DEVOTION
Journal of Research and Community Service
Volume 5, Number 10, October 2024
e-ISSN: 2797-6068 and p-ISSN: 2777-0915

# Teachers' Perspectives on CIM at Elementary Schools

**Deni Darmawan, Sansan Ihsan Basyori, Ucu Koswara, Jam Jam Jamilah, Padmi Rohmatul Illahi**
Universitas Pendidikan Indonesia, Indonesia
deni_darmawan@upi.edu, ayahrakhakirana@gmail.com, ucukoswara1982@gmail.com, ibudzaki12345@gmail.com, padmi71088@mail.com

**KEYWORDS**
product quality, service quality, price perception, customer satisfaction

**ABSTRACT**
This study aims to find out the extent of teachers' perspectives or views on: (1) Learning using ICT as a learning medium or tool, (2) Interactive Multimedia Learning. Based on Canva application can increase students' motivation to learn and, (3) Fun Interactive Multimedia Learning. The research method used by the researcher in this study is a descriptive research method with a quantitative approach. The research was carried out on elementary school (SD) teachers in Bungbulang district, Garut regency. The subject of this study is elementary school teachers with a sample of 75 respondents from all teachers in elementary schools as many as 300 people. In collecting data from the samples taken using a questionnaire or questionnaire technique with the scale used, namely the Likert scale. The results of this study, namely that the teacher's perspective on ICT learning as a medium or learning tool is highly expected and this can be seen from the results of the data analysis collected, namely 36 (48%) respondents answered strongly agree, and 28 (37%) respondents answered yes. This means that respondents agree to ICT-based learning. The conclusion to the perspective of CIM (Canva Interactive Multimedia) is also very significant that 36 (48%) respondents agree and 25 (33%) respondents strongly agree with the learning process using CIM. And finally, as many as 39 (52%) respondents answered yes and 21 (28%) respondents answered strongly agree. This means that the existence of CIM in learning will provide results, namely it will increase interest in learning and be fun. Broadly speaking, the teacher's perspective on CIM provides a positive view that can increase students' motivation in the learning process.

## INTRODUCTION

The development of technology in the current century has had a great impact on life in the world, including in the world of education today, both in the regions and in cities. Human activities, especially education, have been largely assisted and facilitated by digital automation such as gates and computers (Sajjad et al., 2022). Therefore, it has an impact on the progress of education in Bungbulang district, Garut regency in particular. Digitalization in this area is still said to be minimal because it is located in a mountainous area and far from urban areas. However, stakeholders are trying their best so that education in Bungbulang sub-district is not

left behind with education in urban areas today in line with 21st century education (Aguayo-Arrabal & Gómez-Parra, 2022).

21st century education emphasizes the 4C where the change in approach that occurs in schools that originally centered on teachers (teacher center) to centered on students (student center), namely:

1. Critical Thinking and Problem Solving , students are required to be able to have the ability to find relevant information on their own, meaning that students are active in thinking about various things deeply and are able to solve the problems found.
2. Creativity and Innovation thinking, students are given the flexibility to bring out their creativity in doing and explaining ideas or ideas that they think of, which are then presented to cause reactions from their classmates.
3. Collaboration, students are taught to solve their problems by working together with anyone in achieving goals set together, so that students are trained in developing the best solutions that can be accepted by everyone in the group.
4. Communication, students are expected to be able to convey their ideas and thoughts quickly, clearly and effectively. This allows students to manage, master and build good communication both in writing and oral.

To maximize learning, especially elementary schools in Bungbulang district, Garut regency, of course, there needs to be a treatment in solving problems in education, especially in learning, which for now focuses on student-centered learning (student center) (Mielikäinen, 2022). 21st century learning has a significant impact on education, therefore the competence of educators (teachers) in information and communication technology (ICT) needs to receive special treatment, meaning it needs to be improved along with today's technological advances. One of the learning technologies is the existence of interactive multimedia. This can be seen from previous researchers related to interactive multimedia-based skills (Awaludin et al., 2019), which can be used as a learning resource for students who can increase their motivation to learn. In addition, in the article Improving Teacher Skills in the Development of Learning Media Using Canva, it is described that the implementation of teacher training activities is focused on improving teacher skills in the development of learning media to support the implementation of fun and interesting learning (Sama et al., 2021). The results of the training show that the success rate of teachers in implementing this training is 82%, while those who still need further guidance are 18%. With this percentage, the goal of this service has been achieved, namely increasing the competence of teachers in developing learning media assisted by the Canva application. (Ratnawati & Vivianti, 2020).

The Canva app was launched in 2013 as an online visual communication and design platform with a mission to empower people around the world to create any design and publish it anywhere (Akram et al., 2022). Canva can also help students with creativity and collaboration in the classroom, where learning takes place visually and communicatively. According to Tannjung and Faiza in the 2021 National Seminar on Service Results written in the Journal of the State University of Makassar (UNM) under the title Canva Learning Media Development in improving Teacher Competence, it has advantages including:

(1) having a variety of attractive designs, (2) being able to increase the creativity of teachers and students in designing learning media because of the many features provided, (3) saving time in learning media practically, and (4) in designing, you don't have to use a laptop, but it can be done in a gadget.

According to (Sagala, 2018), explained that competence is the feasibility to carry out duties, ability as an important factor for teachers, therefore the quality and productivity of teachers' work must be able to pay attention to quality professional deeds. ICT can help educators in making it easier to create teaching materials as a tool for transferring knowledge in learning. A teacher must of course be creative and innovative in making teaching materials

with the help of technology, one of the technologies that can be used in learning as a medium is to master Canva. According to Salisbury in (Darmawan, 2020) Technology is "systematic application of scientific or other organized knowledge to practical task. In this study, the researcher tried to get the views of teachers in elementary schools (SD) in Bungbulang district, Garut regency, and the results will be considered to hold training activities to make interactive multimedia with Canva so that teachers become proficient and become a special attraction in learning and create a more attractive and efficient environment.document and center them horizontally (Santoso et al., 2023). Tables and figures should not exceed the given page margins. Provide captions (maximum length: 6 to 8 words) for each table or figure. Centre the caption above the table and below the figure. Please reference the table or figure in the text (see Table 1) before presenting it. Please do not use vertical lines in tables. For figures, GIF and JPEG (JPG) are the preferred formats.

As digitalization reshapes the landscape of education, particularly in remote areas like Bungbulang District, Garut Regency, it is imperative to equip educators with the necessary skills and tools to enhance the learning experience. The integration of technology into teaching methodologies can bridge the gap between urban and rural education by making learning more engaging and accessible (Lam et al., 2013). The utilization of interactive multimedia, particularly through platforms like Canva, allows teachers to create visually appealing learning materials that cater to diverse learning styles. By enhancing the quality of educational resources, educators can significantly improve student engagement and motivation, thereby fostering a more conducive learning environment (McPhail, 2018).

Moreover, the rapid advancement of information and communication technology (ICT) necessitates that teachers continuously update their competencies to keep pace with these changes. Training teachers in the effective use of digital tools like Canva can empower them to design innovative educational materials that not only captivate students' attention but also promote collaborative learning (Garcia-Huidobro, 2018). As the educational sector increasingly leans towards student-centered approaches, it is vital that teachers possess the skills to create resources that support interactive and participatory learning experiences. This study aims to investigate the current state of teacher competencies in utilizing digital tools and the impact of targeted training on enhancing their skills in interactive multimedia design (Mohamed et al., 2023).

The urgency of this research is underscored by the pressing need for educational equity in Indonesia, especially in rural areas like Bungbulang District. As technology becomes an integral part of the learning process, ensuring that teachers are equipped with the necessary skills to utilize these tools is critical for improving educational outcomes. Without adequate training and resources, students in less urbanized regions risk falling behind their urban counterparts, perpetuating educational disparities. Furthermore, enhancing teacher competencies in digital literacy is essential for fostering a culture of innovation and creativity within schools, which is vital for preparing students for the demands of the 21st century.

The novelty of this research lies in its focus on the intersection of technology integration and teacher training in a rural context, specifically in Bungbulang District. While there is existing literature on the use of multimedia tools in education, this study uniquely addresses the challenges faced by teachers in rural areas and the potential of training programs to bridge these gaps. By investigating the impact of Canva as a digital tool for creating learning materials, the research offers fresh insights into how technology can be effectively utilized to enhance teaching practices and student engagement in under-resourced environments.

The primary objective of this research is to assess the current competencies of elementary school teachers in Bungbulang District regarding the use of interactive multimedia tools, specifically Canva. Additionally, the study aims to evaluate the effectiveness of training programs designed to enhance teachers' skills in creating engaging and interactive learning

materials. By identifying the gaps in teacher competencies and providing targeted training, this research seeks to contribute to the overall improvement of educational practices in the region.

This research contributes to the field of education by providing valuable data on the current state of teacher competencies in a rural setting and the effectiveness of training programs in improving these skills. The findings will inform educational stakeholders, including policymakers and school administrators, about the critical need for ongoing professional development in digital literacy. Furthermore, the study serves as a foundational step in establishing best practices for integrating technology into the classroom, ultimately aiming to enhance student learning outcomes and foster a more equitable educational landscape in Indonesia.

## RESEARCH METHOD

Research methods are a scientific way to obtain data with specific purposes and uses, meaning that this method must be rational, empirical, and systematic in obtaining data to be used for certain purposes and uses (Sugiyono, 2020). The method used in this study is a descriptive research method through a quantitative approach. According to (Sugiyono, 2020), the quantitative descriptive research method aims to describe a phenomenon, event, symptom and occurrence that occurs in a factual, systematic and accurate manner. Phenomena can be in the form of forms, activities, relationships, characteristics, as well as similarities and differences between phenomena.

The target of this study is elementary school teachers in Bungbulang sub-district which is hereinafter referred to as a population of 300 people, while the samples taken with the Slovin formula, namely:

N = Total Population

$$n = \frac{N}{1 + N\alpha^2}$$

n = Number of samplesAlpha (α) = 10%

From the Slovin formula above, a sample of 75 people or respondents was obtained. The following is the data of teachers as respondents:

## RESULTS AND DISCUSSION

Finally, the researcher collected data on teachers (respondents) related to its relationship with 21st century learning where teachers are facilitators and students are learning centers. From the results of the data collected, it turns out that 38 (51%) respondents agree and 22 (29%) respondents strongly agree with the statement. This means thatteachers as facilitators can provide convenience and facilitate learningusing Canva-based Interactive Multimedia.

From the data obtained and analyzed, it can be concluded that in general, elementary school (SD) teachers in Bungbulang sub-district approve learning using Canva application-based Multimedia, and it is believed that it can increase students' interest in learning and learningwill be fun.

Overall survey results can be seen in the following table.

**Table 3 Recap of the results of the teacher's survey on InteractiveMultimedia based on the Canva Application**

| Statement | Number of respondents per category | | | Number of Respondents Per Category (%) | | |
|---|---|---|---|---|---|---|
| | S | S | TS | S | S | TS |
| Do You Agree with the current Information and Communication Technology (ICT)-Based Learning? | | | | | | |
| Do You Agree with the existence of interactive Multimedia Learning? | | | | | | |
| Do you know the Canva App? | | | | | | |
| Do You Agree with Learning with Canva? | | | | | | |
| Do you agree that using Interactive Multimedia Like Canva allows student learning to improve? | | | | | | |
| Do you agree that Interactive Multimedia using technology (ICT) will facilitate your Learning Process? | | | | | | |
| Are you interested in the Learning Process using Canva's Interactive Multimedia? | | | | | | |
| Do you agree that learning using Canva Interactive Multimedia will increase students' interest in learning? | | | | | | |
| Do you agree that ICT is used as a learning medium for students? | | | | | | |
| Do You Agree that ICT is used as a Learning Source? | | | | | | |
| Do you agree Learning will be fun by using Canva-based ICT? | | | | | | |
| Do you agree If teachers as facilitators in learning use Interactive Multimedia like Canva? | | | | | | |

**Discussion**

The data taken by the researcher is the result of a questionnaire on teachers in elementary schools (SD) in Bungbulang sub-district by random sampling, where the sample is 300 people and the sample taken is 75 people consisting of 43 (57%) males and 32 (43%) females (Figure 1), spread across 29 schools (Figure 2) with different classes (Figure 3).

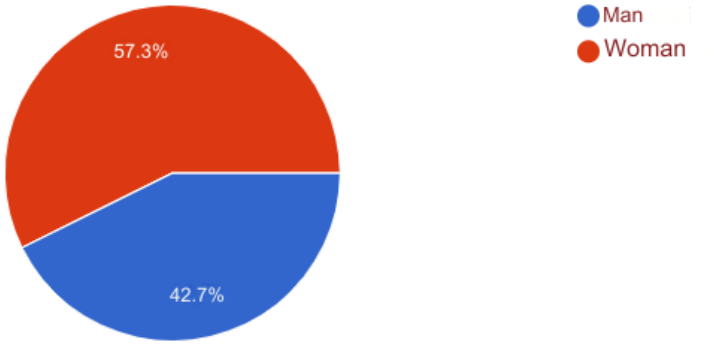


**Figure 1 Percentage of Respondents**

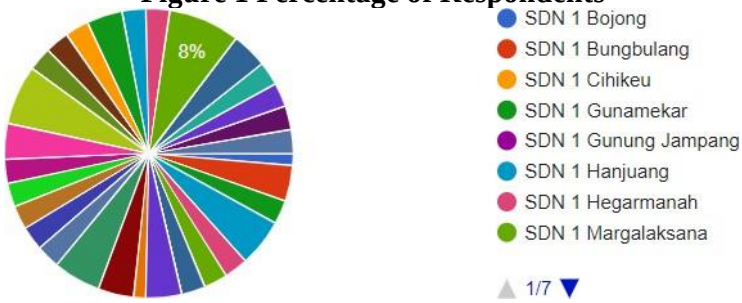


**Figure 2 Percentage of respondents per school**

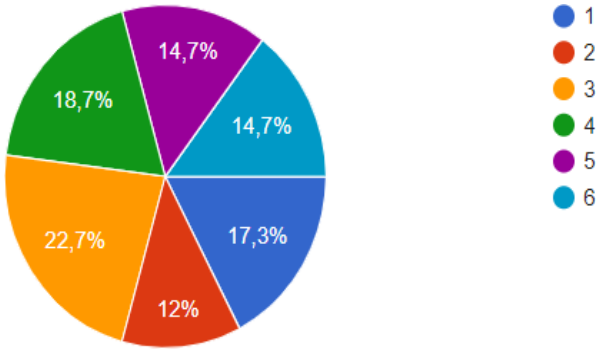


**Figure 3 Percentage of respondents per class**

The data we collected was data on how long respondents used computer devices and gadgets, with each giving a choice, namely 1 year,2 years, 3 years, 4 years and more than 5 years. From the data collected,60 people (80%) used computers for more than 5 years (Figure 4), while 74 people (99%) used gadgets for more than 5 years (Figure 5).

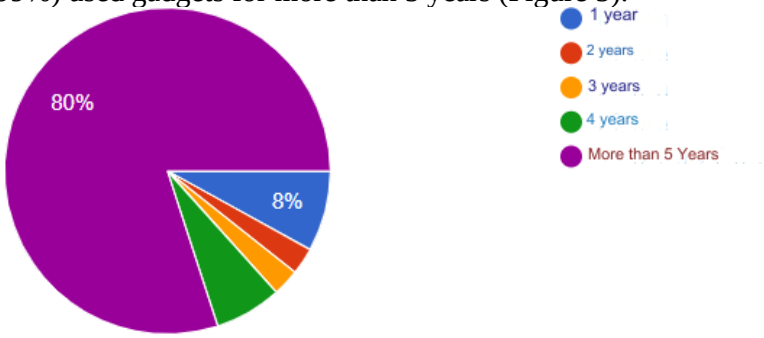


**Figure 4 Percentage of Respondents in Using Computers**

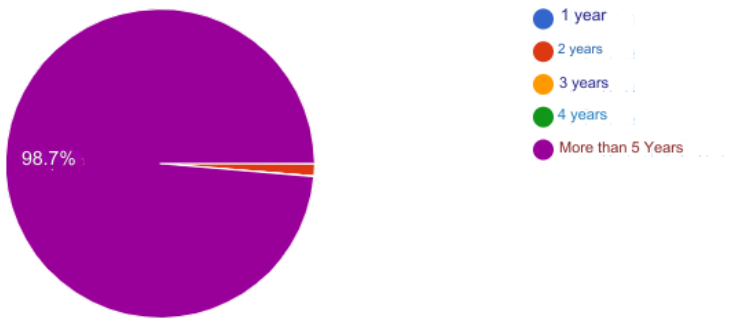


**Figure 5 Percentage of Respondents in Using Gadgets**

From the data collected, it can be concluded that the respondents did not experience significant obstacles in using or operating computers and gadgets, meaning that the respondents were literate in Informationand Communication Technology (ICT). This is in line with the survey statement "Do you agree with the current Information and Communication Technology (ICT)-based learning?". A total of 36 (48%) respondents answered strongly agree, and 28 (37%) respondentsanswered yes. This means that respondents agree to ICT-basedlearning. (Figure 6).

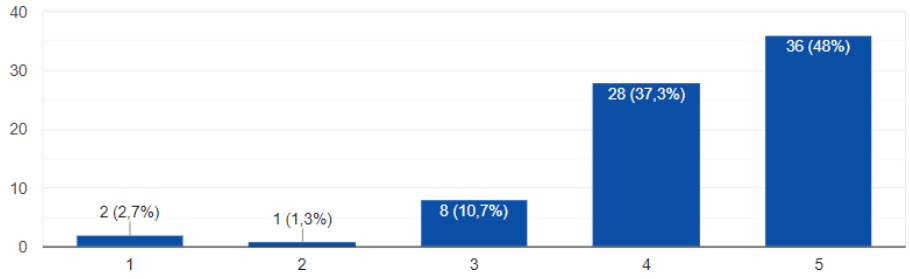


**Figure 6 Percentage of Respondents regarding ICT-based learning**

Respondents were also strengthened by the statement "Do you agreewith interactive Multimedia learning?". From the respondents' answers, 37 (49%) respondents answered yes and 28 (37%) respondents answered strongly agree. This means that the respondent, namely the teacher, expects learning with Interactive Multimedia. (Figure 7)

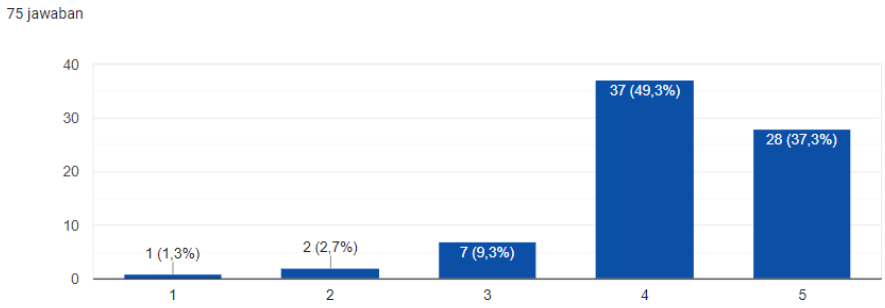


**Figure 7 Percentage of Respondents regarding Interactive Multimedia learning**

Furthermore, the researcher collected related to the Canva application. From the data collected, it was found that respondents knew about theapplication, where around 36 (48%) respondents agreed and 25 (33%) respondents strongly agreed, further strengthened by the survey question "Do you agree with learning using the Canva application?", and

36 (48%) respondents agreed, while 22 (29%) respondents strongly agreed. This means that respondents expect learning that takes place in elementary schools in Bungbulang sub-district using Canva-based Interactive Multimedia. (Figure 8 and Figure 9).

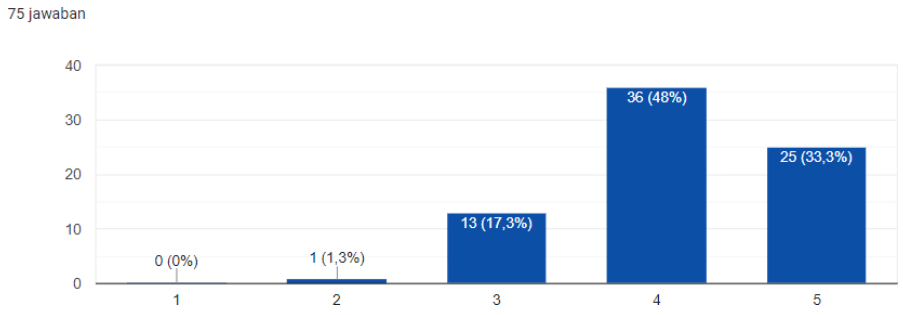


**Figure 8 Percentage of Respondents to the Canva App**

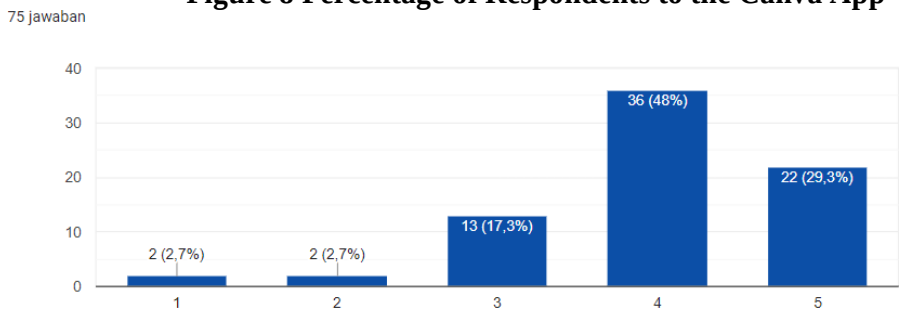


**Figure 9 Percentage of Respondents to Canva-based Learning**

Furthermore, the researcher strengthened the statement of the resultsfrom figure 8 and figure 9, where respondents agreed that Interactive Multimedia learning can facilitate the learning process, this can be seen from 33 (44%) respondents agree and 30 (40%) respondents strongly agree with the statement. (Figure 10), 36 (48%) respondents agree and 25 (33%) respondents strongly agree with the importance of the learning process using Canva Interactive Multimedia. (Figure 11).

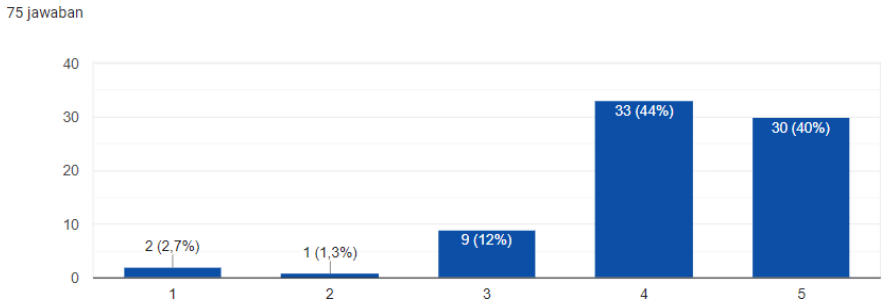


**Figure 10 Percentage of respondents on the ease of learning with Canva**

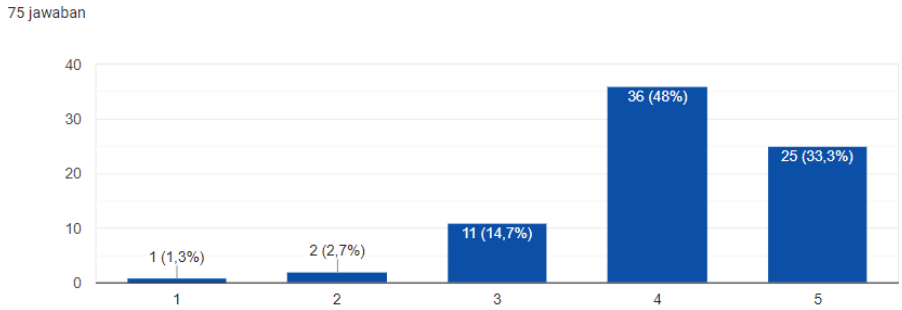


**Figure 11 Percentage of Respondents Interested in Canva-basedInteractive Multimedia**

Next, the researcher asked again regarding the results that students will get if learning using the Canva application. The results were obtained that 31 (41%) respondents and 29 (38%) respondents believed that therewas an increase in students' interest in learning. (Figure 12).

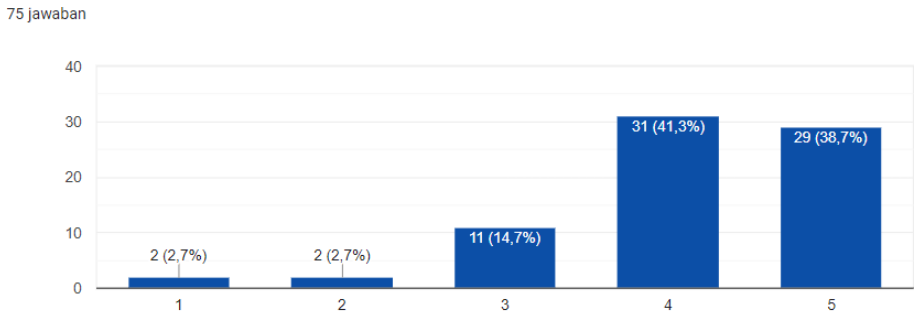


**Figure 12 Percentage of Respondents on the increase in students' interest in learning using Canva-based Interactive Multimedia**

The results of respondents related to the increase in students' interest in learning with Canva Interactive Multimedia were reinforced by the results of the data collected by researchers on learning will be fun using Canva, namely 39 (52%) respondents answered yes and 21 (28%) respondents answered strongly agree. This means that the existence of Canva-based Interactive Multimedia in learning will provide results, namely it will increase interest in learning and be fun. (Figure 13).

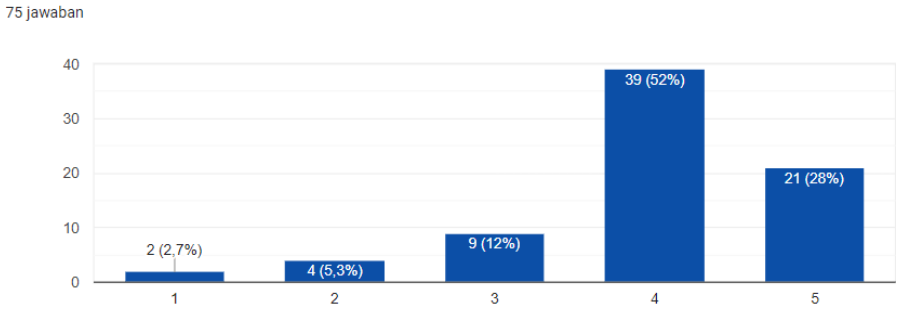


**Figure 13 Percentage of Respondents to Canva-based Interactive Multimedia will be fun to learn.**

Finally, the researcher collected data on teachers (respondents) related to its relationship with 21st century learning where teachers are facilitators and students are learning centers. From the results of the data collected, it turns out that 38 (51%) respondents agree and 22 (29%) respondents strongly agree with the statement. This means that teachers as facilitators can provide convenience and facilitate learningusing Canva-based Interactive Multimedia.

## CONCLUSION

Based on the discussion and analysis of the data above, the researcher can conclude that on average, 64% of teachers in general agree and strongly agree with the use of Canva-based Interactive Multimedia learning.

## REFERENCES


Aguayo-Arrabal, N., & Gómez-Parra, M.-E. (2022). Open to better? Teachers' perceptions of curriculum integration in the Erasmus Mundus PETaL master's degree. *Journal of New Approaches in Educational Research*, *11*(2), 186–208.

Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022). Teachers' perceptions of technology integration in teaching-learning practices: A systematic review. *Frontiers in psychology*, *13*, 920317.

Awaludin, A., Wibawa, B., Sitepu, B. P., & Winarsih, M. (2019). The effect of hypermedia-based e-book on learning achievement of integral calculus. *Proceedings of the First International Conference on Technology and Educational Science, ICSTES 2018, November 21-22 2018, Bali, Indonesia*.

Darmawan, D. (2020). *Development of ICMLS Version 2 (Integrated Communication and Mobile Laboratory Simulator) To Improve 4.0 Century Industry Skills in Vocational Schools*.

Garcia-Huidobro, J. C. (2018). Addressing the crisis in curriculum studies: curriculum integration that bridges issues of identity and knowledge. *The Curriculum Journal*, *29*(1), 25–42.

Lam, C. C., Alviar-Martin, T., Adler, S. A., & Sim, J. B.-Y. (2013). Curriculum integration in Singapore: Teachers' perspectives and practice. *Teaching and Teacher Education*, *31*, 23–34.

McPhail, G. (2018). Curriculum integration in the senior secondary school: A case study in a national assessment context. *Journal of Curriculum Studies*, *50*(1), 56–76.

Mielikäinen, M. (2022). Towards blended learning: Stakeholders' perspectives on a project-based integrated curriculum in ICT engineering education. *Industry and Higher Education*, *36*(1), 74–85.

Mohamed, R. H. B., Jarrar, M., Abumadini, M. S., Al Elq, A., Abusalah, M. A. H., Al-Bsheish, M., Alqahtani, F. M., & Rayani, A. (2023). Student perspectives and academic achievement in a traditional versus an integrated curriculum: evidence from a medical school. *Health Professions Education*, *9*(4), 3.

Ratnawati, D., & Vivianti, V. (2020). Persepsi mahasiswa terhadap pembelajaran daring pada mata kuliah praktik aplikasi teknologi informasi. *Jurnal Edukasi Elektro*, *4*(2), 110–119.

Sagala, S. (2018). Etika dan Moralitas Pendidikan dalam Mengembangkan SDM Berbasis Sains dan Teknologi. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*.

Sajjad, Q., Taseer, N. A., & BUKHARI, S. (2022). An Analysis of Teachers' Perspectives about the Implementation of Integrated Curriculum in Primary Schools. *Turkish Online Journal of Qualitative Inquiry*, *13*(1).

Sama, R., Adegbuyi, J. Y., & Ani, M. I. (2021). Teaching to the curriculum or teaching to the test. *Journal of Social, Humanity, and Education*, *1*(2), 103–116.

Santoso, G., Abdulkarim, A., & Sapriya, B. M. (2023). Curriculum Matrix Citizenship Education; Development Perspective, Change, And Evaluation. *PICEI 2022: Proceedings of the 1st Pedagogika International Conference on Educational Innovation, PICEI 2022, 15 September 2022, Gorontalo, Indonesia*, 129.

Sugiyono. (2020). *Metode Penelitian Kuantitatif Kualitatif dan R&D (Sutopo, Ed.; 2nd ed.). ALFABETA.*