

Community Service on Enhancing Digital Literacy through Canva and Wordwall Training at SDN 1 Menteng Palangka Raya

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Abstract

This collaborative Community Service activity aims to enhance digital literacy among elementary school students by developing interactive teaching materials based on Canva and Wordwall at SDN 1 Menteng. The activity was carried out using the ABCD (Asset-Based Community Development) approach, which emphasizes utilizing assets and potential within the community. The activity stages included socialization, training, mentoring, and a simple evaluation of the use of digital learning media. The results of this activity show that the students of PGMI could design and use interactive teaching materials more engagingly and effectively. Through this program, it is expected that the quality of learning in elementary schools can improve, and the students' digital competencies as future teachers will develop further to face the challenges of education in the digital era.

Keywords - digital literacy, interactive teaching materials, canva, wordwall, elementary education

Abstrak

Kegiatan Pengabdian kepada Masyarakat kolaboratif ini bertujuan untuk meningkatkan literasi digital siswa sekolah dasar melalui pengembangan bahan ajar interaktif berbasis Canva dan Wordwall di SDN 1 Menteng. Kegiatan ini dilaksanakan dengan menggunakan pendekatan ABCD (Asset-Based Community Development) yang menekankan pemanfaatan aset dan potensi yang dimiliki oleh komunitas. Tahapan kegiatan meliputi penggunaan media pembelajaran digital. Hasil dari kegiatan ini menunjukkan bahwa mahasiswa PGMI mampu merancang dan menggunakan bahan ajar interaktif secara lebih menarik dan efektif. Melalui program ini, diharapkan kualitas pembelajaran di sekolah dasar dapat meningkat serta kompetensi digital mahasiswa sebagai calon guru PGMI semakin berkembang dalam menghadapi tantangan pendidikan di era digital.

Kata kunci - literasi digital, bahan ajar interaktif, canva, wordwall, pendidikan dasar.

INTRODUCTION

In the era of the Industrial Revolution 4.0, the development of information and communication technology has become an integral part of everyday life, including in the world of education. Although there has been much progress, there are still shortcomings in the application of technology in schools, especially at SDN 1 Menteng Palangka Raya. Many teachers still use conventional learning methods, so that students have difficulty understanding the subject matter, especially in the Social Sciences (IPAS) subject (Syabrina & Sulistyowati, 2020). The problems faced by students at SDN 1 Menteng are low learning motivation and unsatisfactory learning outcomes. Data shows that the pretest results of students in class III B showed scores that were far below standard, with many students having difficulty understanding basic IPAS concepts (Syabrina et al., 2024). This inability is not only caused by the lack of interesting teaching materials, but also by the lack of teacher understanding in utilizing technology as an effective learning aid (Khasanah & Nurmawati, 2021).

The urgency of this community service activity is very clear. The development of interactive technology-based teaching materials is expected to increase students' interest and motivation to learn. The use of interesting and interactive learning media can help students understand science material better and provide a more enjoyable learning experience (Prasetyo, 2017). This is important to create a conducive and enjoyable learning atmosphere in the classroom. Devotion and development of teaching materials based on Canva and Wordwall, this activity aims to provide concrete solutions to existing problems. This activity will not only improve the quality of learning at SDN 1 Menteng but will also equip students as prospective teachers with the skills needed to integrate technology into the daily learning process. This is in line with the needs of society that increasingly relies on technology in various aspects of life, including education.

The purpose of this community service activity is to develop and implement interactive teaching materials that can be used by students at SDN 1 Menteng. This activity aims to: (1) improve students' understanding of the use of technology in learning, (2) improve student learning outcomes through the use of interactive teaching materials, and (3) encourage students to be more active in the teaching and learning process. Through this activity, it is hoped that students can achieve significant improvements in learning outcomes, with a target of increasing average grades by 20% after implementing interactive teaching materials (Wulandari et al., 2022). Thus, this community service is not only focused on developing teaching materials, but also on improving the quality of education. It is hoped that this activity can provide a sustainable positive impact for students and teachers at SDN 1 Menteng, as well as being a model for other schools to adopt technology in learning.

METHOD

This community service activity follows the Asset-Based Community Development (ABCD) approach, which focuses on utilizing the community's assets and potential to achieve common goals. This activity aims to empower PGMI students to enhance digital literacy among elementary school students through the development of interactive teaching materials based on digital technology.

At the initial stage, socialization is conducted with teachers and PGMI students at SDN 1 Menteng to raise awareness about the importance of digital literacy and the benefits of using interactive teaching materials in learning. During this session, digital tools like Canva and Wordwall are introduced, which can be used by PGMI students to design engaging and interactive learning materials for their classroom instruction. Following this, PGMI students receive practical training on how to use Canva and Wordwall to develop teaching materials. This also involves creating teaching materials relevant to the subjects being taught in the school. To evaluate the effectiveness and the use of the teaching materials, a simple evaluation is conducted by observing how PGMI students apply the materials they have created in the classroom.

Feedback from the teachers is also collected to assess the impact of digital media on student understanding. The activity concludes with a reflection to evaluate the success of the community

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service and the challenges encountered, followed by the preparation of a report that presents the results achieved and recommendations for further development to enhance digital literacy in elementary schools. Through this approach, it is hoped that this community service activity will help PGMI students develop their skills in creating interactive teaching materials while also improving the digital literacy of elementary school students.

RESULTS AND DISCUSSION

Result

The community service program titled "Improving Digital Literacy of Prospective Teacher Students through the Use of Interactive Teaching Materials Based on Canva and Wordwall" was conducted at SDN 1 Menteng Palangka Raya. The activities were carried out from early November 2024 to January 2025 in several stages, each contributing to achieving the service objectives. The results of each stage are detailed below:

1. Preparation Stage

The first step involved preparing administrative permits, coordinating with the school, and selecting participants (teachers and student teachers). A preliminary survey was conducted to identify the challenges faced by the school, especially regarding the use of digital technology in learning. It was found that most teachers relied on traditional methods, with minimal utilization of interactive digital media.

2. Socialization

A socialization session was held to introduce the purpose and benefits of using Canva and Wordwall as innovative learning tools. The participants showed initial enthusiasm, although some expressed concern about their limited digital skills which covered:

- Basic introduction to Canva and Wordwall
- Examples of effective interactive learning media
- Step-by-step tutorials for basic operations

Participants were guided to create simple materials such as flashcards, quizzes, and posters.

3. Hands-on Practice

In the second phase, a practice was conducted. Participants practiced designing teaching materials based on selected themes in the Social Sciences (IPAS) curriculum. The hands-on session resulted in:

- 15 Canva-based posters
- 10 Wordwall games customized to the third-grade science topic "Characteristics of Living Things"

4. Product Presentation and Peer Feedback

Community service in making this product consists of several stages before field trials and expert validation; the proposition consists of a one-class field trial and validation by material and design experts. This step aims to evaluate the level of suitability of interactive media to produce learning materials that meet the requirements of suitability of the learning environment. As shown by previous studies, teaching materials that are made must successfully pass the validation stage before being used in the educational process (Ernawati, 2017). Each participant was asked to present their digital teaching materials. A peer review session was held where fellow participants provided constructive feedback on design, clarity, and interactivity. The feedback allowed participants to significantly improve their products. For instance, participants enhanced the attractiveness of visuals, ensured better alignment with learning objectives, and simplified quiz instructions for students.

5. Implementation in Classrooms

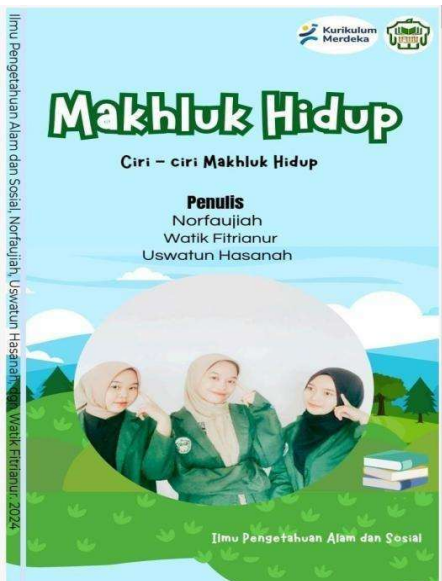
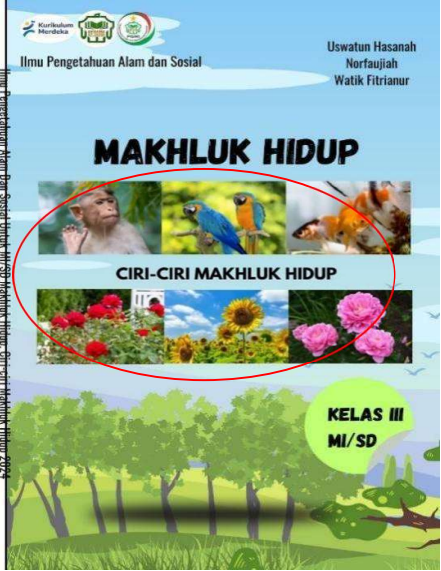
Teachers and prospective teachers integrated their products into real teaching scenarios.

Two trial classes were conducted with third-grade students. Observations showed:

- Increased student engagement during lessons
 - Higher participation rates in classroom activities. Students' enthusiasm in interacting with the digital materials
6. Evaluation of Outcomes
- Evaluation was carried out using two methods:
- Questionnaire survey to participants
 - Direct observation and interviews with students
- Key findings:
- 92% of participants reported increased confidence in using digital tools
 - 89% of students stated that learning became more enjoyable
 - Teachers reported a noticeable improvement in students' understanding of concepts

The results demonstrated that the training program effectively empowered teachers and prospective teachers with essential digital literacy skills while enhancing the learning experience at SDN 1 Menteng.

Table 1.
Suggestions for improvement from material experts

No.	Before	After
1		
	Add images of living things only.	

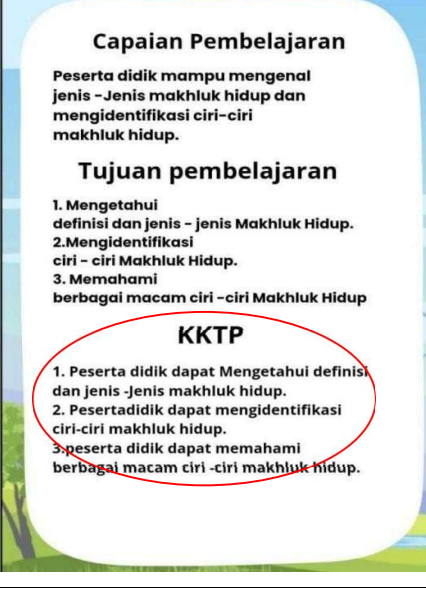
2		
Add KKTP and background is all customized.		

Table 2.
Suggestions for improvement from media experts

No	Before	After
1		
Add the Quranic foundation.		
2		
Don't be too simple, write more details.		

Discussion

1. Creation of Analysis Products

Analysis was conducted on the material and character of students. This was done to determine the material and unique elements of teaching materials that are following the subject matter, academic requirements, and needs of students. (Ardhani et al., 2021). In this phase, researchers analyzed the data

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by conducting observations and interviews with teachers as sources of information. The analysis phase of student characteristics in grade III of SDN 1 Menteng Palangka Raya, aged between 7 and 9 years, is a member of the alpha generation with a high level of curiosity about technological advances. Therefore, in this field, students are more dominant and interested in learning that utilizes electronic media (Setiawan et al., 2022).

At the needs analysis stage, researchers collect information about students' needs and interests to understand what is needed in the learning process (Syar & Sulistyowati, 2021). Research on student needs can be carried out using various techniques taken from practical experience, including observation, interviews, and possible vocational needs (Fio Pranata, 2023).

2. Design

At the design stage, researchers design digital teaching materials that are interactive learning media. Flowcharts and storyboards are needed to develop teaching materials. (Maulana et al., 2021), The aim is to describe the design of each object in the teaching materials. Flowcharts serve as a guide or direction for making teaching materials so that product making is more focused (Syabrina & Sulistyowati, 2020). The storyboard underwent some changes during the process of streaming it into teaching materials. This was done to adjust the storyboard with possible conditions (Maulana et al., 2021).

A. Flowchart

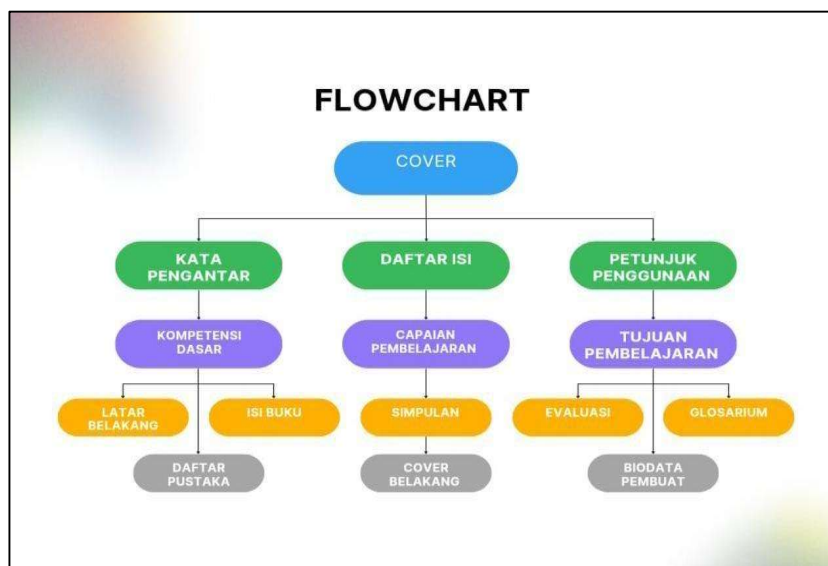
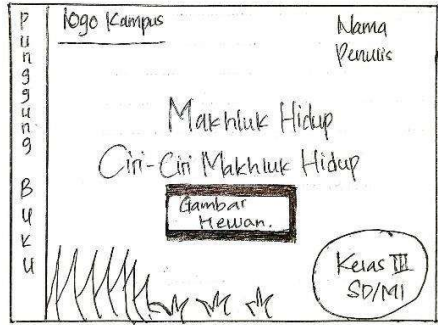
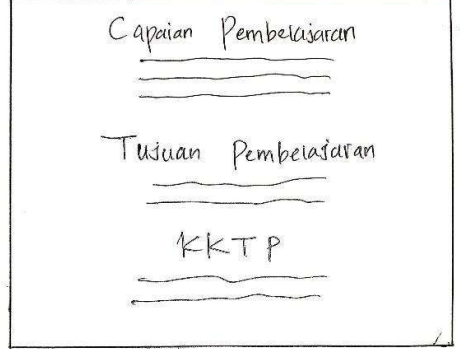


Figure 1.
chart

B. Storyboard

Table 3.
Storyboard

	
This page contains the cover of the teaching materials.	The identity of the teaching materials is followed in the next section by CP, TP, indicators, and KKTP.
 The next page contains learning materials in the form of images and explanations, additional material links on Google Sites, and learning videos made as links or QR codes.	And in the teaching materials, there are assessor reflections and practice questions regarding material about photosynthesis, the most important process on earth. And there is also a glossary and reference list that can be used.

At this stage, all elements of the teaching materials are created based on the previously planned design. At the development stage, learning media can be enriched with multimedia elements such as animation and images to increase the attractiveness and interactivity of the media presentation (Awwalin, 2021) and buttons containing links to the Website or YouTube.

The implementation stage involves applying the development of teaching materials tested by media and material experts. The teaching materials were also tested on students in a field trial involving 19 students. This is the last stage in the trial, where the application has been tested directly on students (Ardhani et al., 2021). It can be concluded that the media is feasible. After an evaluation, the researcher made improvements based on expert advice on the function of each button on the product, such as the start/continue button that did not function properly, slides that did not have ATP, and no material narration.

The community service program's results demonstrate the crucial role of digital literacy training in transforming educational practices at SDN 1 Menteng Palangka Raya. This discussion elaborates on the results' significance, their alignment with existing literature, and the broader implications.

1. Importance of Digital Literacy in Education

Utilizing digital platforms like Canva and Wordwall is essential for modern educators. According to Syabrina and Sulistyowati (2020), digital literacy enhances teachers' ability to create more engaging and student-centered learning environments. The observed improvement in teaching effectiveness among participants validates this claim.

The positive reception of Canva and Wordwall materials by teachers and students supports previous findings by Wulandari et al. (2022) that interactive media significantly increases student motivation and understanding.

2. Empowering Teachers as Agents of Change

The program positioned teachers as agents of change within their school environment by equipping them with practical digital skills. As Khasanah and Nurmawati (2021) emphasize, teachers who master digital tools are better prepared to face the challenges of the 21st-century education landscape. Moreover, participants who initially lacked confidence in using technology demonstrated significant progress. This transformation highlights the effectiveness of the Asset-Based Community Development (ABCD) approach, focusing on developing existing strengths rather than only addressing deficiencies.

3. Enhancing Student Engagement and Learning Outcomes

The increased engagement and improved performance of students during classroom trials confirm that integrating interactive media can enhance cognitive and affective learning outcomes. Prasetyo (2017) noted that students learn better when actively involved in the process through attractive visual and interactive aids.

Feedback from students indicated that the games and posters made learning more "fun" and "easy to understand," suggesting that interactive digital materials are particularly suitable for young learners (aged 7–9 years), consistent with the characteristics of the alpha generation (Setiawan et al., 2022).

4. Challenges Encountered

Despite the overall success, several challenges were encountered:

- Limited internet access during the initial training
- Variations in participants' familiarity with basic computer skills
- Time constraints in integrating new media into lesson plans

These challenges were addressed through flexible scheduling, providing offline material examples, and personalized mentoring during workshops.

5. Implications for Future Programs

Given the positive outcomes, future community service programs could consider:

- Extending the training to a broader range of schools
- Developing modular training sessions for different levels of digital proficiency
- Incorporating other platforms such as Google Classroom, Kahoot, or Edmodo

Furthermore, sustainability can be enhanced by forming a community of practice among participating teachers to continue sharing digital teaching innovations.

6. Limitations

This community service program was limited to a single school and a relatively small group of participants. Future research or service activities could expand the sample size and measure long-term impacts on teaching practices and student performance.



Figure 2.

Product handover and implementation of community service

CONCLUSION

The community service activities aimed at improving digital literacy at SDN 1 Menteng Palangka Raya using Canva and Wordwall-based interactive teaching materials have been successfully implemented. Participants showed increased skills in creating engaging digital learning materials, and their confidence in using technology for learning purposes significantly improved. The interactive media developed helped enhance students' interest and motivation to learn, creating a better learning atmosphere. This community service highlights the importance of equipping teachers and prospective teachers with digital competencies to meet the challenges of education in the digital era. Sustainable training programs and wider dissemination to other educational institutions are recommended to maximize the benefits of digital technology integration in learning processes.

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