



Canva-based Audio-Visual Media for the Fourth Grade Elementary School Pancasila Formulation Process Material

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ABSTRAK

Pandangan siswa terhadap mata pelajaran Pendidikan Pancasila masih menjadi mata pelajaran yang membosankan, ditambah lagi metode guru dalam penyampaian materi dengan metode ceramah. Hal ini berpengaruh terhadap hasil belajar siswa. Penelitian ini bertujuan untuk menciptakan media audio visual berbasis canva untuk meningkatkan hasil belajar siswa kelas IV SD. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE. Subjek penelitian pada penelitian ini ialah siswa kelas IVD SD sebanyak 28 siswa, guru kelas IVD, dan tim ahli (media dan materi). Metode pengumpulan data menggunakan observasi, tes, kuesioner dan wawancara. Teknik analisis data menggunakan deskriptif kuantitatif, deskriptif kualitatif, dan statistik inferensial. Hasil penelitian yang diperoleh yaitu uji ahli materi sebesar 92 % dengan kategori sangat layak, ahli media 100% dengan kategori sangat layak, uji ahli kelompok kecil 92% dengan kategori sangat layak, uji coba kelompok besar 92,6% dengan kategori sangat layak, dan uji guru kelas 96% dengan kategori sangat layak. Hasil uji efektivitas dengan menggunakan uji t-test berpasangan menunjukkan bahwa pre-test dan post-test sama-sama memiliki peningkatan rata-rata sehingga dapat disimpulkan terdapat perbedaan yang signifikan antara hasil pretest dan posttest baik kelompok kecil maupun kelompok besar. Jadi, media audio visual berbasis canva pada materi proses perumusan pancasila sangat baik, efektif, dan sangat layak diaplikasikan dalam pembelajaran karena dapat meningkatkan hasil belajar siswa.

ABSTRACT

Students' views on Pancasila Education still need to be more exciting subjects, plus the teacher's method of delivering material is the lecture method. This affects student learning outcomes. This research aims to create Canva-based audio-visual media to improve the learning outcomes of fourth-grade elementary school students. This research is development research using the ADDIE model. The research subjects in this study were 28 elementary school class IVD students, class IVD teachers, and a team of experts (media and materials). Data collection methods use observation, tests, questionnaires, and interviews. Data analysis techniques use quantitative descriptive, qualitative descriptive, and inferential statistics. The research results obtained were 92% material expert testing in the very feasible category, 100% media expert testing in the very feasible category, 92% small group expert testing in the very feasible category, 92.6% large group testing in the very feasible category, and class teacher test 96% with very decent category. The results of the effectiveness test using the paired t-test show that the pre-test and post-test both have an average increase, so it can be concluded that there is a significant difference between the results of the pre-test and post-test for both small and large groups. So, Canva-based audio-visual media on the Pancasila formulation process material is very good, effective, and very suitable for application in learning because it can improve student learning outcomes.

1. INTRODUCTION

Education is a conscious and systematic effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Gusnawan & Renda, 2017; Siswinarti, 2019). Civics SD is an educational program based on Pancasila values

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in order to build and maintain noble and moral values that originate from national culture and it is hoped that this can be realized in everyday attitudes (Desvianti et al., 2020; Magdalena et al., 2020; Sumardjoko, 2018; Winarno et al., 2020). Pancasila and Citizenship Education (PPKn) is a learning content that must be taken by students from elementary school to university level and is expected to be able to pass on a good influence in a series of values, morals, attitudes and behavior and become a culture for local residents (Ar et al., 2021; Astawa et al., 2020; Winarno et al., 2020). Therefore, PPKn is very useful and important to teach to students to provide provisions for the nation's life in the future (Nugraheni & Fathoni, 2022). This requires teachers to create an active and enjoyable atmosphere in the teaching and learning process in their classes. An alternative business that teachers can run is to use learning media in the learning process. Learning media is an integrated part of the learning series, which means that learning media has an influence on the learning process so that it can make the learning process and results run well. Learning media influences how students process and ultimately understand the material because of its important role in conveying the material (Christopher Lange & Costley, 2020; Sitorus, 2017). Learning media has a special role as a tool for creating more effective and efficient learning situations. Apart from that, learning with media also makes students interested so that students are motivated and enthusiastic about learning (Kamelia, 2019; Novita, Lina, 2019).

However, in reality, currently students' views on the content of Civics learning are still saturated learning, plus the teacher's way of delivering Civics material is using the lecture method because learning media is still limited (Arifin et al., 2018; Fitriyani & Sobayari, 2022; Nugraheni & Fathoni, 2022). Even students study Civics using the rote method so that the material studied cannot be conceptualized properly (Kus Eddy Sartono et al., 2022). Based on observations made by researchers at SDN Ngaliyan 01 Semarang, the problem found lies in the lack of use of learning media in the content of Pancasila Education, Pancasila Formulation material in class IV D. This affects student learning outcomes in the Pancasila Formulation material. This can be proven from data on Pancasila Education learning outcomes in the material for the Formulation of Pancasila class IV D at SDN Ngaliyan 01 Semarang which shows that the number of students with scores below the KKM is still large compared to students above the KKM with the percentage of completeness in learning the material for the Formulation of Pancasila being incomplete (53.57%), and complete (46.43%). The results of interviews and observations show that in the process of learning material on the formulation of Pancasila, teachers use the lecture method and students are passive and feel bored because there is no learning media that helps make the learning process more interesting. This causes students to have difficulty honing their analytical skills on the material, resulting in low grades in the Class IV D Formulation of Pancasila material at SDN Ngaliyan 01 Semarang.

An alternative that can be done to improve student learning outcomes on the Formulation of Pancasila material is to develop Canva-based audio-visual media on the Class IV Formulation of Pancasila material at SDN Ngaliyan 01. Audio visual media is a means of learning through sight and hearing to achieve learning objectives (Darihastining et al., 2020; Laaser & Toloza, 2017; Mourentina & Friska, 2022). Audiovisual media is an integrated technology in ICT that can be applied as a means of creating and disseminating digital media literacy, using a widespread content delivery mode, which results in better knowledge acquisition (Nicolaou et al., 2019; Rahmadi & Hayati, 2020). Audiovisual media technology can be implemented by educators at all levels of education as a tool used to convey knowledge through sensory stimulation in the learning process or as a tool to use concepts that correlate with skills in order to achieve more effective results through creativity (Novita et al., 2019; Nugraheni & Fathoni, 2022). Canva is an application that teachers can use to create learning media. Canva is an online design application, which provides various graphic designs such as; presentations, posters, invitations, and photo editing (Hapsari & Zulherman, 2021b; Tiara Melinda & Saputra, 2021). Canva also makes it easier for teachers to design learning media (Triningsih, 2021). Canva's learning process can help learning not be boring, making it easier for teachers and students in the learning process.

Canva-based audio visual media is in the form of learning videos, because learning videos will attract more students' attention so that students can understand the material more easily and concretely (Alfian et al., 2022; Fitriani et al., 2022; Rahmatullah, Inanna, & Tenri Ampa, 2020). Learning videos allow students to watch educational content as often as possible to gain in-depth basic knowledge (Novita et al., 2019; Wardani & Syofyan, 2018). The benefits of using learning videos include, being able to present learning material with a high level of visualization; increase student learning motivation; and expanding the potential for individualization of the educational process (Fitriani & Yudianta, 2022; Valentina & Sujana, 2021). Previous research findings show that Canva-based audio visual media in the form of learning videos is suitable for application and is effective in helping the learning process, as well as helping to increase students' learning motivation (Alfian et al., 2022; Analicia & Yogica, 2021; Rahmatullah, Inanna, & Tenri Ampa, 2020). Based on the results of previous research, it can be stated that audio visual media is an effective media and is suitable for application in the learning process because it can increase students'

learning motivation. However, in previous research there was no study that specifically reviewed the improvement in learning outcomes for material on the Pancasila formulation process for class IV elementary school with the development of Canva-based audio-visual media. Therefore, this research aims to create Canva-based audio-visual media to improve the learning outcomes of class IV students at SDN Ngaliyan 01, Semarang.

2. METHOD

The method in this research is the research and development method. The research was carried out at SDN Ngaliyan 01, Semarang. The research was developed using the ADDIE model. The ADDIE model is a teaching model that is widely used by several educational designers and trains programmers to develop education and training programs which have 5 stages, namely analysis, design, development, implementation, and evaluation (Spatioti et al., 2022). The first stage is the analysis stage. In this stage, the researcher carried out identification using teacher interviews, observations and document studies, namely data on learning outcomes at SD N Ngaliyan 01. The second stage was the design stage. In this design stage, the design developed is described in a media design starting from preparing a framework for creating Canva-based audio-visual media in the form of learning videos. The third stage is the product development stage. The product design that has been prepared is developed in the stages of organizing and creating Canva-based audio-visual media in the form of learning videos. Then, review the learning video as a result of the development before it is validated, once it is appropriate, the product is ready to be validated. Making instruments for expert teams as well as teacher and student response instruments. The instrument grid developed is presented in Table 1, Table 2 and Table 3.

Table 1. Media Expert Instrument Grid

Aspect	Indicator Evaluation	Item	Number of Items
Suitability	Media in accordance with topic learning	a. Displays initial learning competencies b. Showing learning achievements c. The combination of text, images, transitions, sound and instrumentals are integrated and related to the material	3
Appearance	Attractive appearance design	a. The size of text, images, and fonts are clearly visible in the media b. The quizzes presented in the media can be operated by all students c. The background display, image placement and animation do not interfere with the content of the material	3
	The quality or quality of the media display	a. The media display can be clearly seen by all students b. The time duration is correct	2
Usage	Media easy used by students and teachers	a. Media is easy to use b. Media can be reused	2
Superiority	Media can be understood by users	a. Media can provoke student responses b. Media can provide interactive two-way communication c. Information can be received easily by students	3
Amount			13

Table 2. Material Expert Instrument Grid

Aspect	Assessment Indicators	Item	Number of Items
Competence	Suitability of the material with the competencies achieved	a. The material is in accordance with the initial competencies of the independent curriculum b. Material is appropriate to learning outcomes	5

Aspect	Assessment Indicators	Item	Number of Items
Suitability	Suitability of material with Canva-based audio-visual media	c. Material can improve the cognitive realm d. Material can improve the affective domain e. The material can develop the psychomotor domain	4
		a. The material is presented according to the concept map b. The material in the media is easy to understand c. Images are presented in sync with the material d. Media increases students' curiosity about the material	
Language	Suitability material with evaluation learning	a. Evaluation questions are presented in sync with the material	1
	Language Clarity	a. The use of language is easy to understand b. The language used is simple c. The narrative is clear, short and informative d. Use of language in accordance with language rules	4
Amount			14

Table 3. Teacher and Student Response Instrument Grid

Aspect	Item	Amount Item
Appearance	a. The appearance of Canva-based audio-visual media is attractive b. All components of Canva-based audio-visual media are clearly visible c. The size and font used are clearly legible d. The selection of images, music instruments and tutorial sounds are precise and clear so it is easy to understand	4
Material/content	a. The material in Canva-based audio-visual media includes the history of the formulation of Pancasila b. The material presented grows students' insight and knowledge of the main material	2
Usemedia	a. Canva-based audio-visual media can be studied in large and small groups b. Canva-based audio-visual media motivates students to learn c. Canva-based audio-visual media creates a pleasant learning atmosphere	3
Time	a. The choice of time duration is correct	1
Amount		10

The research subjects included 28 class IVD students at SDN Ngaliyan 01, class IV D teachers at SDN Ngaliyan 01, media experts and material experts. The fourth stage is Implementation. The finished products will be tested regarding suitability using product validity tests by material experts and media experts; Product trials include small group trials and large group trials. The aim is to determine the effectiveness and feasibility of the product being developed. The fifth stage is the evaluation stage. After implementation is carried out, there will definitely be some shortcomings and weaknesses. Then these deficiencies and weaknesses are analyzed as materials for improving the product to make it more effective according to the indicators to be achieved. When there are no revisions, it means the media is suitable for application.

The resulting data was then analyzed using quantitative descriptive data analysis techniques. This research used 3 statistical evaluation techniques and strategies, specifically quantitative descriptive methods, qualitative descriptive methods and inferential statistical techniques. In this research, data evaluation uses inferential statistical methods, namely data processing by applying inferential statistical formulas to test hypotheses regarding product development and conclusions are drawn from the results of testing these hypotheses (Diah Purnami Dewi et al., 2022). This method is used to determine the effectiveness of the product using evaluation results of measuring instruments before and after students observe audio-visual media. In order to find out the results of the test equipment measurements, notes were

collected through pre-test and post-test. Before the tests and instruments used are given, the devices have been tested for validity and reliability. Validity is then measured using the point biserial correlation formula and reliability is measured using the Kuder Richardson 20 (KR-20) formula. Then the pre-test and post-test results distributed to students will be analyzed using a paired sample t test to understand the differences between the pre-test and post-test results. The percentage results are transformed using the criteria in Table 4.

Table 4. Expert Validation Interpretation Criteria

Percentage	Criteria	Information
0% - 20%	Totally Not Worth It	Not feasible
21% - 40%	Not feasible	Not feasible
41% - 60%	Decent Enough	Revision
61% - 80%	Worthy	Revision
81% - 100%	Very Worth It	No Revisions

3. RESULT AND DISCUSSION

Results

The results of this development research examine 3 main points, namely audio-visual media design, effectiveness and the feasibility of Canva-based audio-visual media. The media development carried out is guided by the ADDIE development model which includes analysis, design, development, implementation and evaluation. At the analysis stage, identification was carried out through observation, interviewing class teachers, and document study, namely data on learning outcomes at SD N Ngaliyan 01. Interviews were conducted with class IV D teachers where the focus of questions was on lesson content that still had many grades below the KKM, lesson content and material that is still difficult for students to understand, student attitudes in learning, then focusing on learning media. Therefore, it can be concluded in general that the less-than-optimal learning process in the Class IV Formulation of Pancasila material is caused by a lack of learning media in the learning process. Design stage, at this stage the media layout is improved in stages, including preparing a media work plan starting from preparing a framework for developing Canva-based audio-visual media in the form of learning videos. The reference in making learning videos is the product specifications that have been made. Then prepare a script to make a learning video, after that the researcher collects the desired equipment, namely the Canva application and a laptop. In the development stage, researchers compiled and created Canva-based audio-visual media. Next, the researcher checks the development results again before they are validated, if they are appropriate then the product is ready to be validated. Then prepare product validity instruments for media experts and material experts, teacher and student response instruments, and validate Canva-based audio-visual media designs in the form of learning videos carried out by media experts and material experts. The results of media development are presented in Figure 1.

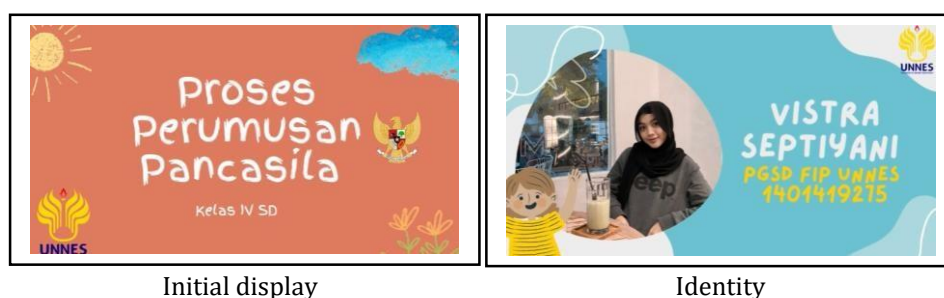


Figure 1. Media Development Results

Before carrying out the post-test, initial treatment is given to students through the use of final products that are suitable for application in the learning process, carrying out validity tests and product trials to test the suitability of the media that has been developed. Product validation through criticism from experts, namely class IV D teachers at SDN Ngaliyan 01, PGSD UNNES lecturers as material experts, and curriculum and educational technology lecturers as media experts, UNNES. The trial was carried out with 28 class IVD students at SDN Ngaliyan 01 which were divided into 5 students for the small group trial and 23 students for the large group trial. The results of the validity of audio-visual media are presented in more detail in table 4 and the results of the effectiveness test are presented in Table 5 and Table 6.

Table 5. Product Validity Test Results

No	Test Subjects	Validity Results	Information
1	Material Expert Test	92 %	Very Worth It
2	Media Expert Test	100%	Very Worth It
3	Small Group Trials	92%	Very Worth It
4.	Large Group Trials	92.6%	Very Worth It
5.	Classroom Teacher Test	96 %	Very Worth It

Table 6. Product Effectiveness Test Results (Average)

No	Test Subjects	Pre-Test	Post-Test	Sig. (2-tailed)
1	Small Group Trials	55	80	0.019
2	Large Group Trials	45	81.7	0.000

The results of the research show that the media developed, namely Canva-based audio visual, is very suitable for application in the learning process of material for the formulation of Pancasila class IV at SDN Ngaliyan 01, Semarang. The implementation stage is the stage in which a product is feasible and can be applied to the learning process to determine its effectiveness through the distribution of pre-test and post-test questions. The test was given twice, namely before using the product by students to measure the student's level of understanding of the material being taught and after the product was used by the student to measure the student's level of understanding of the material being taught. Evaluation stage, in this stage assessments and improvements are carried out in accordance with expert criticism, small group trials and large group trials are carried out to improve the suitability of audio-visual media. The results of the research show that the media developed, namely Canva-based audio visual, is very suitable for application in the learning process of material for the formulation of Pancasila class IV at SDN Ngaliyan 01, Semarang. This is proven by the results of sig. (2-tailed) < 0.05 so there is a significant difference in the pre-test and post-test results on the Pancasila formulation process material before and after the application of Canva-based audio-visual media on the material for the Class IV Pancasila formulation process at SDN Ngaliyan 01 Semarang.

Discussion

Based on research results, there are results that Canva-based audio-visual media is categorized as very good, effective, and very suitable for application in the learning process. Of course, there are many factors that make Canva-based audio-visual media suitable for use. First, choosing the right ADDIE development model in the learning video development process because it consists of 5 stages starting from analysis, design, development, to group trials both large and small and product improvements, so that it can support increasing the success of learning videos (Saragi & Tegeh, 2022). Canva-based audio visual media is applied to learning because it makes it easier for students to recognize and digest the material well because there are images, text and audio that can motivate students to learn (Alfian et al., 2022; Rahmatullah, Inanna, & Tenri Ampa, 2020). Choosing the Canva application as a support for audio-visual media can help teachers optimize the learning process so that it becomes more interesting (Hapsari & Zulherman, 2021b; Rahmawati & Atmojo, 2021). Canva-based audio-visual media in the form of videos can save time so that students pay more attention to the material.

Third, the material presented is in accordance with initial competencies and learning outcomes. The material presented is also packaged sequentially, making it easier for students to study. Material that is arranged coherently and varied makes it easier for students to digest the content of the material (Diawati et al., 2019; Handayani et al., 2017; Widiatmika et al., 2017). This audio-visual learning media based on the Canva application in video form involves several learning topics that can save time so that students focus more on the material. The material presented is in accordance with KD and KI, as well as learning objectives. This audio-visual media can train students' concentration and focus on the material being taught. The use of audio-visual media in the form of learning videos as learning media really helps the learning process so that the quality of learning is good and attracts students' attention (Putri, 2019; Setyani et al., 2021). Apart from that, the completeness of the teaching materials is in accordance with the sequence of indicators so that students can learn systematically and purposefully (Artha & Putra, 2021; Khasanudin et al., 2020). This shows that the visual learning media design using Canva that has been developed is good and attractive, including appropriate letter shapes and sizes, images, videos and animations presented that are attractive and relevant to the material, as well as choosing appropriate and attractive colors (Hapsari & Zulherman, 2021b; Tiara Melinda & Saputra, 2021). The attractiveness of the media can increase student motivation.

Therefore, using audio-visual learning media based on the Canva application can provide a deeper understanding of the material and the learning process will be more meaningful and enjoyable for students.

Fourth, this audio visual media can also sharpen students' attention and awareness of the material presented (Rahmatullah, Inanna, & Ampa, 2020). The application of audio-visual media in the form of learning videos really supports the learning process, thereby realizing better learning quality and student interest in learning (Laaser & Toloza, 2017; Setyani et al., 2021; Suharsiwi et al., 2022). Displaying audio-visual media apart from attracting students' attention, the focus of students' attention will be focused because second by second students will never be willing to (C Lange & Costley, 2020; Nugraheni & Fathoni, 2022). Canva application-based learning media makes it easier for students to carry out technology-based learning processes. Canva is able to increase student interest in learning activities and increase student motivation by presenting interesting material (Analicia & Yogica, 2021; Hapsari & Zulherman, 2021a). Canva has various and attractive designs so that the learning process is not monotonous and boring. The Canva application has a variety of attractive designs and many features provided (Hapsari & Zulherman, 2021b; Rahmawati & Atmojo, 2021). Therefore, using Canva-based audio visual learning media can provide deeper material experiences and make the learning process meaningful and exciting for students.

This finding is reinforced by previous research findings stating that Canva-based audio visual media in the form of learning videos is suitable for use and is effective in helping the learning process, as well as helping to increase student learning motivation (Alfian et al., 2022; Rahmatullah, Inanna, & Tenri Ampa, 2020). Based on several previous research results and research by researchers, audio-visual media can be declared an effective media and is suitable for application in the learning process because student learning outcomes have increased. The implication of this research is that students can learn to use learning media, especially audio-visual learning media based on the Canva application on the circumference and area of a circle. However, this product has a weakness, namely the use of audio-visual learning media based on the Canva application in the material for the Pancasila formulation process, a gadget and data package is required for online learning because it is used online. Recommendations to teachers and further research can use audio visual media based on the Canva application on the circumference and area of a circle to determine the effectiveness of this media.

4. CONCLUSION

The development of Canva-based audio-visual media in the Pancasila formulation process material is in the very good, effective and very feasible category. The results of the effectiveness test were obtained using a paired t-test, showing that the pre-test and post-test each experienced an increase in average. Therefore, the audio-visual media created can be used as a good learning medium to improve student learning outcomes, especially in the material on the Pancasila formulation process for class IV elementary school.

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