

## TEACHERS' PERCEPTIONS OF THE USE OF CANVA-BASED MEDIA IN SCIENCE SUBJECTS IN ELEMENTARY SCHOOLS

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### **Abstrack**

This study aims to see how the learning process occurs using Canva-based animation media in science learning at SD IT Al-Fatih Peusangan. The subjects in this study were class teachers and class V students. Qualitative research is research that produces descriptive information in the form of written and spoken words. Data collection techniques are by interviews via mobile phones and filling in google form. The results of the study show that by using animation media, students like and feel happy because they can easily understand the material, learning, and also learning becomes more interesting. The difficulty of teachers in using animation media is the lack of projectors, LCDs, internet in schools and the difficulty of choosing characters when creating animation media.

**Keywords:** IPAS, Information technology, canva-based animation media

### **Abstrak**

Penelitian ini bertujuan untuk melihat bagaimana proses pembelajaran yang terjadi dengan menggunakan media animasi berbasis Canva dalam pembelajaran IPA di SD IT Al-Fatih Peusangan. Subjek dalam penelitian ini adalah guru kelas dan siswa kelas V. Penelitian kualitatif adalah penelitian yang menghasilkan informasi deskriptif berupa kata-kata tertulis dan lisan. Teknik pengumpulan data dengan wawancara melalui telepon seluler dan pengisian di google dari. Hasil penelitian menunjukkan bahwa

dengan menggunakan media animasi siswa menyukai dan merasa senang karena mudah memahami materi, pembelajaran dan juga pembelajaran menjadi lebih menarik. Kesulitan guru dalam menggunakan media animasi adalah kurangnya proyektor, LCD, internet di sekolah dan sulitnya memilih karakter saat membuat media animasi.

**Kata Kunci :** IPAS, Teknologi informasi, media animasi berbasis kanva

## **INTRODUCTION**

Information and communication technology (ICT) serves as a tool for transmitting information concerning its management and transfer. Discussing ICT in the current era underscores its vital role in enhancing the quality of education and facilitating extensive access (Ningsih, 2020). Nevertheless, it is evident from research that many schools under investigation exhibit a deficiency in ICT utilization. This is attributed to insufficient school facilities, infrastructure, internet limitations, and the ongoing developmental stage of the schools.

Education involves a deliberate and systematic initiative to establish a conducive learning environment and process, enabling students to actively cultivate their potential in religious spiritual strength, self-control, personality, intelligence, noble character, and essential skills crucial for themselves, society, nation, and state (Sukadari & Sulistyono, 2017). It is also a profound transformative process shaping students to adapt effectively to their surroundings, fostering changes that contribute to their aptitude in community life (Arifin, 2017).

Education, broadly speaking, embodies life itself. This signifies that education encompasses continuous learning and knowledge acquisition in various contexts and situations, exerting a positive impact on the overall development of each individual. (Sudarsana, 2015). That education lasts for a lifetime (*long life education*) (Triwiyanto, 2021). In a comprehensive context, instruction is likewise a series of educational activities, and the engagement in learning can take place in any setting and at any time. (Suardi, 2018). In essence, education signifies the instructional process conducted by a teacher for students, aiming for adults to serve as role models, offer guidance, instill values, and foster the intellectual development of each individual. (Anwar & Pd, 2015). Education provided to students extends beyond formal schooling directed by authorities; in this instance, the role of family and community is pivotal. They serve as essential platforms for guidance, facilitating the awakening and development of knowledge and understanding. (Pristiwanti et al., 2022).

Learning involves an interactive process between students, educators, and educational resources within a learning setting. (Hanafy, 2014). Education is the support extended by educators to facilitate the acquisition of knowledge, skills, habits, and the development of attitudes and beliefs in students. Essentially, it is a guiding process to enhance effective learning. This learning journey spans a lifetime and can take place in various contexts and at any moment. (Moh. Suardi, 2018).

In striving for an effective learning experience, the teacher plays the role of a facilitator, guiding through potential challenges that may arise in teaching and learning activities, particularly at the elementary school or MI level. Challenges such as low learning motivation, students' quick boredom, and lack of attention to teachers are prevalent. These issues are often influenced by factors linked to suboptimal teaching practices. To address these challenges, teachers need to employ strategic approaches, including mastery of presentation techniques commonly known as teaching methods, ensuring effective and efficient learning. (Abidin, 2015).

Advancements in science and technology prompt increased initiatives to incorporate technological outcomes into the educational process. Educators need to be adept at integrating technological results into their teaching methods and utilizing the tools available within the school environment. (Anshori, 2018). Apart from utilizing existing tools at school, educators should also cultivate the ability to create learning materials when such resources are unavailable. Learning media serves as a crucial intermediary or tool in facilitating the learning process. Hence, teachers need to possess ample knowledge and comprehension of learning media. (Azhar Arsyad, 2019).

Educational materials encompass any means employed to convey messages, prompting students' thoughts, emotions, attention, and abilities to facilitate an intentional, purposeful, and regulated learning experience. This concept is also articulated by Syriac and Angung. (2012). Learning media refers to the tools employed in the educational process, encompassing instructional aids utilized by teachers and the means through which messages are conveyed from learning sources to recipients. (Andi Prastowo, 2011).

Learning media can also be described as media that contains information or instructional messages and can be used in the learning process. Learning media is media that conveys messages or information that contains learning purposes or objectives (Wahyu et al., 2020). Learning media is very important to help learners acquire new concepts, skills and competencies (Hasan et al., 2021).

The use of learning media in teaching can trigger new interests and motivations, provide stimulation to learning activities, and have a significant psychological impact. The integration of learning media in the early stages of

teaching greatly supports the effectiveness of learning and message delivery during the learning process (Falahudin, 2014).

The use of learning media has a very important role in the running of the learning process and the learning outcomes that can be achieved by students. Any material given to students in the form of topics will be very better if given as real or concrete examples. In this case, the use of media as an alternative solution that can overcome the problem (Rulviana et al., 2022). One of the media that can be used is Canva application-based animation media.

Canva app is an online graphic design app. Canva also has a wide variety of templates that we want to use or that we need. Not only presentation templates, but the Canva application also provides poster templates, profile photos, banners, invitations, menus and others (Hapsari & Zulherman, 2021). The use of Canva animation media can make it easier and save teacher time in designing learning media and can make it easier for teachers to explain learning material. This canva media can also make it easier for students to understand the learning presented by the teacher, because in this canva animation media displays text, video, animation, audio, images, graphics, and so on as they want to be displayed and can also make students focus on learning material because of the appearance of interesting material. This Canva application is expected to be an alternative for teachers in designing animated videos on IPAS material (Devila et al., 2023).

In a previous study entitled "Development of Canva-Based Animation Learning Media on Science Subjects, Animal Body Form Materials and Their Functions" focused on making learning activities more interesting by utilizing the Canva application (Azqiyya, 2023). While the difference with this study is that in this study the researcher focuses on how teacher preparation, implementation, evaluation, and teacher perception and how student learning responds through canva-based animation media. And also differences in research locations and research methods.

Science learning is a natural science that studies the universe and its contents, as well as the events that occur in it (Atep Sujana, 2014). According to Awaliyah (2019), material in science learning is material that has various kinds of objects that need to be conveyed clearly, in detail, and accurately. If the delivery of the material is not effective, it will hinder the learning process (Azqiyya et al., 2023). Then in science learning, it is very necessary which is called learning media. This is because IPAS material is abstrak (Wulandari & Mudinillah, 2022).

Through interviews and analysis conducted by researchers with educators, various incidents succeeded in attracting researchers' interest regarding "Development of Canva-Based Animation Media in Science Subjects in Elementary Schools". The research questions revolve around teacher readiness, teacher perceptions, and student responses to learning using canvas-based

animation media. This research aims to be a guide for schools in utilizing learning media, explaining student learning outcomes when using animation media in the learning process.

## **METHODS**

This research uses a qualitative research approach with a descriptive method. Qualitative research is research that produces descriptive information in the form of written and spoken words from a person and behavior that can be observed or heard (Sugiono, 2021). This descriptive qualitative research is used to provide an overview of the implementation of information technology-based learning in science subjects.

This research was conducted at Al-Fatih Integrated Islamic Elementary School located in Bireuen Regency. The purpose of this study was to determine teachers' perceptions of the use of Canva-based animation media in the learning process. The main source of information for this research is Mrs. Laina Misqa, S.Pd, a fifth-grade science teacher, and a graduate of madrasah ibtidaiyah teacher education. This research will be conducted on September 27, 2023.

The instrument used in collecting this data was in the form of interviews containing questions using google forms and mobile phones with questions about the use of canva-based animation media in science subjects when the teacher taught.

## **RESULTS AND DISCUSSION**

### **a. Learning Preparation with Canva-Based Animation Media**

Following interviews with fifth-grade teachers regarding lesson preparation, it is noted that teachers engage in thorough planning, encompassing activities such as drafting lesson plans (RPP), preparing student worksheets (LKPD), formulating test questions, and arranging the necessary tools and materials for the learning process. Additionally, teachers are required to decide on appropriate methods and learning media, ensuring that all aspects of the learning process are effectively integrated with the use of educational materials.

### **b. Implementation Of Learning With Canva-Based Animation Media By Teachers**

After the teacher prepares everything needed for the learning process to be carried out properly, then the teacher carries out learning using canva-based animation media in science learning. The learning was attended by all class V students totaling 25 people. The implementation of this learning is divided into three stages, namely the initial activity, the core activity and the final activity.

### **1. Initial Activities**

This initial activity begins with giving greetings, checking student attendance, apperception and motivating students by providing questions about learning that will be carried out related to daily life to arouse student curiosity about the learning to be learned and convey learning objectives in accordance with canva-based animation media.

### **2. Core Activities**

Moving on to the central phase of the lesson, the teacher prepares canva-based animation media illustrating the topic at hand, specifically videos detailing the human digestive process. Following the video preparation, students are grouped, given instructions by the teacher, and tasked with collectively analyzing the provided videos. Each group then presents their analytical findings to the class, and subsequently, each group offers responses to the results of the group discussion. The teacher proceeds to provide explanations for each group's discussion. Following this, the teacher poses questions to further enhance students' understanding, distributes Student Worksheets (LKPD) to each group, explains the rules and problem-solving approaches, and guides students in group discussions. Finally, the teacher instructs students to report the outcomes of their discussions and make presentations.

### **3. Final Activities**

The next stage is the final stage, at this stage the teacher gives the opportunity to the students to conclude the learning and the teacher provides reinforcement. Then the teacher conducts evaluation activities in the form of multiple-choice questions totaling 10 questions to find out students' understanding of the material that has been taught. Then the teacher gives an assessment of the results of the students' answers. Furthermore, the teacher conveys a moral message and closes the learning by saying alhamdulillah and greetings.

#### **c. Evaluate Learning with Canva-Based Animation Media**

This stage is intended to thoroughly review the actions that have been taken, according to the results of interviews with teachers, evaluations are carried out by providing test questions to students as assessments so that teachers can see how effective learning with Canva-based animation media is on understanding the material by students.

#### **d. Understanding Animation Media**

Animation media is an electronic device that can process input data into moving images (Syafriana & Farhan, 2016). The use of animation media in the learning process can improve the quality of learning by making it more

interesting, can clarify abstract concepts in more detail, and learning outcomes become better (Batubara, 2020).

**e. Teachers' Perceptions of Canva-Based Learning Animation Media**

Teachers play a very important role in the use or development of learning media in the classroom to achieve the desired learning outcomes. As researchers have asked teachers via cell phones and google from whether teachers are easier to deliver material using animated media, of course by using this animation media it will be easier to deliver material, because in animation media there is creativity that interests students when we deliver learning material. So if we apply this to the learning process will affect the learning outcomes of students, students will easily explore and think creatively from what they see. This is in harmony with the theory of (Ramli et al, 2017) With this animation media, it can make it easier for teachers to deliver learning during the learning process.

**f. Teachers' Perception of the Benefits of Canva-Based Animation Media**

The benefit of animation media is that through this animation media students are able to study the real state of a process, phenomenon or event. Students can also repeat on parts that are not yet understood. This will be difficult to realize if the video is delivered through media such as television. With this animation media is able to show something clearly. The explanation from the class V teacher was supported by research from (Mashuri, 2020) namely that it is said that the benefit of this animation media is that it can improve the ability to visualize material that students cannot see or imagine.

**g. Teachers' Perceptions of the Supporting and Inhibiting Factors of Canva-Based Animation Media**

The supporting factor of using this animation media is that the existence of animation media can make it easier for teachers to teach and can attract students' attention as well as make it easier for students to understand the material. Then the inhibiting factor of this animation media is that teachers have to design animation media extra and if at any time there are errors it will be very difficult to delete or add information, as well as obstacles on the internet and projectors. The answer from this teacher is also corroborated by research from (Komaro at al, 2018) bahwa ketika guru ingin membuat media animasi harus memiliki keterampilan dan kreatifitas khusus dalam merancanganya. Therefore, one of the media that is suitable for use by teachers is Canva-based media because this media can make it easier for teachers to choose or design media easily and can delete whatever we want to delete and whatever we want to add, so teachers do not need to delete or recreate this animation media if at any time there is a mistake.

#### **h. Teachers' Perceptions of the Advantages and Disadvantages of Canva-Based Animation Media**

The advantage of this animation media itself is that it is able to convey a complex concept visually and dynamically that can be easily absorbed by students. Then this animation media is able to make learning more fun, because this animation media is able to attract students' attention, motivate students and stimulate students' thinking more memorably. Then the disadvantage of using this animation media itself is that it requires special equipment such as projectors here there is a first obstacle, namely where in our school there is a shortage of projectors because the school is still under construction, then the second for us teachers whose age can be said to be a lot will be difficult if designing animation media and if there is a mistake it will be very difficult to remove, We had to create a new medium from scratch. The third obstacle in the internet network.

From the teacher's perception above about the weakness of designing animation media is the solution, teachers can use the canva application, because in this canva application it can simplify the process of designing animation media because this canva application can be deleted wrong parts or we can add material to any parts we want without deleting the videos that we have made.

The purpose of using canva-based animation media is to find out how student learning outcomes use canva-based animation media, and increase student learning motivation, also students are more receptive to the material presented, because the appearance of this animation can be interesting and make students more enthusiastic about learning and not saturated with learning.

As researchers have asked some statements to students via google from the average student likes and is interested when screening animated videos of science learning because it can be easily understood by students, then students are more focused if we make interesting videos when we will start learning. The implementation of the use of animation media has obtained quite satisfactory results. Students are more enthusiastic in learning and experience improvement than using the lecture method. One theory also supporting this answer is (Lestari, D., Rochadi, D., & Maulana, A., 2017) .That with this animation media students show a very enthusiastic interest, enthusiasm in learning, happy when learning by using animation media. The use of animation media in delivering material needs to be done because to facilitate the delivery of material, it can also have a positive impact on students' interest in learning. Therefore, the creative use of animation media will allow students to learn better and improve their abilities in accordance with the goals to be achieved.

The benefits of using animation media for students are student interest in the existence of animation media, can easily understand the material presented,



are active in receiving the material provided, motivate students in learning, are not bored or bored during the learning process, and increase student knowledge. Theory of (Tejo, Nurseto, 2011) also said that the benefits of this animation media are to realize a more effective learning situation. With that, learning media must be made an integral part of the overall learning process. In its use for games or to provoke the attention of students solely. Another benefit is to accelerate the learning process so that it can improve the quality of the learning process.

Learning media is one of the most important factors in improving the quality of learning (Andi Kristanto, 2016). Media cannot be separated from the learning process to achieve educational goals in general and to achieve goals in particular. When teachers use learning media, the delivery of material will be easier and students easily understand the material delivered and can increase learning motivation. Students who participate in learning will be interested because all available senses can be utilized properly through the use of learning media and can arouse desire and interest in learning and create motivation and incentives to act so as to affect children's memory.

Based on the results of interviews that researchers have conducted with grade V elementary school teachers, teachers must prepare and plan learning perfectly before teaching so that learning activities can run smoothly. The teacher's planning in learning is to make learning, determine learning methods and media that everything related to learning is included in using learning media. From here the learning objectives will run as desired. The differences of each individual must also be taken into account in the use of animation media. It is expected that teachers can do this to find out the situation and condition of students, because in learning activities students have different backgrounds and circumstances, so when choosing learning media it is important to consider. Therefore, before using animation media, teachers first pay attention to the condition and ability of students when recording what is conveyed.

## **CONCLUSION**

The findings from this study lead to the conclusion that, prior to incorporating animation media, teachers should develop comprehensive plans covering lesson objectives, understanding the material, and recognizing individual student characteristics in the classroom. It is crucial for teachers to be well-versed in the properties of animation media. During implementation, teachers employ animation media as a supportive tool for learning, emphasizing its significant role in the teaching and learning process.

Utilizing animation media in science education yields favorable outcomes for students. It fosters a sense of comfort, preference for the media, ease of comprehension, and increased interest in the learning process, preventing

boredom. However, challenges for teachers include inadequate school infrastructure, such as a lack of projectors and internet restrictions. Additionally, teachers may encounter difficulties in sourcing captivating animation media.

The researchers acknowledge the presence of limitations and shortcomings despite their best efforts. These constraints encompass the following aspects: 1) The study exclusively delves into the utilization of Canva media in the learning process of science subjects, 2) The focus is solely on fifth-grade students, and 3) The research is confined to online methods, suggesting that future researchers may benefit from on-site investigations.

For future researchers who will conduct the same study can develop research objectives that want to be researched and focus more on what is researched. And can increase the accuracy in terms of completeness of the data obtained. Also the next researcher can focus on the lower grades.

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