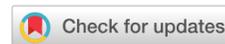


RESEARCH ARTICLE



Development of Canva-Assisted Audiovisual Learning Media on 'How I Meet My Needs' for Fourth-Grade Students

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ABSTRACT

This study aimed to evaluate the validity and practicality of Canva-assisted learning media that was developed. The research followed a Research and Development (R&D) approach, which included the stages of Analysis, Design, Development, Implementation, and Evaluation. Data collection methods involved observations, interviews, documentation, and questionnaires. The validation process showed that material experts rated the media at 80%, falling under the "very valid" category. Media experts gave it a score of 96.92%, also categorized as "very valid", while language experts provided a score of 85%, similarly classified as "very valid". In terms of practicality, the teacher response questionnaire yielded a score of 89.56%, indicating "very practical", and the student response questionnaire scored 95.18%, also in the "very practical" category. From these findings across all five development stages, the Canva-supported audio-visual learning media was concluded to be both valid and practical for use in teaching the topic "*How I Fulfill My Needs*" to fourth-grade students at SDN Sungai Lueng.

KEYWORDS

Learning media; Canva; ADDIE

1. Introduction

Education is a process aimed at developing various aspects within an individual, such as intelligence, skills, abilities, and moral values, in order to shape a person who possesses both faith and knowledge (Suhendi, 2021). Meanwhile, according to Law No. 20 of 2003, education is a conscious and planned effort to create an atmosphere and learning activities that enable students to actively explore and enhance their potential. This includes strengthening spiritual values, self-control, character building, increasing intelligence, instilling noble morals, and mastering the skills needed for themselves, society, and the nation as a whole.

Since Indonesia's independence, the national education system has undergone various transformations, ranging from the Old Order era to the Reformation era,

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along with the policies that accompanied them. Nevertheless, the quality of education in Indonesia remains lagging (Fatoni & Madiun, 2022).

Indonesia demonstrates a strong commitment to the implementation of education. This is reflected in Article 31, Paragraphs 3 and 4 of the 1945 Constitution, which states that the government is responsible for carrying out national education in order to educate the nation and is obliged to allocate at least 20% of the state budget (APBN) for the education sector. In addition, the government provides special autonomy funds to four provinces, including Aceh Province, as part of its efforts to support the implementation of education in those regions.

Aceh Province is a part of Indonesia that holds special status as a legal community entity. Aceh has been granted special authority to manage and administer governmental affairs as well as regulate the interests of its society, in accordance with statutory regulations within the framework of the Unitary State of the Republic of Indonesia (Qanun Aceh No. 5 of 2008). Education is one of the fields specifically delegated to the Aceh government by the central government. Education in Aceh is not only organized under the national framework but is also regulated by Qanun Aceh No. 9 of 2015 on the implementation of education.

However, despite this special status, education in Aceh has not developed further and still lags behind several other regions in Indonesia that do not have such privileges. Many factors contribute to this, one of which is the low quality of teachers. Although this is not entirely true, both theoretically and practically, the low quality of teachers significantly affects the quality of education (Zulfikar et al., 2017). The government has also sought to increase the number of professional teachers through activities such as workshops, seminars, training, and certification programs.

Teachers are motivators, always striving to make students more active in learning (Ramadhani et al., 2019). Teachers play a key role in improving knowledge and motivating students to solve problems (Mahlianurrahman, 2017). According to Mahlianurrahman & Aprilia (2022), "Teachers are the main actors in advancing knowledge, while at the same time serving as motivators. Teachers and students together become a benchmark for the continuity of learning success."

Learning in elementary school is very important for student development (Khairiza et al., 2019). However, its implementation has not been maximized, as teachers often rely solely on available resources without optimizing approaches, strategies, methods, or models that align with students' needs (Asnawi et al., 2023).

Learning is a complex activity. It is not merely the delivery of lessons to students, but rather a professional task that requires teachers to apply their full educational skills and create an environment and conditions conducive to learning (Mulyahati & Fransyaigu, 2018:11). Learning is not just about observing; it occurs through actions that can be applied in real life (Putra & Trilawati, 2018). Learning is a process in which a person seeks to achieve new changes in behavior through personal

experiences while interacting with the environment (Ayudia & Prasetya, 2023). The learning process is essentially the transfer of information from the source to the receiver (Anggia et al., 2019).

However, along with the advancement of technology, the use of animated learning media remains very limited. Students are often provided only with textbooks, without any supporting media, which makes them tend to feel bored during the learning process.

In addition, interviews with Grade IV teachers revealed that in teaching the topic *"How I Fulfill My Needs"*, learning media have not been applied. Teachers rely only on printed textbooks and minimal teaching aids, mainly because they have not yet developed learning media and lack understanding of applications that could assist in creating such media.

Canva is one of the design platforms that strongly supports the field of education, as it can be utilized as an audio-visual-based learning medium. Its use is recommended for all users, from beginners to professionals. One of Canva's main advantages is the availability of various practical and easy-to-use templates.

The use of Canva as a learning medium not only helps teachers design materials more efficiently and save time but also serves as a tool for delivering instructional content. For students, Canva-based learning media facilitate better understanding of the material, as it is supported by engaging visual elements such as videos, texts, audio, and animations that can be tailored to the topic being studied (Tanjung & Faiza, 2019). Canva provides a variety of attractive templates that can stimulate students' interest and encourage them to be more creative in preparing presentations (Sholeh et al., 2020). On the other hand, Canva-based media also make it easier for teachers to design instructional materials that can be used as learning resources (Hadi et al., 2021).

Canva-based learning media can assist teachers in the process of delivering lessons in class and are particularly suitable for the topic *"How I Fulfill My Needs."* This material includes learning about fulfilling needs before the existence of money, understanding the value and function of money in economic activities, and identifying types of money used in trade all of which can be explained more effectively through Canva's audio-visual features.

Based on the results of observations and interviews with the Grade IV homeroom teacher at SDN Sungai Lueng, the researcher is interested in developing Canva-assisted audio-visual learning media for the topic *"How I Fulfill My Needs."* Since such media have not yet been used in Grade IV for this topic to optimize the teaching and learning process, the researcher intends to conduct a study entitled: "The Development of Canva-Assisted Audio-Visual Learning Media on the Topic How I Fulfill My Needs in Grade IV."

2. Literature review

2.1. *Learning theories in education*

Learning is a process of personality change characterized by the improvement of knowledge, skills, and attitudes (Djamaluddin & Wardana, 2019). Several learning theories are widely recognized:

- Behaviorism: Learning is seen as a change in behavior resulting from stimulus–response interactions, with outcomes that can be observed and measured.
- Cognitivism: Emphasizes active mental processes in understanding, remembering, and applying knowledge.
- Humanism: The aim of learning is to humanize individuals; learning is considered successful when students understand themselves and their environment.
- Constructivism: Learners actively construct knowledge through creative learning experiences.
- Cybernetics: Learning is viewed as an information-processing activity in line with technological developments.

The development of learning media is often associated with behaviorist theory, as it emphasizes the measurability of learning outcomes (Ismail et al., 2019).

2.2. *Development theory*

Development is the process of translating a design into a real product, which may include print technology, audiovisual, computer-based, or integrated media (Yaumi, 2018). In the context of learning, the development of instructional media aims to improve quality either by updating, modifying, integrating elements, or creating entirely new products.

Learning media are tools that facilitate communication between teachers and students, making the learning process more effective (Tafonao, 2018). Their main characteristics include fixative (recording), manipulative (modifying situations), and distributive (disseminating information) functions (Sumampow, 2025). The benefits of learning media include clarifying messages, overcoming limitations of space and time, fostering motivation, and enriching learning experiences (Langga et al., 2019). Their function is to facilitate interaction and make it easier for students to understand learning materials (Ratumanan & Tetelepta, 2019). Media can take the form of auditory, visual, or audiovisual formats (Pardomuan et al., 2023).

2.3. Audio-visual media

Audio-visual media combine sound and visual elements to deliver instructional messages (Manshur & Ramdlani, 2019). Their advantages include enhancing attention, facilitating understanding, saving time, allowing repetition, and overcoming the limitations of space and time (Sudatha & Tegeh, 2015).

2.4. Canva

Canva is an online design application that provides a variety of templates which teachers can use to create creative and engaging learning media (Azzahra et al ., 2024). Its advantages include diverse design options, ease of use through a drag-and-drop feature, time efficiency, accessibility via both mobile phones and laptops, as well as support for collaboration (Indriani, 2024).

3. Methodology

This study employed a Research and Development (R&D) design. The development model used was ADDIE. Data were collected through observation, interviews, documentation, and questionnaires. Data analysis refers to the process of obtaining information from all available sources. In managing the collected data, the researcher applied both qualitative descriptive analysis techniques and quantitative descriptive analysis techniques.

4. Results and Discussion

4.1. Analysis stage

Curriculum Analysis

SDN Sungai Lueng, particularly in Grade IV, has already implemented the *Merdeka Curriculum* at Phase B. However, its application is still limited and requires further adjustments to align with the guidelines established by the Ministry of Education and Culture. At this stage of curriculum analysis, the researcher intends to develop a learning medium that can capture students' attention in the classroom. This medium will be in the form of audiovisual materials supported by Canva, aimed at meeting the demands of the current curriculum. The content presented in the Canva-assisted audiovisual learning medium covers Chapter VII, Topic B: *How I Meet My Needs*.

Student needs analysis

At this stage, a needs analysis questionnaire was distributed to the students, and interviews were conducted with the Grade IV homeroom teacher to identify the types of learning media used during teaching. The results of the interview revealed that

the teacher relied solely on the textbook when teaching the IPAS subject. In today's digital era, students are generally more engaged when learning with innovative media they have not previously encountered, such as animations, audiovisual materials, and similar tools. Based on the needs analysis, the researcher developed a Canva-assisted learning medium for the topic *How I Meet My Needs* in Grade IV at SDN Sungai Lueng.

IPAS material analysis of the IPAS subject

In the *Merdeka Curriculum*, Natural Science (IPA) and Social Science (IPS) are integrated into a single subject called IPAS, which aims to enable students to manage both natural and social environments within one field of study. This research focuses on one specific IPAS topic, namely Chapter VII, Topic B: *How I Meet My Needs*. At this stage, students are expected to demonstrate an understanding of how human needs were fulfilled before the invention of money and to gain a brief knowledge of various types of exchange tools used throughout history in meeting human needs. The researcher expects that through the use of Canva-assisted audiovisual learning media, students will be able to comprehend the material more effectively.

Development of observation sheet instrument

An observation checklist instrument was developed to collect data obtained during the observation process. The researcher observed and examined the curriculum used at SDN Sungai Lueng, particularly in Grade IV, as well as the learning outcomes, learning objectives, modules, and student textbooks available in the classroom. This process was carried out to identify the material to be included in the development of the learning media.

Development of interview sheet instrument

The interview sheet for the Grade IV teacher at SDN Sungai Lueng contained questions related to the curriculum implemented at the school and the types of instructional media used by the teacher during the learning process. The purpose of this instrument was to identify the media and learning materials that would be developed at SDN Sungai Lueng.

4.2. Design stage

At the design stage of the media, sketches are required to describe the process of media development. These sketches are outlined in a storyboard. Following this,

the development of the Canva-assisted audiovisual media instrument is carried out, along with the design of the Canva-assisted learning media product.

4.3. Development stage

At the development stage, the researcher successfully produced Canva-assisted learning media in the form of audiovisual materials. This media contains IPAS content obtained from both the IPAS textbook and online sources, as well as evaluation questions taken from the student's book. The material expert validation was conducted in two phases. In the first phase, the validation obtained a total score of 39 out of a maximum score of 55 across 11 indicators, resulting in a percentage of 70.90%, which falls under the "valid" category. However, several revisions were required to improve the content within the Canva-assisted audiovisual learning media. After revisions were made, the second phase of material expert validation was carried out. In this phase, the validation achieved a total score of 44 out of 55 across 11 indicators, resulting in a percentage of 80%, which is categorized as "highly valid."

4.4. Implementation stage

In this trial, students were introduced to the Canva-assisted audiovisual learning media. The trial was conducted with 22 fourth-grade students at SDN Sungai Lueng. The results showed that in the presentation component, the media obtained a percentage of 94.24%; in the programming component, 92.72%; in the material/content component, 97.57%; and in the display component, 98.18%. Therefore, the Canva-assisted audiovisual learning media developed in this study is considered highly practical for student use.

4.5. Evaluation stage

At the evaluation stage, the Canva-assisted learning media was assessed through validation conducted by experts in content, media, and language, as well as through practicality tests based on responses from teachers and students. The practicality evaluation involved 22 fourth-grade students at SDN Sungai Lueng. The results of the validation and practicality assessments of the Canva-assisted audiovisual learning media are presented in Table 1. As shown in Table 1, the Canva-assisted audiovisual learning media on the topic *How I Meet My Needs* meets the "highly valid" criteria with a percentage of 87.30%. This indicates that the Canva-assisted learning media developed can be used as an instructional tool, particularly for Grade IV students at SDN Sungai Lueng.

Table 1. Validation Results

No.	Evaluation Stage	Total Score	Percentage	Criteria
1	Content Expert	44	80%	Highly Practical
2	Media Expert	63	96,92%	Highly Practical
3	Language Expert	34	85%	Highly Practical
Average		141	87,30%	Highly Practical

The results of the practicality questionnaire from teacher and student responses are presented in Table 2. Table 2 shows that the Canva-assisted audiovisual learning media on the topic *How I Meet My Needs* meets the “highly practical” criteria with a percentage of 92.37%. This indicates that the Canva-assisted audiovisual learning media developed can be effectively used as a learning tool in Grade IV at SDN Sungai Lueng.

Table 2. Practicality Results of Teacher and Student Response Questionnaire

No	Evaluation Stage	Total Score	Percentage	Criteria
1	Teacher's Response	103	89,56%	Highly Practical
2	Students' Response	1.047	95,18%	Highly Practical
Average		1.150	92,37%	Highly Practical

It is evident that the evaluations obtained show satisfactory results. The material expert's assessment reached a final score of 80%, categorized as *highly valid*. The media expert's assessment achieved 96.92%, also categorized as *highly valid*. The language expert's assessment reached 85%, categorized as *highly valid*. Thus, the overall validation of the media was classified as *highly valid*.

Furthermore, the practicality assessment indicated that the teacher's response reached 89.56%, categorized as *highly practical*, while the students' response achieved 95.18%, also categorized as *highly practical*. Therefore, it can be concluded that the Canva-assisted audiovisual learning media is both *highly valid* and *highly practical*, making it suitable for implementation as a learning medium.

5. Conclusion

In this research and development study, several conclusions can be drawn. First, the design of the Canva-assisted learning media on the topic *How I Meet My Needs* for Grade IV students at SDN Sungai Lueng involved several stages, including the preparation of research instrument grids, product design (storyboard), compilation of materials, questions and answers, as well as the collection of backgrounds, background music, videos, and images. Second, the validity of the Canva-assisted learning media on the same topic was declared *highly valid*, with an average score

of 87.30% from three validators. This indicates that the Canva-assisted audiovisual learning media is highly valid for use as an instructional tool. Third, the practicality of the Canva-assisted audiovisual learning media was confirmed through trial implementation, where the teacher's response reached 89.56% and the students' response reached 95.18%, both categorized as *highly practical*. These findings demonstrate that the Canva-assisted audiovisual learning media can be considered both *highly valid* and *highly practical*, making it suitable for use in teaching the topic *How I Meet My Needs* in Grade IV at SDN Sungai Lueng.

Conflict of interest

The author declares that they have no conflict of interest.

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