Using the Canva Application in Learning to Collect Print Media Advertising Text in Class V Elementary School

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Article Info	ABSTRACT
	This study aims to find out how the application of print media advertising text learning uses the Canva application and to find out how students respond to this learning. This study uses a descriptive qualitative method with a development model. The data source came from the fifth-grade class teacher and students at SD Negeri 2 Ngadirejo. Data collection uses observation techniques, product tests, and questionnaires. Observations were made by the class teacher to observe the teacher's activities in applying the learning syntax and filling out a questionnaire by students to describe student responses to learning to compose print media advertising text using the Canva application. This research is a qualitative design in which data were collected through observation, product tests and questionnaires. Product tests were conducted to obtain data from 14 student printed media ad designs created by using the Canva application. Data were analyzed using a descriptive method. The results of this study prove that the use of the Canva application in learning to compose ad text is "very good". Based on the results, it proves that students can use the features in the Canva application, starting from text, templates, elements, gallery features and more.

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1. INTRODUCTION

Thematic learning is a learning program that departs from one particular theme/topic and is then elaborated from various aspects or viewed from various perspectives of subjects that are usually taught in schools [1]. Learning Indonesian is one of the Thematic subjects that must be taught in class V of Elementary School. Learning Indonesian aims to enable students to be able to enjoy and utilize literary works to develop personality, broaden life horizons, and increase knowledge and language skills [2].

One of the skills that is most emphasized in learning Indonesian in elementary school is writing skills. Writing is frequently referred to as "linguistic literacy", although verbal literacy is essential for success in life, from education to adult employment [3].Writing skills fall into the category of skills that are difficult even for native speakers because in this skill students must be able to produce effective use of language in addition to mastering their receptive skills. Assisting the students to conciously manage their writing process is teaching them metacognition. Further more explained that stimulating the students' conscious control of their writing processes will enable them to improve their writing skills [4]. One of the writing skills that must be mastered by students, especially elementary school students, is writing printed media advertisements. Learning advertising text is one of the compulsory Indonesian materials in elementary schools. This is because advertising text can support students' skills in the real world.

This study aims to develop a learning pattern for composing text advertisements for printed media using the Canva application. In this study, it is hoped that students will be more creative and innovative in choosing the language of their ad text that matches the design by using the Canva application so as to produce

a learning product that does not only stop in class, but can be used to promote their products. This research is also expected to be able to produce learning that applies to digital systems and the application of electronic-based learning (e-learning) as an exercise in dealing with 21st century skills. Therefore, the formulation of the problem in this study are (1) How is the application of learning text advertisements in printed media in the V B class of SD Negeri 2 Ngadirejo using the Canva application? and (2) What is the response of class V B students at SD Negeri 2 Ngadirejo using the Canva application for learning ad text?

2.   LITERATUR REVIEW

Advertising is one of the persuasive communication processes that focuses on an effort to market an item that is sold, services, and certain ideas or ideas [5]. Dunn and Barban (1978) in Widyatama (2007:15) explained that advertising is non-personal communication in conveying a message in an effort to persuade with persuasive sentences about an item sold, services and so on by companies to consumers, non-commercial institutions as well as private [6].

Currently, the development of new technologies makes the appearance of a more flexible (or blended and/or hybrid methodology) teaching method no longer a desideratum [7]. One of the changes that is seen today is automation in all areas of life, where there is no need for humans to operate machines due to technological advances [8]. This condition certainly demands that educational outcomes equip students with 4.0 revolution skills [9]. Technology was closely connected with education and had a significant effect on writing [10]. One of technology innovation which has advantages in increasing student writing skill is Canva.

According to Kumparan.com and Canva.com, Canva is a free and paid design, photo editor and video editor application that is very easy to use and simple, and is available on gadgets and laptops. This application is very interesting to be used as an audio-visual learning media [11] Besides being an application for making learning media by teachers, Canva can also be used directly by students in designing learning products, such as logos, posters, advertisements, and so on. Compared to other design and editor applications, the Canva application focuses more on design which is accompanied by examples of ready-made photo designs so that they can be used as examples and other design templates. The components in this application are very easy to understand so that they can be used to support direct visual learning and can train students' visual literacy skills [12]. In addition, this application can be accessed through applications on devices, computers and also via the web.

Previous relevant research is "Implementing the Canva Application to Improve the Ability to Present Critical Response Texts Through Project-Based Learning" by Diah Erna Triningsih at SMPN 1 Karangploso, Malang. From this study, positive results were obtained. Based on the results of the research and discussion, it was concluded that the use of the Canva application through project-based learning can improve the ability to present students' critical response text as evidenced by an increase in the percentage of learning motivation scores and learning outcomes in each cycle. Another relevant research is "Canva-Based Audio-Visual Learning Media" by Rahmatullah et al. Based on the results of the research, it can be concluded that Audio-visual-based learning media with the Canva application is very suitable for use in learning activities.

3.   METHOD (10 PT)

Descriptive research is research aimed at describing or describing existing phenomena, both natural phenomena and human engineering [13]. The research model for this research is development, namely by developing the Canva application into a learning medium and developing learning to compose print media advertising text to become more creative and innovative. This research was conducted at SDN 2 Ngadirejo, Demangan Hamlet, Ngadirejo Village, Kec. Ngadirejo, Temanggung Regency for 1 meeting, namely on November 14, 2022. The data sources from this study were the language teacher in class V A and 14 students in class V B. The data collection technique of this research was through observation, product tests and questionnaires.

The observation technique was carried out to observe the level of success of the teacher's activity in applying the learning syntax to compose print media advertising text using the Canva application. The product test technique was carried out to obtain the results of the assessment of 14 students' printed media advertisement designs made by using the Canva application in terms of keywords, there are persuasive sentences and choosing the right images. The questionnaire technique was in the form of questions filled out by students was carried out to describe student responses to the use of the Canva application in learning to compose print advertising text.

The data obtained in this study were divided into two, namely (1) information on the application of learning to compose printed advertising text using the Canva application obtained from the results of teacher activities and product test results, and (2) information on students' responses to the use of the Canva application in composing learning advertisement text obtained from the 14 question components that have been provided in the questionnaire and filled out by students.

The data instruments in this study were teacher observation sheets, product tests and questionnaires. On the observation sheet and questionnaire sheet using the Likert scale model with criteria 1-4, namely 4 = strongly agree, 3 = agree, 2 = do not agree, and 1 = disagree. The Likert scale is used to measure perception, interest, motivation, program implementation, etc [13].

On the teacher's observation sheet using the following formula.

$$score : \frac{gained\ score}{total\ score}\ x\ 100\ (1)$$

The results obtained from the above formula are matched with the following assessment table.

Table 1. Assessment of Teacher Activity in Learning Advertising Texts

No.	Achievement level	Category
1.	81—100	Very Good (VG)
2.	61—80	Good (G)
3.	41—60	Average (A)
4.	< 40	Low (L)

The table above refers to the valid and proper assessment sheet compiled by [14]. The product test instrument is used to determine the success rate of learning ad text individually and the success rate of using the Canva application as a whole. Individual product test results are calculated using the formula.

$$score : \frac{gained\ score}{total\ score}\ x\ 100\ (2)$$

The scores obtained by students are matched with the success criteria according to the following table.

Table 2. Criteria for Product Test Results

No.	Achievement level	Category
1.	81—100	Very Good (VG)
2.	61—80	Good (G)
3.	41—60	Average (A)
4.	< 40	Low (L)

After recapitulating the overall student scores and matching them according to the criteria, the research success rate through product tests is calculated using the following formula.

$$P : \frac{The\ number\ of\ students\ according\ to\ the\ criteria}{total\ number\ of\ students}\ x\ 100\ (3)$$

Table 3. Product test success percentages

No.	Achievement level (%)	Category
1	81—100	Very Good (VG)
2	61—80	Good (G)
3	41—60	Average (A)
4	< 40	Low (L)

The data instrument through a questionnaire was carried out to determine the level of students' response to research in learning and text. The questionnaire instrument uses a Likert scale with criteria 1-4. The data in the questionnaire is calculated using the following formula.

$$4. \quad P : \frac{Total\ score}{total\ responds}\ x\ 100\ (4)$$

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The results of calculations using the formula are then matched with the following table of achievement levels of student responses.

Table. 4 Student Response Achievement Results

No.	Achievement level	Category
1.	0,99—2,00	Not feasible
2.	2,01—3,00	Less feasible
3.	3,01—3,99	Feasible
4.	4,00	Very feasible

Data analysis methods in this study are data reduction, data presentation, and drawing conclusions. The technique of checking the validity of the data in research is through triangulation techniques. The triangulation technique is the technique of checking the validity of the data using something outside the data with the aim of testing the credibility of the data.

5. RESULTS AND DISCUSSION (10 PT)

Based on the formulation of the problem, this study discusses (1) information on the application of electronic media advertising text learning in class V B SDN 2 Ngadirejo using the Canva application and (2) information on student responses in class V B SDN 2 Ngadirejo using the Canva application in learning printed media advertising text. The results and discussion in this study are presented in a descriptive form. The research results are presented in the form of summaries, tables and descriptions
data thoroughly.

Application of Learning to Composing Printed Media Advertising Texts Learning to compose printed media advertising text in this study used the direct instruction method through one stage, which consisted of the orientation stage, the learning stage for advertising text and introduction to the Canva application, and the assessment stage.

The orientation stage is the stage of the researcher's self-introduction to students and the delivery of learning objectives which are also part of the research objectives. The learning stage for ad text as well as the introduction of the Canva application is carried out using the direct instruction method. At this stage, the teacher explains each ad text structure and its linguistic elements by showing directly an example of printed media ad text that has been compiled with the Canva application. In addition to explaining the text of print media advertisements, the teacher also explains every feature in the Canva application and how to use it.

The assessment stage is the stage in asking students to compose a printed media advertisement text. Students' results in compiling printed media advertising text at this stage became the data source for the product test instrument. The application of learning in this study was carried out during one meeting through limited face-to-face learning.

Data from the observation technique in this study were obtained through direct observation of the syntax of the ad text learning process using the Canva application by the class V A teacher at SDN 2 Ngadirejo, namely Sadar Arifah, S.Pd. The data obtained through observation sheets about the process of learning ad text can be seen as follows:

Table 5. Teacher Observation Sheet

NO	ASSESSMENT ASPECT	ASSESSMENT CRITERIA			
		1	2	3	4
INTRODUCTION					
1	The teacher opened the class by greeting, asking how and checking the attendance list				√
2	The teacher conveys apperception about advertisements that have been encountered				√
3	The teacher conveys the learning objectives				√
WHILST TEACHING					
4	The teacher gives an explanation regarding the structure and language of printed media advertising text				√

NO	ASSESSMENT ASPECT	ASSESSMENT CRITERIA			
		1	2	3	4
5	The teacher displays an example of an advertisement design on the Canva application via a projector screen and explains the systematic use of the Canva application features on the projector				√
6	The teacher asks students to practice directly each feature of the Canva application and gives them the opportunity to ask questions about the function of each feature			√	
7	Teachers help students overcome obstacles in operating every feature of the Canva application			√	
8	The teacher conveys the task that must be done by students, namely making a text ad design using the Canva application				√
9	The teacher gives the opportunity for students to do the assignments that have been given				√
CLOSING					
10	Teachers and students reflect on learning			√	
11	Teachers and students summarize the learning outcomes				√
12	The teacher closes the lesson (do prayer)				√
	Total Score			4	8

The data in the table above can be entered into the following formula:

$$score : \frac{gained\ score}{total\ score}\ x\ 100$$

$$score : \frac{(8x4)\ +\ (4x3)}{12\ x\ 4}\ x\ 100$$

$$score : \frac{32\ +\ 12}{48}\ x\ 100$$

$$score : \frac{44}{48}\ x\ 100$$

$$score : 91{,}67\ \%$$

The percentage results obtained from the 12 aspects of the observation sheet assessment were 91.67%. This percentage indicates that learning ad text using the Canva application has been proven to have been carried out well by the teacher in this lesson. These results indicate that learning advertising text which is informative and procedural fits perfectly with the Direct Instruction learning model [15]. The data also shows that the teacher has carried out the learning well and in accordance with the lesson plan (RPP) that was previously designed. The results of this teacher's activity greatly influence the results of the product test, namely the design of student advertisements.

The results of the observational data above are supported by the results of a consistent research conducted by Mawardi and friends with the title "Utilization of the Canva Application in Learning to Compose Advertising Texts for class XII DKV 2 SMKN 13 Surabaya". The results of this study prove that the use of the Canva application in learning to compose ad text is "very good". This success is supported by the results of observing the teacher's activity in carrying out the learning syntax to obtain a result of 93.75 with "very good" criterion [16]. This is the same as the teacher's activities carried out in this study, namely teaching advertising text material using the Direct Instruction method by displaying directly the visual results of the advertisement design by using a projector and then explaining it in front of students.

Product test data in this study came from 14 student print ad designs that had been created using the Canva application. Each part of the ad structure is designed using features in the Canva app. Ad design assessment is not only based on the number of features used, but also on how students are able to use each feature optimally and creatively so as to produce attractive ad design work. The features contained in the Canva application are as follows.

1. Text

The text feature in the Canva application uses a call to action (CTA) system, which is a system for adding text to images that are designed or edited. In addition to adding text, the feature also provides a choice of fonts that can add to the attractiveness of the designs made.

2. Templates

This feature is specifically for selecting a suitable template to create a design. The Canva app provides a variety of attractive raw templates that can be used to create a design by adding icons or other images.

3. Elements

Elements in the Canva app provide a variety of attractive icons that can make any design more interesting. This element is available in various forms, such as thumbnails, lines, boxes, and so on.

4. Gallery Features

This feature can be used to add an image or photo from outside the Canva app to your design. This section is very useful, moreover, the images or photos needed are sourced directly from the product or service to be designed.

5. Other Features

Other features in the Canva application include additional features that can add the attractiveness of the design or editor. In this feature, there are various components that support the creation of audio-visual designs, such as audio features, animations, videos, styles, charts and so on.

Data from product tests in this study were obtained from each ad design that had been prepared by 14 V B class students. The product test data is taken from three aspects of assessment, namely the presence of keywords, persuasive sentences and the accuracy of selecting images. Aspects of the ad structure were seen from the orientation, body of the ad and justification. Each part is assessed from the aspect of suitability, relevance and uniqueness. The linguistic aspect of advertisements is assessed in terms of uniqueness in managing language in promoting advertised products or services and the clarity of each element of language needed in advertisements.

Table 6. Product Text Results

No	Name	Score		
		There are keywords	**Persuasive sentence**	**Image selection accuracy**
1	PNA	82	85	86
2	RAK	76	79	75
3	RDP	83	84	85
4	SLA	55	55	56
5	SYA	82	84	85
6	SMA	82	82	86
7	SMS	85	86	89
8	VDS	55	56	75
9	WK	81	83	85
10	YSA	77	78	80
11	YEP	89	91	90
12	ZNL	80	75	78
13	ZM	89	90	89
14	ZMR	85	86	85

Based on the data on the results of student advertisement design results, the product test in this study showed "Very Good" results. This is indicated by the presence of student ad design results with the highest score on the keyword aspect with a value of 89, the persuasive sentence aspect with a value of 91 and the accuracy of selecting images with a value of 90. The highest score in the aspect of the presence of keywords is obtained by the suitability of the keywords with the theme advertised. The highest score for the element of persuasive sentences is obtained by taking into account the completeness of the language elements needed in promoting the ad, and the highest score for the element of accuracy in choosing images is obtained by the accuracy of the image in accordance with the theme of the advertisement raised. Based on the data above, it proves that students can use the features in the Canva application, starting from text, templates, elements, gallery features and more.

However, the product test data shows that there are still students who get a low score of 75. This value is obtained from the incompatibility of the ad design with the advertised product. On the other hand, the ad has a lack of ad structure. This shows that students are still not able to maximize the features in the Canva application which provide various needs for compiling advertisement text. In addition to the lowest score

above, there are students who get the lowest score, which is 55. This value is obtained from plagiarized advertisements and not designed at all. This proves that learning to compose advertising text using the Canva application cannot be said to be perfectly successful in motivating students.

Data on product test results in this study as a whole are summarized in a Likert scale table with categories 1 – 4. In the aspect of ad structure, there were 22 students who scored 4, 9 students scored 3, 1 student scored 2 and none of the students got a score of 1. In the linguistic aspect, there were 21 students who got a score of 4, 10 students got a score of 3, 1 student got a score of 1 and none of the students got a score of 1. The overall score can be seen in simple terms from the following table.

Table 7. Data from print media ad designs using the Canva application

Aspect rated	Score			
	4	3	2	1
There are keywords	10	2	2	-
There are keywords	9	3	2	-
There are keywords	10	3	1	-
Percentage	$\frac{29}{42} x\ 100$ $= 69\%$	$\frac{8}{42} x\ 100$ $= 19\%$	$\frac{5}{42} x\ 100$ $= 12\%$	

$$score : \frac{(29x4) + (8x3) + (5x2)}{42}$$

$$score : \frac{150}{42}$$

$$score : 3,57$$

From the results of the scores above, it can be seen that the mean is as follows.

$$score : \frac{3,5}{42} x\ 100$$

$$score : 83\ \%$$

After the data were being processed, there are 69% of the 14 students who fall into the "very good" category with a score of 4, 19% of 14 students get the "good" category with a score of 3, 12% of students get the "poor" category with a score of 2, and none of the students got the "bad" category. Based on the data above, learning to compose printed media advertising text using the Canva application can be said to be successful in the "very good" category. This can be seen from the percentage of positive data with very good and good categories reaching 83%. Thus, using the Canva application really helps students in learning ad text.

The product test data above also proves that the features in the Canva application really help students in designing an advertisement. This is in line with the results of research conducted by Fenty Fahminnansih and his friends entitled "Utilization of the Canva Application for Graphic Design and Product Promotion in Entrepreneurship-Based Islamic Schools" which proved that around 76.5% of student responses said that the features in the Canva application were very helpful in making an advertisement or poster design. This is expected to be one of the benefits of this research, which is to introduce to the public that the Canva application is very suitable for making designs, advertisements, posters, slogans and so on.

The successful application of advertising text learning can be categorized based on the two aspects above, namely teacher activities and product tests. These two aspects mutually influence each other, namely the success of teacher activities can be proven objectively by the success of student product test results and the success of student product test results is influenced by teacher activity in good learning. From the data obtained above, the application of learning print media advertising text using the Canva application can be categorized based on the following table.

Table 8. Application of Ad Text Learning

Teacher's activity	Product test	Result
91	83	$\frac{174}{2} = 87$

.   From these data, it is known that teacher activity gets a percentage of 91 and product tests with a percentage of 87. Both of these aspects each get the "very good" category. Based on this, the category of implementing ad text learning as a whole can be seen from the average of the two aspects above. The average result shows 87. These results are in the interval range 81 - 100 with the "very good" category. Based on this, it can be concluded that learning to compose printed media advertising text using the Canva application can be categorized as "very good".

Student Response
           Student response data was obtained through questionnaires which had been filled out by students at the end of the research meeting. The questionnaire sheet consists of 14 components of questions (KP) regarding student responses to the use of the Canva application in learning to compose print advertising text. Student response data is needed for Student Response to strengthen the objectivity of the learning application data above.
           The question component (KP) on the questionnaire sheet was made using a Likert scale model 1 – 4 with the criteria Very Like (VL), Agree (A), Average (AV), and Disagree (DA). The following are the components of the questions contained in the questionnaire sheet.

KP   ASSESSMENT ASPECTS

1   The Canva application is useful for compiling the text of Indonesian printed media advertisements
2   Learning ad text using the Canva app made me more skilled
3   Learning ad text using the Canva app encourages me to find new ideas
4   Learning Ad text using the Canva app increased my commitment to learning
5   Learning Ad text using the Canva app sparked my initiative
6   Learning ad text using the Canva application raises my optimism in learning
7   I got direct application of creative text using the Canva application in learning
8   Learning ad text using the Canva app increased my motivation in learning Indonesian
9   I can apply my design knowledge in learning Indonesian Advertising Text
10   I can use the Canva application as a learning medium besides learning Indonesian
11   I can explore my potential and interest in learning when I use the Canva app
12   I found ad text easier to understand when I implemented it directly with the Canva app.
13   I find the Canva app suitable for learning ad text
14   I feel that the features in the Canva app are quite helpful for me in compiling Ad text.

           The questionnaire sheet in this study was filled out by 14 V B class students. Data from the questionnaire obtained the distribution of answers Strongly Agree (SA) as much as 48%, Agree (A) as much as 45%, Less Agree (LA) as much as 7%, and Disagree (DA) as much as 0%
           The entire data above proves that learning print media advertising text using the Canva application has a positive response from students by looking at the suitability of the Canva application with learning ad text. This is evidenced by the percentage distribution of Strongly Agree (SA) and Agree (A) reaching 93%, while Less Agree (LA) and Disagree (DA) are only around 7%. In more detail, the questionnaire data in this study have been summarized in the following table.

Table 9. Student response questionnaire data with a Likert Scale.

Response Category (RC)	Total Response (TR)	Total Score (RC x TR)
Strongly Agree (4)	96	384
Agree (3)	89	267
Average (2)	11	22
Disagree (1)	0	0
Total	**196**	**673**

Based on the table above, the average data is as follows.

$$Mean = \frac{673}{196}$$
$$Mean = 3{,}43$$

Based on the data above, the results of student responses with an average of 3.43 fall into the "Fulfillment" category because the data falls into the interval range 3.01 - 4.00 according to a predetermined data qualification benchmark. The results of the student response data prove that the Canva application can assist students in studying and compiling print media advertising texts.

6.   CONCLUSION AND SUGGESTION
Conclusion

Based on the results of this study, the use of the Canva application in learning to compose printed media advertising text received the "very good" category. This was obtained from information about (1) the implementation of learning text advertisements for print media using the Canva application and (2) student response data for learning advertisement texts using the Canva application. The data from this information were obtained through the technique of observing teacher activities by VA teachers at SDN 2 Ngadirejo, product tests through the results of student printed media advertisement designs, and student responses through questionnaires filled in by students. The effectiveness and efficiency of learning time in compiling print media advertising text and the successful use of the Canva application can be seen in the application of learning print media advertising text.

The results of the application of learning advertising text using the Canva application show the criteria of "Very Good" with a percentage of 87. This result is the average result of observing the teacher's activity in carrying out the learning syntax for composing advertising text using the Canva application which obtained a result of 91.67 with the criteria of "very good" and the product test results of 14 students in class VB with the highest score indicated by the presence of student advertisement design results with the highest score on the keyword aspect with a value of 89, the aspect of persuasive sentences with a value of 91 and the accuracy of selecting images with a value of 90

To strengthen the data above, this study also presents data obtained through a questionnaire, namely student responses in using the Canva application in learning to compose ad text. Student response data shows the criteria of "Meet" with an achievement level of 3.43 based on benchmarks at intervals of 3.01 - 3.99.

Based on the data above, it can be concluded that learning ad text using the Canva application directly (direct instruction) can be implemented properly and smoothly, motivating students and increasing understanding of the material well.

Suggestion

Based on the results of this study, it is hoped that this research can become a reference for further relevant research. In this regard, the following suggestions are proposed. Based on the teacher's activities in learning advertising text, learning will be more effective and efficient if the use of the Canva application to create learning media is further improved. Therefore, teachers should be able to maximize the use of all Canva application features to create interesting and different learning media, especially in other features. In other features, there are components that support the creation of interesting audio-visual media, such as audio, video, animation features, and so on. In this way, teachers can better convey learning materials while explaining every feature of the Canva application.

In the product test aspect, it is necessary to carry out a product assessment model for learning ad text in other ways to prove the objectivity of the ad design results in more detail. In addition, the Canva application can be used as a medium in learning other Indonesian, or in other subjects.

Based on the results of student responses, the teacher must be able to present the material properly and correctly so that the effectiveness of the Canva application in learning ad text does not seem unfavorable, so that student responses also decrease. On the other hand, teachers must be able to use the Canva application properly so they can set an example for students. One way to do this is by showing students an excellent ad design and drawing their work using the Canva application.

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