



## CANVA APPLICATION INTEGRATION AS A DIGITAL INNOVATION TO IMPROVE TEACHER CREATIVITY IN KKG KENANGA

### INTEGRASI APLIKASI CANVA SEBAGAI INOVASI DIGITAL UNTUK MENINGKATKAN KREATIVITAS GURU DI KKG KENANGA

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#### Abstract

This study aims to describe the integration of the Canva application as a digital innovation to enhance teacher creativity in the Kenanga Teacher Working Group (KKG). The background of this research stems from the need for teachers to adapt to developments in educational technology and create learning media that are engaging, interactive, and relevant to the characteristics of 21st-century learners. The research method used was descriptive qualitative, with teachers who were members of the Kenanga KKG. Data were collected through observation, interviews, and documentation of training activities and the implementation of Canva in the learning process. The results indicate that the use of Canva can improve teachers' abilities in designing creative and communicative digital learning media. Furthermore, the collaborative training and mentoring activities within the KKG also fostered increased digital competence and teachers' confidence in innovation. Thus, the integration of Canva within the Kenanga KKG environment has proven effective as an effort to strengthen teacher professionalism in the digital era.

**Keywords :** Canva, digital innovation, teacher creativity, Kenanga KKG, learning media

#### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan integrasi aplikasi Canva sebagai inovasi digital dalam meningkatkan kreativitas guru di Kelompok Kerja Guru (KKG) Kenanga. Latar belakang penelitian ini berangkat dari kebutuhan guru untuk beradaptasi dengan perkembangan teknologi pendidikan dan menciptakan media pembelajaran yang menarik, interaktif, serta relevan dengan karakteristik peserta didik abad ke-21. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan subjek penelitian para guru anggota KKG Kenanga. Data



dikumpulkan melalui observasi, wawancara, dan dokumentasi kegiatan pelatihan serta implementasi Canva dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa pemanfaatan Canva mampu meningkatkan kemampuan guru dalam merancang media pembelajaran digital yang kreatif dan komunikatif. Selain itu, kegiatan pelatihan dan pendampingan yang dilakukan secara kolaboratif di KKG juga mendorong peningkatan kompetensi digital dan rasa percaya diri guru dalam berinovasi. Dengan demikian, integrasi Canva di lingkungan KKG Kenanga terbukti efektif sebagai upaya penguatan profesionalisme guru di era digital.

**Kata Kunci :** Canva, inovasi digital, kreativitas guru, KKG Kenanga, media pembelajaran

## 1. INTRODUCTION

The development of digital technology has brought significant changes to the world of education, particularly in terms of learning innovation. Teachers are required not only to master subject matter but also to be able to adapt to various digital applications and media that support creative and meaningful learning. In this context, teacher creativity is a crucial factor in creating an engaging and interactive learning environment. According to Wulandari (2021) the use of digital technology in learning can increase student motivation while fostering teachers' ability to design innovative learning media.

One popular and easily accessible digital innovation for teachers is the Canva application. This application offers various visual design features that support the creation of learning media such as posters, infographics, presentations, and even learning videos. Research by Rahmawati dan Setiawan (2022) shows that using Canva can help teachers present learning materials in a more engaging and contextual way, thereby increasing student participation and understanding. Through the use of Canva, teachers can develop visual creativity and integrate aesthetic elements into the teaching and learning process.

Globally, the integration of creative technologies like Canva aligns with 21st-century learning trends that emphasize digital literacy and creative thinking as core competencies for educators Halim dan Hashim (2019). This reinforces the importance of training and mentoring for teachers in mastering digital technology to improve the quality of learning. Therefore, this research focuses on integrating the Canva app as a digital innovation to enhance teacher creativity in the Kenanga Teachers' Working Group (KKG), with the hope that it can become a model for technology-based teacher professional development in elementary education.

The shift in learning paradigms from conventional to digital requires teachers to become digital creators capable of adapting technology innovatively. According to Spante et al (2018), teachers with strong digital literacy are better able to utilize technology to support creative, collaborative learning that is relevant to the needs of 21st-century learners. Therefore, the use of design-based applications like Canva not only enriches the variety of learning media but also improves the quality of visual communication between teachers and students.

Furthermore, the success of educational technology integration depends heavily on the support of professional communities such as Teacher Working Groups (KKG). Through these platforms, teachers can share experiences, collaborate, and receive ongoing mentoring in developing their digital competencies. Research by Trust et al (2020) shows that digital



technology-based professional learning networks play a crucial role in enhancing teacher collaboration, reflection, and innovation worldwide. Therefore, the integration of Canva within the Kenanga KKG is expected to not only enhance individual creativity but also build a collaborative learning ecosystem oriented toward teacher professional development in the era of digital transformation.

## 2. RESEARCH METHOD

This study uses a qualitative descriptive approach, aiming to provide an in-depth description of the process of integrating the Canva application to enhance teacher creativity in the Kenanga Teacher Working Group (KKG). This qualitative approach was chosen because it allows researchers to understand educational phenomena contextually and naturally through direct observation of teacher activities during training and the application of Canva in learning. As explained by Creswell and Poth (2018), qualitative research focuses on exploring the meaning generated from individual experiences with a social or educational phenomenon.

The subjects of this study were teachers who were members of the Kenanga Teacher Working Group (KKG) who actively participated in training and mentoring activities on Canva integration. Subjects were selected using purposive sampling, based on teachers' involvement and interest in digital learning media innovation. Data were collected through observation, in-depth interviews, and documentation of training activities, teacher work, and participant reflections after using Canva in learning.

Data analysis was conducted interactively through three stages: data reduction, data presentation, and conclusion drawing. This technique refers to the qualitative data analysis model proposed by Miles et al (2014), which emphasizes a continuous cyclical process between data collection and interpretation. To ensure data validity, researchers used triangulation of sources and techniques, comprehensively comparing the results of observations, interviews, and documentation. Thus, the results of this study are expected to provide a valid and comprehensive picture of the impact of Canva integration on increasing teacher creativity in the KKG environment.

Furthermore, the validation process for the research findings was strengthened through member checking and peer debriefing to ensure the researcher's interpretations aligned with the participants' experiences and the research context. This reflective approach aligns with Merriam and Tisdell (2016) view that credibility in qualitative research is achieved through in-depth engagement and participatory validation. Furthermore, according to Tracy (2020), the quality of modern qualitative research is also determined by the rigor, transparency, and meaningfulness that emerge from a systematic and reflective analysis process. Therefore, the analysis and validation strategies implemented in this study are expected to produce authentic findings that are relevant to digital technology-based teacher professional development practices.

## 3. RESULTS AND DISCUSSION

The research results show that the integration of the Canva application into the Kenanga KKG activities has a positive impact on increasing teacher creativity in designing digital learning media. Teachers become more confident and able to produce visual works that are



engaging, informative, and tailored to students' needs. This finding aligns with research by Rahmawati and Setiawan (2022b), which states that using Canva can help teachers create innovative, engaging, and accessible learning media. Furthermore, Prasasti et al (2025) also confirmed that using Canva contributes to improved learning outcomes because more interactive media designs can increase student interest in the subject matter.

International findings also support the increased teacher creativity through the use of Canva. Majid (2025) found that Canva facilitates teachers in expressing creative ideas through its simple yet flexible visual design features. Similarly, Prado-Pedroso (2024) stated that integrating Canva as an all-in-one tool into learning activities can increase teacher and student motivation in creating a collaborative learning environment. This demonstrates that digital applications like Canva function not only as design tools but also as pedagogical tools that encourage the exploration of new ideas in learning.

In addition to the creativity aspect, training and mentoring activities in the Kenanga Teacher Working Group (KKG) have been shown to strengthen collaboration between teachers. Through work-sharing sessions, teachers provide feedback and inspiration to each other to develop more engaging learning media. Stavermann (2025) explained in their research that teacher professional development will be more effective if conducted through an online teacher professional development model that emphasizes collaboration and shared reflection. A similar finding was expressed by Amemasor (2025), who concluded that ongoing community-based training can significantly improve teachers' digital literacy and instructional practices. Therefore, KKG activities integrated with Canva training are an effective platform for strengthening teachers' professional competencies in the digital era.

From a learning perspective, observations indicate that the use of Canva-based media has an impact on student engagement in class. Students appear more enthusiastic and focused on material presented through engaging visual designs. This aligns with the findings of Regondola (2025), who stated that learning with visual media can increase academic engagement and student curiosity. Similarly, Passyn (2023) emphasized that the integration of visual technology can foster two-way interaction between teachers and students, resulting in a more lively and participatory learning environment. Thus, increasing teacher creativity through Canva indirectly impacts the quality of student learning.

However, this study also identified several obstacles that require attention in implementing Canva in the Kenanga KKG. The main obstacles include teachers' limited time for independent practice and limited technological facilities at the school. Miles et al (2014) explain that environmental barriers and resource availability are factors that can influence the successful implementation of educational innovation. This also aligns with the findings of Tan (2024), who highlighted the need for institutional support, such as school policies and digital facilities, for sustainable technological transformation in education. Therefore, to maximize the benefits of Canva, a long-term mentoring strategy, improved technological resources, and dedicated time for teachers to innovate are necessary.

From the overall results and literature reviewed, it is clear that the use of Canva not only impacts teacher creativity but also strengthens digital competence, professional collaboration,



and pedagogical innovation. Akman (2025) study shows that visual-based digital design activities can foster creative thinking and significantly improve learning outcomes. Amemasor et al (2025) emphasize the importance of ongoing training that combines technology with reflective practice. In a local context, Sari (2023) found that Canva training for elementary school teachers was able to foster self-confidence and awareness of the importance of digital literacy in the 21st century. Based on these results, it can be concluded that the integration of Canva as a digital innovation in the Kenanga Teachers' Working Group (KKG) is effective in developing teacher creativity and building a collaborative and adaptive learning culture to technological developments.

#### 4. CONCLUSION

This study concludes that the integration of the Canva application as a digital innovation in the Kenanga Teacher Working Group (KKG) activities has proven effective in enhancing teacher creativity and strengthening professional competencies in the 21st-century learning era. Through structured training and mentoring, teachers are able to optimize Canva's various features to produce engaging, communicative, and contextual learning media tailored to students' needs.

The implementation of Canva also encourages collaboration among KKG members, where teachers share experiences, ideas, and work to improve the quality of learning. This process not only develops technical skills but also fosters a reflective and innovative culture in teaching practice. Furthermore, the use of Canva has had a positive impact on increasing student engagement and motivation due to the more visual and interactive presentation of learning media.

However, this study also identified several obstacles, such as limited time for teachers to practice, unequal access to devices, and the need for further training on Canva's advanced features. Therefore, the successful integration of Canva within the KKG context requires institutional policies, adequate digital facilities, and ongoing coaching to ensure consistent and sustainable implementation of this innovation.

Overall, the results of this study confirm that the use of Canva is not just a design application, but is part of a pedagogical transformation towards digital learning that is creative, collaborative, and oriented towards teacher professional development.

In addition to its direct impact on enhancing teacher creativity, this study also highlights the importance of building a learning ecosystem that supports sustainable technology adoption. Collaboration within the Teacher Working Group (KKG) has proven to be an effective means of strengthening teachers' confidence and sense of ownership of the digital innovations they develop. With community support, teachers are more easily able to adapt to changing learning paradigms and adapt teaching methods to the characteristics of students in the digital era. This demonstrates that the success of educational innovation depends not only on the technology used, but also on the social and professional synergy formed among educators.

Going forward, the results of this study can form the basis for developing a more structured, community-based digital training model that is more adaptive to the needs of teachers at various levels of education. Training programs like the one conducted in the





Kenanga KKG can be replicated in other regions by considering infrastructure readiness, policy support, and specific teacher needs. Furthermore, further research is recommended to explore the long-term impact of Canva use on improving pedagogical competence, curriculum innovation, and student learning outcomes. Thus, Canva integration is expected to be more than a fleeting innovation, but also part of a sustainable strategy to strengthen digital transformation in education.

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