



Effectiveness of Using CANVA Application as a Learning Media for Creative Products and Entrepreneurship

Vetta Darmi Yetti*¹, Siti Mayang Sari², Akmaluddin³
¹²³Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

*Corresponding email: vetta.darmivetti@gmail.com

ABSTRACT

This article aims to describe the effectiveness of using Canva as a medium for learning creative products and entrepreneurship in vocational high schools. Globalisation brings major changes in the order of life of society. These changes are driven by the development of science and technology, which has an impact on various sectors of life including education. The design of learning media at this time does not only utilise objects that can be found in everyday life but also utilise the digital world. Canva is an application that can be developed in the process of making learning media for creative products and entrepreneurship which really needs media as an introduction to information from abstract learning material content. The Canva application provides a variety of interesting features that can facilitate teachers in making learning media, one of which is the availability of various templates that can be used in the process of designing learning media, one of which is the subject of creative products and entrepreneurship in vocational high schools. In the implementation of this research, the literature review method is used, namely by the process of laying, obtaining, reading, and evaluating various research literature related to or related to the issues to be studied. The data described are the results of research on the effectiveness of using the Canva application that has been carried out by previous researchers.

Keywords: *Learning Media, Canva, Creative product learning and entrepreneurship in vocational high school*

INTRODUCTION

Globalisation is a process where there is a worldwide change in the order of society and there is no time limit (Alwi, 2019). Globalisation brings about many changes in all aspects of human life. The development of science and technology encourages change, and it also encourages humans to be able to adapt and keep up with every flow of development. Globalisation that is currently occurring throughout the world cannot be separated from the rapid development of information and communication technology as the main supporting factor (Magdalena et al., 2020). The development of information and communication technology is closely related to the development of science in the world of education, it can even be said that the development of information and communication technology is the result of the development of science itself, so that these developments must also be utilized in the world of education.

Canva is one of the many applications that teachers can use in creating learning media. Canva is an online design application, which provides a variety of graphic designs consisting of; presentations, posters, pamphlets, graphics, banners, invitation cards, photo editing and Facebook covers (Tri Wulandari & Adam Mudinillah, 2022). Canva makes it very easy for teachers to design learning media, as (Triningsih, 2021) said that Canva makes it easier for teachers and students to carry out the learning process based on technology, skills, creativity, along with other benefits, this is because the design results using Canva can increase students' interest in learning activities and increase students' motivation by presenting teaching materials and materials in an attractive manner.

According to (Fitria et al., 2021) stated that the use of Canva in the creation of learning media has many advantages, namely; with Canva we can create various types of designs that are equipped with a variety of animation features, templates as well as page layouts that can encourage creativity and time efficiency for both teachers or even students in the activities of designing interesting media that can be used as presentation materials, such as slides, mind mapping and posters. This is because many features are already available, such as drag and drop loading that makes it easier for users to apply it, even students can collaborate in the design process so students can work in groups. Similarly to (Rahmawati & Atmojo, 2021), he stated that the Canva application has the following advantages, namely: (1) there is a variety of attractive designs available; (2) it improves the creativity of both teachers or students in creating learning media by leveraging the variety of features available; (3) it is time-saving and practical in designing learning media; (4) the design activities can be done using a laptop or gadget.

In learning creative products and entrepreneurship, it is very necessary to use learning media. This is because the material of creative and entrepreneurial products is abstract, so to adjust to the cognitive capacity of students who are still operational-concrete (Nuryati & Darsinah, 2021), learning media can be used to help concretize the abstraction so that it can be understood by students. The learning process of creative and entrepreneurial products itself is carried out by the teacher as a facilitator who is able to create ideal conditions in learning activities and is able to provide facilities that can facilitate students in observing and processing information to find their own concepts from what they see and learn.

Based on the explanation above, it can be seen that the use of the Canva application in making learning media will greatly assist teachers in preparing designs in transferring information to students in the form of learning materials. Especially in the subject of creative products and entrepreneurship whose material is abstract, by utilizing Canva students can be helped in seeing the objects studied directly and fostering students' interest in learning activities. Especially in material that is very abstract and cannot be witnessed by students in their daily lives. Therefore, this study aims to describe the effectiveness of using the Canva application in making learning media for creative product and entrepreneurship subjects at vocational high schools.

METHODS

The method developed by research is a literary research approach the way he wrote the essays written by Manzilati (2017) and Manzilati (2017). The past 21 months have been able to improve media digital video, applications to increase creativity and achieve XI of SMK Negeri 1 Tapaktuan. That means instead of reading this article, you can read an article that helps you "View video content with apps available on the big screen", "Start working from 21", and "Create media products and get creative". Literature discovered by ResearchGate and Google Scholar.

RESULTS AND DISCUSSION

Learning media is one of the determinants of the success of the teaching and learning process in the classroom. Munadi in (Mahardika et al., 2021) explains that learning media is a container in the delivery and distribution of information to recipients, so that it can produce teaching and learning activities that are planned effectively and efficiently in order to create a conducive

learning environment, which makes it easier for students to understand the subject matter and increase students' interest in learning further. Meanwhile, in a broader definition, learning media are tools, methods, and techniques that are useful in order to realise effective communication or interaction between teachers and students during the learning process in the classroom (Supardi, 2017). From the definitions listed above, the conclusion that can be drawn is that learning media is a tool used in channeling information in the form of subject matter in order to create interaction between teachers and students during the learning process.

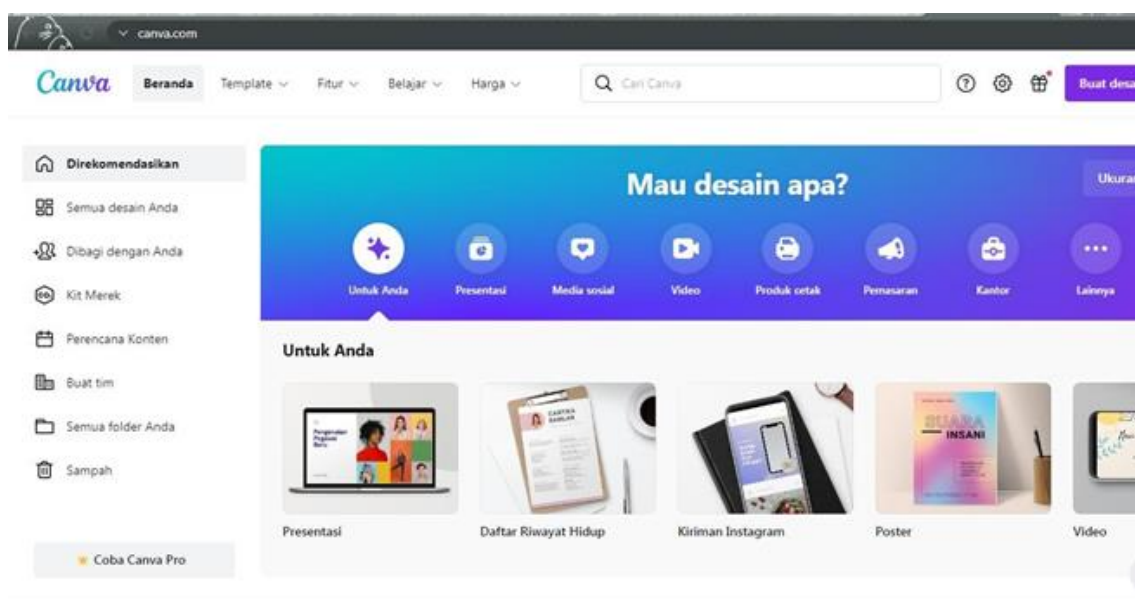
In terms of media characteristics, Gerlach and Ely in (Nurul Audie, 2019) suggest three media characteristics that can be the reason for using learning media and explain what the media can do but cannot be done by teachers, namely:

1. Fixative characteristics, namely the media has the ability to build an event, besides that it is also able to record, store, and preserve the media, in various forms of photos, audio or video. All things enshrined with the media can be produced and used easily when needed, with the fixative characteristics of the media the teacher can use the media at any time.
2. Manipulative feature, where changes can occur to an event or object. For example, an event that lasts for several days can be shortened to just a few minutes by utilising timelapse and slowmotion features. Timelapse can be used in speeding up an event stored in a media format while slowmotion is used to slow down an event or object stored. This feature of the media requires full attention during the editing process to avoid mistakes, such as when cutting parts of the video or in the video sequence so that it does not appear different from the actual event.
3. Distributive feature, which is a feature that gives the possibility of an object or event to be transported through space, and events or objects can be witnessed simultaneously by students in even large numbers with experiential stimuli as if students are involved in it. Once an object or event is recorded in any media format, it can be produced and used simultaneously and repeatedly in various places.

Boholano in (Rahmatullah et al., 2020) states that collaborative and learner-centered learning is effective and fun. As Aji in (Fitri & Mudinillah, 2022), said there are three functions of learning media, namely: helping students to be interested in deepening the lesson resulting from stimulation, connecting teachers with students, and displaying information explained by the teacher. The important thing to remember is that learning media should be in

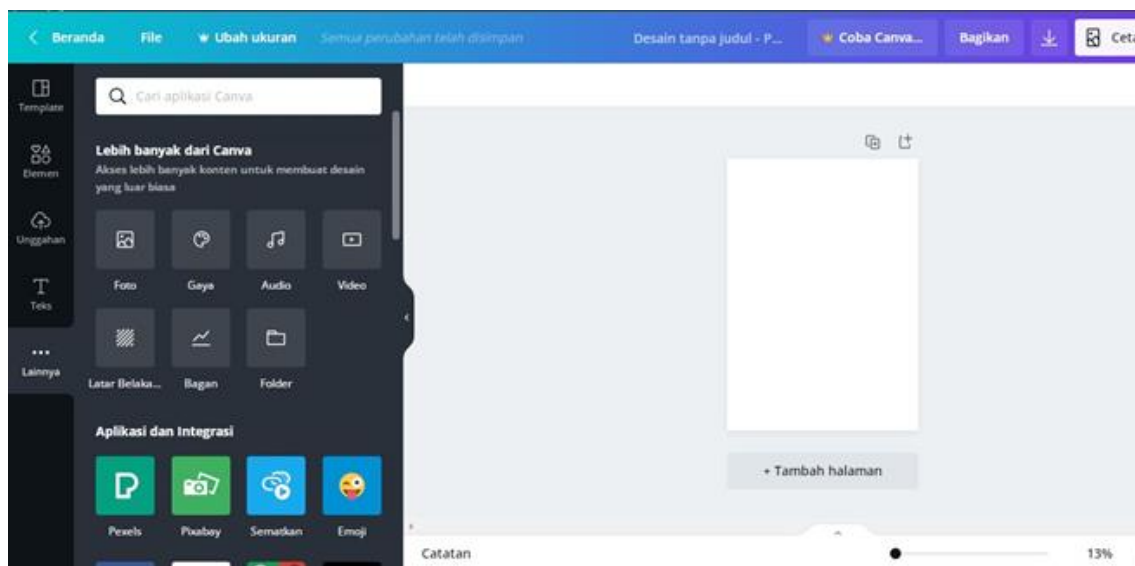
accordance with the cognitive abilities of students in order to optimally support learning activities.

Canva is one of the many applications that can be utilized in designing learning media. The features available can be developed as creatively as possible and make learning activities in the classroom more communicative and visually easier and more fun. In the saddest Canva application, there are many templates that can be used easily, namely templates for posters, flyers, logos, documents, for posting on Instagram, wallpapers, reports, photo collages, newspapers, magazine covers, announcements, videos, book covers, business cards, brochures, infographics, story boards, templates for posting photos or videos on social media, invitations and others, which of course can be sent to various social media platforms.



Besides the various types of templates that can be used easily, the Canva application also contains the following features: (1) millions of images, either in the form of photos, vectors, illustrations, even users can upload photos from their own devices. (2) photo filters, edit photos using filters that are easy to use; (3) icons and shapes, there are various types of icons, shapes, and elements that can be used easily and there are thousands of choices and can upload their own elements (Rahmatullah et al., 2020); (4) fonts, access hundreds of fonts that are ready to be used for various types of designs; (5) backgrounds, there are various types of backgrounds that can be used to

beautify the design. (6) audio, can be searched and used easily. As a result of the design, the Canva application has six forms of download for the finished design, consisting of PNG, JPG, standard PDF or Print, Video (MP4), and animation (MP4/GIF) (Siska, 2022). Many options are provided in Canva so that it provides flexibility for users in creating various types of designs.



Besides being able to be utilised as a means of creating learning media, with the Canva application we can also create various types of designs. As according to Nayoan there are various types of designs that can be created through the Canva application, namely as follows:

1. Logo, which is a form of effort that can be made to build branding. In the Canva application, there are various forms and types of templates that make it easier for users to design a unique logo.
2. Posters, used in advertising various types of products to services.
3. Featured Image Blog, usually found in an article that serves to beautify the blog design so that blog visitors feel comfortable reading the article. Creating a featured image blog quickly and instantly can be done by utilizing the Canva application.
4. infographics, made to make the content of a blog more varied, namely by interspersing articles with infographics. Infographics are basically very complex and cannot be designed by just anyone. However, through Canva, making infographics can be done easily.
5. Newsletter, can be created easily through Canva and helps save time when designing the email content.

6. Social Media Content, the Canva application can simplify the process of designing visual media for all types of social media.
7. YouTube Thumbnails, which are images created to show the overall content of a video.
8. Product Packaging Design, where the Canva application can be utilized in creating packaging designs for various forms of products.
9. Invoice, which is payment details for buyers in online stores. The Canva application can help sellers create invoices that are different from other stores.
10. Advertising Banners, can be created using the Canva application (Siska, 2022).

In its use for the learning process, the Canva application contains many templates that can make it easier for teachers when creating creative learning media designs and can also make students interested. Whether in the form of power points, in the form of posters, or even in the form of interactive learning videos. Canva provides space for teachers to explore and develop their creativity in designing learning media. Especially with the touch of hundreds of thousands of elements that will make the learning design more interesting. Canva application can also be accessed through laptops or devices, and there are many tutorials on the YouTube platform, so there is no significant difficulty in operating the Canva application.

The following are the steps for using the Canva application either using a device or using a laptop that is easily accessible to users, namely:

1. download the Canva application via play store for device users or open Canva via the official Canva website, namely, https://www.Canva.com/id_id/ for laptop users.
2. create a Canva account, account creation can be done using a Facebook, google or Gmail account.
3. creating designs through Canva, making designs tailored to your needs, with the help of templates teachers can use Canva easily and can change elements, fonts, or images as needed. And there are various features that are easy to apply with a simple display so as not to make it difficult for users.
4. saving the design results from Canva, after the design is complete, the last step is to save the design that has been made. How to save the design is simply by clicking the down arrow-shaped sign in the upper right corner and the design will be saved in the gallery or storage file.

Besides the effectiveness and ease of use of the Canva application, many studies have been found that discuss the effectiveness of using Canva in making learning media. Such as the results of research conducted by

(Rahmatullah et al., 2020), namely regarding the use of audio-visual learning media designed using the Canva application shows that audio-visual learning media is feasible to be applied to learning activities, which in this study shows that the effectiveness of its use is not only during the offline learning process but also in the online learning process. The results of the audio-visual media design are very favored by students not only from the aspect of the completeness of the content but also the appearance of the media favored by students. Then, (Amini & Pujiharti, 2021) conducted research using Canva learning video media in economics subjects, in this study students seemed very interested and active in commenting after watching the learning videos presented by the researcher. Even though it is different at the education level, the use of the Canva application to design learning media gets a good response from students.

The results of the needs analysis activities carried out by Hapsari, (GITA, 2021), show that 9 out of 10 teachers stated that the learning media in the form of animated videos made using Canva are very interesting and teachers feel the need and also agree to use learning media by utilizing the Canva application in delivering creative product and entrepreneurship material. Then the results of the same analysis were shown by students, namely, 91.4% of students said that the learning media in the form of animated videos were very interesting and 83.4% of students stated that they needed the use of learning media in the form of animated videos using the Canva application in the learning process of creative product material and entrepreneurship. (Hapsari & Zulherman, 2021) also conducted research on the development of animated video media using Canva in order to increase students' motivation and learning achievement. Based on this research, it can be seen that student motivation and achievement can be improved by using learning media in the form of animated videos designed using the Canva application.

CONCLUSION

The teacher is a facilitator in learning activities; therefore, the teacher is required to be able to provide learning media to support students' learning activities in the classroom. Making learning media itself should be aligned with learning materials, student characteristics and learning objectives that must be completed. Making learning media can be done by utilizing various design applications, one of which is Canva. Canva is an online design application which can be accessed for free and can be operated easily, the use of learning media using Canva can help students in clarifying their understanding of abstract material in creative product and entrepreneurship lessons. So that there is no verbalism in students and overcome the limitations of space, time, energy when implementing the learning process, and increase students' interest in both online and offline learning.

REFERENCES

- Amini, S. K., & Pujiharti, Y. (2021). Pengembangan Canva sebagai Media Pembelajaran Ekonomi di SMP Pondok Pesantren Tholabie Malang. *Ecoducation Economics & Education Journal*, 3(2), 204–217.
- Fitri, F. H., & Mudinillah, A. (2022). Pengembangan Media Pembelajaran Bahasa Dan Sastra Indonesia Menggunakan Aplikasi Canva Tingkat Sd/Mi. *Dirasatul Ibtidaiyah*, 2(2), 255–268. <https://doi.org/10.24952/ibtidaiyah.v2i2.4579>
- Fitria, V. A., Habibi, A. R., Hakim, L., & Islamiyah, M. (2021). Using Canva to Support Online Learning Media for Students at Mahardika Karangploso Vocational School in Malang during the Pandemic Pemanfaatan Canva untuk Mendukung Media Pembelajaran Online Siswa Siswi SMK Mahardika Karangploso Malang di Masa Pandemi. *Jurnal Pengabdian Masyarakat*, 1(2), 75–82. www.Canva.com
- GITA, P. (2021). *Peran Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Kompetensi Profesional Guru Di Tk Tunas Permata Bandar Lampung*. 1–120. [http://repository.radenintan.ac.id/14084/%0Ahttp://repository.radenintan.ac.id/14084/1/skripsi 1-2.pdf](http://repository.radenintan.ac.id/14084/%0Ahttp://repository.radenintan.ac.id/14084/1/skripsi%201-2.pdf)
- Hapsari, G. P. P., & Zulherman. (2021). Pengembangan Media Video Animasi Berbasis Aplikasi Canva untuk Meningkatkan Motivasi dan Prestasi Belajar Siswa. *Jurnal Basicedu*, 5(4), 2384–2394. <https://jbasic.org/index.php/basicedu/article/view/1237>
- Magdalena, I., Fatharani, J., Oktavia, S. A., Amini, Q., & Tangerang, U. M. (2020). Peran Guru dalam Mengembangkan Bakat Siswa. *Jurnal Pendidikan Dan Dakwah*, 2(1), 61–69. <https://ejournal.stitpn.ac.id/index.php/pandawa>
- Mahardika, A. I., Wiranda, N., & Pramita, M. (2021). Pembuatan Media Pembelajaran Menarik Menggunakan Canva Untuk Optimalisasi Pembelajaran Daring. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 4(3), 275–281. <https://doi.org/10.29303/jppm.v4i3.2817>
- Nurul Audie. (2019). Peran Media Pembelajaran Meningkatkan Hasil Belajar. *Posiding Seminar Nasional Pendidikan FKIP*, 2(1), 586–595.
- Nuryati, N., & Darsinah, D. (2021). Implementasi Teori Perkembangan Kognitif Jean Piaget dalam Pembelajaran Matematika di Sekolah Dasar. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(2), 153–162. <https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1186>

- Rahmatullah, R., Inanna, I., & Ampa, A. T. (2020). Media Pembelajaran Audio Visual Berbasis Aplikasi Canva. *Jurnal Pendidikan Ekonomi Undiksha*, 12(2), 317–327.
- Rahmawati, F., & Atmojo, I. R. W. (2021). Analisis Media Digital Video Pembelajaran Abad 21 Menggunakan Aplikasi Canva Pada Pembelajaran IPA. *Jurnal Basicedu*, 5(6), 6271–6279. <https://doi.org/10.31004/basicedu.v5i6.1717>
- Siska, E. (2022). Exploring the Essential Factors on Digital Islamic Banking Adoption in Indonesia: A Literature Review. *Jurnal Ilmiah Ekonomi Islam*, 8(1), 124. <https://doi.org/10.29040/jiei.v8i1.4090>
- Supardi, K. (2017). Media Visual Dan Pembelajaran Ipa Di Sekolah Dasar. *Jurnal Inovasi Pendidikan Dasar*, 1(2), 160–171. <https://unikastpaulus.ac.id/jurnal/index.php/jipd/article/view/266>
- Tri Wulandari, & Adam Mudinillah. (2022). Efektivitas Penggunaan Aplikasi CANVA sebagai Media Pembelajaran IPA MI/SD. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 2(1), 102–118. <https://doi.org/10.32665/jurmia.v2i1.245>
- Triningsih, D. E. (2021). Penerapan Aplikasi Canva untuk Meningkatkan Kemampuan Menyajikan Teks. *Cendekia*, 15(1), 128–144. <https://doi.org/10.30957/cendekia.v15i1.667>.Selama