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Strengthening presentation skills through TPACK-based canva media for elementary school students

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ABSTRACT

The purpose of this study is to describe the enhancement of presentation skills among elementary school students learning Indonesian at SDICT Al Abidin Surakarta through the utilization of TPACK-based Canva media. A descriptive qualitative method was employed in this study. The data consisted of information regarding the use of Canva media for developing presentation skills at SDICT Al-Abidin Surakarta. Observation, interviews, and documentation served as the instruments for data collection. The researchers ensured data validity through credibility checks, diligence, observation, and triangulation. Data analysis techniques involved data reduction, data presentation, and drawing conclusions. The results indicate that students' presentation skills, facilitated by TPACK-based Canva media, have demonstrated proficiency. The integration of TPACK with Canva media has facilitated the meaningful incorporation of technology into learning material. The advantages of employing Canva for enhancing student presentation skills include increased enthusiasm in designing presentation material, boosted student confidence, and opportunities for practicing public speaking skills using material designed and displayed via a projector screen. By incorporating TPACK-based Canva, students can actively participate in designing and presenting information through this media platform.

1. Introduction

In the burgeoning digital era, significant transformations have taken place in education due to the integration of information and communication technology (ICT) into the learning process. The incorporation of technology into learning constitutes a facet of educational reform closely intertwined with the development of information systems and is imperative for the advancement of the educational landscape [1]. In Indonesia, education is presently undergoing a transition to a new curriculum known as the *Merdeka* curriculum [2]. This curriculum encompasses a diverse array of extracurricular learning experiences optimized to afford students ample time for concept exploration and competency reinforcement. Teachers are afforded flexibility in selecting from a plethora of teaching tools, thereby enabling customization of learning to suit the diverse needs and interests of students [3]. In the implementation of the *Merdeka* Curriculum, teachers enjoy the liberty to choose formats, experiences, and materials deemed suitable for achieving learning objectives. Simultaneously, students are empowered to explore to the fullest extent in accordance with their individual needs and interests [4]. *Merdeka* Learning espouses the concept of self-directed education, fostering independence, freedom, and the capability to navigate toward a more prosperous life for future generations. Furthermore,

the application of independent learning in elementary schools aims to equip the upcoming generation with the skills necessary to thrive and excel in the future [5], [6].

Amidst technological advancements in education, educators are actively seeking novel approaches to enhance student proficiency, thereby fostering more effective and pertinent learning experiences. Within the framework of the *Merdeka* curriculum for Indonesian language education, a competency-centered approach is employed, emphasizing the cultivation of various skills requisite for the smooth execution of learning activities, notably the skill of presentation. Presentation skills represent a novel addition to the linguistic components of Indonesian language instruction within the *Merdeka* curriculum. Presentation proficiency entails the adept articulation of ideas or responses with fluency, precision, and accountability, as well as the ability to pose and/or respond to inquiries/statements and convey emotions verbally, all within the appropriate context and in a communicative and courteous manner, leveraging diverse media (visual, digital, audio, and audiovisual) [7]. The integration of technology into learning manifests in the utilization of learning media [8]. Educators necessitate learning media that are engaging, effective, efficient, and easily comprehensible for students [9]. Diverse digital learning media are now being incorporated into instruction in response to student requirements. The incorporation of media into instruction is of paramount importance as it serves to enhance the quality of education [10]. Among the digital media employed in the teaching and learning process, learning videos hold prominence. The utilization of YouTube videos as learning aids stands out as one of the most favored choices within the realm of Information and Communication Technology. According to Chen *et al*, YouTube serves as a social media platform that facilitates communication with distant individuals through uploaded videos [11]. Additionally, the utilization of PowerPoint serves as a medium facilitating the dissemination of information in the form of concise material summaries, with the potential inclusion of learning videos as supplementary components [12]. The incorporation of digital media into the learning process exemplifies one of the manifestations of Technological Pedagogical Content Knowledge (TPACK) [13].

The TPACK framework integrates three fundamental components: technology, pedagogy, and content or material knowledge, into a cohesive unit [14]. Implementation of TPACK-based learning is realized through the development of digital learning plans, the creation of digital learning content, the transformation of abstract material into animated videos, and the design of online-based assessments [15]. Among the various digital media utilized in learning activities, Canva stands out as widely employed. Canva is a web-based graphic design platform that has gained popularity across diverse contexts, including education. Offering an array of features, Canva facilitates the creation of presentations, resumes, posters, brochures, booklets, graphics, infographics, banners, bookmarks, newsletters, and more [16]. An observational study indicates that Information and Communication Technology (ICT) at Al-Abidin Surakarta Elementary School exemplifies a commitment to technology-integrated education through its ICT curriculum. This curriculum, which prioritizes technological proficiency, equips students with the requisite skills for the digital era. ICT Al-Abidin Surakarta provides a comprehensive education in computer science, digital literacy, and information technology, emphasizing practical skill development and hands-on learning experiences. The school has integrated various digital media, including Canva, into its instructional practices, introducing Canva as a novel learning tool to students.

The findings reveal that in learning Indonesian in fifth-grade classes, students predominantly present through writing and typing using Word media. Presenting in front of the class is infrequent and occurs only on specific occasions, such as recounting holiday experiences with the aid of photos and drawings, typically following semester breaks. Despite the availability and familiarity with Canva media among students, its utilization for presenting activities in front of the class is rare. The implementation of Canva media, particularly in the context of strengthening presentation skills in Indonesian language learning, has not reached optimal levels. This development underscores an opportunity to harness the potential of Canva as a learning medium to enhance students' presentation skills more effectively. This research is significant as it identifies an untapped opportunity to enhance students' presentation skills through the use of Canva media. Given students' preference for Word over Canva, there exists substantial untapped potential to enhance their presentation skills. This finding aligns with the perspective of Daud *et al.*, who assert that teachers play a pivotal role not only in imparting

subject knowledge but also in nurturing students' creativity and skills for application in various aspects of life [17]. Thus, this research offers a comprehensive understanding of optimizing Canva media usage in Indonesian language learning. The primary objective of this study is to delineate the enhancement of presentation skills through TPACK-based Canva media for elementary school students in Indonesian language learning at SDICT Al Abidin Surakarta. Contributions of this study include shedding light on Canva's implementation in Indonesian language education at the elementary level, investigating factors influencing students' Canva usage, and furnishing practical guidance for educators to leverage Canva effectively in improving students' presentation skills. Consequently, this study has the potential to enhance the efficacy of Indonesian language education in elementary schools and contribute meaningfully to the advancement of innovative learning methodologies.

2. Method

In this study, researchers employed descriptive qualitative research methods. Descriptive research, as elucidated by Koh et al, entails explaining and detailing a situation or event without applying any specialized treatment to the object of study [18]. The focus of this research is Canva media, utilized as a medium for learning the Indonesian language. The participants comprised five fifth-grade students and fifth-grade teachers at SDICT Al-Abidin Surakarta. Data in this study consists of information regarding the use of Canva media for developing presentation skills in learning at SDICT Al-Abidin Surakarta. Data sources encompassed interviews with fifth-grade teachers and students, as well as information gleaned from Canva media, articles in journals pertaining to Canva digital media, and relevant prior studies. Interviews were conducted with fifth-grade students and teachers at SDICT Al-Abidin Surakarta, supplemented by observations of fifth-grade student and teacher activities, and documentation encompassing learning media, student work, and Indonesian language learning activities. These three methods constituted the data collection techniques in this study. Data analysis involved techniques such as data reduction, presentation, and drawing conclusions, as illustrated in Fig. 1. Researchers applied data source triangulation and triangulation techniques, employing credibility tests including observation persistence and triangulation to validate the data. This validation process involved comparing data from various sources to ensure consistency and employing diverse data collection techniques to obtain a comprehensive perspective. By utilizing these techniques, researchers were able to furnish a more profound and valid analysis of the data collected in this study [19].
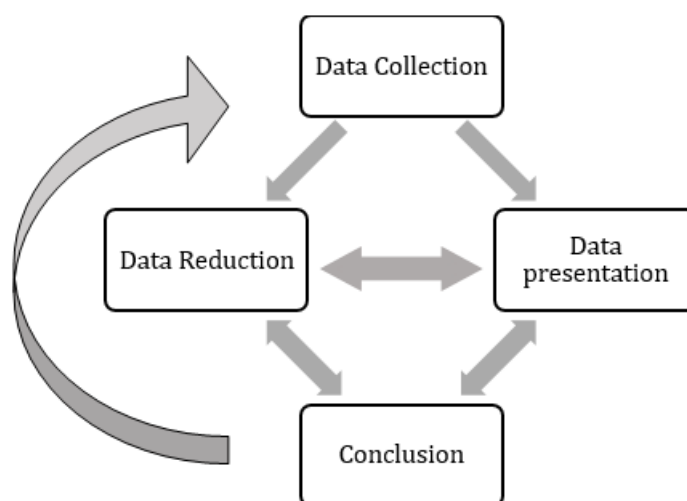

Fig. 1. Data analysis involves techniques for data reduction, presentation and drawing conclusions

3. Results and Discussion

3.1. Teacher and Student Perceptions About Canva

The utilization of learning media to augment learning is an integral aspect of the teaching and learning process. Presently, educators employ numerous digital media to optimize learning

in the digital era, one of which is Canva. Teachers at SDICT Al-Abidin Surakarta are knowledgeable about Canva, as follows:

> "*One application that is very easy to use and can be utilized in creating quality learning media is Canva. Canva also helps teachers to be able to create teaching modules, teaching materials and also LKPD as attractive learning media*" (U/7-11-2023).

Meanwhile, students in grade V said as follows:

> "*Canva is an application used to edit, design and create videos to make them interesting because it is easy to find the desired images*" (D,J,A / 6-9-2023).

Teachers and students at SDICT Al-Abidin Surakarta perceive Canva as an application that can be utilized for designing and editing materials used for learning by both students and teachers, thus making it an engaging learning tool. This aligns with the assertion by Rahayu *et al,* who emphasizes that Canva provides various templates and features to support technology-based learning for teachers [20]. By focusing on skills, creativity, and other benefits, Canva effectively captures students' attention and enhances their interest in the learning process by presenting teaching materials in an engaging manner. Furthermore, the utilization of Canva as a learning tool contributes to the advancement of current technological developments. The multitude of features that support and facilitate the learning process adds value to the selection of learning media. According to a fifth-grade teacher, the use of Canva media is described as follows:

> " *Canva is very helpful for teachers in the KBM process. Moreover, Canva is very attractive to students because it provides a lot of templates and interesting features. So that students are more interested in learning.*"

Utilizing technology as a learning tool can aid teachers in instruction and foster students' creativity according to their imaginations [21].

3.2. Implementation of TPACK-Based Canva Media in Indonesian Language Subjects

In the Indonesian language subject within the independent curriculum, there are elements of listening, reading, and viewing, as well as speaking and presenting. To facilitate effective learning, teachers employ various learning media to attain common learning objectives. Effective learning entails teaching-learning scenarios that can be executed more seamlessly and have the potential to enhance learning outcomes through the integration of technology in the classroom [22]. The integration of technology into learning processes has become widespread in schools. Specifically, the utilization of Canva media in learning at SDICT Al-Abidin has become commonplace among both teachers and students. In Indonesian language instruction, teachers utilize Canva as a presentation tool with a PowerPoint (PPT) design to deliver material succinctly, aiding students in comprehending the content being studied. Conversely, students leverage Canva to present their performance outcomes during the learning process. They conduct demonstrations to present the prepared material comprehensively, succinctly, structured, memorably, and confidently, considering the elements conducive to presentation success.

The use of Canva facilitates the elements of presentation in Indonesian language learning, aligning with students' technological habits in their daily lives [23]. In this context, the reinforcement of presentation skills is not solely the responsibility of the teacher but also involves active participation from students. The presentation concept implemented by the fifth-grade teacher in Indonesian language instruction entails students documenting group outcomes and subsequently narrating them with the assistance of selected images. The following delineates the process of implementing TPACK-based Canva as a reinforcement of presentation skills for students. In the implementation of TPACK-based Canva media, the activities of students and teachers in the planning stage unfold as follows: Teachers integrate TPACK into the development of learning objectives, while student activities encompass specified aspects, see Table 1. Concurrently, teachers establish creative and clear objectives for Canva design in the learning project. TPACK, short for Technological Pedagogical Content Knowledge, denotes knowledge that integrates technology (T), pedagogy (P), and content (C) within the learning context.

Table 1. Implementation of TPACK-based canva

Implementation of TPACK-Based Canva Media	Activity Processes	Activitiy	
		Teacher	*Students*
Planning	Identifying Learning Objectives	Develop learning objectives that integrate TPACK according to curriculum and student needs.	Set creative and clear objectives for Canva design in the learning project.
	Template and Material Selection	Establish a concept map poster template to support the effective and efficient delivery of the interinsic elements material.	Selecting the template according to the purpose of the learning material project.
Implementation	Use of Canva Design Features	Provide technical guidance to students during the material design process if they experience problems.	Using all the right features in Canva so that they can create project results that meet the guidelines.
	Collaboration between Students and Teachers	Provide collaborative support by providing direction related to the project so that it meets the learning objectives set.	Interacting by giving and receiving input from friends and teachers both during the design process and during the process of presenting the results of the work performance.
	Interactive Learning Session	Facilitate interactive learning sessions by showing the potential of utilizing Canva in Indonesian language learning, especially in the element of presenting.	Participated in the learning session by involving Canva based on TPACK in presentation activities and creativity of concept map poster project design.
Evaluation	Formative Evaluation	Conducted a formative assessment to guide students and evaluate the extent to which TPACK was integrated in the Canva design and presentation.	Receive feedback during the process of developing materials and presenting using Canva.

During the implementation stage, teachers provide technical guidance, considering the TPACK dimension throughout the Canva material design process. Student activities entail optimizing Canva features in accordance with the provided guidance. Collaboration between students and teachers is evident, with teachers offering collaborative support and students actively engaging in the process of designing and presenting their work performance outcomes. The interactive learning session stands out as the highlight of the implementation, wherein teachers effectively facilitate learning by demonstrating the potential of TPACK-based Canva. Students actively participate in this session, applying TPACK-based Canva in presentation and project design. Additionally, students refine their public speaking skills by articulating language that is easily comprehensible to peers and teachers. Achieving proficiency in speaking necessitates attention to various aspects, including mental readiness, word selection, pronunciation, and adherence to correct grammar [24]. Speaking skills are particularly crucial in presentation activities, as highlighted in research by Zhussupova *et al.* who emphasize their significance for students' academic progression [25]. According to a teacher at SDICT Al-Abidin Surakarta, TPACK is defined as follows:

"*The ability to master three components, namely learning, pedagogics and technology and a teacher must be able to summarize a series in learning with these three components.*" (U/7-11-2023)

According to Karchmer *et al*, TPACK refers to the knowledge required by teachers to appropriately utilize technology in learning activities across various content areas [26], enabling them to effectively employ suitable technology and teaching methods to deliver the material. Following the implementation of TPACK-based Canva, students actively engage in designing and delivering information through Canva media, employing diverse creativity to craft engaging presentations. This process not only enhances students' understanding of the material but also provides them with opportunities to refine their presentation skills firsthand. Some students exhibit confidence in conveying ideas and concepts, resulting in more structured outcomes. The utilization of TPACK-based Canva features offers advantages that aid students in integrating technology, pedagogy, and content knowledge into every presentation. In the context of Canva implementation, purportedly TPACK-based, students assume an active role in designing and presenting information through Canva media, leveraging its design features to visualize learning concepts in creative and appealing layouts. Students' understanding of technology or applications for learning falls under the Technological Knowledge (TK) component. Research findings by Maharani *et al.* on Technological Knowledge (TK) indicate that this activity involves comprehending various types of technology as instruments, processes, and sources [27]. The involvement of students in designing and presenting information through Canva media is encompassed within the Technological Pedagogical Knowledge (TCK) component, elucidating the relationship between technology and material content. A profound understanding of technology can positively influence the ability to present material clearly, facilitating recipients' comprehension.

The act of presenting in learning undertaken by students embodies one of the implementations of Pedagogical Content Knowledge (PCK), wherein teachers play a pivotal role in crafting meaningful learning experiences by leveraging their knowledge of pedagogy, learning strategies, teaching planning, and methods tailored to effectively deliver specific materials [28]. The materials integrated into TPACK are explicated through the theory that teachers not only possess content and pedagogical knowledge but are also adept at amalgamating them with technological knowledge. In Canva, learning content such as illustrations, diagrams, and texts are structured in a manner conducive to student understanding. Therefore, the application of TPACK-based Canva facilitates a comprehensive integration of technology, pedagogy, and content in the learning process. Teachers must discern how to align and implement learning with technology to provide added value, with a focus on student learning [29]. The evaluation process involves both teachers and students assessing the progress and effectiveness of learning. In this process, teachers engage by providing feedback on student performance during learning activities, assessing students' progress in understanding, and presentation skills, and the utilization of TPACK-based Canva media. Additionally, teachers employ formative evaluation to gauge the extent of TPACK integration in learning design and implementation. Students are also involved in receiving feedback on the quality of their design and presentation during the evaluation process.

3.3. Advantages and Disadvantages of Canva Media on strengthening presentation skills at SDICT Al-Abidin Surakarta

In its implementation, the application of TPACK-based Canva media in enhancing presentation skills in Indonesian language learning demonstrates several advantages and disadvantages. According to the fifth-grade teacher, Canva possesses the following advantages:

> "*The advantages of Canva as TPACK-based media are many, such as being available in application and web versions, very complete features, both for videos, photos, power points and documents, very complete tools including templates, fonts and so on. How to use it is very easy compared to other applications or platforms.*" (U/7-11-2023).

In research Chen *et al*, Canva facilitates the creation of desired designs, offers a variety of diverse templates, and is accessible to everyone [30]. These advantages incentivize students to engage in designing learning materials using Canva media actively. Students become actively involved and enthusiastic about creating captivating presentations. Moreover, the implementation of Canva enhances students' understanding of learning materials, providing a visual and creative approach that supports the learning process. The use of Canva in reinforcing students' presentation skills results in increased excitement among students in designing the

material to be presented, bolstering their self-confidence, and providing opportunities to practice public speaking skills by presenting the material displayed using a projector screen. Therefore, while Canva offers numerous advantages in learning, attention to these aspects is necessary to ensure its application is more optimal and effective. Similar to research by Pedroso *et al*, Canva boasts an attractive style, offers numerous options, and serves as a useful learning resource media due to its time efficiency [31]. During learning, Canva media proves effective as it heightens students' interest and enthusiasm in learning, offering a plethora of attractive features and templates that support the learning process to meet student needs. Teachers employ various methods of applying TPACK-based Canva media to reinforce students' presentation skills. The teacher guides students on what to do with the studied material, tasks them with reading a short story text and writing down the material to be designed for presentation, provides various examples of captivating designs to excite students in creating their own designs according to their imagination, and directs the course of presentation activities. In the implementation of TPACK-based Canva media in the student presentation process, teachers inevitably encounter various obstacles, as evidenced by researchers' observations at SDICT Al Abidin Surakarta. According to grade V students, there are disadvantages to using Canva in learning.

> "*Canva is a good media for designs in learning activities, but if the internet connection is not good then we cannot edit. If Canva is not pro/premium, many templates and features cannot be used.*" (D,J,A / 6-9-2023)

Meanwhile, the fifth grade teacher said as follows:

> "*The disadvantages of canva are that it must be online or use an internet connection, sometimes it requires a stable internet connection to open it, not all features and tools can be accessed for free or must have a premium account*" (U / 7-11-2023).

According to Mudinillah *et al.* a disadvantage of Canva is its requirement for a constant internet connection [32]. This limitation renders Canva inaccessible without an internet connection, mandating users to maintain a data package for application usage. Similarly, research by Mudinillah *et al,* highlights several drawbacks of Canva, such as its dependency on an internet network; without internet access or sufficient data quota, Canva cannot be utilized for design purposes [33]. Additionally, while various template elements, stickers, illustrations, and fonts are available for a fee, there are numerous appealing and free templates accessible for use. Despite some features necessitating payment, users can still design content appealingly, drawing upon personal creativity. However, certain barriers merit attention. Despite enhancing understanding, some students still exhibit a lack of focus during the material design stage due to the abundance of color, text, and image features, leading them to engage in exploring various features to support their presentations, consequently causing delays in the learning process. Canva media has been employed as TPACK-based learning media in Indonesian language subjects by both teachers and students. Canva media offers a plethora of intriguing features, diverse templates, and numerous images to support the learning process. This is corroborated by the findings of research by Almaiah *et al*, which emphasizes that the integration of the TPACK learning model with computer technology facilitates innovative learning and is more adaptable to prevailing technological developments [34]. One of the benefits of learning through optimized digital technology with computers is enhanced interaction with teachers and the broader world, enabling students to independently explore and bolster their understanding of learning concepts.

4. Conclusion

The implementation of TPACK-based Canva Media at SDICT Al Abidin in enhancing presentation skills has proven to be effective. The utilization of TPACK-based Canva media in learning has successfully established a learning environment that prioritizes technological knowledge, pedagogy, and content. The implementation process is conducted with attention to the stages of planning, implementation, and evaluation. Canva serves as a medium for explaining student performance results and optimizing both student and teacher activities by integrating technology, pedagogy, and content requirements. TPACK, especially in the presentation activities, acts as a foundation supporting the entire implementation process, demonstrating its

relevance in the context of teaching with technology. One advantage of Canva is its user-friendly design, catering to beginners without a background in graphic design. Moreover, Canva offers a variety of ready-made design templates for various purposes, ranging from presentations to social media, enabling users to quickly create visually appealing content. However, the disadvantages of Canva persist in its inability to be used offline, requiring dependence on internet connectivity or a data package.

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