Canva Application-Based Media Development in Syntax Courses

Arie Yuanita[1*], Mulyono Mulyono[1], Rusdhianti Wuryaningrum[2]

[1] Universitas Negeri Surabaya, Indonesia
[2] Universitas Negeri Malang, Indonesia
arieyuanita@unesa.ac.id

Abstract. This current study aims to delineate the process of developing learning media based on the Canva application in Syntax lectures and the quality of the Canva-based learning media. This study employed the research and development method with the DDD-E development model with four stages: decide (setting goals), design (manufacture), develop, and evaluate. This study is limited to the development stage due to the time constraints. The method of collecting information and data in this study is the qualitative descriptive analysis method. The Canva learning media that is established is a syntax learning material about sentences. The efficacy of the learning media design has been substantiated through the validation process conducted by material experts and media experts, yielding an average score of 4.1 and a percentage of 83.65%. This implies that they satisfy the criteria that are considered valid and very eligible. Thus, the resulting media can be declared valid and feasible to be utilized as supporting media for Syntax lectures.

Keywords: Learning Media, Canva, Syntax.

1   Introduction

The Syntax course is a obligatory subject for students of Indonesian Literature Study Program. In this course, Indonesian sentence grammar is studied by utilizing the concepts of phrases, clauses, and sentences through face-to-face activities, training, structured assignments, independent study, and simulations. Through the Syntax course, students are expected to produce essays, edits, and recordings in Indonesian to be presented in class discussions and exhibitions/titles of the department's work. Lecture activities encompass several formats, including in-person class sessions, online platforms, and field research. These activities aim to generate linguistic analysis and language research products, which are subsequently shared through class discussions and can serve as supplementary sources for subsequent research endeavors. From there, it can be seen that the central role of the Syntax course in the Indonesian Literature Study Program.

The acquisition of knowledge is a multifaceted undertaking for pupils, necessitating the integration of various elements for its achievement. In order to effectively

students and foster a desire for learning, it is imperative that Syntactic lectures are presented in an appealing manner, given the ambitious and conceptual nature of the success goals outlined earlier. The extent to which students comprehend lecture information is contingent upon the lecturer's ability to select and effectively utilize appropriate learning medium, as well as the pertinence and astuteness thereof [1].

The learning process, essentially a communication process, requires learning media to support learning activities. When the communication process between educators and students cannot run effectively, intermediaries or media are needed to convey messages in the communication process properly. Media learning helps to increase understanding, display information, and help to absorb the information [2].

Some scholars contended that learning media encompasses all of the materials required to communicate with students. It might take the shape of hardware or software running on hardware. Furthermore, a researcher contended that learning media is anything that may be utilized to deliver messages (learning materials) in order to increase learners' interest, attention, thoughts, and feelings in learning activities in order to attain specific learning goals. As a result, this learning media plays a significant role in facilitating the smooth and successful learning process and delivering the desired learning outcome [3]. Given the significance of learning media in the enhancement of lecturing competency, it is imperative to give careful consideration to the stages of development in order to ensure a seamless production process and the subsequent effective utilization of the learning media [4].

Currently, technology is growing. Technological development is one factor that encourages social change in society and individuals. Innovation and progress in information and science-based technology in social networks that continue to grow along with the industrial revolution 4.0 has set a changing era with the start of the creative era. In this era of technological progress, it has changed the face of the world in various fields of life, one of which is education [5]. Quality education is education that can assist students to develop their potential and knowledge through the learning process. To achieve this role, education is required to continue to adapt so that it is relevant to the changing eras that are occurring [6].

The integration of technology with learning media is crucial as it enhances the appeal and efficacy of educational materials. According to Laborda [7], technology has the capacity to serve as a medium that can successfully address the requirements of learning and assessment. The present-day educational resources encompass several mediums such as photography, graphics, electronics, and mechanical devices. These mediums facilitate the dissemination, processing, and presentation of knowledge through both oral and audio-visual means [8]. It allows every educator to use a wide selection of programs to create learning media. Various programs often used in Indonesia in the 20th century today are in the form of PowerPoint, Powtoon, Prezi, Kinemaster, Canva, etc.

Canva is a choice of program for creating learning media. Canva is an internet-based design software that offers a diverse range of tools encompassing resumes, presentations, posters, brochures, flyers, graphics, infographics, bookmarks, banners, bulletins, and more [9]. The advantages of the Canva application are that this program has various eye-catching designs that can enhance the creativity of

educators as well as students in designing learning media. Then, save time in making learning media because the Canva design is very easy. Furthermore, to design learning media through Canva, you do not only need to use a laptop, but you can also use a device [10].

Research on learning media using the Canva application has been done before, one of which was carried out by Sakti et al. [11]. Their research describes how to develop learning media using Canva in Basic Physics courses and how students respond to this learning media, while this research discussed how the developing process of Canva application-based learning media in Syntax courses and the quality of learning media developed based on the Canva application for Syntax lectures.

2   Methods

This study utilizes research and development methodologies. Development research is a widely employed methodology aimed at generating new products and evaluating their efficacy [12]. In development research, researchers can use several research models, such as the R2D2 design model by Willis and Wright [13], namely Recursive, Reflective, Design, and Development. Furthermore, Thiagarajan [14] has also proposed a research approach known as Define, Design, Development, and Dissemination (4-D).

This study used the Decide, Design, Develop, and Evaluate (DDD-E) development model. Decide stage means objectives analysis for the material, media, and intended goals. Design represents the manufacture of content components and media displays. Develop stage means the development of media based on the design plan, and evaluate stage refers to the evaluation carried out at each stage of development and the final stage [15]. In the final stage, a trial is carried out by giving a questionnaire to students after using media that the validator has declared feasible. The data collection instrument used a questionnaire which was analyzed using a Likert scale of 1-5. The scope of this study is restricted to the developmental phase as a result of temporal limitations. The next section outlines the many processes involved in conducting this research.

1.1   Decide Stage

The first stage sets learning objectives. Objectives of learning have been determined by the semester learning plan (RPS) for the Syntax course. Discussing Course Learning Outcomes (CPMK) or the second study material from Syntax learning, namely knowledge about sentences. The material about sentences focuses on discussing what sentences are and their types. The second stage is to determine the media theme used in learning. In this research, the learning media chose to be developed as a free web-based audio-visual media, namely Canva media. Using the Canva program, an audio-visual media product will be produced as a learning video about sentences.

Furthermore, in the third stage, it is explained how to use the media or access to be able to use the media. This Canva-based media is used by displaying the output

results from the Canva program in the form of learning videos. This video will later be uploaded via Google Drive or YouTube and can be watched or downloaded directly in MP4 or MKV format. This media can be displayed or accessed via a smartphone or personal computer, such as a computer or laptop, which can be displayed with the help of other devices, such as projectors, to assist the learning process.

   The selection of research targets is the latter stage in the development stage of this DDD-E model. The targets for a group of 40 students enrolled in the Syntax course within the Indonesian Literature study program at State University of Surabaya were established by the researcher.

1.2   Design Stage

At this stage, media design is carried out to solve problems in research. In this stage, materials and storyboards are prepared to design learning media. The material chosen to be used as learning media is material about sentences. Preparing material about sentences in the Syntax course is designed and adapted to the learning objectives in the RPS (Semester Learning Plan). Then, the design results on the storyboard are followed by making media for learning using the Canva-based application.

1.3   Develop Stage

This stage consists of several steps, namely:

Media Production. This stage begins by developing the production of media components such as graphics, text, video, animation, and audio. Apart from that, at this stage, you have to choose material, images, backgrounds, and concepts that will later be applied to the video by the concept material about sentences. The media will be implemented in real terms using the Canva program.

Making Research Instruments. At this stage, making instruments includes making questionnaires for product validation and response questionnaires for students or trial questionnaires.

Evaluation. Learning media that has been designed will then go through the validation stage. Material experts carried out the first validation. A material expert is someone who masters the content or material, namely the lecturer in the Syntax Course. Media experts carry out further validation. A media expert is someone who has extensive knowledge of educational media. This media expert assesses in terms of the choice of media and the aesthetics of the program. In this study, media experts are the Visual Communication Design Study Program lecturers.

1.4   Evaluate Stage

A media practicality test will be carried out for the final evaluation stage. The trial was conducted by giving response questionnaires to Syntax students at the

Indonesian Literature Study Program, State University of Surabaya. This product trial is carried out if the media tested has been declared valid by the validator. Product trials are carried out by showing Canva learning videos about sentences to students during theory lessons or before starting students.

Data analysis was used to analyze student needs by distributing questionnaires as initial observations and media validation by media experts and material experts. It is done to ensure that the learning media products made can be declared valid and feasible to be further distributed as learning media. The table below displays the validity rating scale found on the validity sheet of Syntactic learning medium.

Table 1. Media validity rating scale.

Scale	Category
1	Invalid
2	Invalid
3	Sufficiently valid
4	Valid
5	Very valid

Once the data from the assessment scores has been collated, the subsequent procedure involves calculating the mean for each facet of the validity assessment. This can be achieved by employing the following method.

$$R = \frac{\sum xi}{n}$$

R = average of each aspect of the assessment
xi = sum of component scores
n = number of components

Then, the average value is converted into a percentage, which the following formula can obtain.

$$\text{Percentage} = \frac{\text{Total score obtained}}{\text{Maximum total score}} \times 100\%$$

The table below displays the percentage range of media eligibility criteria.

Table 2. Media eligibility criteria.

Scale	Category
<21	Very inadequate
21%-	Not eligible
41%-	Decent enough
61%-	Decent
81%-	Very eligible

3 Results and Discussion

In this development research, the product produced is animated video-based learning media made using the Canva platform. This research was conducted using the research and development method, specifically DDD-E development model with the following stages.

1.5 Decide Stage (Goal Setting)

This first stage sets learning objectives. The determination of learning objectives is adjusted to the Syntax course's semester learning plan (RPS), especially in sentence material. Next, determine the media theme that will be used in learning. In this research, the learning media has been selected for development into a web-based audio-visual platform known as Canva media, which is freely accessible. This Canva-based media can be accessed via a smartphone, computer, or laptop. Subsequently, establish specific objectives for students enrolled in the Syntax course within the Indonesian Literature study program at the State University of Surabaya.

1.6 Design Stage

At this stage, the process of designing the display for learning media and storyboards is undertaken. The subsequent procedures are employed in the design process of developing educational videos with the Canva application.

Material Preparation. The syntax lecture material utilized as a learning video by researchers is concept material and types of sentences. The reason for choosing material about concepts and sentence types is that it will be more entertaining and effective if provided via the Canva application.

Storyboarding. Making a storyboard begins with developing an initial concept for opening Canva-based learning media, which is then followed by material introduction, material presentation, and then a close. Fill the opening with the material title and the supporting speaker's name, which should be nicely styled and accompanied by music. The material presentation part is also accompanied by interesting animations or visuals. The final piece expresses gratitude to Canva application-based learning media consumers.

1.7 Develop Stage

This stage begins by developing the production of media components, such as graphics, text, video, animation, and audio. In addition, the materials, images, backgrounds, and concepts that have been determined in the previous stage are applied to the video according to the desired concept. The media will be implemented in real terms using the Canva program. After the preparation is complete, the image will be animated according to the script that has been made.

After the raw animation is complete, the media will be corrected and edited to avoid errors and ensure the resulting file can be used smoothly. When finished, the media created using the Canva program will be exported in mp4 or MKV format and later put on a personal computer to make it easier to use. Then, an evaluation will be carried out. The formative evaluation carried out at the development stage is by conducting a Canva-based learning media validation test. This validation test was carried out by expert lecturers in the field of learning media and expert lecturers in Syntax material.

The following are the outcomes of producing learning media based on the application Canva in conjunction with sentence material for use in syntax courses.

Opening. At this stage, the learning media created is an opening consisting of the material title. The background is created using an appealing display/image that is accompanied by sounds. The opening exhibit must be visually appealing so that students are drawn to it. The following is the first or opening image of the learning medium designed by the researcher.

Fig. 1. Opening display.

Content Material. The availability of knowledge or exposure to a certain topic matter is extensive within educational media. The subsequent content exemplifies the conversion of the Syntax course material into a media format via the Canva program.

Fig. 2. Content material.

Video Closing. The closing section is replete with expressions of gratitude for students and users of educational media.

Fig. 3. Closing section.

1.8 Product Validation

A product validation questionnaire instrument was utilized in this study to assess \ learning media quality based on the Canva application in Syntax courses. There were two sorts of questionnaires created: the material validation questionnaire and the media validation questionnaire.

Material Expert Validation Results. The validation process for the material used in the Canva application-based learning media involves assessing its completeness. Material experts evaluate various aspects, including the suitability and accuracy of the material, its potential to stimulate curiosity, the coherence of sentences, the flow of thought, the contextual relevance of the content, and the effectiveness of the presentation technique. The subsequent findings presented above pertain to the validation process conducted by material experts.

Table 3. Material expert validation results.

No	Aspect	Category				
		1	2	3	4	5
1	Material suitability					√
2	Material accuracy				√	
3	Encourage curiosity				√	
4	Coherence and consistency of thought flow				√	
5	Ways of presentation				√	
6	Contextual				√	

Total validator score	25
Maximum total score	30
Average total indicators	4,1
Category eligibility criteria	Valid enough

The findings of validation by material experts are presented in Table 3. The data yielded an average score of 4.1, representing 83.3% when calculated using the following methods.

$$\text{Percentage} = \frac{25}{30} \times 100\% = 83,3\%$$

Results of Media Expert Validation. The validation carried out by media experts is a way to test the feasibility of learning media based on the Canva application with aspects, such as video presentation, use of words and language that comply with the rules, coloring, attractive displays and screens, as well as animation and sound. The following is the result of validation from media experts.

Table 4. Media expert validation results.

No	Aspect	Category				
		1	2	3	4	5
1	Serving				√	
2	Coloring				√	
3	Display and screen				√	
4	Use of words and language					√
5	Animations and sounds				√	
	Total			21		
	Total maximum score			25		
	Average total indicators			4,2		
	Category eligibility criteria			Valid		

According to the data shown in Table 4, the media feasibility test yielded an average assessment score of 4.2, as determined by media experts. This number corresponds to a percentage of 84%. The aforementioned percentage is derived using the subsequent formula.

$$\text{Percentage} = \frac{21}{25} \times 100\% = 84\%$$

Once the comic medium has been confirmed by media and material experts, calculations are performed based on the findings of the due diligence validation conducted by these experts. The objective is to derive conclusions from the feasibility validation results, which are presented in the table below.

Table 5. Media feasibility validation results.

Validator	Average	Score percentage	Remarks
Media expert	4,1	83,3%	Very eligible
Material expert	4,2	84%	Very eligible
Average result	4,1	83,65	Very feasible

According to the data shown in Table 5, it is evident that the average scores for media feasibility validation, as assessed by both media experts and material experts, were 4.1, corresponding to a percentage of 83.65%. This outcome falls inside the classification of being both valid and very feasible. Based on the analysis conducted, it can be inferred that the various components encompassing every facet of this educational medium are deemed appropriate for integration in the learning process at school.

4   Conclusion

The research findings indicate that the design of Syntax learning media using the Canva program has been validated by material and media experts. The findings from the evaluation conducted by experts in the field indicate that the mean data score obtained by material experts is 4.1, corresponding to an 83.3% success rate. Similarly, media experts achieved an average data score of 4.2, corresponding to an 84% success rate. The outcomes of designing learning media using the Canva program have been confirmed by material and media experts, yielding an average score of 4.1 and a percentage of 83.65%. This outcome falls inside the valid and very feasible category. Therefore, it can be asserted that the resultant media possesses a high level of validity and feasibility for utilization as an educational support medium.

References

1. A. Yuanita, M. Mulyono, and B. Yulianto, "Development of Powtoon learning media in Indonesian language courses for children with special needs," In International Joint Conference on Arts and Humanities '22, (2023), pp. 65-68.
2. N. Annisa, "Pengembangan media pembelajaran berbasis website pada materi sortasi dan grading," *Edufortech*, 6(1), 25–37 (2021)
3. I. Z. Mawaddah, T. Andani, and H.Yuliani, "Pengembangan media pembelajaran komik berbasis web pada pokok bahasan efek doppler untuk SMA," In Prosiding Seminar Nasional Fisika (SNF) (2020), pp. 42-50.
4. Y. Munadi, *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Gaung Persada Press (2013).
5. E. Y. Wijaya, D. A. Sudjimat, and A. Nyoto, "Transformasi pendidikan abad 21 sebagai tuntutan pengembangan sumber daya manusia di era global," In Prosiding Seminar Nasional Pendidikan Matematika (2016), pp. 263-278.
6. M.Akrim, "Media learning in digital era," In 3rd International Conference on Education, Sports, Arts and Management Engineering (ICESAME) (2018), pp. 458-460.
7. J. Laborda, D. Sampson, R. Hambleton, and E. Guzman, "Guest editorial: Technology supported assessment in formal and informal learning," *Educational Technology and Society*, 18(2), 1-2 (2015).
8. V. S. Gerlach, D. P. Ely, and R. Melnick, *Teaching and Media: A Systematic Approach*. New Jersey: Prentice-Hall (1971).

9. M. Monoarfa, and A. Haling, "Pengembangan media pembelajaran Canva dalam meningkatkan kompetensi guru," In Seminar Nasional Hasil Pengabdian (2021), pp. 1085-1092.
10. N. Nurhamim, N. Jumhana, and R. H. Mubarak, *Ragam Media Pembelajaran Bahasa Arab Berbasis ICT*. Yogyakarta: Istana Agency (2016).
11. I. Sakti, R. Idamayanti, and A. Agussalim, "Pengembangan media pembelajaran menggunakan Canva pada mata kuliah fisika dasar," *Jurnal Phi Jurnal Pendidikan Fisika dan Fisika Terapan*, 3(2), 1-9 (2022).
12. S. Sugiyono, *Metode Penelitian dan Pengembangan (Research and Development).* Alfabeta (2019).
13. J. Willis and K. E. Wright, "A general set of procedures for constructivist instructional design: The new R2D2 model," *Educational Technology*, 40(2), 5-20 (2000).
14. S. Thiagarajan, D. S. Semmel, and M. I. Semmel, *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. Indiana: Indiana University (1974).
15. S. A. Wijaksono and F. K. Prima, "Pengembangan media pembelajaran berbasis Canva pada mata kuliah praktek kerja kayu," *Educativo: Jurnal Pendidikan*, 1(2), 621-629 (2022).