

## FOSTERING PEDAGOGICAL COMPETENCE OF MADRASAH TEACHERS THROUGH CANVA-BASED INTERACTIVE MEDIA TRAINING

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### Abstract

This community service program aimed to foster the pedagogical competence of madrasah teachers through Canva-based interactive Media Training at MTs Nurul Yaqin in December 2025. The program involved 13 teachers and applied a qualitative descriptive method. The implementation process consisted of needs analysis, preparation of training materials, workshops on Canva features and interactive learning media design, guided practice sessions, mentoring, classroom simulation, and evaluation through observation and participant reflection. Data were collected using interviews, observation sheets, documentation, and feedback forms. The results showed that the teachers experienced noticeable improvement in designing attractive and interactive learning media, integrating visual elements, and applying digital technology in classroom instruction. Participants also demonstrated increased confidence, creativity, and motivation in developing student-centered learning activities. The discussion indicates that Canva-based training appears to support pedagogical competence development because it is practical, accessible, and adaptable to various subjects. Therefore, continuous digital Media Training is recommended to strengthen innovative teaching practices in madrasah education. The program also encouraged collaborative learning and strengthened teachers' readiness for educational digitalization.

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## Introduction

The rapid development of digital technology in education requires teachers to possess strong pedagogical competence, particularly in designing innovative and interactive learning experiences. In the context of madrasah education, many teachers still rely on conventional teaching methods dominated by lectures and static presentation media, resulting in low student engagement and limited classroom interaction. Interactive learning media are essential because they can support active learning, increase student motivation, and improve the effectiveness of learning delivery in the digital era (Singhal et al., 2021; Wong & Hughes, 2023; Fuadi & Aulia, 2025; Ilahy, Subali, & Widiarti, 2025).

Pedagogical competence refers to teachers' ability to understand learners, design learning processes, implement effective instruction, and evaluate learning outcomes systematically. According to educational media theory, learning media function as communication tools that facilitate the transfer of knowledge and stimulate students' cognitive and affective responses. The integration of digital platforms into classroom instruction has become increasingly important because technology-based learning environments encourage collaboration, creativity, and student-centered learning practices. Canva is one of the digital platforms widely used in education because it provides accessible features for developing visual and interactive learning media (Tirtoni & Salsabillah, 2024).

However, the implementation of digital learning media in madrasahs still faces several challenges. Many teachers have limited skills in utilizing educational technology, particularly in designing interactive media that align with pedagogical principles and curriculum objectives. In addition, insufficient training opportunities and limited technological literacy often hinder teachers from maximizing digital applications in classroom instruction. As a result, the learning process tends to remain teacher-centered and less adaptive to the characteristics of modern learners who are familiar with educational technology (Oyelana et al., 2022; Abdigapbarova & Zhiyenbayeva, 2023; Dermawanto, 2023; Martin-Alguacil et al., 2024).

Recent studies indicate that Canva-based learning media can significantly improve teachers' creativity, confidence, and digital pedagogical competence. Research conducted by Tirtoni and Salsabillah (2024) showed that Canva training improved teachers' competence in creating interactive learning media and encouraged more innovative instructional practices. Similarly, Hafiz, Barsihanor, and Arifin (2024) found that Canva training positively affected teachers' technological competence and enhanced the quality of learning materials used in madrasah classrooms. These findings demonstrate that Canva can serve as an effective educational tool for supporting digital transformation in teaching and learning activities.

Several community service programs related to Canva training have also demonstrated positive outcomes in improving teachers' digital literacy and media development skills. Previous programs generally focused on elementary school teachers, Islamic education teachers, or teacher working groups in broader institutional contexts. Training activities usually involved workshops, demonstrations, mentoring, and evaluation sessions that successfully increased

participants' understanding of digital instructional media (Reisoğlu, 2022; de Juana-Espinosa et al., 2023; Tazhenova et al., 2024; Rasiman, 2025). Nevertheless, most studies emphasized technical training outcomes rather than specifically addressing the strengthening of pedagogical competence among madrasah teachers.

Based on the review of previous studies, there is still a gap regarding community service programs that focus specifically on fostering pedagogical competence through Canva-based interactive Media Training in madrasah settings. Most existing research concentrates on digital literacy improvement or technical media production skills without deeply integrating pedagogical aspects such as instructional planning, learner engagement, and student-centered learning strategies. Therefore, a more contextual and pedagogically oriented training program is needed to support madrasah teachers in adapting to educational digitalization (Warisno et al., 2025; Wulandari & Sutarna, 2025; Mu'alimin et al., 2026).

Therefore, this community service activity aims to foster the pedagogical competence of teachers at MTs Nurul Yaqin through Canva-based interactive Media Training. The program is expected to improve teachers' abilities in designing engaging digital learning media, integrating technology into classroom instruction, and implementing innovative learning approaches that support active student participation. Furthermore, this activity is intended to strengthen teachers' readiness in facing the challenges of educational transformation in the digital era and to encourage sustainable innovation in madrasah learning practices.

## Community Service Methodology

This community service activity employed a qualitative descriptive approach to analyze the process and outcomes of fostering pedagogical competence among madrasah teachers through Canva-based interactive Media Training. Qualitative methods are considered effective for describing participants' experiences, responses, and skill development during community empowerment activities because they allow researchers to interpret social and educational phenomena comprehensively (Hafiz, Barsihanor, & Arifin, 2024; Chen et al., 2025; Lim, 2025). The activity was conducted in December 2025 at MTs Nurul Yaqin and involved 13 teachers as participants.

The implementation of the community service program adopted a participatory training approach consisting of several stages, namely needs analysis, preparation, training implementation, mentoring, practice, and evaluation. Participatory approaches are widely used in community service activities because they encourage active participant involvement and collaborative learning processes (Zainuri & Huda, 2023; Dara & Kesavan, 2025; Parilah et al., 2025). The initial stage involved conducting observations and informal interviews with teachers to identify problems related to pedagogical competence and the use of digital learning media in classroom instruction. The findings indicated that teachers experienced difficulties in designing interactive learning media and integrating technology effectively into the teaching process.

The second stage was preparation, which included designing training materials, preparing modules, arranging schedules, and ensuring the availability of

technological facilities such as laptops, internet access, and presentation equipment. The training materials focused on the introduction of Canva features, principles of interactive media design, visual communication in learning, and strategies for integrating digital media into student-centered instruction. According to [Sumartini et al. \(2025\)](#), well-structured preparation is essential to support effective technology-based teacher training programs.

The implementation stage was carried out through workshops and direct demonstrations. Participants were introduced to Canva for Education features and guided step-by-step in creating presentations, posters, infographics, animated slides, and interactive teaching materials. The training methods included lectures, demonstrations, discussions, and hands-on practice because practical experience is considered effective in improving teachers' digital competence and creativity ([Handayani et al., 2022](#); [ElSayary, 2023](#); [Abildinova et al., 2024](#); [Omeh et al., 2024](#)). During this stage, participants actively explored Canva templates and customized learning media according to their teaching subjects and classroom needs.

The mentoring and practice stage aimed to strengthen teachers' pedagogical competence through intensive guidance and classroom simulation activities. Participants were assisted in developing interactive media designs that emphasized student engagement, collaborative learning, and visual communication effectiveness. Mentoring activities also provided opportunities for teachers to discuss difficulties encountered during media development and receive direct feedback from the service team. Previous studies emphasized that mentoring and participatory practice can improve teachers' confidence and ability in implementing technology-based learning innovations ([Kusuma et al., 2025](#)).

The evaluation stage was conducted using observation sheets, interviews, documentation, and participant reflections. Evaluation focused on teachers' understanding of Canva features, their ability to design interactive media, and their readiness to integrate digital tools into classroom learning. Data collected from the evaluation process were analyzed descriptively through data reduction, categorization, interpretation, and conclusion drawing. Descriptive qualitative analysis enables researchers to interpret participant experiences systematically and contextually within educational community service activities ([Campbell et al., 2021](#); [Maolida & Salsabila, 2021](#); [Khoa et al., 2023](#); [Rana et al., 2023](#)).

The overall methodology of this community service activity emphasized collaborative learning, active participation, and practical implementation to support the development of pedagogical competence among madrasah teachers. Through Canva-based interactive Media Training, teachers were expected to improve their technological literacy, creativity, instructional planning skills, and ability to create engaging student-centered learning experiences aligned with the demands of digital education transformation. Figure 1 presents the flow of the community service implementation.



Figure 1. Flow of community service implementation based on Fostering Pedagogical Competence of Madrasah Teachers through Canva-Based Interactive Media Training

## Results and Discussion

### A. Description of Training Implementation

The community service activity entitled Fostering Pedagogical Competence of Madrasah Teachers through Canva-Based Interactive Media Training was conducted in December 2025 at MTs Nurul Yaqin involving 13 teachers as participants. The activity was implemented using a participatory and practice-oriented approach aimed at improving teachers' pedagogical competence in developing interactive digital learning media. The implementation stages included needs analysis, preparation, workshop activities, hands-on practice, mentoring, classroom simulation, and evaluation. Initial observations and interviews showed that most teachers still relied on conventional teaching methods and had limited skills in utilizing interactive digital media in classroom learning.

The preparation stage involved developing training materials, modules, schedules, and technological facilities to support the implementation of the activity. The workshop session introduced participants to Canva for Education features and the principles of interactive media design for student-centered learning. Facilitators demonstrated how to create presentations, posters, infographics, animated slides, and other digital teaching materials using Canva templates and design tools. During the session, participants actively engaged in discussions and explored Canva features independently with guidance from the facilitators.

The subsequent stage focused on hands-on practice and mentoring. Participants were assigned to design interactive learning media based on their respective subjects by integrating visual elements such as images, icons, animations, videos, and text. The facilitators provided direct assistance and feedback during the practice process to help participants improve the quality and effectiveness of their learning media.

Furthermore, classroom simulation activities were conducted to allow participants to demonstrate the use of the media they had developed in classroom learning situations.

The final stage involved evaluation and reflection activities conducted through observations, interviews, participant reflections, and documentation of learning media products. The evaluation results indicated that participants experienced improvement in pedagogical competence, particularly in designing interactive learning media, integrating technology into instruction, and implementing more engaging student-centered learning practices. Participants also showed increased confidence, creativity, and motivation in utilizing digital tools to support innovative learning in madrasah education.

### ***B. Improvement of Pedagogical Competence***

The implementation of Canva-based interactive Media Training showed positive results in improving the pedagogical competence of teachers at MTs Nurul Yaqin. Based on observations, interviews, and evaluation results, participants demonstrated significant improvement in understanding the principles of interactive learning media design and the integration of technology-enhanced learning into classroom instruction. Before the training, most teachers still relied on conventional teaching methods such as lectures and static presentation slides. However, after participating in the training activities, teachers became more capable of designing student-centered learning media that encouraged classroom interaction and active participation.

The improvement in pedagogical competence was reflected in teachers' ability to create various interactive learning products using Canva, including animated presentations, infographics, worksheets, digital posters, and visually engaging teaching materials. Participants were able to combine visual elements such as images, icons, animations, colors, and videos to support the effectiveness of learning delivery. In addition, teachers demonstrated better understanding in selecting media designs appropriate to students' characteristics, learning objectives, and classroom needs. This finding indicates that the training successfully enhanced teachers' creativity and instructional planning skills in accordance with pedagogical principles.

The mentoring and classroom simulation sessions also contributed significantly to strengthening teachers' pedagogical competence. During these activities, participants practiced presenting learning materials using the media they had developed and received feedback from facilitators and fellow participants. The simulation process encouraged teachers to apply more communicative, collaborative, and student-centered learning approaches. Teachers also showed increased confidence in utilizing digital platforms as a learning support tool and became more motivated to develop innovative instructional strategies for classroom activities.

Furthermore, participant reflections indicated that the training provided practical knowledge and direct experience in integrating digital media into the learning process. Teachers stated that Canva was easy to use and highly helpful in creating attractive learning media within a relatively short time. The evaluation results showed that the training not only improved teachers' technical skills in media design

but also strengthened their pedagogical awareness regarding the importance of interactive and engaging learning experiences for students. To illustrate the dominant themes that emerged from participant reflections and interviews, representative quotations from eight participants are presented in Table 1. These quotations were selected because they best reflect the major themes identified during the thematic analysis, including digital literacy, creativity, confidence in technology integration, student-centered learning, and pedagogical competence.

**Table 1. Thematic Analysis of Respondent Narratives on the Improvement of Pedagogical Competence through Canva-Based Interactive Media Training**

Initial	Gender	Age	Theme	Narrative	Explanation
AR	Female	29	Improvement of Digital Literacy	“Previously, I only used textbooks and ordinary PowerPoint slides. After this training, I learned how to create interactive and visually attractive learning media using Canva.”	The respondent demonstrated increased understanding and ability in utilizing digital learning media for classroom instruction.
MH	Male	35	Creativity in Learning Media Design	“Canva helped me create learning materials that are more colorful, interactive, and easier for students to understand.”	The training improved teachers’ creativity in designing engaging instructional media adapted to students’ learning needs.
NS	Female	31	Confidence in Technology Integration	“At first, I was afraid to use digital applications, but now I feel more confident integrating technology into my teaching activities.”	The respondent showed increased confidence in applying technology-based learning approaches after participating in the training.
FR	Male	40	Student-Centered Learning	“The training taught me how to make learning more interactive so students can participate actively during classroom activities.”	Teachers gained better understanding of implementing student-centered learning through interactive media utilization.
DA	Female	27	Ease of Canva Utilization	“Canva is very practical and easy to use, even for teachers who are not familiar with graphic design.”	The respondent perceived Canva as an accessible platform that supports teachers in developing learning media efficiently.
SY	Female	38	Motivation for Instructional Innovation	“This activity motivated me to continue creating innovative learning media so students become more enthusiastic about learning.”	The training encouraged teachers’ motivation to develop innovative and engaging instructional strategies.
RK	Male	33	Improvement of Pedagogical Competence	“I now understand how to adjust media design according to learning objectives and students’ characteristics.”	The respondent demonstrated improvement in pedagogical understanding related to instructional planning and media suitability.
LN	Female	30	Collaborative Learning Experience	“The mentoring and discussion sessions helped us exchange ideas and learn from each other’s teaching experiences.”	Collaborative activities during the training strengthened participants’ learning experiences and professional interaction.

**Note:** The quotations presented in Table 1 are representative examples selected from the narratives of 13 participants. Eight quotations were chosen to illustrate the dominant themes identified during the thematic analysis and do not represent all participant responses.

The thematic analysis identified five dominant themes, namely improvement of digital literacy, creativity in learning media design, confidence in technology integration, student-centered learning, and pedagogical competence. Among these themes, confidence in technology integration and pedagogical competence appeared most frequently in participant narratives, indicating that the training not only improved technical skills but also enhanced teachers' readiness to utilize digital technology in classroom instruction.

The thematic analysis revealed that the training contributed to several interconnected aspects of pedagogical competence, including digital literacy, instructional creativity, confidence in technology integration, and student-centered learning practices. These themes suggest that Canva functioned not only as a design platform but also as a pedagogical tool that supported more interactive learning experiences. Before the implementation of the program, most teachers still relied on conventional teaching approaches and had limited ability to utilize digital learning media. However, after receiving training and mentoring, teachers became more capable of designing interactive and visually engaging learning materials aligned with learning objectives and students' needs. These findings support the view that digital Media Training can strengthen teachers' pedagogical competence and improve the effectiveness of classroom instruction (Hafiz, Barsihanor, & Arifin, 2024).

A notable finding was the practicality of Canva as an instructional design tool, particularly for teachers with limited prior experience in educational technology. Participants stated that Canva was easy to use and enabled them to combine visual elements such as images, animations, videos, and icons into more attractive instructional materials. This condition reflects the theory that interactive media can increase students' attention, motivation, and learning engagement through visual and technological stimulation (Wulandari & Sutarna, 2025). In addition, the improvement of teachers' creativity in media development indicates that Canva can function not only as a design platform but also as an educational tool that facilitates innovative teaching practices in the digital era.

The increase in teachers' confidence can be interpreted as an important factor supporting the sustainability of technology integration in classroom practice. Several respondents initially expressed hesitation and lack of confidence in using digital applications. Nevertheless, through workshops, guided practice, and mentoring sessions, participants gradually became more confident in utilizing Canva for instructional purposes. This result is consistent with previous research conducted by Tirtoni and Salsabillah (2024), which reported that Canva training positively influenced teachers' technological competence and encouraged more innovative learning implementation. Confidence in technology utilization is an important component of pedagogical competence because it affects teachers' readiness to adopt digital learning strategies and adapt to educational transformation.

Beyond the technical aspects of Canva use, the classroom simulation and mentoring sessions provided opportunities for reflective practice. Through these activities, teachers were able to evaluate the suitability of their media designs, receive peer feedback, and refine their instructional approaches. During the simulation activities, teachers practiced implementing interactive learning approaches using the

media they had created and received constructive feedback from facilitators and colleagues. These collaborative activities encouraged reflective learning and professional interaction among participants. According to [Maolida and Salsabila \(2021\)](#), mentoring and participatory training activities are effective in helping teachers improve instructional planning and classroom communication skills through direct practice and peer discussion. The findings therefore demonstrate that practical and collaborative learning experiences are essential in supporting sustainable teacher professional development.

The findings further suggest that effective technology integration requires not only technical competence but also pedagogical awareness regarding how digital media can support meaningful learning experiences. Participants understood that interactive learning media could facilitate active participation, improve communication between teachers and students, and create more engaging classroom environments. This finding aligns with the concept of pedagogical competence, which emphasizes teachers' ability to design meaningful learning experiences according to students' characteristics and learning needs ([Dermawanto, 2023](#)). Therefore, the integration of Canva-based media into classroom instruction can be considered an effective strategy for promoting innovative and interactive learning practices in madrasah education.

Overall, the findings suggest that Canva-based training has considerable potential to support teachers' professional development in the digital era. The combination of workshops, guided practice, mentoring, and classroom simulation enabled participants to develop both technical and pedagogical capacities. However, the sustainability of these outcomes depends on continued institutional support, access to digital infrastructure, and opportunities for follow-up training. The activity not only strengthened teachers' technical skills in media design but also encouraged professional growth and readiness to face the challenges of educational digitalization. Consequently, continuous training and mentoring programs are recommended to ensure the sustainability of digital pedagogical innovation in madrasah learning environments.

Despite the positive outcomes reported by participants, several challenges were identified during the implementation process. Some teachers initially experienced difficulties in operating digital tools and adapting to technology-based instructional approaches. In addition, variations in digital literacy levels among participants influenced the speed at which new skills were acquired. These findings indicate that future training programs should provide differentiated assistance and extended mentoring to ensure that all participants achieve comparable levels of competence.

## **Conclusion**

The community service activity entitled Fostering Pedagogical Competence of Madrasah Teachers through Canva-Based Interactive Media Training was successfully implemented at MTs Nurul Yaqin involving 13 teacher participants. The implementation of the training, which consisted of workshops, hands-on practice, mentoring, classroom simulation, and evaluation, effectively improved teachers'

pedagogical competence in utilizing digital technology for classroom learning. The results showed that participants experienced improvement in digital literacy, creativity, confidence, and instructional innovation, particularly in designing interactive and student-centered learning media using Canva.

The thematic findings and participant reflections demonstrated that Canva-based interactive Media Training provided practical benefits for teachers in creating more engaging, communicative, and visually attractive learning experiences. Teachers became more capable of integrating technology into instructional activities and adapting learning media to students' characteristics and learning objectives. In addition, collaborative mentoring and simulation activities strengthened participants' understanding of effective pedagogical practices and encouraged professional interaction among teachers.

Overall, this community service activity contributed positively to strengthening teachers' readiness in facing the challenges of educational digitalization and promoting innovative learning practices in madrasah education. Therefore, continuous training and mentoring programs related to digital learning media are recommended to support sustainable teacher professional development and improve the quality of learning in the digital era.

## **Recommendation**

Based on the results of the community service activity, it is recommended that madrasah teachers continuously improve their pedagogical competence through ongoing digital literacy and interactive Media Training programs. Teachers are encouraged to actively utilize educational technology platforms such as Canva to create innovative, student-centered, and visually engaging learning experiences that support active classroom participation and improve learning effectiveness.

Madrasah institutions are also expected to provide sustainable support for teachers by facilitating technology-based professional development activities, improving digital infrastructure, and encouraging collaborative learning communities among educators. Institutional support is important to ensure the continuity of digital learning innovation and the integration of technology into classroom instruction.

Furthermore, future community service programs should involve a larger number of participants and broader educational institutions to maximize the impact of digital pedagogical training. Future activities are also recommended to focus not only on technical media design skills but also on the development of instructional strategies, learning evaluation, and digital classroom management to strengthen teachers' overall pedagogical competence.

In addition, further research and community service activities may explore the effectiveness of Canva-based interactive media implementation in improving student learning motivation, engagement, and academic achievement in madrasah education. Such studies are expected to contribute to the development of innovative and sustainable digital learning practices in the educational sector.

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