilities. This function has several applications, including homework, tests, and course materials. Canva promotes extensive creative flexibility and experimentation. It might be tempting for educators to believe that their students are creatively adept and at ease (Atherton, 2018).

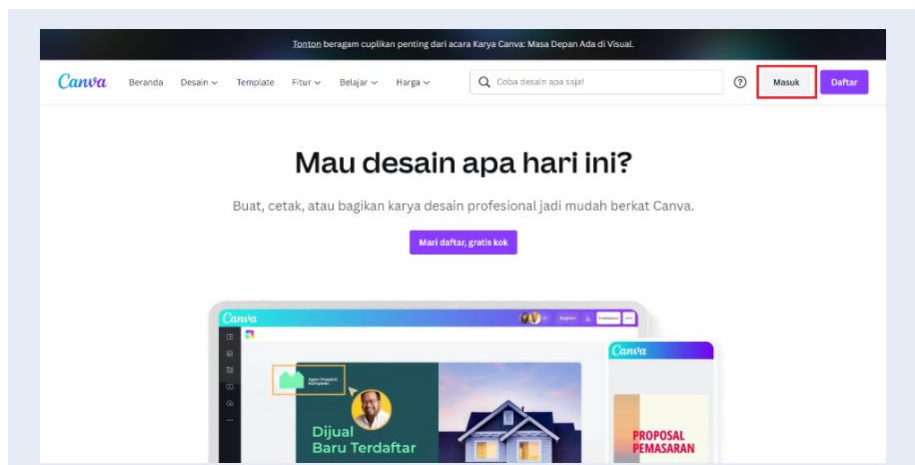
Creating a free Canva account grants access to hundreds of pictures and icons that can be incorporated into current templates or used to create a design from scratch. Canva is ideal for basic graphics (like a thumbs-up icon for a statement announcing the outcomes of a class project, a bold arrow to highlight a portion of our assignment's instructions, or a photo of your class with the date imprinted on it). When our design is complete, we can save it as an image file and post it straight to our course website or learning management system (LMS), or we can share it using the URL supplied by Canva.

Therefore, Students' and teachers' learning can be promoted by using Canva. Smaldino et al. (2015) claim that using visuals in the classroom, such as Canva, can accomplish several goals, such as generating concrete interpretations of abstract concepts, inspiring students, directing their attention, repeating information, helping them remember what they already know, and improving learning. Canva is thought to be a tool that can transform abstract ideas into concrete sitemaps in just a few clicks. Furthermore, it may establish a pleasant learning atmosphere through the amenities given, impacting students' focus, memory, and attitudes. Students that are upbeat about their condition will be upbeat about what they are doing and are more likely to participate in the learning process through direct attention. Teachers are developing a range of technology-based instructional tools to meet these learning objectives. Teachers may utilize Canva's capabilities to produce instructional material (Smaldino et al., 2015).

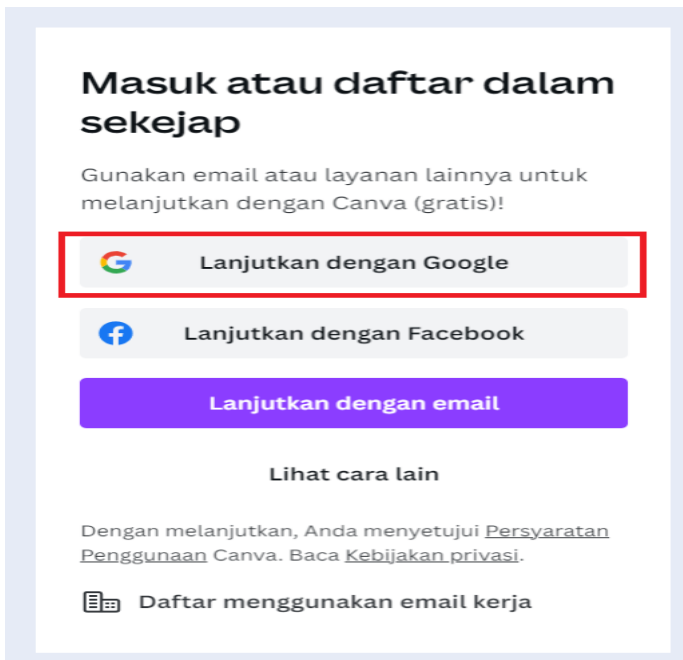
4. Implementation of Using Canva to Increase Teacher Creativity in Creating Teaching Materials

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, explained. 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). In this discussion, the role of educators, students, and learning media is very supportive in the teaching and learning process of 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 lessons, students' interests and learning styles. Guide to linking a belajar.id account to Canva for Education is as follow:

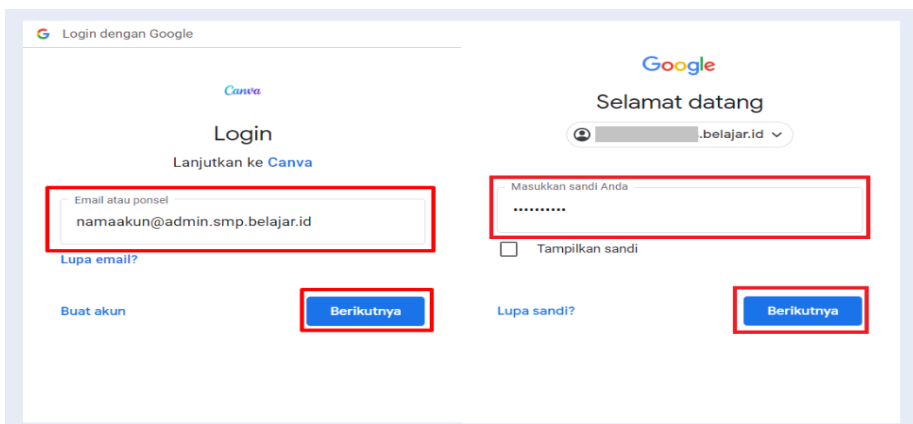
- a. Open the page https://www.canva.com/id_id/, then click 'Login'



- b. A dialog box will appear, select 'Continue with Google'.



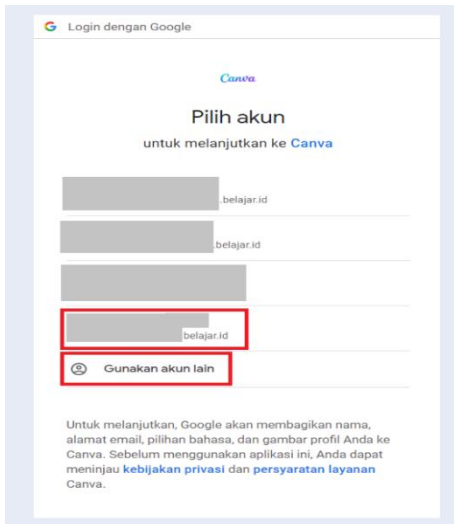
c. If you have not logged in to your belajar.id account, please enter your belajar.id account email along with the appropriate password. Then, click the 'Next' button.



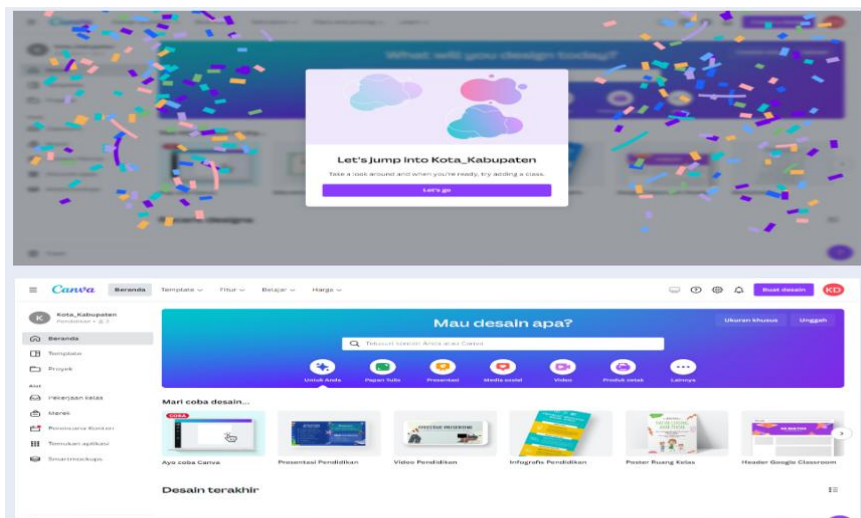
d. If your belajar.id account is already logged in, select your belajar.id account. If it doesn't exist yet, click 'Use another account'

Dewi Sukawati

and log in by entering the belajar.id account name (User ID) and password.

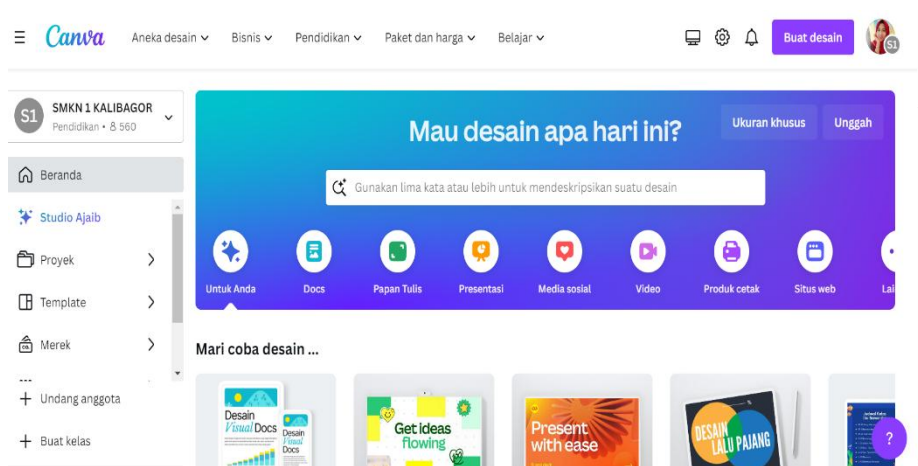


e. If the login is successful, you will be immediately directed to the Canva for Education home page

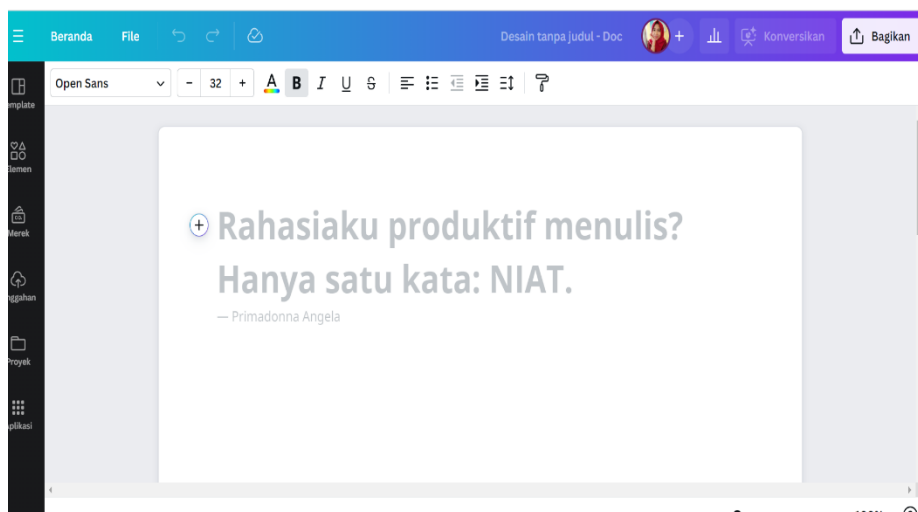


Dewi Sukawati

f. On the main home page, you can see the organizational unit or school where your belajar.id account is registered. Make sure this organizational unit is appropriate for your school for a smooth process of using Canva for Education.

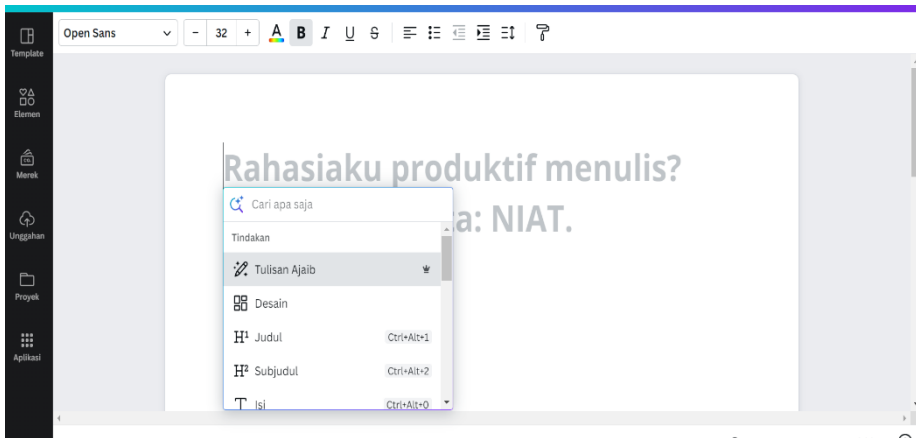


g. Click create design and select document. This is a new document feature that has been integrated with AI which makes it easier for teachers to create learning materials.

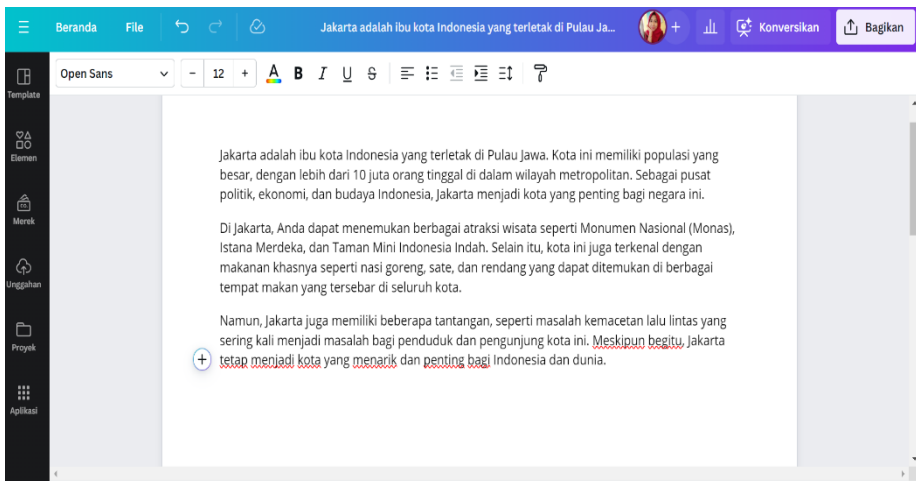


Dewi Sukawati

h. Click the (+) sign and click “Tulisan Ajaib” then type the command according to what we need. Example of information about "Description of Jakarta".

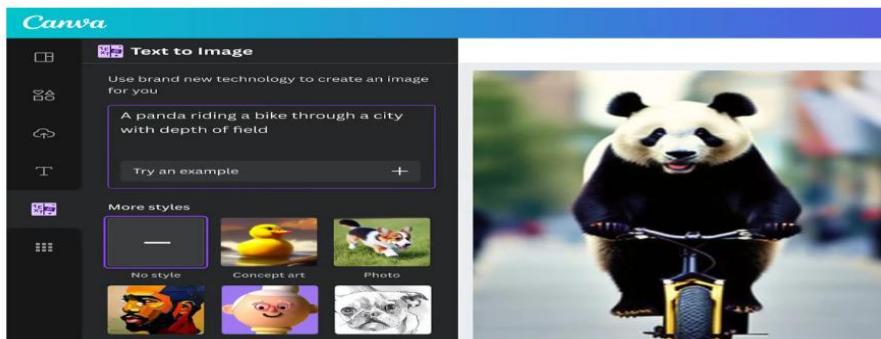


i. After we get the information we can add elements, then we type Jakarta and several image elements about Jakarta will appear.



Canva is graphic design software that is very easy to operate. Using Canva, we basically don't need to know much about graphic design to be able to create content that is pleasing to the eye. However, it turns out that this is still not enough, because Canva still has one more way to simplify the graphic design process: artificial intelligence (AI). In the midst of the growing trend of generative AI, Canva is also moving quickly to integrate AI-based features into its platform. Not long ago, Canva introduced a series of AI features on its platform, and most of them are slowly starting to be widely used. The following are Canva AI features that can help teachers create innovative teaching materials for teaching and learning (Kaonang, 2023):

a. Text to Image



Text to Image is Canva's response to the image-creating AI trend popularized by DALL-E and Midjourney. The way Canva's AI image maker works is exactly the same: you just enter a text description (prompt), then Canva will create four different images. In general, the quality of the resulting image will really depend on how detailed the prompt the user provides.

Canva utilizes Stable Diffusion as the basic model for its image creation AI. This Text to Image feature has actually been available since November last year, but Canva has apparently implemented a number of significant updates, such as image resolution that is

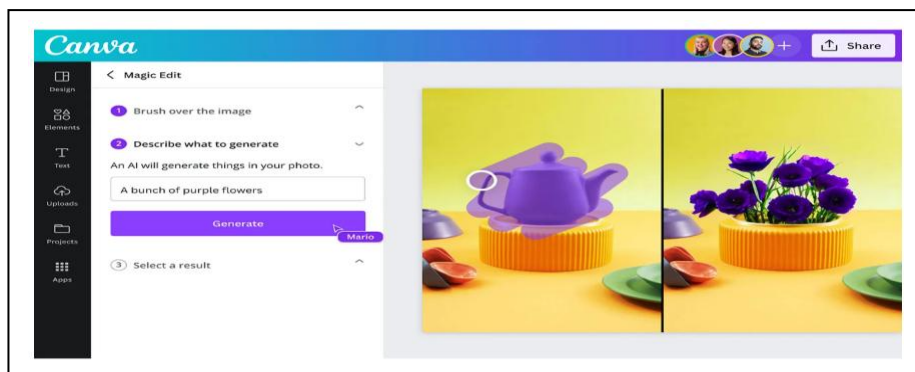
16 times sharper, and the image creation process is 68% faster than before.

b. Magic Eraser



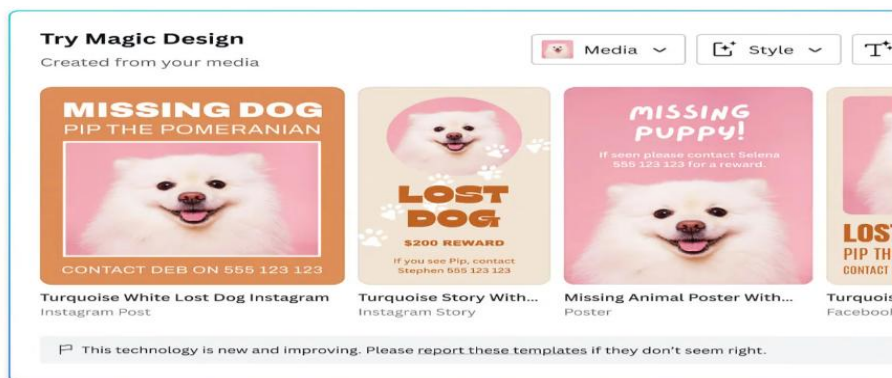
As the name suggests, Magic Eraser functions to erase unwanted objects in images. This feature will really help save users' time when editing an image or photo, even in the hands of professional designers. What was previously completed in a few minutes can now be completed in just seconds thanks to Magic Eraser. Of course, this feature still has a number of limitations. One note that you must always remember when using Magic Eraser is that the simpler the image background, the better the results of this feature will work.

c. Magic Edit



Magic Edit can be considered the result of a combination of Magic Eraser and Text to Image. This feature can be used to exchange an object in an image with another object created by generative AI. For example, you want to replace a teapot in an image with a flower vase. With Magic Edit, you only need to swipe on the teapot, then enter a prompt regarding the flower vase. Much more practical and time-saving than having to look for other images.

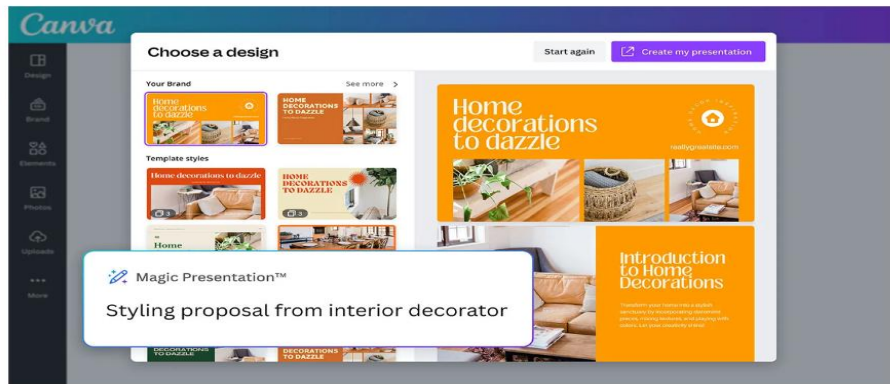
d. Magic Design



Customizable design templates are one of the reasons why Canva is so easy to use. Just choose the template you want, then play around with the elements in it according to your tastes and needs. Now, with Magic Design, the time it takes for users to choose a template will be even shorter.

Magic Design works by creating a selection of templates based on the images or photos you upload. Whether it's an Instagram post, presentation slide, or YouTube video thumbnail, Magic Design is ready to automatically design an attractive design template with just one click of a button.

e. Instant Presentation



Instant Presentation is basically a Magic Design feature that has been fully optimized for creating a complete series of presentation slides based on just one text prompt. For example, if you want to make a presentation about your hobby of practicing yoga, AI Canva will immediately prepare several slides, complete with relevant images.

Not only that, Canva's AI will even insert a number of contextual information, such as the benefits of practicing yoga, types of exercise, and much more. All you really need to do is finalize the presentation draft.

CONCLUSION

The Canva application can be used in the educational realm, even during the current independent curriculum period, Canva is more supportive in creating real actions and reflections, the form of support is that it makes it easy for educators or teachers from PAUD to SMA/SMK level with belajar.id account to be able to access everything features available freely. Canva is an online application that has a variety of templates and features to help teachers (teachers) and students (learners) make it easier to carry out technology-based learning, skills, creativity and other benefits

obtained, especially in the current independent curriculum. This attention and interest in learning by presenting interesting teaching materials or materials. To find out other benefits and effectiveness of using the Canva application as one of the most reliable digital applications in fulfilling the teaching duties of a teacher or educator. The strategy used is compiling teaching materials and producing them with the help of the Canva application. The entire process is briefly divided into 3 stages, namely; planning stage, implementation stage, and development stage. Further research is still needed regarding the development of the latest features in the Canva application.

REFERENCES

- Al Khoeri, A. F., Nuraini, W., Ramdani, R., & Agum, S. (2021). The implementation of Canvas to enhance English teaching and learning. In International Conference on Education of Suryakencana (IConnects Proceedings).
- Arunachalam, V., & Munisamy, R. (2022). Teaching English Online: New Roles and Strategies. OrangeBooks Publication.
- Fitria, T. N. (2022). Mastering English Grammar for Learners (Menguasai Tata Bahasa Inggris Dasar untuk Pembelajar). Eureka Media Aksara. <https://repository.penerbiteitureka.com/publications/356882/>.
- Kaonang, Glen. (2023). 8 Fitur AI Canva. <https://hybrid.co.id/post/8-fitur-ai-canva-yang-perlu-diketahui>
- Haake, A. B. (2021). The Language Teacher Rebel: A guide to building a successful online teaching business. Hachette UK.
- Jdih.kemdikbud.go.id. 2020. Salinan Peraturan Sekretaris Jenderal No.18 Tahun 2020 Tentang Petunjuk Teknis Pemanfaatan Data Pokok Pendidikan Untuk Akun Akses Layanan Pembelajaran Dengan. In Orphanet Journal of Rare Diseases (Vol. 21, Issue 1).

- Lestari, Y. P. (2020). Dampak Positif Pembelajaran Online Dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid-19. Adalah.
[Http://Journal.Uinjkt.Ac.Id/Index.Php/Adalah/Article/View/15394](http://Journal.Uinjkt.Ac.Id/Index.Php/Adalah/Article/View/15394).
- Marisa, M. (2021). Inovasi kurikulum “Merdeka Belajar” di era society 5.0. *Santhet: (Jurnal Sejarah, Pendidikan Dan Humaniora)*, 5(1), 66–78.
- Martin, M. (2016). *Blending Instruction with Technology: A Blueprint for Teachers to Create Unique, Engaging, and Effective Learning Experiences*. Rowman & Littlefield.
- Navarre, A. (2018). *Technology-Enhanced Teaching and Learning of Chinese as a Foreign Language*. Routledge.
- Ramanta, D., & Widayanti, F. D. (2020). Pembelajaran Daring Di Sekolah Menengah Kejuruan Putra Indonesia Malang Pada Masa Pandemi Covid-19. *Prosiding Seminar Bimbingan Dan Konseling*, 61– 67.
- Smaldino, S. E. (2015). *Instructional technology and media for learning*. New York: Pearson.
- Smaldino, S. E., Lowther, D. L., Mims, C., & Russell, J. D. (2015). *Instructional technology and media for learning*. NY: Pearson.
- Waring, S. M. (2021). *Integrating Primary and Secondary Sources into Teaching: The SOURCES Framework for Authentic Investigation*. Teachers College Press.
- Yunus, N.R.; Rezki, Annissa. (2020). "Kebijakan Pemberlakuan Lock Down Sebagai Antisipasi Penyebaran Corona Virus Covid-19," *Salam: Jurnal Sosial dan Budaya Syar-i*, Volume 7, No. 3.