

Media Canva: Learning Media Breakthrough for Student Learning Motivation

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ABSTRACT

Science and technology is one of the things that becomes a reference that the times continue to experience development. Currently, science and technology has experienced many improvements, especially in the world of education. Utilization of science and technology in learning can be used as a medium for delivering learning information effectively and efficiently. One of them is the use of Canva media in the learning process. Which is expected to spur student motivation in learning, especially in PAI subjects. This study aims to determine the effectiveness of Canva media on students' learning motivation. This research is a quantitative research with quasy experimental method, pretest-posttest control-group design with data collection using a Likert scale learning motivation questionnaire. The research sample was fifth grade students at SDN Purwamekar consisting of one experimental class and one control class. The results showed that Canva media had a positive effect on increasing students' learning motivation in PAI subjects, especially in the subject matter of Let's Get to Know Rasulullah Ulul Azmi.

INTRODUCTION

The rapid development of the era that we experience today certainly has a huge impact on all aspects, such as in the economic, social, cultural, political, educational and especially science and technology fields (Mukti et al., 2022). In the field of science and technology, there are many changes that are felt so rapidly, especially after going through the pandemic, there is a lot of knowledge and new technologies that exist (Imam Tabroni, Husniyah, et al., 2022). Especially if it is related to the world of education, of course there are lots of changes and new discoveries that support the learning process as well as in learning facilities, learning models, learning strategies and approaches and learning media. Therefore, it is the growing progress of science and technology that demands educational institutions and anything related to the world of education to continue to develop and keep up with the flow of change, one of which is in terms of using and utilizing learning media (Imam Tabroni, Husniyah, et al., 2022).

Learning media is one of the determining factors for the success of a competency or learning objectives to be achieved (Drs. Rudi Susilana, 2007). Learning media basically acts as a tool or means used by educators who aim to convey learning material to students as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 of 2016. Therefore a learning media that is used must be in accordance with the learning objectives, of course in this case it must have effectiveness and efficiency so that the learning process can run as it should (Nisa Nurpadilah et al., 2023).

At least the media in the form of information used can be classified into 3 groups, namely audio media, visual media and audio visual media (Drs. Rudi Susilana, 2007). According to Arif Sadiman in his book entitled Educational Media, he said that the media used in the learning process is the most and can attract the attention, interest or *interest* of students, namely audio-visual media. (Sadiman, 2014). With this audio-visual media, it can display an informative and interactive image, video and audio display which can arouse students' passion and attention in terms of learning (Tabroni & Purnamasari, 2022). Another role of learning media is that it can increase the motivation and interest of students (Hess, 2014). And if it is related to the development of science and technology in the world of education today, this can be implemented with learning media, one of which is using the Canva application.

Initial observations and the results of our observations in the field are that there are still many learning models that only use textbooks when the teacher delivers material in class so that these students are less motivated when studying and tend to be bored and boring. Based on the description of the background of this problem, we are interested in conducting an experimental study entitled the effectiveness of the Canva application learning media on the learning outcomes of Islamic religious education for class V SDN Purwamekar.

LITERATURE REVIEW

Media Canva

Effective, efficient and fun learning has become a necessity that it should be included in the learning process in a quality education provider in schools. Quality education will certainly produce quality human resources as well. One

of the benchmarks can be seen in how education is carried out continuously and related to all aspects of human life such as character, attitude, morals and manners. To realize human resources who have good character, attitude, morals and manners, education plays an important role in these matters. (Nasrullah, 2015)

The success of an educational process, one of the factors that is caused by the readiness of the educator (Tabroni, 2019). Readiness here starts from planning models, media, strategies, approaches and anything related to the learning process (Ikhwannul Haq et al., 2022). And in today's era of accelerated technology, educators in designing a learning process require a mastery of science and technology. Which means, in other words, that students are growing rapidly, so their educators must adapt to these conditions. Quality educators will certainly produce quality students as well. (Tabroni)

Educators or teachers besides having a function as a motivator certainly has a function as a facilitator, This means that the educator or teacher must have a qualified competence in designing a learning process, especially in terms of designing learning media that will be used when learning takes place which later must grow and arouse students' enthusiasm for learning to understand learning material. (Sanjaya W. , 2011)

Learning media is an inseparable part of a learning process, therefore learning media will be able to have a great influence on student learning outcomes (Ramli, 2018). The skills and abilities of teachers in terms of designing and implementing an instructional media design are the key to the success of a fun learning process that is expected that students will have motivation and enthusiasm in undergoing the learning process (Tabroni, Dinar, et al., 2022).

Effective and fun learning in the 4.0 era now must be collaborative and student-centered (Boholano, 2017). Therefore the media used must be compatible with the goals that must be achieved by students and of course make students feel comfortable and easier to understand the content of learning material.

Utilization of science and technology in the learning process is very much needed in terms of planning, designing, implementing, evaluating and developing learning materials so that in this case the learning *outcomes* of students acquire certain knowledge, skills and attitudes to be equipped to live life processes in the future. In the science and technology learning process that is used, it is known as media (Mahnun, 2012). Media will be felt to have great benefits if the media is used optimally by educators.

There are 3 groups of types of media in the form of information, namely audio media, visual media and audio visual media. (Drs. Rudi Susilana, 2007). And audio-visual media is the most complete compared to other media. With audio-visual media, it will be able to enrich the scientific learning environment, explore, carry out experiments and discoveries and encourage students to develop the cognitive, affective and psychomotor aspects that are within them (Tabroni, Munajat, et al., 2022). According to Sanjaya, this audio-visual media has several advantages, including: (1) Learning will be more varied, creative and innovative so that motivation and a desire to learn from students will emerge (2)

Providing a learning experience to students that is impossible to learn (Sanjaya, 2012).

The contents of the audio-visual media content are the most important part so that when delivering material using the presentation method it must be interesting (Menon, 2002). To create audio-visual media content, of course, *skills* or expertise are needed from an educator so that the content is interesting (Kinuthia & Marshall, 2013). One of the many applications that can be an alternative is the Canva application. This Canva application is online-based which may be easy to use and free with interesting content, and if you want premium then this application is paid, including educators nowadays who have a studi.id account from the Ministry of Education and Culture, all the features in the application are free fully.

Canva is a web or application that can be used as a learning medium. As a learning medium, Canva provides various presentation designs, videos, infographics, posters, brochures, *resumes*, *flyers*, certificates, worksheets, *storyboards*, school bulletins and many more that might be useful for an educator. Making teaching materials can use the presentation feature, in which Canva has provided various *templates* or presentation designs that can be changed as needed. In addition to creating teaching materials with innovative presentation features. Using Canva, you can use *a template* or design with a choice of fonts and other attractive colors to beautify the look. The use of Canva media in learning is not only by educators, students can also use it as a presentation of assignment results such as making posters, videos, and others as assignments. Therefore, Canva media is very useful in learning activities. In addition, it can hone the creativity and skills of students and be innovative in developing the material being studied (Wijaksono & Prima, 2022).

Motivation to learn

The term motivation comes from the word "motive" which means the power that exists in a person, which causes a person to take action or deed (Imam Tabroni, Ismayanti, et al., 2022). Motives must be interpreted in a person's behavior, namely in the form of encouragement or stimulation, so that motives cannot be seen or observed directly. (Uno, 2008)

In learning activities, motivation is needed to increase students' enthusiasm for learning so that learning activities run as desired (Nurisfah et al., 2022). Meanwhile, learning motivation is the overall driving force contained in students who give rise to learning activities as well as ensuring the continuity of learning activities and providing direction to learning activities, so that the desired learning objectives can be achieved. (Sardiman, Interaksi & Motivasi Belajar Mengajar, 2018) Meanwhile, according to Hamzah B. Uno (2017, hal. 23), learning motivation is internal and external encouragement to students in learning activities to make a change in behavior.

According to Sardiman in (Tabroni & Aisy, 2022), motivation is divided into two, namely intrinsic motivation and extrinsic motivation.

1. Intrinsic Motivation

Intrinsic motivation is a motive that becomes functioning without any outside stimulus. Students are motivated to learn solely not because of

grades, praise or prizes. But, to master the values contained in the learning material. If this intrinsic motivation already exists in students, then students will have their own awareness in carrying out an activity without any outside motivation. This intrinsic motivation is needed in learning activities that are carried out independently. This is because basically, the laziness that plagues students ultimately hinders the learning activities themselves.

2. Extrinsic Motivation

Extrinsic motivation is a motive that functions because of external stimuli. Extrinsic motivation does not mean something that is not good in education. This extrinsic motivation is a way for educators to motivate students to learn. But forms of extrinsic motivation such as rewards, grades, etc. must be done carefully so as not to harm students. If these forms of extrinsic motivation are misused then instead of functioning as a driving force, they make students lazy to learn.

The function of motivation in learning activities (Tabroni & Qutbiyah, 2022), among others:

1. Encourage the participation of students to play an active role

Each learner certainly has different behavior, this is due to the emergence of encouragement from within which is called motivation. Motivation determines the level of enthusiasm of students in carrying out their roles. For example, when students try hard to do assignments from the teacher as educators and submit them on time and try to compete with the desire to get good grades, then the level of enthusiasm of these students is at a high level. Vice versa, if students are lazy and don't want to get good grades then the level of enthusiasm of students is at a low level.

2. As Director

Basically, the behavior of students is directed to meet the needs or to achieve what has been planned. Everyone has their own direction or goal, which goal can motivate them to carry out life in creating themselves to be good human beings.

According to Sardiman in (Tabroni & Qutbiyah, 2022) explaining that there are several forms and ways to motivate students, including:

1. Praise

Praise is a form of positive *reinforcement* and good motivation for students. However, praise must be given according to the learning outcomes of students.

2. Present

Giving something to students as an award, such as pencils, scholarships, and others is a form of gift.

3. Mark

The value in question is a number that symbolizes a student's learning outcomes. This form or method can stimulate students to maintain or even increase their learning achievement.

4. Interest

Interest is a feeling that arises from students towards something. This means that each student may have different interests. Interest has something to do

with student motivation, because if someone is interested in a particular activity or field, he will pay attention to it consistently and without compulsion.

METHODOLOGY

This research is a quantitative research with a quasy experiment method. The research was conducted at SDN Purwamekar RT. 012 RW. 005 Purwamekar Village, Purwakarta District, Purwakarta Regency-West Java in January-February 2023. The population in this study were fifth grade students at SDN Purwamekar for the 2022/2023 academic year. The sample in this study consisted of one experimental class, namely the VA class, which consisted of 25 students, and one control class, namely the VB class, which consisted of 25 students. The experimental class here is the class that gets treatment *when* learning uses the Canva learning media while the control class during the lesson only uses textbooks as a learning medium.

The research design begins with giving statements in the form of a questionnaire with a Likert scale to two classes to determine the condition of students' motivation before learning begins (pre-test). Then during the learning process the experimental class was given treatment, namely learning to use Canva learning media while the control class learned only using textbooks. After the learning process is complete, students are asked to return to filling out the questionnaire to find out whether there has been a change in students' learning motivation (post-test). So that the research design used was pretest-posttest control-group as described in table 1 below:

Table 1. Research Design

| <i>Class</i> | <i>Pretest</i> | <i>Treatment</i> | <i>Posttest</i> |
|-------------------|----------------|------------------|-----------------|
| <i>Experiment</i> | O ₁ | X ₁ | O ₂ |
| <i>Control</i> | O ₁ | X ₂ | O ₂ |

Information:

O₁ : *Pretest*

O₂ : *Post test*

X₁ : Using learning media canva

X₂ : Using textbook learning media

Increased motivation in student learning can be determined by the *gainscore equation* as follows:(Hake, 1998)

$$g = \frac{Sf - Si}{S_{max} - Si}$$

Information :

g = *Gains*

S_f = Final Score (*Posttest*)

S_i = *Initial Score (Pretest)*

S_{max} = *Max score*

To find out whether or not there is an increase in learning motivation between the experimental class and the control class, the researcher uses a data analysis technique in the form of an independent-sample t-test. There are two

requirements for using the t-test data analysis technique, namely the normality test and the data homogeneity test. Statistical tests were carried out using SPSS 26.00 software with a 95% confidence level. The hypothesis in this study is as follows:

H₀:

There is no significant difference in students' learning motivation between classes the experiment was given treatment with Canva learning media with control class that was not given treatment.

H_a:

There is a significant difference in increasing student motivation between class was given treatment with Canva learning media while the control class was not given treatment.

RESEARCH RESULT AND DISCUSSION

The object of this research is the effectiveness of Canva learning media on the learning motivation of elementary school students. This research was conducted on fifth grade students at SDN Purwamekar for the 2022/2023 academic year. The sample in this study consisted of one experimental class, namely the VA class, which consisted of 25 students, and one control class, namely the VB class, which consisted of 25 students. The experimental class here is the class that gets treatment *when* learning uses the Canva learning media while the control class during the lesson only uses textbooks as a learning medium. The learning material in the research conducted is to know the names of *the apostle ulul azmi*.

The data used in this study is normalized *gainscore* (increase) data from students' learning motivation in the experimental class and control class before (*pretest*) and after completion of learning (*posttest*). Because there are two requirements for using data analysis techniques in the form of *independent-sample t-tests*, namely the normality test and the data homogeneity test. Then the following data normality test results can be seen in table 2.

Table 2. Data Normality Test

| | Group | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------------|--------------|---------------------------------|----|------|--------------|----|------|
| | | Statistics | df | Sig. | Statistics | df | Sig. |
| Motivation | Experimental | .193 | 25 | .017 | .926 | 25 | .071 |
| | Control | .189 | 25 | .022 | .934 | 25 | .109 |

The results of the data normality test analysis refer to table 2 above, so it can be seen that the *gainscore data* in the experimental class and control class are not normally distributed. This is because the *sig.* in the experimental class 0.017 and the control class 0.022 less than 0.05 . From the results of the data normality test that were not met, the researcher continued testing the data with *non-parametric*

statistical alternatives , namely using the Mann-Whitney test as can be seen in table 3.

Table 3. Mann-Whitney Test

| | | Class | N | Mean Ranking | Sum of Ranks |
|-----------------------------------|------------------|-------|----|--------------|--------------|
| Student Learning Motivation Class | Experiment Class | | 25 | 37.88 | 947.00 |
| | Control Class | | 25 | 13.12 | 328.00 |
| | Total | | 50 | | |

Table 4. Test Statistics

| | | Student Learning Motivation |
|------------------------|--|-----------------------------|
| Mann-Whitney U | | 3,000 |
| Wilcoxon W | | 328,000 |
| Z | | -6,034 |
| asymp. Sig. (2-tailed) | | .000 |

Non-parametric statistical tests , namely using the Mann-Whitney test , the Asymp value is obtained . Sig (2-tailed) of 0.000, which means that H_0 is rejected and H_a is accepted, and it can be seen that the mean rank of the experimental class is 37.88 , which is greater than that of the control class, which is 13.12, so it can be concluded that the Canva learning media used in the experimental class has an effect on increasing students' learning motivation in Islamic Religious Education subjects, especially in learning material let's get to know the apostle *ulul azmi* .

The results of this study are in accordance with what has been done by Lesta Septia Sari & Siti Fatonah (2022) that there is an influence of learning media based on the Canva application on the motivation to learn science in grade IV students and can increase the learning motivation of students which makes the learning process fun as evidenced by tests - t which shows a significant value of $0.000 < 0.025$, a tcount of $4.358 > t_{table} 2.000$. In this regard, it is better if the learning process of Islamic religious education requires learning media, especially at the elementary school level so that students feel motivated and have a high enthusiasm for learning instead of making the learning process feel boring, monotonous and not interactive. Because basically this motivation is the driving force contained within students that creates a sense of enthusiasm in learning, so that students who have strong motivation will have an energy to carry out learning activities. This means that this motivation has a big role to determine the intensity of student effort in learning. Learning motivation is a psychological factor that has a non-intellectual nature. Making students able to create passion, interest and strong energy for learning. (Sutiarso, 2018) in his research concluded

that the happy attitude of interacting and communicating with educators makes students active and happy in learning and does not become a burden when learning. So that students who have high motivation are interested in learning longer than students who are less motivated and the learning outcomes to be achieved can be optimal. Arigiyari in (Puspitorini, 2014) saying that high motivation in a person can form interest, concentration and direct what is achieved without giving up easily and getting bored quickly (Sardiman, 2006). revealed that learning motivation seeks to foster learning activities in the learning process so as to be able to achieve success and goals can be achieved in accordance with the desired competencies and learning objectives. Students who have strong learning motivation enable them to study hard until they are successful.

CONCLUSIONS AND RECOMMENDATIONS

Canva learning media can increase student motivation in the subject of Islamic Religious Education (subject matter let's get to know the apostle ulul azmi) in the VA class of SDN Purwamekar. The selection of learning media in the learning process is one of the important keys in achieving competence and learning objectives. Canva learning media is one that can be an alternative for teachers to use when teaching, because this learning media can make students more active and motivated in the teaching and learning process. As shown in this study as a non-parametric statistical test, namely using the Mann-Whitney test with a value of 0.000 and the mean rank of the experimental class is 37.88 greater than the control class, it can be stated that Canva learning media has an effect on student motivation.

Referring to this research, the researcher suggests with respect to teachers to try to make interactive learning media, one of which is using Canva media. Because this Canva media is very influential on student motivation in the learning process.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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