

Integrating Canva as Teaching Media and Project Based Learning Tool in Language Teaching

Jalu Harsabawa

Universitas Muhammadiyah Purwokerto

ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v12i.808](https://doi.org/10.30595/pssh.v12i.808)

Submitted:

May 31, 2023

Accepted:

August 24, 2023

Published:

October 05, 2023

Keywords:

English Learning, ICT, Digital Tools, Teaching Media, Canva

ABSTRACT

Due to the pandemic condition, teachers are forced to adapt with the condition where Digital technology are heavily involved in the process of teaching and learning. Digital application with the feature of online meeting and Management system are become the main spotlight for teacher. Through Canva, teacher can assign their students to working on the project together with their friend. Several things need to be considered in using Canva are; it is heavily dependent on internet connection and because Canva is not an application that create for education purpose alone. so, teachers will have to use their creativity in integrate it with their teaching and learning activity which might need more effort than using the application which solely create for educational purpose. In short, Canva is digital application which create for creating and designing but it also can be used in teaching and learning activity. It is dependent on the teacher on how they will use it.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Jalu Harsabawa

Universitas Muhammadiyah Purwokerto

Jl. KH. Ahmad Dahlan, PO BOX 202 Purwokerto 53182

Email: harsabawa@gmail.com

1. INTRODUCTION

Due to the effect of Covid-19, the condition of education is drastically change in the context of distance and technology utility. Before the pandemic most of teaching and learning activity were done face to face inside the classroom, pandemic affect the way we were doing the teaching and learning activity. Back then during the pandemic, most of teaching and learning activity done through online meeting application or if not, we use Learning Management system. Through such situation, as a teacher most of us were forced to use something that we rarely even touch before, namely digital technology. Moreover, most our students also might get less motivated in learning since they were just stay at their own house while doing the learning session with their teacher through online meeting application. At some point they might get bored because of the less "real" interaction in the learning process. Teacher might create some learning activity that involve more "real" interaction other than just listening to the explanation. In order to create such activity teacher will need tool, one of the tool for teacher is Canva. Using this particular application, teacher can design and create learning media with ease. Not only limited to that, through Canva teacher also can involving their students to create some projects as more addition for class activity. As we now that although the pandemic situation has already ended, our habit in utilize digital technology in preparing or conducting the teaching and learning activity are still exist, in some cases we utilize the application in different way from the way we use them during the pandemic, since nowadays we can meet directly in the classroom. In the context of education, nowadays digital technology and application are use to create more flexible, creative ,and well manage learning activity. Now we as a teacher can

ask our students to create project in the digital form rather than “physical” form, changing the form of the task might reduce students boredom during the learning process.

Many digital technology intended to enhance the effectiveness of learning activity are vary, although in general most of the application almost has similar function, but there are some element which make them favoured by their respective user. Most of the digital technology are open source and accessible for everyone, although some are offer premium feature that makes user able to access more content. User will have to pay amounts of money to unlock those feature. Some of the digital technology offer unlimited access for the premium content to particular user such as teacher. One of the digital technology that offers such facility is Canva. This digital technology will let the user access the premium feature if the user are registered as a teacher. Using teacher email address issued by department of education and soft file of their certificate as proof of their occupancy, Canva premium account can be made.

Writing as one of the skill in language also can be done through this application. Using this application many participants are able to working together in on project or task. One example of the activity is Sentence combining. In doing this activity , teacher might help their students increase their writing skill. In Sentence combining students are directly get a systematic practice , full of attention in manipulate and re-write any basic or core sentence to be more proper and syntactically vary (Saddler &Graham, 2005). Komolafe and yara (2010) also stated that Sentence combining is a combination of several sentence into more meaningful sentence due to the understanding of structure and pattern of the sentence. Moreover, this particular strategy will facilitate students in develop their skill, so that their average score will also increase. In short, Sentence Combining strategy will help students in assemble the idea of the sentence. The strategy can be modify by changing the instrument used in the teaching and learning activity. Instead of using the regular tools such as board and marker, teacher can use Canva as tools in doing this strategy.

2. RESEARCH METHODOLOGY

The study's participants were 34 kids in class VI at Karangtalun 02 Public Elementary School in the North Cilacap sub-district, with 16 male and 18 female pupils in total. The study was conducted in phases during the first semester of the 2022–2023 academic year, and it was then improved throughout the course of two cycles with two meetings in each cycle. Planning (planning), action (acting), observation (observing), and reflection (reflecting) make up each cycle.

3. RESULTS AND DISCUSSION

Based on the execution of cycle I and the results of the students' learning exams, it was determined that the average score for cycle 1 science improved from 66.07 to 74.57. This result was achieved after the instructor implemented the problem-based learning approach. The maximum grade pupils may receive ranges from 80 to 90. The lowest score that students get goes up from 40 to 50. The percentage of completeness that students get goes up from 41% to 62%.

Table 1. Results of the Student Assessment Cycle One Recapitulation

No	Nama Siswa	Pretest	SiklusI
1	Akfiyan	70	80
2	Alifian	50	70
3	Amelya	80	80
4	Anistria	80	80
5	Arlan	50	60
6	Arlanda	50	60
7	Ashar	60	60
8	Askara	60	80
9	Aumufid	50	60
10	Aura	80	80
11	Avif	60	80
12	Azriel	60	80
13	Despa	50	60
14	Dwi	60	70
15	Elfina	40	50
16	Ertiji	80	80
17	Fathur	80	80
18	Fatimah	80	90
19	Fian	70	80

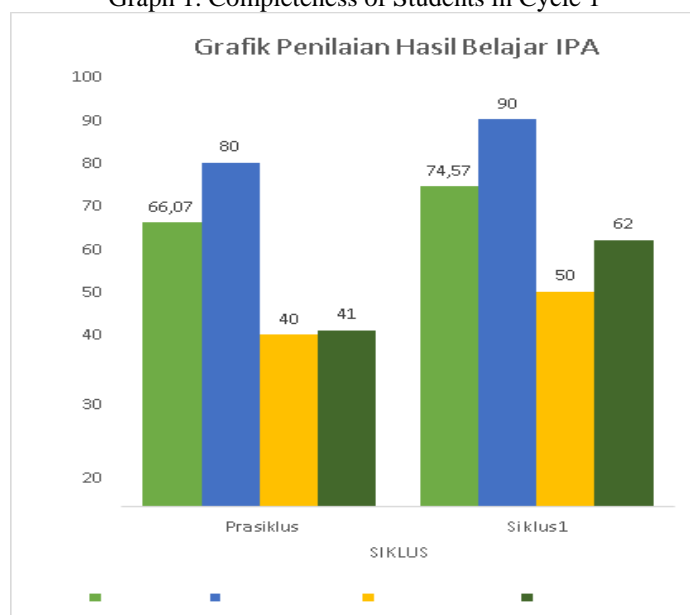
20	Flanjes	60	80
21	Lintang	80	80
22	Mayla	80	80
23	Meida	80	80
24	M.Snefi	80	90
25	Nadiyah	60	80
26	Ramisitha	60	60
27	Rizka	40	50
28	Rizzky	80	80
29	Sebastian	50	68
30	Syifa	80	90
31	Tistan	80	80
32	Vania	50	70
33	Violitha	60	70
34	Yuniar	80	80
Jumlah siswa		34	34
Jumlah nilai		1850	2088
Rata-rata nilai		66,07	74,57
Nilai tertinggi		80	90
Nilai terendah		40	50
Siswa tuntas		14	21
Belum tuntas		20	13
Ketuntasan (%)		41,18	61,76

Table 2. Distribution of the Frequency of Loading Daily Deuteronomy Results Science lesson Cycle one

No	Kategori	Frekuensi peserta didik	Persentase %	Nilai rata-rata
1	≥ 75	21	61,76 %	74,57
2	≤ 75	13	38,24 %	
	Jumlah	34	100 %	

Based on tables 1 and 2, it can be concluded that in carrying out the actions in cycle 1, the teacher has implemented the Problem Based Learning model very well with a percentage of 61.76%. There are aspects that have not been implemented, namely, the teacher has not guided students in presenting the results of the discussion, the teacher has not provided opportunities for students to respond to other group presentations and the teacher has not evaluated the presentation of the results of student discussions. The percentage of student responses in implementing the Problem Based Learning model was good with a percentage of 61.76%. Students pay less attention to the media shown by the teacher. Some students have not conducted discussions in an orderly manner. In addition, students have not given their responses about the results of other group discussions and have not paid attention to the evaluation of the presentation of the results of the discussions conducted by the teacher. Assessment of results in cycle I can be seen in Graph 1.

Graph 1. Completeness of Students in Cycle 1



Based on the graph above, it can be concluded that the average IPA value in cycle 1 has increased from 66.07 to 74.57. Then the highest score that students get from 80 goes up to 90. The lowest score that students get goes up from 40 to 50. The percentage of completeness that students get goes up from 41% to 62%. The percentage of science learning outcomes of students in cycle I still has not reached the performance indicators that have been planned, namely $\geq 75\%$ with KKM 75.

According to the reflection results, teachers and students did not apply the Problem Based Learning paradigm as effectively as they could have in cycle I. The fact that teachers and students continue to underutilize the potential of the problem-based learning method serves as evidence of this. Additionally, science learning results fall short of the benchmarks for successful research. As a result, there are still some challenges in the first learning cycle. As a result, the next meeting has to be strengthened and improved.

IMPROVEMENT RESULTS CYCLE II

Cycle II research was conducted at a single meeting. The Problem Based Learning methodology is used to implement learning activities and enhance science learning results. The following is a detailed overview of the findings from the data analysis of student learning activities:

Table 3. Recapitulation of Cycle Two Student Assessments

No	Nama Siswa	Siklus I	Siklus II
1	Akfiyan	80	90
2	Alifian	70	80
3	Amelya	80	90
4	Anistria	80	90
5	Arlan	60	80
6	Arlanda	60	80
7	Ashar	60	80
8	Askara	80	80
9	Aumufid	60	70
10	Aura	80	80
11	Avif	80	80
12	Azriel	80	80
13	Despa	60	80
14	Dwi	70	80
15	Elfina	50	80
16	Ertiji	80	100
17	Fathur	80	90
18	Fatimah	90	100
19	Fian	80	90
20	Flanjes	80	80
21	Lintang	80	90

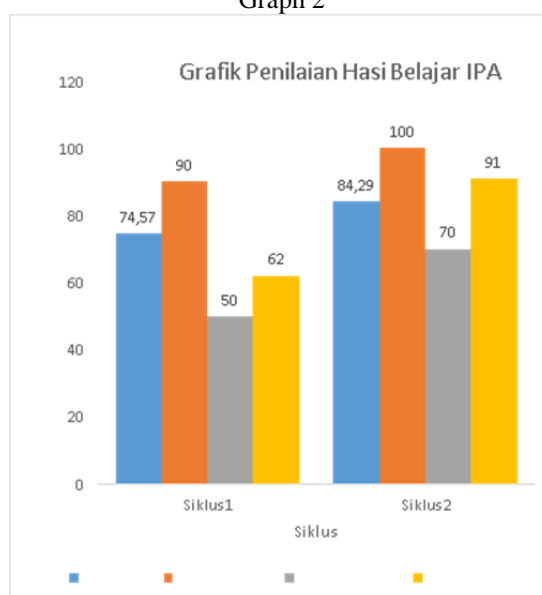
22	Mayla	80	90
23	Meida	80	90
24	M.Snefi	90	100
25	Nadiyah	80	80
26	Ramisitha	60	80
27	Rizka	50	70
28	Rizzky	80	80
29	Sebastian	68	80
30	Syifa	90	100
31	Tistan	80	90
32	Vania	70	70
33	Violitha	70	80
34	Yuniar	80	90
Jumlah siswa		34	34
Jumlah nilai		2088	2360
Rata-rata nilai		74,57	84,29
Nilai tertinggi		90	100
Nilai terendah		50	70
Siswa tuntas		21	31
Belum tuntas		13	3
Ketuntasan (%)		61,76	91,18

Table 4. Frequency Distribution of Cycle Two Results

No	Kategori	Frekuensi peserta didik	Persentase %	Nilai rata-rata
1	≥ 75	31	91,18 %	84,29
2	≤ 75	3	8,82 %	
	JML	34	100 %	

Based on Tables 3 and 4, it can be concluded that the teacher has implemented the Problem Based Learning model very well with a percentage of 91.18%. With a percentage of 91.18%, the student replies in using the Problem Based Learning paradigm were good. The teacher's media presentations get more of the students' attention, and they conduct conversations more politely. Assessment results are made based on learning indicators in cycle II. Assessment results in cycle II can be seen in graph 2.

Graph 2



Based on the graph above, it can be concluded that the average value of cycle 2 science in the material "Electric circuit" class VI SD N Karangtalun 02 for the 2022/2023 academic year has increased from 74.57 to 84.29. The highest score that students get from 90 goes up to 100. The lowest score that students get goes up from 50 to 70. The percentage of completeness that students get goes up from 62% to 91%.

Based on the results of observations made on its use, it may be concluded that teachers and students have adapted the Problem Based Learning approach quite well. Students in cycle II have a proportion of scientific learning outcomes that has met the targeted performance indicators, or 75% with KKM.

4. CONCLUSION

Based on the outcomes of the actions and discussions regarding the application of the Problem Based Learning model in improving science learning outcomes in class VI students in semester 1 of SD Negeri Karangtalun 02 Cilacap, it can be concluded that the Problem Based Learning model can improve science learning outcomes in students in class VI semester 1 of SD Negeri Karangtalun 02 Cilacap. Results of observations of instructors and students who saw an increase in cycles I and II demonstrate this. Cycle I had a 62% improvement in scientific learning outcomes, with an average score of 74.57. It also grew during cycle II, reaching 91% with an average value of 84.29.

ACKNOWLEDGEMENTS

The Muhammadiyah University of Purwokerto is to be commended for giving researchers the chance to carry out their work.

REFERENCES

- [1] Agustina. (2017). Upaya Meningkatkan Keterampilan Proses Sains Peserta didik dengan Model Problem Based Learning pada Pembelajaran IPA SD. Diperoleh pada 15 Juni 2021, dari <http://upy.ac.id/ojs/index.php/ES/article/view/783>.
- [2] Amir, T. (2015). Inovasi Pendidikan melalui Problem Based Learning. Jakarta: Prenamedia.
- [3] Anitah, S. (2009). Teknologi Pembelajaran. Surakarta: Inti Media Surakarta.
- [4] Bundu, P. (2006). Penilaian Keterampilan Proses dan Sikap Ilmiah dalam Pembelajaran Sains-SD. Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Ketenagaan.
- [5] Daryanto. (2014). Pendekatan Pembelajaran Saintifik Kurikulum 2013. Yogyakarta: Gava Media.
- [6] Hidayah, R. & Pujiastuti, P. (2016). Pengaruh PBL terhadap Keterampilan Proses Sains dan Hasil Belajar Kognitif IPA pada Peserta didik SD. Diperoleh pada 15 Juni 2021, dari <http://journal.unyc.id/index.php/jpe/article/view/>
- [7] Huda, M. (2013). Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
- [8] Kemendikbud. (2017). Model Silabus Sekolah Dasar/Madrasah
- [9] Najib, Donas Ahmad. (2016). Pengaruh Penerapan Pembelajaran Bermakna (Meaningfull Learning) pada Pembelajaran Tematik IPS Terpadu Terhadap Hasil Belajar Siswa Kelas III di MI Aliyah IV Palembang. Diperoleh pada 15 Juni 2021, dari <http://jurnal.radenfatah.ac.id/index.php/jip/article/download/1071/905>
- [10] Samatowa, U. (2006). Bagaimana Pembelajaran IPA di Sekolah Dasar. Jakarta: Indeks.
- [11] Sanjaya. (2013). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Bandung: Kencana.
- [12] Shoimin, A. (2014). 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta: Ar-Ruzz Media.
- [13] Suharjo. (2006). Mengenal Pendidikan Sekolah Dasar. Jakarta: Direktorat Pendidikan Nasional.
- [14] Suprijono, A. (2015). Cooperative Learning Teori dan Aplikasi Paikem. Yogyakarta: Pustaka Pelajar.
- [15] Susanto, A. (2014). Teori Belajar & Pembelajaran di Sekolah Dasar. Jakarta: Prenada Media Group.
- [16] Trianto. (2014). Model Pembelajaran Terpadu. Jakarta: Bumi Aksara.
- [17] Wisudawati, A.W. & Sulistyowati, E. (2014). Metodologi Pembelajaran IPA. Jakarta: Bumi Aksar.