



# Canva-based Smart Apps Creator Media to Enhance Comprehension Skills of Informational Text for Third-Grade Students

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## ABSTRAK

Media pembelajaran sebagai alat penyalur informasi dari guru kepada peserta didik memiliki tujuan untuk mempermudah proses belajar mengajar di sekolah. Smart Apps Creator termasuk software yang mempunyai beberapa kelebihan untuk mengembangkan media pembelajaran interaktif, salah satunya dengan bantuan aplikasi Canva sebagai aplikasi desain onlinenya. Tujuan penelitian ini, mengembangkan media Smart Apps Creator berbasis Canva untuk Meningkatkan Kemampuan Memahami Isi Teks Informasi kelas III Sekolah Dasar. Metode penelitian yang digunakan Research and Development (R&D) berdasarkan penelitian Sugiyono dengan model pengembangan Borg & Gall yang dimodifikasi menjadi 8 tahap, yakni: potensi dan masalah, pengumpulan data, desain produk, validasi desain, revisi desain, uji coba produk, revisi produk, dan uji coba pemakaian. Penelitian ini menggunakan teknik pengumpulan data tes dan non tes. Teknik analisis data yang digunakan yaitu analisis data kualitatif dan kuantitatif. Hasil validasi ahli materi memperoleh presentase 90% dan validasi ahli media memperoleh presentase 92%, keduanya berkriteria "sangat layak". Keefektifan penggunaan media Smart Apps Creator berbasis Canva dalam kegiatan pembelajaran dinyatakan cukup efektif melalui uji N-gain dengan hasil belajar peserta didik sebesar 0,66 (65,6%) dan peningkatan rata-rata skor pre-test dari 55 menjadi 83 selama pembelajaran (post-tes). Dari hasil tersebut, media Smart Apps Creator berbasis Canva dinyatakan sangat layak digunakan dalam pembelajaran dan cukup efektif untuk meningkatkan kemampuan memahami isi teks informasi pada pembelajaran Bahasa Indonesia kelas III Sekolah Dasar.

## ABSTRACT

Learning media, as a tool for delivering information from teachers to students, aims to facilitate the teaching and learning process in school. Smart Apps Creator is a software with several advantages for developing interactive learning media, one of which is with the assistance of Canva application as its online design application. This research aims to create Canva-based Smart Apps Creator media to enhance the ability to understand the content of information texts in third-grade elementary schools. The research method used is Research and Development (R&D) based on Sugiyono's research with the Borg & Gall development model modified into eight stages, namely: potential and problems, data collection, product design, design validation, design revision, product testing, product revision, and usage testing. This research utilizes data collection techniques through tests and non-tests. The data analysis techniques used include both qualitative and quantitative data analysis. The material expert validation result obtained a percentage of 90%, and the media expert validation obtained a percentage of 92%, both categorized as "highly feasible." Using Canva-based Smart Apps Creator media in learning activities is quite effective through N-gain testing, with students' learning outcomes reaching 0.66 (65.6%), and the average pre-test score increased from 55 to 83 during the learning process (post-test). From these results, the Canva-based Smart Apps Creator media is declared highly suitable for learning and sufficiently effective in improving the ability to comprehend the content of information texts in Indonesian language classes for third-grade elementary school.

## 1. INTRODUCTION

The Regulation of the Minister of Education and Culture Number 22 of 2016, which discusses the Standards for Primary and Secondary Education Processes, mentions that lesson planning includes the process of developing learning implementation plans, preparing teaching media and learning resources, teaching aids, and learning scenarios (Permendikbud, 2016; Maftuhah & Sb, 2020). Learning media is a tool for disseminating information through teaching materials to facilitate interaction between teachers and learners during learning. The selection of appropriate instructional media can enhance interaction between teachers and learners and help learners from becoming quickly bored during lessons. The aim is to optimize students' learning interests and produce excellent learning outcomes in every subject, including the

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Indonesian language (Wulandari & Mudinillah, 2022; Hanannika & Sukartono, 2022). The Indonesian language is compulsory in all educational institutions, including elementary schools. Indonesian language learning aims to enhance four language skills: listening, reading, speaking, and writing (Aulia & Sb, 2019; Magdalena et al., 2021). Reading, one of the four language skills, is a primary and effective communication tool in the human thought process during understanding, narrating, and interpreting the meanings of written symbols involving vision, eye movement, inner dialogue, and memory. Reading based on the scope of its materials consists of extensive and intensive reading. In this case, the scope of the reading material to be discussed is intensive reading. (Harianto, 2020; Rombot et al., 2020)

Intensive reading, also known as reading comprehension, is the activity of carefully reading reading materials to understand the information in the reading fully. Four aspects are assessed in reading comprehension skills, namely, the ability to identify the main idea of each paragraph, the ability to write and retell the content of the reading, as well as the ability to answer questions based on the reading (Sulikhah et al., 2020; Sari et al., 2021). One of the reading materials in Indonesian language learning is in the form of informational texts. Informational text contains factual data and facts to increase insight, experience, and benefits for its readers (Rachmawati et al., 2023; Julaeha & Altaftazani, 2021). Informational texts, according to some opinions, are also referred to as news texts that contain the 5W + 1H elements or are commonly abbreviated as ADIKSIMBA (What, Where, When, Who, Why, and How) (Kahfi et al., 2023; Andani & Anggraini, 2023)

Based on the observation results, there are several obstacles experienced by third-grade teachers and students during classroom learning activities, namely the need for varied media usage. The teacher only uses worksheets and illustrated texts, making classroom learning need improvement. The limited use of various teaching media results in a lack of enthusiasm among students to participate in learning activities, particularly in the Indonesian language subject. The teacher also feels that the learning media used are less effective because the Indonesian language curriculum is quite broad and complex, resulting in suboptimal implementation of the learning process. The same issue causes students' ability to comprehend information text materials to remain low, ultimately affecting students' learning outcomes in information text materials that still need to be considered higher.

The statement is reinforced by the data on the learning outcomes of Grade III students on Basic Competence 3.6 Observing the contents of information texts about the development of production, communication, and transportation technologies in the local environment and 4.6 Summarizing information about the development of production, communication, and transportation technologies in the local climate in writing using standard vocabulary and effective sentences obtained through interview activities with the classroom teacher. The data indicates that 15 students (63%) out of 24 still need to reach the Minimum Mastery Criteria (KKM) in the Indonesian language subject with a score of 65. Meanwhile, the 2013 curriculum was directed toward developing students to be productive, creative, innovative, and effective in the learning activities conducted. However, what happens instead is that passive students only follow along, while active ones always dominate.

In line with several issues, there is a need for engaging and innovative learning media so that students are interested and actively participate in learning activities. Various types of software can be used as interactive learning media, one of which is Smart Apps Creator, an application used as a creator of Android and iOS mobile applications without the need for programming, which can then produce files in HTML5, EXE, and APK formats (Suhartati, 2021; Azizah, 2020; Pawani et al., 2022). Another opinion suggests that Smart Apps Creator is a software for creating educational media that can be operated through both computers and mobile phones, with the addition of images, videos, animations, as well as music/background sound that can motivate students in the learning process, making learning more active, meaningful, and enjoyable (Syadida & Erita, 2022; Ahadiat et al., 2023). Moreover, Canva is among many applications commonly used to design instructional media. Canva, as an online design application, offers a wide range of templates or design options, enabling the creation of engaging and enjoyable learning media designs for students (Hapsari & Zulherman, 2021; Hanifah, 2022).

Several studies on Smart Apps Creator have been conducted extensively. The practicality of the media loaded through the questionnaire scores of teachers' and students' responses to the Smart Apps Creator media shows effective and practical results for use in the learning process (Oktaviani & Amini, 2022; Herlina et al., 2023). Other research shows the success of using Smart Apps Creator in the Indonesian language subject, particularly in the primary idea material, in the second semester of the sixth grade. This research is similar to using Smart Apps Creator media as an engaging and interactive learning tool for third-grade elementary school students (Jauza & Sujinah, 2024). Other research suggests that the Smart Apps Creator media is highly valid, practical, and meets the criteria suitable for use in learning activities (Anggadinata & Simbolon, 2024). The difference between this research and previous research lies in the subjects used. Different applications in developing media also distinguish this research from previous

studies. Additionally, there is a variation in the grade levels and materials covered in prior research. Referring to that information, this study aims to develop Canva-based Smart Apps Creator learning media as an interactive learning medium that emphasizes engaging students to be active and creative in learning activities. This research aims to determine the feasibility and effectiveness of the Canva-based Smart Apps Creator media in enhancing the ability to comprehend the content of information texts in third-grade elementary schools.

## 2. METHOD

The research method used in this study is research and development (R&D). Research and development is a method used to produce specific products that need to be analyzed and tested for their effectiveness in functioning for all needy parties (Sugiyono, 2018). This research employs the Borg & Gall research model, which refers to Sugiyono's perspective and encompasses ten stages of implementation (Hapsari & Wulandari, 2020). However, in its implementation, the author only utilized eight stages adjusted to the author's study needs. These stages include: 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) product testing, 7) product revision, and 8) usage testing. Variables in this research are divided into independent and dependent variables. The independent variable in this study is the Canva-based Smart Apps Creator media. Meanwhile, the dependent variable in this study is the ability to understand the content of information text. The subject in this study is all third-grade students in the even semester of the academic year 2023/2024, totalling 24 students. The data sources in this study consist of primary data and secondary data. Secondary data is in the form of Indonesian language scores in the first semester (odd) exams for third-grade elementary school.

The data collection in this research was obtained through several methods: interviews with classroom teachers, observations, questionnaire filling, and documentation. The developed learning media is Canva-based Smart Apps Creator, tested for feasibility by subject matter experts and media experts knowledgeable in elementary school teacher education. The statement is reinforced by the grid of assessment instruments from content and media experts, as seen in Table 1 and Table 2.

**Table 1. Assessment Instrument Grid for Subject Matter Experts**

No.	Aspect	Indicator
1.	Content Validity	Alignment with curriculum goals and objectives Having a concept that is precise, accurate, and clear The balance between the depth and breadth of material There are contextual examples and practice questions.
2.	Learning Support Feasibility	Clarity of directions, tasks, and instructions Supporting 21 <sup>st</sup> -century learning: critical thinking, problem-solving, creativity, communication skills
3.	Language	Text coherence (logical sequence and interconnection between sentences) Clear language use Easy to understand and comprehend by students Captivating students' attention to read By the developmental level of the learners

**Table 2. Assessment Instrument Grid for Media Experts**

No.	Aspect	Indicator
1.	Appropriateness/Accuracy	The media aligns with the learning objectives The media is suitable for the material. The media is in line with the students' characteristics.
2.	Technical Quality	Appearance and design of media Composition and color selection The font size used The selection of animations and animation proportions Background music in the media
3.	Context of Use	Ease of media usage Media management Media operation system The media can be used anywhere and anytime.

This research utilizes both qualitative and quantitative data analysis techniques. Qualitative data were obtained from interview and observation activities, while quantitative data were obtained from media feasibility testing, questionnaire responses, and pre-test and post-test results. The data from the results of these activities were analyzed with the assistance of SPSS 24 for Windows and Microsoft Excel programs.

### 3. RESULT AND DISCUSSION

#### Result

The Canva-based Media Smart Apps Creator is an interactive learning media that combines visual, audio, and quiz elements to assist learners in understanding textual information accurately, thus making learning more active, meaningful, and enjoyable. Eight out of ten stages according to Sugiyono's opinion, among them:

#### *Potential and Problem Stage*

In the potential and problem stage, the author identifies issues or needs within the learning activities. The analysis is conducted through interviews with third-grade teachers. Based on the interview results with third-grade teachers regarding Indonesian language learning, it can be concluded that third-grade elementary school students require interactive learning media to facilitate their understanding of textual information and assist teachers in selecting innovative learning media as learning support.

#### *Data Collection Stage*

In the data collection stage, the author gathers information to be used as material for product planning. At this stage, the writer seeks relevant literature sources and research about the conducted study. The author also analyzed surveys of teachers' and students' needs for the developed media.

#### *Product Design Stage*

In the product design stage, the author gathers the results from data collection and formulates them into a product design to be developed. Then, the author developed Smart Apps Creator-based Canva media using Smart Apps Creator and Canva software to design backgrounds and animations according to the learning material. The Smart Apps Creator-based Canva media can be accessed via smartphones and laptops, allowing learners to study flexibly without limitations on place and time. Based on Canva media, the Smart Apps Creator is outputted in exe and app formats. The design of Smart Apps Creator-based Canva media that has been developed can be seen in [Figure 1](#) and [Figure 2](#).



Figure 1. Cover Display



Figure 2. Menu Display

#### *Design Validation Stage*

In the design validation stage, content and media experts test the developed media by filling out validation questionnaires to determine whether the media can be tested immediately or requires revisions. The results of media testing are presented in [Table 3](#).

Table 3. Media Feasibility Test Table

Respondents	Percentage	Information
Materials Expert	90%	Very Worth It
Media Expert	92%	Very Worth It

The data in [Table 3](#) shows the results of expert assessment on content and media. The material validation stage was conducted once with a score of 90%, categorized as 'very suitable.' The expert assessment states that the content suitability, learning support suitability, and language in the Canva-based Smart Apps Creator media are highly suitable for trial testing without revisions. The media validation stage was also conducted once, and a score of 92% was obtained with the criteria of 'very suitable.' The validation from media experts indicates that appropriateness, technical quality, and usage context are deemed highly suitable for trial testing without revisions.

### **Design Revision Stage**

This stage is conducted when there are weaknesses or deficiencies based on feedback from media experts and materials evaluating the product. The revision process is repeated until the experts deem the product suitable. The Canva-based Media Smart Apps Creator has been considered ideal by media and content experts; thus, it can be utilized for small-scale testing.

### **Product Testing Stage**

The next step is to implement the effectiveness and feasibility testing of the Smart Apps Creator media based on Canva on a small scale involving 12 students. The selected students as the data source in this research were chosen using a purposive sampling technique based on specific considerations. The assessment at this stage is based on the results of pre-tests and post-tests. Pre-tests are conducted before using Canva-based Smart Apps Creator media in learning activities, while post-tests are conducted after the media usage. Here are the learning outcomes from the small-group trial involving 12 third-grade students of SDN Bandungsari 02, as attached in [Table 4](#).

**Table 4. Cognitive Learning Outcomes of Small Group**

Action	Average	The Highest Score	Lowest Score	Average Difference
Pretest	40	73	13	37
Posttest	78	93	60	

[Table 4](#) shows an average increase of 37 in students' learning outcomes within the small group. The statement indicates the difference between the conditions before and after using the Canva-based Smart Apps Creator media. This stage is conducted if weaknesses or deficiencies are areas for improvement in the Smart Apps Creator Based on Canva media during small-scale trials. The assessment was conducted by analyzing questionnaires from teachers and students, concluding that the media is highly suitable for use in third-grade classroom learning activities. The final step is the trial usage phase with a large group. The assessment at this stage is taken from the results of pre-tests and post-tests, as conducted in the small-group trial. The learning outcomes from the trial conducted with a large group involving 24 students of the 3rd grade at SDN Bandungsari 02 are presented in [Table 5](#).

**Table 5. Cognitive Learning Outcomes of the Large Group**

Action	Average	The Highest Score	Lowest Score	Average Difference
Pre-test	55	93	13	28
Post-test	83	100	67	

Based on [Table 5](#), there is an average increase of 28 in students' learning outcomes. The increase in the average results indicates a difference between the conditions before and after using the Canva-based Smart Apps Creator media. Meanwhile, the N-gain test was conducted to determine the improvement in learning outcomes regarding understanding the content of informational texts, yielding results as shown in [Table 6](#).

**Table 6. N-gain Test Results**

Learning Outcomes	Average	Average Difference	N-gain	Category
Pre-test	55	28	0.66	Effective Enough
Post-test	83			

Based on [Table 6](#), the Smart Apps Creator Based on Canva media effectively enhances the ability to understand the content of informational texts among third-grade students. The statement is indicated by the average pretest score of 55 and the average post-test score of 83, with an N gain improvement test result

of 0.66 or equivalent to 65.6% in the moderate category. The Smart Apps Creator Based on Canva media is quite effective for Indonesian language learning, especially for informational text material. The author collected student feedback data through a student feedback questionnaire during the product trial to solidify the achievement of goals in the development of the Canva-based Smart Apps Creator media. The results of the student response questionnaire are presented in [Table 7](#).

**Table 7. Student Response Questionnaire**

Response	Total Score	Maximum Score	Percentage	Criteria
Students	914	960	95%	Very Good

From [Table 7](#), it can be observed that there was a positive response from students towards the Smart Apps Creator Based on Canva media in Indonesian language learning, specifically on the topic of 'Information Texts' with a sub-topic of 'Information Texts on Production Technology,' reaching 95% out of a total of 100%. From these results, using Smart Apps Creator Based on Canva media is effectively implemented in learning.

### Discussion

Based on expert assessments, the development of Smart Apps Creator media based on Canva obtained a very high percentage of suitability for use as a learning media in schools, particularly in third-grade classrooms. Smart Apps Creator is software used to create simple applications that can be installed on smartphones, computers, or laptops. The Smart Apps Creator can be used by beginners and experts, thus making it easier for students to operate the learning media generated through this software ([Wahyuni et al., 2023](#); [Rizki et al., 2022](#)). The Smart Apps Creator can contain music, videos, image animations, and other menus as supporting elements for creating the learning media ([Nurhidayah et al., 2022](#)). This can be achieved with the help of the Canva application, a learning media design application that can create images, videos, animations, and quizzes as engaging as possible, thus assisting students in understanding the learning material ([Darniyanti et al., 2023](#); [Hafizah & Samosir, 2023](#); [Masturoh et al., 2023](#)).

The assessment of material suitability conducted by subject matter experts is evaluated based on three aspects of evaluation: content suitability, suitability of learning support, and language. The validation results from subject matter experts state that the development of Smart Apps Creator media based on Canva for the Indonesian Language subject, specifically the "Information Text" topic with the sub-topic "Information Text on Production Technology," obtained a percentage of 90% and is deemed highly suitable for testing with third-grade elementary school students. Additionally, the feasibility assessment conducted by media experts, evaluated based on three aspects, namely appropriateness, technical quality, and usage context, indicates that the development of the Smart Apps Creator media based on Canva for the Indonesian language subject, precisely the "Information Text" material with the sub-material "Information Text on Production Technology," obtained a 92% rating with the category deemed highly suitable for trial testing without revisions.

The effectiveness of developing Canva-based Smart Apps Creator media, measured through pre-test and post-test score analysis, also showed an average improvement through an N-gain test of 0.66 and was considered quite effective. The acquisition can be viewed as a distinguishing component of this study from previous research ([Sutrisni et al., 2022](#)). Based on the evaluation of the product trial, the Smart Apps Creator based on Canva media is deemed effective in improving students' learning outcomes. This is reinforced by the assessment results of the student response questionnaire, which obtained a percentage of 90% with the category of excellent. The percentage value measures the difference in the level of process skills and students' learning outcomes before and after the learning activities occur ([Mulyoto et al., 2022](#); [Nurhayatin et al., 2023](#)). Thus, the Smart Apps Creator based on Canva can serve as a practical learning media for students ([Rianti et al., 2022](#); [Wati et al., 2022](#)).

This research has similarities with previous research, which found that the Smart Apps Creator learning media can improve the interview skills of students in elementary schools ([Herlina et al., 2022](#)). Other research says that Smart Apps Creator media development materials are easy to use, interactive, engaging, and by technology and the student's learning environment ([Jauza & Sujinah, 2024](#)). Apart from that, Smart Apps Creator media is considered very practical for students and teachers during the teaching and learning process at school ([Syadida & Erita, 2022](#)). Based on these opinions, using Smart Apps Creator media can improve students' understanding of learning material because it is easy to use, practical, interactive, engaging, and meets students' needs.

The results obtained in previous research indicate that the development of Canva-based Smart Apps Creator media for informational text content in class III has never been done before. This research provides new insights into innovation in developing learning media for elementary school students,

especially in class III. In addition, the development of Canva-based Smart Apps Creator learning media in education assists students in enhancing understanding and fostering active participation in the taught learning materials, thereby improving students' learning outcomes. The statement is supported by several advantages found in Smart Apps Creator media, including easy to use, media creation does not require programming because it is sufficient to input materials images and create navigation buttons, producing interactive learning media so as not to make students bored, can be customized according to needs, producing more creative and innovative learning media, not requiring much RAM, easy animation creation, and applications can be saved with results for Android, iOS, exe, and HTML5 devices (Vidianti & Putri, 2023; Susanti et al., 2021).

This research can be a learning innovation for teachers at school and can also be used by students at home. This shows that the research results become capital for teachers and students to create active, creative, and fun learning. In its use, this research has limitations in creating quiz displays that could be more diverse, so the quiz feature can only be used for designs that are still relatively simple. However, this does not make Canva-based Smart Apps Creator media unsuitable for use in learning. In reality, learning success can be produced through good learning preparation, starting from learning plans that contain structured learning steps to learning materials that are presented with exciting teaching variations for students. Thus, paying attention to the syntax/steps in learning activities is very important to make the material presented more meaningful. The results obtained are that students can develop strong understanding abilities of the material being studied. However, in the process, the learning content must be by several things, including learning objectives, students' ability to understand the material, and the ability to motivate and stimulate students' thinking and activeness in the learning process in harmony with the teaching procedures determined by existing provisions. The implications of this research show that Canva-based Smart Apps Creator media can be categorized as a variety of learning media that can be used at school and at home to help achieve learning goals, especially in learning Indonesian with informational text material in class III of elementary school.

#### 4. CONCLUSION

As assessed by the author, the Canva-based Media Smart Apps Creator for Indonesian language subjects in third-grade elementary school on information texts is deemed suitable and adequate for learning activities. The use of Media Smart Apps Creator based on Canva is considered to help students better understand the content of an information text and can assist teachers in explaining some sub-materials that are classified as problematic in the information text material. Thus, this media can provide innovation in providing learning media in the digital era.

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