The Influence of Using Canva Media on Science Learning Outcomes in Class V of SDN 3 Rempek in the 2023/2024 Academic Year

Nobi Abandi[1], Rusman Hadi[2], Ana Mulyono[3]
STKIP Hamzar
Email: nobiabandi4@gmail.com

Abstract

This research aims to determine the effect of Canva media on science and science cognitive learning outcomes in food chain material in class V at SDN 3 Rempek. This research was carried out at SDN 3 Rempek on class V students of SDN 3 Rempek for the 2023/2024 academic year with a population of 14 students. Sampling was carried out using a saturated sampling technique. The total sample of 14 students was used as one experimental class. This research is pre-experimental research with a One Group Pretest-Posttest Design. Data collection techniques are observation, interviews, documentation and learning outcomes tests. Data collected through science and science cognitive learning results were tested for normality, homogeneity and hypothesis testing, t-test (paired sample T-test). The results of this research are: there is an influence of Canva media on cognitive science learning outcomes in food chain material in class V SDN 3 Rempek based on the results of data analysis, the average pretest score is 64.28 from 14 students with a KKM of 70, that is, there are 9 who got a score of 45-65. students can be categorized as low while scores of 70-85 are 5 students who can be categorized as high scores. Based on the posttest results after applying Canva media, the average is 75.35. From the score of 60-65 consisting of 3 students, it can be said to be a low score, while the score of 70-90 consists of 11 students, it is said to be the highest score. The difference between the pretest and posttest scores is 11. 07 then the posttest score is higher than the pretest. The results of hypothesis testing with the T-test (Paired Sample t-Test) have a 2-tailed sig value of 0.000<0.05, so it can be stated that there is a real difference between the science and science cognitive learning results for food chain material in the pretest value and the posttest value. The results of calculating the T-table using T-count are -4.954>1.782 with a significance level of 0.05. It can be stated that Ha is accepted and Ho is rejected. The application of the Canva media has an influence on the science learning outcomes of food chain material. So, the application of Canva media can have a significant influence on the cognitive learning outcomes of science and science on food chain material in class V SDN 3 Rempek so that Canva media provides interest, interest, motivation, learning outcomes, focus, concentration and understanding of the concept of the material.

Keywords: Canva Media, Cognitive Learning Outcomes, IPAS

INTRODUCTION

Where deepNational Education Law Number 20 of 2003 concerningNational Education states that education is a conscious and planned effort to implement a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. (RI Law No. 20 of 2003).

Based on this description, it can be concluded that education is the most urgent, both in formal and non-formal education, which can provide changes in behavior so that they gain knowledge, skills, changes in attitudes, as well as conscious efforts to carry out learning that makes students comfortable in the learning process, can provide guidance services, help, fostering and developing the potential of students.

Elementary schools have the main subject of learning, namely science, which is often referred to as science. Science is a translation of (science) science. The word science is taken from the Latin word "scientif", etymologically (in language) the word science means knowledge. Dafrita [1] explains the meaning of science such as infrastructure or explanation of the universe. Science and Technology, which is a combination of good science and natural insight, has become the key to success in the learning system. Diversity in all aspects of social life, pluralism in teaching and learning. engage cooperatively during social studies.

Learning is a process of making changes in students by interacting with their environment to make changes in aspects of knowledge, attitudes and skills [2] .Learning outcomes according to Heruman (in Kalsum, 2022: 11) argues that changes in students as a

result of learning activities include cognitive, emotional and psychomotor components. These changes are known as learning outcomes. The results of student learning activities are known as learning outcomes. Changes in student behavior that can be seen and assessed in the form of changes in knowledge, attitudes and abilities can be used to determine learning outcomes. According to Herman's learning outcomes theory, student changes resulting from learning activities reflect cognitive, emotional and psychomotor components [3] .

Educators as parties who interact directly with students have a very important role in solving problems or difficulties faced by students in increasing learning achievement. According to Bough (in Selamet, 2020: 122) that less than 90% of a person's learning outcomes are obtained through the sense of sight or visual, only around 5% are obtained through the sense of hearing, and around 5% others. Teachers will gain more knowledge and experience in creating media to facilitate the learning process because media is one way of conveying material that is easy for students to understand. This can be a reference in using presentation-based Canva media, namely visual or image media for learning natural sciences in food chain material.

Technological developments are increasingly developing, making it easier for educators to utilize IT. Technology is currently a source of learning for students and teachers themselves because technological advances can change mindsets to create ideas or thoughts in creating individual creativity that is able to compete in the field of technology. In the digital era, it provides many benefits in the field of education so that teachers or prospective educators can access it as a learning medium to introduce messages from dense material that can be summarized as well as possible so that students are given comfort in studying the material being studied.

Current technology provides changes for educators to be able to access IT (Information Technology) which can create interactive media as a tool to assist in delivering material so that teachers are encouraged to be creative.

Getting to know interactive media, in the digital era it is currently the center of attention educators, who can provide convenience to teachers, prospective teachers and students in the educational and organizational fields. This is something that can be known by educators, there are many different types of media, therefore teachers must know so that there are no difficulties in teaching through digital media in various forms so that educators can choose media that suits the characteristics of the lesson, so that it is interesting, and is able to create critical thinking, improving results. Learning through the use of learning media does not require students to use textbooks, if that is used as a teaching media it will make students bored.

Media is a tool used by teachers so that learning occurs in a real way. In relation to media, there is support based on media theory, namely Arsyad (2014: 2) states that "media is an inseparable part of the teaching and learning process in order to achieve learning goals in general and learning goals in schools in particular". Nurrita (in Agustin, et al. 2023: 2) said that learning media is translated as a learning process tool that seeks to achieve learning goals effectively and makes the message content communicated more clearly. By using learning media as a tool to stimulate students' ideas, feelings, attention and talents, teachers can help the teaching and learning process (Firdayu, et al. 2021: 332).

Based on the description above, it can be concluded that media is a medium for delivering messages as a learning activity that will facilitate the goals desired by educators and students and can help students to be active, stimulate response, encourage and assess. Media makes it easier for educators to convey material in the learning process and is able to improve learning outcomes, stimulate thinking, attention, interest and motivation. Media helps educators explain the material presented to students.

Presentation-based Canva media is media used by a projector so that visuals appear on the screen. Presentation-based Canva media learning can provide motivation for students, because learning using a projector can provide

interaction for students to gain more real concepts and freedom (Dani, 2017: 116). Canvais an online tool with a variety of tools and templates to support people, groups, schools, and technology, skills, and creative learning [4] .

Canva has various interesting features that make it easier for teachers to design learning media. Presentation-based Canva media can improve learning outcomes, interest and desire to learn. There is research that agrees, namely Aslam [5]thatSlides will be presented in many lessons via Canva, which will use moving images to teach the content. This media will combine motion animation with visual elements to attract students' interest and help their understanding. [6] stated that research results show that Canva media can actually be used by educators, lecturers or presenters to present more interesting presentations, and especially for teachers to provide information about lessons so that learning can be followed by fun.

Based on this definition, Canva mediais a media that is being developed in the world of education, both in formal and non-formal education units, both in the field of social, national and international organizations, which is used as a messenger medium to receive messages or information. Researchers offer Canva media for science learning which will make it easier to absorb material that is flexible and easy to understand. Based on media theory, according to experts in the description above, media can influence psychology and can increase the desire to learn as well as motivation and learning outcomes.

The results of initial observations carried out by researchers on November 22 2023 showed that the homeroom teacher, Mrs. Komang and class V students in the learning process did not use IT-based media and there were students who were not focused, wanted to rest quickly, lacked enthusiasm for studying, there were noisy students, and the teacher only observes using one method, and the learning model is not varied, the teacher only uses textbook material so that students get bored in learning and there are students who have difficulty understanding the material.

The results of the researcher's interview with Mrs. Komang, the teacher of class V on November 22 2023, showed that students had not used Canva media, only used textbooks, rarely used technology-based media and there were students who had difficulty understanding the material and there were students who were less interested in doing practice questions. The results of interviews with students, namely Tino et al, class V on November 23 2023 showed that in learning they had difficulty understanding the material on harmony in ecosystems because the material was dense and there were many assignments given and some had not been examined and learning science science was abstract/linguistic. The KKM Science assessment (70) from 14 students scored mid-semester exams with an average score of 67.07. There were 4 students with scores from 49-59, 5 scores from 60-69, 4 students scored 75-79 and 4 students got scores 86, namely 1 student.

Researchers want to raise this issue because the learning process in natural sciences is currently considered boring because the material is abstract and linguistic, so researchers use Canva media for science learning outcomes. Based on the problems and basic thinking that have been explained previouslyso researchers are interested in conducting research entitled,"The influence of using Canva media on science and science learning outcomes in class V at SDN 2 Rempek Darussalam for the 2023/2024 academic year."

RESEARCH METHOD

The research method used in this research is a quantitative method, namely a pre-experimental research type design, one group pretest-posttest design [7] .defines quantitative research as a positivist-based research methodology used to test previously formed hypotheses through data collection using research instruments, research on certain populations or samples, as well as quantitative and statistical data analysis. Research based on numbers and statistical analysis is known as a quantitative approach. In this research, we

aimed to determine the effect of Canva media on science and science cognitive learning outcomes on food chain material. Pre-experimental is research that consists of one group using an experimental class without a control class. Due to the condition and situation of the population class and the sample is limited to less than 30, the researcher uses a pre-experimental research approach because in class V SDN 3 Rempek with the number of students in one class, namely 14 students.

The time for this research activity to be carried out starts from April 30 to 30 May 2024 in the even semester of the 2023/2024 academic year. The research location is at SDN 3 Rempek which is located in East Busur Hamlet, Geronggong, Rempek Darussalam Village, Kec. Ganga, District. North Lombok, 2023/2024. The subjects of this research were class V students at SDN 3 Rempek. The population of class V was 14 students, the number was 5 boys and 9 girls. The sample of 14 research students took the entire population because the students' conditions and situations were limited so the researchers used non-probability sampling, namely saturated sampling (Sugiyono, 2020: 128).

Data collection techniques and instruments are observation, interviews, documentation and tests. Validation of the test instrument was carried out using expert judgment, then the test questions were tested at another school, namely SDS Nurul Fatihah. The results were tested for validity, reliability and level of difficulty of the questions using the Anates version 4 application for use at the research location, namely in class V of SDN 3 Rempek for the 2023 school year/ 2024. The data analysis technique is the normality test at a significant level of >0.05 and the homogeneity test at a significant level of >0.05 and hypothesis testing is the t test (paired sample T-test) with a sig (2-tailed) value of $0.000<0.05$ analysis The results of this pretest-posttest data are using the SPSS version 26 application. The research hypothesis is Ho. There is no influence of using Canva media on cognitive science learning outcomes in food chain material in class V SDN 3 Rempek, while Ha there is an influence of using Canva

media on social science learning outcomes in chain material. food in class V SDN 3 Rempek. As for the comparison of T count with T table, if T count>T table then there is an influence of Canva media, if T count<T table then Canva media has no influence.

RESEARCH RESULTS AND DISCUSSION
1. Results of Observation Activities Using Canva Media

Based on the results of observations made when applying Canva media, of the 22 items, students carried out according to the teaching module rules, students learned enthusiastically, happily and enthusiastically. Students are disciplined, pay attention to the teacher's directions, are confident, listen to the material the teacher is conveying, when they don't understand students ask questions related to the material, students are motivated, focused, and students are enthusiastic about answering questions so that students enjoy learning using Canva media based on previous research by [8] states that Canva media can attract students' interest and encourage them to want to learn and produce learning outcomes that meet standards and research by Citradevi (2023) states that Canva media applied can increase motivation and student learning outcomes so that it is suitable for use in the learning process for improve learning capacity for the better.Widiyastuti (in Yulianti, 2023: 106), said that Canva media is an online program with various elements to make learning interesting.

2. Results of Interviews with Students After Using Canva Media

The results of interviews from several students related to presentation-based Canva media show that students really enjoy learning, active students, interested, interested, motivated, learning outcomes, curiosity, self-confidence, focused on learning, understand the material and the media used is able to provide clarity on the material. easy to understand, clear material, and a good display so you don't get bored

while studying. Canva media is one of the media developed in the world of formal and non-formal education which can help teachers in the learning process to make it easier to convey material to students from dense material that can be detailed so that students can understand the concept of science and technology. Students will easily understand abstract material into concrete. According to Boove in (Khujar, 2023: 10) providing support for the media is that the media plays an important role in conveying messages during the learning process, helping students improve their imagination and critical thinking skills. Based on the results of the interviews, students easily understand the material and enjoy learning.

Media can increase learning concentration, interest and improve learning outcomes, focus on listening. The Canva media attracts students so that with pictures, writing, animations, quizzes, students are interested and understand the material. And with quizzes, students are very enthusiastic about learning through Canva media. The results of Citradevi's (2023) previous research provide support for Canva media, Canva is able to offer practicality in making material content related to abstract and complex subjects easier to understand for students. The supporting elements as stated by Rezyana, et al. 2017: 267) Canva media with a good appearance so that students' attention will increase learning outcomes in accordance with the specified criteria. Canva presentation/visual media, educators hope to be able to teach more actively because educators are no longer just providers of knowledge but also facilitators who always invite students to actively participate in learning and social interactions according to the characteristics of the students.

3. Science Cognitive Learning Results Before Applying Canva Media to Food Chain material

The results of data analysis show that the average score for learning food chain material in class V at SDN 3 Rempek before implementing the presentation-based Canva media was 64.28 on the pretest score. The KKM value used is 70, the details of the scores below the KKM are from 45-65, namely 9 students, so it can be said to be a low score, while those who got a score of 70-85 are 5 students who got high scores. Student scores after giving the pretest are in the low category. Mastery of this concept before implementing presentation-based Canva media received a low category score. This is possible because the learning process does not use media because previously it was carried out by giving a pretest, making it difficult for students to answer questions, as mentioned by Rahman [9] defines learning outcomes as the results achieved by a person in the process of developing their skills through cognitive, emotional and psychomotor efforts and abilities. Media canhas an influence on learning outcomes, as stated by media expert Arsyad (2014: 2) who states that media is an inseparable part of the teaching and learning process in order to achieve learning goals in general and learning goals in schools in particular.

4. Science Cognitive Learning Results After Applying Canva Media to Food Chain Material

The results of data analysis show that the average value of learning outcomes in food chain material in class V of SDN 3 Rempek after implementing the presentation-based Canva media is 75.35 in the posttest score. The KKM score is 70, from a score of 60-65 there are 3 students so it can be said to be a low score while getting a score of 70-90 there are 11 students who get the highest score. The difference between the average pretest-posttest score is 11.07. This average value shows that the learning outcomes for class V SDN 3 Rempek after applying Canva media are higher than the average pretest learning outcomes, namely 64.28. The student's concept mastery score after giving the posttest in class V can be in the high category.

This is because in class V, after implementing presentation-based Canva

media, the learning process is communicative, interesting, active so that students easily understand the material being studied because this media does not display concepts that are not dense, so there is an increase in mastery of concepts because students are more able to explore own potential and can get their own answers by observing the images that have been displayed via Canva media so that students focus, are disciplined in paying attention and understanding so that their posttest scores increase. Students are interested in learning and answering questions given by the teacher as well as quizzes displayed through Canva media which makes students not bored of learning, attracts attention, active motivation, understanding, interest, concentration and increases learning outcomes for them to observe so that students master this concept. increase. Apart from that, teachers based on observations of students, if they don't understand the material, immediately ask questions, and students want to always learn and ask to roll back the material and quizzes.

As stated by Nurfajri (2023), cognitive learning outcomes can be measured by giving scores or grades. Quantitative learning outcomes can be measured with test instruments, while non-tests are for measuring learning outcomes that are descriptive and based on disclosure of Arsyad's learning media theory, (2014: 29) that the use of learning media can clarify the presentation of messages and information so that it can facilitate and improve the process and learning outcomes. Media can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and their environment and the possibility for students to learn independently according to their abilities and interests." Canva media has an influence on students' cognitive learning outcomes, by Therefore, the results of Firdausi's (2022) research show that Canva-based learning media is proven to be better than learning using the lecture model.

Canva media can increase educators' creativity in creating learning media, this provides support as stated by [10] that Canva media is one of the teaching media that can be used in learning to make it more interesting.

5. **There is an influence of presentation-based Canva media on science and science cognitive learning outcomes on food chain material**

It has been stated previously that for hypothesis testing, the t test is used with a significance level of α= 0.05. The requirements that must be met for hypothesis testing are used for hypothesis testing, namely that the data obtained is normally distributed. Therefore, before carrying out hypothesis testing, a normality test must be carried out. The normality test aims to see whether the learning outcome data does not deviate from the distribution or not.

Based on the results of the Shapiro-Wilk pretest data for class V before applying Canva media, a value of p= 0.590 for α= 0.05 was obtained, this shows p>α. This means that the data obtained from the class V test results which have not applied Canva media are normally distributed, whereas the results of data analysis for the Class V posttest which have applied Canva media obtained a value of p= 0.865 for α= 0.05, this shows p>α. This means that the score data from the class V test using Canva media is normally distributed, so it can be concluded that both data are normally distributed. The results of data analysis, namely homogeneity with a sig p>0.05 level, show that the data results are homogeneous at 0.147, so the pretest-posttest results for class V science and science cognitive learning at SDN 3 Rempek are that both data are homogeneous so hypothesis testing continues.

Based on the testing technique used is the t test (paired sample t-Test) with a significance level of α = 0.05. Based on the results of data processing using the SPSS version 26 application, a sig (2-tailed) value of 0.000 <0.05 was obtained, so we can

conclude that there is a real difference between the results of studying science and technology food chain material in the pretest and posttest data. So, Canva media has a significant influence on cognitive science learning outcomes in food chain material in class V at SDN 3 Rempek. As for the calculation of T-Table and T-Count, namely T-Count>T-Table, namely -4,954>1,782 with a significant level of $\alpha = 0.05$, it can be stated that Ha is accepted, Ho is rejected, then the application of the Canva media has an influence on the learning outcomes of Cognitive Science and Science material. food chain in class V SDN 3 Rempek.

CONCLUSION

Based on the research results and discussion above, the researchers reached several conclusions, namely:
1. The results of data analysis show that the average score for cognitive science learning outcomes for food chain material in class V of SDN 3 Rempek before implementing the presentation-based Canva media was 64.28 on the pretest score. The students' scores on the pretest were in the low category. Mastery of concepts in food chain material is still low.
2. The results of data analysis show that the average value of science and science cognitive learning outcomes for food chain material in class V of SDN 3 Rempek after implementing presentation-based Canva media is 75.35 in the posttest score. The average score shows that the learning outcomes after applying Canva media are higher than the pretest score, namely 64.28. The concept mastery score after giving the posttest in class V at SDN 3 Rempek can be categorized as high.
3. There is a significant influence of Canva media on cognitive science learning outcomes in food chain material in class V of SDN 3 Rempek with the test used is the t test (paired sample t-test). The results of data processing using the SPSS version 26 application obtained a sig (2-tailed) value of 000<0.05, so it can be stated that there is a

real difference between the learning outcomes of food chain material in the pretest and posttest scores. So, the application of Canva media can have a significant influence on student learning outcomes in class V at SDN 3 Rempek so that Canva media provides interest, interest, motivation/encouragement, learning outcomes, focus, concentration and enjoyable learning.
4. The T-Table and T-Count calculations are T-Count>T-Table, namely -4,954>1,782 with a significant level of $\alpha = 0.05$, it can be stated that Ha is accepted, Ho is rejected, so the application of the Canva media has an influence on the cognitive science learning outcomes of food chain material in class V at SDN 3 Rempek.

SUGGESTION

The suggestions given by researchers are as follows:
1. The results of this research, it is hoped that teachers who teach can apply learning using Canva media so that students experience lessons that are more interesting, interesting, and have more meaningful learning outcomes.
2. Referring to the results of this research, it is hoped that the school can facilitate the implementation of the Canva learning media so that teachers in the learning process have choices when teaching material and increase the creativity of educators.
3. Referring to the results of this research, it is hoped that future researchers will use it as a reference for learning media and also research other materials using Canva media.

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