

Graphic Design Skills of High School Teachers Through the Utilization of the Canva Application



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ABSTRACT: This study aims to analyze the graphic design skills of high school teachers through the utilization of Canva learning media. This research is a descriptive quantitative study that employs a mixed method, namely surveys and observations. The survey was conducted using a questionnaire to measure teachers' design skills, ability to use graphic design applications, and experience in creating learning media. Observation was carried out by directly observing teachers using graphic design applications.

The population and sample of this study consisted of 16 teachers from SMA Negeri 6 Padang. The research instrument was a questionnaire, and the data analysis technique was conducted quantitatively using descriptive statistics, such as frequency, percentage, and mean.

The results of the study indicate that teachers' graphic design skills vary among the 16 teacher samples: 4 teachers (25%) were at the beginner level, 9 teachers (56.25%) were at the intermediate level, and 3 teachers (18.75%) were at the advanced level. These findings suggest that teachers' graphic design skills through the use of Canva are still at a moderate level.

Thus, it can be concluded that teachers require more intensive training and support from the school in the form of adequate facilities and sufficient time to improve the quality of the learning media they produce.

KEYWORDS: Graphic design, high school teachers, skills, learning media, Canva

I. INTRODUCTION

The rapid advancement of technology today requires every individual to adapt to these changes. Mastery of technology has become a necessity since all fields of work, whether in business, social, or graphic design, rely on technology as a tool. In the field of graphic design, every piece of artwork produced comes from individuals who possess strong graphic design skills. These skills are crucial as they help optimize the message that an individual or a group wishes to convey through their designed work.

Graphic design is an art form that effectively delivers messages in a simple yet engaging manner (Lester, 2012). Through a combination of colors, text, images, and other elements, individuals can create visually appealing works while still conveying information as intended (Hocking, 2013).

In the education sector, with the advancements in technology, numerous graphic design applications are available for teachers to use in developing learning media. These applications include offline software such as Adobe Photoshop, Corel Draw, Microsoft PowerPoint, Adobe Illustrator, and Adobe Premiere, as well as online platforms like Canva, Powtoon, and CapCut.

Teachers, as educators, are required to master various skills, including graphic design, to create engaging and interactive learning materials. This is especially important as today's students have grown up in the digital era. They are more familiar and comfortable with technology; therefore, visually appealing and interactive learning media presented by teachers can significantly motivate students in the learning process. The role of visualization in education is becoming increasingly important, as it helps students understand abstract and complex concepts (Mayer, 2014).

Currently, teachers' graphic design skills vary. Some teachers possess basic design skills, while others may be more proficient. This variation is due to the fact that teachers play a crucial role in developing engaging learning media for students. Some teachers take the initiative to learn independently by reading and watching tutorial videos related to their teaching materials. This knowledge must be further developed to enhance their understanding of graphic design principles, including color theory, layout design, and the use of various elements in educational technology.

According to Suminar (2019), technology can be used to create learning media that capture students' attention and motivate them to learn. With the right graphic design technology, teachers can develop visually interactive learning materials. One of the most popular design platforms today is Canva. Canva offers a wide range of user-friendly templates, allowing users to create designs quickly without requiring prior graphic design skills. With Canva, users can easily design infographics, flyers, portfolios, presentations, Instagram content, TikTok videos, YouTube thumbnails, and more.

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For teachers, the use of Canva as a graphic design tool for creating learning media provides several advantages :1) Teachers who previously relied on traditional teaching methods can transition to user-friendly digital learning tools. Canva enables teachers to create engaging content without needing graphic design expertise, as it provides various free templates that are easy to use, 2) Canva allows teachers to design visually appealing presentations that include audio, video, and image transitions. This interactive approach captures students' interest and encourages active participation in learning. The integration of interactive, visual, and auditory elements into digital learning materials enhances students' educational experience, as these components help maintain their focus on the subject matter (Almahdali et al., 2023). 3) Encouraging Creativity – With Canva's extensive collection of templates, design elements, and features, teachers are motivated to develop creative and interactive lesson plans that engage students effectively.

II. METHOD

This study employs a descriptive quantitative approach to analyze the level of graphic design skills of high school teachers through the utilization of the Canva application. The population and sample consist of 16 teachers who teach 12th-grade classes. The research instrument used is a questionnaire. The data analysis technique involves quantitatively analyzing the questionnaire data using descriptive statistics, such as frequency, percentage, and mean. Observation data is analyzed qualitatively to identify patterns and themes related to teachers' graphic design skills..

III. RESULT AND DISCUSSION

Based on the survey and observations conducted, there is a variation in the level of graphic design skills among teachers at SMA Negeri 6 Padang. The results can be seen in Table 1 below:

Table 1. Teachers' Graphic Design Skill Levels

No	Skill Level	Number of Teacher	Percentage
1	Beginner	4	25,00
2	Intermediate	9	56,25
3	Advanced	3	18,75

In Table 1, it is shown that the level of teachers' graphic design skills consists of three assessment aspects: beginner with an average percentage of 25%, intermediate with an average percentage of 56.25%, and advanced with an average percentage of 18.75%. A detailed representation of these values is presented in Figure 1

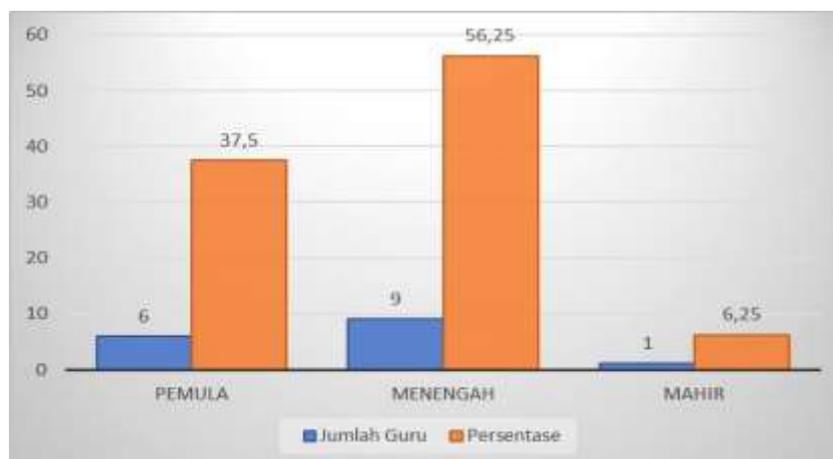


Figure 1. Percentage of Teachers' Skill Levels

Based on Table 1 and Figure 1, it can be seen that teachers with a Beginner level of graphic design skills still struggle to use the basic features of graphic design applications and have a limited understanding of design principles. They tend to follow existing templates or examples without making significant modifications. Meanwhile, teachers at the Intermediate level are able to use several features of graphic design applications and have a fairly good understanding of design principles. However, they still need to improve their skills in typography, color selection, and layout.

These findings align with Williams (2014), who introduced the four basic design principles (CRAP: Contrast, Repetition, Alignment, Proximity). Beginner-level teachers may not yet fully understand these principles, while intermediate-level teachers are beginning to apply them, and advanced-level teachers can use them effectively to create engaging learning media.

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Teachers at the Advanced level demonstrate excellent skills in using graphic design applications and understanding design principles. They can create creative, innovative, and effective learning media. This finding is consistent with constructivist theory (Piaget, 1973), which suggests that teachers with strong graphic design skills are more capable of creating interactive learning media aligned with constructivist principles, thereby enhancing students' understanding.

The results of this study indicate that the level of graphic design skills among teachers at SMA Negeri 6 Padang varies, with most teachers at the Intermediate level. These findings are consistent with an article published on www.krjogja.com on August 26, 2023, stating that teachers need to master graphic design. The study also shows that three teachers are at the Advanced level, which means they can serve as role models for other teachers in developing their graphic design skills.

This study found that teachers urgently need training in graphic design, including an understanding of design principles, the ability to use graphic design applications, creativity in design, and support from the school. Training should not only cover an introduction to design tools and features but also provide an in-depth understanding of design principles and strategies for applying design in an educational context. Furthermore, training programs should offer hands-on practice using graphic design applications and opportunities for teachers to receive feedback from design experts.

These findings are supported by Sunarti et al. (2022), who stated that adult learners, such as teachers, require training that is relevant to their needs, problem-solving oriented, and provides opportunities for hands-on practice. Additionally, Ribble (2011) emphasized that teachers need to develop digital literacy to effectively use graphic design applications.

This study has several limitations. The small sample size of only 16 teachers may affect the generalizability of the findings. Additionally, this research only used surveys and observations as data collection methods. Other methods, such as in-depth interviews or document analysis, could provide richer and more detailed insights.

IV. CONCLUSIONS

This study found that the level of graphic design skills among teachers at SMA Negeri 6 Padang, through the use of the Canva application, reached the highest percentage of 56.25% at the 'Intermediate' level. Based on these results, teachers urgently need training in graphic design, a deeper understanding of design principles, proficiency in using graphic design applications, creativity in design, and support from the school.

Based on the findings of this study, several recommendations can be proposed: 1) Teachers are encouraged to continuously learn and develop their graphic design skills, whether through formal training or self-learning, 2) Schools are advised to organize ongoing graphic design training programs for teachers, provide adequate design facilities and resources, and ensure stable internet access, 3) Future researchers are recommended to include a larger and more diverse sample, use more varied data collection methods, and explore more advanced graphic design skills.

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