

Development of Electronic Modules Using the Canva Application Assisted with Quizizz in Learning Achievements Basic Accounting Principles and Concepts

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ABSTRACT

The objectives of this research are: (1) creating learning media in the form of electronic modules for students; (2) explain the feasibility of learning media in the form of electronic modules created based on the opinions of material experts and media experts; (3) reveal the practicality of learning media in the form of electronic modules based on the opinions of educational practitioners/teachers and users/students. This research is development research using the ADDIE development model. The test subjects in this research were classes X AKL1 and X AKL2 at Muhammadiyah Dukun Vocational School. Data was collected through observation and questionnaires. This research uses quantitative descriptive analysis. The data collection instrument used was a verification questionnaire from material expert validators, media expert validators, teachers and student responses.

INTRODUCTION

Learning is a process that focuses on students, where interaction between students, teachers and learning materials is important. A good learning process will be carried out if it has learning objectives. One of the learning media commonly used by teachers is media produced by print technology, namely modules. Prastowo (2012) explains that modules are learning media with teaching materials that are formed systematically with vocabulary that is easy for students to digest, by adjusting their age and level of understanding so that they can learn well without teacher guidance.

Based on data collected from daily class test scores, the use of inappropriate learning media in the teaching and learning process causes students to be unable to understand the subject matter, resulting in many students not reaching the minimum completeness criteria. The teacher uses printed books published by Erlangga as media during the learning process. In fact, the use of textbooks during the learning process helps students learn because the material is complete and comprehensive. However, the limited number of textbooks available and the linear presentation of material in conventional modules mean that students tend to be lazy about reading material in the form of long texts with visuals that are less attractive to students. Another reason students don't like conventional modules is that there are limitations in using conventional modules which can only be used when studying at school, of course making students have limitations in accessing learning materials when students are at home or not at school. There are several factors that cause the expected learning outcomes not to be achieved optimally by using conventional modules.

From the explanation above, the author is interested in developing learning media in the form of electronic modules with the help of the Canva and Quizizz applications in basic accounting skills competency subjects in research entitled "Development of Electronic Modules Using the Canva Application with the Help of Quizizz on Learning Achievements in Basic Accounting Principles and Concepts".

THEORETICAL REVIEW

Learning

Learning is a process that leads to the acquisition of knowledge, skills and understanding for self-improvement. With another definition, learning is an individual's effort to obtain information with the intention of changing or improving himself (Sadiman, 2003). Learning is the interaction between educators and students in a learning environment, aimed at achieving the expected learning outcomes. All learning elements, including teachers, students and the learning environment, need to provide adequate support for the smooth learning process. Several components are used in learning to ensure smooth learning, including students, teachers, learning materials, and learning assessments. The connectedness and continuity that play a crucial role in the learning process make it an essential need in the learning context.

Instructional Media

Learning media are various forms of communication that convey messages or learning materials in a teaching context. Thus, learning media facilitates interaction and communication between teachers and students during the educational process. Learning media has the ability to change complex material, make it more effective, and support the student learning process. When students are involved in speaking or writing activities, the use of learning media can improve their understanding. Levied and Lentz quoted by Kustandi & Sutjipto (2011) describe four objectives of using learning media, namely attracting attention, influencing feelings, increasing understanding, and helping compensation. The attention function refers to the media's ability to attract and focus students' attention in the learning process through attractive visuals. The affective function means media in the learning process with visuals seen by students by reading pictorial texts and because of the presence of symbols that can convey emotions and attitudes. The compensation function is described as a very useful medium for students who are weak and slow in acquiring material in the text. The compensation function is described as a very useful medium for students who are less capable and slow in learning the material in the text.

Canva

Canva is a platform that is developing in the world of technology that is used for its purposes and benefits. Canva itself is a platform that provides graphic design templates that can be accessed by almost everyone. Canva allows students to create various types of graphic works, including posters, banners, brochures, business cards and invitations (Resmini, Satriani, & Rafi, 2021). According to Wulandari & Mudinillah (2022), Canva is a popular site among instructors as an interesting learning medium that keeps students engaged in what they are learning. In fact, teachers are urged to become teachers who can teach not only rationally but also creatively, so that they no longer need to observe the teaching and learning process in the classroom. The more creative the teacher is throughout the teaching process, the more communicative and visual the learning experience will be for students.

METHODOLOGY

This research uses quantitative descriptive analysis. The method used in this research is the research and development (R&D) method. The subjects of this research were 1 material expert, 1 media expert, 1 practitioner/teacher as well as class X AKL 1 and 2 students at Muhammadiyah Dukun Vocational School, totaling 47 students. The data collection instruments used were verification questionnaires from material expert validators, media expert validators, teacher and student responses. Development products are assessed for content suitability, presentation suitability, linguistic suitability, contextual suitability by material expert validators, graphic suitability by media expert validators and practicality by teachers and students.

RESULTS

Analysis Results Stage

To start product development, researchers conducted a problem analysis by examining the obstacles that emerged during the learning process in class X AKL 1 and AKL 2 at Muhammadiyah Shaman Vocational School. Based on the results of initial observations, researchers determined the learning focus that students needed to pay attention to, by selecting learning outcomes of basic accounting principles and concepts. This selection was based on the awareness that there are still many students who have not mastered the basic material. Based on initial observations carried out by researchers on class Based on this analysis, the researchers decided to develop an electronic module that is interesting and can be accessed via each student's cellphone.

Product Design Results Stage

Before producing a viable product, a product design must be created first. The product design consists of several contents created using the Canva application.

Product Development Results Stage

Learning material and video content that has been saved in MS Word is then changed and created content with the help of the Canva application. Apart from that, this process also adds an assessment link that has been created using the Quizizz application. The electronic accounting module was validated by Dr. Ali Muhson, M.Pd as a postgraduate lecturer at the Faculty of Economics and Business, Yogyakarta State University. Based on these calculations, an average value of 3.62 was obtained and it was categorized as feasible. The conclusion from the media expert's assessment above is that it is worth carrying out experiments according to the suggestions. The electronic accounting module was validated by Professor Dr. Siswanto, M.Pd who serves as dean of the Faculty of Economics and Business, Yogyakarta State University. Based on these calculations, the content suitability value is 3.83 in the appropriate category, the presentation suitability value is 3.75 in the appropriate category, the language suitability value is 3.82 in the appropriate category, and the contextual assessment is 3.89 in the appropriate category.

Implementation Stage

The initial implementation in the field is the implementation of practitioner assessments, namely teachers. The teacher came from a productive teacher majoring in financial accounting and Muhammadiyah Shaman Vocational School, namely Mrs. Nur Habibi Siagian, SE. From the calculation results, a result of 92.3% was obtained in the very practical category. The conclusions calculated by learning practitioners are worthy of being tested in the field without any improvements. Primary field implementation is part of the process that aims to determine the practical value of electronic modules from the user's or student's perspective. Student response questionnaires are used with assessment indicators such as interest, material and language in electronic modules. A total of 47 students of class X AKL 1 and Based on the table above, the results of calculating the practicality of the electronic module are obtained with very

practical results from the interest indicator with an average of 94%, the material indicator 94% and the language indicator 94%. From the results of these calculations it can be concluded that the electronic module for learning basic accounting principles and concepts using the Canva application and the help of Quizzizz can be said to be very practical.

Evaluation Stage

The research results show several recommendations from validators. These suggestions include making the module more attractive with a flipbook-like design, improving the learning video links to make them more interesting and easy to access, and allowing students to access questions on Quizzizz without having to wait for the teacher. Apart from that, improvements from material experts include improving the writing and grammar of the module, improving sentences introducing the environment, and revising the module according to input. Lastly, learning practitioners recommend making summaries shorter and easier for students to understand.

DISCUSSION

Product Quality

Electronic modules that focus on learning basic accounting principles and concepts have been developed using the ADDIE model. This module contains instructions for use, table of contents, learning objectives, materials, assessment, summary, glossary, and learning videos. The development process for this module includes the stages of analysis, design, development, implementation and evaluation according to the ADDIE model. This module has passed a feasibility test by experts in the field of media and materials, and has gone through a practicality test by teachers and students. This electronic module was developed using the Canva application and supported by Quizizz. Using this module provides flexibility for students to study independently using cellphones or laptops according to their individual learning speed. This module also helps students identify their strengths and weaknesses.

Product Characteristics

Electronic modules with the Canva and Quizizz applications can be accessed online via the link <https://heyzine.com/flip-book/dce35cbe88.html>. This module can also be downloaded as a PDF file for offline access. The Canva application was used to design the module display, while Heyzine was used to create the flipbook-shaped display. This module also uses the Quizizz application as an interesting and fun evaluation tool. This module consists of an initial display, instructions for use, table of contents, student attendance, learning objectives, materials, assessment using Quizizz, learning videos, summaries and glossary. This module can be distributed via links that can be copied and pasted. The results of learning the principles and basic concepts of accounting for class X AKL at SMK Shaman Muhammadiyah with an independent curriculum.

CONCLUSIONS AND RECOMMENDATIONS

An electronic module based on the ADDIE model has been developed to study the basic principles of accounting. This module contains instructions for use, learning objectives, materials, assessments, summaries, glossaries, and learning videos. This module was designed using the Canva application and supported by the Quizizz application as an evaluation tool. This module allows students to learn independently at their own pace and also helps them identify their strengths and weaknesses.

The research results show several recommendations from validators. These suggestions include making the module more attractive with a flipbook-like design, improving the learning video links to make them more interesting and easy to access, and allowing students to access questions on Quizizz without having to wait for the teacher. Apart from that, improvements from material experts include improving the writing and grammar of the module, improving sentences introducing the environment, and revising the module according to input

FURTHER STUDY

This research can increase the abilities and skills of researchers regarding the development of basic learning media for accounting skills programs and can provide knowledge for other researchers as a reference in conducting other broader research on media and other learning methods. Researchers hope that future research can be more critical and improve other learning media to further improve student learning outcomes in any school.

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