

## Research Article

# The Effectiveness of Youcut and Canva Application Training for Making Learning Media in Early Childhood Education in the City of Bandung

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**Abstract.**

The results of observations and interviews with teachers, school principals, and the Head of Early Childhood Teacher Association (HIMPAUDI), revealed that the problem of the lack of knowledge and skills of early childhood teachers in making learning media caused the implementation of learning to be still conventional, especially during this pandemic, mastery of ICT-based learning media (for example making learning videos) should be more qualified. The purpose of implementing community service is to improve the ability of childhood teachers in Bandung Wetan subdistrict, Bandung City in making ICT-based learning media. Community service provides an easy solution and is in accordance with the development of the era and the current digital era in making learning media. The low understanding of using technology can be seen from the few institutions that make learning media during distance learning activities.

Specific targets to be achieved include: a) teachers understanding on how to make ICT-based learning media routinely and regularly; b) teachers understanding the steps in making ICT-based learning media; c) teachers being able to take advantage of ICT in hardware and mobile phones in facilitating the manufacturing of learning media. The training methods taken include, firstly, providing information about knowledge and technological developments, especially computers and cell phones. Second, the introduction of applications to create learning media in this case learning videos. Third, the introduction and development of applications for learning media. Fourth, the simulation of making learning media using applications. Fifth, application implementation information. The results of the training based on statistical calculations obtained a p-value of 0.006. With a 95% confidence level, because the p-value is less than 0.05, this means that there was a significant difference between the participants' abilities before and after the training.

**Keywords:** early childhood, teacher, training, ICT-based learning media

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## 1. Introduction

Creative early childhood generations based on humanistic theory require the role of creative teachers and follow technological developments in providing learning activities so that they will produce integrative holistic activities. Based on Ministerial Regulation No. 137 of 2014 in CHAPTER V regarding Process Standards, it is also explained about the implementation of learning. Article 13 paragraph 1 states that the implementation of learning must be interactive, inspiring, fun, contextual and child-centered. Contextual means that the implementation of learning must be related to the natural and socio-cultural environment.

The COVID-19 pandemic which has lasted for approximately 2 years has brought various changes in the social life of the community, especially in the world of education. During the pandemic, the world of education is required to carry out the online learning process. Based on an appeal from the Ministry of Education and Technology, the use of technology must continue to be used even though the pandemic has ended. Online learning is a learning system without direct contact between teachers and students, but learning takes place through the Internet. This is a big challenge for a teacher, because with such conditions the teacher must also be able to manage learning media (online media) in such a way that learning objectives can be achieved and boredom in student learning can be prevented or anticipated. Not only that, not a few students have learning difficulties when using online learning which is triggered by several factors. Such as the lack of physical interaction between teachers and students because students only receive assignments through social media/communication media when studying online. Most students have difficulty in completing the task because there is no initial explanation from the teacher about the task given. Teachers are required to provide material through technology in a creative way so that students can understand the material provided by the teacher.

PAUD teacher standards are expected to be teachers in accordance with the Regulation of the Minister of Education and Culture No. 137 of 2014 attachment 2, which is able to master pedagogic, personality, professional and social competencies. One of the pedagogical competencies explains that a teacher must be able to utilize technology by choosing information and communication technology as teaching materials that are in accordance with early childhood development activities. In addition, a teacher must use information and communication technology to improve the quality of educational development activities.

Information and communication technology (ICT) can be used to improve the quality and productivity of education. In addition, ICT can be used for education/training purposes, communication, administration, management, independent learning media and teaching aids [1], [2]. Therefore, by utilizing information technology in making learning videos, it will help teachers in carrying out the learning process, so that health protocols can be applied optimally, time will be more efficient and the workload of teachers is lighter

The results of observations and interviews with teachers, school principals and the Head of the Association of Early Childhood Teachers in Baung Wetan Subdistrict revealed that the problem is the lack of knowledge of PAUD teachers in making learning videos, causing the implementation of learning to be still conventional.

Filling out a questionnaire for 48 PAUD teachers showed data on related problems, including: 1) 75% of teachers have not made learning media regularly or regularly; 2) 80% of teachers do not understand in making learning media in this case related to learning videos; 3) 85 % of teachers have not utilized technology, either computers or mobile phones (HP) to facilitate the manufacture of learning media; and 4) 70% of teachers do not have an application for making learning media, especially those related to learning videos.

## 2. Learning Media

The Education Association (NEA) [3] defines learning media as something that can be manipulated, seen, heard, read and discussed along with the instruments used in teaching and learning activities carried out by teachers to their students which can affect the effectiveness of instructional programs. Learning media can also be referred to as intermediaries or messengers from the sender of the message to the recipient of the message so that it can stimulate the thoughts feelings, and attention of students to achieve educational goals. The media have a lot of positive impacts on children, both with regard to the process of brain development and those related to creativity [4]

Learning media can overcome the limitations of the experience possessed by children, because the experience of each child is different depending on the events experienced by the child. Therefore, learning media can overcome these differences. If the child is not allowed to be brought to the direct object being studied, then the object is brought to him. The object in question can be in the form of a real, miniature, model, or form of images that can be presented in audio-visual and audial ways [5]

The teacher's role in choosing and determining the right learning media greatly influences the success of early childhood. Errors in choosing media can make children not concentrate, not interested and even feel bored with the learning activities provided. In choosing learning media requires some planning and consideration, namely if the teacher feels familiar with the learning media so that he chooses the media, the teacher feels the learning media can describe better than himself, the media can attract students' interest and attention [6].

Learning media as an intermediary to convey learning to students because children of this age cannot be separated from learning media. but in principle, the tools used must be able to stimulate all aspects of child development in an interesting way so that learning runs effectively. It takes when the implementation of learning challenges is muted by the parents of the students and the results of the children's learning activities will be sent by the parents via Whastapp and the teacher will assess them [7]

### 3. Audio Media

Audio media is a type of media used in the learning process by only involving the students' sense of hearing [8]. The sense of hearing is very effective in processing information obtained from information sources. This media can convey messages through sounds and sounds such as language sounds, music, and sound effects can be combined to strengthen the content of messages that can stimulate children's thoughts, feelings, attention, and willingness to learn the content of the themes presented.

### 4. Visual Media

Visual media can also be called viewing media [9], because someone can appreciate the media through their eyesight. Visual media can be used to convey messages/information through vision in the form of visual symbols. Visual media can be divided into 2 parts, namely: projected visual media and non-projected visual media. Projected visual media is media that uses a projection tool (projector) where images or writing will be visible on the screen. Projected media can be in the form of still projection media such as still images and motion projections such as moving images. However, the projection tool requires a certain amount of electricity and a certain room that is quite adequate.

## 5. Audio-Visual Media

As the name implies, this media is a combination of audio media and visual media [10]. Media whose message delivery can be received by the senses of hearing and the senses of sight or so-called visual-hearing media. The use of audio-visual media is able to make teaching delivery more meaningful and memorable because the combination of multimedia elements between audio, visual, movement, color, and three-dimensional impressions makes this audio-visual media have its own charm which is expected to improve thinking skills, impressions, power pull learning, arouse children's motivation in learning and clarify the material presented so that learning objectives can be achieved. Included in the audio-visual media are movies, television, video (VCD, DVD, VTR), and it can also be a sound slide application program such as the Canva application.

## 6. Canva App Definition

The development of information technology that is increasingly rapidly in the current era of globalization cannot be separated from its influence in the world of education, global demands require the world of education to constantly adapt technological developments as an increase in the quality of education. With that, in the learning process, teachers are required to be able to shape the competencies and personal qualities of their students. The more the intensity of the use of accounts with Islamic nuances, the more religious attitudes will also increase [11]. Teacher competency improvement needs to be improved in accordance with the obligation to implement the 2013 curriculum starting in the 2018/2019 academic year by the Ministry of Education and Culture (Kemendikbud) which requires teachers to improve their competencies, especially in the field of information and communication technology (ICT).

One of the many applications that have appeared in the world of technology is the Canva application, Canva is an online graphic design application. Canva provides designs for posters, profile photos, banners, and more[12]. Apart from that, Canva also has a variety of very interesting templates or design options for presentation materials. using the Canva application can make it easier and save teachers time in designing learning media and make it easier for teachers to explain learning materials. Canva media can also make it easier for students to understand lessons because this media can display text, video, audio, animation, images, graphics and so on according to the desired display and make students focus on paying attention to lessons because it looks attractive ([13]).

Digital-based learning media can increase the spirit of learning for students and learning can be repeated because the media can be used both online and offline [13]–[16]this Canva application is expected to be an alternative for teachers in making an innovative medium. using Canva can increase students' learning motivation [17], [18]

Some of the advantages of Canva's application design program are:

- 1) has a variety of attractive graphic designs, animations, templates, and page numbers
- 2) can design learning media anytime and anywhere without having to use a laptop, but can also use a cellphone.
- 3) on Canva media the results that we have created can be downloaded in various formats in both pdf and jpg formats. [17], [18]

## 7. Research Method

From the results of interviews and observations of the PAUD school environment in Bandung Wetan District and enriched with questionnaires to teachers, it is known that the partner problems are the limited knowledge of teachers and teacher skills in making ICT-based learning media, weak teacher skills in making quality activities, and not all teachers have applications that can be used in making learning media. This condition is due to the absence of planned and integrated efforts in overcoming the knowledge and skills of teachers. The methods and approaches offered to overcome these problems include; The first is an effort to improve the knowledge and skills of teachers such as the introduction of applications for making learning videos, the benefits and forms of applying technology in education, the application of applications to learning videos. The second method and approach is to improve skills in making learning media by application and provision of information, simulation and practice. The research method used is a quasi-experimental with one test before and after giving the action in the form of training.

The implementation of the methods mentioned above is carried out by training activities involving HIMPAUDI, Bandung Wetan District, namely in the form of: training in making learning media in PAUD using the Youcut and Canva applications.

The activity plans in more detail include:

1. Coordinate the implementation of training activities including the venue, training time, accommodation, number of training participants and training content;

2. Organizing training with material 1 related to the urgency of the contextual learning process (pandemic period and social revolution 5.0)
3. Providing material 2 related to technological developments, especially on computers and cellphones
4. Giving material 3 related to the introduction of applications as learning media
5. Giving material 4 related to the stages of making learning videos with the youcut and canva applications (through simulation)
6. Practice making learning media with Youcut and Canva applications
7. Assisting in the creation of learning media using Youcut and Canva applications online and offline.

## 8. Result

The training activities are carried out by the Department of Early Childhood Education Teacher Education. The activity was held on January 25, 2022. This activity was opened by Enoh, Drs., M.Ag as the head of the service. Furthermore, the first material was presented by Enoh, Drs. M.Ag. with material related to the nature of learning media development in the digital era.

In the second session, the event continued with training materials delivered by Dr. Asep Dudi, M.Pd with material on the impact of learning media in the digital era. The third session was delivered by Dr. Masnipal, M.Pd. with the subject matter of forms of learning media in the digital era. The fourth material was presented by Dr. Ayi Sobarna, M.Pd. with the title of learning media application material in the digital era. In the last session of this activity, it was explained by Nurul Afianti, M.Pd., M.Si.Psi. and Roni Saftari, S.Pd. with practical materials for making learning media through the YouCut and Canva applications. Here are some photos that illustrate the teacher's activities in training activities in creating media using the Canva and Youcut applications.

At the time of implementation, each teacher partner was invited to exchange ideas about the material that had been delivered as well as various problems faced in making learning media in the learning process. This is done as part of the evaluation for the PKM team and teachers to identify possible problems that will arise. If it has been identified, then in the focus of developing learning for children it will be more targeted because it is in accordance with the learning media that has been made. In the last material, teacher

partners were asked to be invited to practice making learning media with YouCut and Canva applications.

The evaluation results show that most schools are not yet skilled in making learning media with YouCut and Canva applications in this digital era. This is due to a lack of knowledge in the operation of applications and changes in the learning system during the pandemic, where all early childhood education institutions are required to carry out distance learning via online, so that teachers become confused in the use and manufacture of learning media in this digital era.

The training activity for teachers in the Bandung Wetan sub-district on January 25, 2022, was attended by 20 participants from several non-formal institutions in the Bandung Wetan sub-district. The knowledge assessment of the participants of the limited trial before the training was carried out through a pre-test consisting of 10 questions. After the training was conducted, participants were also asked to do a post-test with the same questions to find out whether the participants' knowledge increased. Participants' scores before and after training.

The majority of the trainees experienced an increase in grades after the training although there were still some participants who did not experience an increase or even decreased slightly. However, to be sure, we will examine the difference in the scores using the paired t-test. First of all, the difference between the pre-test and post-test scores was tested for normality using the Kolmogorov-Smirnov test. Because the significant value is  $> 0.05$  ( $0.124 > 0.05$ ), the residuals or the difference in the values of the pretest and posttest data are normally distributed.

Because the data is normally distributed, the data is then tested using the t-Paired test. This test was performed using SPSS. From the calculation results obtained p-value of 0.006. With a 95% confidence level, because the p-value is less than 0.05, this means that there is a significant difference between the participants' knowledge before and after the training.

## 9. Conclusion

Based on the progress reports that have been described previously, the following conclusions are presented on the results of the research that has been carried out including:

1. The results can be concluded that some of the problems of early childhood teachers in making learning media are: a) Lack of teacher knowledge in making



learning media using YouCut and Canva applications, b) The lack of teacher ability in using software or technology utilization, d) Lack of teacher awareness of the importance of making learning media in the learning process.

2. Broadly speaking, the implementation of PKM is carried out into 2 parts, namely the first implementation focuses on training, and the second is the evaluation of the achievements of the training results. Furthermore, the team set a target for the training, which was limited to only 20 teachers and school principals from 12 non-formal early childhood education centers around the Bandung Wetan sub-district, Bandung City.
3. The training materials provided include: the nature of the development of learning media in the digital era, the impact of learning media in the digital era, the application of learning media in the digital era, the practice of making learning media through the YouCut and Canva applications.

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