

## Child-Friendly Digital Literacy Media Training for English Learning in Elementary Schools

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### ABSTRACT

**Objective :** This article reports on a community service program aimed at enhancing the creativity and digital literacy of elementary school English teachers through the integration of child-friendly digital media. **Method :** The program, implemented in collaboration with elementary school English teachers in Sidoarjo, involved 23 elementary school English teachers who participated in hands-on training using Canva, Wordwall, and AI to create digital media aligned with their teaching objectives. The training program employed a mixed-method quantitative approach, combining observations, surveys, and qualitative feedback to explore teacher engagement, digital media, and classroom implementation. **Results :** The results of this community service program demonstrated the significant potential of child-friendly digital English media to enhance teaching creativity among elementary school English teachers. By integrating technology-based media, such as Canva, Wordwall, and AI into their teaching practices, the 23 participating teachers were able to expand their pedagogical repertoire and begin shifting from conventional approaches to more innovative, interactive, and student-centered ones. Although challenges, particularly time constraints, limited the full implementation of the developed materials, the teachers' increased digital literacy and willingness to explore new methods are promising indicators of professional growth. **Novelty :** The results of this community service program demonstrated the significant potential of child-friendly digital English media to enhance teaching creativity among elementary school English teachers.

## INTRODUCTION

The development of digital technology in the 4.0 era has had a significant impact on education. Today's elementary school students are a generation of digital natives, highly accustomed to technological devices and digital media. However, despite these children's familiarity with digital devices, many elementary schools have not yet optimally utilized technology in English language learning (ELT), particularly in terms of child-friendly digital literacy [1].

According to research by Lim et al., although digital technology can improve the quality of learning, its inappropriate use can lead to a lack of effectiveness in improving student learning outcomes [2]. This occurs because many teachers are still unfamiliar with using technology effectively and choosing digital applications or platforms that are appropriate to children's developmental needs. On the other hand, digital literacy at the elementary school level is not only related to the ability to use technological devices, but also includes the ability to understand, produce, and interact with multimodal texts critically, creatively, and responsibly [3].

With the increasing importance of digital literacy in education, many parties are starting to focus on developing technology-based learning media that are safe and age-

appropriate for children. Platforms such as Canva Edu, Wordwall, and LearningApps have great potential to support interactive and enjoyable English learning. These platforms provide various visual features, educational games, and activities that can help increase student motivation and understanding without neglecting digital safety aspects [4]. Therefore, it is crucial for educators to develop skills in selecting and managing digital platforms that are appropriate for the age and cognitive development of elementary school students.

The purpose of this community service activity is to improve the competence of elementary school teachers in using child-friendly digital literacy media platforms for English learning, by providing practical training to elementary school teachers in the use of Canva Edu, Wordwall, and Read Aloud applications as technology-based English learning media. And to improve the ability of elementary school students to understand and produce English through interactive and fun learning media by developing digital literacy skills in students and teachers, with a focus on the use of safe and age-appropriate media. The final goal is to support the implementation of the Independent Curriculum through English learning based on an innovative digital literacy approach. In line with the Independent Learning – Independent Campus (MBKM) policy, this community service activity serves as a strategic platform to connect universities, students, and elementary schools in addressing the challenges of education in the digital era. Through training in the use of child-friendly digital literacy media, lecturers and students can directly contribute to improving the pedagogical and digital competencies of elementary school teachers, while fostering more innovative, participatory, and student-centered English learning practices.

## **RESEARCH METHOD**

This community service program is designed to address the challenges faced by elementary school English teachers through interactive digital learning media with a phased approach that includes training, mentoring, and evaluation to ensure a tangible impact after the training. Previously, the community service participants prepared training requirements such as developing training modules and digital literacy-based teaching materials, setting up platforms and accounts for Canva Edu, Wordwall, and LearningApps, and identifying elementary schools that would be involved in the program [5].

The child-friendly digital media training program focuses on providing elementary school English teachers with training on the use of digital media such as Canva Edu, Wordwall, and LearningApps. This training program introduces participants to creating digital media in their learning by providing practical guidance on how to integrate these platforms into English learning. This training program is expected to enable participants to implement digital platforms in elementary school English classes and monitor student learning using digital media.

The training program involved 23 English teachers from elementary schools in the Sidoarjo area. The program was conducted at a designated training location over several

sessions. Most participants had varying levels of proficiency in using digital media and limited digital tools to integrate it into their English classes. The program was coordinated with partner schools, which facilitated learning based on the needs of the local educational context.

The training session was delivered interactively using digital media, namely Canva Edu, Wordwall, and Read Aloud. This training combined theory and direct practice, including an introduction to learning using interactive and fun child-friendly digital media, setting up the Canva Edu, Wordwall, and LearningApps platforms and accounts. It provided training on using Canva Edu, Wordwall, and LearningApps, then provided practical guidance to teachers on how to integrate these platforms into English learning [6]. Then, the participants implemented the digital platforms in English classes. The final stage was evaluating the effectiveness of using digital platforms in improving English learning.

During the training, participants were guided step-by-step in implementing this digital platform in their English learning. Simulations integrating the platform with English materials developed in class allowed for peer review, feedback, and collaborative reflection. After the main session, mentoring continued through online discussions and individual consultations to support classroom integration. Participant responses were collected through a short survey distributed via Google Forms. The survey included closed-ended questions about interest and understanding, and one open-ended question asking participants to describe their experiences with the digital platform. These responses were used to triangulate teacher-reported results with student perspectives.

Quantitative data from closed-ended items were analyzed using descriptive statistics (frequency, percentage, and mean) to identify teachers' digital literacy skills and responses. Qualitative data from open-ended responses, reflections, and participant feedback were analyzed using thematic analysis. Key themes such as perceived benefits, challenges, creative approaches, and implementation strategies were identified and manually coded to support narrative synthesis in the findings and discussion sections.

## **RESULTS AND DISCUSSION**

### ***Results***

The findings from this community service program show positive results in terms of improving teachers' digital literacy skills, increasing student engagement in storytelling skills, and enhancing teachers' creative and innovative teaching practices. These results align with the goals of educational innovation [7][8] outlined in the Merdeka Belajar Indonesia initiative and reflect the core principles of the TPACK (Technological Pedagogical Content Knowledge) framework, which emphasizes the synergy of content, pedagogy, and technology in effective teaching [9][10][11]. Elementary school English teachers participated in this community service program, as can be seen in Figure 1.



**Figure 1.** Participants of the English digital media training.

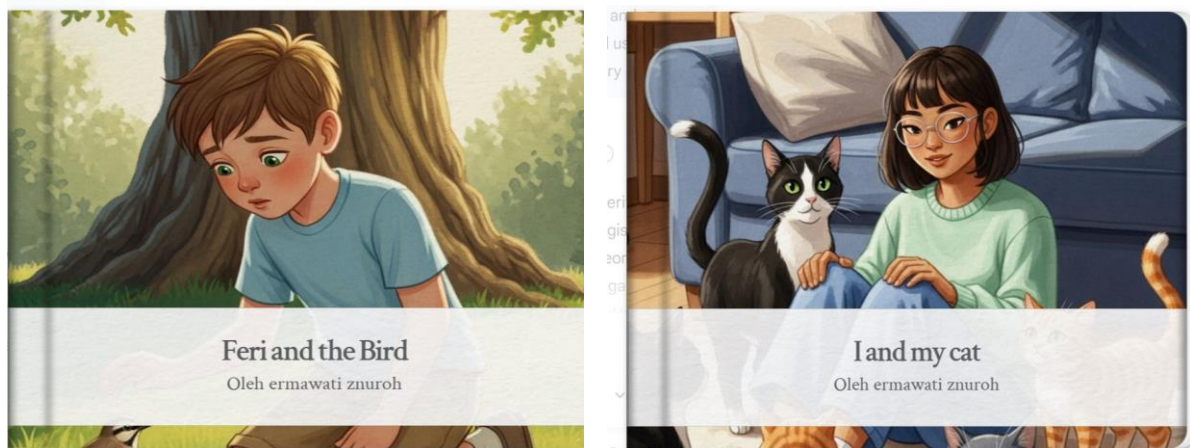
During the training program, shown in Figure 1 above, all participants successfully completed digital media training using Canva as the primary platform, along with other applications and AI. Each teacher was able to produce at least one digital literacy media product tailored to their teaching content. This achievement reflects a significant improvement in the participants' digital literacy and their ability to integrate digital tools into their teaching.

The teachers engaged in a hands-on process to produce their own digital media content using Canva. This process involved selecting a theme, writing a simple storyline, dividing the story into segments, selecting a template, and enhancing the product with narration, images, background music, and sound effects. Despite time constraints, most teachers completed at least a prototype of their digital story [12][13].

The program's impact was assessed through various tools, including pre-and post-activity questionnaires and teacher reflections. These evaluations revealed a marked increase in teachers' confidence and digital literacy competency in using digital tools for teaching [14][15]. Participants transitioned from minimal digital literacy to actively integrating multimedia into their lesson plans, with many successfully aligning their digital media products with curriculum learning objectives.

### *Discussion*

Participating teachers reported diverse experiences and stages in creating and implementing child-friendly interactive English digital media, demonstrating enthusiasm and varying levels of digital competence. A common pattern emerged across their responses, revealing a sequential process typically involving story selection, content development, and product dissemination. Most teachers began by defining a story or theme, which served as the narrative basis for the child-friendly digital media product. This was often followed by scriptwriting, sometimes assisted by AI, and then dividing the script into slides for easier visualization and sequencing, as seen in the figure 2.



**Figure 2** Child-Friendly Digital Media Products.

The next step typically involves selecting a template in Canva, followed by inserting visual elements, such as images, icons, and animated graphics. Several teachers highlighted the importance of adjusting background elements and designs to match the mood and storyline. Many noted their efforts in animating visuals, adding transitions, and making scenes more dynamic to capture students' attention.

In short, after classroom implementation, the training participants' responses indicated that they had completed a relatively comprehensive process of creating child-friendly interactive digital media, from story development and multimedia integration to integration with classroom English learning materials. Their reflections demonstrated a commitment to professional growth and increased awareness of how technology can be used to enhance engagement and understanding in English learning [16][17]. These stages also underscored the potential of child-friendly digital English media for elementary schools as a sustainable innovation in English education, especially when combined with ongoing mentoring and collaborative reflection.

## CONCLUSION

**Fundamental Finding :** This community service program demonstrates the strong potential of child-friendly digital English media to enhance teaching creativity among English teachers. Through the integration of technology-based tools such as Canva, Wordwall, and AI, the 23 participating teachers expanded their pedagogical repertoire and began transitioning from conventional methods toward more innovative, interactive, and student-centered practices, with their increased digital literacy and willingness to adopt new approaches indicating meaningful professional growth despite time constraints that limited full material implementation. **Implication :** Professional development initiatives centered on practical and creative technology use can effectively drive meaningful learning transformation, making it essential for schools to sustain teacher innovation through continued training participation while English teacher organizations prioritize long-term implementation and mentoring. Teachers should be

supported to design diverse learning media aligned with contemporary learner needs, supported by institutional backing, adequate technological infrastructure, innovation-oriented policies, and a TPACK-based needs analysis to strengthen competency in deep learning and foster adaptive, relevant 21st-century instruction. **Limitation** : The primary limitation of this program lies in the time constraints experienced by teachers, which restricted the comprehensive application of the developed digital materials in classroom settings. **Future Research** : Future studies should examine the long-term impact of TPACK-based professional development and sustained mentoring on teachers' digital literacy, instructional effectiveness, and the successful integration of innovative learning media across diverse educational contexts.

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