

THE INFLUENCE OF BOARDING SCHOOL ENVIRONMENT AND SOCIAL MEDIA ON THE DEVELOPMENT OF PANCASILA STUDENT PROFILES: THE MEDIATION ROLE OF SOCIAL CONTRIBUTION AND SELF-RESISTANCE

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Abstract: Study This aiming disclose in a way deep how teachers give meaning in experience they moment implementing Canva in practice learning everyday. In addition. research this will also identify challenges faced and Canva 's potential in increase quality learning from teacher perspective. Qualitative methods descriptive approach phenomenological become choice in carry out study This. Data is collected using technique questionnaire distributed in a way wide and open through social media. For five months the data was collected as many as 178 respondents consists of on elementary, middle, and high school teachers. The results of the study show that. 1) as many as 177 teachers have know application canva. 172 teachers have use it in learning. as well as 2 teachers who have not Can operate use canva. Intensity use canva which states very often only as many as 32 teachers, while 65 teachers often. and 81 teachers sometimes ; 2) type projects used by teachers in utilise application canva in three the most. namely presentations. posters, and videos; 3) advantages and disadvantages from application canva according to the teachers, namely. easy used. its features interesting. more modern and sophisticated. the availability of many and varied templates. Meanwhile. the drawbacks is limit exploration of original design ideas. requires internet network no Can done in a way offline. 4) benefits felt by teachers in use application canva. is very helpful in create active. creative and interesting learning media so that KBM is more interesting interest participant educate. facilitate educator in make device learning. 5) Teacher's impression of use application canva. very fun. satisfying. very helpful. and fascinating.

Keywords: learning aids; canva application; phenomenology teacher perception

I. INTRODUCTION

Use technology in the learning process the more not inevitable. This is related to style Study participant education that requires teachers to change the approach process teaching by way of to design more teaching materials interactive as well as relevant through utilization of the digital world [1]. In addition. teachers must capable adapt to change especially in designing learning media [2] Learning media own a very important role for teachers in the learning process For reach goals and success implementation activity learning [3]; [4].

Determining interesting and interactive learning media be one of key success in increase motivation Study Students. Learning media that is designed to be attractive and in accordance with the characteristics student can become powerful tool For increase motivation learning. understanding concepts. and participation active student in the learning process [5] Learning media can in the form of something that can utilized as bridge connector between teachers and students in the process of knowledge transfer. both That object concrete. material abstract. technology or condition environment certain [6]. In development education moment this. technology has become very important and not important elements can separated. Use technology become reference main in create more learning diverse and interesting [7]. Technology

integration in learning become step important in increase quality learning. System school must equipped with sources Power Technology Adequate Information and Communication (ICT) by integrating internet-based media technology in the learning process [4]. Therefore that. Teachers need own adequate digital competence For can manage class based on technology. guiding student in use various devices. as well as create environment conducive learning [8]. With regard to p said. the teacher can done through utilization of digital media that is capable create environment Study more dynamic and relevant to the development of the times. Some types of digital media that can be utilized. namely various applications and other digital platforms that are currently This Already available Lots very.

One of application design increasingly graphic popular among educator is Canva. Canva is a very practical and comprehensive online design platform that provides design presentation interesting until eye-catching social media designs. as well as own diverse easy templates and tools used (Leryan, Lucius Pravasta Alver et al, 2018; Tri Wulandari & Adam Mudinillah, 2022). In addition. Miftahul Miftahul Jannah et al. (2023) to expose that canva own feature complete. such as effective animation. audio and video For visualize draft abstract in learning so that capable change material a complicated

lesson become more easy understood. Based on design attractive canva This. it is hoped that teachers can make This Canva application as alternative in make an interesting learning media [11].

Application canva which has advantages. when This Lots applied in learning. This is proven from the amount study about use canva in learning. including study Sumartiwi & Ujjanti (2022) about Audio Visual Learning Media Based on Canva Application on Circumference and Area of Circle Material. Research Hapsari & Zulherman (2021) about Animation Video Media Development Based on Canva app for Increase Motivation and Achievement Study Students. as well as research entitled The Use of Canva Application As An Innovative Presentation Media Learning History [9].

Canva has become a very popular tool among teachers because convenience its uses and capabilities For create interesting and effective learning media. However. it is necessary it is also realized that No all teachers can control ability digital (Ebyatiswara Putra et al.,2023). Most teachers still face constraint in control technology. which results in a lack of trust self For utilizing media based technology in the learning process. Limitations in ability technical This make some teachers feel reluctant For adopt digital tools in the classroom. In addition. the Canva app seems to be more popular among teachers who come from from generation millennials and generation Z, who generally more familiar with digital technology compared to the previous generation previously.

Based on background behind as well as various study previously. research This aiming For delve deeper teachers' perceptions regarding utilization Canva app in activity learning with approach studies phenomenology. Studies previous give significant contribution as reference early. help direct and enrich the research process This. It is expected. the results from study This capable give more insight clear to users and developers Canva application. so that they can understand teachers' needs and expectations in context digital learning. Research results this is also expected push Canva development to be more in line with perception as well as the needs of teachers, in particular in support improvement digital literacy among teachers who are still experience challenge in aspect the.

II. RESEARCH METHODS

This study uses a qualitative method with a phenomenological approach. The selection of this phenomenological approach aims to deeply understand the teacher's experience in integrating Canva into learning practices. Data was taken through a questionnaire compiled in the form of a Google Form. then distributed widely and openly through social media Instagram, Whatshap, FaceBook. The distribution of the questionnaire was carried out in June - October 2024 with a total of 178 respondents. The questionnaire used was a closed questionnaire and an open questionnaire. The following is the process of implementing the research using phenomenology.

a. Selection of Phenomena. in this study focuses on teachers' views and perceptions regarding the use of the Canva

application as a tool in the learning process. This phenomenon was raised to understand how teachers describe and view Canva in supporting their learning activities;

b. Data Collection. Data is collected through open and closed questionnaires openly and widely. This method allows respondents to provide broader and more detailed answers, so that they can explore various perspectives related to the research topic;

c. Data Analysis : The data obtained is then analyzed in depth both qualitatively and quantitatively to find the established indicators;

d. Interpretation : Researchers interpret data based on the themes found and build a deeper understanding of the phenomena being studied.

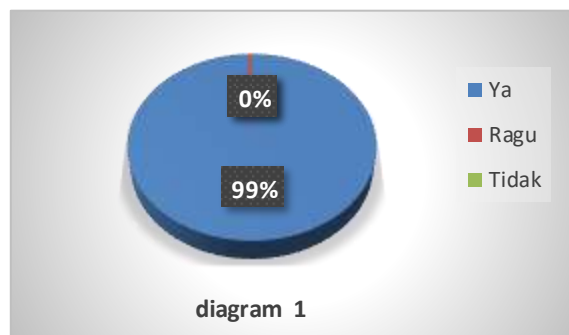
e. Verification : Research findings are then verified with the data that has been collected.

III. RESEARCH RESULT

This study aims to explore teachers' perceptions in depth about Canva as a learning aid. By using a phenomenological approach, this study successfully identified various aspects of teachers' perceptions related to ease of use, effectiveness in improving the quality of learning, and challenges faced in utilizing Canva. The research findings show that the majority of teachers have a positive view of Canva as an innovative tool that can enrich the learning process. However, this study also found several shortcomings that can be used as input for the development of a better quality Canva application.

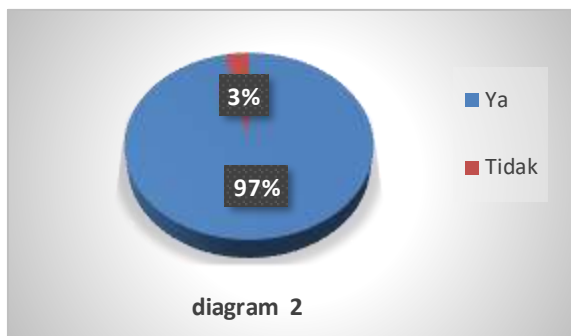
The research results from the distributed questionnaire instruments obtained the following data;

Statement 1 : The Canva application is recognized by teachers



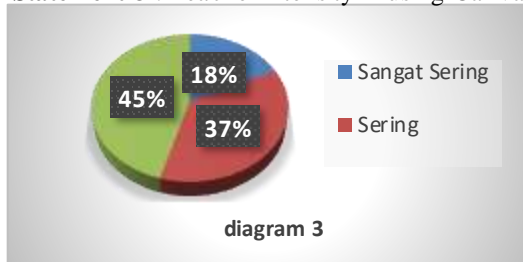
Based on the results of the percentage data processing, from a total of 178 respondents, 177 teachers stated that they were familiar with the Canva application. This shows that almost all respondents have knowledge of the application, with only one person stating otherwise.

Statement 2 : Canva application is used by teachers



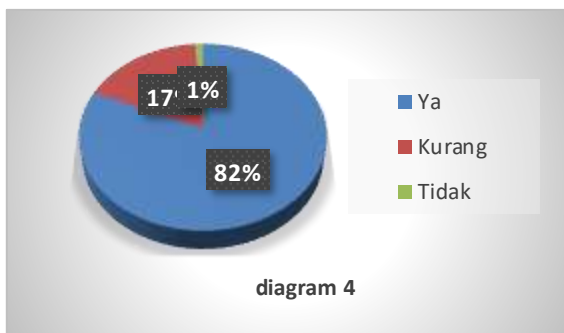
In the second diagram, the results of the data analysis reveal that of the total number of respondents, 172 teachers have used the Canva application in their learning activities, while 6 other teachers admitted that they had not used the application. This shows that the majority of teachers have applied Canva, although there are still a small number who have not used it in the learning process.

Statement 3 : Teacher intensity in using Canva



The results of the data analysis displayed in diagram 3 illustrate that most teachers use the Canva application with a frequency that falls into the category of "sometimes." Of the total respondents, 81 teachers fall into this category, indicating that although they use Canva, it is not used routinely, but only on certain occasions according to learning needs.

Statement 4 : Teachers can operate Canva



Based on the data displayed in diagram 4, as many as 145 teachers admitted to being able to operate the Canva application well. Meanwhile, 31 other teachers felt that they were less proficient in using the application, and there were 2 teachers who were not able to operate Canva at all. This figure shows that the majority of teachers have mastered the Canva

application, although there are still a small number who need to improve their skills in using it.

Furthermore, from the results of data processing obtained through a number of questions in an open questionnaire, several important findings were found. These findings emerged from the analysis of the respondents' answers, and the results provide meaningful insights to understand this research topic in more depth. Some of the main things revealed from the analysis include the following:

First. In terms of project types, the majority of teachers use Canva to create teaching materials in the form of learning presentations, posters, and learning videos. However, based on the results of data analysis, some teachers also use this application for various other projects, such as making brochures, compiling material resumes, making logos, and even for posting on social media. This shows that Canva is not only used for learning purposes, but also for various other creative needs in supporting teaching activities.

Second, In terms of advantages and disadvantages, the teachers said that Canva has various advantages, including ease of use, attractive features, a more modern and sophisticated appearance, and the availability of a wide variety of templates. However, on the other hand, they also expressed several disadvantages, such as limited freedom to explore more original design ideas, and the need for an internet connection to access and use this application, because it cannot be used offline.

Third. the benefits felt by teachers in use Canva app is very helpful in making more learning media active. creative. and interesting. This is impact positive in the process of activities Study teaching (KBM), because can increase interest and attention students. In addition. Canva also makes it easier for educators moment compile various device learning. making it more efficient and effective in support the teaching process.

Fourth. the impression felt by the teachers when use Canva application is very positive. They disclose that the experiences they have get very fun and satisfying. Application this is very helpful they in the process of making learning media. making all something become more easy. In addition. teachers also feel amazed by the variety features and convenience offered by Canva. which makes they the more enthusiastic in use it For support activity Study teach.

DISCUSSION

The results of this study have described the experiences and subjective views of teachers in utilizing Canva in the learning process. The results obtained describe various aspects, ranging from introduction, use, intensity, operation, teachers' views on the advantages and disadvantages of Canva, benefits, and impressions felt by teachers in using Canva.

These findings provide a deeper insight into how teachers understand and interpret the use of Canva as a tool to enrich the material and methods applied in the learning process. Canva is seen as a tool that helps teachers add more value to the content delivered and allows for the development of more creative and engaging teaching methods. These findings also reveal the extent to which the platform

contributes to improving the quality of learning, especially in supporting teachers to provide a more interactive and meaningful learning experience for students.

The research findings show that 99% of the 178 respondents already know the Canva application, which indicates that Canva has Lots known among teachers. This statement is reinforced by the many studies on the use of Canva in learning in various fields of study (Aisyah et al., 2023; Miftahul Jannah et al., 2023; Supriani Supriani et al., 2023).

This study also revealed that teachers are not only familiar with Canva, but more than 97% of teachers use it and only 1% of teachers cannot operate it, although most of the intensity of use is in the "sometimes" category. This result is also in accordance with the results of the study [15] which stated that out of 40 respondents, 87.5% could operate Canva. Furthermore, several projects worked on by teachers using Canva include making brochures, logos, resumes, and presentations for teaching materials. Based on previous research, it is also known that Canva is often used as a learning medium, such as in the use of Canva Application-Based Animated Video Media [11] and Digital Graphic Design Creation by High School Students Using the Canva Application on Smartphones (Anggraeny et al, 2021).

Canva is one of the applications that has various advantages, thus providing many benefits for its users. Canva is not only limited to making presentations, but also has other advantages such as offering a *drag-and-drop format*, being able to access photos, images, and fonts, and providing various templates and designs for various needs [9]. Another advantage of Canva is its ability to be used directly through a *web browser* without the need to install the application [17]. The advantages of the results of previous studies are in line with this study which shows the advantages and benefits felt by teachers.

Canva, which is a technology-based media, provides many benefits for its users. From the results of this study, many teachers expressed various benefits that they felt from using the Canva application in their teaching activities. In previous studies, it was also explained about the benefits of Canva as a digital media, including Canva's design makes it easy for us to create designs according to our wishes without having to start from scratch and without the need to install additional applications [17]. By using Canva, teachers can create interesting and creative learning media, thanks to the various design options available [15].

The Canva application offers attractive animation features with a very easy way to use. Where, as an online design platform, Canva provides editing services through the website by offering various accessible templates, such as for creating presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, and various other types of designs [13]. This statement is in line with research findings which show that teachers do not only use the Canva application for presentation purposes. More than that, they also use Canva for various other activities in the learning process. Canva is used in various forms, for example to create interactive learning materials, design attractive visual media,

and compile creative activities that support student engagement. Canva's flexibility as a learning aid enriches the teaching experience, helps teachers deliver material more dynamically, and supports more varied and innovative teaching and learning activities.

Overall, the findings of this study have succeeded in answering the stated objectives. This study has succeeded in describing clearly and effectively how teachers perceive the use of Canva as a learning medium. These findings provide an in-depth picture of how teachers view implementing the Canva application in a learning context.

IV. CONCLUSION

The study revealed that teachers viewed Canva as a valuable tool that could enhance creativity, engagement, and effectiveness in the learning process. The findings showed that most teachers were familiar with and actively used Canva, recognizing its modern features, user-friendly interface, and variety of templates that facilitate lesson planning in delivering materials. However, there were some limitations such as the need for internet access and limited design flexibility. Overall, Canva was viewed positively for its contribution to active and engaging teaching, supporting teachers in creating interactive and engaging learning media. The implications of the results of this study are expected to contribute as an illustration for other teachers to be able to utilize Canva in learning, especially for teachers Canva can be accessed for free by using a *guru.id* account. In addition, it can also be used as an illustration by Canva application developers to improve its quality.

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