ANALYSIS OF CANVA PUZZLE MEDIA NEEDS IN INDONESIAN LANGUAGE LEARNING FOR ELEMENTARY SCHOOL GRADE III

Vera Juniar*

*Universitas Negeri Jakarta, Indonesia

juniarvera20@gmail.com

Herlina Usman

Universitas Negeri Jakarta, Indonesia

herlina@unj.ac.id

Mahmud Yunus

Universitas Negeri Jakarta, Indonesia

mahmud.yunus@unj.ac.id

Abstract

This study aims to develop Canva-based puzzle media for Indonesian language subjects for third-grade elementary school students using the Research and Development (R&D) method of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), but this study is limited to the development stage, so the resulting product has not yet reached the stage of implementation and comprehensive evaluation in the field. Data collection was carried out through observation, student questionnaires, and teacher interviews which showed that 74.1% of students liked Indonesian language subjects, but 55.6% found it difficult, 92.6% of students wanted more creative learning, and 51.9% were more enthusiastic about game methods. The conclusion of this study is that Canva-based puzzle media is expected to increase students' interest in learning and active participation, while providing practical solutions for teachers in overcoming low interest in learning and enriching digital learning media references.

Keywords: Puzzle Media, Elementary School

Abstrak

Penelitian ini bertujuan untuk mengembangkan media puzzle berbasis Canva untuk mata pelajaran Bahasa Indonesia siswa kelas III Sekolah Dasar dengan menggunakan metode Penelitian dan Pengembangan (R&D) model ADDIE (Analysis, Design, Development, Implementation, Evaluation), namun penelitian ini dibatasi hanya sampai pada tahap pengembangan (development), sehingga produk yang dihasilkan belum sampai pada tahap implementasi dan evaluasi secara menyeluruh di lapangan. Pengumpulan data dilakukan melalui observasi, angket siswa, dan wawancara guru yang menunjukkan bahwa 74,1% siswa menyukai mata pelajaran Bahasa Indonesia, namun 55,6% menganggapnya sulit, 92,6% siswa menginginkan pembelajaran yang lebih kreatif, dan 51,9% lebih antusias dengan metode permainan. Kesimpulan dari penelitian ini adalah media puzzle berbasis Canva diharapkan dapat meningkatkan minat belajar dan partisipasi aktif siswa, sekaligus memberikan solusi praktis bagi guru dalam mengatasi rendahnya minat belajar serta memperkaya referensi media pembelajaran digital.

Kata Kunci: Media Puzzle, Sekolah Dasar

INTRODUCTION

Indonesian language education in elementary school is very important to build the basis of students ' language skills, such as writing, vocabulary acquisition, and creative thinking. These skills are not only important for the student's future academic performance, but are also very important for communicating well in everyday life. But in reality, mastery of vocabulary and writing skills is still a big obstacle in the learning process, as there are students who have difficulty constructing structured sentences and new vocabulary. This condition shows that traditional lecture methods are still ineffective, because they are more passive and less involve active participation of students (Ramadhania & Yamin, 2022).

In fact, in the current digital era, students tend to be more responsive to learning media that are visual, interactive, and applicative (Maulidya et al., 2024). Therefore, one thing that a teacher can do is create a fun, active, creative and interesting learning atmosphere, one of which is by creating innovative learning media, such as digital-based media and educational games, which are becoming increasingly urgent to implement in order to increase learning motivation, involvement, and understanding of Indonesian language concepts in elementary school students (Dwi Kurnia Zamroni et al., 2024). The adjustment is intended so that every educator must be able to adapt to the increasingly rapid flow of technology, so that human resources who are prepared early can face challenges never experienced before (Anjani & Usman, 2024).

The Independent curriculum implemented in Indonesia also emphasizes the importance of differentiated and project-oriented learning, so educators are required to design learning media that are not only relevant to student life, but also able to arouse their interest and motivation to learn (Isnaini et al., 2024). Media is a learning tool that can assist teachers in explaining or transferring knowledge to students (Amelia et al., 2024). This approach aims to create a learning environment that is more inclusive and responsive to the individual needs of students, so that they can learn in the way that works best for them (Fitri et al., 2024). However, practice in the field shows that many teachers still use conventional teaching methods that are less effective in growing student active participation (Velayati & Prastowo, 2022).

This method often relies on lectures and the use of textbooks, which are not capable of attracting the attention of students and making them passively involved in the learning process. As a result, students tend to feel bored and less motivated to learn (Indrasari et al., 2023). In fact, good learning is learning that can involve the activeness of learners to develop their abilities. Through the activeness of learners during the learning process can make learning more meaningful (Maharani & Wardhani, Prayuningtyas Angger, 2024).

Previous studies have shown that the development of puzzle learning media can significantly increase students ' interest in learning (Alzanah & Dewi, 2022). This shows that interactive and fun learning media are able to attract students ' attention, so they are more involved in the learning process. In addition, the results of another study also showed that puzzle learning media is not only interesting, but also effective in improving student learning outcomes (Nurfebriyani et al., 2024). Meanwhile, other research confirms that puzzle learning media is feasible to be used in the context of learning because it can increase student motivation (Amalia & Napitupulu, 2022). In addition, e-puzzle media is also able to significantly increase the activity and interest in student learning. This media combines visual elements and interactivity, which makes the learning process less monotonous and more attractive to students (Adibah et al., 2024). This finding provides a strong signal that the use of innovative and interactive media, such puzzle as digital puzzles, can be a solution in improving the effectiveness of Indonesian learning which has been considered boring by some students (Fadilah et al., 2020).

On the other hand, puzzles as a learning medium not only provide a fun learning experience, but also stimulate various aspects of student development, including critical thinking, problem-solving skills, and language skills. Puzzle is a game of arranging pieces of image or text to form a unified whole in its use, puzzles encourage students to think logically, recognize patterns, and work together actively. This makes puzzles a learning aid that is not only cognitive, but also affective and social. What's more, in limited and field testing, puzzle media was shown to improve student learning outcomes significantly, with standardized gain values showing improved learning outcomes in the medium to high category (Alika & Radia, 2021). Thus, the combination of these findings shows that puzzle learning media has great potential to create a more interesting and effective learning experience, and can be a solution to overcome the challenges faced in conventional learning.

However, despite puzzle the proven effectiveness of puzzle learning media in improving student interest and learning outcomes, most existing developments still do not utilize digital design platforms. The use of Canva can provide opportunities to create more interactive and engaging learning experiences, where teachers can easily design learning media that fit the needs of students (Irmayanti et al., 2023). In addition, the focus of puzzle media Development has been more directed at science and mathematics subjects, while learning media Innovations for Indonesian are still relatively poorly explored. This shows that there are gaps that need to be addressed, given the importance of language acquisition as a basis in the learning of various other subjects. Thus, there is a need to develop puzzle learning media that are not only interesting, but also relevant and effective to increase student engagement in learning Indonesian.

This gap is the focus of this research. There are not many digital puzzle media designed using Canva to support Indonesian language learning. Canva has great potential as a design platform because it is easy for teachers to use, child-friendly, and allows for the integration of visual and interactive elements. Therefore, this research seeks to develop a Canva-based digital puzzle learning medium for prohibition and recommendation sentences in third grade elementary school. This innovation is expected to address the need for more enjoyable, interactive learning, and in line with student characteristics in the digital age.

Research related to puzzle media is still dominated by the approach of Research and Development (R&D) with ADDIE model with most of the products produced are still conventional and have not been integrated with digital technology optimally (Ramadhania & Yamin, 2022). In fact, the challenges and educational needs of the 21st century demand learning that is innovative, interactive, and technology-based. The use of digital design platforms such as Canva can be a solution alternative in creating learning media that are not only visually attractive, but also easily accessible and used by teachers and students in the context of hybrid learning. Canva allows teachers to design media that combines visual elements, text, and interactive quizzes, in line with the visual and kinesthetic learning styles of elementary school students kinesthetic.

This study aims to enrich the innovation of learning media through different approaches. This article affirms the results of previous research while offering a new alternative through Canva-based media development Canva. The novelty of this study lies in the integration of Canva as a modern design platform with the concept of puzzle-shaped educational games, where puzzles are designed with child-friendly themes such as animals, cartoons, and adventure, complemented by back sound encouraging back sounds to create a positive and vibrant classroom atmosphere, as well as the existence of learning information hidden behind puzzle pieces which serves as an additional explanation for the student after correctly constructing the sentence.

It is hoped that this approach will be able to present a more flexible, visually oriented learning nuance, and inspire active participation of students in the Indonesian language learning landscape at the level of Grade III Elementary School. The study also analyzes the need puzzle for Canva-based puzzle media Development Canva, which is expected to bridge the gap between traditional teaching methods and student needs in the digital age. By utilizing technology and attractive design, this learning media is expected to increase students ' active participation, as well as help them understand language concepts in a more fun and exciting way.

METHODS

This study applies an R&D (Research and Development)-based development approach with the ADDIE learning model framework as a systematic design flow in developing Indonesian language learning media in the form of sentence puzzles for third-grade elementary school students using the Canva platform. The ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation, is used as a reference because it has a student-centered, innovative, authentic, and inspiring learning philosophy. However, this study is only limited to the needs analysis stage obtained through initial field observations, so it does not produce a final product in the form of learning media (Faidah et al., 2024). The implications of

this study are expected to provide a picture of real needs in the classroom and serve as a basis for further research in developing interactive learning media that can increase student engagement in the teaching and learning process.

This study involved 27 students who are in Class III SDN Cideng 10 Jakarta, as well as 1 class teacher who participated in assessing the needs of students related to the needs of the use of learning media in Indonesian subjects. The researcher came to the field, carefully recorded the events that took place, analyzed the various documents found, and compiled a detailed report. In addition, researchers also use the results of literature studies from various reference sources such as from reference journals, articles, and books as a source of data. From the results of various existing reference sources, researchers examine and analyze more deeply based on data or theories that are analyzed descriptively.

Data were collected through survey techniques with instruments consisting of interviews and questionnaires. Interviews were conducted with 1 class teacher to get in-depth information about the needs of Learning media. Questionnaires are used to collect student opinions related to the needs of learning media that will be developed. This research instrument consists of 10 items of questions on the teacher interview sheet and 15 items on the student questionnaire sheet. The indicators used in this study include aspects of assessing interest in Indonesian subjects, the need for Learning media, and perceptions of game-based learning.

The Data obtained from interviews and questionnaires were then analyzed to identify the needs of teachers and students. In the next stage, the data that has been analyzed will be interpreted to draw conclusions that are relevant to the development of Learning media. With this systematic approach, it is expected that this study can produce Learning media that are not only interesting, but also successfully increase the involvement and desire of students to learn Indonesian.

RESULTS AND DISCUSSION

Analysis of the needs for the development puzzle of Canva-based puzzle media Canva for Indonesian subjects was carried out through direct observation. This observation involved 27 third grade students at SDN Cideng 10 and 1 class teacher on Wednesday, April 23, 2025. The results of the interviews conducted by the researchers on the two class teachers are presented in Table 1.

Table 1. Interview With the Class Teacher

No.	List of Questions	Teacher's Answer to Question
1.	Do you prepare before teaching English? If so, in what form?	Yes, prepare RPP (learning implementation plan) by adjusting the content of the material and learning media that will be used
2.	What is the attitude of students when participating in Indonesian language learning, are they enthusiastic?	Very enthusiastic, especially if there are learning media used.

3.	According to Mr. / Ms. teacher, how important are Indonesian lessons in elementary school?	Very important. Because Indonesian is not only for ordinary everyday life, but there is a standard language that must be learned
4.	When teaching Indonesian, do you use various media to stimulate 4 language skills?	Yes, for example, using video learning media for story elements (watching timun mas stories) and using reading cards or letter cards to help students who cannot read
5.	According to Mr. / Ms. are the Learning media available today in accordance with the learning needs of students and teachers?	Already
6.	When teaching English, do teachers use special learning media?	Wear and adapted to the material
7.	If yes, is the Learning media enough to help students understand and improve students ' writing skills?	Very helpful
8.	Have you ever used digital learning media? If so, what apps or websites have you used?	Never been, but interested in making
9.	If developed learning media that can help the teaching and learning process which is a combination of images, text, and quizzes, do you agree?	Agree
10.	Does the Learning media include Learning media needed by teachers?	Yes, it is needed because so far, we have never used Learning media that combines images, text, and quizzes, especially in digital form

Based on the results of the interview analysis of teacher needs in Table 1 states that teachers have carried out the preparation of teaching well, including preparing lesson plans and selecting appropriate learning media. The use of media such as videos, reading cards, and letter cards proved effective in increasing student enthusiasm, especially for Indonesian language materials. This shows that interactive learning is preferred by students compared to conventional lecture methods. It is in line that technology has become one of the indispensable parts. The use of technology in education gives teachers the opportunity to package learning materials in a more interactive and effective way. In addition, teachers emphasize the importance of Indonesian as the basis for mastering the standard language, which is the foundation of students ' communication skills at a further level.

In addition, teachers also stated that the learning media used so far are quite helpful, but have not utilized digital technology optimally. This can be seen from the positive response of teachers to the development of new media that combine images, text, and quizzes, which are

considered to meet the needs of more dynamic learning. Finally, teachers welcome the innovation of digital learning media, although most have never tried it. Teachers ' interest in the development of technology-based media, such as a combination of images, text, and quizzes, suggests opportunities to improve learning effectiveness, particularly in writing skills. Thus, the introduction of interactive and easy-to-use digital media can be a solution to enrich Indonesian teaching methods in elementary schools, as well as answering challenges in improving students ' writing skills.

Table 2. The Results of The Questionnaire Analysis of Student Needs for Learning Media Puzzle

No.	Question	SS	S	TS	STS
1.	I love learning Indonesian.	74,1%	22,2%	0%	3,7%
2.	I think Indonesian is easy to learn.	40,7%	55,6%	3,7%	0%
3.	I enjoy learning while playing.	37%	40,7%	11,1%	11,1%
4.	I've played puzzles before.	51,9%	37%	11,1%	0%
5.	I am more excited to learn if there is a game.	51,9%	25,9%	11,1%	11,1%
6.	Games make it easier for me to understand lessons.	22,2%	48,1%	14,8%	14,8%
7.	I want to have a puzzle game while learning Indonesian.	55,6%	25,9%	11,1%	7,4%
8.	Puzzle games make learning more fun.	44,4%	37%	11,1%	7,4%
9.	I want to play while learning about new vocabulary.	48,1%	44,4%	3,7%	3,7%
10.	I like games that contain simple questions or tasks.	63%	25,9%	11,1%	
11.	I easily understand the material if I learn to use the game.	40,7%	33,3%	18,5%	7,4%
12.	I want to learn while playing with my friends.	48,1%	29,6%	7,4%	14,8%
13.	I feel the game helps me memorize the story or text.	44,4%	44,4%	3,7%	7,4%
14.	I want no rewards or points when playing digital puzzles.	40,7%	51,9%	7,4%	0%
15.	I want to learn Indonesian in a more exciting and creative way.	92,6%	7,4%	0%	0%

From the results of questionnaires conducted by students, it shows that most students show a positive attitude towards learning Indonesian, with 74.1% of students really like and 22.2% of students like to learn Indonesian. In addition, the majority of students (40.7% strongly agreed and 55.6% agreed) felt that Indonesian was easy to learn. The Data also showed that learning involving play activities was in high demand, where 37% of students were very happy and 40.7% of students enjoyed learning while playing. This is a strong indication that game-based learning media, such as puzzles, have great potential in increasing student motivation and involvement in learning Indonesian.

Students 'preference for puzzle media was confirmed by a statement that mentioned students' desire to play puzzles while learning Indonesian, with 55.6% strongly agreeing and 29.6% agreeing. In addition, 44.4% of students strongly agreed and 37% agreed that puzzle games make learning more fun. Puzzles are not only considered to increase the sense of fun in learning, but are also seen as able to help students understand the material, enrich vocabulary,

and train their critical thinking skills. The fact that most students feel more excited if they learn with games reinforces the need for innovation in interactive game-based learning media.

Overall, the results of the questionnaire indicate the need to develop game-based Creative Learning media in Grade III elementary school, especially puzzle Canva-based puzzle media Canva. A total of 92.6% of students even expressed a desire to learn Indonesian in a more exciting and creative way. These Data support the development of new media that not only accommodate the characteristics of 21st century students who are familiar with visuals and digital interactivity interactivity, but also able to improve the effectiveness of Indonesian language learning in primary schools.

CONCLUSION

Based on the research findings, it can be concluded that the development of Canva-based puzzle media for Indonesian language learning is needed. Although third-grade teachers at SDN Cideng 10 have carried out good teaching preparation and used various media such as videos, flashcards, and letter cards, the teachers stated that they have never optimally utilized digital learning media, so they are interested in creating and using digital learning media. They also welcomed the innovation of learning media that combines images, text, and quizzes because they are considered to meet the needs of more dynamic learning.

On the other hand, the questionnaire results showed that 92.6% of students in the class wanted to learn Indonesian in a more fun and creative way. The majority of students (74.1% strongly liked and 22.2% liked) had a positive attitude towards learning Indonesian. The data also showed that 77.7% of students liked learning that involved play activities (37% were very happy and 40.7% were happy). Students' desire to use puzzle games when learning Indonesian was confirmed by 55.6% of students who strongly agreed and 29.6% of students who agreed. Most students (44.4% strongly agreed and 37% agreed) thought that puzzle games made learning more fun.

Overall, the development of Canva-based puzzle media for Indonesian language lessons is an innovative step that meets the needs of teachers and students. Practically, this media is suitable for implementation in elementary schools, particularly third grade, because it can facilitate interactive learning, improve writing skills, and meet students' preferences for creative and fun learning methods. Adopting digital media like this has the potential to be an effective teaching tool for improving the quality of Indonesian language learning. Theoretically, the development of this media can contribute to enriching the literature on interactive digital media in the context of Indonesian language learning at the elementary school level. This supports the finding that technology is an integral part of education and can be used to package learning materials more effectively. Thus, this research provides a strong empirical foundation for the role of digital media, particularly interactive puzzles, in enhancing learning effectiveness.

REFERENCES

Adibah, F. N., Hairunnisa, S. N., Purwanto, V. D., Marini, A., & Yunus, M. (2024). Literature review of the use of Flashcard Media to improve learning outcomes IPS Elementary School students. *Journal Of Scientific Horizons*, *4*(3), 133-144.

The Dog, Or., & Radia, E. H. (2021). Development of Learning Media Based on Cross Puzzle Game in Science Learning to Improve Learning Outcomes. *Journal of Science Education Research*, *7*(2), 173-177. https://doi.org/10.29303/jppipa.v7i2.667

Alzanah, L., & Dewi, H. I. (2022). Creative Puzzle Development For Primary School Children Learning Media. *IKRAITH Journal-humanities*, *6*(2), 126-135.

Amalia, D., & Napitupulu, S. (2022). Development of image Puzzle Media to improve narrative essay writing skills of fourth grade students of SD 101899 Lubuk Pakam. *Edu Global: Journal Of Research ...*, *01*(20), 120-130.

Amelia, C. R., Usman, H., & Wardhani, P. A. (2024). Analysis of the needs for the development of Blender-based 3D Animation Video Media in PPKN subjects in Class V. *Journal of* Holistic Medicine, *8*(1), 1. https://doi.org/10.24853/holistika.8.1.1-10

Anjani, P., & Usman, H. (2024). Analysis of teachers ' needs for digital teaching materials based on Learning Cycle 5e in elementary school. *... Journal): Journal of Education And ...*, *8*(2), 390-395.

The Gift of Emeralds, A., Usman, H., & Law Wardhani, P. (2024). Analysis Of Media Needs of Digital-Based Picture Story Books on Pancasila Education Content in Schools. *Scientific Journal of Basic Education*, *9*(2), 2677-2688.

Fadilah, S. N., Fish, C. R. N., & Yasa, A. D. (2020). Development of e-Puzzle media of natural features in fourth grade students of SD Tambakasri 3. *Seminar Nasional PGSD UNIKAMA*, *4*, 205–210.

Faidah, N., Usman, H., Yarmi, G., Jakarta, U. N., & Genre, B. (2024). *Interactive E-LKPD Development Needs Analysis*. *9*(2), 225–233.

Fitri, A. A., Trianingsih, M., Ifadha, R. D., Marini, A., & Yunus, M. (2024). Application of scientific approach in learning IPS in elementary school. *Indonesian Research Journal on Education*, *5*(1), 99–106.

Indrasari, M., Subiyantoro, S., & Hastuti, D. (2023). Application of Problem-Based Learning Models and Puzzle Media to Improve Students' Learning Outcomes. *Cognitive Development Journal*, *1*(1), 28–36.

Irmayanti, Nurjannah, N., Nurjannah, N., Heriyanti, A., Mirna, M., & Sari, F. (2023). Training and assistance in making Canva Education-Based Learning Media at MTS Nurul Izzah. *AKM: action to Society*, *4*(1), 73-82. https://doi.org/10.36908/akm.v4i1.734

Isnaini, L. S., Mustari, M. The Gift, E., & Sawaludin, S. (2024). Implementation Of Independent Curriculum in Improving Teacher Creativity at Sman 1 Sakra. *LEARNING: Journal of educational and Learning Research Innovation*, *4*(3), 700-710. https://doi.org/10.51878/learning.v4i3.3182

Empress, A. N. F. E. T. J., & Wardhani, Prayuningtyas Angger, H. U. (2024). *Development of Number Line Board Learning Media to improve understanding of the story matter of Integer material Class VI SD*. *09*, 4889–4901.

Maulidya, A., Varathi, K., Marini, A., & Yunus, M. (2024). The role of social skills in encouraging student participation in learning IPS SD. *Scholars of Education*, *4*(4), 50-54.

https://doi.org/10.9644/sindoro.v3i9.252

Nurfebriyani, S., Daughter, C. H., Jamaludin, U., & Setiawan, S. (2024). Literature study: development of Puzzle Media to improve students ' reading skills in elementary school. *Scientific Journal of The Educational Profession*, *9*(3), 1857-1863. https://doi.org/10.29303/jipp.v9i3.2442

Ramadhan, S., & Yamin, Y. (2022). Development of Crossword Puzzle Learning Media to improve Indonesian vocabulary mastery of Grade II Elementary School students. *Journal Education FKIP UNMA*, *8*(3), 960–965. https://doi.org/10.31949/educatio.v8i3.3042

Velayati, M. A., & Prastowo, A. (2022). Growing Students' Learning Activity Through Ict-Based Simulation Model on Online Learning in Elementary School. *AULADUNA: Journal of Islamic elementary education*, *9*(2), 181-198. https://doi.org/10.24252/auladuna.v9i2a6.2022