Effectiveness of using Canva Application to Improve Learning Outcomes of Tenth Grades Students

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ABSTRAK

Pengaruh penggunaan media pembelajaran suportif di zaman modern sekarang ini dikaitkan dengan rendahnya prestasi belajar siswa pada pembelajaran bahasa Perancis khususnya pada materi pembelajaran bahasa Perancis. Tujuan penelitian ini adalah untuk mengetahui efektivitas penggunaan aplikasi Canva terhadap peningkatan hasil belajar bahasa Perancis siswa kelas X. Penelitian ini merupakan penelitian eksperimen semu. Penelitian ini menggunakan teknik pengambilan sampel yaitu simple random. Pemilihan anggota sampel dari populasi dilakukan secara acak tanpa mempertimbangkan strata yang ada dalam populasi. Penelitian ini menggunakan dua kelas yaitu kelas X IPA 1 sebagai kelas eksperimen (Implementasi aplikasi Canva) dan kelas X IPA 4 sebagai kelas kontrol hanya dengan menggunakan Whatsapp. Teknik pengumpulan data dalam penelitian ini berupa tes yang terdiri dari pre-test dan post-test. Berdasarkan perhitungan uji t yang dilakukan pada kelas eksperimen dan kelas kontrol diperoleh nilai sig. 000 maka jika nilai probabilitas sig (dua sisi) atau (sig 0,05) maka Ho diterima. Jadi, terdapat efektivitas penggunaan aplikasi Canva untuk meningkatkan hasil belajar bahasa Perancis siswa kelas X.

ABSTRACT

The influence of the use of supportive learning media in today's modern times is linked to low student achievement on French language learning, especially on French language learning material. The purpose of this research was to determine the effectiveness of using the Canva application on improving the French language learning outcomes of students at tenth grade. This research is quasi-experimental research. This study is used sampling technique which is simple random. The selection of sample members from the population is done randomly without considering the existing strata in the population. This research used two classes, namely X IPA class 1 as an experimental class (Implementation of Canva app) and X IPA class 4 as a control class using only Whatsapp. The data collection technique in this research was in the form of a test consisting of a pre-test and a post-test. Based on the t-test calculations that were performed in the experimental class and the control class, the sig. 000 then if the probability value is sig (two-sided) or (sig 0.05) then Ho is accepted. So, there is the effectiveness of using Canva app to increase the French language learning outcomes of tenth grade students.

1. INTRODUCTION

Learning in the 4.0 era has experienced a significant transformation, especially in terms of the use of learning media. This era is characterized by rapid technological developments, such as artificial intelligence, Internet of Things (IoT), big data, and cloud computing (Astuti et al., 2019; Indrayana & Sadikin, 2020; Setiawan, 2019). All of this has had a huge impact on the way we access, manage and integrate media in the learning process. The introduction of learning in the 4.0 era brings us to a world where learning is no longer limited to physical classrooms. Learning media has become the main means of providing access to knowledge, skill development, and problem solving (Purwanto, 2021; Putrawangsa & Hasanah, 2018). Various media, such as learning videos, interactive simulations, online learning platforms, and digital content, have enabled more dynamic, personalized, and relevant learning. According to previous study learning media is one of the external elements that can be used to improve learning outcomes (Winarno et al., 2022). This can be achieved if the learning medium can overcome

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various obstacles, including: communication problems, limited classrooms, passive behavior of students, less important learning topics, so it is impossible to learn without media (Ariesta & Olifia, 2019; Arsal et al., 2019; Munir et al., 2022). In the recent period, the development of learning media is very diverse and innovative to apply in the learning process. One of them is the audiovisual media. Audiovisual media can be used to facilitate students' understanding of the lesson as they bring a new atmosphere to the ongoing learning process (Dewi et al., 2021; Kurniawan et al., 2022). Learning without learning media is possible, but has a number of challenges that need to be overcome. When learning is done without visual, audio, or interactive aids, teachers must rely on oral or written teaching methods only (Ariesta & Olifia, 2019; Irving, 2006). This can make learning less interactive and less engaging for students. Abstract or complex concepts may also be difficult to explain without the help of visual illustrations or simulations. In addition, learning without learning media can limit students' access to actual and diverse information that can support the learning process. Student interaction and involvement can also be limited, considering that learning media is often used to increase student involvement through interactive activities (Andarwulan et al., 2021; Septianto & Hasan, 2017). Additionally, tracking and measuring student progress can also be more difficult without learning media. Although learning without learning media can be successful in some contexts, wise and well-integrated use of learning media is usually more recommended in modern education, especially in the 4.0 era.

Based on the results of the pre-research at SMAN 21 Medan for the academic year 2022/2023, problems were found in the learning process, especially in the presentation material of a family with the students of class X Science. During the learning process, some students did not pay attention to the lesson, which the teacher said was like talking to a friend next to them, and were sleepy and the students tended to be passive in addition to the condition of students, there are also problems with educators, namely that educators always dominate classes, tend to lecture, and rarely use technology in the learning process. Students only write what the teacher gives them. If the classroom conditions are like this, then the material presented by the teacher cannot be well received by the students. It can be seen that the number of students whose learning outcomes have not reached the minimum completeness criterion is at least half of the students who have reached the minimum completeness criterion even if they have taken class X French lessons in all the majors at SMAN 21 Medan. One of the factors that influence learning outcomes is students' lack of understanding of vocabulary and grammar as well as students' motivation to learn French. There are students who are enthusiastic and passionate about learning and there are students who are just participating in the learning process. The role of educators in the learning process is very influential, in general the French language learning process in class X still uses lecture methods, demonstrations and learning models that make students less active in the learning process. The influence of the use of supportive learning media in today's modern times is linked to low student achievement on French language learning, especially on French language learning material *introduce a family*. An application that can help students learn French, namely, Canva is a graphic design application used to create social media graphics, presentations, posters, documents and other visual content. This application also provides various design examples to use. Canva consists of two types of services, namely free and paid (Lara & Pedrosa, 2017; Lastari & Silvana, 2020).

Canva Media is a popular tool in online learning that allows teachers, students, and learners to easily create various types of visual content. Canva provides a variety of ready-to-use design templates, graphics, images and intuitive design tools, making it easy to create presentations, infographics, posters, brochures and more without requiring advanced graphic design skills. In the learning context, Canva plays an important role (Larasati & Rustandi, 2022; Yundayani et al., 2019). Teachers can use Canva to create interesting and informative learning materials, which can help students understand difficult concepts better. In addition, Canva also facilitates collaboration, because teachers and students can work together to create joint projects online (Andriyanto et al., 2022; Hadi et al., 2021). Students can also use Canva in their learning. They can use this platform to create creative presentations, assignments, or other projects. With a wide selection of available templates and design elements, Canva helps students develop graphic design skills while conveying information in a more interesting way (Fitria, 2022; Monoarfa & Haling, 2021). Additionally, Canva also supports independent learning by providing tutorials and learning resources that can help students understand how to use the tool effectively. Thus, Canva Media becomes a valuable tool in increasing interactivity, creativity and learning effectiveness in the digital era (Rahmatullah, 2020; Rahmawati & Atmojo, 2021). Referring to the above issues, it is hoped that using the Canva app can improve the learning outcome of the students. The Canva app can be a valuable addition to the educational toolkit, enhancing the quality of teaching and learning, and ultimately contributing to improved learning outcomes. However, it's essential to ensure that Canva is used effectively and purposefully to align with specific learning objectives and goals. The aims of this study is to analyze the

effectiveness of using the Canva application on improving the French language learning outcomes of students in class X at SMAN 21 Medan.

2. METHOD

Quantitative research methods are research directed towards empirical data in the form of numbers or facts that can be calculated. In this research using experimental research. The form of this research design is quasi-experimental, using a pretest-posttest design using a control group. The research design was carried out on two groups of samples, from the two groups, one as the experimental (treated) group and the other as the control (no treatment) group (Madadizadeh, 2022; Thyer, 2012). To see the effect of the experimental treatment and the control treatment, the experimental group and the control group received a pretest (initial test) and a posttest (final test). The sampling technique in this research used simple random sampling. The sample is part of the number and characteristics that the population possesses. If the population is large and it is impossible for the researcher to study everything in the population, for example due to limited funds, manpower and time, the researcher may use samples taken from that population. Thus, the sample for this research is the entire population or all students of class X IPA at SMAN 21 Medan for the academic year 2022/2023 which consists of 2 classes with a total of 82 students. Data analysis method is consist of prerequisite test such as normality test, homogeneity test, and continue to T-test.

3. RESULTS AND DISCUSSION

Result
Description of data

This research was conducted with the aim of knowing the effectiveness of using the Canva application to improve the learning outcomes of French class X students at SMAN 21 Medan. The learning success indicator is measured using a test. The data described are data obtained from the results of the aptitude test in the material to present a family, which consists of 10 questions. Student pretest results is show in Table 1.

Table 1. Student Pretest Results

Class	Average value
Control	50
Experimental	60

Judging from the data acquisition Table 1, the pre-test values for X IPA class 1 (experience class) are 60 and X IPA class 4 (control class) are 55. It can be concluded than class X IPA 1 (experience class) has a higher score compared to the value (Value) classified X IPA 4 (Control Class). Student post-test results is show in Table 2.

Table 2. Student Post-Test Results

Class	Average value
Control	75
Experimental	88

The results in Table 2 show that the average post-test score for the experimental class is 85 and for the control class is 60. We conclude that the experimental class of 70 has a higher value compared to the control class. The researcher analyzes (analyzes) the categories or indicators of the concept comprehension test using the normalized n-Gain values. The following values are obtained by subtracting the posttest scores from the pretest scores and dividing the maximum scores from the pretest scores. Here is the result of the n-Gain calculation:

Table 3. The Results of the n-Gain Test

Class	n-Gain	Information
Control	0.50	Medium
Experimental	0.72	Maximum

The results on Table 3 show that the n-Gain value obtained for class X IPA 1 (experience class) is 0.72 and class X IPA 4 (control class) is 0.50. It can be concluded that the value of n-Gain of class X IPA 1 (class of experience class) is superior by the high criteria and class X IPA 4 (class of control) with moderate criteria. Acquisition data from n-Gain is show in Figure 1.
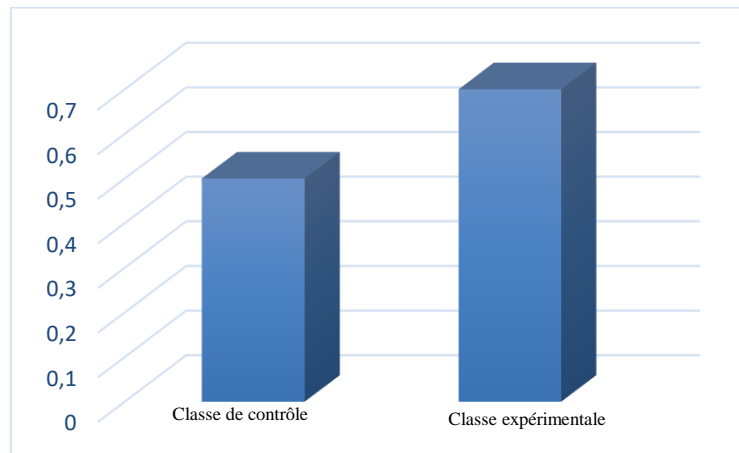
Figure 1. Acquisition Data from n-Gain

Prerequisite Test analysis
Normality test

The following test aims to see whether or not the data is normally distributed/normally distributed. The normality test used in this study is the one-sample Kolmogorof Smirnov test. Normality test is used in Table 4.

Table 4. Normality Test Result

Class	Valeu	Sig
Experimental	*Pretest*	0.062
	Posttest	0.071
Control	*Pretest*	0.051
	Posttest	0.075

Based on Table 4 the researcher knows that the normality test results for the pre-test and post-test data in the experimental class show a significant value greater than 0.05 (sig > 0.05), which means that the data is normally distributed. Meanwhile, the normality test results of the pre-test and post-test data for the control class also showed a significance value greater than 0.05 (sig > 0.05), which means that the data were normally distributed.

Homogeneity test

The homogeneity test is carried out after obtaining the results of the previous normality test. Homogeneous test in research uses the test of homogeneity of variances test. The result of homogeneity test is show in Table 5.

Table 5. Homogeneity Test Result

Data type	Levene Statistic	Df3	Df2	Sig
Pre-test	3.576	1	87	0.062
Post-test	3.954	1	87	0.051

Based on Table 5, the results of the homogeneity test for the pretest and process data show a significance number greater than 0.05, so the hypothesis that the variance between groups of variables independent in the results of the pretest and posttest data is not different. May be accepted or declared as homogeneous.

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Hypothesis test

Once the pre-test is completed, it will be performed and all data has been declared normal and homogeneous, then a t-test is performed. The result of t-test is show in Table 6.

Table 6. Results of t-Test

Class	Learning Outcome		
	Df	Valeur t	Valeur sig
Control	85	-25.545	0.000
Experimental	84.8	-25.545	0.000

Discussion

Based on data analysis, this research concludes that the use of the Canva application significantly improves the learning outcomes of class. The results of this research show that technology, especially the Canva application, can be an effective tool for improving student learning outcomes. Using Canva allows students to develop graphic design skills, visualize the concepts they learn, and create engaging presentations (Amrina et al., 2022; Christiana & Anwar, 2021; Melinia & Nugroho, 2022). This helps students to be more engaged in learning and facilitates better understanding of the course material. Apart from that, using Canva also opens up opportunities for educators to create learning materials that are more interesting and attract students' attention. As such, the Canva app can be a valuable resource in an educational context (Churiyah et al., 2022; Salam & Mudinillah, 2021).

Using Canva in learning allows students to develop their creativity. They can easily create engaging visual materials, such as info graphics and presentations that are more engaging compared to traditional methods (Wijayanti, 2022; Yundayani et al., 2019). This has the potential to motivate students to participate more and be active in the learning process. Positive results also show that Canva can help students understand and absorb the material better. Visualizing learning concepts in graphic form can help students relate information in a more concrete and easy to understand way (Irving, 2006; Schunk & DiBenedetto, 2020). Using Canva also helps students develop visual communication skills. These skills are critical in an increasingly visually connected world, and can prepare students to face communication challenges in a variety of future contexts. It is in line with previous study that conduct a test to obtain the effect of using the canva application on social science learning outcomes of grade VII students of UPT SMP Negeri 3 Pitu Riase (Harahap et al., 2021).

Based on the research results obtained, it can be concluded that the Effect of Using the Canva Application on the Social Science Learning Outcomes of Class VII Students of SMP Negeri 3 Pitu Riase, this shows that the working hypothesis states that There is an Effect of Using the Canva Application on Social Science Learning Outcomes of Class VII UPT Students SMP Negeri 3 Pitu Riase, accepted. These results are also supported by other research which is classroom action research which consists of two cycles which include planning, action implementation, observation and reflection stages (Amri, 2023). Research shows that learning outcomes in cycle I were 42.85%, cycle II were 57.14% and learning outcomes at the end of cycle III were 80.95%. This increase in learning outcomes is in line with student learning activities in asking questions and answering questions which are increasing. Although the results of this research show the positive impact of using Canva in learning, there are still several aspects that need to be explored further. It is important to check to what extent the Canva app can be used for various learning materials and whether its effectiveness remains consistent. Further research could try to integrate Canva in various subjects and learning topics. The use of Canva also depends on the teacher's ability to use it effectively. Further studies could examine the impact of teacher training in implementing Canva in learning. Additionally, it is also important to measure the long-term effects of using Canva in learning. Will this positive impact continue and have an impact on long-term learning outcomes.

4. CONCLUSION

Based on the data analysis and discussion, the researcher concluded that it was effective to use the Canva app for learning success. This can be proved by the average value of n-Gain in the experimental class in the higher class than the control class. In the control class, the average value of n-Gain of the students is 0.50 and in the experimental class, it is 0.72.

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