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Improving Teachers' Digital Competence through Mentoring on Interactive Canva-Based E-LKPD Development: Transforming Learning Practices at SDN 6 Metro Barat

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Abstract

To support the Golden Indonesia 2045 vision, transforming education through technology integration is a strategic necessity. This community service initiative aimed to enhance the digital competence of 15 teachers at SDN 6 Metro Barat in developing innovative instructional media through interactive Canva-based Electronic Student Worksheets (E-LKPD). The implementation followed a systematic participatory model, including Participatory Needs Assessment and Co-Design Sessions conducted through blended workshops and intensive mentoring. This approach ensured that the digital solutions were aligned with the specific instructional context and teachers' technical capacities. The results demonstrated a significant improvement in educators' competencies, with average scores increasing from 35 in the pre-test to 82.67 in the post-test. This achievement was further validated by an N-Gain of 0.73, which is categorized as highly effective. The output, comprising interactive E-LKPD products, has been implemented in classrooms and proven to significantly increase student enthusiasm and learning motivation compared to conventional printed media. Beyond technical skills, the program successfully fostered a shift in work culture and digital pedagogical transformation. These findings empower teachers as agents of change to realize high-quality, technology-adaptive education for future generations.

Keywords: Canva, Digital Competence, E-LKPD, Pedagogical Transformation

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Abstrak

Dalam rangka menyongsong visi Indonesia Emas 2045, transformasi pendidikan melalui integrasi teknologi menjadi langkah strategis yang esensial. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kompetensi digital 15 guru di SDN 6 Metro Barat dalam mengembangkan media pembelajaran inovatif berupa Lembar Kerja Peserta Didik Elektronik (E-LKPD) interaktif berbasis Canva. Metode pelaksanaan yang digunakan mengikuti model partisipatif sistematis, meliputi Participatory Needs Assessment dan Co-Design Session yang diselenggarakan melalui lokakarya bauran (blended workshop) serta pendampingan intensif. Pendekatan ini memastikan bahwa solusi digital yang dihasilkan selaras dengan konteks instruksional spesifik dan kapasitas teknis guru di lapangan. Hasil kegiatan menunjukkan peningkatan signifikan pada kompetensi pendidik, di mana rata-rata skor pre-test sebesar 35 meningkat drastis menjadi 82,67 pada post-test. Capaian ini diperkuat dengan nilai N-Gain sebesar 0,73 yang termasuk dalam kategori tinggi. Produk luaran berupa E-LKPD interaktif telah diimplementasikan dan terbukti secara signifikan meningkatkan antusiasme serta motivasi belajar siswa dibandingkan media cetak konvensional. Selain keterampilan teknis, program ini berhasil mendorong pergeseran budaya kerja dan transformasi pedagogis digital. Temuan ini memberdayakan guru sebagai agen perubahan dalam mewujudkan pendidikan berkualitas yang adaptif terhadap perkembangan era digital bagi generasi mendatang.

Kata Kunci: Canva, Kompetensi Digital, E-LKPD, Transformasi Pedagogis

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INTRODUCTION

Indonesia Emas 2045 represents a strategic national development vision aimed at commemorating a century of Indonesian independence by positioning education as a central pillar in developing superior, adaptive, and globally competitive human resources (Bappenas, 2019). Education functions not only as an indicator of national progress but also as a fundamental human need that plays a critical role in improving quality of life and individual capacity (Puriasih & Rati, 2022; Noviaanti et al., 2023). As a result, strengthening educational quality—particularly through enhancing teachers' professional competencies—has become a crucial aspect of achieving national development goals.

Rapid advances in digital technology have driven a paradigm shift in education from conventional instructional approaches toward innovative, interactive, and student-centered learning models. Teachers are increasingly required to integrate educational competence with technology skills to design learning experiences aligned with 21st-century demands (Majid, 2014; Arifa, 2022). Trilling and Fadel (2009) emphasize that 21st-century learning prioritizes critical thinking, creativity, collaboration, and communication, which can be optimally developed through the effective use of technology-based learning media.

One instructional medium that aligns with these demands is the Electronic Student Worksheet (E-LKPD). E-LKPD is a digital teaching material designed to promote active student engagement through the integration of text, visuals, audio, and interactive activities (Maisarah et al., 2024). Unlike conventional printed worksheets, which tend to be static and theoretical, E-LKPD enables more contextual, flexible, and engaging content delivery, thus enhancing students' learning motivation and conceptual understanding (Leasa et al., 2024; Nurafriani & Mulyawati, 2023). This approach is consistent with Vygotsky's Social Constructivism theory (1978), which emphasizes that knowledge is constructed through meaningful activities and social interaction, positioning teachers as facilitators of learning.

Despite its considerable potential, the implementation of E-LKPD at the elementary school level remains limited. Observations and needs analysis conducted at SDN 6 Metro Barat revealed that most teachers lacked adequate skills in designing and using E-LKPD. Limited digital literacy, minimal experience with digital design platforms, and the absence of structured training programs were identified as major barriers. As a result, instructional practices continued to rely heavily on printed worksheets and lecture-based methods, limiting instructional variation and student participation (Utari & Muadin, 2023).

The limited use of digital learning media has implications for learning effectiveness. Teachers reported that students tended to lose interest quickly, participated less actively in discussions, and had difficulty understanding abstract concepts when instruction was not supported by engaging, interactive media (Costadena & Suniasih, 2022). Setiyono et al. (2025) emphasize that learning media encompasses all tools used to convey instructional messages that attract learners' attention and stimulate learning interest. Therefore, strengthening teachers' competencies in developing digital instructional media is an urgent necessity.

In response to these challenges, this community service program was designed as a Canva-based E-LKPD development training initiative. Canva was selected for its accessibility, user-friendly interface, and diverse educational templates that facilitate the efficient and visually appealing design of instructional materials (Ratu et al., 2022). Through this program, teachers were equipped not only with technical skills but also with an understanding of instructional design principles and student-centered learning approaches. Previous studies have demonstrated that improving teachers' digital literacy directly enhances instructional quality and curriculum effectiveness (Angraini et al., 2021; Novianti et al., 2023; Sariani et al., 2023; Hikmah et al., 2024).

Accordingly, this program seeks to enhance elementary school teachers' competencies in designing and using Canva-based E-LKPD as innovative and interactive digital learning media. Strengthening these competencies is expected to support pedagogical transformation toward

technology-adaptive learning practices, improve instructional quality, and contribute to the realization of Indonesia Emas 2045 by developing digitally literate and creative human resources.

METHODS

Methods and Stages of the Community Service

To address the challenges teachers face in using educational technology—particularly in developing effective and engaging E-LKPD—the implementation of this community service program was structured through the following stages.

Needs Identification (Participatory Needs Assessment)

The program began with a needs identification process conducted through in-depth discussions, focus group discussions (FGD), and the completion of needs analysis instruments. At this stage, teachers conveyed the actual conditions of classroom instruction, their level of digital literacy, and expectations regarding E-LKPD development. The data obtained served as the primary basis for determining training materials, training formats, and mentoring strategies.

Collaborative Solution Design (Co-Design Session)

Following the identification of needs, the service team and teachers collaboratively designed the proposed solutions. Teachers were actively involved in determining the E-LKPD models to be developed, the required features, and the most relevant and easily integrated platforms for classroom learning. This co-design stage ensured that the solutions were aligned with the instructional context, teachers' technical capacities, and students' characteristics.

Workshop and Training on E-LKPD Development

The core activity consisted of hands-on workshops focused on developing E-LKPD using the Canva platform. Facilitators guided participants step by step through:

1. Planning E-LKPD content in accordance with learning objectives
2. Selecting interactive templates available on Canva
3. Adding visual elements such as images, videos, and interactive links
4. Integrating Higher Order Thinking Skills (HOTS)-based questions

The main activity is a hands-on workshop on compiling e-LKPD using the Canva platform. Facilitators will guide participants step-by-step, starting with:

1. Planning the contents of LKPD according to learning objectives
2. Interactive template selection in Canva
3. Adding visual elements such as images, videos, or interactive links
4. Integration of HOTS (Higher Order Thinking Skills) based questions

Simulation and Presentation

Each participant was allowed to present the E-LKPD they had developed. This session aims to foster teachers' confidence, encourage peer-to-peer exchange, and provide constructive feedback from facilitators and fellow participants.

Evaluation and Feedback Evaluation

It was conducted through pre-tests and post-tests to measure improvements in participants' knowledge and skills related to E-LKPD development. Direct observation during practice sessions was used to assess the progression of teachers' digital skills. In addition, interviews and questionnaires were administered to capture participants' perceptions, feedback, and challenges encountered throughout the program.

Stages of Program Implementation

The training program was implemented through three main stages:

Pre-Activity Stage

This stage involved team formation, identification of core problems, selection of target participants, determination of training materials, scheduling, venue preparation, and field surveys. Activities included coordinating with the partner school, assessing participants' readiness, preparing training materials, and supporting tools.

Implementation Stage

The program began with an introduction to E-LKPD and the importance of digital-based learning, followed by a workshop on E-LKPD development using Canva. The activities continued with simulations of E-LKPD usage in classroom contexts and reflective discussions.

Final Stage

The final stage included administering post-tests and evaluation questionnaires, preparing activity reports, providing Google Drive access for storing and sharing developed E-LKPD products, and continuing mentoring through a WhatsApp group.

Community Service Partner Participation

This community service activity involved 15 educators at SDN 6 Metro Barat. This community service activity will make a practical contribution to educators at SDN 6 Metro Barat, aiming to improve technological literacy through E-LKPD. Therefore, the participation of the Principal as the leader is very necessary to support the implementation of this activity, especially in terms of, namely (a) willingness to become a community service partner, (b) granting permission to educators to participate in counseling and guidance activities, (c) facilitating the location for the implementation of the activity, and (d) collaborating with the PkM team in fostering the sustainability of the results of this activity.

Description of Disseminated Activities

This community service program focuses on improving participants' abilities to develop at least one interactive digital E-LKPD, accompanied by enhanced skills in using digital platforms for instructional media development. The program also aims to establish an active teacher learning community that shares technology-based instructional innovations to support educational digitalization. E-LKPD serves as an electronic learning guide that assists students in understanding learning materials through digital devices such as computers, notebooks, or smartphones (Putriyana et al., 2020). To strengthen relevance, partner teachers were actively involved in determining training content. Given that participants consisted of teachers from lower and upper elementary grades, the training materials were agreed upon at an intermediate level as a shared example. This approach enabled teachers to independently adapt and develop E-LKPD according to their respective classroom needs. The E-LKPD templates used in this program were broadly aligned with the partner school's curriculum in terms of competency structure, learning steps, and content scope. However, detailed adjustments for each learning outcome were not overly emphasized, providing flexibility for teachers to adapt the format to their instructional contexts. Based on this approach, E-LKPD development can serve as an alternative method for increasing students' learning interest (Estuhono et al., 2024).

Procedure Stage

The initial preparation stage involved a comprehensive needs assessment, formulation of training strategies, and establishment of program objectives based on the partner school's empirical conditions. This process began by forming the service team and conducting preliminary coordination with the school principal and teachers of SDN 6 Metro Barat. Field surveys were conducted to obtain an objective overview of the school's readiness to adopt technology-based learning.

Survey results revealed limitations in three main aspects: (1) teachers' insufficient capacity in using educational technology, (2) suboptimal physical facilities supporting digital learning, and (3) limited teacher experience in participating in innovative instructional training. These findings were directly expressed by teachers and school leaders, indicating that the need for E-LKPD training emerged from genuine, mutually agreed demands rather than a unilateral initiative by the service team.

Based on these findings, the service team and partner teachers jointly formulated training objectives, including the decision to include instructional examples applicable across lower and

upper elementary grades. This ensures the relevance of the E-LKPD products while allowing teachers to adapt them to their subjects and student characteristics independently. Training materials were developed collaboratively and included conceptual understanding of E-LKPD, principles of digital media design, and hands-on practice using the Canva platform. The E-LKPD templates were aligned with the school curriculum at a general level but were not rigidly standardized to preserve teachers' pedagogical autonomy.

Evaluation instruments, in the form of pre- and post-tests, were prepared as initial indicators of knowledge improvement. However, cognitive scores were not treated as the sole indicator of success. Instead, evaluation was conducted comprehensively through:(1) observation of the E-LKPD development process,(2) analysis of the quality of digital products produced, and(3) teachers' reflections on changes in instructional practices. This evaluation approach aligns with the view that teacher technology training should be assessed on practice-based impact rather than short-term knowledge acquisition (Trilling & Fadel, 2009).

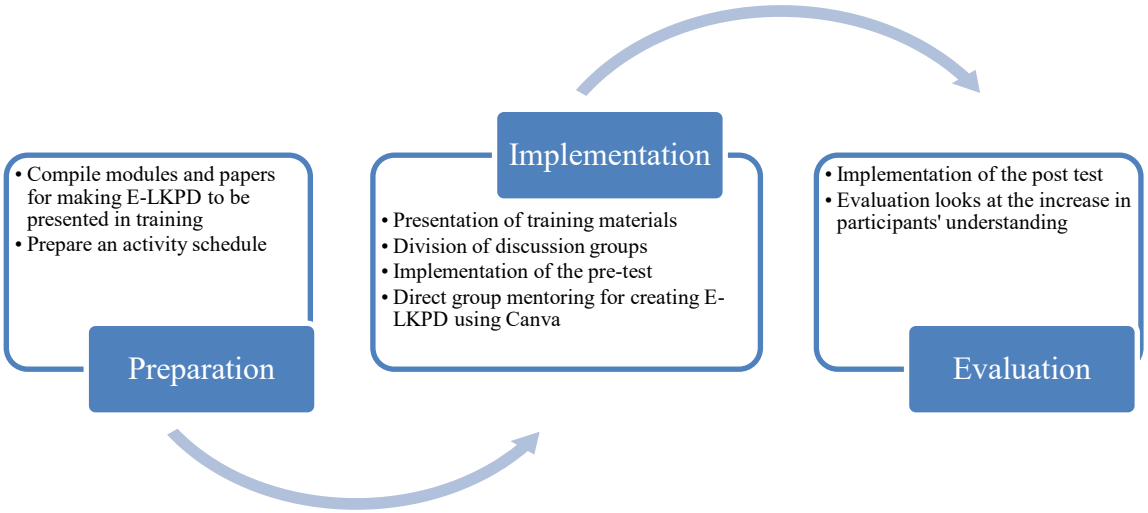

Figure 1. Implementation Procedure

Evaluation of Program Implementation and Program Sustainability

Activities will be evaluated based on goal achievement indicators and success benchmarks. The evaluation methods used in this training are as follows:

Initial evaluation

This evaluation used a pretest to assess educators' understanding of E-LKPD. The goal of this evaluation was to gauge their commitment to participating in the training and to utilize observation sheets and documentation.

Final evaluation

This evaluation used the posttest method to assess the success of the PkM activities, as indicated by an increase in participants' understanding.

Impact evaluation

This evaluation was conducted two months after the outreach activities. A key point in this evaluation was the improvement of educators' use of E-LKPD as a learning support for students in the technological and digital era.

RESULTS AND DISCUSSION

Activity Preparation

The initial preparation phase for this community service activity involved a series of needs assessments, the formulation of a training strategy, and the determination of program objectives based on the partners' empirical conditions. This process began with the formation of a community service team and initial coordination with the principal and teachers of SDN 6 Metro Barat. The team then conducted a field survey to obtain an objective picture of the school's readiness to adopt technology-based learning. The preliminary survey result shows that schools face limitations in three main aspects, namely: (1) inadequate capacity of educators in using learning technology, (2) less than optimal physical facilities that support digital learning, and (3) teachers' lack of experience in participating in learning innovation training. These findings were expressed directly by teachers and school leaders—so the need for E-LKPD training was not a unilateral initiative of the community service team, but a need felt, expressed, and agreed upon by the partners.

Based on the results of this identification, the team and partners jointly formulated the training objectives. This includes the decision that training materials must include learning examples that can be applied across levels (lower and upper grades). This ensures the relevance of the resulting E-LKPD products and provides teachers with the opportunity to make independent adjustments tailored to their subjects and students' characteristics. The training materials are prepared based on discussions with teachers, including understanding the concept of E-LKPD, the principles of digital media design, and compilation practices using the Canva platform. The e-LKPD templates to be used are aligned with the school curriculum in general, but are not strictly standardized to ensure teachers maintain pedagogical autonomy. This approach aligns with the principle of participatory capacity building, namely, training that builds competency through participants' active involvement (Scott et al., 2018).

Evaluation instruments in the form of pre-tests and post-tests were prepared as initial indicators of change and understanding. However, the team consciously did not use cognitive scores as the primary indicator of success. Instead, a comprehensive evaluation was conducted through: (1) observation of the E-LKPD creation process, (2) analysis of the quality of the digital products produced, and (3) teacher reflections regarding changes in teaching practices. This evaluation approach aligns with the literature, which holds that teacher technology training should be evaluated through practice-based impact, not just temporary knowledge acquisition (Trilling & Fadel, 2009).

Implementation of Activities

The community service activity was held from August 21–23, 2025, at SDN 6 Metro Barat, with 15 teachers participating. The training combined outreach, needs-based discussions, and technical assistance through a participatory learning model that provided teachers with space to collaborate, explore, and modify learning materials to suit their respective classes. The training not only presented the theoretical concept of E-LKPD but also helped teachers identify challenges to digitizing learning in their classrooms. Teachers were then divided into groups based on their learning needs, and the selected materials were developed. This decision-making process was participatory, so the training truly helped teachers solve real-world classroom problems rather than produce training projects.

During the mentoring, each teacher created an e-LKPD using Canva and modified the appearance, structure, and interactive elements to suit the school context. This process demonstrated the growth of teacher agency, namely the ability of teachers to make professional decisions about technology use. Individual mentoring was crucial to ensure that teachers not only mastered the technical steps but also understood the pedagogical principles of e-LKPD as a learning medium. The activity evaluation did not rely solely on comparing pre-test and post-test scores. While statistical results indicated increased understanding—an indicator that the training improved basic digital literacy—the qualitative analysis demonstrated a more substantive impact.

Teachers were able to produce usable e-LKPD, demonstrated improved instructional design skills, and expressed commitment to implementing the tool in their learning.

This multidimensional evaluation approach provides a clearer picture: the activities not only provide immediate cognitive improvements but also encourage changes in teaching practices and teachers' readiness to continue developing digital media independently. Visual documentation of the activities is also included as evidence of the process and participants' active involvement during the training. The series of activities carried out during the training is documented in the following images.

Figure 2. Activity Opening Event and Speaker

Figure 3. Material Delivery and Discussion

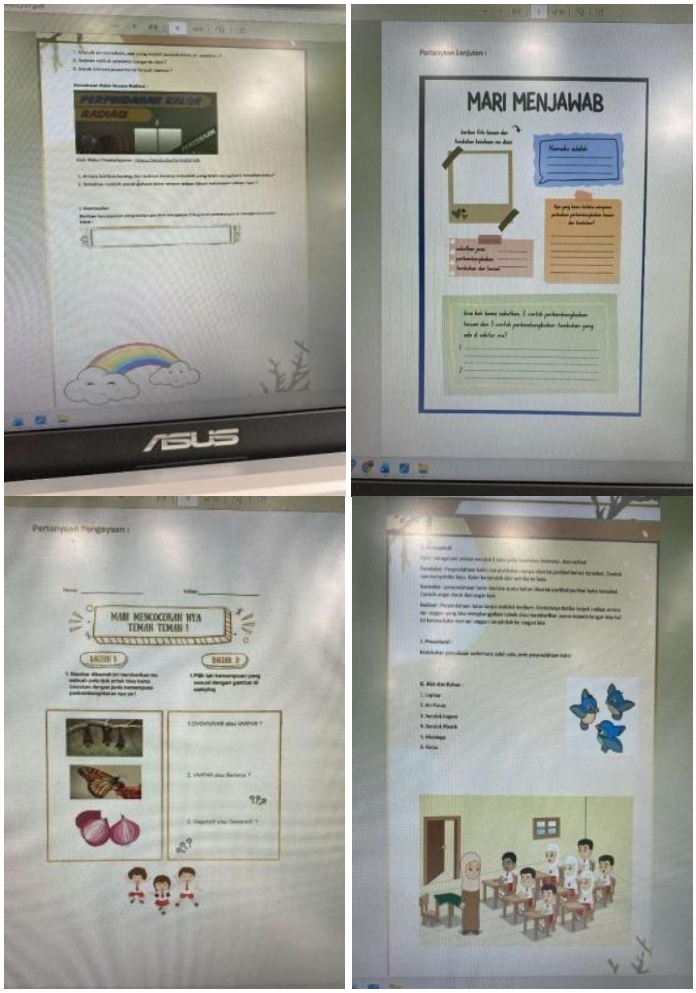

Figure 4. Photos of LKPD Creating Experiment

Figure 5. Final Photo of the Activity

Based on the training or community service plan prepared, the community service team conducted pre- and posttests for all training participants to determine the effectiveness of the E-LKPD Making Training activities for Elementary School Educators in Improving the Quality of Learning to Welcome Golden Indonesia 2045.

The pretest was administered before the training activities began to measure participants' initial understanding of the E-LKPD concept, while the posttest was administered after the

training and mentoring were completed to assess improvement in participants' ability to design interactive, applicable E-LKPD in the learning process. The table of pretest and posttest results for training participants is presented in Table 1.

Table 1. Pretest and Posttest Result Assessment Categories

Score	Assessment Categories
81-100	Very good
61- 80	Good
41- 60	Enough
21- 40	Not enough
0-20	Very less

After determining the assessment result categories, the pretest and posttest results can be compiled into a table. The training participants' pre-test and post-test results are as follows.

Table 2. Pretest and Posttest Results of Training Participants

No.	Score	Frequency *Pretest*	Frequency *Posttest*	Assessment Categories
1	25	2	0	Poor
2	30	4	0	Poor
3	35	4	0	Poor
4	40	3	0	Poor
5	45	2	0	Enough
6	75	0	2	Good
7	80	0	5	Good
8	85	0	6	Excellent
9	90	0	2	Excellent
	Total	15	15	

Based on Table 2, 13 of the 15 educators participating in the training received poor pretest scores, 2 received adequate scores, and 0 received good scores. No participants received excellent scores in the initial stage, indicating that educators' understanding of e-LKPD preparation is still limited.

After receiving training and mentoring, posttest results showed significant improvement. Seven participants received a good rating, and eight received a very good rating. This indicates that the training successfully improved educators' understanding of the concept, design, and implementation of e-LKPD in learning activities.

Table 3. N-Gain Categories

N-Gain Value	Category
$g > 0.7$	Tall
$0.3 \leq g \leq 0.7$	Currently
$g < 0.3$	Low

Furthermore, to determine the effectiveness of community service activities, the N-gain score is percentageized and categorized as in the following table.

Table 4. N-Gain Effectiveness Categories

Percentage (%)	Category
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Quite Effective
> 76	Effective

Based on this, the following table presents the N-Gain scores from the pretest and posttest for counseling and mentoring participants at SDN 6 Metro Barat.

Table 5. N-Gain Results from Pretest and Posttest

No Subject	Pretest Score	Posttest Score	*N-Gain* Score	%
Educator	35	82.67	0.73	73%

The calculation results show that the average posttest score of 82.67 is higher than the average pretest score of 35. The N-Gain value of 0.73 is in the high category, with a percentage of 73%, indicating that the training activities are quite effective, approaching effective. Based on a series of outreach and mentoring activities, it can be concluded that the E-LKPD training program has had a real impact on improving teacher competency in developing digital learning tools. This is evident from three main indicators: (1) increased knowledge, (2) technical skills, and (3) tangible products produced by participants.

First, the pre-test and post-test results showed an increase in teachers' understanding of the E-LKPD concept, digital design principles, and their integration into learning scenarios. This improvement aligns with observations during the mentoring program, in which teachers demonstrated improved skills in using the application. Canva, structure the E-LKPD, and adapt the material to each class's curriculum needs. Second, this program produces a concrete product in the form of a digital E-LKPD (E-LKPD) worked on directly by the participants. Each teacher successfully produced at least one interactive E-LKPD containing complete learning components, such as objectives, summary materials, interactive activities, and evaluations. Visual evidence in the form of screenshots of the E-LKPD products has been collected as documentation of the program's outputs, allowing readers and the assessment team to assess the quality of the results.

Third, several teachers have begun implementing the e-LKPD in their teaching and learning activities. Based on initial feedback, students have responded positively—they are more enthusiastic and motivated, and they benefit from the visual displays and interactive activities compared to conventional printed LKPD. These findings indicate that e-LKPD not only improves teacher competency but also provides a more engaging learning experience for students. Overall, this community service activity has proven effective in enhancing the digital capacity of elementary school teachers while producing measurable initial products and implementations. This contribution supports learning transformation efforts, particularly in developing educators who are creative, adaptive, and competent in utilizing educational technology.

Discussion

The training results showed an increase in teachers' understanding and skills in designing e-LKPD, as evidenced by the pre-test and post-test comparisons. Teachers who were previously unfamiliar with the concept of e-LKPD, digital workflows, or the use of design platforms showed increased ability to design displays, organize content, and use multimedia elements to support

learning. This finding is consistent with Rogers' (2003) diffusion of innovation theory, which emphasizes that adoption of educational technology increases when users are provided with direct experience, mentoring, and opportunities to practice innovations in practice.

However, this success did not come without challenges on the ground. During the training sessions, several technical and social obstacles emerged, affecting the teachers' learning process. For example, some teachers' laptops had low specifications. This slows down the design process, and the school's sometimes unstable internet connection causes delays or errors when downloading design elements or accessing digital templates, as well as challenges in selecting one feature over another. Furthermore, differences in digital literacy skills among teachers require differentiated support strategies.

To address these challenges, the community service team made several process adjustments, such as providing offline materials, offering alternative local storage options, dividing teachers into small groups to facilitate peer tutoring, and extending practice time for participants who needed it. This strategy aligns with Vygotsky's (1978) scaffolding principle, in which support is provided adaptively to participants' developmental zones. This collaborative approach has proven effective in helping teachers overcome technical barriers and increasing their confidence in using digital tools.

In addition to cognitive improvements, this training also resulted in changes in teachers' professional dynamics. Participants demonstrated strong enthusiasm for e-LKPD, believing that digital media could make learning more engaging for students. Teachers actively engaged in discussions, shared case studies, and assisted each other in the design process. Some teachers even began implementing the e-LKPD with their students following the training. Based on informal participant reports, students demonstrated positive responses, such as increased interest in learning, greater understanding of the material, and increased activity during learning. This condition supports the findings of Harahap et al. (2024), Sukmanasa et al. (2024), and Wijaya et al. (2025), which found that the use of digital media can increase student engagement and motivation in learning.

The findings of this activity are also consistent with studies by Amalia et al. (2022), Musdalifah et al. (2024), and Saputri & Reinita (2024), which confirmed that hands-on, participatory training significantly improved teachers' pedagogical competence. The tangible product, in the form of interactive e-LKPD (learning materials), produced by all participants, is an indicator of the program's success, going beyond mere cognitive achievement. Documentation in the form of screenshots of the e-LKPD completed by participants enhances the quality of the output and provides a concrete picture of the training's implementation.

Overall, this community service activity not only enhanced teachers' understanding of e-LKPD design but also demonstrated how technology can be adopted in a school context, despite its limitations. With the support of the principal and teacher collaboration, learning technology has the potential to be implemented sustainably. Therefore, it is recommended that educators continue to develop their competencies. Digital and schools provide adequate support facilities, one of which is the formation of discussion groups for teachers who already understand to help teachers who do not understand more deeply, in order to encourage the strengthening of digital learning.

CONCLUSION

The e-LKPD (Educational Worksheet) development training for teachers at SDN 6 Metro Barat demonstrated that this intervention significantly improved teachers' pedagogical competence and digital literacy. Teachers not only understood the concepts and stages of e-LKPD development but also produced digital learning products that were applicable, interactive, and relevant to students' needs in their respective classes. The training process, which included hands-on practice, discussion, and mentoring, proved effective in building teachers' confidence in innovating using learning technology. In addition to improving competency, this activity sparked a shift in the school's work culture. Teachers began to demonstrate an openness to technology,

active participation in collaboration, and a willingness to develop digital tools independently. This enthusiasm demonstrates that digital transformation in schools can be achieved not only through increased knowledge but also through strengthening the motivation and collaboration of the teacher community.

Field findings indicate that the development of e-LKPD has the potential to be a first step toward more systematic technology integration in learning. With the principal's support and examples of e-LKPD products available, schools have a foundation for sustainably continuing digital innovation. Moving forward, efforts need to be directed toward developing a teacher community of practice, providing supporting facilities, and providing ongoing mentoring so that the use of e-LKPD does not stop at the training stage but develops into a consistent learning practice. Visionarily, this training is part of a long-term strategy to build a digital learning ecosystem in elementary schools, aligned with the Golden Indonesia 2045 agenda. Teachers' ability to develop digital media is a crucial prerequisite for creating a generation of adaptive, creative, and technologically literate learners. Therefore, the main recommendations for schools are to strengthen internal policies related to digital tool development, provide a space for sharing best practices, and facilitate.

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