

The Influence of Canva Learning Media on Economic Learning Outcomes

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Abstract

Media-based learning has become the main focus of efforts to improve the effectiveness of the educational process in this digital era. Canva is a design program that acts as a learning medium, used by educators as a tool that facilitates students in digesting and understanding learning materials. With a variety of attractive templates and features, Canva helps create a creative and engaging learning environment for students. This study aims to determine the results of economic learning by using Canva learning media for class XI students of SMA 109 Jakarta. In this study, using a quantitative experimental approach, the method used was a True Experiment, and the design used was a posttest-only control group design. Sampling using saturated samples, namely the sampling method with the entire population being sampled. The instrument used in this study was a multiple-choice test sheet. The instrument measurement technique uses a multiple-choice question test that is declared valid using the Point Biserial Correlation and reliability test using KR-20 Analysis of learning outcomes using t-test. Data from this study using the final test given after the material has been taught to the students by using Canva learning media. Based on the analysis results, $t_{count} > t_{table} = 3.774 > 2.008$, so that H_1 is accepted and H_0 is rejected. So, the Canva learning model affects the economic learning outcomes of class XI students. The use of learning media contributes significantly to improving student learning outcomes. This research makes an important contribution in supporting the development of more effective and innovative learning strategies in the educational environment.

Keywords: blended learning; artificial intelligence, competence

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INTRODUCTION

Learning is a process carried out by a person to obtain information and knowledge (Sholehah et al., 2024). Education as a subsystem is an aspect of life that is influenced by various interrelated external aspects (Rionard & Taek Paulus, 2024). In an educational environment, learning and learners play a very important role in achieving educational goals. Learning and learners help students realize their potential and improve their quality of life (Kamal & Faizah, 2024). Learning becomes an expected outcome of the learning experience. Learning involves the delivery of information, the use of learning methods or strategies, and the existence of a structure or curriculum that guides students.

Education is very important for every generation, especially the younger generation, to improve the ability to think well and increase knowledge (Dwanda Putra et al., 2024). Learning can be defined as a process of interaction between students, teachers, and learning resources in a learning environment based on Law Number 20 of 2003 concerning the National Education System. Learning Science is scientific research that examines the basic principles underlying the learning process, intending to describe, understand, or improve learning across different developmental stages and contexts (Privitera et al., 2023).

The purpose of education itself is to produce young people who can produce works that can make the nation and state proud, not only education is also able to develop creativity in a person (Azizah et al., 2022). Because there are so many factors that affect student learning outcomes at school, this requires creative teachers who can make learning more interesting and attractive to students (Suratno et al., 2023). Learning activities involve information and a strategically arranged environment to facilitate student learning. The environment is more than just a place; the environment also includes the methods, media, and devices needed to convey information (Jamil Suprihatiningrum) deep Journal (Nurulhidayah et al., 2020).

According to Supiyono in the book (Nurfadhillah, 2021) learning media is a teaching tool that makes it easier for students to learn because the media can make abstract things more concrete. The rapid development of technology changes behavior, especially in education, and affects the use of media in learning. The utilization of information technology in education can provide convenience for educators and students in carrying out the learning process (Yulianti & Sulistiyawati, 2020). Media is one of the supporting tools that can foster enthusiasm for learning. Students in learning so that students are not bored in following the learning process (Azizah et al., 2022). The use of learning media can help deliver messages efficiently and effectively, allowing recipients to learn or participate in learning activities.

Learning media is used in a learning activity that conveys or communicates messages from a source in a planned manner to create a learning environment so that the learning process of the recipient takes place efficiently and effectively (Kandia et al., 2023). Here are some of the benefits of learning media in the learning process of students, including the motivation of students to learn will increase because learning becomes more interesting and attracts attention. This allows students to better understand and master learning materials, and achieve learning objectives (Puspitarini & Hanif, 2019). In addition, students will not feel bored because the teaching methods are varied, not only limited to verbal communication by the teacher. This allows learners to be more involved in learning activities and activities, such as observing, practicing, demonstrating, acting out, and so on, thus providing a more thorough and interactive learning experience (Rasagama, 2020).

Innovative and creative learning materials can be used in teaching because they can help students with difficulty understanding the subject, especially economics (Zuber et al., 2024). Economics is one of the subjects for students in class XI IPS SMA 109 Jakarta. In this subject, there is material about Employment which contains the concept of labor problems in Indonesia.

Economic learning material is still difficult to understand for some students, it will be easier for students to understand if the teacher conveys it using learning media that is interesting and by the conditions of students (Ningsih & Pritandhari, 2019). Based on an interview (Idil Riano) with a class XI economics teacher at SMAN 109 Jakarta, it was found that learning in the classroom still uses conventional learning where the learning process is more active than the student, making students in the classroom more saturated and tend to be bored because the media used is monotonous so that the learning outcomes of students in economics learning are pretty low. So, learning activities in the classroom need to be improved so that there is an increase in learning outcomes.

Learning media is a tool that supports teaching and learning activities by providing information or messages to students to achieve educational goals and improve their learning outcomes. The use of this media can improve the quality of learning by encouraging the active participation of students in the classroom so that they more easily accept the learning material taught by the teacher (Violla & Fernandes, 2021). Learning outcomes have

an important role in the learning process because they will provide information to teachers about student progress in achieving their learning goals. In addition, learning outcomes describe how students understand the material presented by the teacher (Harefa et al., 2023).

Learning outcomes are something that is obtained, mastered, or owned by students after the learning process takes place (Matitaputty & Sopacua, 2023). Learning outcomes are the abilities that students have after they receive their learning experience. Learning outcomes are divided into three domains, namely the cognitive domain, the affective domain, and the psychomotor domain (Julyanti et al., 2021). The low learning outcomes are due to, first, teachers being less interested in delivering learning that is less interesting and creative, teachers still using conventional or less attractive learning media, and teachers being less in providing learning enrichment, so students are less motivated in economic learning activities.

Learning outcomes will be positively influenced if students demonstrate newly acquired abilities to perform tasks and answer test questions accurately and by given instructions and allotted time (Tumulo Ilmelda, 2022). This is in line with what was expressed by (Sukma Indra & Handayani, 2022) Poor learning outcomes are a problem in the learning process. Poor learning outcomes can be caused by several factors that influence the learning process, such as the lack of innovation in the selection of learning media. The role of learning media is increasingly playing an essential role in increasing the effectiveness of the teaching and learning process. Canva is one of the learning media applications that we can use as learning media. Canva is a graphic design tool that allows users to create various types of creative designs online, such as designing greeting cards, posters, brochures, infographics, and presentations (Azizah et al., 2022).

Canva is an internet-based design tool equipped with diverse editing features suitable for creating various graphic designs. Utilizing Canva can enhance teachers' creativity in developing media and streamline the delivery of educational content. It also aids students in comprehending educational materials presented in texts and videos. Moreover, Canva educational tools can engage students more effectively by presenting information in visually appealing formats, fostering a focused learning environment (Mulyati et al., 2022). Canva Learning Media makes it easier for Students to Digest and Understand Abstract Subjects because Canva is a versatile media in the form of animation, audio, video, images, graphics and text, as well as other essential benefits according to the desired display so that students can focus more on learning because of its attractive appearance (Jannah et al., 2023).

The media used must inspire students to be enthusiastic about learning. Many media are available, including Canva learning media, which is an example of the use of technology to support the learning process. The improvement in student learning outcomes can be seen during the teaching and learning process; students are serious about listening and understanding the learning material, play an active role, and focus on the learning process (Setyowati & Sitorus, 2022). Economics learning is essential to study because economics has a strategic role in students' understanding of learning related to daily life. Therefore, the use of media in learning Economics is essential. With technological advancements, innovative learning media such as Canva is expected to facilitate the delivery of material to students and positively impact student learning outcomes. Based on the explanation above, the author can formulate the problem as follows: (1) Can economic learning outcomes affect the use of Canva media? (2) Canva media affect students' learning outcomes in class XI Economics of SMAN 109 Jakarta? Based on the formulation of the problem, this study aims to determine the effect of Canva media on the economic learning outcomes of Class XI students of SMAN 109 Jakarta.

The utilization of Canva learning media has a very important urgency in education. Canva is a platform that allows the creation of learning materials with interesting and creative visuals. This research can explore how visual media can affect students' understanding and retention of information better than traditional methods. The utilization of Canva media on learning outcomes not only opens up new potential in education but can also contribute significantly to our understanding of how technology can be optimized to

improve the learning process at various levels of education.

METHODS

This This research method uses the experimental method. The research design in this study is Quasi-Experimental. The Quasi-Experimental design used in this study is The Non-Equivalent Posttest-Only Control Group Design (Puspita et al., 2020). In this design, the researcher gave an experimental treatment to one group (experimental class) and a usual treatment to the other group (control class). The experimental class is given treatment, namely learning with Canva learning media and control classes with conventional learning media.

Table 1. The design pattern of this study is as follows:

Group	Treatment	Post Test
E	X	O ₁
K	-	O ₂

Description:

E : Experimental Class

K : Control Class

X : Treatment given to the experimental class in the form of Canva learning

- : Treatment given to the control class in the form of conventional learning

O1 : Providing post-test in the experimental class after participating in learning using Canva learning media

O2 : Providing post-test in the control class after participating in conventional learning.

The total population in this study amounted to 52 students, taken from grade XI students of SMAN 109 Jakarta, which as a whole consisted of 2 classes, namely class XI-1 as an experimental class with 25 students and class XI-2 as a control class with 27 students. In this study, the Saturated Sampling technique is used, which is a sampling method with the entire population as a sample. This is because the overall relative population is small, which is less than 100 people.

This study uses non-probability sampling, which is a technique that provides an equal opportunity for each element or member of the population to be selected as a sample (Sarker & AL-Muaalemi, 2022). The instrument measurement technique uses a multiple-choice question test that is declared valid using the Point Biserial Correlation and reliability test using KR-20. Data from this study using the final test given after the material has been taught to the students by using Canva learning media. Before taking the research data, the researcher conducted a test of the question instrument. This trial was conducted at SMAN 109 Jakarta with a total of 30 students.

This test was conducted to determine the validity and reliability of the instrument. The calculation of this validity test uses the Point Biserial Correlation because the question instrument is in the form of PG options a, b, c, and d. (Fitriyani & Solihati, 2022). The calculation of the Point Biserial Correlation is the correct answer the value is 1, and the wrong answer is 0. Based on the results of the calculation of the Point Biserial Correlation coefficient value which is compared with *r* Biserial Point Correlation with *n* 30 at a significance level of 0.05 obtained at 0.361. With the provisions of valid questions if $recount > r_{table}$. Of the 30 questions tested, 25 questions were valid, and 5 questions were invalid. So, 25 valid questions can be used as instruments in research because they match the indicators and learning objectives. The data analysis technique uses descriptive analysis, testing the requirements of analysis with a normality test and homogeneity test and hypothesis testing using t-test.

RESULTS AND DISCUSSION

Canva is a design program that acts as a learning medium, used by educators as a tool that facilitates students in digesting and understanding learning materials. With a variety of attractive templates and features, Canva helps create a creative and engaging learning environment for students. The research process was conducted through direct teaching and learning activities. In this study, researchers obtained data through the results of the post-test scores of students in class XI - 1 Economics as the experimental class and class XI - 2 Economics as the control class. The control class when learning takes place is given learning treatment using Canva learning media while the control class does not receive treatment.

Student learning outcomes using Canva learning media.

Based on the research that has been done, data on the value of Economic learning outcomes of class XI - 1 students can be obtained after participating in learning and applying Canva learning media. Based on the results of the calculation, it can be obtained assessment data regarding the learning outcomes of Economics students in class XI A (Experiment Class), namely the median value of 84.00, the mode value of 80.00, the average value of 82.52 and the standard deviation of 10.93.

The following is a frequency distribution table of learning outcomes in the experimental class:

Table 2. List of Frequency Distribution of Economics Learning Outcomes (Experimental Class)

No	Interval Class	Center Value (xi)	Real Limit	Frequency		
				Absolut	Cumulative	Relative
1	60-66	63	59,5 - 66,5	3	3	11%
2	67-73	70	66,5 - 73,5	3	6	11%
3	74-80	77	73,5 - 80,5	6	12	22%
4	81-87	84	80,5 - 87,5	4	16	15%
5	88-94	91	87,5 - 94,5	7	23	26%
6	95-101	98	94,5 - 101,5	4	27	15%
Amount				27		

Based on the results of the frequency distribution table of learning outcomes data, the following histogram and steam and leaf graphs can be made:

Figure 1. Histogram of Economic Learning Outcomes of Experimental Class

Table 3. List of Stem and Leaf Tables of Economic Learning Outcomes (Experiment Class)

Steam	Leaf
6	044
6	8
7	22
7	66
8	00004444
8	888
9	222
9	66
10	00

Based on the frequency distribution table, histogram graph and stem and leaf diagram in the experimental class, the smallest value obtained was 60 and the most significant value was 100, more students scored in the 88-94 range, namely 7 students or 26%.

Student learning outcomes without using canva learning media.

Based on the research that has been done, data on the value of Economic learning outcomes of class XI - 2 students can be obtained after taking part in learning without applying Canva learning media. Based on the results of the calculation, it can be obtained assessment data regarding the learning outcomes of Economics students in class XI - 2 (Control Class), namely the median value of 72.00, the mode value of 68.00, the average value of 70.08, and the standard deviation value of 11.32.

The following is a frequency distribution table of learning outcomes in the experimental class.

Table 4. List of Frequency Distribution of Economic Learning Outcomes (Control Class)

No	Interval Class	Center Value (xi)	Real Limit	Frequency		
				Absolut	Cumulative	Relative
1	48-54	51	47,5 – 54,5	3	3	12%
2	55-61	58	54,5 – 61,5	2	5	8%
3	62-68	65	61,5 – 68,5	7	12	28%
4	67-73	70	66,5 – 73,5	4	16	16%
5	74-80	77	73,5 – 80,5	5	21	20%
6	81-87	84	80,5 – 87,5	2	23	8%
7	88 - 94	91	87,5 – 94,5	2	25	8%
Amount				25		

Based on the results of the frequency distribution table of learning outcomes data, the following histogram and steam and leaf graphs can be made:

Figure 2. Control Class Economics Learning Outcomes

Table 5. List of Stem and Leaf Tables of Economic Learning Outcomes (Experiment Class)

Steam	Leaf
4	8
5	22
5	66
6	444
6	8888
7	2222
7	66
8	00044
8	88

Based on the frequency distribution table, histogram graph, and stem and leaf diagram in the experimental class, the smallest value obtained was 48 and the most significant value was 88, more students scored in the range of 62-68, namely 8 students or 28%.

Inductive Analysis.

Normality Test

The normality test in this study uses the Liliefors test, where the test is carried out to determine whether the residues are normally distributed. Normality will be fulfilled if the significant level exceeds 5% (0.05) (Enomoto et al., 2020). From the calculation based on the normality test table after that, the highest value of the absolute price between the difference between $F(Z_i)$ and $S(Z_i)$ is taken, which is referred to as L_0 (L_{count}). This test is carried out to see whether the data tested usually is distributed or not.

The list of critical values for the Liliefors Test at the 5% significance level (0.05) with the experimental class n is 27, then the L_{table} is 0.161 and the control class n is 25, then the L_{table} is 0.173.

a) Hypothesis Testing

H_0 : Data is normally distributed

H_1 : Data is not normally distributed.

b) Testing Criteria

Accept H_0 if $L_{hitung} < L_{table}$, then the data is normally distributed.

Reject H_0 if $L_{hitung} > L_{table}$, then the data is not normally distributed.

In the calculation of the normality test of the Economic learning outcomes of the experimental class using Canva learning media, it was obtained $L_{Count} < L_{table}$, namely $0.066 < 0.161$ and the significance level was 0.05 with n numbering 27, then H_0 was accepted and the samples used came from a normally distributed population.

While the normality test results of the control class economic learning outcomes were obtained without using Canva learning media $L_{Count} < L_{table}$, namely $0.093 < 0.173$ and the significance level is 0.05 with n numbering 25, then H_0 is accepted and the sample used comes from a normally distributed population.

Table 6. Normality Test of Economic Learning Outcomes of Experimental and Control Classes

Group	n		Account Label	Criteria	Description
Experiment Class	27	0,066	0,161	$L_{Count} < L_{table}$	NORMALLY distributed data
Control Class	25	0,093	0,173		

Homogeneity test.

The homogeneity test is conducted to understand that both data come from identical variants. In testing the hypothesis, the data must come from average data and must come from a homogeneous class, or the variance is the same. This study used the homogeneity test of the two groups using the Fisher Test. From the data obtained, the variance of the experimental class = 119.567 and the variance of the control class = 128.160 with a significant level $\alpha = 0.05$ with a numerator $dk = 25 - 1 = 24$ and denominator $dk = 27 - 1 = 26$. Then $\alpha = (0.05; 26; 24)$ states $F_{table} = 1.97$. Because F_{count} is smaller than F_{table} , namely $1.07 < 1.97$, it can be concluded that the two groups of data have the same variant or homogeneous.

Hypothesis Testing

After conducting the normality test and homogeneity test, the hypothesis can then be calculated to determine whether there are differences in economic learning outcomes between experimental classes using Canva learning media and control classes that do not use Canva learning media. This t-test is calculated to determine whether the research conducted has a difference or influence after being given a treatment. If the data calculation has a difference or influence, the count must be greater than the t_{table} .

H₀ : There is no effect of Canva Learning Method on Economic Learning Outcomes of Class XI Students at SMAN 109 Jakarta.

H₁ : There is an Effect of Canva Learning Method on Economic Learning Outcomes of Class XI Students at SMAN 109 Jakarta.

Based on the results of the t-test calculation, it can be seen that the t-count is 4.146 and the t-table at the significance level $\alpha = 0.05$ with $dk = 50$ is obtained at 2.008 then, it is found that the $t_{count} > t_{table}$ is $4.146 > 2.008$ and it can be seen that H_0 is rejected and H_1 is accepted which means that there is an influence on the economic learning outcomes of class XI between the experimental class using Canva learning media and the control class that does not use Canva learning media.

Table 8. Calculation Results of Hypothesis Test with t-test

count	table	Criteria	Description
4,146	2,008	$t_{hitung} > t_{table}$	Canva learning media has an effect on the learning outcomes of Economics class XI at SMAN 109 Jakarta.

CONCLUSION

Based on the research and discussion that has been done, the use of Canva learning media affects the economic learning outcomes of 11th-grade students of SMAN 109 Jakarta. The experimental class that used Canva learning media obtained a L_{hitung} of 0.066 when compared to the Liliefors table at a significant level of $\alpha = 0.05$ and $n = 27$ obtained an L_{table} of 0.161. As for the control class that did not use Canva media, the L_{count} was 0.093 when compared to the Liliefors table at a significant level of $\alpha = 0.05$ and $n = 25$; the L_{table} was 0.173. This shows that $L_{count} < L_{table}$, so it can be concluded that the data derived from the population is normally distributed. The results of the homogeneity test using the Fisher test obtained the variance of the experimental class = 119.567 and the variance of the control class = 128.160 with a significant level $\alpha = 0.05$ with a numerator $dk = 25 - 1 = 24$ and denominator $dk = 27 - 2 = 25$. Then $\alpha = (0.05; 26; 24)$ states $F_{table} = 1.97$. Because F_{count} is smaller than F_{table} , namely $1.07 < 1.97$, it can be concluded that the two data groups have the same variance or homogeneous. The results of the calculation of the hypothesis test that the table uses a significant level of the table at a significance level of $\alpha = 0.05$ with $dk = 50$ is obtained at 2.008. Then, it is found that $count > table$, namely $4.146 > 2.008$, and it can be seen that H_0 is rejected and H_1 is accepted, which means that there is an influence on the economic learning outcomes of class XI between the experimental class using canva learning media and the control class that does not use canvas learning media. With the application of Canva learning media in the classroom, students become more active, participate, and pay attention well during the learning process. Therefore, Canva learning media can be used by educators as part of learning activities for economics and other subjects.

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