

INNOVATIVE TEACHING PRACTICES: LEVERAGING CANVAS LEARNING MANAGEMENT SYSTEM IN ALFA CENTAURI SENIOR HIGH SCHOOL

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ABSTRACT

This study aims to provide insight for educators and innovation for administrators within their teaching practices, also improve educational outcomes through technology. Due to the need for distance learning, Alfa Centauri Senior High School has enhanced the learning experience through Canvas LMS as a powerful teaching and learning tool. This paper explores the innovative teaching practices facilitated by the implementation of Canvas LMS at Alfa Centauri Senior High School. The impact of Canvas on both teachers and students is assessed through qualitative analysis, highlighting best practices, challenges faced during implementation, and strategies for effective use. The findings illustrate that leveraging Canvas not only streamlines the administrative tasks but also fosters a more interactive and supportive learning environment. In conclusion, Canvas LMS is at its best in terms of practicality for both teachers and students at SMA Alfa Centauri.

Keywords: Alfa Centauri Senior High School; Canvas Learning Management System; Innovative Teaching Practice

INTRODUCTION

The word innovative means using new ideas of methods for doing particular things (Cambridge Dictionary). While the word teaching means any activity carried out by someone that is intended to facilitate learning or bring about a change in the learner's behavior (Gage, 1978). Innovative teaching is needed on a daily basis to make the students' engagement higher than before. When covid-19 outbreak happened four years ago, the demand for innovation in every aspect of life was increasing. It triggered the online and distance education stipulation significantly. The ongoing and evolving global covid-19 restrictions have heightened the importance of online teaching and learning (Dwivedi et al., 2020; Paudel, 2021; in Chan et al. 2022).

Innovative teaching cannot be separated from technology. Technology is a major factor in the acquisition of digital skills necessary for a society that is becoming more interconnected (Livingstone et al, 2023 in Sulaeman et al, 2024). The integration of technology in education represents a significant advancement towards the democratization and expansion of knowledge acquisition because teachers and students can access knowledges as a whole due to the large availability of information and various types of interactions that can be built between students, teachers, and with learning materials (Tseng, 2020 in Furqon et al, 2023). One of the technological devices that can be utilized for innovative teaching is LMS (Learning Management System). Learning Management System is a software that allows an organization to host, deliver, and track

employee or customer training (Gray, 2019 in Santiana et al, 2021). LMS is an e-learning tools that helps trainers create, upload, manage, distribute, and track their online training initiatives in one place (Burton, 2020 in Santiana et al 2021). Learning Management System is a software-based or Software as a Service (SaaS) platform that facilitates the management, delivery, and measurement of an organization's corporate e-learning programs (Mardinger, 2020 in Santiana 2021). Due to this matter, Alfa Centauri Senior high school looked for the best way of implementing innovative teaching in teaching and learning activity.

Alfa Centauri Senior High School is one of the senior high schools in Bandung, West Java, Indonesia. It is located on Jl. Diponegoro 48. The school's tagline is "To Be the Finest School in the World". Aligned with the tagline, the school tries its best to enact innovative teaching through the students and teachers. In 2020, covid-19 pandemic occurred which shut everything down, including education sector. Due to this issue, the head of Taqwa Cerdas Kreatif Foundation said that the school stakeholders were afraid if the teaching and learning process was not able to be done regularly and normally which led to an online learning system. Online learning involves the utilization of network technologies (such as the Internet and business networks) to deliver, support, and assess formal and informal instruction (Shank and Sitze, 2004). The head of foundation, along with the school authority, auditioned several platforms to support teaching and learning activity during the pandemic in online way. Among those platforms, Canvas Learning Management System by Instructure was chosen to be used by the teachers and students.

In recent decades, one of the most powerful technological trends to reach the field of education is the development of distance learning (John, 2014). In contemporary education, there have been numerous advances in the integration of technological developments with the changing paradigms. One such advance is the development of learning management systems (LMSs) to connect students, teachers, and information through technology (John, 2014). Canvas Learning Management System is designed to serve your needs. This is one of the learning management system platforms which offers teachers and students ease of access, friendly user interface, seamless connection with another application they need on their teaching and learning activity.

There are some features in Canvas LMS which are powerful for teachers and students to use. Those features are dashboard, new quizzes, attendance outcomes, grades, assignments, and many more. Here the researchers are going to describe each feature mentioned.

In dashboard, teachers' subject courses, such as, their own published course, unpublished course, and teachers' sandbox are shown. In new quizzes, teachers can make questions for the test, and they can set each score for each question. There are several types of questions including categorization, essay, file upload, fill in the blank, formula, hot spot, matching, multiple answer, multiple choice, numeric, ordering, and true or false. In attendance, teachers are able to check the students' attendance in classroom. There are three categories in this attendance – present, absent, and late. In outcomes, teachers set the objectives for the students in each material they give. They can see the result once the test is done whether the students have mastered the material or not. All students' works on every assignment are being recapped in grades, so that teachers can see their students' grade by assignments and quizzes. In assignments, teachers set the assignment group based on what they need. They can make the quiz group (e.g. assignment group, unit test group, mid-term test group, and final-term test group) along with each group assignment weight. In the end of the semester, they can get the students' final score based on it.

By utilizing Canvas LMS in their teaching activity, teachers may apply flipped classroom. Flipped classroom is a framework that assure students to get a personalized education based on their individual needs. This is the solution to the students' needs which will not be the same one to each other (Bergmann and Sams, 2012).

METHOD

Qualitative approach is used in this research by the researchers. A method for investigating and comprehending the meaning that people or groups are assigned to a social or human situation is known as qualitative research (Creswell, 2014). A wide and deep angle lens, examining human choice and behavior as it happens naturally in every single detail are used in qualitative research. It studies human behavior naturalistically and holistically (Johnson, et al., 2014). The data is collected by spreading the survey randomly to some students and teachers as the respondents. Survey is a tools to describe the attitudes, opinions, behaviors, or characteristics of a group of people by studying a sample of that group (Creswell, 2012). Survey is also a research strategy to collect data in a structured form that typically includes the distribution of a set of pre-formulated questions aimed at extracting specific data from respondents (Dillman et al, 2014). This survey's questions are asking about the respondents' experience in using Canvas LMS in their daily teaching and learning activity. The respondents are some teachers and students at Alfa Centauri Senior High School. The researchers also interviewed the head of the foundation. Interview is an interaction between two or more people where verbal questioning is used to gather information with responses serving as data (Fontana et al, 2005). Interview is also a method for collecting data in which an interviewer asks questions, either in person or over the phone, and records the respondent's answers. It is aimed at understanding the perspective of the interviewee (Patton, 2005).

FINDING AND DISCUSSION

This study investigates the perspectives of teachers and students over the use of the Canvas Learning Management System at Alfa Centauri High School to promote innovative online learning. Through the analysis of questionnaire responses and discussions with the head of the school's foundation, researchers obtained these significant findings. Canvas offers several advantages, including the ease and beneficial teaching tools, efficacy as an instructional medium, and a multitude of features that enhance teaching activities.

1. The Ease and Beneficial Teaching Tools

The subsequent questionnaire responses are the evident of the advantages which felt by the teachers when they utilize Canvas LMS in their teaching activity. Initially, it was observed from the first teacher's participation that Canvas significantly aids in evaluation, testing, and grading. "Canvas facilitates my learning process and the assessment of assignments and tests; it allows for swift and effortless completion from any location, eliminating the need for manual grade calculation or conversion."

Another teacher emphasized Canvas's function in preserving instructional resources and enabling assignment management: "A repository for educational resources, exercises, and student assignments that facilitates access to learning materials from upstream to downstream processes at any time and from any location." This LMS is highly beneficial for teachers, particularly in the current digital era.

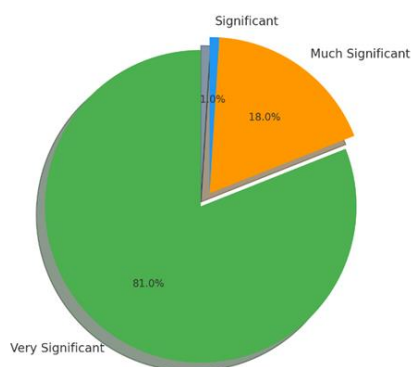
A third teacher stated the vast number of features that Canvas has; these support learning activities and increase students' outcomes. "It helps me a lot as a teacher because there are so many features that I can use to improve my class activities by elaborating on conventional media and the digital platform. I can integrate online learning media like Canvas, Genially, Quizziz, Wordwall, and others into Canvas LMS easily, so students can do varied learning activities. It also helps me to do grading processes and look after the students' learning objects progress."

From the data above, Canvas LMS brings enormous benefits to teaching activities. The platform gives teachers some features that help them in accessing information on assignments, modules, grades, and quizzes. Moreover, teachers reported that Canvas LMS help them track student learning and also help in the organisation of teaching materials.

2. The Most Effective Tools for Teaching Activities

As evidence of our research, we have provided the data taken from the questionnaire from the teachers as presented from the diagram below.

Table 1. Level Significances of Using Canvas LMS For Teaching Activities



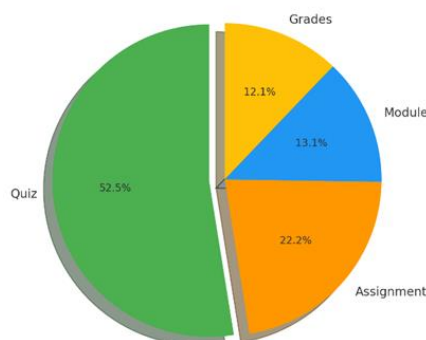
The diagram shows that a great number of teachers (81%) find Canvas LMS to be very important in facilitating teaching activities, especially in making quizzes and assigning tasks. Furthermore, (18%) of the teachers say that Canvas LMS is also very useful in effectively producing modules and grading. A small number (1%) of teachers find Canvas LMS moderately important in teaching; for them, it serves to simplify processes related to teaching activities.

This overall view represents teachers' gratitude to the platform for its usefulness in carrying out their teaching activities.

3. The Most Useful Features on Canvas LMS

Besides supporting teaching activities, teachers also report some particular Canvas LMS features to be most useful, mainly for creating quizzes, assignments, grades, and modules, as Diagram 2 shows:

Table 2. The Most Useful Features in Canvas LMS



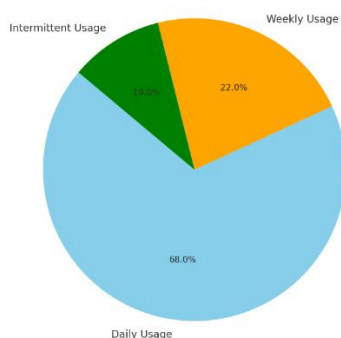
Canvas is used mostly to create course materials before the commencement of the class schedule by creating modules that are to be posted on the Canvas LMS, as well as for grading student assignments submitted through Canvas. Additionally, Canvas is highly used for creating quizzes. The grading feature is especially useful for the teacher, mostly during the evaluation of assignments and quizzes that have been created using Canvas LMS.

This section examines survey data concerning students' experiences with Canvas LMS at Alfa Centauri Senior High School, exploring trends in usage frequency, navigational simplicity, and feature engagement.

4. Frequency of Canvas LMS Utilization

The elevated usage rate of Canvas LMS at Alfa Centauri highlights its importance in students' learning experiences.

Table 3. LMS Utilization Among Students

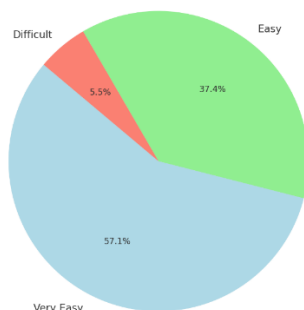


Survey findings reveal that 68% of students used the LMS daily, 22% monthly, and only 10% participated sporadically. Participant response underscores the regular use of Canvas, with many individuals deeming it essential for their daily academic success. A student remarked, "Canvas is my favourite application for all my courses." I suppose I would find it challenging to manage homework without it. One student stated, "Consulting Canvas is my initial task after preparing for school, as it contains all the necessary information for the day."

5. Improvement of Navigation in Canvas LMS

The simplicity of navigation was a crucial element, as most students saw Canvas as intuitive.

Table 4. Ease of Navigation Canvas as Perceived by Students



Specifically, 52% categorized it as "very easy," 34% as "easy," and only 5% deemed it "difficult." A multitude of positive reviews suggests that students appreciate Canvas's intuitive design, facilitating easy access to course information. A student stated, "I like how straightforward Canvas is; everything's organized by subject and assignment, so I never have to search too long." Another said, "The layout is really clean, which saves me time because I don't have to click through a lot of menus."

However, not all students had easy navigation. Approximately 9% of respondents rated Canvas as "neutral" or "difficult" to use, indicating occasional difficulties in finding stored resources. A student stated, "Finding older lessons or assignments can be hard if they are not organized well. Sometimes I wish there was a better way to search by date." "This feedback indicates potential for enhancement, especially in the access of previous resources, which may be improved by a more effective search or organizational system accessible interface.

6. Utilization of Key Canvas LMS Features

Survey data on feature utilization revealed that certain elements of Canvas were more popular than others, reflecting students' learning preferences. The "Modules" feature was the most accessed, with 80% of students frequently using it to follow lesson structures. One student commented, "Modules break down each unit so I know exactly where to start and what's next, which helps me study effectively." Another participant added, "Modules help me stay organized; it feels like a checklist where I can track my progress." These insights suggest that Modules support an organized, step-by-step learning approach, allowing students to approach coursework in a systematic, sequential manner.

The "Assignments" feature was also widely used, with 70% of students regularly accessing it to submit work and track deadlines. A student explained, "The Assignments section helps me prioritize my work because I can see due dates all in one place." This comment reflects the importance of deadline visibility in helping students manage their academic responsibilities effectively. In contrast, features like "Discussions" and "Collaborations" were not used much. Only 20% of students used them regularly. Many students preferred working alone. One student said, "I usually work on assignments by myself unless we're told to work in groups." Another said, "I only join discussions when the teacher asks us to, but they can be helpful."

This research has demonstrated teachers' and students' perceptions of using the Canvas LMS at Alfa Centauri High School, emphasizing its benefits in supporting online learning and teaching. Indeed, these results are congruent with the existing educational discourse on digital learning platforms, in which the effectiveness of an LMS often translates into increased efficiency in teaching, increased student engagement, and reduced time spent on classroom organization (Johnson, 2020; Wright & Evans, 2019). Moreover, the study showed that teachers appreciate Canvas LMS because of its friendliness; it makes managing assignments, grading, and assessment easier. This accessibility is important because "the success of educational technology adoption often depends on its ease of use, especially in diverse educational settings" (Evans, 2018, p. 32).

Teachers indicated that Canvas facilitates efficient grading and feedback, a finding supported by Lee (2020), who remarked that an intuitive LMS interface reduces the administrative load and allows teachers to concentrate more on instructional tasks. The ability to use the platform from any location is advantageous, supporting the assertions of Smith and Wilson (2021), who assert that "flexibility in access to educational tools is essential in modern, digital-first classrooms."

Furthermore, the combination of multiple digital tools inside Canvas, such as Genially, Quizizz, and Wordwall, was mentioned to be a strong determinant for improving teaching effectiveness. This multi-functional ability allows teachers to include diverse resources that support interactive and student-centered learning (Liu & Singh, 2019). According to Martinez and Bailey (2020), digital platforms that combine both traditional and digital resources are very effectual in creating engagement among students as they avail them with different formats and modes of learning. The integration of Canvas with outside tools was noted to have created a more enhanced learning experience, where educators could develop more engaging and interactive lessons that involve students with different learning styles (Johnson, 2020). Furthermore, it facilitates teachers in delivering prompt assistance, as the platform permits the monitoring and visualization of student advancement. Kim (2021) documents that "LMS tools that track student progress empower teachers to identify struggling students early, enhancing personalized learning support." While good, this study assumes that the platform's optimization necessitates ongoing training—a threshold at which professional growth becomes essential for effective LMS adoption. Canvas LMS offers significant benefits for digital learning settings, facilitating.

Frequency of Use of Canvas LMS As portrayed, 68% of the students use Canvas daily, meaning that Canvas is a very important tool for the students in their learning processes. This supports the study of Alharthi et al. (2020), that the frequent use of LMS improves the academic performance and overall satisfaction of the students. The student's testimonials also confirm that Canvas is used as an essential learning tool in everyday academic life, which thus supports the claim of Hwang et al. (2022), that there is a positive relationship between effective usage of LMS and students' engagement and academic outcomes.

Most of the students seemed to be highly satisfied with the navigation in Canvas as 86% reported it to be an easy tool to utilize. The intuitive design of Canvas enables effective access to course materials, and such an intuitive design resonates with the suggestion of Nouri and Shahid (2020) that a well-organized LMS contributes to better learning outcomes since it minimizes the load on students' cognition. However, the 9% of the students who reported difficulties in accessing Canvas point toward some scope for

improvement. Weller (2020) identified that as users' needs become increasingly diversified, it is important for LMS platforms to continue evolving, and "regular feedback is key to improvement." Therefore, for future versions of Canvas to be more user-centered, additional search functionalities and organizational features to help users use archived resources more accessible should be provided.

Features are markedly preferred, as the data shows, with stated preferences for "Modules" and "Assignments" sections at 80% and 70%, respectively. The finding corroborates a related study by Akgun and Tamer (2022), which determined that structured content in courses helps students organize study schedules and understand academic pathways. Positive feedback about the "Modules" feature indicates that it indeed supports organized learning behavior and, therefore, reinstates the model of modular learning as one of the best practices in educational technology, as suggested by Hernandez et al. (2021).

On the contrary, less interaction with the "Discussions" and "Collaborations" features by the students-as only 20% regularly use them-states that there might be a gap between the available features in Canvas and the collaborative learning preference of the students. This observation is supported by the findings of Garrison and Anderson, who found that, while collaborative learning can enhance understanding, all this depends on students' willingness to engage. This aversion to using such features may just indicate a need on the part of instructors to foster more collaborative activities or to redesign how such elements are incorporated into the learning process.

CONCLUSION

Innovative teaching practices are inevitable in this modern era where everything needs technology. Teaching can be done not only traditionally but also by technology. When COVID-19 pandemic occurred, everything is not be able to be done regularly including in education sector. Teaching and learning activity should be held in online way. Due to this matter, teachers have to use a learning management system that can provide learners' needs by personalized their learning activity. This means one student will not have the same activity as other students in their classrooms. One of learning management systems which can be utilized by teachers and students is Canvas Learning Management System. This learning management system has everything the students and teachers needs to fulfill their teaching and learning activity. This relates with the positive result of the survey which researchers spread to teachers and students at Alfa Centauri Senior High School. Most teachers in Alfa Centauri Senior High School use Canvas LMS on their daily basis. They thought that Canvas LMS was easy to use along with its useful features which helped them to design their teaching activity session. In addition, the students also shared the same idea as their teachers. Even though there are some flaws in Canvas LMS according to their opinion, they still find it useful for their learning activity on daily basis.

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