

Audio-Visual-Based Learning Media through Canva Application for Eight Grade Students

Annisa Ramadina Andani Putri^{1*}, Marhamah² 

^{1,2} Department of English Language Education, Universitas Islam Riau, Pekanbaru, Indonesia

*Corresponding author: AP.annisar1612@student.uir.ac.id

Abstrak

Media audio visual dapat memfasilitasi interaksi antara guru dan siswa selama kegiatan pembelajaran di kelas. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis audio visual melalui Aplikasi Canva. Metode penelitian ini adalah penelitian dan pengembangan (R&D) yang meliputi penelitian dan pengumpulan informasi, perencanaan, pengembangan produk, dan uji lapangan. Subjek dalam penelitian ini adalah ahli materi, ahli media, ahli bahasa, ahli pembelajaran, dan 36 siswa kelas VIII. Kuesioner likert digunakan dalam penelitian ini. Setelah produk dikembangkan, dilakukan penilaian kelayakan oleh ahli untuk melihat kelayakan desain media, kelengkapan materi, kesesuaian bahasa, dan kelayakan dalam pembelajaran. Hasil penelitian menunjukkan bahwa penilaian ahli terhadap isi media pembelajaran berbasis audio visual melalui Aplikasi Canva diperoleh skor sebesar 91,5%. Respon siswa memperoleh skor 90,5%. Dapat disimpulkan bahwa media pembelajaran berbasis audio visual efektif karena dapat meningkatkan motivasi belajar siswa dan dapat digunakan dalam pembelajaran.

Kata Kunci: audio-visual, aplikasi canva, media pembelajaran.

Abstract

Audio-visual media can facilitate the interaction between teachers and students during learning activities in the classroom. This study aims to develop of audio-visual-based learning media through Canva Application. This research method is research and development (R&D) which include research and information collection, planning, developing the product, and field testing. The subjects in this research are: material expert, media expert, language expert, learning expert and 36 students in 8th grade. Likert questioner is used in this study. After the product was developed, a feasibility assessment was carried out by experts to see the feasibility of media design, material completeness, language suitability, and feasibility in learning. The results findings were: first the experts' assessments on the content of audio-visual-based learning media through the Canva Application, it obtained a score of 91.5%. Student responses obtained a score of 90.5%. It can be conclude that the Audio- visual-based learning media is effective because it can increase student learning motivation and can be used in learning.

Keywords: Audio-visual, Canva Application, Learning Media.

1. INTRODUCTION

Innovation and social changes have enabled the integration of modern technology, fundamentally altering how people think, work, and live (Dewanti et al., 2021; Made Sudana et al., 2019; Rusilowati & Wahyudi, 2020). This transformation affects education as well, particularly how learning media are used. Since its original physical form, the use of media in education has undergone many changes. Today, there are numerous online learning resources, one of them is learning media (Ichsan et al., 2020; Moradi & Chen, 2019; Suwartono & Aniuranti, 2019). Learning media were all forms of communication that can be utilized to spread a messages to a target audience and pique their curiosity or other intellectual interest (Qekaj-Thaqi & Thaqi, 2021; Rajendra & Sudana, 2017; Tafonao, 2018). In line with the statement of previous study that state learning media can be used to deliver

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and concretize a message or learning material (Novita et al., 2019). Furthermore, it can help students achieve learning their attention, interests, thought, and feelings during the learning process.

Nowadays, learning media is a tool or intermediary that facilitates educational and learning measures between teachers and students in order to produce excellent and innovation-based learning (Dewanti et al., 2021; Hakim, 2018; Sastradika et al., 2021). It is evidence that the impact of today's globalized worlds rapid technological progress on education can't be isolated from various type learning media, the most developed at this time is audio-visual media (Budiman, 2017; Ikhsan & Humaisi, 2021). Audio-visual media was media that follows the development of science and technology which includes sight and hearing. Examples of media: Television, Videos, and Movies (L. Suryani & Seto, 2020; Syupriyanti et al., 2019; Winarto et al., 2020). This audio-visual media can facilitate the interaction between teachers and students during learning activities in the classroom. The role of the teacher as a messenger in the form of learning materials, the delivery of which will be more easily accepted by students (Ikhsan & Humaisi, 2021; Rosyida et al., 2018; N. Suryani, 2018). Then, the use of audio-visual media can also stimulate students' creativity and enthusiasm and create a learning experience that is enjoyable good for students (Arisantiani et al., 2017; Muthmainah, 2020; Susilo, 2020).

One of the many applications at the forefront of the tech world is Canva Application. Canva application is a design application that can be accessed online, which provides a variety of templates such as presentations, resumes, posters, pamphlets, graphics and infographics etc. The types of presentations available in the Canva application are educational, creative, business, advertising, technology, etc (Christiana & Anwar, 2021; Hapsari & Zulherman, 2021; Lastari & Silvana, 2020). The advantages of the Canva application according to previous research is to have many attractive designs, which can increase the creativity of teachers and students in designing learning media because of the many features that have been provided, saving time in practical learning media (Junaedi, 2021). Canva can be integrated to promote learning. It is supported by previous study that state Canva can be used to produce concrete abstract ideas, encourage students, direct attention, repeat information, help students retain prior knowledge, and enhance learning (Smaldino, 2015). To utilize this application include; sign up for a Canva account. Design a layout, pick a background, make background edits, add text, Download and Disseminate Designs (Chin et al., 2021; Pelangi, 2020; Rahmatullah, 2020).

Learning media that have been designed through the Canva Application can be utilized as an alternative in learning because in the media can included animations and sounds provide by Canva Application. The outcomes can be turned into audio-visual-based learning media. It can be said that audiovisual is effective because it provides reasoning in observation to assist students in understanding more (Bylund & Athanasopoulos, 2015; Gabriela, 2021; Nees & Berry, 2013). The previous research by previous study state that Canva Application can increase motivation and learning achievement and is suitable for use in the learning process (Hapsari & Zulherman, 2021). According to the findings of interview with the teachers at SMP N 4 Pekanbaru, several teachers have used the Canva Application to design learning media. They used it when there was oline learning during the pandemic. They assume, Canva Application has a great potential in producing learning media. Because it offers many engaging template that can attract students' interest in learning. Based on this research background and the development of Audio-visual-based learning media through Canva Application, this research aims to develop and producing an Audio-visual-based learning media for eighth grade students at SMP N 4 Pekanbaru, which is feasibly used in the study based on validity, practically, and effectiveness.

2. METHODS

This research belongs to the research and development (R&D), through this research is expected to design audio-visual-based learning media through the Canva Application. During the product development process, it will adopt the types of development models that consist of ten steps (Gall et al., 1996) in developing the product as described in Figure 1.

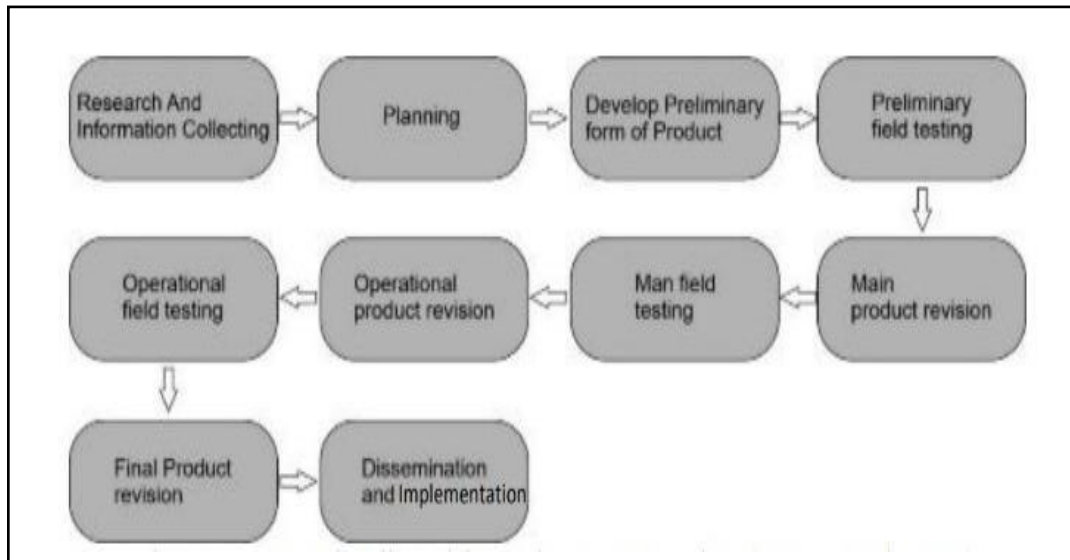


Figure 1. Borg and Gall Model Development Procedure (Bennett in Salam et. Al 2021)

Based on Figure 1, the researcher decided to simplified the steps and choose only fourth steps out of ten because the researchers considered the time effectiveness and cost. Those fourth steps are research and information collecting, planning the design, developing the design, and field testing. This research was conducted at SMP N 4 Pekanbaru. The subjects in this research are: Material Expert, Media Expert, Language Expert, Learning Expert and 36 students in 8th grade. In gathered the data for Material Expert, Media Expert, Language Expert, Learning Expert, the researchers used the Likert Scale questionnaire by providing 4 alternative answers, namely: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to determine the feasibility of each assesmet indicator (Joshi et al., 2015; Salam & Mudinillah, 2021). Meanwhile, In gathered the data for 36 students in 8th grade used the Guttman Scale questionnaire by providing 2 alternative answers, namely: yes and no (Murtopo et al., 2018; Pranatawijaya et al., 2019). As a result, the instrument used is a questionnaire package as a validation sheet for Material Expert, Media Expert, Language Expert, Learning Expert and 36 students in 8th grade. Indicators will serve as a reference in formulating and making assessment instruments for some expert. Material Expert assessment indicator is show in Table 1.

Table 1. Material Expert Assesment Indicators

No	Aspect	Amount of Question	Source/Theory
1	Learning	3	Sa'adun & Akbar (2013)
2	Curriculum	4	
3	Material	2	
4	Interaction	1	

Media Expert assessment indicator is show in [Table 2](#).

Table 2. Media Expert Assesment Indicators

No	Aspect	Amount of Question
1	Media display	7
2	Media in learning	3
3	Student involvement in using media	2

Language Expert assessment indicator is show in [Table 3](#).

Table 3. Language Expert Assesment Indicators

No	Aspect	Amount of Question
1	Straightfoward	3
2	Communicative	1
3	Dialogic and effective	2
4	Comformity to the development of learners	2
5	Comformity with the rules of the language	2
6	The use of terms, symbols, or icon	2

Learning Expert assessment indicator is show in [Table 4](#).

Tabel 4. Learning Expert Assesment Indicators

No	Aspect	Amount of Question
1	Media appearance criteria	3
2	Presentation of material on the media	2
3	Interest in learning media	4
4	Student involvement using media	4
5	Feedback	1

Students Assesment Indicators is show in [Table 5](#).

Tabel 5. Students Assesment Indicators

No	Aspect	Amount of Question
1	Media display	2
2	Media operation	1
3	Benefit of media	2
4	Enthusiastic about using media	2

To check the validity of the product was used an answers form the experts and students in the form of validation sheet that has a rating of 5 with a category; very good, Good, Enough, Less, and Very Less. The validity of Audio-visual-based learning media through the Canva Application was determined by varying the average total score using the following criteria ([Arikunto, 2010](#)).

Table 6. Achievement Level and Qualification

No	Percentage Rate	Qualification	Description
1	81-100%	Very good	Very Decent, no need to revise
2	61-80%	Good	Decent, no need to revise
3	41-60%	Enough	Not worth it, need to be revise
4	21-40%	Less	Not worth it, need to be revise
5	<20%	Very less	Very unworthy, need to be revise

3. RESULTS AND DISCUSSION

Results

The result of this research is an audio-visual-based learning media that contains material about "Short Messages and Notice" for eighth grade students at SMP N 4 Pekanbaru. The research results are in line with the research steps that have been carried out, namely: (1) Research and Information Collecting, (2) Planning the Design, (3) Developing the Design, and (4) Field Testing. A more complete description of the research process above is as follows.

Research And Information Collecting

School Selection, at this stage, the researchers determine the location of the research to be carried out. The research location in this study is SMP N 4 Pekanbaru Wich is location on Dr. Sutomo street Number.110, Rintis, Kec. Lima Puluh, Pekanbaru City. At this step the researcher contacted the principal and the teacher concerned to make preparations such as arranging research schedules and procedures. Material Selection, the material that will be selected in this research is class VIII semester II material about "Short Messages And Notice". The choice of this material is based on several reasons, one of which is that the use of this material is very closely related to the problems of everyday life. As well as the adjustment of the material in the teaching and learning process that is being carried out in the field with the research time.

Need Analysis, based on the results of interviews conducted with two teachers of class VIII at SMP N 4 Pekanbaru, the researchers found that they already had basic skills in making their own learning media. However, they still have some obstacles in designing interactive learning media because it takes creativity to choose features and templates that are attractive to students, which can take up a lot of time. Therefore, researchers seek to present audio- visual-based learning media that has displays accompanied by attractive sounds for students.

Planning The Desain

At this stage information will be collected about all materials that can be used and utilized to design learning media using the Canva application which in this case will be made audio- visual-based learning media on the English learning material "Short Messages And Notice". In addition, in this plan, we take material in the English textbook "When English Ring's a Bell" class VIII SMP Ministry of Education and Culture of the Republic of Indonesia 2017. The material chosen is CHAPTER XII Don't Forget It Please about "Short Messages and Notice" which will be developed and designed as an audio-visual-based learning media in the form of video through the Canva Application.

Developing The Product

At this stage, after the researcher has obtained the data, the data will be used as a reference for developing audio-visual-based learning media which includes the preparation of

materials, teaching materials and evaluation tools. Then, the research process is carried out through an assessment of media product design by experts in their fields. The results of the assessment from the experts will be used to revise the product design prior to field testing. The overall recapitulation of the validation results that have been carried out by experts is in the very good category as shown in Table 7.

Table 7. Achievement Level and Qualification

No	Expert	Average
1	Material	88,8%
2	Media	90,9%
3	Language	97,9%
4	Learning	88,4%
Average		91,5%
Conclusion		Very Good

The results of the suggestions for the validity of this audio-visual media design can be seen in the Table 8.

Table 8. Achievement Level and Qualification

Expert	Advice
Material	1. This learning media should be equipped with teaching materials in order to make it easier for teachers to use it.
Media	1. Use a large font size 2. The numbers on the basic competence slide section should be deleted so that it goes directly to the substance of the material
Language	1. Use a large font size 2. Add slides for group practice in class
Learning	1. Add voice to the media

The results of the content assessment on audiovisual learning media using the Canva application for eight grade students with an average of 91,5% or in the very good category. In this study, the minimum qualification for validation on audio-visual-based learning media through the Canva application for eight grades reached the good category. The validation results show that the development of the Canva application in designing audio-visual-based learning media is suitable for learning media at SMP N 4 Pekanbaru. Opinions or suggestions obtained at the validation stage will be used as a reference for improving the development of the Canva application which has been developed into an audio-visual-based learning media. Developed products are presented in Figure 2.



Figure 2. Developed Product

Field Testing

After the revision, the test was carried out to a larger stage, namely the field test. The process in this step is to implement the product as a product developed in a wider area and in more practical conditions. This is done in the English subject of Class 8 SMP N 4 Pekanbaru. The test aims to determine the usability and benefits of the developed video. In the learning process, there are no obstacles in operating the learning video because the video file size supports student devices. Data on the practicality of audio-visual-based learning media through the Canva application is measured by distributing a questionnaire at the end of the learning process. The assessment data is shown in [Table 9](#).

Table 9. Students response to media

No	Aspect Asked	Assessment results average score	Criteria
1	Color	100%	Very Good
2	Shape and size	91,6%	Very Good
3	Ease of operation of media	97,2%	Very Good
4	Make learning easy	100%	Very Good
5	Understanding of students	91,6%	Very Good
6	Want to learn to use media	66,6%	Good
7	Motivate students to learn	83,3%	Very Good
Average		90,5%	
Conclusion			Very Good

It can be seen from the table above that the average score of student responses to audio-visual- based learning media through the Canva application that has been developed is 90.04% and the highest score is 100%. Based on the practicum criteria that have been described, it can be said that the development of audio-visual-based learning media through the Canva application, in this case in the video, is stated to be good and can be used in 8th grade English learning at SMP N 4 Pekanbaru.

Discussion

Learning media can be used to create real learning conditions. By using learning media, students can make learning easier and abstract messages can be turned into concrete messages ([Astutik & Yuwana, 2021](#); [Elkordy, 2016](#); [Nasution et al., 2021](#)). This learning media can improve student learning outcomes, namely: a). Teaching will attract students' attention so that it can foster learning motivation, b). The meaning of the subject matter will be clearer so that it can be better understood by students, and allows students to better master the learning objectives, c). Teaching methods will be more varied, not only verbal narration through the teacher's words ([Meyer et al., 2019](#); [Renes & Strange, 2010](#); [Zaneldin et al., 2019](#)). So that students don't get bored, and teachers don't run out of energy, especially when the teacher teaches each lesson. Learning media is a teaching aid in the form of a vehicle that contains learning material and distributes it in a more effective and efficient way, so as to stimulate students to absorb it better ([Antara & Dewantara, 2022](#); [Widyaningsih et al., 2020](#)). Students who are studying must definitely be able to use technology as a learning medium, because by using technology, everything that is experienced by students will be easy, and the Canva application is a solution for students to make learning easier,

Technological developments are increasingly rapid and advanced, everyone has the right to use technology to support activities in teaching, because with technology we can know easily or get information easily, and technology is also created to help human activities. Canva is a comprehensive design tool that is simple to use and wonderful for pros and

beginners alike (Rahmatullah, 2020; Salam & Mudinillah, 2021). The learning 21st century skills framework expands and deepens through Canva. Canva is not only useful but it can also save time (Hapsari & Zulherman, 2021; Salam & Mudinillah, 2021). Canva has also provided various kinds of templates or designs that can be edited according to the needs. It is good to use it, as long as you know the features in the Canva application (Christiana & Anwar, 2021; Lastari & Silvana, 2020). Teachers can easily organize materials using Canva, which has simple audio visuals but can have a big impact in supporting learning.

Based on the result of study responses to audio-visual- based learning media through the Canva application that has been developed is 90.04% and the highest score is 100%. It can be said that the development of audio-visual-based learning media through the Canva application is stated to be good and can be used in 8th grade English learning at SMP N 4 Pekanbaru. This is in line with previous research which showed that the use of Canva as a learning medium was very popular with students and increased student learning achievement (Titiyanti et al., 2022). Furthermore, students feel less burdened and have fun when taught to use Canva, especially to design images or words. Therefore, researchers can conclude that audio-visual-based learning media with the Canva application is very feasible for learning and also has a positive impact on students and teachers.

The other previous study also conducted research related to the use of Canva application as a learning medium at MTsN Sungai Jambu (Amrina et al., 2022). The result of study show that learning media is needed by teachers in supporting and supporting learning and education in their schools. The development of this technology has an impact on changes in several aspects of life, there are negative and positive. Basically, the development of technology is actually to facilitate human work. Canva is an online-based application that provides attractive designs in the form of templates, features, and categories given in it, so teachers can take advantage of this Canva application for school progress. The Canva app can be used by teachers to improve the quality of learning, whether it's online or face to face. Of course, this can increase the effectiveness of education in the future. In addition, it also facilitates and attracts the sympathy of student so that they are always active in the learning process so that the desired education goals can be carried out properly. Of course, the author realizes that in the preparation of this study there are still many mistakes and far from perfect. As for later, the author will accept suggestions and constructive criticism so that the author can be more observant and innovative in the future.

4. CONCLUSION

Based on the results and data processing, it can be concluded that audiovisual-based learning media is effective in learning English for class VIII at SMP N 4 Pekanbaru. This learning media is very useful because it can increase students' learning motivation and can be used in learning. Canva learning media can provide facilities such as knowledge, as well as creativity and skills of one of the students. Canva is an online-based application that has various templates and features available to help teachers and students.

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