Canva- Based Interactive Media to Increase Students ' Interest in Learning Class V State Primary School 19 Dulupi

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This Canva-based interactive media development research aims to increase elementary school students' interest in learning. The research method used is Research and Development (R&D) and uses a 4-D development model which consists of four stages, namely 1) Define 2) Design 3) Develop 4) Disseminate. Product validation is carried out by experts with an expert validation sheet. The practicality of the product was tested on teachers and the effectiveness was tested on students in small groups of 5 students as well as large field trials on 13 students and continued by distributing questionnaires with the aim of seeing students' responses to the media. The research used questionnaires, interviews and documentation as data collection instruments. The data analysis technique in this research uses qualitative and quantitative data techniques. The research results show that the validity level of Canva-based interactive product development in increasing interest in learning for fifth grade elementary school students according to material experts obtained results of 96.6%, media experts obtained 95% results and language experts obtained 95.5% results and are included in the very valid category. The media practicality results from teachers were 84% which was stated to be very practical. And the research results of small group trials by 5 people and field trials by 13 students are included in the very effective category with percentages of 98% and 95.9% respectively. The pre-test results from 13 students regarding increasing interest in learning obtained an average result of 34.4% and the post-test results obtained an average result of 82.5%. Based on the results of this research, it can be concluded that Canva-based interactive media can increase the learning interest of fifth grade elementary school students and is suitable for use in the learning process.

Keywords: Thematic Learning, Learning Media, Canva, R&D

INTRODUCTION

Constitution Number . 20 of 2003 concerning National Education System , Education is business conscious and planned For realize atmosphere learning and the learning process so that students active develop potency himself For own religious spiritual power , control self , personality , intelligence , morals noble , as well necessary skills himself , society , nation and state.

Education really is role important develop potency student personality especially related generation successor nation , as it has been be included in the Constitution No. 2 of 1989, states that education is business aware For prepare student through activity guidance , teaching , or exercise his role in the future come . According to Ki Hajar Dewantara education that is demands within life growing children , as for It means education that is guide all strength nature that exists in children that , so that they as human and as member public get it reach highest safety and happiness .

Based on the definition above researcher conclude that education is business For give knowledge , skills , and habits For guide students always active develop potency self through guidance , teaching or training , as well guide all strength nature that exists within oneself children , as humans and also society For reach happiness and safety as high as possible .

Students sitting on benches Elementary School (SD)/MI , namely currently grow develop going to to direction maturity , personality , social as well as mastery knowledge . Quality education determined by many factor . So from That very determining factor namely the teacher. Creative teacher always use methods , models and media varied learning so that increase interest Study student For follow the learning process . In learning , teachers must Can as creative possible , capable understand characteristics students and capable develop as well as move motivation learning student to maximum level to occur interest Study from student That Alone . By theory or Language interest means tendency high heart to something interest is relative nature _ stay with yourself somebody . Great interest very its influence to activity somebody because with interest student will do something he is interested in . On the contrary without interest somebody No Possible do something he is interested in . Interest is a sense of more liking and feeling of interest in something matter or activity , without someone told him to . Interest basically is reception will something connection between self Alone with something outside self . So, interest can expressed through statement that shows that student more like something what he thinks beneficial instead of p others who don't The same very according to him No beneficial . No interest brought since born but obtained since do education start from elementary school then, according to study from Pasaribu and Simanjuntak are interested interpreted as " a motive that causes individual relate in a way active with something interesting ” . Furthermore according to Darajat , et al , interest is " tendency permanent soul to direction interest something valuable thing for people"

Interested can arise , because There is strong urge from self Alone . Apart from that , interest arise No from self Alone just but also a strong urge from family , parents and environment especially all the teachers. In activities learning , interest That role as the power that will push student For learn , because That learning that is not interesting cause interest student No arise . For overcome matter the teacher is expected can develop something media learning that can be done increase interest Study student in learning so that students are motivated to learn.

So that can concluded that interest Study in a broad sense can interpreted as a possible process emergence or it changed Act in demand as results from formation response main with condition that change or appearance Act in demand new That No caused exists maturity or by existence change Because something matter .

A teacher needs sort of tool show or media for maximizing potency students and improve motivation learn it . What tool only you can used For convey information or idea during the learning process can called as a " learning medium ", and its objectives is For motivating student For Study . Internal media function education According to Ramli (2012: 2), the role of the media in education can expanded become three . First , help teachers in field his job . Use of appropriate educational media can help teachers in finish problem deviations and weaknesses _ in the learning process . Study of technology in education disclose that use of educational media in a way effective can help student remember lesson certain ones have taught , made it efficient in matter use time and ring in the presence of a devoted teacher . Second , help learner . Aspects mental like observation , response , power memory , emotions , thinking , fantasy , intelligence , and concepts kind other can developed because of learning media own more stimulation   strong . With use various media selected in a way ethical and responsible answer , educator can help student understand what is taught in class . Third , improve the learning process teach . Safe and effective use of educational media will increase results Study .

 This matter caused various peer-reviewed media will used with Correct in accordance with curriculum taught . In learning There is Some of the media used by teachers are one of them is an application medium canva , app Canva can do it too increase interest Study as well as develop creativity students , then understanding from Application canva is a tool for design bridging graphics users so they can with easy designing various type design creative online start from designing card posters , brochures , infographics , etc presentation . Canva moment available in a number of , web, iPhone and Android versions .

Researcher conclude that learning media is tools used by teachers in the learning process so that student with easy receive , understand , and remember material presented by the teacher. Another benefit of learning media is can make things easier for teachers convey material through the displayed image media so the teacher with easy explain material .

Based on results observations that have been made conducted by researchers on June 2 2023 in class V of SDN 19 Dulupi , during the learning process teaching on theme 2 subtheme 1 about method body process air clean , researcher find a number of visible problems from student that is low interest Study matter This can be seen from the characteristics of students who are indifferent to learning, learning activities are considered a burden, quickly get tired and bored in learning and because lack of high and low response student to material delivered by the teacher , especially on learning theme 2 subtheme 1 lesson 1 "How the Body Processes Clean Air.

LITERATURE REVIEW
LEARNING MEDIA

Learning media is a tool that helps the learning process in the context of communication between teachers and students. Learning media also has a contribution in improving the quality and quality of learning (Rusmin Husain, 2021) **.** Musfiqon (2012:28) emphasizes the fact that educational media can used as a partnership between teachers and students to better understand material education. According to Saiful Bahri Djamarah and Aswan Jains (2010:120), Wrong one process learning that involves teaching about slope media has some very important artifacts. Because the media will treated equally in this initiative, then material ambiguity Which will disseminated can benefit. According to Aqib (2010:58), educational media can be used for push Study student between other with awaken message, stimulate thoughts, feelings, attention, and will student.

Based on exposure in on, can concluded that media is tool Which used For convey information or message to students so that it makes it easier for students to accept it or absorb information so that can increase And push process student learning. Learning media is also defined as a tool or means used in the educational process to help convey information and facilitate student learning .

Ramli (2012: 2-3) explain that function media learninggrouped become three that is:

1. Guiding experts in the field of employment. Media use education Which appropriate can help Teacher in overcome weakness and its shortcomings while teaching.

2. Push student. With utilise various media ethical and up-to-date learning, teachers can help students in achieving mastery of subject matter and development key skills such as observation, response, memory, emotion, thinking, fantasy, and understanding. . This is possible because media learning own range expression Which more tall.

3. Increase process learn how to teach. Use mediasafe and effective education will improve learning outcomes.

Then, obey Munadi (2010:37), on chapter titled "Media Learning: A Approach New" explained more detailed function media learning as following:

1. Function media education for student that is can replace The teacher's function is to facilitate the learning process for the teacher center.

2. Ability media Which used in education For supports the vocabulary of meaning or significance in education known with function semantics. Simantik is knowledge Which learn symbols Which used together with indentations other than those directly related to what is be spoken and what Which hinted.

3. The manipulative characteristics of educational media include the ability to

creating, constructing, and conveying ideas or objects certain.

4. Role psychology in media education is For increase health mental, emotional, And intellectual man.
5. The function of socio-cultural communication in educational media is the capacity of educational media in overcoming communication barriers social culture in circles participant educate during process education.

Ambarini et al. (2018:44) mention a number of benefit use media For learning, between other increase motivation Study, more easy understand material learning And increase ability control And finish objectivelearning, as well as method learning Which more varies blessing communication verbal from the expert learning.

Apart from that, according to Ramli (2012:7), the use of educational media increasingly widespread, especially with the rapid progress of science And technology. As a result, institution education tall the more recommend its use, among other:

1. Offer a reason to continue a course already started or Which will quick scheduled.
2. A language that is more functional and personally useful for you student.
3. Provide detailed explanations to students about what has explained by teacher to them quietly.
4. Encourage students to express their opinions about the lesson taught so they feel more tense and unsureabout it.
5. When student obey principles Which taught to they in outside class, learning they will more succeed.
6. Students are instructed to compare the material provided by instructor with material Which given by media learning Which used at school.

For this reason, it can be concluded from the opinions of several experts regarding this matter the that Wrong One benefit media education is can help Teacher in convey material teach. However, besides assist teachers in teaching material, benefits of educational media other is to make things easier for students in understand and apply material Which has taught to they. Teacher must capable creating diverse teaching materials that meet class needs And produce teaching effective.

In journal Trismansyah year 2021: page 24 And 25 mentioned that use media interactive always own weaknesses and strengths. Benefits of interactive media in learning are as follows:

1. Message Which in convey And material more felt real because of course test in a timely manner coarse eye .
2. Stimulate various senses so that happen interaction between indr a.

3. Visualization in the form of text, images, video , audio and animation will more can be in remember and in catch by students.

4. Process learning more mobile, more practical, And under control
5. Save time, cost And energy.

Weaknesses on media interactive, in among them as following. Related with philosophical includes: problem Which originate from view kaoobjectivist And problem Which originate from viewrace constructivist.

MEDIA INTERACTIVE

1. Understanding interactive media

Interactive media generally refers to multimedia products and digital services on IT systems that respond to user actions by presenting audio content, visual content or audiovisual content . Superiority of interactive learning multimedia developed include :

1) clarify the material with interesting images and animations .
2) practice skills with various trying activities
3) Motivate students with various forms of rewards
4) gives users freedom to choose materials

Interactive media offers users the opportunity to involved in conversations with other users, practicing critical thinking, and receive notifications of new content (Smaldino et al., 2011:68). Matter This expressed clearly by Hamdani (2011:191) that media interactive for classroom use is an example of interactive multimedia which uses a control panel and display so that users can access step next with use knob nav.

According to Seels And Glagshow (in Arsyad, 2014:38), media learning interactive is something mechanism For displays material presented that is generated by a computer other than just through contact eyes and hearing. This also has the potential to provide stimulation positive And reaction come back Which caused student to media the. There are five main elements or technologies in interactive multimedia, namely, Text, Graphics, Audio, Video and Animation .

Based on the evidence above, it can be concluded that the media interactive is Wrong One type media Which can give bait come back to user, specifically from circles academics. Interactive media which is often called multimedia is used in settings education And can form picture, text, videos, illustration, And other types of content that help students understand a concept or that idea want to convey.

2. Media *Canva*

In journal Line Rainbow (2020) Application *Canva* is tool design on line Which offer various type output, including presentations, resumes, posters, pamphlets, brochures, charts, infographics, flyers, book notes, and other items. A number of excess application *canva* including:

a. Help somebody make design Which they want orneed, like poster, certificate, infographics, templates videos, presentation, And items other Which

available through device soft Canva.

b. Because this application offers various kinds of templatesproven to be true, making it easier for users to create designs with just requires compliance with specifications that design there are, such as writing, color, size, images, etc. elements thathas available.

c. Easy to reach, the *Canva application* is easy to reach in all circlesBecause can get application This, If use gaway.

RESEARCH METHODS

Place This research was conducted at SD Negeri 19 Dulupi which is located at Pangi Village, Dulupi District, Boalemo Regency. Researchers who choose this research location are expected to be able to develop *Canva* interactive media to be active and motivate students in the learning process. There are 13 students in class V of SD Negeri 19 Dulupi.

The research method used is Research and Development (R&D) and uses a 4-D development model which consists of four stages, namely 1) Define 2) Design 3) Develop 4) Disseminate. Product validation is carried out by experts with an expert validation sheet. The practicality of the product was tested on teachers and the effectiveness was tested on students in small groups of 5 students as well as large field trials on 13 students and continued by distributing questionnaires with the aim of seeing students' responses to the media. The research used questionnaires, interviews and documentation as data collection instruments. The data analysis technique in this research uses qualitative and quantitative data techniques.

RESULTS AND DISCUSSION
Objective Conditions for Implementing Learning Theme 2 subtheme 1 learning 1 in Class V.

The initial step taken by researchers in development research was to conduct a needs analysis at SD Negeri 19 Dulupi , in carrying out a needs analysis, activities carried out by researchers included distributing questionnaires, interviews and observations in the learning process for theme 2, subtheme 1, learning 1 in class V of elementary schools. This step was carried out with the aim of finding out the objective conditions of learning theme 2 subtheme 1 learning 1 at the research location. This step also aims to find out how much the product to be developed is needed by teachers and students.

Based on the results of research conducted, the objective conditions for the implementation of learning theme 2 subtheme 1 learning 1 class V SD Negeri 19 Dulupi have gone quite well and have implemented learning media such as learning pictures that are appropriate to the material being taught. However, in practice, teachers admit that they still have obstacles in providing learning media due to limited knowledge of digital - based computer technology . On the other hand, students also admit that in

carrying out learning theme 2 subtheme 1 learning 1 teachers tend to use thematic books and image media . This was obtained based on the results of interviews conducted with 5 students who were used as research samples. Based on the objective conditions of learning theme 2, subtheme 1, learning 1 related to the use of learning media in class V of SD Negeri 19 Dulupi, the learning process has gone quite well.

However, in carrying out learning, teachers have never carried out the learning process using *Canva-* based interactive media to support learning for theme 2, sub-theme 1, lesson 1 in class V. As for the results of observations of the subjective conditions of implementing learning for theme 2, sub-theme 1, learning 1 in class V , SD 19 Dulupi , media which was developed is very useful to assist the thematic learning process . The media developed by researchers is more specific to one material, namely how the body processes clean air . Apart from that, media can also build interaction and activity with students directly. In accordance with the student needs analysis questionnaire distributed , the results show that 90 % of students need Canva -based interactive media .

Interactive Learning Media Based *on Canva*

Canva- based interactive learning media development process This was developed using a 4-D development model. This model consists of 4 stages, namely *Define, Design, Develop, and Dessiminate. Development of* interactive learning media based on *Canva* carried out on material on how the body processes clean air in class V of SD Negeri 19 Dulupi . Development of learning media in its creation using *the latest edition of the Canva application (Canva For Education) . The following is the flow of developing* interactive media based on *Canva* material on how the body processes clean air in class V of SD Negeri 19 Dulupi .

Table 1. Media Development Flow

4-D Development Stage	Information
Define	In the Define stage, several analyzes are carried out, namely: initial analysis, student analysis, task analysis, and specification of learning objectives. From this analysis stage, a media concept is produced which is then poured into the Design stage.
Design	In the Design stage, the media design process is carried out and produces a development product in the form of *Canva- based interactive media*
Develop	At the Develop stage, the media is produced which is developed and then validated by experts. The validation

	process is carried out to see criticism and suggestions for improving the media being developed. Validation is carried out by media experts, material experts and language experts.
Dessiminate	The Dessiminate stage is carried out to disseminate the media being developed. This stage was carried out through journal publication and presented to all staff of the teacher council at SD Negeri 19 Dulupi or the KKG group

Based on the table above, to produce *Canva-* based interactive learning media which is interesting and has good validity criteria, then it is deep The development stage is carried out in three stages in the 4-D model, namely, *Define, Design,* and *Develop.*

In the *Define stage* , an initial analysis of the learning process for theme 2, subtheme 1, learning 1 was carried out in class V of SD Negeri 19 Dulupi . This activity aims to obtain information and an overview of the thematic learning process , student characteristics and learning facilities available at the school. Based on the results of these observations, the researchers found that teachers had never implemented *Canva-* based interactive media in the previous learning process. The use of thematic books is the only learning source and image media is also the only learning media in class V. Then learning is predominantly carried out conventionally, namely explaining and giving assignments to students. This results in the learning process running less than optimally. So the *Define stage* is the first step in the *Canva-* based interactive development process . The second stage, namely *Design,* is a stage that aims to design the initial design of the media being developed. This stage includes creating, designing and designing a product. Media design is carried out based on the results of analysis at the initial stage. Selection of interactive media based on *Canva* This is because the media is adapted to the character of class V students which makes meaningful learning activities a necessity because they are interactive based . *Canva-* based interactive media production developed with very interesting moving animations so that students can be motivated to learn directly in class . The media design is made in *full color and moving animated images* so that it can attract students' attention, as well as selecting text, ensuring images in the video *and* clear sound . easily understood by students. Furthermore, the material content contained in the media is adapted to thematic books with the learning objectives of the 2013 Curriculum.

The third stage is *Develop.* The first step at this stage is creating interactive media based on *Canva* . Prepare an attractive background . Next, download the moving eyes and mouth and combine them with animated images in the *Canva application* . making this media which contains material on how the body processes clean air accompanied by sound explanations of the material . The material has been

adapted to the basic competencies that students will achieve. Then _ This material contains various challenges that students must complete. Namely making a mind map from the text Dayu and Ornamental Fish. The final step is a group discussion about animal respiratory organs by making a mind map assisted by a teacher's guide on how to make it.

Next, in the *Develop stage, a Canva-* based interactive learning media validation test was carried out which was developed based on the assessment of media experts, material experts and language experts. Each validator provides criticism and suggestions in the validation instrument provided. This aims to determine the level of validity of the media being developed. The material expert validation results were 96.6% media validation 95 %, and language expert validation of 95.5 % . This shows that the media developed is truly valid and suitable for use in learning activities for theme 2, subtheme 1, learning 1 in class V of elementary school.

Canva- based interactive learning media what has been developed has been validated by material experts, media experts and language experts. Each validator assesses each aspect of the learning media developed. The validation results of material experts with aspects of material assessment and material presentation obtained an average score of 96.6% with the criteria "Very Good" then the results of media expert validation with aspects of physical assessment, use, images, colors and writing obtained average scores. an average of 95 % with the "Very Good" criteria , then the validation results from language experts with aspects of dialogic and communicative assessment , suitability to student development , and conformity to language rules obtained an average of 95.5 % with the "Very Good" criteria.

Canva- based interactive learning media , researchers carried out revisions based on the results of suggestions and comments from each validator. The revisions provided by the 3 validators were to improve the images, writing that separated verbs of place and to be interactive with students , including the source of the images , 3D images and evaluation at the end of the learning video . For this reason, researchers revised the media appearance in accordance with the validator's directions in order to produce media products that were truly valid, attractive and in accordance with the 2013 curriculum.

Canva Based Interactive Media Development Model

interactive learning media based on *Canva* This is intended to increase the interest in learning of class V students at SD Negeri 19 Dulupi and attract students' attention in the learning process, especially the material on how the body processes clean air . *Canva-* based interactive learning media has several specifications including 1) easy to use , 2) has a variety of attractive template designs , 3) has animated images 4) is able to increase the creativity of teachers and students in designing learning because of the features provided 5) saves time in learning media . In general, media specifications are accessed online . This media is prepared to increase students' interest in learning.

Canva- based interactive learning media This has been tested for feasibility through expert validation and obtained good results with the criteria "Very Feasible". Apart from carrying out validation, the researcher also gave a questionnaire containing an assessment of the media being developed to the students as research subjects to determine the students' responses as users of the media being developed. Students fill out the questionnaire when the *Canva-* based interactive learning media is tested try it at the small group trial and field trial stages. At the small group trial stage, it was tested on 5 students and obtained a score of 98% , which means it is at the "Very Eligible" qualification level and does not need to be revised further. Next, at the field trial stage, it is tested tried it on 13 students and got a score of 9 5 . 9 %. with the qualification "Very Eligible" and does not need to be revised.

Test *Canva-* based interactive learning media products carried out by carrying out thematic learning. However, the material content is focused on basic Indonesian language competencies. Furthermore, after the researchers carried out *post-test* activities to determine the level of progress that had been achieved by students in using learning media, *the post-test* was carried out referring to increasing students' interest in learning , so that in carrying out the assessment a rubric was used to assess aspects of increasing interest in learning.

Canva- based interactive media aimed at fifth grade students with the aim of increasing students' interest in learning . To increase students' interest in learning, it doesn't just stop at one grade level. This can be trained on every student at all elementary school grade levels. *Canva-* based interactive media is a medium that can not only be used by class V teachers , this media can be used by all class levels from class I to class VI in elementary schools , and all schools in Boalemo district. This is due to certain materials, materials that only contain *Canva* interactive videos so interesting . Next, the teacher must pay attention to the material that will be used and create content on *Canva-* based interactive media all in accordance with the material and competency achievements that will be used at a particular class level.

Learning using *Canva-* based interactive learning media has a positive influence on increasing students' interest in learning. Achieving the appropriateness of the media being developed is shown by an increase in the scores obtained from the *pre-test and post-test results* with an average score of 35.4% then increasing to 82.5% . Based on this, it can be said that users of *Canva-* based interactive learning media It can be said that it is feasible to increase the learning interest of fifth grade elementary school students .

Furthermore , interactive learning media based on *Canva* can also foster an interesting atmosphere and student activity in the learning process . Learning with interactive media based on *Canva* This is done interactively . In its implementation, for every explanation of the material there is a 2-way communication created by the media. so that all students can play an active role in the learning process and make learning more interesting and of course can increase the interest in learning of fifth grade elementary school students.

Overall it can be concluded that Canva -based interactive learning media . which has been developed can increase students' interest in learning with material on how the body processes clean air . This is proven from the results of direct observations carried out by researchers based on the rubric for assessing aspects of increasing student interest in learning namely 82.5 % of the *pre-test and post-test results.*

CONCLUSION

Based on the research and development results described above, it can be concluded that:

1. The objective condition of learning Theme 2 Subtheme 1 Learning 1 in class V SD Negeri 19 Dulupi has been implemented quite well and has implemented learning media such as pictures, learning according to the material taught. However, in practice, teachers admit that they still have obstacles in providing learning media due to limited knowledge of digital-based computer technology.

2. *Canva-* based interactive media *that* was developed was categorized in the "Very Valid " category by passing the expert validation process and obtaining a percentage of 96.6% by material experts, 95 % by media experts, 95.5 % by language experts. Furthermore, student responses based on limited field trials showed a percentage of 98 % and operational field trials obtained a percentage of 9.5 % . 9 %. with a very worthy category.

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