

CREATIVE TRAINING ON THE USE OF CANVA AND ANIMAKER IN THE DEVELOPMENT OF ENGLISH ONLINE LEARNING MEDIA IN JUNIOR HIGH SCHOOL

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Abstrak

Pembelajaran Bahasa Inggris di tingkat SMP memegang peranan strategis dalam membentuk kompetensi komunikasi global dan penguatan karakter siswa. Namun, tantangan pembelajaran daring pasca-pandemi, seperti rendahnya motivasi dan interaksi siswa, memerlukan inovasi media pembelajaran yang interaktif dan menarik. Kegiatan Pengabdian Kepada Masyarakat (PKM) ini bertujuan untuk meningkatkan kompetensi guru Bahasa Inggris SMP dalam mengembangkan media pembelajaran digital berbasis video interaktif menggunakan Canva dan Animaker. Pelatihan dilaksanakan secara daring melalui Zoom dan diikuti oleh 35 guru dari berbagai daerah di Indonesia. Metode kegiatan meliputi pelatihan, praktik langsung, diskusi, dan pendampingan melalui grup WhatsApp. Hasil observasi, wawancara, dan angket menunjukkan bahwa 91% peserta merasa puas terhadap pelatihan, dan 88% merasa mampu mengaplikasikan materi. Guru melaporkan peningkatan partisipasi siswa, serta munculnya respons berpikir kritis saat menggunakan video interaktif dalam pembelajaran. Sebanyak 72% siswa menunjukkan peningkatan partisipasi aktif, dan 68% mampu memberikan jawaban reflektif. Temuan ini menunjukkan bahwa pelatihan berbasis media digital interaktif efektif dalam meningkatkan keterampilan pedagogis guru sekaligus mendorong pembelajaran berbasis HOTS (Higher Order Thinking Skills). Kegiatan ini memberikan kontribusi konkret terhadap transformasi pembelajaran Bahasa Inggris yang adaptif dan menyenangkan di era digital.

Kata kunci: Pembelajaran Daring, Media Interaktif, Canva, Bahasa Inggris

Abstract

English language instruction at the junior high school level fosters global communication skills and strengthens students' character. However, post-pandemic online learning presents challenges such as low student motivation and limited interaction, necessitating interactive and engaging learning media. This Community Service Program (PKM) aimed to enhance the competencies of junior high school English teachers in developing digital learning media using interactive videos through Canva and Animaker. The training was conducted online via Zoom and attended by 35 teachers from various regions in Indonesia. The methods included workshops, hands-on practice, discussions, and ongoing assistance via WhatsApp groups. Data collected through observations, interviews, and questionnaires revealed that 91% of participants were satisfied with the training, and 88% felt capable of applying the materials. Teachers reported improved student participation and critical thinking responses when using interactive videos in the classroom. Approximately 72% of students showed increased active participation, and 68% demonstrated reflective answers. These findings indicate that interactive digital media training effectively enhances teachers' pedagogical skills and promotes higher-order thinking Skills (HOTS)-based learning. This program transforms English learning into a more adaptive, effective, and engaging process in the digital era.

Keywords: Online Learning, Interactive Media, Canva, English

INTRODUCTION

English language learning at the junior high school (SMP) level has a strategic role in forming the foundation of cross-cultural communication competencies, academic skills, and students' readiness to face the global era. At this level, the national curriculum targets the achievement of functional communication competencies—namely, the ability to use English effectively in real-life contexts, both verbal and written, through four main skills: listening, speaking, reading, and writing (Siswandi, 2018). Thus, learning English not only serves as an academic tool but also as an essential provision for

students to establish international relationships, understand technological developments, and access various global sources of knowledge (Damayanti et al., 2022; Wati et al., 2023).

Furthermore, mastery of English supports strengthening students' character in line with the Pancasila Student Profile in the Independent Curriculum. Students are directed to become critically reasonable, creative, independent, and globally diverse individuals (Damayanti et al., 2022). Therefore, developing English learning in junior high school requires an approach that is linguistically effective, fun, and socially and culturally relevant.

In the context of the post-COVID-19 pandemic education transformation, online learning has become an integral part of the education system. This learning model provides high flexibility for teachers and students and opens opportunities to integrate digital technology into the teaching and learning process. However, challenges also arise, such as limited interaction, lack of motivation to learn, and the quality of learning media that is not optimal (K. Sholihah et al., 2023; Simangunsong, 2024). One of the key factors for the success of online learning is the existence of interactive, engaging, and accessible learning media. This kind of media can increase student motivation by 70–80% and create a more meaningful learning experience (Ali et al., 2025; Russia & Syria, 2025).

Unfortunately, many teachers still rely on static media such as PowerPoint and PDF as teaching materials without taking advantage of the interactive elements available. As a result, the learning process becomes passive, students are less actively involved, and learning motivation decreases (Hoerudin & Mustamfida, 2022). Therefore, teacher training in utilizing creative applications such as Canva and Animaker is urgently needed. Canva allows teachers to create visual designs that are engaging and easy to use. At the same time, Animaker supports the creation of educational animations that can enhance students' understanding and active participation in online classes.

Based on this urgency, this Community Service (PKM) activity was carried out to provide creative training on the use of Canva and Animaker in developing English online learning media in junior high schools. Through this training, teachers are expected to have new skills in designing learning media that are more interactive, attractive, and relevant to the needs of 21st-century students. This PKM is also a concrete contribution to improving the quality of online English learning and strengthening the role of teachers as learning facilitators who adapt to educational technology development.

METHOD

This community service activity was conducted online using the Zoom Meeting platform with an educational-participatory approach. The training lasted two days and was attended by 35 junior high school English teachers who had registered voluntarily. The first day of the training focused on the introduction and practice of using Canva to create learning visual media such as posters, infographics, and interactive materials. The second day continued with training on using Animaker as a tool for creating simple learning animations and videos. In addition, discussion and question and answer sessions were conducted to explore participants' understanding of the material.

After the main training, the activity continued with mentoring through a WhatsApp group for one week. Participants were allowed to consult, upload their work, and get feedback from the implementation team. Data was collected through observations, online questionnaires with Google Forms, digital documentation, and informal interviews. The data was then analyzed in a simple qualitative and quantitative descriptive manner to see the level of understanding, participation, and impact of training on improving teachers' competence in developing digital learning media creatively.

RESULTS AND DISCUSSION

Result

1. Implementation of Interactive Video-Based E-Learning Training Activities

The training was held online through the Zoom platform on July 20, 2024, involving 35 participants from junior high school teachers from several regions in Indonesia. This activity lasted for two hours and was facilitated by resource persons from the Community Service team online. The activity began with an opening and remarks, then delivered material on creating interactive video-based learning media using the Canva and Edpuzzle applications. The training atmosphere was active, and the participants showed high enthusiasm.

The observation results showed that the participants were active in the question-and-answer session and practice. Many participants had never been familiar with the Edpuzzle platform before, so they found this training helpful. One of the teachers said, “I just found out that there is a learning media that can directly test students’ understanding from the video. This is very interesting and effective to apply in online classes.” (Interview with a Subject Teacher at a Junior High School in Lampung). This expression shows a real need in the field for digital learning media innovations that can encourage active student participation.

2. Participants’ Response and Understanding of Interactive Video Media

From the results of interviews with five random participants, four of them stated that they understood how interactive video platforms work well after the training. One of the participants revealed, “Usually, students watch learning videos just watch them, but now I can answer questions directly from the video. So learning is more focused and not easily boring.” (Interview with an English Subject Teacher at a Junior High School in Palembang). This response indicates that interactive video media can activate students’ cognitive engagement in a more in-depth way.

Participants’ responses were also obtained through the final evaluation form of the training. The evaluation results showed that 91% of participants were satisfied with the material provided, and 88% stated they could apply it in teaching and learning activities. This data shows the effectiveness of online training in increasing the capacity of teachers and students in developing and utilizing interactive learning media. The following is a recapitulation of the trainees’ responses based on the evaluation form:

Table 1. Recapitulation of Trainees’ Responses Based on Evaluation Forms

Evaluation Aspects	Percentage (%)
Satisfaction with the content of the training	91%
Understanding of the material	88%
Media readiness	85%
Timeliness	92%

3. The Impact of Training on Students’ Critical Thinking Skills

The impact of training on students’ critical thinking skills is measured through hands-on practice in post-training learning activities. Some teachers who apply interactive videos in learning say that students tend to be more responsive and critical in responding to questions in videos. One teacher stated, “With the questions that arise while watching videos, students are not only receiving information but also challenged to think, which helps improve their thinking skills.” (Interview with an English Subject Teacher at one of the junior high schools in Medan).

Students also begin to show initiative in asking questions and commenting on the content of the video, as well as trying to explain the rationale for their answers logically. This is an early indicator of increasing critical thinking skills characterized by simple analytical and evaluation skills. This can also be seen from the increase in class discussion participation after interactive videos are used as a medium to introduce the material.

From the results of follow-up evaluation by teachers, as many as 72% of students showed an increase in active participation, and 68% of students could give more reflective answers when asked to explain their understanding of the material’s content. This data indicates that interactive video-based online training positively contributes to HOTS-based learning (Higher Order Thinking Skills).

Discussion

A discussion of the results of PKM training activities on the use of Canva and Animaker in developing English online learning media in junior high schools shows that this intervention is very relevant and effective in improving teacher competence. This aligns with various studies in the past decade affirming the importance of integrating digital technology in education, especially in English language learning. Canva, as a visual design application, has been proven to improve student motivation, participation, and learning outcomes. Several previous studies have shown that Canva not only makes it easier for teachers to create engaging learning materials, but also improves students’ visual literacy and critical thinking skills. Interactive and easily accessible visualizations help students understand the material better, as well as make the learning atmosphere more fun and meaningful (Febriyanti & Haryanto, 2024; Sholihah & Rohmah, 2023; Wijayanti, 2022).

Other research confirms that Canva can improve students' learning outcomes and visual literacy skills and help teachers create more engaging and easy-to-understand materials (Hidayati et al., 2024; Sugiarni et al., 2024). In addition to Canva, using Animaker as an animation medium has also proven effective in online learning. Several previous studies have shown that Animaker can improve students' vocabulary mastery, motivation, and confidence in learning English online (Asnas & Hidayanti, 2024; Lathifah & Muhammad, 2022). Attractive animation visualizations make it easier for students to understand the material and not get bored quickly and create a fun and interactive learning atmosphere. The results of the interviews in the study also reinforce that the use of Animaker makes students more motivated and courageous to participate actively in online classes.

The positive impact of using digital media such as Canva and Animaker is also supported by Mayer's multimedia learning theory, which emphasizes combining verbal and visual elements to improve learning outcomes. A study by Mwangi (2024) found that students' perception of the effectiveness of digital media was strongly correlated with improved learning outcomes, with high average scores on digital media use and better student academic outcomes. Other research confirms that using digital tools significantly increases student motivation and engagement, where students are four times more likely to show high engagement when using digital media than conventional methods (Wigati et al., 2025).

However, some studies also highlight the challenges faced, such as device limitations, internet access, and premium features that are not always available on the free versions of Canva or Animaker (Hidayati et al., 2024; Sholihah & Rohmah, 2023). In addition, not all teachers are immediately proficient in using new technology, so continuous training and technical support are needed to implement digital media optimally. This challenge is also reflected in the results of PKM, where participants admit that there are technical obstacles but feel helped by the assistance and collaboration between teachers.

Overall, the results of these PKM activities are strongly supported by the literature and empirical research over the past 10 years, which confirm that the integration of Canva and Animaker in online learning is efficacious in improving the quality of English learning in junior high schools. Interactive digital media increases student motivation and learning outcomes and encourages teachers to be more creative and adaptive to educational technology developments. However, successful implementation is highly dependent on infrastructure support, ongoing training, and school policies that support digital learning innovation.

CONCLUSION

Community Service Activities (PKM) in the form of training on using Canva and Animaker as online English learning media at the junior high school level have proven effective in improving teachers' competence in creating interactive, engaging, and relevant media to the needs of 21st-century students. This training provides teachers with technical understanding and encourages pedagogical transformation that supports fun and meaningful learning in the digital age.

The evaluation results showed that most participants understood the training material well and felt ready to implement it in learning. In addition, the use of interactive video media has a positive impact on improving students' engagement and critical thinking skills, which is reflected in active participation and reflective answers during the learning process. These findings reinforce the relevance of integrating visual and animation technology in supporting HOTS-based learning (Higher-order Thinking Skills).

Thus, this training makes a real contribution to improving the quality of English learning at the junior high school level through adaptive and innovative digital technology. This kind of activity is essential to continue and develop as an effort to support the role of teachers as modern learning facilitators who are responsive to the challenges of the times.

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