

Learning Media of Canva Based on Flipbook in the Subjects of Creative Products and Entrepreneurship to Improve Students' Digital Technopreneurship Competence

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ABSTRACT

The purpose of this research and development was to produce valid and feasible canva learning media based on the flipbook maker according to the demands of student competencies in the digital era. The assignments are given in the form of making promotional media using social media Instagram and Pinterest. The research and development design used the model from Borg & Gall. In producing the product the researcher conducted material validation, media validation, and limited trials. Material validation was carried out by 2 people (1 lecturer and 1 teacher), media validation by 1 lecturer, and limited trials with 12 students. Data analysis was performed by using percentage, descriptive analysis, and analysis of the sample paired test. The results of validation and media testing were the percentage of media expert validation 93.19%, material expert validation 92.06%, limited trial results in 86.36%, and field implementation test results of 89.85%. The results of the validation and testing indicate the criteria were "very feasible". The results of the analysis of the independent samples test showed the Sig value. (2-tailed) of 0.00 < 0.05, indicating that there was a significant difference between the experimental class that uses learning media and the control class that does not use media. The result of research and development was a product of Canva learning media based on the flipbook maker that was valid and feasible and can improve students' digital technopreneurship competence.

Keywords: *Learning Media, Canva, Flipbook, Digital Technopreneurship Competency.*

1. INTRODUCTION

The era of the industrial revolution 4.0 in the learning process must adapt to using information technology and to improve the quality of learning [1]–[3]. Students should be facilitated to explore the learning resources obtained and discuss them while the teacher facilitates them during the learning process, such as encouraging students to look for teaching materials, discussing, and concluding the results of their discussions.

In the current digital era, it certainly has an impact on various sectors, ranging from education, social, business, and economy, and so on. This does not rule out the impact on students, especially Vocational High School Students whose main purpose of education is to produce graduates who are ready to work and ready to become entrepreneurs. Therefore, it is very

important to provide intensive assistance, especially in the field of digital entrepreneurs (digital technopreneurs). Technopreneurs can simply be defined as business opportunities by optimally utilizing developing technology [4]. This was a business opportunity for millennials. The development of digital technology has a role in entrepreneurial activities to make students more developed. In striving for this, of course, educators must form the right learning strategy that is applied to equip students' digital entrepreneurship competencies ranging from learning systems or methods, media, and learning resources.

Teaching materials consist of two types, namely printed and non-printed teaching materials [5]. Textbooks, handouts, modules, worksheets (student worksheets), and brochures including printed teaching materials. While audio, audiovisual, and interactive

multimedia are examples of non-printed teaching materials. Interactive multimedia teaching materials can be in the form of e-books. Electronic books or what is known as e-books are digital books that contain information in the form of text, images, audio, video and can be accessed via electronic devices (cellphones and computers) [6]. E-books can be used as a means of student learning as well as a medium of information. Giving e-books to students aims so that students can learn independently [7]–[9]. This is under 21st-century learning which supports students to participate independently and supports students' creativity, soft skills, and life skills so that teachers act as learning facilitators to provide input, direction, and motivation [10], [11]. The teacher can provide material and the rest students can learn independently to develop their knowledge. Students with low learning intensity can study material repeatedly, while students with high-intensity learning speed will be able to learn the material quickly. E-books help the learning process of students with the intensity of the students' different learning speeds. Because e-books can integrate audio, visuals, animation, video and can present interactive questions that can increase student motivation, e-books are defined as interactive teaching materials [12]. Along with the development of science and technology (IPTEK), e-learning is also increasingly being shown in learning activities. E-Learning is a learning method using electronic media, especially computer devices. So that the application of e-learning in the form of e-books makes learning activities more interactive [13]–[15].

Interactive learning by utilizing technology using computers can activate students to learn because the learning process activities will be more interesting and challenging for students. E-books are one of the right innovations to change the presentation of print modules into modules that do not have to be printed by utilizing technology such as computers, laptops, or smartphones so that they can be used anytime, anywhere, and more practical. E-books are also able to make the learning process more interesting, interactive because they can convey messages using videos and instruments so that a learning atmosphere is not boring. This e-book will also make it easier for students to learn without requiring a lot of money. So that with the e-book, researchers hope that students can better understand the learning material as a whole and be able to improve learning outcomes. The increase in learning outcomes is marked by the ability of students to understand the material during learning activities. Learning outcomes are defined as an output obtained from the evaluation results after students carry out the learning process [16]. E-books can improve student learning outcomes [7], [17]. So it would be better if the application of e-learning in the form of an e-book was applied to all subjects.

In this research, the subjects used were Creative Products and Entrepreneurship. Based on interviews with teachers at SMK Negeri 2 Blitar, students in these schools have limited personal learning resources for learning process activities. Meanwhile, learning that has supported learning activities at school includes LCD projectors, computer laboratories, and other supporting facilities. However, the use of these facilities is still ineffective because the average teacher in school delivery still uses conventional media in the form of blackboards and PowerPoint text. During the learning process using PowerPoint text, not a few students were still busy recording material in PowerPoint text because the displays presented were still full text and boring, so students only focused on taking notes and did not listen to the teacher's explanation. Then the ability in digital technopreneurship competencies is still not visible in the subject of creative products and entrepreneurship, this is due to the lack of competence in the skills aspects that are provided to students when making promotional work using technology and social media. For that, we need a solution related to software-based learning media and can be used repeatedly by students without having to depend on the internet. For this reason, it is necessary to design an alternative for making electronic teaching materials, the hope is that students can use it for independent study without having to depend on the internet. And in supporting the increase in digital technopreneurship, it is necessary to design technology-based practical learning activities. So that it can support the achievement of students' digital technopreneurship competency abilities.

Previous research that supports this research design is research, which aims to develop teaching materials in the form of web programming digital books with interactive computer-based Kvisoft Flipbook Maker [18]. Kvisoft flipbook maker is an application designed to convert PDF files into other forms as digital or electronic book publications [19]. The use of the Kvisoft Flipbook Maker-based Canva application can be applied to laptops or computers. Kvisoft flipbook makers can convert PDF files into a more interactive form in the form of e-books [20]. Not only that, but Kvisoft FlipBook Maker is also capable of making PDF files in electronic magazines, flipbooks, e-catalog, and so on. Its relevance with the research plan that has been prepared by the researcher is the use of the Kvisoft flipbook maker-based Canva application which can be applied on laptops or computers. With this development activity, it is expected to produce a product in the form of an e-book that suits your needs and can be used properly in learning activities.

This research was important because: (1) producing digital teaching materials for web programming with interactive kvisoft flipbook maker in the form of e-books; (2) can be used by students to

study independently without depending on the internet; (3) the e-book with the Kvisoft Flipbook Maker-based Canva application can meet the learning speed of different students; (4) improve students' digital technopreneurship competencies because students will practice working on promotions with the Canva editor application.

The novelty of this research was that the teaching materials were made based on the Canva application based on the Kvisoft Flipbook Maker; The output of assignments completed by students was a product promotion design with the Canva application using social media Pinterest and Instagram; There was an assessment rubric to measure digital technopreneurship competence appropriately.

2. METHODS

The research and development model used in this research was adopted with ten research stages, namely as follows: (1) initial research (looking for potential and problems) and data collection, (2) research design, (3) product draft design, (4) product testing, (5) revision of trial results, (6) field trials, (7) product revision of field trial results, (8) field implementation

testing, (9) revision the final product, (10) dissemination and implementation [21].

This research and development use two types of data, namely quantitative and qualitative data obtained through filling out a questionnaire. In producing media products that are feasible, researchers use 2 validators, namely the material validator from the teacher and the media validator is the instructor of learning media.

The results of the material and media validation that have been revised, carried out limited trials for 12 students and 1 teacher of Creative Products and Entrepreneurship in class XII Business Online and Marketing at SMK Negeri 2 Blitar in the form Learning Online. Researchers cannot do large class trial activities offline because when the research was taking place it was still during the COVID 19 pandemic and schools did not allow face-to-face classes. Meanwhile, large-class trials were conducted online.

To analyze data from the results of validation and limited trials, a Likert scale was used. The following table 1 presents a grid of validation instruments for the Canva learning media expert based on the flipbook maker.

Table 1 Rubrics of Media Expert Validation Questionnaires

Variable	Aspect	Indicator	Number of Item Questions	Number of Questions
Canva learning media based Flipbook	Feasibility of learning media content	Suitability of learning media with the characteristics of CC and BC	1	10
		The suitability of the aspects measured with the learning objectives	2	
		There are instructions for using learning media	3	
		Clarity of student assignment indicators contained in instructional media	4	
		Learning media are presented systematically	5	
		There is a match between the size and type of letter	6	
		Nice and neat use of icons	7	
		Learning media becomes contextual	8	
		Learning media are easy to understand and use	9	
		Ease of use of media	10	
	Language	Use of the right words and sentences	11	4
		Clarity of words and sentences to understand	12	
		Under the rules of the Indonesian language	13	
		Consistent use of symbols	14	

(Source: [22], Researcher Modification)

Table 2 Rubrics of Material Expert Validation Questionnaires

Variable	Aspect	Indicator	Number Item Questions	Number of Questions
learning media of Canva based	Material Feasibility	The relevance of the material with CC and BC	1	7

Flipbook		The completeness, depth, breadth of the material presented	2	
		The suitability of the material with the development of science and technology	3	
		Accuracy of concepts, definitions, material development	4	
		Accuracy of examples, drawings, diagrams, and illustrations	5	
		Up-to-date references	6	
		Consistent use of symbols and icons	7	
		Use of the right words and sentences	8	
	Language	Clarity of words and ease in understanding	9	3
		Compliance with Indonesian language rules	10	

(Source: [22], Researcher Modification)

To measure students' digital technopreneurship competence, the assessment rubric is in the following table.

Table 3 Rubrics of Assessment Rubrics of Students' Digital Technopreneurship Competence in Making Promotion Designs

Variable	Aspect	Indicator	Number Item Questions	Number of Questions
learning media of Canva based Flipbook	Design Components	Color selection accuracy	3	6
		Match the product theme with the design made	6	
		The accuracy of selecting template designs with product types	4	
		Creativity is combining the available icons and features	5	
		The selected product image has attractiveness	7	
		Skills in using the Canva application	10	
	Language	Complete product information	8	4
		Font selection accuracy	2	
		The uniqueness of the brand/brand selection	9	
		Creativity in choosing product headlines	1	

(Source: [22], Researcher Modification)

The data analysis technique used percentage analysis [23], with the formula:

$$V = \frac{Tse}{TSh} \times 100\%$$

Description:

V = Level of Validity

Tse = The total score obtained

TSh = Maximum total score

The level of product validity is a percentage score. The greater the result score obtained, the higher the validity level of the research and development product. The criteria for

the feasibility level of the percentage of research and development products are presented in the following table:

Table 4 Feasibility Criteria

Feasibility Criteria (Percentage)	Criteria
81% - 100%	Very feasible (can be used without revision)
61% - 80%	Feasible (usable but needs minor revision)
41% - 60%	Not feasible (can be used but needs major revision)
21% - 40%	Not feasible (cannot be used)
0% - 20%	Not feasible (cannot be used)

(Source: [22], Researcher's modification)

Analysis of the paired sample test was used to see the level of competence of students before and after implementing Canva media based on the flipbook maker which was analyzed using the IBM SPSS 22 License Authorization Wizard program. A paired sample t-test analysis is a procedure used to determine the average comparison of two variables in one group.

3. RESULTS AND DISCUSSION

3.1 Media-Based Learning Canva Flipbook Maker Valid and Feasible

The resulting product was a valid and feasible canva-based flipbook maker learning media for Creative Products and Entrepreneurship subjects with basic competencies in implementing promotional media creation. This learning media is a means to improve students' digital technopreneurship competence. Canva learning media based on the flipbook maker include (1) guidelines for the use of learning media, (2) competencies to be achieved, (3) learning materials, (4) assignments, (7) observation sheets, (8) assessment rubrics, (9) value calculation. The following are the results of media and material validation:

Table 5 Results of the Combined Validity of Data Analysis

Subject	Result	Validity / Attractiveness Criteria
Media Expert	93,19%	Very Feasible
Material Expert	92,06%	Very Feasible

Media validation by lectures showed result with the criteria of "very feasible" whit the acquisition of results, namely the validation of quantitative assessments of 92.62%. The results of media validation with an average percentage of 93.19%, and the results of material validation of 92.06%. Meanwhile, comments and suggestions which are qualitative data from the validator are used as references to repair the product. Meanwhile, the results of the student's readability (understanding) test of the assignment-based psychomotor learning

media were carried out by filling out questionnaires by the students. The results of the questionnaire readability (understanding) of students had an average of 94.58%. Based on the results of the validation, it shows that the flipbook maker-based Canva learning media is feasible to use because it has gone through the stages of validation, revision, media testing, and media revision.

While the output of descriptive data analysis of user trials (students) is in the following explanation.

Table 6 Results of the Combined Data Analysis Trial

Limited Trial	86,36%	Very effective
Field Implementation Test	89,85%	Very effective

In Table 6 regarding the results of user trials, the initial response obtained from the limited trial is 86.36% and the user response obtained from the field trial is 89.85% which is included in the very effective criteria. So it can be said that the response of students to e-book learning media using the Kvisoft Flipbook Maker-based Canva application was very good. Thus it can be concluded that the Kvisoft Flipbook Maker-based Canva learning media was very valid, effective and can be applied as a learning media in the school understudy.

3.2 Results of Digital Technopreneurship's Competency Analysis in Creating Promotion Designs with the Canva Application

The results of the paired test sample analysis obtained from the assignment value of making promotional media with the Canva application using social media Pinterest and Instagram before and after using learning media.

Table 7 Paired Samples Test Results									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before using learning media-	-5,73	2,33	0,43	-6,60	-4,86	-13,46	29	0,000
	After using learning media	-5,90	2,33	0,43	-6,59	-4,80	-13,50	29	0,000

Source: Research data, processed (2020)

The results of making promotional designs that have been made using the Canva application are then published through the social media platforms Pinterest and Instagram. This has been proven to increase students' digital technopreneurship competence because students can develop and introduce digital products they own. In this learning activity, students are trained to be more familiar with technology which is manifested in the task of making promotional designs through the Canva application. The results of this study are in line with research states that digital entrepreneur training can help students find creative and innovative business opportunities or ideas that can be used to start a business by optimizing the use of digital technology and information [24]. The ideas or opportunities obtained are certainly inseparable from the hobbies and skills possessed by students so that running their business feels more enjoyable. In line with research [25]–[27] emphasized that creative and entrepreneurial product material is important to always link with technological development, so that it becomes technology entrepreneurship (technopreneurship), and later able to form graduates who have the competence and skills of technopreneurs.

3.3 Canva Learning Media Development Based on Flipbook Maker to Improve Digital Technopreneurship Competence

The result of the research was that the e-book media with the Kvisoft flipbook maker-based Canva application is suitable for use in creative products and entrepreneurship subjects with given assignments to improve students' digital technopreneurship. Based on previous research, the Kvisoft Flipbook Maker application was a professional software application used to convert PDFs into flash books back and forth over a while [28], [29]. This application can add learning

resources to digital books with an interesting animation of alternating flash pages. This realistic 3D back and a front book can be presented in what was classified as mobile learning [28]. Kvisoft flipbook maker application is an application that functions to support learning activities because this application is not monotonous in the display of writing but is equipped with other features that can load animation, movies, and audio that are used as media [30]. Interactive learning and able to increase attractiveness, interest in students to learn.

Other research results that are in line, which states that this learning media can increase competence, achievement and make it easier for students to understand the material [31]–[34]. The multimedia-based learning process has the potential to change the way of learning [35]–[37]. One of them is the growth of the Flipbook multimedia from textbooks, with the ease of reading and learning without carrying a thick book. Flipbook Maker is a textbook application in the form of files to make it more attractive. A learning process requires learning resources that contain a group of teaching materials and conditions that are deliberately managed and provide opportunities for students to learn independently. So that the use of technology-based media is important to develop.

The development of technology-based learning media by involving students can stimulate students to develop their abilities related to the field of digital technology [38], [39]. This can equip students with digital-based skills that are very useful for them to enter the world of work both as office employees and entrepreneurs. Associated with an increase in the number of the workforce, learning must be able to create seeds for a technology-based entrepreneur because technology is one of the solutions needed to carry out business opportunities [40]. So an entrepreneur must be able to integrate the concept of entrepreneurship and technology to be able to

develop the business he manages [41]. So that the application of technology in entrepreneurship education is a challenge in today's education world.

Based on this statement, the results of this research indicate that there was a significant difference between students in the control class and experimental class in digital technopreneurship competence, so it can be said that the use of e-books can improve students' digital technopreneurship. This is supported by research showing that the use of e-learning in Entrepreneurship courses can improve students' digital competency in technopreneurs [25]. Likewise, research states that the use of technology was able to form graduates who have the competence and skills of technopreneurs [26]. Entrepreneurship lessons need to be related to technology, which in turn becomes technology entrepreneurship (technopreneurship) [27]. Technology-based entrepreneurship education (digital technopreneurship) can increase students' innovation [42]. Technology-based entrepreneurship education (technopreneurship), is learning that aims to unify concepts, theories, and practices that come from interrelated scientific competencies and integrate with the use of technology and the business world [43]–[45]. Therefore, technopreneurship can act as a business-based learning activity.

Implementation of technopreneurship in addition to technology-based theory and practice must also be balanced with a lot of support for the learning process that highlights skills [46], [47]. The development of soft skills competencies in entrepreneurship learning will be well managed and have a positive effect on students [48]. This is under the development of the media in this study, namely, there are student assignments in the flipbook maker based Canva learning media. The student assignments included 2 assignments for implementing promotional designs with the Canva application. The assignment that was carried out was to create promotional media independently with the Canva application using social media Pinterest and Instagram. Based on the results of student work, it can be said that learning by applying e-book learning media using the kvisoft flipbook maker was able to improve students' digital technopreneurship competencies. This is shown by the results of the assignment in making promotional designs through Pinterest and Instagram showing the ability of very good motor skills in utilizing IT, utilizing social media (Pinterest and Instagram) in applying promotional designs. Students have shown the ability to make promotional designs using social media which is an important part of entrepreneurial activities. Because entrepreneurial activities also require technical support to develop them.

4. CONCLUSION

Based on the results of research that has been carried out, several conclusions are obtained;

1. The resulting product was in the form of learning media a Canva-based electronic book (e-book) with the Kvisoft flipbook maker application which contains elements of text, images, videos, feasible psychomotor practice assignments was valid and feasible.
2. Canva-based e-book media can improve students' digital technopreneurship, because there was a practical assignment in making promotional designs by involving the use of social media. In the learning creative products, entrepreneurial products, and activities, the involvement of technology was important and must always be practiced by students in supporting the continuous improvement of students' digital technopreneurship.

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