International Journal on Science and Technology (IJSAT)
E-ISSN: 2229-7677 ● Website: www.ijsat.org ● Email: editor@ijsat.org

Development of Interactive Learning Media Petar (Directions) Using *Canva* on Indonesian Language Subjects Grade IV Elementary School

SittiAinun Amalia Ripai[1], Munirah[2], Muhammad Akhir[3]

[1, 2, 3] Master of Elementary Education Universitas Muhammadiyah Makassar

Abstract

This research is a development research that aims to produce interactive learning media PETAR (Directions) in Indonesian language subjects of grade IV elementary school. The development model used refers to the ADDIE model which includes analysis, design, development, implementation and evaluation activities. The results showed: (1) the media produced is PETAR Interactive learning media (Directions) (2) PETAR Interactive learning media (Directions) is declared feasible by media experts, language and material experts with an average percentage of 96% very feasible category (3) PETAR Interactive learning media (Directions) is declared practical based on the practicality observation sheet with the category "very practical"; (4) PETAR Interactive learning media (Directions) is declared effective on improving student learning at the media trial stage, observation sheets and questionnaires with the results of improvements in learning in the "very high" category and in improving learning ability in the "very good" category. There is a significant difference in students' learning before and after using PETAR (Directions) Interactive learning media. Thus, this finding confirms that PETAR (Directions) Interactive learning media can be an effective alternative in improving students' learning in the material of directions.

Keywords: Learning Media, Directions, Canva

A. Introduction

Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system states that education is a structured activity to create an active learning climate so that students can develop their potential in cognitive, affective and psychomotor aspects that are useful for themselves and the nation. Based on the 21st century framework, it explains that learning must be creative and innovative as well as literate in technology, information and communication. Creative and innovative learning can be done in several ways, one of which is by providing learning media to students, as explained by Fahmi in Wedi (2020) saying that the media can foster interest, motivation and stimulate in learning activities as well as being able to have an influence on the psychology of students. So this is what makes the need to develop multimedia-based learning content, namely interactive learning media that utilise *audio-visual* elements. The development of interactive learning media can be done through the use of the *digital platform canva.*

The development of interactive learning media using *canva*has also been explained by Sholeh et al. (2020) that *canva*is an application used to do graphic design to increase creativity in creating posters, presentations, and other visual content that can increase students' interest in learning with the presentation of interesting teaching materials and materials. Indonesian is one of the lessons that is the identity of the Indonesian nation. In accordance with the opinion of Akhir (2017) said that Indonesian is a means of communication used by Indonesian people for daily purposes such as learning, working together, and interacting. The difficulty of students in dealing with Indonesian language learning material reading directions on maps can be facilitated by utilising media, one of which is with interactive media so that students easily understand the material and are active in learning and can build learning motivation which is useful for increasing the potential acquisition of students' reading and writing skills.

Based on initial studies in class IV SDN Centre Mangalli, it shows that student involvement is not active in the learning process because the learning media still uses abstract concepts and the learning process is less active and interactive as well as the competence of students in reading directions getting low scores. So this is what makes the author take the initiative to develop interactive learning media that utilises audio-visual elements with the learning objective of conveying directions. With the research title "Development of Interactive Learning Media PETAR (Directions) using *CANVA* in Indonesian Language Subjects Grade IV Elementary School".

The formulation of the development carried out is about the prototype, feasibility, practicality, and effectiveness of the development of PETAR Interactive learning media (directions) with the aim of describing prototypes, analysing feasibility, analysing practicality, and analysing the effectiveness of developing PETAR interactive learning media (directions) using *Canva* in Indonesian language subjects grade IV elementary school.

B. Methods

The type of research is *Research and Development* (R&D), according to Amalia et al (2019) states that the type of R & D research is a research method for developing and testing products to be developed. There are various kinds of research models that can be used in research and development. The research that will be developed is learning media for directions using *CANVA*.

The time and place of implementation was in May-July 2024 at SDN Centre Mangalli. This development research uses the *Analyse, Design, Development, Implementation, Evaluation (ADDIE) development* model, with stages consisting of five, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation. The *ADDIE* development flow picture is as follows:

The data collection techniques used in this research and development consist of two:

1. **Observation**

   Data collection through observation aims to understand the problems faced by learners and teachers, identify obstacles during the learning process, and evaluate the utilisation of technological developments in the context of learning. The data obtained from observation will be the basis before proceeding to the product development stage. In addition, the observation data collection technique is used to make observations on the realm of students' attitudes when using interactive teaching media.

2. **Questionnaire**

a. Feasibility Test Questionnaire

The questionnaire used in this research and development is a closed questionnaire. The that will be used is a validation questionnaire that will be filled in by media experts and material experts to test the feasibility of developing interactive teaching media PETAR (directions) using *CANVA* in grade IV Indonesian language subjects before being applied to research activities.

b. Questionnaire

The instrument that will be used in this research and development is a closed questionnaire. The questionnaire is a validation tool that will be filled in by teachers and students, aiming to test the effectiveness of the development of interactive teaching media PETAR (directions) using *CANVA* in grade IV Indonesian language subjects after being implemented in the context of research activities.

3. Effectiveness Test

The test used in data collection aims to test the effectiveness of interactive teaching media PETAR (Directions) using *CANVA*. The test will be answered by learners through a quiz.

The instrument used in this research is a questionnaire using a *Likert* scale and also contains a column of criticism and suggestions given to students, teachers and validation experts (media experts and material experts). In obtaining data on the results of expert validation, a questionnaire is used which contains comments, suggestions, and assessments. Likewise, in obtaining teacher and learner responses, also use a questionnaire containing comments, suggestions, and assessments. This instrument is intended to assess and provide responses to interactive video media development products for directions material.

The resulting data analysis technique is qualitative and quantitative data. Qualitative data comes from suggestions, responses and input from the validation sheet of media experts, material experts, teachers and students. While the quantitative data comes from quantitative data analysis is carried out by tabulating the results of the questionnaire using a Likert 4 scale, then calculating the average score for each aspect and then categorising the results of the questionnaire of media experts, material experts and respondents.

C. Research Results and

Research activities with the title "Development of Interactive Learning Media Petar (Directions) Using *Canva* in Indonesian Language Subjects Class IV Elementary School" were carried out from May to July 2024 with a population of 55 students in class IV A and IV B. The research sample was selected using random sampling technique or randomly selected, with details of 20 students for small group tests and 35 students for large group tests, with the scope of SDN Centre Mangalli. The research sample was selected using random sampling technique or randomly selected, with details of 20 students for small group tests and 35 students for large group tests, with the scope of SDN Centre Mangalli. The type of research carried out is development research using the ADDIE model, with the research flow, namely: analysis, design, development, implementation, and evaluation. The following describes the results of each step of the development of interactive learning media PETAR (directions) using *Canva* in Indonesian language subjects in class IV SDN Centre Mangalli using the ADDIE model.

1. **Prototype of Interactive Learning Media Development PETAR (Directions)**

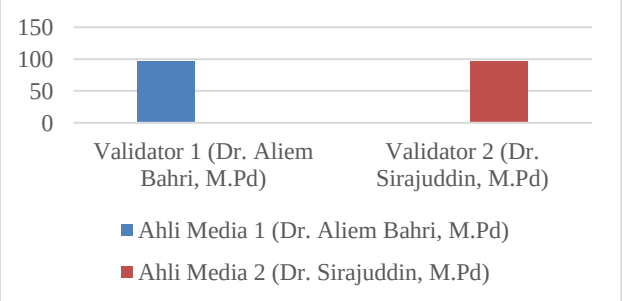
At *the analysis* stage, the author analyses the needs of the school and learners, material analysis and learning technology analysis. Needs analysis is an analytical step needed to find school problems, namely teachers and students. The results of the initial observations made by the teacher have never made interactive learning media for direction material. As well as limited learning media and printed books. So it is necessary to develop interactive teaching media for directions. Material analysis is the process of incorporating material into teaching materials and must be in accordance with existing problems and on target. The material that will be included in the interactive teaching media is directions.

Technology analysis is an analytical process carried out to determine whether the place used as the object of research supports the implementation of research. SDN Centre Mangalli has adequate facilities and infrastructure that support the learning process, where there is *wifi, projectors, chromebooks, smartTV*. In addition, students have learning tools that support the learning process, namely *smartphones*.

The outline of the content of interactive teaching media leads to the preparation of topics for the content of interactive teaching media products. Based on the results of the needs analysis and analysis of the required interactive teaching media product material, an outline of interactive teaching media can be formulated in the form of a *draft* media display in the form of *a flowchart*, so that it has similarities according to the type of interactive teaching media and is truly in accordance with the needs.

The development stage is carried out the process of making interactive teaching media in accordance with the learning objectives that have been formulated at the design stage, namely the formulation of Learning Outcomes, Learning Objectives, and Learning Objective Flow. After making teaching media products, then validation is carried out by a team of experts both media experts and material experts to measure the extent of the validity of the products that have been developed and continued with revisions if there are suggestions for improvement. The media produced in this study is interactive learning media PETAR (directions) in Indonesian language subjects in Class IV. Interactive learning media PETAR (directions) is made through the canva (design) application. The feasibility test of media development is obtained from the results of media expert validation, linguist validation, and material experts.

Media validation obtained from the media expert validation questionnaire which contains indicators that refer to the feasibility aspects of the developed media display. PETAR Interactive Learning Media (directions) was validated by lecturers at the University of Muhammadiyah Makassar. The media validation process was carried out in June 2024 together with 2 expert validators. The results of media expert validation can be seen in the following diagram:



Language validation is obtained from a linguist validation questionnaire which contains indicators that refer to the learning aspect. The interactive learning media PETAR (directions) was validated by a

linguist lecturer who is a lecturer at the University of Muhammadiyah Makassar. Language validation was carried out in June 2024. The results of linguist validation can be seen in the following diagram:

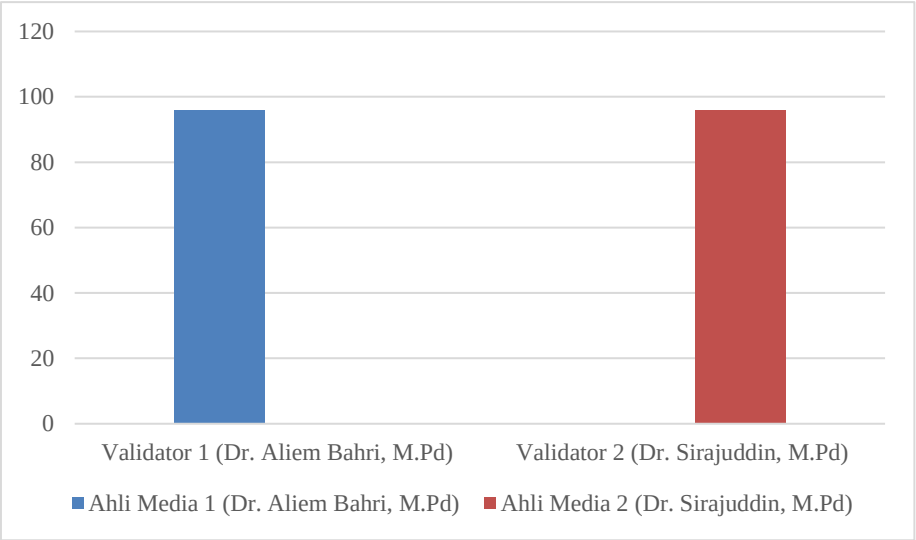
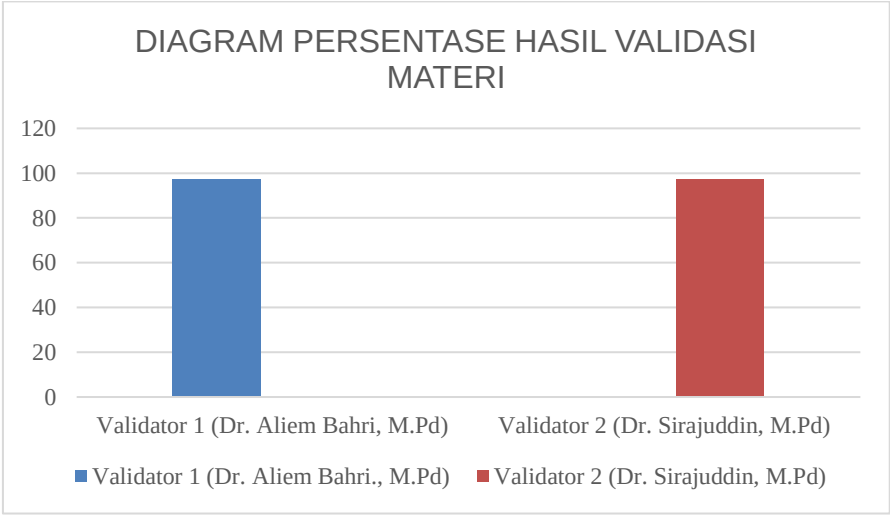
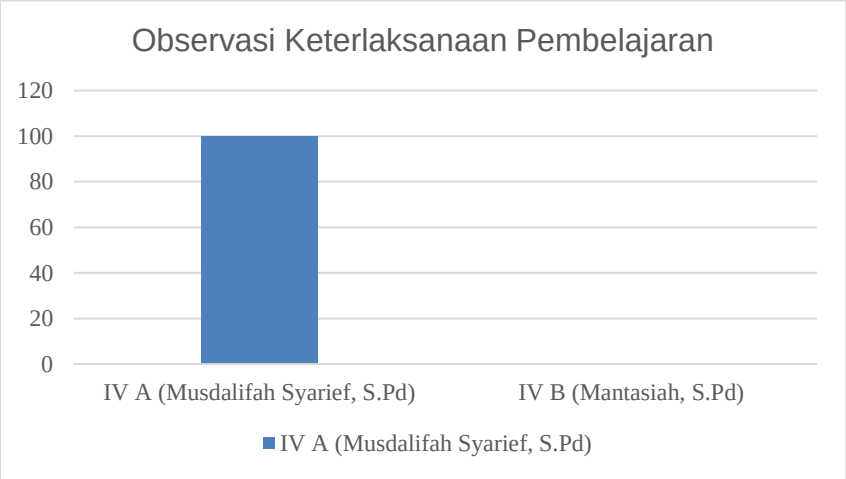


Diagram of Percentage of Language Expert Validation Results

Material validation obtained from the material expert validation questionnaire which contains indicators that refer to the learning aspects of directions. PETAR interactive learning media (directions) is validated by material experts. Expert validator 1 gave advice that the material should be adjusted to the material in the printed book but adjustments can be made without reducing the core of the material to be learned. The results of the material expert validation are seen in the following diagram:



The practicality test aims to measure the ease of use of interactive learning media PETAR (directions). This is measured using the observation instrument of the implementation of interactive learning media PETAR (directions). The results of observations of the implementation of learning using interactive learning media PETAR (directions) for Indonesian language subjects were observed by two observers, namely class teachers IV A and IV B. The two observers observed the implementation of learning using the *Gutman* rating scale, namely yes and no answer options. Yes if implemented and no if not implemented, while the scores and criteria obtained can be seen in the following table:



The effectiveness test aims to determine the extent to which the effectiveness of interactive learning media PETAR (directions) in Indonesian language subjects in its use. The results of the effectiveness test of interactive learning media PETAR (directions) based on field trials there is a significant difference between before and after using learning media. So to find out the effectiveness, testing is done with the *T test* or in this case *the paired sample t test* using *SPSS* through Sig. (2-tailed*).*

D. Conclusion

Based on the results of research and development that has been carried out, it is concluded that the product of interactive teaching media development in Indonesian language subjects in Class IV makes it easier for students to repeat material that they do not understand and learning can be done anywhere and anytime. The following are the results of the prototype, feasibility test, practicality test and effectiveness test:

1. Prototype of interactive learning media PETAR (directions) using *canva*on Indonesian Language subjects for Class IV Elementary School, which is designed on the *canva platform* using the *website* type. This learning media was created to assist teachers in learning and for students to easily understand the direction material.
2. The feasibility of interactive learning media PETAR (directions) was declared very feasible by media, language and material experts assessed by the language expert validator obtained a score of 96
3. The practicality of interactive learning media PETAR (directions) is declared very practical from the results of questionnaires distributed to teachers and students.
4. The effectiveness of interactive learning media PETAR (directions) is declared effective. based on student learning outcomes in the t test conducted

Reference

1. Afifah, N., Kurniaman, O., &Noviana, E. (2022). Development of Interactive Learning Media in Indonesian Language Learning Class Iii Elementary School. *Journal of Kiprah Education*, *1*(1), 33-42. https://doi.org/10.33578/kpd.v1i1.24
2. Aisyah, S., Noviyanti, E., &Triyanto. (2020). *Teaching Materials as Part of the Study of Language Learning Problematics*. *Salaka Journal*, *2*(1), 62-65.

3. Akhir, M. (2017). *The Development Of Indonesian Teaching Materials Based Character*.
4. Akbar, A. A., Wijaya, A., Ayanih, Humaerah, & Magdalena, I. (2023). *Application of Affective Domain Assessment Instruments in 2013 Curriculum Learning Outcomes at Cipaeh Elementary* School. *Journal of Education and Science (MASALIQ)*, *5*(3), 840-857. https://ejournal.yasin-alsys.org/index.php/masaliq%0AJurnal
5. Alfian, A. N., Putra, M. Y., Arifin, R. W., Barokah, A., Safei, A., & Julian, N. (2022). Utilisation of Audio Visual Learning Media based on Canva Application. *UBJ Journal of Community Service*, *5*(1), 75-84. https://doi.org/10.31599/jabdimas.v5i1.986
6. Amaliasari, R. D., &Zulfiana, U. (n.d.). *The Relationship between Self Management and Aggression Behaviour in High School Students.* http://ejournal.umm.ac.id/index.php/cognicia
7. Batubara, H. H., & Delila Sari Batubara. (2020). *The Use of Video Tutorials to Support Online Learning During the Coronavirus Pandemic. Muallimuna: Journal of Madrasah Ibtidaiyah*, *5*(2), 21. https://doi.org/10.31602/muallimuna.v5i2.2950
8. Cahyadi, R. A. H. (2019). *Addie Model Based Teaching Material Development*. *Halaqa: Islamic Education Journal*, *3*(1), 35-42. https://doi.org/10.21070/halaqa.v3i1.2124
9. Dewi, T. K., & Yuliana, R. (2018). *Development of Scrapbook Learning Media for Indonesian Language Subjects Class Iii Elementary School*. http://jurnal.umk.ac.id/index.php/RE
10. Fahmi Saifudin, M., &Wedi, A. (2020). DEVELOPMENT OF INTERACTIVE MULTIMEDIA ENERGY SOURCE MATERIALS TO EASE STUDENT LEARNING in Elementary School Article History Keywords Interactive Multimedia, Multimedia Tutorial, Energy Sources. *JKTP*, *3*(1), 68-77. http://journal2.um.ac.id/index.php/jktp/index
11. Sholeh, M., Rachmawati, R. Y., & Susanti, E. (2020). The Use of Canva Application to Create Image Content on Social Media as an Effort to Promote SME Products. SELAPARANG Journal of Progressive Community Service, 4(1), 430. https://doi.org/10.31764/jpmb.v4i1.2 983