

**Penggunaan Media Pembelajaran Canva dan Powtoon dalam Pembelajaran Materi Puisi
untuk Meningkatkan Hasil Belajar Siswa Kelas X IPA 1 SMA N 1 Kelapa Kampit**

**The Use of Canva and Powtoon Learning Media in Learning Poetry Materials to Improve
Student Learning Outcomes for Class X Science 1 SMA N 1 Kelapa Kampit**

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Abstrak

Penelitian ini bertujuan untuk menguji efektivitas penggunaan media pembelajaran canva dan powtoon dalam pembelajaran materi puisi untuk meningkatkan hasil belajar siswa kelas x IPA 1 SMA n 1 kelapa kampit. Subjek penelitian adalah siswa kelas X IPA 1 SMA Negeri Kelapa Kampit. Metode yang digunakan dalam penelitian ini adalah research and development atau penelitian dan pengembangan. Penerapan materi pembelajaran berbasis teknologi informasi diharapkan dapat meningkatkan standar pengajaran di kelas. Hasil penelitian menunjukkan bahwa media pembelajaran Canva dan Powtoon cocok digunakan dalam pembelajaran bahasa Indonesia bagi siswa kelas X IPA 1 SMA Negeri 1 Kelapa Kampit. Hal ini karena memenuhi persyaratan validasi media, validasi material, dan validasi evaluasi. Hasil pretest dan posttest diketahui bahwa penggunaan media canva dan powtoon membantu siswa kelas X IPA 1 SMA Negeri 1 Kelapa Kampit memahami materi yang dibutuhkan untuk mengenali suasana, tema, dan makna dalam antologi puisi. Berdasarkan hal tersebut, dapat dikatakan bahwa perangkat pembelajaran Canva dan Powtoon dapat dikembangkan dalam pengajaran bahasa Indonesia, terutama ketika mengajarkan siswa bagaimana mengenali suasana, tema, dan makna antologi puisi.

Kata Kunci; Canva; Media Pembelajaran; Powtoon; SMAN 1 Kelapa Kampit

Abstract

This study aims to test the effectiveness of Canva and Powtoon learning media in learning poetry material to improve student learning outcomes in class X IPA 1 SMAN 1 Kelapa Kampit. The research subjects were class X IPA 1 students at Kelapa Kampit State Senior High School. The method used in this research is research and development. The application of information technology-based learning materials is expected to improve teaching standards in the classroom. The study results show that the Canva and Powtoon learning media are appropriate for learning Indonesian for class X IPA 1 SMA Negeri 1 Kelapa Kampit. This is because it meets the requirements for media validation, material validation, and evaluation validation. The pretest and posttest results found that Canva and Powtoon media helped class X IPA 1 SMA Negeri 1 Kelapa Kampit understand the material needed to recognize the atmosphere, themes, and meaning in the poetry anthology. Based on this, the Canva and Powtoon learning tools can be developed in teaching Indonesian, especially when teaching students how to recognize the atmosphere, themes, and meaning of poetry anthologies.

Keywords; Canva; Learning Media; Powtoon; SMAN 1 Kelapa Kampit



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PRELIMINARY

Education that is growing is in line with public awareness of educational needs (Aulia & Amra, 2021). Basically, education is an effort to develop human potential as a whole and instill character and cultural good values in students with the aim of obtaining knowledge welfare in their lives (Swingewood, 1984). Education is the first and most important step in developing the potential of human resources that can hone the cognitive, affective, and psychomotor skills of students ("Theoretical Framework on the Role of Knowledge Management for Students on Academic Performance," 2021). Therefore, in order to achieve the expected results, the implementation of education must be carried out carefully through planning (Anderson, 2011).

In improving the quality of education, teachers must have a strategy to develop learning activities in schools so that the results obtained are more effective and efficient, not only relying on teachers who describe the material in front of the class, but students actively participate during learning (AFMLTA, 2005). The important thing that teachers must pay attention to in planning good learning is teaching materials (Simarmata, 2020). Facts,

concepts, principles, and curriculum generalizations are contained in a collection of scientific materials called teaching materials, which can help students in achieving their academic goals (Morgan, 2014).

Learning methods, also referred to as instructional strategies are closely related to teaching materials. In their interactions with students, teachers use instructional strategies to ensure that information is accessible to them and that they understand the purpose of the lesson (Sudjana & Rivai, 2010). In completing teaching materials, the teacher must determine what media he chooses. Education and learning media are closely related (Nejadghanbar et al., 2022). Without the right learning media, the learning process will not be efficient. Along with the development of technology, learning media also develops (Japan Government, 2018). However, until now there are still many teachers who use conventional methods in developing learning (Wijayanti et al., 2022).

The monotonous use of textbooks is the most common case in schools. The combination of technology and learning seems to have become inseparable. Mustikawati (2019) considers that technology-based learning media will attract students so that the learning process and outcomes will show maximum results. Many technology-based media can be used as learning media by teachers, such as the Powtoon and Canva applications that can be accessed via devices, laptops, or projectors (Admissions, 2023). With the renewal of learning media used by teachers, learning does not become boring and students can better absorb learning material (Rosyidi, 2009)

The problem that researchers encountered was the low learning outcomes of students at SMAN 1 Kelapa Kampit. Low learning outcomes are characterized by declining student learning levels, declining midterm and end-of-semester exam scores. In addition, low learning outcomes are also colored by decreased student cognitiveism. Some things that are the background of the low learning outcomes of siswa kelas X IPA 1 SMA N 1 Kelapa Kampit. Internally, there is a decline in student learning levels, students are not enthusiastic about participating in learning, and there is no progress in learning at home. On the external side, teachers at SMA N 1 Kelapa Kampit who are less innovative in being creative in managing learning, teachers still use many conventional learning methods and media, the use of books Monotonous text, many teachers are in and out of school, coupled with a less conducive learning environment. Some of these things have an impact on decreasing student learning outcomes, especially in learning language sub-material poetry so that researchers have a tendency to use Canva and Powtoon teaching in order to improve the learning outcomes of students who have studied XScience 1 SMA N 1 Kelapa Kampit.

Some relevant research. Research (Hidayat et al., 2022) with the final results of learning media Indonesian in the form of audio visual with the Canva application of KD 3.7 and

KD 4.7 poetry tech material in grade VIII junior high school. In the development of learning media, this research involves material experts, media experts, and teaching experts. The results obtained from material experts are 83% with the category "very good", the results from media experts are 98.4% with the category "very good", the results from material experts are 90% with the category "very good". Based on these results, the final result was obtained with an average of 90.4%. So it can be concluded that the learning media is classified as "very good". Research (Marwadi & Sodiq, 2022) with the results that the use of the Canva application in learning to compile ad text is "very good". This success is supported by (1) the results of observations of teacher activities in carrying out learning syntax obtained results of 93.75 with "very good" criteria, (2) product test results with the highest score of 92 and the lowest score of 59 in terms of advertising structure and linguistic elements obtained 90 results with "very good" criteria. From both results, the application of ad text learning using the Canva app obtained a result of 91.5 in the "very good" category. (3) Student responses in this study obtained results of 3.26 with the criteria "Meet". Research (Asrobanni et al., 2023) with the results shows that the animated video learning media products on the drama material produced meet the feasibility aspects of the material with a very valid presentation value of 100% and the language feasibility aspect is in the very valid category. with a very valid percentage of 91% and a media feasibility aspect with a very valid percentage of 100%. So it can be concluded that the animated video learning media developed obtained an average percentage of 97% which shows the category is very valid and feasible to use. Then research (Maulana Baihaqi et al., 2023) which mentions evaluation, teachers or trainees feel that activities using Canva and Powtoon are very useful, can add skills in making video teaching media, and hope that there will be similar activities in the future. Furthermore, research (Wijayanti et al., 2022) shows that explanatory text learning usually uses lecture, question and answer, and discussion methods. Usually, teachers also use learning media in the form of power point impressions and videos. So, with that, we use the Powtoon application as a medium for delivering information and the Quizizz application as an evaluation medium to get a good response from teachers and students at SMA Negeri 5 Surakarta.

The research method used in this research is research and development, or also called research and development (Sugiyono, 2016). The development of Canva media and Powtoon videos is the result of the development of information technology-based learning media. The 4-D research model is defined in this study as define, design, develop, and disseminate (Trianto, 2010). Students of grade X Science 1 SMA Negeri 1 Kelapa Kampit were used as research subjects. A sample of 15 students were asked to respond to a Google Form distributed online, and then the information was used to verify improved student learning outcomes. The data collected is a type of quantitative data (Margono, 1997). Pre-test and

post-test questionnaires are used to obtain results that are used to generate quantitative data. Percentage description analysis is a data analysis technique used in this study. The data received in quantitative form will be converted into qualitative statement sentences. The collected data will be verified by expert opinions, which will then be assessed in a qualitative descriptive manner. Furthermore, the Likert scale can be used after receiving the results of data analysis by changing the qualitative assessment back to quantitative. The percentage of feasibility can be used to interpret how the results of this analysis conclude.

Table 1. Canva and Powtoon Media Eligibility Percentage

Persentase (%)	Kelayakan
1-20	Sangat tidak layak
21-40	Tidak layak
41-60	Cukup layak
61-80	Layak
81-100	Sangat Layak

Table 1 explains the percentage of feasibility of using Canva and Powtoon Media in Learning Poetry Material to Improve Learning Outcomes of Class X Science 1 Students of SMA N 1 Kelapa Kampit. From table 1, it can be seen that the percentage of 1 to 100 reaps several feasibility values; Starting from very unworthy, not worthy, decent enough, decent, and very decent. Thus it is very dynamic and fluctuating according to the respective object.

DISCUSSION

Canva and Powtoon Learning Media;

Canva is an online design program that provides various tools such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, and so on. The types of presentations in the Canva application such as creative presentations, education, business, advertising, technology, and so on (Admissions, 2023). The advantage of the Canva application is that it has templates based on certain categories. There are seven categories, namely social media, presentations, documents, personal, educational, marketing, events, and advertising. Smart teachers just have to choose which template is most suitable for the teaching media they want to create based on the material and student characteristics. This interactive learning media application is very accessible. This application can be accessed by Smart Teachers using Mobile or computer. Thus, Smart Teachers can create interactive media anytime and anywhere (Oktifa, 2023).

Then Powtoon is an IT-based web application that can be used as a learning medium in which there are interesting features such as features to create presentations or animated

videos that can be used easily and interestingly. Through Powtoon media, it is hoped that it can make it easier for educators to create learning materials that look interesting and creative. In addition to making it easier for educators in this case, namely teachers, Powtoon is also expected to make students more enthusiastic in listening to the material delivered by the teacher. This Powtoon learning media has the advantage of having many various animation features and effects that make presentations or learning videos look interesting. In addition, the time line contained in Powtoon can also be used easily compared to other similar applications (Admissions, 2023). This Powtoon app is an interactive presentation and animated video app. Smart teachers can take advantage of this Powtoon application to design learning media such as presentations, animated videos, moving infographics, and others. The Powtoon application can help Smart Teachers explain the concept of material more clearly and become limited space, time, and senses in distance learning modes like now (Oktifa, 2023).

Evaluation of Learning Objectives Achievement Indonesian;

The results of the study were obtained based on the stages of Define, Design, Develop, and Disseminate 4-D development model. The results of the first stage, namely defining, showed that SMA Negeri 1 Kelapa Kampit based its practical learning on the 2013 curriculum. In addition, it is known that the lack of media variety by teachers causes lessons to become boring and participants' responses are less enthusiastic from their students. The teacher stated that the enthusiasm of grade X students of Science 1 SMA Negeri 1 Kelapa Kampit was only seen in students who really liked Indonesian lessons, especially poetry learning. The study team used pretest and posttest to evaluate assessment questions to determine whether or not the learning research objectives were met. Each test is delivered through Google Form media with 15 questions and indicators of the same pretest and posttest questions.

The second stage, planning or design, is completed by creating concepts for two media to be developed, namely the animated film Powtoon and the Powerpoint presentation Canva. Products are made based on needs and research materials, namely KD 3.16 and KD 4.16 materials. Figures 1, 2, 3, and 4 show the display of media products.

Figure 1. Canva Learning Media Images 2. Canva Learning Media

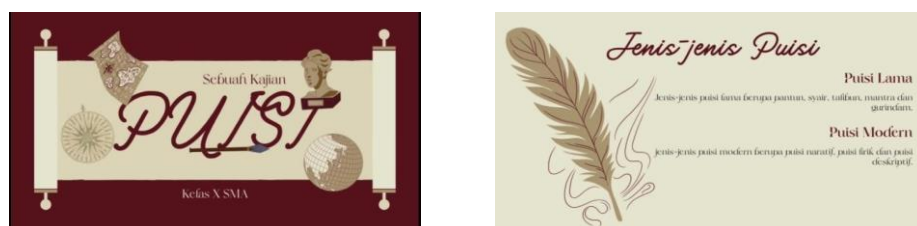


Figure 3. Powtoon Learning Media

The teacher validates the creation of learning media in the third step, known as the learning media development stage, to determine its feasibility. The score recapitulation results are shown in Table 2. Based on Table 2, the variable quality of goals and content has a percentage of 74% (Feasible). Furthermore, the learning quality variable table displays a percentage of 80% (Feasible). The percentage value of the technical quality variable table is 70% (Feasible). As a result, the average score of content validation in creating educational materials using Canva and Powtoon are 74%, with a range of 61-80% (Decent). In addition, Table 3 shows the results of the recapitulation of values achieved after media validation by media experts.

Table 2. Recapitulation of Material Validation Results

No	Variabel	Presentasi	Kriteria Kelayakan
1	Kualitas Isi dan Tujuan	74%	Layak
2	Kualitas Instruksional	80%	Layak
3	Kualitas Teknis	70%	Layak
Presentase		224%	-
Rata-rata Presentase		74.6%	Layak

Table 3. Recapitulation of Media Validation Values

No	Variabel	Presentasi	Kriteria Kelayakan
1	Tampilan	100%	Sangat Layak
2	Pewarnaan	100%	Sangat Layak
3	Huruf	80%	Layak
4	Gambar dan Audio	85%	Sangat Layak
Presentase		365%	-
Rata-rata Presentase		91.25%	Sangat Layak

With the criteria for the percentage of values in the range of 81-100% in the table above, it can be said that media development tools such as Canva and Powtoon Learning are suitable for use as learning media in schools (Very Feasible). The results of the recapitulation can then be seen and seen in Table 4 along with the validation of the evaluation questions.

Table 4. Recapitulation of Question Evaluation Validation Values

No	Variabel	Presentasi	Kriteria Kelayakan
1	Kualitas Isi dan Tujuan	85%	Sangat Layak
2	Penulisan Soal	70%	Layak
3	Kualitas Soal	80%	Layak
4	Bahasa	80%	Layak
Presentase		315%	-
Rata-rata Presentase		78.75%	Layak

It is clear from the previous table that the range of content quality and goals achieves an overall percentage of 85% by a very respectable standard. The percentage result of 70% using the right conditions is the writing variable. The language variable gets a proportion of 80% with very decent criteria, and the quality variable gets a percentage of 80% with very decent requirements. As a result, it met the required criteria on average with 78.75 percent. 15 children were subjects in a small-scale experiment. With the same criteria, they get 15 pretest questions and 15 posttest questions. Table 5 displays student outcomes.

Table 5. Results of Pretest and Posttest Scores of Students

No Urut Siswa	KKM	Nilai		N-Gain	Keterangan
		Pretest	Posttest		
1.	70	73	93	0.7	Tinggi
2.	70	80	93	0.6	Sedang
3.	70	66	80	0.4	Sedang
4.	70	93	100	1.0	Tinggi
5.	70	73	86	0.4	Sedang
6.	70	100	100	1.0	Tinggi
7.	70	73	100	1.0	Tinggi
8.	70	53	80	0.5	Sedang
9.	70	60	86	0.6	Sedang
10.	70	40	73	0.5	Sedang
11.	70	73	86	0.4	Sedang
12.	70	73	86	0.4	Sedang
13.	70	33	73	0.6	Sedang
14.	70	66	93	0.8	Tinggi
15.	70	40	73	0.5	Sedang

The use of Canva and Powtoon learning media in KD 3.16 and KD 4.16 can improve student learning outcomes, as evidenced by the results of pretest scores obtained with the lowest score of 33 and the highest score of 100. This conclusion can be drawn based on the comparison of pretest and posttest results and gain values in the table above. Posttest results

improved, with a low score of 73 and a best score of 100. Based on the results of the gain exam, 10 students get a moderate grade increase and 5 students get a high score increase. After getting the evaluation results, then the results of the learning media survey response can be seen in Table 6.

Table 6. Recapitulation of Student Response Questionnaire Results

No	Variabel	Rata-rata Presentase
1	Kualitas Isi dan Tujuan	98%
2	Kualitas Intruksional	91.1%
3	Kualitas Teknis	95%
	Total Rata-rata	94.7%

Based on the previous table. For each variable, the average percentage of student responses to development media was greater than 60%. In addition, it can be seen that the average overall response rate for the questionnaire recapitulation is 94.7%.

Results are categorized very well based on the analysis of learning media produced by Canva and Powtoon which is achieved by making 4-D models, namely Define, Design, Develop, and Disseminate. This medium is considered practical from several angles. Information is made according to the chapters offered and details according to the sub-chapters contained in the KD material. In addition, the material is made simple to understand by using appropriate and age-appropriate language for adolescents.

The Eligibility of Canva and Powtoon Media as Learning Media;

The feasibility of media consists of display, coloring, fonts, photos, and audio. According to Supriyono (2018), to increase understanding, knowledge, and experience, it is important to pay attention to a number of variables when creating media, such as audio, animation, and visual. To compare the results of both assessments used for evaluation of learning and ascertain the level of knowledge of students before and before learning used pretest and posttest. In Canva and Powtoon learning media, the results of media and material validation are displayed with percentages of 74.6% and 91.2% respectively with the labels "feasible" and "very feasible". This shows that making learning media using Canva and Powtoon for poetry material can Indonesian be used as a practical medium for creativity in the world of education.

It can be said that the evaluation given to students is able to improve thinking skills and measure understanding of the topic taught because the presentation evaluation value shows 78.7 percent in the "sufficient" category. Indicators corresponding to KD were also used in the development of the 15 questions used in the evaluation. Age-appropriate language

facilitates students' understanding of evaluation. The results of the gain test showed that canva and powtoon media can improve student learning outcomes, with the lowest score in the medium category of 0.4 and the highest score in the high category of 1.0. The level of student involvement in the learning process affects the increase in scores between pretest and posttest.

The level of student involvement in the learning process affects the increase in scores between pretest and posttest. Students are more enthusiastic and engaged in their studies when Canva and Powtoon are used. According to Putri (2021), there are a number of components in the field, and the packaging of material in animated films and good teacher-student relationships will have a significant impact on improving learning outcomes. Therefore, learning platforms such as Canva and Powtoon can improve student learning outcomes, especially grade X students at SMA Negeri 1 Kelapa Kampit who are obtaining information about Indonesian poetry.

According to previous research, learning media produced with the Canva application can be utilized in educational environments (Pelangi, 2020). Learning outcomes can be improved with Powtoon learning materials (Putri, 2021). The inclusion of animated videos as a source of learning in the classroom will increase student motivation (Alannasir, 2016), so that the learning media that has been prepared is expected to encourage enthusiasm, and the active role of students in learning Indonesian especially in KD 3.16 and KD 4.16. Students will be more interested in playing a role in learning if the media used contains animation, images, and sound. So that in the teaching and learning process, media is an aspect that determines the extent of the success rate of a learning.

CLOSING

The results showed that Canva and Powtoon learning media are suitable for use in Indonesian learning because they meet the requirements for media validation, material validation, and evaluation validation. The pretest and posttest results are known that the use of canva and powtoon media helps grade X students of Science 1 SMA Negeri 1 Kelapa Kampit understand the material needed to recognize the atmosphere, theme, and meaning in poetry anthologies. Based on this, it can be said that Canva and Powtoon learning tools can be developed in Indonesian teaching, especially when teaching students how to recognize the atmosphere, theme, and meaning of poetry anthologies.

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