



Canva for Education as a Learning Tool for Center of Excellence Vocational School (SMK Pusat Keunggulan) Program to Prepare Competitive Graduates in the Field of Creativity Skills in the Digital Age

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Abstract

The World Economic Forum (WEF), at the end of 2020, has issued a report that one of the most critical skills in the future is creativity. Vocational teachers as central learning facilitators must be able to accommodate a learning atmosphere that supports students' creativity. The integration of creativity skills and the use of technology is necessary, considering that we have entered the era of digitalization of education and industry. On the other hand, students are currently Generation Z and Generation Alpha, which are digital natives. In the field, teachers at Vocational High School (VHS) 1 Probolinggo do not yet fully have a variety of e-learning media development tools that can accommodate the creativity skill needs of their students. The purpose of this community service activity is to train and assist teachers of VHS 1 Probolinggo as one of the Vocational High Schools of Excellence in Office Management and Business Services. Teachers acquire training and assistance to develop learning media and models that accommodate students' creativity skills in the digital era. The analysis results show that after being given training and mentoring, teachers at VHS 1 Probolinggo have skills in developing media and implementing learning models that support student's creative skills in the digital era. Thus, it is considered capable of supporting government programs in improving the quality of human resources through the Center of Excellence Vocational School (SMK Pusat Keunggulan) program.

Keywords: *Canva for Education; Creativity Skills; Vocational High Schools Center of Excellence*

Introduction

Creativity skills are one of the most critical skills for vocational education graduates to succeed in a dynamic and complex future (Rahimi & Shute, 2021). Creativity skills are currently one of the needs in various industries (Maksić & Jošić, 2021). It is natural that the World Economic Forum (WEF), in its report entitled "World Economic Forum's Future of Jobs Report", places creativity skills in the fifth of the

ten most important skills to be possessed to be successful in the future (Whiting, 2020).

Indonesia has various strategies in preparing competitive human resources for the future, one of which is through the Center for Excellence Vocational School program. This program aims to produce graduates who are absorbed in the world of work or become entrepreneurs through an in-depth and comprehensive alignment of vocational education with the world of work. They are expected to become a center for quality improvement and referrals for other vocational schools (Direktorat SMK, 2021; Mardi, 2021). VHS 1 Probolinggo in East Java Indonesia is one of the schools implementing this program, where one of the expertise competencies possessed is Office Management and Business Services.

In the era of increasingly rapid technological development, teachers at VHS 1 Probolinggo have tried to have the skills to provide digital-based learning multimedia. However, it turns out that the variety of learning multimedia development tools has not been able to accommodate all the skills needs that the students in the current digital era must possess. Procurement of such learning multimedia is undoubtedly essential, considering that the main output of education in vocational schools is to produce ready-to-work graduates. Thus, during the learning process, teacher orientation must refer to the ownership of skills needed by students in the world of work later (Filianti et al., 2020).

Regarding the importance of creativity skills, Lee (2019), a Senior Vice President for growth at WeWork New York US, stated that creativity would be the third most crucial skill behind complex problem solving and critical thinking. Workers must become more creative to benefit from these changes through the abundance of new products, new technologies, and new ways of working. Research by LinkedIn also found that the top skill that companies need is creativity (Petroni, 2018). Based on this, it is absolute that educators, as central facilitators in learning, must utilize multimedia development tools that can support students' creativity (Lin & Wu, 2016).

One of the tools that vocational educators can use is Canva for Education. This platform can pass on creative and collaborative skills that will last a lifetime with intuitive drag-and-drop tools to make visual learning and communication easy and fun (Canva, 2020). Through Canva for Education, educators can quickly develop various creative digital-based learning media (Scardina, 2018). On the other hand, Canva for Education is also part of project-based learning. Educators can create assignments that reflect what challenges students in the real world, especially in creativity skills.

Based on this explanation, the purpose of this community service is to train and assist teachers of VHS 1 Probolinggo in developing learning media and learning models that can accommodate the creativity skills of students in the digital era. Hopefully, this activity will support the teachers of VHS 1 Probolinggo in the success of the Vocational High School Center of Excellence program implemented to improve the quality of human resources in Indonesia.

Research Method

This method of implementing community service activities is carried out through intensive training and assistance by the community service team. The output of the activity includes the ability of participants to develop and implement the learning model being taught. On the other hand, it was also seen from the in-depth interviews with several participant representatives to get feedback and evaluation materials. The following are the steps for implementing the activities.

2.1 Coordinating and Synchronizing Schedules and Places with Partners

This step aims to determine the suitable material and schedule for implementing activities and determine the location of the activity. Material needs are determined based on coordination with input from the proponents of the activity. The choice of schedule and place is according to the availability of time and place by both parties.

2.2 Preparation of Training Activities

Preparation of activities starts from event planning, preparing materials, guide books, video tutorials, and other things needed in the activity. At this stage, the job-desc division is more detailed than the previous step at the initial stage of the activity. This step aims to ensure that the activity will be achieved maximally with the collaboration of all team members.

2.3 Making Video Tutorials and Training Modules

Research proves the existence of learning videos (Van Laarhoven et al., 2008; Worlitz et al., 2016) and training modules as guidebooks (Heinen et al., 2009) are very effective in supporting project-based training activities. Therefore, a video tutorial and a guidebook titled "Development of E-Learning Media for Future Classes Using Canva for Education" were created in this activity. Video tutorials and guidebooks are distributed to all participants as references while developing digital-based learning multimedia using Canva for Education.

2.4 Implementation of Activities

Activities are carried out in the form of training and mentoring on a project-centered course basis. It expects each participant who is also a member to succeed in creating a learning media project using Canva for Education. Details of the methods used are lecture, question and answer, simulation, and direct practice methods.

2.5 Implementation of Assistance

It aims to ensure that participants can overcome obstacles while developing digital-based learning multimedia using Canva for Education. The duration of mentoring is carried out for three months where this time is the right duration measure to ensure participants' success in developing the project. Assistance is done virtually through communication on WhatsApp and Google Classroom classes.

Findings and Discussions

The purpose of this community service is to train and assist teachers of VHS 1 Probolinggo as a school that implements the Vocational High School Center of Excellence program to develop learning, media, and learning models that can accommodate the creativity skills of students in the digital era. The number of participants in the activity reached 30 participants, and the majority were teachers who taught the competency skills of Office Management and Business Services.



Figure 1. Message from the Principal of VHS 1 Probolinggo

Source: Community Service Team Documentation (2021)

The latest data in February 2021 showed that the unemployment rate in Indonesia received the highest contribution from VHS graduates, which amounted to 11.45% of the total 8.75 million (Sembiring, 2021). Of course, this is a somewhat surprising reality because it was predicted that VHS graduates would be ready to work. They provide the highest contribution to the unemployment rate (Suharno et al., 2020). This painful reality needs to be addressed by bringing learning innovations that promote student ownership of skills that align with industry needs and future job trends.

One of the efforts to solve existing problems is by training and assisting the teachers of VHS 1 Probolinggo in using Canva for Education platform. The training and mentoring program is one of the solution efforts in solving human resource problems for teachers (Timperly H et al., 2007). There are details of the material presented and refer to the current needs for vocational education output, especially in the competence of Office Management and Business Services where graduates will be ready to work in the hospitality and other relevant fields. In Table 1, the following is a breakdown of the material presented in this training and mentoring activity.

Table 1. Details of Canva for Education Materials

No.	Material Details
1	Theory around the basics of attractive design for students as digital natives
2	How to create a Canva account and claim a Canva for Education account (1 year free premium for teachers)
3	Introduction to Canva tools on a website basis
4	Development of learning media projects based on carousel, flyer, and poster designs
5	Development of learning media projects based on presentation slide design
6	Development of video-based learning media projects
7	Development of interactive e-book-based learning media projects
8	Development of learning administration document (“Merdeka Belajar” Lesson Plan)
9	Designing “Collaborative Learning” project-based learning with Canva
10	Integration of learning media project results with virtual classroom platforms
11	Publish the results of the learning media project to students.

Source: Data by the Community Service Team (2021)



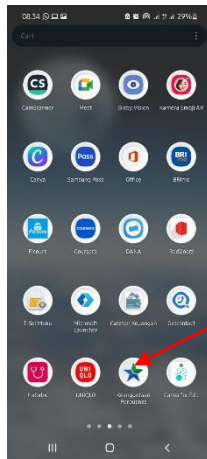
Figure 2. Submission of Materials by the Community Service Team

Source: Community Service Team Documentation (2021)

To support the success of training and mentoring activities, the community service team has developed video tutorials and training modules on developing digital-based learning multimedia through the Canva for Education platform. Then these two things are combined into an android application called the Canva for Edu application. Canva for Edu Application has already explained developing student characteristics in the current digital era and using the Canva for Education platform to develop various digital-based learning multimedia such as presentation slides, learning videos, posters, interactive e-modules media integration with virtual websites classes, etc.

Inside the Canva for Edu App, there are eight menus with specific functions. The following explains each existing menu:

- 1 About the app describes detailed information regarding the Canva for Edu App, including developer information.
- 2 Innovative Teachers explains information on the description of innovative teachers in the digital era and how to teach different characteristics of the students.
- 3 Canva explanation explains Canva and Canva for Education platform information.
- 4 Register an Account explains how to register for a Canva account and claim-free premium Canva for Education for one year.
- 5 Canva Tools explains the tools in Canva (Canva UI explanation).
- 6 Multimedia Variety explains the variety of potential multimedia learning to develop through the Canva for Education platform and how to use it for learning in the digital era.
- 7 Multimedia Design, explaining tips and tricks to develop learning multimedia on the Canva for Education platform.
- 8 Share Canva Content explains how to share learning multimedia content that has been created on the Canva platform so students can use it as learning material.



Beside is the Canva for Edu application that has been successfully installed on an android smartphone. The Canva for Edu application is in the lower right corner.

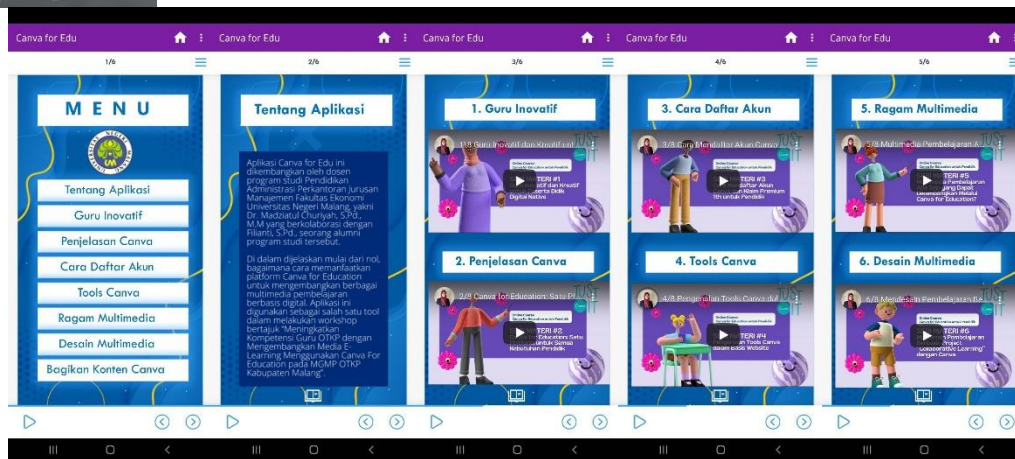


Figure 2. Screenshots of Canva App for Edu

Source: Community Service Team Documentation (2021)

In 21st century education, teachers play a significant role in helping students improve their creativity skills by using various digital learning multimedia development tools (Larraz-Rábanos, 2021). On the other hand, by implementing various relevant learning models (Rahimi & Shute, 2021). Through Canva for Education, educators can develop and as initiate their students to work in a digital environment such as producing infographics, graphics, posters, presentations, brochures, logos, resumes, flyers, A4 documents, carousel, postcards, newspapers, comic strips, magazines cover, invitation, photo collage, business card, desktop wallpaper, report, certificate, book cover, social media animation, announcement, menu, video, graphic organizer, letterhead, proposal, label, worksheet, class schedule, calendar, ID card, CD cover, mobile-first presentation, planner, program, e-book cover, storyboard, etc (Rahmatullah et al., 2020).

Today's students live in the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era, and they have a big responsibility in dealing with various changes (Waller et al., 2019), even the damage produced by the past. then. They are required to participate in solving various new and old problems, which requires creativity in solving them (Rahimi & Shute, 2021). For VHS graduates, problems can orient to solving problems through the social-entrepreneur model (Roslan et al., 2019). So that when they want to solve the problem, it can be solved by opening businesses and implementing creative work.

On the other hand, we need to understand that today's life changes very quickly and unexpectedly. Students must always be trained to be able to deal with these things. Educators as learning facilitators are also expected to facilitate these changes by providing learning multimedia relevant to their character as digital native figures (Kirschner & De Bruyckere, 2017). When educators can help improve students'

creativity skills, they indirectly bring students to the future's imagination (Fredagsvik, 2021). Which then judged to align student's critical thinking in the real-world environment (Yazar Soyadi, 2015). Through Canva for Education, VHS teachers can also equip students to prepare supporting tools in applying for jobs after graduation, such as CVs, cover letters, and portfolios (Rahmatullah et al., 2020). Based on this, of course, students have been prepared in advance to face increasingly fierce job competition, making it easy for them to succeed in the future.

Through the training and mentoring activities, teachers at VHS 1 Probolinggo finally have the skills to develop various digital-based learning multimedia through the Canva for Education platform. On the other hand, they can also carry out case study-based and project-based learning in a digital learning environment due to the integration feature with virtual classroom platforms such as Google Classroom on Canva for Education. Through these facilities, students can maximize their preparation to become graduates ready to work and have various skills needed by industry and creative skills in the digital era.

Interviews with several participant representatives stated that the activities carried out provided new insights into learning in the current digital era. Mainly to focus on helping students achieve success in the future. They stated that it was beneficial in presenting a variety of learning multimedia that could be used in the learning process, both offline and online. Overall, through implementing this program, the teachers of VHS 1 Probolinggo also helped implement one of the government programs, namely the Vocational High School Center of Excellence. The specific purpose of this program is to carry out various efforts to develop educator resources to prepare vocational school graduates who can compete in the digital era.

Conclusions and Suggestions

Community service activities at VHS 1 Probolinggo as a school performing the Vocational High School Center of Excellence program are well implemented. Through the training and mentoring carried out, the teachers of VHS 1 Probolinggo can develop learning, multimedia, and learning models that can accommodate the creativity skills needs of students in the digital era. Educators in today's digital era must use the Canva for Education platform or the like to present a variety of learning multimedia for face-to-face and distance learning settings. Vocational teachers must always bring up learning innovations that can prepare graduates who are ready to work and have various skills that are in line with industry needs and future job trends. None other than this is intended to contribute to improving human resources quality in the future.

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