
The Influence of Canva Application on the English Language Learning Outcomes Students of SMA Muhammadiyah Rappang

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The research entitled " *The Influence of Canva Application on the English Language Learning Outcomes Students of SMA Muhammadiyah Rappang*" was motivated by the absence of learning using the Canva application applied to Indonesian subjects, so there is a need for innovation in the use of learning media to create a pleasant learning atmosphere for students. This study aims to determine the effect of using the canva application on the learning outcomes of students of SMA Muhammadiyah Rappang. The instrument in this study used a multiple-choice test of 20 numbers. The sample in this study was 23 students of grade XI SMA Muhammadiyah. For data analysis techniques in this study using the mean formula. Based on the results of the study, in accordance with hypothesis testing through data analysis, the initial test score (Y) results were lower than the final test score (X), namely $Y = 75.65 < X = 86.73$. The difference in the results of these scores proves that the working hypothesis that states there is an influence on the use of canva on Indonesian the learning outcomes students of grade XI SMA Muhammadiyah Rappang is "accepted". While the null hypothesis that states "there is no effect of using canva on Indonesian the learning outcomes students of grade XI SMA Muhammadiyah Rappang is "rejected". Thus, it can be concluded that the use of canva in learning affects the Indonesian learning outcomes students of grade XI SMA Muhammadiyah Rappang.

Keyword : Influence, Canva, Language Learning

INTRODUCTION

Education is a very important thing in the learning process. To create an atmosphere of teaching and learning so that students can develop their potential, education is carried out systematically. With education, students are able to have intelligence both in the field of knowledge, noble character, personality, and skills that are beneficial to them and their surroundings (Manda et al., 2023). Education itself is aimed at students to have an understanding of something and make them humans who think critically and qualified. Conveying messages or information in the teaching and learning process using media can stimulate the attention and interest of students. The use of learning media will have a positive impact, namely building the same perception between students and teachers and between students about the material presented (Syahrir et al., 2021) . This will also have a positive impact on the achievement of learning objectives and learning outcomes.

Learning media is a component that has an important role in supporting learning success. Learning media fights as a means for distribution tools used by lecturers and acts as a facilitator in the learning process to deliver learning material to students (Syahrir et al., n.d.). The importance of learning media is clearly also mentioned in, Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22 of 2016, concerning Education Process Standards states that "learning media in the form of learning process aids to deliver learning material". Effective and fun learning is one that is collaborative and learner-centered (Boholano 2017). For this reason, the media used is in accordance with learning objectives and makes students feel comfortable and easy to understand the content of the material (Rokhayani et al., 2014). Learning media need to pay attention to the effects of illustrations that can be used to convey messages to students.

In the learning process, one of the indicators of student success assessment can be reviewed through learning outcomes (Asrifan et al., n.d.). According to Van Dallen's theory, there are at least six factors that affect student learning outcomes, including educators, curriculum, students, learning media, learning methods and learning environment (Nurhayati & Febriyanti, 2018: 176). The environment in this context is defined as a place, place or space to support the learning process.

In addition, technological developments that occur present innovations in various new features that can support the presentation of subject matter that is more interesting, not monotonous and facilitates the delivery of material when online learning is carried out (Posi et al., n.d.). One of the website-based sites that are often used to create learning media today is the Canva website. Canva is a web-based application that can be utilized to create infographic designs. There are so many templates that can be used immediately without having to create from scratch, such as templates for making ppt, posters, certificates, logos, covers and so on. The website can be opened in www.canva.com (Rahmatullah et al., 2020). Canva is a graphic design website that helps users design creative designs online. Various advantages offered, such as easy access, attractive front display and ease of use are considerations for choosing Canva to develop learning media.

The availability of various versions of Canva also makes it easier for students to access learning media. Currently Canva is available in a website version, as well as an application for Android and IOS smartphone users (Yundayani et al., 2019: 170). In this study, the use of Canva to develop a learning media product is focused on helping students better understand learning material. Canva as a learning media product in this study is intended so that students can access and learn learning materials anywhere and anytime. Utilization of Canva to present learning media that can help visualize learning materials so that students understand Indonesian learning materials that tend to be difficult if only explained through text. Through Canva, educators can present varied, interesting and useful learning media to provide a more concrete picture of learning material for students. The use of Canva in producing learning media plays a role in presenting learning media that can

visualize Poster learning material more concretely. Various graphic designs on Canva help researchers present interesting learning media for students and can help provide stimulus for students. Canva is currently continuing to innovate to help support the online learning process in this Covid-19 pandemic condition, through the Canva for Education program. The Canva for Education program is presented to support the online learning process with a live broadcast feature by displaying learning media and discussion rooms for students (Safrida & L, 2020) .

Based on this background, the author is interested in discussing and elaborating further in this study with the title " The Influence of Canva Application on the English Language Learning Outcomes Students of SMA Muhammadiyah Rappang".

METHOD

Research Design

To get good results or research, researchers first make a research design that will be carried out, so that the implementation is structured and directed. This study uses a type of pre-experimental research design, namely research using only experimental classes without using control classes (Sugiyono, 2015: 74).

The research design used was The One Group Pre-test Post-test. The data obtained was used only to compare the results of the pretest and posttest on the use of Canva against the learning outcomes of Indonesian.

Table 3.1 Research Design One Group Pretest Postest Design

<i>Pre-test</i>	Treatment	<i>Post-test</i>
O1	X	O2

(Sugiyono, 2016:111)

Description :

- O1 : Test for Pretest
- O2 : Test for Post-test
- X : Treatment with Video

Research Variables

In this study, researchers used two variables, namely:

1. Independent variable or independent variable (influential). An independent variable is a variable that causes, affects or impacts an output. The independent variable in this study is Canva as variable X.
2. Dependent variable or dependent or influenced variable. In this study, the dependent variable is the learning outcome of Indonesian learning as variable Y.

Population and Sample

1. Research Population

Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions.

For more details can be seen in the following table:

No.	Kelas	Jumlah
1	XI MIPA	8
2	XI IS	15
	Jumlah	23

(Data from SMA Muhammadiyah Rappang)

2. Research Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2016). The sampling technique used is total sampling, namely by sampling as a whole. Sampling according to Arikunto (2010: 109) if the subject is less than

100 then taken all, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more. Therefore, the researchers chose to take samples from the entire population because the population did not exceed 100, which is only 23 people.

No.	Kelas	L	P	Jumlah
1	XI MIPA	4	4	8
2	XI IS	14	1	15
	Jumlah			23 orang

(Data from SMA Muhammadiyah Rappang)

Data Collection Techniques

The techniques in data collection used in this study are as follows:

1) Documentation

Documentation techniques were used to obtain data on the number and grades of grade XI students of SMA Muhammadiyah Rappang for the school year 2021/2022.

2) Test

The test technique is used to measure the learning outcomes of Indonesian subjects for grade XI students of SMA Muhammadiyah Rappang. The questions given are in the form of questions, namely Multiple Choice. To determine the test score, a total of 20 questions are given with a score of 1 point each. Therefore, if the test taker answers correctly in all questions, then obtain a maximum score of 20. Therefore, if the test taker answers correctly in all the questions, then get a score of 10-100.

Data Analysis Techniques

In this technique, the collected data is analyzed using descriptive statistical techniques in the form of a mean. The steps to analyze the data are student test results used to determine the classification of student grades.

The score is converted to the value in the formula below:

$$N = \frac{\text{nilai p}^a}{\text{Skor perolehan}} \times \frac{\text{Skor Maksimal}}{100}$$

To find out whether or not there is an influence of Canva on the learning outcomes of grade XI students of SMA Muhammdiyah Rappang". Then the mean formula is used as follows:

$$M_y = \frac{\sum f_y}{N_y} \quad M_x = \frac{\sum f_x}{N_x}$$

Sumber : Arifin (2012: 96)

Keterangan :

- $\sum f_y$: Jumlah nilai *pretest*
- N : Jumlah siswa *pretest*
- M_y : Nilai rata-rata *pretest*
- $\sum f_x$: Jumlah nilai *posttest*
- N : Jumlah siswa *posttest*
- M_x : Nilai Rata-rata *posttest*

Findings and Discussion

Findings

The purpose of this study was to compare learning using the Canva application with learning without media in Indonesian subjects. The results of this study are seen from the pretest (initial test) and posttest (final test) or called the one group pretest and posttest research design.

The following are research results taken from multiple-choice test results as a data collection instrument. First, the data that has been collected will be presented and then analyzed and continued with hypothesis testing as follows:

Scores and Value of Indonesian Learning outcomes in the Class XI Pretest of SMA Muhammadiyah Rappang

<i><u>Pretest (O₁)</u></i>		
<u>No.</u>	Scores	Value
1	17	85
2	15	75
3	13	65
4	15	75
5	16	80
6	16	80
7	12	60
8	12	60
9	13	65
10	14	70
11	17	85
12	17	85
13	15	75
14	16	80
15	16	80
16	15	75
17	15	75
18	16	80
19	15	75
20	14	70
21	17	85
22	17	85
23	15	75

Data Source: Test Results

Scores and Value of Indonesian Learning outcomes in the Class XI Post-test of SMA Muhammadiyah Rappang

<u>Pretest (O₁)</u>		
<u>No.</u>	<u>Scores</u>	<u>Value</u>
1	19	95
2	17	85
3	18	90
4	18	90
5	19	95
6	17	85
7	19	95
8	19	95
9	18	90
10	18	90
11	19	95
12	16	80
13	18	90
14	19	95
15	18	90
16	18	90
17	17	85
18	18	90
19	17	85
20	15	75
21	15	75
22	15	75
23	14	70

The two test results, namely the initial test results and the final test, were then juxtaposed to see the influence of the Canva application to increase students' learning understanding of Posters in the class XI Indonesian of SMA Muhammadiyah Rappang. The results in question can be seen in the following table

Pretest and post-test Score Results

<u>Pretest (O₁)</u>		
<u>No.</u>	<u>Pre-Test (O₁)</u>	<u>Post-Test (O₂)</u>
1	85	95
2	75	85
3	65	90
4	75	90
5	80	95
6	80	85
7	60	95
8	60	95
9	65	90

10	70	90
11	85	95
12	85	80
13	75	90
14	80	95
15	80	90
16	75	90
17	75	85
18	80	90
19	75	85
20	70	75
21	85	75
22	85	75
23	75	70
Total	=1740	=2005

Mean Work Calculation

	<i>Pretest</i>			<i>Posttest</i>	
FY	F	Nilai	F	FX	
-	-	95	6	570	
-	-	90	8	720	
425	5	85	4	340	
400	5	80	1	80	
525	7	75	1	75	
140	2	70	3	210	
130	2	65	-	-	
120	2	60	-	-	
=1.740	=23		=23	=1.995	

(Result)

Mean pre-test (Y) and Post-test (X) with the formula:

$$a. M_y = \frac{\sum f_y}{N_y} = \frac{1.740}{23} = 75,65$$

$$b. M_x = \frac{\sum f_x}{N_x} = \frac{1.995}{23} = 86,73$$

Based on these calculations, it can be seen that the initial test given by students (pretest) has an average score of 75.65 and the average score obtained from the final test (posttest) is 86.73. This can be seen the difference that the final test (posttest) using the Canva application has a higher value than the initial test (pretest) conducted without using the Canva application. This can be an indication of the influence of using the Canva application on the results of learning Indonesian class XI SMA Muhammadiyah Rappang which is taught using no media and which is taught using the Canva application. Thus it can be seen that the Canva application is used to help students understand the Poster material by immediately experimenting with making posters with the application Canva, therefore the Canva application has a positive influence on learning.

Discussion

This study was conducted to determine whether or not there is an influence of using the Canva application on the Indonesian learning outcomes of grade XI students of SMA Muhammadiyah Rappang by taking the population of all class XI which amounted to 23 people. In determining the sample, this study used totally sampling techniques and class XI students totaling 23 people became samples. The test is conducted 2 times to test student understanding where the initial test (pretest) is carried out without using the Canva application and the final test (posttest) using the Canva application.

Based on the scores obtained from the results of research that shows a comparison of Indonesian language learning outcomes of grade XI students of SMA Muhammadiyah Rappang who are taught using the Canva application are better than students who are taught without using the Canva application. The learning outcomes of these students can be seen from the acquisition of student scores on the final test (posttest). The results of the study by testing the hypothesis through data analysis obtained the average value of competency of Indonesian learning outcomes using the Canva application $75.65 < 86.73$ so that it can be concluded that there is an influence of using the Canva application on the learning outcomes Indonesian of grade XI students of SMA Muhammadiyah Rappang "accepted". As a consequence of this acceptance, the hypothesis that states there is no effect of using the Canva application on the learning outcomes Indonesian of grade XI students of SMA Muhammadiyah Rappang is "rejected".

Thus, it can be concluded that the use of the Canva application can have a positive influence on the learning outcomes of network system administration of grade XI students of SMA Muhammadiyah Rappang. This is shown by the use of the Canva application in the learning process, student learning outcomes are more satisfactory than learning outcomes that do not use the Canva application in the process of learning activities.

Conclusions

Based on the results of this study, it can be concluded that there is an influence of using the Canva application on the learning outcomes of grade XI Indonesian of SMA Muhammadiyah Rappang for the 2022/2023 school year. This can be seen in the difference in average values before and after being treated using the Canva application. The results of data analysis obtained by the initial test score (Y) are lower than the final test score (X), namely $Y = 75.65 < X = 86.73$

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