

## SUSTAINING CANVA EDUCATION LEARNING ON ONLINE AND OFFLINE LEARNING: A CASE OF TEACHER'S BEST PRACTICE

Yulieda Hermaniar\*, Yasyir Fahmi Mubaraq

STKIP PGRI Banjarmasin

yuliedahermaniar@stkipbj.ac.id, myasyirfahmi@stkipbjm.ac.id

[yuliedahermaniar@stkipbjm.ac.id](mailto:yuliedahermaniar@stkipbjm.ac.id)\*

**Abstract :** *The shifting learning method as the pandemic stroke in early 2022 pushed all teachers in Indonesia to master technology in quite short time. The free online learning application such as google classroom, Edmodo, and Quizziz were used to conduct the teaching and learning process. The default setting on these applications were used to give instruction, attach assignment, or conduct assessment. In two years, the development of technological usage has improved significantly as many schools develop their own learning management system (LMS) as well as many teachers used various application to their online learning. One of the best practices used by the teacher in SMKN 4 Banjarmasin is integrating Canva Learning into the school's learning management system. The teacher develops the various media using Canva Education in form of animated caption, animated video, full color scheduling, and online assessment. When the online learning ended as the pandemic is now under control, the teacher does adjustment on the Canva Education usage from online learning to face to face learning. Therefore, it is an interesting subject to study the adjustment of Canva Education usage from online to offline class in the teaching of English at SMKN 4 Banjarmasin. This research applied a qualitative study by using a case study method. The researchers conduct interview and observation to picture the teachers' method and strategy in using Canva in her class.*

**Key Words:** Canva Education Learning, Technology Enhance English Learning, Teaching Practice

### Introduction

During the pandemic of covid-19 strikes the world in early 2020 till the 2022, ASEAN students, including Indonesian students, went through an unprecedented situation on their higher education experience. Especially Indonesia which is an archipelago country and very differ in technology knowledge from one region to another region. The government must force to stop face to face learning in order to decrease and eliminate the spread of corona virus and introduce online learning to teacher, school, college, and university. In Indonesia, online learning is something new that needs adaptation to do because not all students are familiar with the system. Some students got some difficulties during online learning and students also have different views of this learning system. The top barriers students encountered during the online portion of the semester were connected to Wi-Fi quality, finding a quiet space, and finances. Beyond academics, students decreased their social connections with peers, professors, and the college community and their healthy habits connected to exercise and eating during the remote portion of the term.

Neuhauser (2002) investigated effectiveness of online and face-to-face instruction and revealed no significant differences in test scores, assignments, participation grades, and final grades, although the online group's averages were slightly higher. Ninety-six percent of the online students found the course to be either as effective as or more effective to their learning than their typical face-to-face course.

Means et al. (2009:9) define online learning as the "learning from distance that can connect each other over the internet connection Internet. This definition excludes purely print-based correspondence education, broadcast television or radio, video conferencing, videocassettes, and stand-alone educational software programs which do not have a significant Internet-based instructional component". Media is an essential tool for an educational system to support the teachers and learners in doing the teaching and learning process. Especially when they learn online, it can help their online class process because they can learn anywhere without face to face.

Canva is a web-based application providing thousands of templates for educational purposes. The users are allowed to create and develop slides, graphics, or animated videos through it. Specifically improved for education purpose, Canva developed Canva Education where the users can experience premium access for free. Therefore, Canva Education is one of the most popular applications for educational purposes besides google classroom.

## **Method**

This research applied qualitative research. It explores and understands the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, collecting data in the participants' setting, analyzing, the data inductively, building from particulars to general themes, and making interpretations of the meaning of the data. The final written report has a flexible writing structure" Creswell (2009).

This case study reveal best practice of Indonesian EFL teacher and how she actually applied Canva in her classroom. It involved a vocational English teacher at one of state vocational school, SMKN 4 Banjarmasin. She graduated from University of Lambung Mangkurat, one of reputable universities in Indonesia. The subject, who is a senior teacher, has been teaching for more than 10 years. She participated on non-degree scholarship for English teacher at Japan for 2 years. She is also one of mentor for teacher profesionalism training program held by Indonesian government.

The data for this study were collected through interviews and observation. The interview was done through e-mail based on the teacher's request. We conduct a direct interview by making appointment to the teacher. The observation was implemented to see the actual practices of the teacher in applying canva in the classroom. It examined the strategies, method, and stages of applying teaching.

## Results and Discussion

The interview and observation were conducted by interviewing Nurul Mawaddah, S.Pd and attending her English class at grade 10 of SMK 4 Banjarmasin. Mawaddah's class was taken as best practice since it consistently uses Canva Education application during online and offline learning which was uploaded at her Instagram page namely @ms.nunu\_mengajar. The result is presented on the table below:

**Table 1:** Result of Interview and observation

ASPECTS	ONLINE CLASS	OFFLINE CLASS
Curriculum	<i>Kurikulum Paradigma Baru</i>	<i>Kurikulum Paradigma Baru</i>
Material	<ul style="list-style-type: none"> <li>- Narrative text</li> <li>- Descriptive text (Person)</li> <li>- Descriptive text (Place)</li> <li>- Recount text</li> <li>- Procedure text</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative text</li> <li>- Descriptive text (Person)</li> <li>- Descriptive text (Place)</li> <li>- Recount text</li> <li>- Procedure text</li> </ul>
Platform	<ul style="list-style-type: none"> <li>- Google Classroom</li> <li>- WhatsApp Group</li> <li>- Instagram</li> </ul>	Physical Classroom
Meetings	20 meetings 1 teaching hour per week	80 meetings 4 teaching hour per week meetings
Time Allotment (per teaching hour)	45 minutes	45 minutes
Teaching Approach	Flipped Classroom	Flipped Classroom
Canva Education Integration	<ul style="list-style-type: none"> <li>- Designing layout for quiz and assignment</li> <li>- Animated video as teaching media</li> </ul>	Designing power point presentation as teaching caption

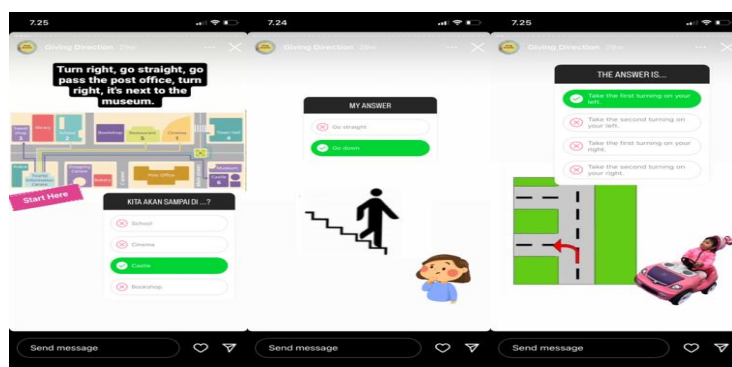
SMKN 4 Banjarmasin uses *Kurikulum Paradigma Baru* which is later adopted into *Kurikulum Merdeka*. Generally, the curriculum is used by vocational high school since it deals with intracurricular activity covering teacher-students face to face interaction as well as project-based learning. The curriculum is in line with the purpose of Industrial revolution 4.0 because it allows students to experience offline and online learning. Wardina, U. V., Jalinus, N., & Asnur, L. (2019) mentioned that vocational high school curriculum should deal with education and training, hard skill and soft skill needed for industry.

When the pandemic stroked, the school is allowed to adjust the curriculum which is applicable for distant learning. SMK 4 Banjarmasin decided to keep using the same curriculum since the curriculum used is already give space to teachers to develop their teaching process through online platform. Therefore, there is no curriculum changing from before and after pandemic era. Hence, there was no significant changing of curriculum, the material coverage remains the same.

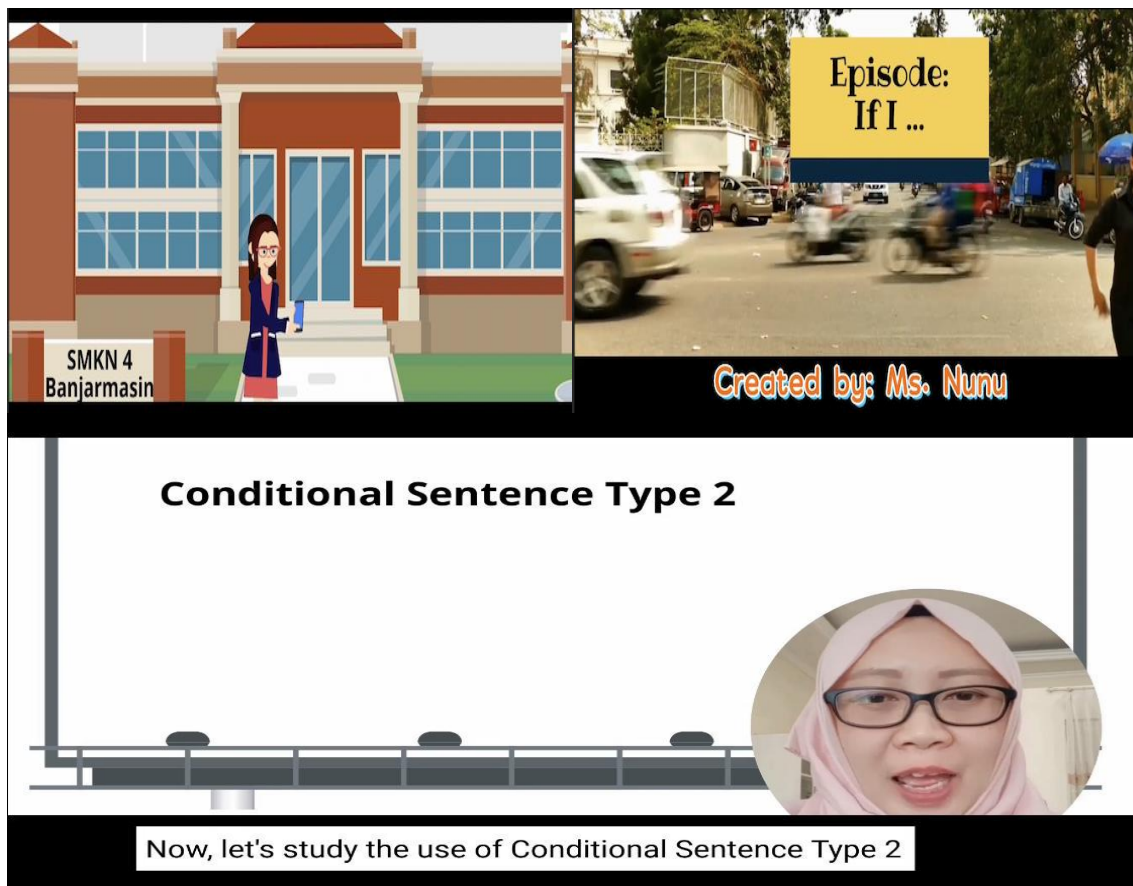
Nurul Mawaddah, S.Pd used Flipped Classroom model as her teaching approach. The method allows the students to prepare themselves before the actual class. Ayçiçek, B., & Yanpar Yelken, T. (2018) highlighted the advantages of flipped classroom which is ensuring that students are prepared for the lesson, making the course fun and productive, providing teacher guidance and teamwork, and motivating students by creating a competitive atmosphere within the classroom. In addition, it can be said that the technology which is integrated into the flipped classrooms supports individual learning, which helps increase the success of students.

During the semester, the students on both online and offline class should learn various text genre namely narrative text, descriptive text (person and place), recount text, and procedure text. During COVID-19 era, the teaching and learning process were carried out by using three platforms: Google Classroom, WhatsApp group, and Instagram. Each application has different purpose as Google Classroom is used to upload lesson as well as to track students' attendance; WhatsApp Group is used to give instruction to students and to respond students' questions; and Instagram is used to set pre activity which is conducted before class on flipped classroom. Canva education integration occurred on all flatforms. WhatsApp is one of alternative mobile technologies that can be applied to support, strengthen, or even perform a major online instruction. According to Siemens (2006), "when students use digital tools to connect, they are able to reflect on dialogue about, and internalize content in order to learn."

Before the scheduled class, Mawaddah instructed the students through WhatsApp to check her Instagram. On her Instagram page, Mawaddah uploaded animated video about things they should learn beforehand. The materials students should learn before the class includes vocabularies and sample text. Through Instagram, she was able to maximize students' participation by creating polls on words meaning. Instead of giving list of words, Mawaddah shows pictures and asked students to choose on the meaning or context. The activity was nicely done by students as they were familiar with the Instagram features. Sakti, B. C., and Yulianto, M. (2018) highlighted the characteristics of teenagers who use Instagram as a means to find their identity. Teenagers who use Instagram social media, take advantage of various facilities owned by Instagram to construct their identity, and as a place to show themselves. Using their habitual activity as part of learning activity creates students' fondness toward the material. To give clear pictures on how Mawaddah uses the platform can be seen on the following picture.



When she conducted the scheduled class, Mawaddah uploaded the material on Google Classroom. Instead of giving material in form of pdf, she used Canva Education platform to create animated video using her face, school setting and names of teachers at school. This kind of media creates familiarity and meaningfulness. That situation in line with research conducted by Abdalla and Eladl (2019) who said that most students thought that their prior knowledge about the problem had a positive impact on the quality and quantity of the discussion they were to have. They stated that, by having this knowledge beforehand, they have more information to share during the discussion and they had more contributions and involvement. The video made by Mawaddah by using Canva Education is presented below:



On offline classroom, Mawaddah used different media to engaged students to learning activity. Using canva can provide a lot of brainstorming activity using template provided by this application. Group brainstorming sessions are a great way to bring your students together to engage with whatever it is they're learning. Instead of thinking about the topic alone at their desk, they get to expand their ideas with other students, which will help them be more engaged and gain a new perspective into the lesson. Widiastuti *et al* (2022) found that the importance of conducting brainstorming strategies during the learning

activities. Moreover, their study implies teachers should utilize the brainstorming method more intensively to develop students' critical thinking skills.

Canva also opens the opportunities for teachers to modify games for their learning. In order to guide students review the material, teachers host a game show to test their knowledge. Not only is a game show more interactive for the entire class, but it's also a lot more fun—and when learning is fun, students are more engaged. Canva also provides various templates that can be used for ice-breaking games. Icebreaker games are a great way to get your students loosened up and having fun. It will make them more likely to engage and interact with the learning process throughout the day.

## Conclusion

From the observation and discussion, it can be concluded that Nurul Mawaddah's classroom is a good example of technological integration in the classroom. As a good example, it is not possible for other teachers to develop better technological usage in the classroom. From Mawaddah's class, we can see that Canva Education's usage is not limited only in online class, but also applicable for offline classrooms. Therefore, as the application is free for educators, teachers can use and explore its features for their English lessons.

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