

Development of Canva-Based Science Learning Media Material Style at SMP Negeri 1 Bitung

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Abstract

This is what is experienced by the 7th grade students at SMP Negeri 1 Bitung, the data on student learning outcomes in science learning cannot yet be said to meet the classical level of completeness or can be said to be still relatively low. This is due to the low learning outcomes of students in learning science, especially in understanding style material, as well as the low understanding of students in learning science which can be due to less interesting and boring learning, lack of student interest in learning and lack of motivation in implementing the learning process that takes place in the classroom. Developing learning media is expected to help existing problems. Researchers are encouraged to develop learning media products which are expected to be able to solve students' learning problems, and the learning media developed are also expected to enable users to be more flexible when learning/teaching. Canva is an application that can be used to develop learning media. By using the Canva application, teachers can teach knowledge, creativity and skills to students, so that this media can also be used in various domains of life, including science education. Therefore, researchers are interested in conducting research on the development of science learning media based on Canva style material at SMP Negeri 1 Bitung

Keywords: Canva; Learning Methods; School;

INTRODUCTION

Education has an important role in life. This means that every human being has the right to receive and hopes to always develop in education. Basically, humans in carrying out their lives cannot be separated from education, because education functions to improve the quality of humans themselves.

The implementation of the Independent Learning Curriculum is realized as an effort to improve the quality of education in Indonesia, one of which is the quality of human resources by giving students more freedom to be more creative through learning activities that have been created by utilizing existing technology, and allowing teachers to be more flexible. To carry out different learning depending on the students' abilities.

With the implementation of the Independent Learning Curriculum, the learning process in schools has changed. This is in line with the development of science and technology which is increasingly advanced day by day. Therefore, teachers are required to be able to keep up with the changes that occur, especially in using the facilities available at school.

However, there are problems in implementing the independent learning curriculum in the world of education, including that the implementation of the independent learning curriculum requires teachers and students to take high initiative in implementing learning to achieve good quality and productivity, and flexible learning also requires students to learn independently. , but it causes problems because independent learning tends to be monotonous, resulting in students' learning motivation decreasing.

According to Davis (1996) in the context of the teacher's role, leading is the work carried out by the teacher to motivate, encourage and guide students so that they will be ready to achieve the agreed learning goals. Teachers are motivators to influence students to carry out learning activities. To provide influence and guidance in the teaching context, teachers as leaders carry out two main efforts, namely: (1) strengthening

student motivation, (2) choosing appropriate teaching strategies. Increasing students' learning motivation at school can be done through strategies that propose innovation or development to learning methods, learning models, or learning media, which are expected to produce learning products that are creative and easy to understand by students, and can be accessed any where and anytime. This also requires learning that utilize learning technology, especially in learning Natural Sciences (Science) subjects.

But of course, in developing science learning, you must understand the characteristics of the lesson. The abstract characteristics of learning materials in several science lessons require the ability to master and manage changes between different representations simultaneously. In science learning, a deep understanding of concepts is needed so that students can solve problems well. Understanding the concept provides an understanding that the material taught to students is not just memorizing but is more than that. If students do not have a good understanding of concepts, these students do not understand the concepts of materials in physics, so students can not solve problems well, one of which is force.

This is what is experienced by the 7th grade students at SMP Negeri 1 Bitung, the data on student learning outcomes in science learning cannot yet be said to meet the classical level of completeness or can be said to be still relatively low. This is due to low student learning outcomes in learning science, especially in understanding style material, as well as low student understanding in learning science which can be due to less interesting and boring learning, lack of student interest in learning and lack of motivation in implementing the learning process that takes place in the classroom. .

METHOD

The type of research that will be used is Research and Development which aims to develop Canva-based learning media. The research method used in this research refers to the Research and Development Model with the ADDIE model which consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation because the research model and This development is more rational and more complete than other models according to product development steps. The ADDIE model was developed by Dick and Carry (1996).

DISCUSSION

This research aims to produce a product that meets the criteria of being valid, practical and effective in physics learning. The procedure used is the ADDIE model design, which consists of Analysis, Design, Development, Implementation, and Evaluation.

From the results of an interview with one of the science subject teachers at SMP Negeri 1 Bitung, we have summarized some information that can be used, namely; (1) Learning in the classroom, especially grade 7 science lessons, currently relies on modules (2) Learning orientation tends to be irregular because there is no special platform for learning that can be used as a place for students inside and outside school (3) Students also experienced problems regarding the material being studied because only through the modules too much information was provided, making students lose interest in learning (4) Students were given video-assisted material, but it tended to be long in duration.

The media design stage carried out includes several essential stages, namely selecting design templates, animations, transitions, along with hyperlinks/action clicks.

The display selection was chosen based on a color palette/scheme with a pastel theme, which showed cheerful colors to the students. The animation used is taken from the Graphics and Video search column provided by Canva, after which finishing is done by adding transitions along with click actions on all slides. The third stage in the ADDIE procedure is development. At this stage, development of the design results that have been designed is carried out. After designing the design, a validity test of the design was carried out by media experts and material experts as well as a small group test to determine the validity of the Canva-based learning media design that had been created.

In designing/developing and developing a media used in learning, the developer must apply the standards/criteria to be achieved. This is reinforced by the opinion of Savio (2022) in the journal

Development of Canva-Based Learning Media; that media must be validated and practical in its use so that it can help students increase their motivation in learning.

Canva is used as the external program of choice in developing learning media, because it can support the learning process. Canva has designs or templates that can be used to design various things such as slideshows, short videos, infographics, etc.

According to Maolida&Salsabila (2021), Canva in terms of the learning process has two functions, namely acting as a supplement and acting as a substitute. Canva as a supplement certainly makes it easier for educators or teachers to design learning media used to explain material in distance learning methods. Canva as a substitute certainly acts as a learning media that is easy to distribute to students and can help with the technology needs of students and teachers. The research results of Maolida&Salsabila (2021) show that through Canva media, educators are able to design interesting presentations to teach to students and are also able to make recordings at the same time.

According to Yundayani et al. (2019), the learning process using Canva is able to improve students' analytical skills, which of course is accompanied by visualization support so that it makes it easier for students to understand the lesson material. The advantage of Canva is that this program has many types of very interesting features so that educators or students become more creative in designing learning media because of the many features that are provided and can save time so that it becomes more practical (Fani, 2022). So it can be said that Canva can help with the learning process in the classroom and online. This statement is strengthened by various previous studies using Canva. In terms of effectiveness, according to research results, Putra & Filianti (2022) also said that using Canva-based learning media is suitable for use in schools. This research concluded that the results of the first cycle of field trials were 67.13% and the second cycle were 88%. The percentage of student learning outcomes shows an increase. From the results of this research, it is easier for students to master the subject matter using audio-visual learning media based on the Canva application very well. In terms of practicality, from research conducted by Tanjung & Faiza (2019), it was concluded that the Canva application can be seen as follows: a) Has a variety of attractive designs, b) Can increase the creativity of teachers and students in designing learning media because of the many features that have been provided, c) Save time in practical learning media. When designing, you don't have to use a laptop.

Furthermore, the results of Mawardi's research (2022) show that after three learning meetings using Canva, data was obtained that 67% of the 32 students were in the very good category, then 29% of the 32 students were in the good category, and 3% were in the good category. unfavorable category. With the data results above, it can be concluded that learning with Canva has very good results.

Maryunani (2021) in her research explains that using Canva as a medium in the teaching and learning process has good implications for students. Using Canva as a learning medium, online learning outcomes for students have increased compared to before using Canva. Before using Canva, only 33% of students met the Minimum Completeness Criteria (KKM) with an average student score of 67.4. After studying using Canva, the students' KKM score increased to 88% with an average student score of 82. Results of research conducted by Sari & Fatonah (2022) regarding the influence of Canva application-based learning media on motivation and science learning outcomes for fourth grade students stated that Canva had an influence on student learning outcomes with a tcount value of 4.35, tcount > ttable 2.00. Apart from that, student motivation also increases.

Thus, the development of Canva-based learning media on style material in terms of valid, practical and effective criteria has a good effect and helps students and teachers in carrying out learning at school, especially at SMP N 1 Bitung.

Conclusion

The type of research carried out in this research is development (research and development) with a research topic regarding the development of Canva-based learning media design on Style material at SMP N 1

Bitung. Based on the research that has been carried out, it can be concluded that In the development process using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) there are 5 stages carried out, namely: (1) Analysis (Analysis), in this stage observations are made regarding the existing conditions at SMP N 1 Bitung related to activities learning carried out and the use of technology in learning; (2) Design, at this stage the researcher prepares the instrument and designs the appearance of the product to be developed; (3) Development, after the instrument is designed, it is then validated by media experts and material experts to determine whether the design created is feasible or not, after that a small group trial is carried out to find out whether the designed design can be implemented in real learning (in the classroom); (4) Implementation, at this stage the researcher carried out implementation on subjects, namely students of class VII A and VII B at SMP N 1 Bitung with 30 students in each class with a total of 60 students in both classes, after that the students were given a questionnaires. To see students' responses to learning. Researchers also provided a questionnaires for teachers to see teachers' responses regarding the learning design; (5) Evaluation, the evaluation stage is the stage where researchers evaluate the Canva-based learning media that has been developed Based on research that has been carried out, both through observation activities, filling out questionnaires and learning results tests, Canva-based learning media can help teachers and students through the products provided, especially in style material. Judging from the analysis results, it can be concluded that Canva-based learning media meets the criteria of being valid, practical and effective.

Suggestion

Canva-based learning media can also be integrated with learning models that make it easier for teachers to create interactive learning, so that research can lead to the development of learning instruments.

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