



# Canva Application-Based Learning Media on Motivation and Learning Outcomes

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## ABSTRAK

Hasil belajar yang rendah dapat dipengaruhi oleh penggunaan media pembelajaran yang kurang optimal dan motivasi belajar siswa yang rendah. Penelitian ini bertujuan untuk menganalisis pengaruh media pembelajaran berbasis aplikasi Canva terhadap motivasi dan hasil belajar. Jenis penelitian ini adalah kuantitatif korelasional dan regresi. Subyek dalam penelitian ini adalah 107 siswa SMA. Rumus slovin digunakan untuk menentukan besarnya sampel, sehingga diperoleh 84 siswa. Metode pengumpulan data menggunakan metode angket skala Likert. Metode analisis data dilakukan secara kuantitatif/statistik. Hasil penelitian menunjukkan bahwa media pembelajaran berbasis aplikasi Canva berpengaruh terhadap motivasi dan hasil belajar. Dengan demikian diketahui bahwa media pembelajaran berbasis aplikasi Canva berpengaruh terhadap motivasi dan hasil belajar. Solusi yang dapat dilakukan untuk meningkatkan hasil belajar adalah dengan meningkatkan motivasi belajar dan penggunaan media pembelajaran yang tepat. Dengan adanya penelitian ini dapat memberikan pemahaman kepada guru dalam menggunakan media pembelajaran dan memberikan motivasi belajar sehingga dapat meningkatkan hasil belajar siswa.

## ABSTRACT

Low learning outcomes can be influenced by the use of learning media that is less than optimal and low student learning motivation. This study aims to analyze the effect of the Canva application-based learning media on motivation and learning outcomes. This type of research is quantitative correlational and regression. The subjects in this study were 107 high school students. The Slovin formula was used to determine the sample size, so 84 students were obtained. The data collection method uses a Likert scale questionnaire. The method of data analysis is carried out quantitatively/statistically. The study results show that the Canva application-based learning media affects motivation and learning outcomes. Thus it is known that the Canva application-based learning media affects motivation and learning outcomes. The solution that can be done to improve learning outcomes is to increase learning motivation and use appropriate learning media. This research can provide understanding to teachers in using learning media and motivate them to learn to improve student learning outcomes.

## 1. INTRODUCTION

Education is a means to achieve a nation's progress, education must get the attention of all elements. Quality education will produce quality human resources. Quality human resources must be the target of educational institutions to achieve them (Efendi et al., 2019; Murtianis et al., 2019). Teachers as educational staff must play an active role in providing an effective learning process because teachers directly deal with students, teachers must be able to provide approaches to students to achieve success in learning. Thematic learning is learning that combines several learning contents (Fitria, 2022; Miranda et al., 2020; Riani et al., 2019). Achievement of teacher learning objectives is expected to be able to form a conducive learning climate, so as to create learning situations that stimulate students to actively participate and be involved as a whole in learning, as a feature of an effective and meaningful learning process. Forming a mindset towards being careful and critical of problems related to thematic learning of elementary school students is an important goal of implementing interesting and constructive learning methods for students.

Thematic learning in elementary school is a form of learning that combines several subjects in elementary school, namely, Indonesian Language, Natural Sciences, Social Sciences, Civics, and SBdp which are carried out in an integrated manner from all subject matter in one lesson with the intention of providing direct experience and knowledge that meaningful for students (Kristian & Prasetyo, 2016; Shin & Jun, 2019; Sügümlü et al., 2019). This learning is carried out using the principles of integration and integration of several subjects so that it is called thematic learning. The objectives of the thematic learning assessment

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are: 1. Knowing the achievement of indicators that have been set 2. Obtaining feedback for teachers, to find out the obstacles that occur in learning and learning effectiveness, 3. Obtaining a clear picture of the development of students' knowledge, skills and attitudes, 4. As a reference in determining follow-up plans (remedial, enrichment, and strengthening. (Alharthi, 2023; Hidayah, 2015). When compared to conventional learning, Thematic learning emphasizes active involvement of students both cognitively and skillfully in the learning process (Karli, 2005; Tae et al., 2019). Results learning is the result of the education and learning process that has been carried out, the better the learning process is carried out the better the learning outcomes obtained.

The learning outcomes in question are a change in behavior or the acquisition of new behavior from students who are settled, functional, positive, conscious and comprehensive, not just one aspect, but integrated as a whole. Because learning activities are the most basic activities in the educational process. (Cico et al., 2020; Fadillah, 2016; Wahyudi & Marwiyanti, 2017; Warti, 2018). Students who have carried out the learning process will be seen from the changes in the knowledge they have obtained, from those who did not know before to know and those who did not understand to understand and understand (Cahyono et al., 2019; Rahmayanti et al., 2020; Taştan et al., 2018). Likewise in the psychomotor aspects related to changes with changes in skills that occur in students after the learning process. Learning outcomes should also always be considered so that it will be seen the progress of student success on an ongoing basis with the aim of being taken into consideration to improve the learning process in the future. Based on the results of a survey conducted at SD Negeri 002 Rambah Samo.

The teacher has tried to motivate students in learning both before learning begins and after learning begins, the teacher has used the Canva application media even though it looks less than optimal. In addition, student learning outcomes are seen to be still not optimal above the KKM average that has been set by the school (Ricardo and Meilani, 2017). Various factors that affect student learning outcomes both from within and from outside the student. Factors that come from within are called internal factors such as skills, interests, talents, effort, motivation, attention and health and habits of students. While the external factors are the physical and non-physical environment (including the provision of learning media), family environment, teachers and the implementation of learning (Andriani & Rasto, 2019; Pindo & Rinci, 2018; Safitri, 2019).

Among the many factors that affect learning, there is one factor that is thought to be very influential, namely motivation that comes from within the student and learning media (Dewa et al., 2020; Hyder & Bhamani, 2016; Widyaningrum & Harjono, 2019). Motivation to learn is a psychological factor that is non-intellectual. Its distinctive role is in cultivating passion, feeling happy, and eager to learn. (Prananda & Hadiyanto, 2019; Suryansah & Suwarjo, 2016). In simple terms, it can be said that if a child has high enthusiasm or motivation to learn, then learning activities will occur resulting in good student learning outcomes. Conversely, if the child does not have the motivation to learn, then learning activities will not occur in the child. If student motivation is low, it is assumed that the student's learning outcomes will be low (Hapsari & Zulherman, 2021).

Based on the problems found, the Canva application is used to encourage learning motivation so that learning in class will be more enjoyable. In this case what is applied is the Canva application-assisted learning video which is an online application program that exists on the internet and functions as a video-making application for presentations and learning media. This media will foster student interest, foster student learning motivation and foster student learning outcomes. The influence of learning media assisted by the Canva application is expected to be able to increase learning motivation and student learning outcomes (HukumKU, et al., 2019). This study aims to analyze the effect of the Canva application-based learning media on motivation and learning outcomes.

## 2. METHOD

This research was conducted using quantitative methods with correlational and regression research types. Quantitative research can also be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments. This study places the research variables into two groups, namely the independent variable and the dependent variable. As independent variables are learning motivation and learning based on the Canva application. The population is all objects or individuals or events that are the center of research attention. The population in this study was 107 students belonging to the high class. Determining the size of the sample size used the slovin formula, so that 84 were obtained. The distribution of class V students at SD Negeri 002 Rambah Samo showed in Table 1.

**Table 1.** Distribution Table for High School Students at SD Negeri 002 Rambah Samo

No	Class	Friday	Status
1	IV	35	Active
2	V	35	Active
3	VI	37	Active

High grade students are spread across grades IV, V and VI. Data analysis is quantitative/statistical in nature, with the aim of testing the established hypotheses. The research data was analyzed descriptively. Data analysis techniques are one of the steps in research activities which greatly determine the accuracy and validity of the research results. The collected data were analyzed using statistical techniques. The results of this study were analyzed using a simple linear regression technique (Efendi, Ningsih and Siregar, 2020). Data in this study were collected using a Likert scale developed for each research variable. In order for data collection to take place regularly, systematically and successfully, researchers do the following: prepare and carry out systematic data collection according to what has been planned. Data analysis techniques are one of the steps in research activities that greatly determine the accuracy and validity of research results. The collected data were analyzed using statistical techniques. The results of this study were analyzed using correlation techniques and simple and multiple linear regression. Data analysis was performed with the help of SPSS version 17.00. The results of the three variables are presented in the form of a frequency distribution. Based on the frequency data, the mean score (average value), mode (value that appears frequently), median (middle value), and standard deviation is obtained. Learning Motivation Instruments Lattice Table 2. Assessment Rubric Score showed in Table 3. In the preparation of the instrument, several things were considered with regard to (a) statements that were not in doubt, (b) words that were not too abstract, (c) words that did not arouse suspicion and antipathy.

**Table 2.** Learning Motivation Instruments Lattice

No	Variable	Indicator	Sub-Indicators	No. Items	Number of Items		
1.	Motivation to learn	1. There is desire and desire to succeed	a. complete tasks completely,	1-2	2		
			b. Don't procrastinate on assignments/work	3-4	2		
		2. There is a drive and need for learning	a. Completes tasks as well as high achievers	5-7	3		
			b. The fear of failure in studying	8-9	2		
			c. Study hard	10-11	2		
			d. Complete the task well	12-14	3		
		3. There are hopes and aspirations for the future	a. Desire to upgrade	15-16	2		
			b. Class champion wishes	17-18	2		
			c. Belief that learning activities bring results	19	1		
		4. There is an appreciation in learning	a. Verbal reinforcement in the form of praise such as, very good, great, amazing	20-24	5		
			b. Verbal appreciation is given in front of the crowd/friends	25	1		
			c. Task results notification	26-28	3		
			d. Method variation	34-35	2		
		5. There are interesting activities in learning	a. Simulation and games	29-31	3		
			b. The learning process is meaningful	32	1		
			c. Using the right method	33	1		
			d. Method variation	34-35	2		
		6. There is a conducive learning environment	a. Through learning and practice environment	36-39	4		
			b. The environment is safe, peaceful, orderly, and beautiful	40	1		
							40

**Table 3. Assessment Rubric Score**

No	Respondents Answer	Positive	Negative
1	Always (SL)	5	1
2	Often (SR)	4	2
3	Sometimes (KK)	3	3
4	Rarely (JR)	2	4
5	Never (TP)	1	5

### 3. RESULT AND DISCUSSION

#### Result

Data The results of testing the first hypothesis in this study is whether there is an influence of Canva application-based learning media on learning motivation and learning outcomes, using simple regression. The data from the results of hypothesis testing explain that the magnitude of the relationship between learning motivation and learning media based on the Canva application together on learning outcomes is calculated by the correlation coefficient is (R) 0.360, this shows a low relationship (r is in the interpretation of 0.20-0.399, which means low relationship level) (Riduwan: 2014). While the joint effect of variables  $X_1$  and  $X_2$  on  $Y = r^2 \times 100\%$  or  $0.360 \times 100\% = 13\%$  while the remaining 87% is determined by other variables. To find out the relationship between learning motivation ( $X_1$ ) and classroom management ( $X_2$ ) together on student learning outcomes ( $Y$ ), a multiple regression analysis was performed  $\hat{Y} = 192.244 + 0.277X_1 + 0.130X_2$ . This equation is then tested for objectivity with the F test. The summary of the results of the equation's gravity test in Table 4.

**Table 4. Summary of Test Results for the Regression Equation of Objections**

Source	Sum of Squares	Df	Average	F	Sig.
Regression	1557577	2	778.789	4.765	0.012
Residue	10460333	64	163.443		
Total	12017.910	66			

The data from the data analysis shows that the calculated  $F_{\text{value}}$  is 4.765 with a  $P \text{ value} = 0.012 < \alpha = 0.05$ . This means that the regression equation  $\hat{Y} = 192.244 + 0.277X_1 + 0.130X_2$  is significant. Furthermore, the regression coefficient test was carried out. The summary of the analysis results in Table 5.

**Table 5. Testing the Regression Coefficients of  $X_1$  and  $X_2$  for  $Y$** 

Source	Coefficient	Q	Sig
Constant	0.000	16,700	0.000
Motivation to learn	0.2777	2048	045
Canva application	0.130	0.130	0.339

The data from the test results of the regression coefficient objectivity can be seen that the t value of the learning motivation coefficient is 0.277 and a significant level is 0.045 and the price of the coefficient of learning media based on the Canva application is 0.130 and a significant level is 0.339. This means that the regression coefficient of learning motivation = 0.277 and the regression coefficient of learning media based on the Canva application is 0.130 which is significant and can be used to predict student learning outcomes. The regression model above explains that each increase in learning motivation on 1 scale and learning media based on the Canva application on 1 scale will affect learning outcomes by 0.407 scale (coefficient of learning motivation + coefficient of learning media based on the Canva application), and the learning outcomes scale already has 0.000. the increase in the learning motivation variable ( $X_1$ ) and the Canva application-based learning media variable ( $X_2$ ) will simultaneously affect learning outcomes ( $Y$ ).

Data analysis shows that the regression coefficient value is 9.482 and a significant level is 0.000. This means that the regression coefficient of 9.482 is significant and can be used to predict learning outcomes. The regression equation model  $Y = 5.212 + 0.942X$  explains that every increase in learning motivation by 1 scale will have an impact on student motivation by 0.942 scale, and the existing learning motivation scale is 5.212. Based on the results of the tests that have been carried out above stating that everything is significant, the hypothesis which states learning motivation on learning outcomes can be accepted at the 95% level of confidence. The magnitude of the influence of learning motivation on student learning outcomes of SD Negeri 002 Rambah Samo Rokan Hulu Regency is 52.3%.

Based on the analysis of data on the level of achievement of SD Negeri 002 Rambah Samo Students in Rokan Hulu Regency on the variables measured, it can be explained that the achievement level of student scores on the learning outcomes variable is in the pretty good category (77.26% of the ideal score), the variable motivation to learn is in the pretty good category, namely 79.25% of the ideal score. The findings of this study are based on the results of the initial observations and the survey that the researchers conducted. In the initial observations, the learning achievement of SD Negeri 002 Rambah Samo students was still low or not good with an average of 64.66% in the "less good" category. Differences in research findings with initial observational findings occur due to a lack of measurements made, based on observations alone or without measuring instruments such as valid and reliable instruments which are not strong enough to be used as a basis for generalizing, so it is necessary to carry out systematic research in accordance with procedures to obtain evidence. and empirical truth.

The results of testing the hypothesis that learning motivation influences learning outcomes, it is known that learning motivation ( $X_1$ ) has a significant effect on learning outcomes by 52.3% in SD Negeri 002, Rambah Samo District, Rokan Hulu Regency. This means that learning motivation ( $X_1$ ) can be used as a tool to predict student learning outcomes. In other words, learning outcomes can be determined by learning motivation of 52.3%. The better the motivation to learn, the better the acquisition of student learning outcomes. So that the significant level of learning motivation has a significant effect .

## Discussion

This research was conducted in three stages, namely the preparatory, field, and post-field stages. The preparatory stage is the initial stage in this research which is carried out to collect initial data that is used to carry out further research. In the preparatory stage it is known that the learning content of high school elementary school students still has low motivation (Saputra, et al., 2018; Saibah & Wantini, 2021) . Learning outcomes are the result of evaluation activities carried out by the teacher to make decisions on student assessment with the aim of measuring the extent to which students are able to achieve learning objectives. An important issue in learning outcomes is how efforts can increase student scores. Values can also be used as evaluation material for parties to determine what steps will be taken to continue to improve the learning process. Learning outcomes are influenced by many factors including learning motivation, interests, talents, abilities, discipline and learning media used by teachers. Learning media based on the Canva application is an effort to generate student motivation in learning (Fauziyah, et al., 2016; Mustikarini & Puspasari, 2021) . The low student learning outcomes are in accordance with the results of initial observations for the high class of SD Negeri 002 Rambah Samo which are still classified as low or below the KKM that has been set. Differences in research findings with initial observational findings occur due to a lack of measurements made, based on observations alone or without measuring instruments such as valid and reliable instruments which are not strong enough to be used as a basis for generalization, so it is necessary to carry out systematic research in accordance with procedures to obtain evidence. and empirical truth. Low learning outcomes will disrupt the learning process (Saibah & Wantini, 2021) . The low learning motivation of these students will make them less enthusiastic about participating in the learning process. Students have difficulty understanding the material explained by the teacher (Rismawati & Khairiati, 2020) . Thus, low student learning motivation will also result in low student learning outcomes so that learning objectives cannot be achieved properly (Awe & Benge, 2017) .

The low student learning motivation is caused by the unfavorable environment around students. For example, in a student's family environment that is not good so that it can affect the condition of students in learning. The condition of students' parents greatly influences student learning motivation (Pradhita Yudhi Astri et al., 2018; Wardani & Setyadi, 2020). Students who have good parents will not feel burdened in carrying out activities. Especially learning (Rumbewas, et al., 2018) . In the absence of pressure from parents, students will be happy to participate in the learning process. To increase students' learning motivation, several things can be done; namely the teacher increases learning motivation in learning activities at school, such as clarifying the goals to be achieved, arousing student motivation, creating a pleasant atmosphere in learning, using a variety of interesting presentation methods, giving reasonable praise for each student's success, giving assessments, commenting on results student work, creating competition and cooperation (Wahyugi & Fatmariza, 2021) .

In addition, learning planning really needs to pay attention to the right method, how to manage a good class, and make the right assessment. Paying attention to this will make learning not monotonous. If it is used on students, it can create conducive learning habits, then it can motivate students when studying and will excel in learning (Afsar et al., 2014; Tong et al., 2021). Schools, it is hoped that this research for schools, can provide additional information about managing education in schools, and can improve the quality of students (Fatimah et al., 2019; Jannah et al., 2021). But in essence it can It is simplified that motivation is a psychological condition that encourages someone to do something. In learning activities,



motivation can be said to be the overall driving force within students that generates, guarantees continuity and provides direction for learning activities, so that it is hoped that existing goals can be achieved. (Haryono, 2016; Putra et al., 2015). In learning also must attention to matters that affect the teaching system. It can be seen from several aspects, one of which is motivation in learning which can also be an influence on the learning itself. Motivation itself is one of the important things that is the main factor for students to maximize the results of the learning being studied. (Putra et al., 2015)

Furthermore, the field stage which is the second stage in this research was carried out to obtain data in the field about the issues raised, namely the low motivation of students in learning mathematics content. At the field stage it was found that the fifth grade students' motivation to learn mathematics at SD Negeri 002 Rambah Samo was due to several factors. The results are then collected for evaluation at the post-field stage. The measure of student success is often accompanied by obtaining a high score, (above the KKM). Value is a form of learning outcomes obtained by students while participating in learning. Learning outcomes are an assessment of the evaluation of the material taught by the teacher during the learning period. Assessment as a process for making decisions using information obtained through measuring learning outcomes using test and non-test instruments. Learning outcomes are the result of evaluation activities carried out by the teacher for make decisions on student assessments with the aim of measuring the extent to which students are able to achieve learning objectives (Aryani & Suarjana, 2021; Meinzen-Derr et al., 2019).

An important issue in learning outcomes is how efforts can increase student scores. Values can be used as evaluation material for several parties in order to determine what steps will be taken to continue to improve the learning process (Law, Geng and Li, 2019) . Learning outcomes are influenced by many factors including learning motivation, interests, talents, abilities, discipline. Learning motivation for students is an encouragement that arises from within and outside of students, consciously to carry out tasks in achieving their goals (Kholisotin, 2014) . However, in this study the factors that influence learning outcomes are discussed, namely learning motivation factors and learning media based on the Canva application.

Learning is carried out for students, if given good motivation to learn, it will be able to achieve learning objectives so that good learning outcomes will be easily achieved. However, if the motivation given is less than optimal, learning outcomes will not increase either. This is in line with experts who adhere to the ideology of behavior saying that motivation starts from pleasant situations, conditions and objects (Imami, 2015; Pahriadi, el al, 2022) . If this gives ongoing satisfaction it will lead to behavior that is ready to do something. Cognitive experts say that what influences individual behavior is the thought process, because adherents of cognitive understanding focus on how individuals process information and provide interpretations for specific situations (Sari, et al., 2018) . Research conducted by those who found that motivation can have a positive impact on learning outcomes, with the motivation given to students can have an impact on learning outcomes by 15.4%. This research is also in line with research conducted (Saputra, et al, 2018) which found that there was an influence between learning motivation on learning outcomes of 45.85%.

Motivation possessed by students is very necessary for students to participate in learning, because with motivation in learning students will have a desire to carry out learning activities in accordance with the goals they want to achieve (Novalinda et al., 2018; Risabette & Astuti, 2017). Motivation becomes increasingly important for students along with the goal of increasing maximum learning outcomes. Motivation is the basis for students to be able to obtain maximum learning outcomes, where further learning outcomes will be used as a basis for determining the expected competency achievement. The value obtained in learning outcomes also determines student learning completeness which affects whether or not students rise to the next level (Gai, 2015; Maryunani & Hasan, 2022) . The teacher will carry out a lot of learning activities with students who are in the classroom environment they enter. Students will feel eager and enthusiastic in participating in learning because they have the drive to achieve a goal they want, because if students are less enthusiastic the teacher can provide motivation (Simbolon & Koeswanti, 2020; Edu, et al., 2021) . Motivation is also a driving force to achieve something. So for further discussion this article tries to explain how motivation can influence someone's learning or in other words how motivation influences someone's learning (Muhammad, 2017) .

A good teacher is a teacher who is able to give students a passion for learning and does not leave students indifferent to learning. Learning which is a process of activity to change student behavior, many factors influence it. Among them is a motivational factor that functions as an effort in achieving achievement. The existence of good motivation in the learning process will also get good results. In other words, if there is diligent effort and based on strong motivation, then someone who studies will get good results. This means that the intensity of students' motivation will greatly determine their achievement in learning. (Sahara & Sofya, 2020; Syahril et al., 2019). This child's learning motivation is driven by the

parenting style of parents in educating their children at home when online learning takes place. Student motivation during a pandemic can be said to be good but not optimal compared to school (Pamungkas et al., 2021; Trisnowali MS., 2017). At school, the teacher acts as a facilitator and motivator. Provide motivation to students who are studying to make changes in behavior both from within and from outside students by creating a series of efforts to provide certain conditions that give direction to learning activities so that learning objectives can be achieved. (Emda, 2017) .

Learning media based on the Canva application is an effort made by the teacher to create an effective learning situation by carrying out several activities which are often interpreted as learning media, so that learning is fun and not boring which is carried out by the teacher in learning activities, by striving to create good learning conditions. In the implementation of learning media activities based on the Canva application carried out by the teacher, it has previously been designed according to the circumstances of the students and the class they will enter (Wati & Suarni, 2020; Amin et al. , 2021) . This media will foster student interest, foster a desire to learn with the learning media used by the teacher and improve student learning outcomes. The influence of learning media assisted by the Canva application is expected to be able to increase learning motivation and student learning outcomes . This opinion explains that teachers who carry out learning as a process of building and using learning media based on the Canva application can create effective learning tend to be more successful than teachers who do not use learning media. (Hapsari & Zulherman, 2021) .

Based on the results of relevant research studies, it can be ascertained that students' learning motivation has a great influence on students. With high student motivation, learning will go well (Lestari, et al., 2018; Tentama, et al., 2019) . Good learning motivation will also have an impact on improving student learning outcomes because students can follow learning well (Laila, et al., 2016; Puspitarini & Hanif, 2019) . Most of the causes of low student learning motivation come from the way teachers teach that students don't like (Soimah, 2018; Rahmatiani & Repelita, 2019) . A method of teaching that students don't like causes students to feel bored, so that students' learning motivation decreases (Fauzi, et al., 2021; Kurniawati & Koeswanti, 2021) . Steps that can be taken to design learning using learning methods that are adapted to student characteristics so as to provide an interesting learning experience for students (Pradhita, et al., 2021) . Apart from that, it can also be done by designing learning using interesting learning methods so that learning does not seem monotonous (Sari, et al., 2018) .

This research has several advantages, including providing an overview to educators about the learning that is being carried out. These advantages can provide understanding to the teacher in planning learning so that it does not cause problems as learned. In addition, this research has the advantage that this research can provide solutions to educators in designing learning or overcoming problems related to low student learning motivation. With these advantages the teacher can anticipate the implementation of learning that can reduce student learning motivation. The implications of this research are used as input for teachers and prospective teachers. Improving yourself about the teaching that has been done and student achievement that has been achieved by paying attention to appropriate learning methods and student motivation to improve student learning achievement in mathematics. The weakness of this study is that this study only aims to analyze the causes of students' low motivation to learn mathematics by providing solutions that are still contextual. Based on the weaknesses of this research, it is hoped that there will be other studies that discuss relevant topics by providing real solutions that can increase student learning motivation.

#### 4. CONCLUSION

The use of learning media based on the Canva application in the high grades of SD Negeri 002 Rambah Samo is still relatively low. The use of Canva application-based media has been implemented by teachers in high grades but in its application it is still not optimal so that it affects low learning motivation and student learning outcomes. Improving student learning outcomes and motivation can be done by always choosing the right use of learning media and by creating a fun learning atmosphere for students. While the implications of this research are used as input for teachers and prospective teachers to be able to evaluate the learning carried out and student learning outcomes that have been achieved by using appropriate learning media and student motivation to improve student learning outcomes in the high class of SD Negeri 002 Rambah Samo.

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