LEARNING MEDIA DEVELOPMENT PLAN CANVA BASED ON NONFICTION TEXT READING ABILITY IN GRADE C STUDENTS IN PHASE

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ARTICLE INFO	ABSTRACT

Abstract: Penelitian ini bertujuan untuk menghasilkan media pembelajaran melalui Canva yang valid, praktis, dan efektif untuk keterampilan membaca teks nonfiksi. Guru yang kreatif dan inovatif membutuhkan keterampilan untuk membuat dan menerapkan media untuk meningkatkan pembelajaran bagi siswa. Penelitian ini menggunakan metodologi penelitian Research and Development (R&D). Model pengembangan menggunakan ADDIE yang terdiri dari lima tahap, yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri dari 20 siswa kelas V SD Negeri 02 Plaosan. Instrumen penelitian menggunakan angket untuk validasi produk, angket respon siswa untuk melihat kepraktisan media, dan posttest untuk melihat hasil belajar siswa. Hasil penelitian menunjukkan bahwa rata-rata hasil uji validasi ahli media sebesar 78% sehingga dinyatakan valid, hasil uji ahli materi memperoleh rata-rata 86% sehingga dinyatakan sangat valid. Uji kepraktisan yang dilakukan setelah uji coba kepada siswa sebesar 98% yang termasuk dalam kriteria sangat praktis. Tingkat keefektifan yang diperoleh sebesar 95% yang termasuk kriteria sangat efektif dengan 20 siswa yang tuntas dan 1 siswa yang tidak tuntas. Dengan demikian disimpulkan, media pembelajaran Canva untuk kemampuan membaca teks nonfiksi merupakan media yang valid, praktis, dan efektif.

Abstract: *This research aims to produce learning media through Canva that is valid, practical, and effective for nonfiction text reading skills. Creative and innovative teachers need skills to create and apply media to enhance learning for students. This study used Research and Development (R&D) research methodology. The development model uses ADDIE which consists of five stages, namely analysis, design, development, implementation, and evaluation. The research subjects consisted of 20 IV grade students at SD Negeri 02 Plaosan. The instruments used questionnaires for product validation, student response questionnaires to see the practicality of the media, and posttest to see student learning outcomes. The results showed that the average result of the media expert validation test was 78% so it was declared valid, the material expert test results obtained an average of 86% so it was declared very valid. The practicality test conducted after the trial to students was 98% which was included in the very practical criteria. The effectiveness level obtained was 95% which included very effective criteria with 20 students who were complete and 1 student who was not complete. Thus it is concluded, Canva learning media for nonfiction text reading ability is a valid, practical, and effective media.*

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A. INTRODUCTION

The development of science and technology has progressed rapidly. This has a major impact on the world of education. Technological developments have caused many changes in the learning process. Currently, the era of education requires school institutions to adapt to technological developments with the aim of improving the quality of education. The benefits of information technology are very real in education (Rosiyana, 2021). However, keep in

mind that the existence of negative impacts cannot be ignored either. In learning activities, technology is used by teachers to enrich the learning process. Therefore, it is important for related parties to understand and utilize technology wisely.

Reading is one part of learning Indonesian that is less popular and understood by students. (Zakiyatunnisa et al., 2019) explains that reading comprehension is the activity of connecting new information with old information. Reading activities

play an important role in human life in various fields. Reading is not just a skill, but also the ability to understand the contents of the reading. This was conveyed by (Alpian & Yatri, 2022) that reading without understanding the contents of the reading is a meaningless activity.

Low reading literacy is still experienced by education in Indonesia, one of which is focused on elementary school students. Hasan et al., (2022) found that there were still some students who experienced difficulties in comprehension skills on story texts. Students are less able to retell the contents of the story text that has been read and have difficulty making conclusions.

Based on observations of fourth grade students at SDN 02 Plaosan, literacy skills, especially reading nonfiction texts, are still low. This is evident from the average score of competency in finding the content of nonfiction text of 74 which is still below the KKM of 75. Students are still not accustomed to reading long passages and understanding the content of information in nonfiction texts.

Nonfiction reading ability is the ability to understand and recognize the content of text in the form of letters, words, and sets of sentences (Purwati et al., 2023). Grade IV students at SDN 02 Plaosan have read fluently, but to predict by answering questions related to the content of the text, many are still not correct. In fact, elementary school students in phase B classes already have metacognition knowledge. Students' reading learning patterns are still passive, students are asked to read silently. Students are not given the opportunity to read aloud in class. After reading, students are asked to answer short questions from the teacher. Students are not accustomed to solving questions that make students think critically/problem solve in the text they read. Previous reading sources only relied on books from the government. Nonfiction text information should not only rely on books. Juniar et al., (2023) explained that if teachers provide facilities conventionally, students are not maximized in achieving good learning goals.

The problematic issue of reading texts is Ginayah et al.'s research (2024) that the lack of students' reading skills and the lack of independent learning media outside of school. Student handbooks in class are also limited, cannot be used outside the classroom. Student interest and motivation to learn are lacking. It is proven that students pay less attention to the teacher when learning reading skills. Therefore, the use of media variations in learning is very important to foster students' interest in learning to read.

The form of students' difficulties in reading text is students in finding the main idea of the paragraph. Students have difficulty in dealing with sentences that are too long, lack of vocabulary recognition, and understanding the main idea, explanatory or supporting ideas. External factors include the use of inappropriate methods so that students are less interested during learning. Teachers play an important role in creating an interesting learning atmosphere, namely creating a pleasant atmosphere. A pleasant learning atmosphere can arouse students' interest and ability to play an active role (Suprihatin & Hariyadi, 2021).

Based on the reading problems above, the condition is very concerning so it needs to be addressed immediately. To overcome the problems in reading nonfiction texts in grade IV students, researchers choose effective and relevant learning media, namely Canva media. Learning media support is one of the determining factors for learning success because with interesting and relevant media, students can gain maximum learning understanding.

The use of Canva media makes it easier for teachers to design learning materials and makes it easier to explain the material. Creative and innovative teachers need the skills to create and implement media. Canva is a graphic design platform that can be used to create a wide variety of projects, for example for social media, presentations, posters, documents and other visual content (Ningrum et al., 2024). Canva makes it easy for users to create designs with professional results. Canva can be utilized to enhance teacher creativity by packaging learning into interactive modules that engage students and provide feedback (Pelangi, 2020).

The choice of Canva media because elementary school students already understand technology and know how to apply it in learning. Canva offers several advantages. Canva is available anytime and anywhere, namely the web, Google Play, and the App Store. In addition, Canva offers several features that create attractive and interactive designs and templates that can be used, upload photos, sounds,

videos, links, add fonts, hyperlinks and insert various shapes and animations, set transitions and durations (Maharani & Barus, 2024). These features can be utilized as needed.

Canva has several advantages, including making it easy to create designs, offering a variety of templates, providing various design elements such as icons, graphics, shapes, and backgrounds that can be used to decorate designs. It has a collaboration feature that allows multiple users to work simultaneously on one design, thus facilitating collaboration between teachers and students in developing learning media. Some of these advantages are that Canva can design non-fiction text reading materials to be more interesting by utilizing images, animations, and color play. The reading ability material can then be easily saved and accessed by teachers to be shared with students (Ningrum et al., 2024). An attractive design can attract students' interest in reading, but the use of Canva must still be directed at the predetermined learning objectives.

Canva is an online graphic design platform that provides a variety of templates and designs that can be used as learning media in reading skills. Canva offers many interesting templates that can arouse students' interest in learning and reading (Ginayah et al., 2024). Canva can also be used to explore the creative side of teachers and students in the process of learning to read and presenting interesting reading materials, so that it has an impact on learning outcomes. Thus, with diverse and interesting designs, learning will be more interesting and very meaningful.

Based on the background above, this study aims to create and produce Canva learning media for reading skills. This learning media includes non-fiction text materials designed for reading grade IV elementary school students. Therefore, media development research was conducted at SDN 02 Plaosan Madiun.

B. RESEARCH METHODS

This study uses the Research and Development (R&D) research methodology, which is a research method used to create new products and test product effectiveness. The development model uses ADDIE which consists of five stages, namely analysis, design, development, implementation, and evaluation (Lu, 2021). This model has systematic, uncomplicated stages.

The subjects of the study consisted of 20 grade IV students at SD Negeri 02 Plaosan. The study was conducted in September 2024. The data collection technique used a questionnaire and test. The questionnaire aims to determine the validity of the product developed and collect opinions from experts. The evaluation of this learning media involved 1 media expert and 1 material expert, and 20 students. Validation data was obtained after distributing the questionnaire via Google Form and filling in the online link using a Likert scale. The product assessment scale table used is as follows.

Table 1. Product validation assessment scale

Mark	Evaluation
10	Very good
9	Good
8	Pretty good
7	Not good
6	Hurry upk

The test method used to find out learning outcomes through a posttest (after product trial) with multiple choice questions that are done through Google from This test aims to test the effectiveness of the media that has been created on student learning outcomes (Nalurita et al., 2013). The data is then analyzed using the test
The percentage score obtained determines the quality of the media that has been created. The following are the criteria according to (Arikunto, 2017).

Table 2. Validation Criteria Percentage

Percentage	Criteria
91% -99%	Very Valid
70% -89%	Valid
31% -61%	Less Valid
30% -50%	Less valid
0% -33%	Invalid

Validation criteria are a comparison of the percentage obtained with existing criteria to find out whether the presentation can be explained using the predetermined criteria.

Table 3. Percentage of Student Response Results

Percentage	Criteria
81% - 100%	Very Valid
61% -80%	Valid

41% - 60%	Less Valid
21% - 40%	Invalid
0% -20%	Totally Invalid

Effectiveness analysis is carried out through a posttest (learning outcomes) by students at the media trial stage. Posttest data shows the effectiveness category. Effective if the percentage of learning outcomes through the Canva media developed in accordance with the minimum completeness. Calculate the number of students who achieve completeness of learning outcomes by calculating the percentage using the following formula.

$$P = \frac{\text{number of students who completed}}{\text{total number of students}} \quad X \quad 100$$

P = percentage of student's score.
After that, to measure the effectiveness of the media, use the following value criteria guidelines.

Table 4. Effectiveness Assessment Criteria

Completion Percentage	Criteria
P > 80%	Very effective
60% < P ≤ 80%	Effective
40% < P ≤ 60%	Quite effective
20% < P ≤ 40%	Less effective
P ≤ 20 %	Ineffective

C. RESULTS AND DISCUSSION

1. Research result

The results of the development of Canva-based learning media on the ability to read non-fiction texts through the development of the ADDIE model, namely the analysis, planning, development, implementation, and evaluation stages. The results obtained are as follows.

Analysis Stage, namely the researcher collects information, observes the conditions that occur from the perspective of teachers and students, the curriculum used in SDN 02 Plaosan class IV. The learning material is the main idea with learning outcomes: mThrough the activity of reading non-fiction texts, students can explain the main ideas andnsupporting ideas from a text that continue to increase according to its level. Students can actively participate in discussions by responding to statements from discussion partners, using keywords that are relevant to the topicmThrough reading non-fiction texts, students can develop more

detailed categories based on their understanding of the writing and images in informational texts.

The second analysis, namely the analysis of the practicality of the media which includes materials, examples / videos, and questions on the media, the ease of obtaining the media, and the skills of educators in operating it. Well, the next analysis of the material on the learning media is carried out by identifying the material to determine the main idea in non-fiction texts. Practice in understanding the knowledge of the material to determine the main idea in non-fiction texts at SDN Plaosan 2 is only focused on the material in the student's book and explanations from the teacher through lectures. It can be seen that students have difficulty in determining the main idea in non-fiction texts.

In the Canva-based learning media, it contains material (understanding) of the main idea, examples with non-fiction stories, and questions to better understand the understanding of the material to determine the main idea in non-fiction texts. In this analysis stage, the researcher found that students' difficulties in reading skills, especially in reading non-fiction texts and determining the main idea of non-fiction texts in learning that tends to be monotonous and not interactive. So that in learning, students feel bored and tired of getting learning materials, then the researcher conducted an analysis of the tools and the creation of interactive media, an application or website that has the name Canva which can be accessed by downloading the apk on the play store, windows store, or App store.

Design Stage, namely planning product creation, planning materials included in the media. Researchers design materials developed using the Canva application, starting from finding materials, determining learning concepts, determining background themes that aim to make it easier for students in learning activities. The materials displayed on Canva-based learning media include: material titles, understanding main ideas, characteristics of main ideas, how to determine main ideas in non-fiction texts.
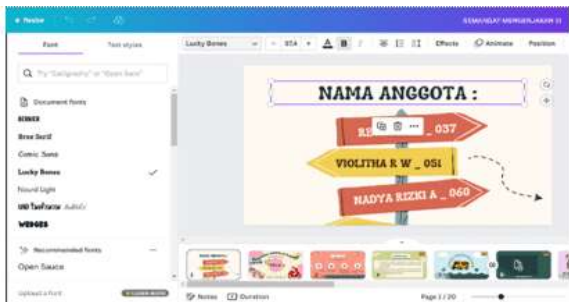
Figure 1. Canva Features First Look

Figure 2 researchers pay special attention to choosing the right color, attractive background, and the type and size of font used. The Canva-based learning environment uses a pink background on the main menu page and then in each sub-chapter the material is different in color but still with the same shade. Also different writing colors with different fonts. Clear and easy-to-understand language, adjusted to the level of student development, is used in creating media materials.

Development Stage, which is implementing all the designs that have been made in the previous stage which will then be processed in the Canva application on the page https://www.canva.com/id_id/ . The main menu on Canva can select the planned design because basically in the canva media there are several design features in it. Such as making mind maps, presentations, comics, invitations, and so on. To create learning media that will be developed by researchers, you can select the presentation button.

Figure 2. Main Menu Image of Developed Media

On the home page displayed by the researcher, there is a "start" menu tab that can be clicked and will display the next slide in the learning video. On this main page, the researcher chose to use a pink background with various decorations that aim to arouse students' enthusiasm for participating in learning. On the main page, the researcher's identity is also displayed, namely group 7 from class 6B of PGRI Madiun University. Some of the images chosen may not be related to the main idea material.

However, by looking at the title of the material, the researcher feels free to choose the nuances of the decoration to be chosen.

Figure 3. Topic Image

Figure 5 contains 4 topics contained in the media product that has been developed by researchers, where each topic choice can be clicked and will go directly to the desired page. On this page, choose a pink nuance that is still in line with the theme chosen by the researcher, each point on this page can be selected according to the wishes of the user.
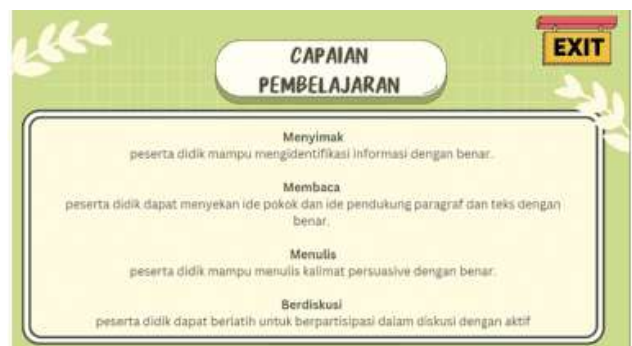

Figure 4. Learning Outcomes Section

On this page, the researcher chooses a font, namely "bree serif" which according to the researcher is suitable for application because of its cute shape, but does not reduce the clarity of reading for elementary school students. This page contains learning outcomes that will be achieved by students in learning using canva-based media. This page also has an exit button which if selected by the user will return to the main page.

Figure 5. Product Interior Image

The image above shows the main page to the main idea material and persuasive sentences, the researcher chose a sky blue background combined

with a bottle green color that will add a warm atmosphere to the display. On each page of the learning media there is an "exit" menu which if clicked will go to the main menu, namely the menu of 4 main topics of discussion, by providing this menu users will have no difficulty returning to the home page.

Figure 7. Image Link for Reinforcement Question Work

In the media that has been developed by this researcher, a link can also be inserted as shown. This makes it very easy for a teacher if they want to combine several learning media in an activity. On this page, the selected background remains pink with the addition of several flower ornaments that are very suitable for elementary school students' learning. The exit button is also still found on this page so that users can access it more easily.

Figure 8. Reinforcement Question Page

On the previous page if the link is clicked, a reinforcement question page will appear that combines other websites, namely wordwall equipped with wrong features and how to correct them. Some of the questions on this website still refer to the learning outcomes to be achieved, in the form of determining the main idea in non-fiction texts.

After product development is complete, a product validation test is conducted to determine the feasibility, advantages and disadvantages of the media. The following is the result of the presentation of the analysis of Information and specialist answers about the products produced by students.

Media Validation

This validator is named Mr. Yusron Ashari, S.Kom, M.Pd. The following is results Canva application-based interactive media validation test.

Table 5. Media Test Results

Aspect	Indicator	Score
Visual	Appearance conformity with background	8
	Interesting color combination	8
	Matching image and animation settings	7
	Suitability of image presentation to the material discussed	7
	The text animation displayed is clear and attractive	9
	Total Score	39

Media expert validation results

$P = f : N \ x \ 100$

= 39 : 50 x 100

= 78%

P : validation percentage

F = Total score from data collection results

N = Maximum score

Based on the validation test that has been carried out with expert validation, the results show that the media that has been developed by researchers is quite valid, only there are several points that are lacking in their suitability. Improvements or revisions to the points of Suitability of image and animation settings and Suitability of image presentation with the material discussed will be carried out after receiving feedback from the media validator. This objective or multiple-choice text is used in the effectiveness test of student learning outcome product.

Subject matter expert validation

The validation of the material expert is a resource person from a teacher who holds a master's degree in Education. The following are the test results from the Canva application development media material expert.

Table 6. Material Expert Test Results

Aspect	Indicator	Score
Content suitability	Connectedness with KD and indicators	10
	Systematic presentation of material	8
	Images that support clarity	9
	Attractive appearance	9
Presentation eligibility	Understanding material using media	7
	Matching color combinations, text and images	9
	Image Clarity - images	9

Language eligibility	Clear sentence structure	8
	The language used is communicative	9
	The language used is in accordance with EYD	8
	Total score	86

P = f : N x 100

= 86 : 100 x 100

= 86

P : validation percentage

F = Total score from data collection results

N = Maximum score

Based on the overall average results of the feasibility of content, feasibility of presentation, and feasibility of language that have been tested by the validator, it results that the media development of the Canva application in reading skills is included in the criteria of "very valid". comments from the validator only in the section on determining the main idea will be clearer if applied directly using Exercises in non-fiction texts. This objective or multiple-choice test is used in testing the effectiveness of student learning outcome products (Ponza et al., 2018).

Implementation Stage

In this fourth stage, the application is carried out to students as users in the media that has been successfully developed by the researcher. This is done in order to determine the feasibility of products in improving the quality of student learning.

The trial was conducted by 20 elementary school students. After the researcher presented the main idea material in non-fiction texts based on Canva application development media. This trial was conducted in two ways, namely by looking at student responses through questionnaires and providing a posttest to see student learning outcomes. The following table shows the results of student responses to Canva learning media.

Table 7. Student Response Questionnaire Results

No	Respondents	Total Score
1	air conditioning	10
2	LI	10
3	KK	9
4	M N	10
5	HJ	10
6	RR	10
7	TY	9
8	GG	10
9	HU	10
10	HH	10

Total Score	98
Percentage	98%
Practicality Criteria	Very Practical

Based on the practicality trial of the student response questionnaire, the results of the student responses gave a positive statement if the student filled in "YES" got a score of 1, while the student who filled in "NO" got a score of 0 and for the negative statement if the student filled in "YES" got a score of O, while the student filled in "NO" got 1. The results of the questionnaire obtained a practicality value of 98%. This means that the Canva media for the ability to read non-fiction texts that have been developed can be said to be very practical.

The trial was in the form of a posttest using multiple-choice questions totaling 15 questions. The following are the results of the trial on 20 students.

Table 8. Student Learning Outcomes Test at Posttest

No.	Student Initials	Posttest score
1	AR	100
2	BQ	95
3	US	90
4	A.F.	100
5	AM	95
6	AL	95
7	HG	95
8	AL	95
9	TR	74
10	TY	80
11	VT	90
12	LS	95
13	NC	90
14	NA	90
15	NE	80
16	MS	70
17	A-Z	85
18	IN	90
19	KA	95
20	NT	95
	P	95%

Based on the table above, the learning outcomes of students from SDN 02 Plaosan school were 19 students who got scores above the KKM, only 1 student got a score below the KKM. Thus, the P value is the final percentage of student learning outcomes of 93%, meaning that Canva learning media is effective for students' non-fiction reading ability.

Evaluation Stage, this stage is the final improvement stage to perfect the deficiencies that have been conveyed by the validator. The goal is that

no more obstacles are found and the delivery of the results of the Canva application development learning media product can be used properly.

Process learning is organized interactively, inspiringly, fun, providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students. Therefore, the use of development media based on the Canva application is very suitable for reading learning as an interesting learning medium.

2. Discussion

This study is similar to the study conducted by (Pujawan, 2012). This shows that classroom animation has a significant influence on student learning outcomes. There is a significant difference in student learning outcomes before and after using animation learning. Other studies also show that the use of media in learning can improve student learning outcomes (Ningsih et al., 2024). The development of this technology not only affects the industrial world, but of course all aspects of human life, especially the world of education. Education in our country has recently changed from direct education (offline).

Canva is an application that can be used as a means of learning while learning. According to (Maeswaty, 2023), Canva has 2 functions related to the learning process, namely as a complement and a substitute. In this study, teachers can use Canva in developing learning tools for reading non-fiction texts. Canva can be shared by teachers in answering to help answer technology needs.

Canva offers features or templates in making videos. Educational videos in this study are theoretical material videos about non-fiction texts. This aims to increase teacher creativity in designing educational materials (Songkhro et al., 2022). Teachers can be creative in choosing the desired template. If you want to make a presentation, you can choose the presentation options available on the Canva homepage. After that, Canva also provides a show layout. Teachers can choose interesting models for the show. The attendance material created can be saved in the Canva archive which is linked to the user's Google account and can be downloaded for free.

Learning media is anything that can be used to direct messages from sender to recipient, thus stimulating students' thoughts, feelings, attention and interest in learning (Bulkani et al., 2022). This learning environment is very necessary to increase students' desire and interest in new students in the learning process (Suwannaphisit et al., 2021). However, in practice, there are still many teachers who have not implemented an innovative learning environment, not only do they not use media, but the learning environment in schools does not exist at all (Müller & Mildenberger, 2021). Animated videos are a combination of moving audio-visual media. Audiovisual media is based on the senses of hearing and sight. School children (SD) usually learn 45% by hearing and seeing (Satriani et al., 2022).

Canva's development of non-fiction reading skills is packaged to increase the attractiveness of topic presentation and students' learning motivation. The non-fiction texts presented are also based on real-world stories of children so that students are more motivated if the lessons bring them to the real world, according to the development of elementary school students' maturity. Robbi Fathoni & Indrawati, (2022) stated that motivation motivates students to behave, including teaching and learning.

The benefits of learning media can help facilitate learning for students and facilitate teaching for teachers. Learning methods and media are seen as 2 things that cannot be separated. Effective learning will be realized with the right methods and media, with a synchronous relationship between the two so as to realize high quality learning. With the existence of learning media, it makes it easier for students to understand the material. For teachers, learning media helps in clarifying the delivery of material to students (Wirasasmita et al., 2015). Through aids, abstract teaching concepts (themes) can be realized in concrete form. This is certainly needed by students at the elementary school level because based on Piaget's cognitive development theory, children aged 7-11 years are in the concrete operational stage. At this stage children need concrete objects when learning.

D. CONCLUSION AND SUGGESTIONS

Based on the results of the existing research, it is concluded that Canva learning media for non-

fiction reading skills is a valid, practical, and effective media. This is evidenced by the average validity of the two expert validators of 82% which is included in the very valid criteria, the average practicality with a percentage of 98% which is included in the very practical criteria, and the effectiveness obtained is 95% which is included in the very effective criteria with 20 students who completed and 1 student who did not complete.

The study suggests that research related to Canva learning media for reading skills that can be developed can be used as motivation to be more enthusiastic about learning to read and it is hoped that educators will pay attention to media that can attract students' attention during learning. In addition, learning development media in reading skills through Canva can be developed at junior high school, high school, and college levels. The learning media can contain many features that can be utilized in various specific activities. The researcher hopes that with the availability of various digital media, especially Canva, teachers can train themselves more to be fluent in creating digital media, especially Canva media.

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