

Canva-Based Learning Media: Improving Creative Economy Learning Outcomes in Integrated Social Sciences for Junior High School Students

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Abstract: This study aims to determine the feasibility of Canva-based learning media and determine the effectiveness of Canva-based learning media on student learning outcomes. The stages of this research are the needs analysis stage, the planning stage for Canva-based learning media (design), the development stage, and the trial stage (validation). The results of this study indicate (1) The expert test on creative economy material is in very good qualification (90.45%), (2) The learning design expert test is in very good qualification (94%), (3) Individual trials are in the qualification very good (94.81%), (4) Small group trials are in very good qualifications (96.06%), (5) Field trials are in very good qualifications (99.52%). The results of hypothesis testing prove that there is a significant difference between the learning outcomes of students who do not use Canva-based learning media and those who use Canva-based learning media. This is indicated by the results of data processing t count = 15.78, at a significance level $\alpha = 0.05$ t table = 1.69. It was concluded that the developed Canva-based learning media is feasible and effective for improving integrated social studies learning outcomes.

Keywords: social studies learning outcomes; instructional Media; creative economy; canva

1. INTRODUCTION

The Integrated Social Sciences (IPS) subject is an integration of four subjects, namely geography, economics, sociology, and history. These four subjects are integrated by the concept of space and the interaction between spaces and their influence on human life in economic, social, cultural, and educational aspects. Like other subjects which are subjects that are not tested in the national exam, the Integrated Social Sciences subject is one of the subjects that is considered not too important for students. This can be seen from the many students who take it for granted so that student achievement scores do not reach the KKM. This statement regarding the condition of the problem was strengthened after observations and interviews were carried out with an Integrated Social Sciences Subject teacher conducted at SMP Negeri 1 Raya, while the school's computer and internet network facilities were supportive and not being utilized optimally.

Based on the results of observations and observations made at the research school for Integrated IPS subject learning, especially Social Studies subjects with creative economy material, they still use the lecture learning model and do not utilize computer laboratories for learning. The term creative economy develops from the concept of creativity-based capital which can potentially increase economic growth in an area. According to President Susilo Bambang Yudhoyono in Pascasuseno [1], "the creative economy is the 4th wave economy which is a continuation of the third wave economy with an orientation towards creativity, culture, and cultural and environmental heritage".

According to Rochmat [2] Creative economy is a concept to realize sustainable economic development based on creativity. Utilization of resources that are not only renewable but even unlimited, namely ideas, ideas, talents or talents, and creativity. The economic value of a product or service in the

creative era is no longer determined by raw materials or production systems like in the industrial era, but rather by the use of creativity and the creation of innovations through increasingly advanced technological developments. Industry can no longer compete in the global market by relying solely on price or product quality but must compete based on innovation, creativity, and imagination.

The results of a questionnaire filled out by 3 teachers at SMP Negeri 1 Raya show that 100% of teachers need instructional media so that the learning process is more effective. The results of interviews with social studies teachers for class IX specifically show that teachers use conventional learning methods and simple media so that students tend to be passive during learning. They admit that it is difficult to obtain effective learning media for social studies lessons in schools so learning activities are less effective and students find it difficult to understand the material presented, in line with Gilmore's findings [3] that education is sometimes little more precisely used to refer to those experiences from which we do learn. From the results of observations it was found that the learning of Integrated IPS Subjects at SMP Negeri 1 Raya still had many obstacles faced by teachers, including: (1) learning outcomes (social studies subject scores) in the form of assignments/practices or exercises are generally low; (2) teaching aids that are still lacking; (3) materials/teaching materials that are still difficult to obtain in the library; (4) inadequate facilities to accommodate 32 students at once; (5) the activity of students who are still low in learning; (6) teachers are less creative and innovative and develop learning outcomes; (7) the time and frequency of learning is only 2 hours of lessons/week. The facts above have an impact on not achieving the expected learning objectives.

The use of Canva in producing learning media plays a role in presenting learning media that can visualize Creative

Economy learning material more concretely. Various graphic designs on Canva help researchers present interesting learning media for students and can help provide a stimulus for students. Canva is currently continuing to innovate to help support the learning process through the Canva for Education program. The Canva for Education program is presented to support the online learning process with live broadcast features featuring learning media and discussion rooms for students.

Against this background, the researcher also reviewed several relevant studies, such as Sutarno and Mukhidin [4] in their research entitled "Development of Measurement Interactive Multimedia-Based Learning Models to Improve Learning Outcomes and Independent Learning for Junior High School Students in the City of Bandung". From this study, it was concluded that with an interactive multimedia-based learning model students' interest in learning is increasing, the learning process is also felt interesting and not boring because students are actively involved in learning to improve student learning outcomes. Saselah [5] in his research entitled "Development of professional interactive multimedia based on Adobe Flash CS6 in chemical balance learning". From this study it was concluded that learning using multimedia makes lessons more interesting and not boring and can be seen by the acquisition of student responses of 96.7%, this is supported by the opinion of several experts that learning chemistry with multimedia can increase students' understanding and motivation. The results of the positive response of students in the limited trial amounted to 88.2% and after experiencing several revisions, in the expanded test the student response became 97.8% which is included in the very good category.

1.1 The Nature of Integrated Social Science Learning Outcomes

Santrock [6] defines learning as a relatively permanent influence on behavior, knowledge, and thinking skills that arise through experience. Similar to the opinion of Carter and Seifert [7] argued that Learning is a lasting change in knowledge and/or behavior as a consequence of experience. It was explained that learning is a change that occurs in knowledge and behavior as a consequence of experience.

Gagne [8] divides into five categories of learning outcomes, namely (a) intellectual skills, (b) cognitive strategies, (c) verbal information, (d) motor skills, and (e) attitudes. Meanwhile, Reigeluth [9] classifies learning outcomes into 3 aspects, namely: (1) learning effectiveness, (2) learning efficiency, and (3) learning attractiveness. The aspect of learning effectiveness is measured by the level of student achievement in predetermined learning objectives, efficiency is measured by the ratio between effectiveness and the amount of time and/or cost used, while the aspect of learning attractiveness is measured by the tendency of students to stay or continue learning [10].

Integrated IPS Subjects are subjects that discuss integrated or integrated subjects from the social sciences and humanity so that they can develop the ability to become good citizens. IPS in schools is a subject that systematically combines disciplines such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, just as well as the humanities, mathematics, and natural sciences. The objectives of Integrated IPS according to Supardi [11] are as follows: First, provide knowledge to make students good citizens, aware as

God's creatures, aware of their rights and obligations as citizens of the nation, are democratic, and have national pride and responsibility, have an identity and national pride. Second, developing critical thinking and inquiry skills to be able to understand, identify, analyze, and have social skills to participate in solving social problems. Third, practicing independent learning, in addition to practicing building togetherness, through more creative and innovative learning programs. Fourth, develop intelligence, habits, and social skills. Fifth, Integrated IPS learning can also be expected to train students to live up to good and commendable values of life including morals, honesty, justice, etc, so that they have noble morals. Sixth, develop awareness and concern for society and the environment.

At the junior high school level, the objectives of the Integrated Social Sciences subject are: Getting to know concepts related to people's lives and their environment. Have the basic ability to think logically and critically, curiosity, inquiry, problem-solving, and skills in social life. Have a commitment and awareness of social and human values. Have the ability to communicate, cooperate and compete in a pluralistic society, at the local, national, and global levels. The scope of social studies subjects at the junior high school level includes several aspects, namely: (a) people, place, and environment, (b) time, continuity, and change, (c) social and cultural systems, and (d) economic behavior and welfare.

1.2 The Nature of the Creative Economy

- 1) Quoting from the 2021 Creative Economy Blueprint, the creative economy is the creation of added value (economic, social, cultural, environmental) based on ideas born from the creativity of human resources (creative people) and based on the utilization of knowledge, including cultural and technological heritage. Creativity is not only based on art and culture but also based on science and technology, engineering, and telecommunications. There are 3 main points that form the basis of the creative economy, including creativity, innovation, and invention.
- 2) Creativity. Creativity is the capacity or ability to produce or create something unique, fresh, and generally acceptable. Creativity can also generate new or practical ideas as a solution to a problem or do something different from what already exists. Someone who has creativity can create and produce something that is himself or others.
- 3) Innovation. Innovation is a creative idea or idea by utilizing existing inventions to produce a product or process that can be added value and is useful and produces a higher and more useful selling value.
- 4) Invention. The invention is the creation of something that has never existed before and can be recognized as a work that has a unique function. Such as applications based on Android and IOS which are inventions based on technology and information to make it easier for humans to carry out their daily activities. In general, the creative economy has several aspects, namely creativity, intellectual property rights, symbolic meanings of use value or symbolic goods, and production methods.

There are many perspectives or understandings of the creative economy:

- 1) The Ministry of Trade explains that the creative economy is an economy that originates from the utilization of individual creativity, skills, and talents to

create prosperity and employment by generating the individual's creativity and inventiveness.

- 2) Howkins explains that the creative economy is an economy that has superior characteristics on the creative side in producing various creative designs attached to the goods or services produced.
- 3) The Institute for Development Economy and Finance explains that the creative economy is a process of increasing economic value from the exploitation of intellectual property in the form of individual creativity, expertise, and talent into a product that can be sold.

1.3 Learning Media with the Canva Application

According to Pelangi [12] canva is an online design program that provides various kinds of designs, namely social media designs, presentations, videos, marketing prints, offices, photo collages, book covers, magazine covers, calendars, posters, and worksheets, reports, agendas, comics, proposals, ebook covers, and many other designs. In this Canva provides features that are used for education, marketing, advertising, and so on. By utilizing Canva, you can produce a creative and attractive design that will produce media, of course. According to Faiza [13] the types of presentations available in the Canva application, namely: presentations on education, marketing, sales, advertising, and so on. According to Rahmayanti [14] the use of Canva media can increase teacher creativity in preparing media and simplify the process of delivering learning material. The media can also make it easier for students to understand learning material or deliver messages in the form of text or video. Not only that, learning media using Canva can help make it easier for students to be more interested and motivated by the lessons conveyed in the media.



Figure 1. Canva View



Figure 2. Canva Design Page

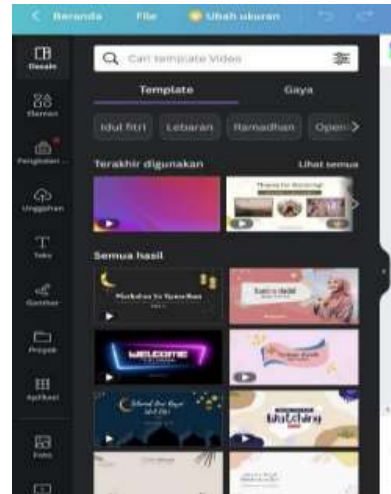


Figure 3. Edit View



Figure 4. Display Go to Video Templates in Canva

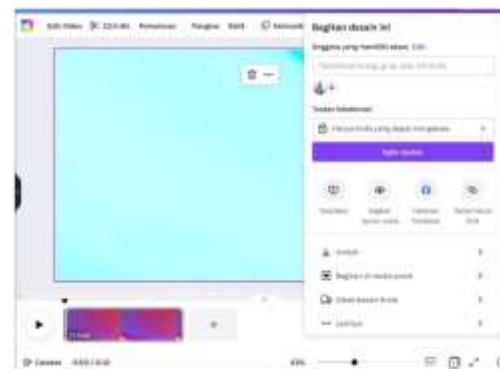


Figure 5. Display of Saving Canva Video Results

1.4 Development of Canva-Based Learning Media for Integrated IPS Subjects

In the development of Canva-based learning media, the ADDIE product development model is used [15]. Research and development (R & D) in the field of education is a process used to develop and validate products in the field of education. The steps in this process are generally known as the R & D cycle, which consists of reviewing the results of previous research related to the validity of the components in the product to be developed, developing it into a product, testing the designed product, and reviewing and correcting the product based on test results. This is an indication that the

product findings from the development activities carried out have objectivity. The ADDIE development model is a learning design model that is based on an effective and efficient system approach and an interactive process, namely, the results of the evaluation of each phase can bring learning development to the next phase. The result of a phase is the initial product for the next phase. This model consists of 5 main phases or stages, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation [16] as shown in Figure 6.



Figure 6. ADDIE Development Model [17]

Review of the stages of the ADDIE model according to Chaeruman [18] are as follows:

- 1) Analysis phase: a process of defining what the learner will learn. So to find out or determine what to learn, we must carry out several activities, including conducting a needs assessment, identifying problems (needs), and conducting a task analysis. Therefore, the output that we will produce is in the form of characteristics or profiles of prospective study participants, identification of gaps, identification of needs, and detailed task analysis based on needs.
- 2) Design stage: this stage is also known as designing. Like a building, before it is built a blueprint on paper must exist first. In this design stage what is done is (1) formulating learning objectives. (2) compiling a test, where the test must be based on the learning objectives that have been formulated earlier. (3) determine what the right learning strategy should be like to achieve that goal. In this case, there are many choices of combinations of methods and media that can be selected and determined as the most relevant. Besides that, also consider other supporting sources, for example, relevant learning resources, what kind of learning environment should be
- 3) Development stage: development is the process of making the blueprint or design a reality. If the design requires software in the form of learning multimedia, then this multimedia must be developed, or if printed modules are needed, then these modules need to be developed. Likewise, with other learning environments that will support the learning process, everything must be prepared at this stage. One important step in the development stage is testing before implementation. This trial phase is indeed part of one of ADDIE's steps, namely evaluation. More precisely formative evaluation, because the results are used to improve the learning system that is being developed.

- 4) Implementation phase: concrete steps to implement the learning system that we are creating. That is, at this stage everything that has been developed is set in such a way according to its role or function so that it can be implemented. For example, if you require certain software then that software must already be installed. If the arrangement of the environment must be certain, then the environment is made certain and must also be arranged. Only then is it implemented according to the initial scenario or design?
- 5) Evaluation stage: evaluation is a process to see whether the learning system being built is successful, according to initial expectations or not. The evaluation stage can occur at any of the four stages above. Evaluation that occurs at each of the four stages above is called formative evaluation because its purpose is for revision needs. For example, at the design stage, maybe we need a form of formative evaluation, an expert review to provide input on the design being made. At the development stage, it may be necessary to try out the product we are developing or may need a small group evaluation.

The research problem is formulated as follows: (1) is Canva-based learning media developed on creative economy material appropriate for use to improve student learning outcomes at Raya 1 Public Middle School, Simalungun Regency?; (2) is the Canva-based learning media developed on creative economy material effectively used to improve learning outcomes at Raya 1 Public Middle School, Simalungun Regency?.

2. METHOD

This research is Research and Development (R & D) development research. Research methods are used to produce certain products and test the effectiveness of these products. According to Sugiono [19], to be able to produce certain products, research that needs analysis is used to test the effectiveness of these products so that they can function widely in society. The model used in development research is the ADDIE development model, namely Analysis, Design, Development or Production, Implementation or Delivery, and Evaluations.

According to Branch [20], the steps for developing Canva-based learning media from the stages of development are as follows: (1). Conducting preliminary research, which includes: (a) analyzing learning needs and determining subject competency standards, (b) conducting learning analysis, (c) identifying the characteristics and initial behavior of students, (d) writing basic competencies and their indicators, (e) writing benchmark reference tests, (f) developing learning strategies, and (g) developing learning materials. (2) Making a design, which includes: (a) making a learning media script, (b) making a learning media storyboard, and (c) making a flowchart view of learning media; (3) Collection of learning media materials, which includes: (a) creation and collection of images and animations of learning media. (b) Designing learning media products; (c) validating learning media designs; (d) Reviewing trying to try out learning media products; (e) Product effectiveness test.

The trial design stages are as follows: (a) Validation of social studies learning material experts, (b) validation of media experts or (c) design validation (d) conceptual analysis, (e) development revision (stage I), based on the assessment in the

form of input, criticism or suggestions from 2 material experts and 2 design experts for improvement, (f) trials on students (individuals and small groups), (g) conceptual analysis, (h) development revision (stage II), based on assessment in the form of input, criticism or suggestions from 3 Class IX students who have high, medium and low scores, (i) small group trials. Assessment of this program is based on a questionnaire that has been filled out by 9 Class IX students, (j) conceptual and product analysis, (k) product revision (stage III), (l) field trials on 15 students Class IX at SMP Negeri 1 Raya, (m) assessment of product attractiveness and feasibility, (n) empirical analysis (stage IV), (o) minor revisions, and (p) product effectiveness trials.

Learning media development products require trials in the framework of formative evaluation. The test results were obtained from the subjects consisting of 2 design experts 2 learning material experts and product users, namely Class IX students at SMP Negeri 1 Raya from 3 Class IX students for one-on-one trials, 9 students Class IX for small group trials and 15 Class IX students for field trials.



Figure 1. ADDIE Model Process Flow [21]

Research and development (research and development) is a series of processes or steps to develop new media or improve existing media so that it can be accounted for [22].

Table 1. Expert Validation Questionnaire Assessment Qualification Criteria, and Student Response Instruments to Canva-based learning media on the subject of the creative economy

Percentage of Achievement Level	Eligibility	Description
$81,26\% \leq X < 100\%$	Very good/Valid	No need for revision
$62,6\% \leq X < 81,25\%$	Good/Valid	No Revision Required
$43,76\% \leq X < 62,25\%$	Invalid	Revision
$25\% \leq X < 39\%$	very Invalid	Revision

Source: (Akbar, [23])

Based on the quantitative data from the results of the validator by material experts, media experts, and student response questionnaires, the next step is to analyze the data and calculate the percentage level of achievement based on the formula:

$$P = \frac{\sum x}{\sum xi} \times 100 \%$$

Information:

- x : The answer score from the validator
- xi : Score the highest answer

P : Presentation of eligibility level

The feasibility and effectiveness criteria achieved for use in media development are described in the following table 2.

Table 2. Media Eligibility Criteria

No	Score in Percentage (%)	Eligibility Category
1	$80 \leq P < 100$	Very Eligible
2	$60 \leq P < 80$	Eligible
3	$40 \leq P < 60$	Adequate
4	$21 \leq P < 40$	Inadequate
5	$P < 21$	Very Inadequate

Canva-based learning media on the subject of the creative economy that is developed gets a positive response from students if the percentage obtained from the student response questionnaire reaches a score of $\geq 60\%$, then the learning media is categorized as feasible and effective.

Product Effectiveness Test Data Analysis Techniques. The effectiveness test aims to obtain information about whether or not the product development being tested is effective in the learning process.

Based on the formulation of the first problem, namely whether Canva-based learning media on the subject of the creative economy that is being developed is feasible to use. Canva-based learning media on the subject of the creative economy can be said to be feasible to use based on the results obtained from expert validation regarding suggestions and improvements related to Canva-based learning media on the subject of the creative economy being developed. The next step is to do an individual trial of 3 students, and a small group test of 9 students to find out the response to Canva-based learning media on the subject of the creative economy made.

Based on the formulation of the next problem, namely whether Canva-based learning media on the subject of the creative economy that is being developed is effective for improving social studies learning outcomes. Learning is said to be effective if there are significant differences in learning outcomes between classes that are given treatment in classes that are not given treatment. The hypothesis uses the mean difference test or t-test. The t-test is the average difference to find out whether there is a significant difference at the 0.05 significance level with Microsoft Excel 19.

The hypothesis formulated is:

Ho: $\mu 1 = \mu 2$ (no meaningful difference exists between the treated and untreated classes).

Ha: $\mu 1 \neq \mu 2$ (there is an average difference between the treated and untreated classes).

Decision-making Ho is accepted if the significance is greater than 0.05. The following is the calculation using the 2nd difference test for the population average according to Sudjana [24]:

$$t = \frac{\bar{X}1 - \bar{X}2}{s \sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

Where:

- $\bar{X}1$ = total average score of the experimental class sample
- $\bar{X}2$ = total average score of the control class sample.

s = standard deviation

3. RESULTS AND DISCUSSION

3.1 RESULTS

The results of the assessment by media experts, material experts, individual trials, small group trials, and limited field trials for all aspects of the assessment are determined by the average score. The results of the assessment were then analyzed and determined whether or not it was appropriate to develop Canva-based learning media on the subject of the creative economy on creative economy material. The average percentage of the results of the assessment of media experts, material experts, individual trials, small group trials, and field trials is as follows:

Table 3. Average Percentage of Assessment Results for Canva-based learning media on the subject of the creative economy on creative economy Material

No	Categorization	Percentage of average score %	Criteria
1.	Material Expert Validation	89,00	very feasible
2.	Media Expert Validation	97,87	very feasible
3.	Individual Trial	96,74	very feasible
4.	Small Group Trial	93,90	very feasible
5.	Field Test	97,61	very feasible
Average		95,02	very feasible

Canva-based learning media on the subject of the creative economy on creative economy material from the validation of experts and trials shows a percentage of 97.87% in media validation, 89.00% in material validation, 96.74% in individual trials, 93.90 % in small group trials, 97.61% in field trials. Overall, the average percentage is 95.02% in the "Very Eligible" category, which means that the use of Canva-based learning media on the subject of the creative economy on creative economy material meets the needs of students.

Based on the data obtained, it can be seen that the score of Integrated IPS learning outcomes before using Canva-based learning media at SMP Negeri 1 Raya obtained the lowest score of 16 and the highest score of 35. The average score is 25.68, the mode is 25, the median is 25 and the standard deviation is 24. 22. To see student scores, interval class is used, namely the score between absolute frequency, namely the number of students who have learning achievement scores, and relative frequency, namely the number percent of learning achievement scores. An overview of the learning outcomes of students before using the Canva-based Integrated IPS learning media is shown in Table 4 below.

Table 4. Description of Learning Outcome Data Before Using Canva-Based Learning Media

Class	Interval Class	F. Absolut	F. Relatif %
1	16 - 19	5	10,50
2	20 - 23	9	19,87
3	24 - 27	10	31,26
4	28 - 31	5	23,87
5	32 - 35	3	14,50

Amount	32	100
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Based on the data obtained, it can be seen that the score for Integrated IPS learning outcomes after using Canva-based learning media obtained the lowest score of 38 and the highest score of 57. The average score is 49.53, the mode is 47.12 and the median is 47.66. The interval class is used to see student scores, namely the score between absolute frequency, namely the number of students who have learning achievement scores, and relative frequency, namely the number percent of learning achievement scores. An overview of Integrated IPS learning outcomes using Canva-based learning media is shown in Table 5 below:

Table 5. Student Learning Outcomes Using Canva-based learning media on the Subject of the creative economy

Class	Interval Class	F. Absolut	F. Relatif %
1	38 - 41	3	9,37
2	42 - 45	5	15,63
3	46 - 49	11	34,30
4	50 - 53	6	18,75
5	54 - 57	7	21,88
Amount		32	100

The analysis requirements test performed is the normality and homogeneity tests. Testing was carried out using the Liliefors test. A summary of the normality of the two samples can be seen in Table 6 below:

Table 6. Summary of Data Normality Test with Liliefors

Class		Lcount	Ltable	Conclusion
I (Pre-test)	Class IX student learning outcomes using Canva-based learning media on the subject of the creative economy	0,061	0,156	Normal
II (Post-test)	Class IX student learning outcomes without using Canva-based learning media on the subject of the creative economy	0,082	0,156	Normal

Thus the pre-test values for the experimental class and control class $L_{count} < L_{table}$, while the post-test values for the experimental class and control class $L_{count} < L_{table}$, it is synthesized that the two sample group data are normally distributed.

Homogeneity test analysis using the F test is to prove the largest variance and the smallest variance with the formula:

$$F = \frac{\text{Varian terbesar}}{\text{Varian terkecil}} = \frac{S_1^2}{S_2^2}$$

A summary of the homogeneity of the two samples is shown in Table 7 below:

Table 7. Summary of Data Homogeneity Test

No.	Class	F _{count}	F _{table}	Conclusion
1	Class IX student learning outcomes using Canva-based learning media on the subject of the creative economy	1,11	1.81	homogenous
2	Class IX student learning outcomes without using Canva-based learning media on the subject of the creative economy			

So it can be seen that $F_{count} < F_{table}$ at a significant level of $\alpha = 5\%$ states that the data of the two samples have homogeneous variances and it is concluded that the research data meets the requirements for hypothesis testing.

Testing the hypothesis using the t-test with the formula namely:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

The following is the formulation of this statistical hypothesis, namely:

Ho : $\mu A1 \leq \mu A2$
 Ha : $\mu A1 > \mu A2$

Information:

$\mu A1$: average student learning outcomes taught using Canva-based learning media on the subject of the creative economy
 $\mu A2$: average student learning outcomes taught without using Canva-based learning media on the subject of the creative economy

The t-test is used as a hypothesis-testing tool because the research data is normally distributed and homogeneous. The hypothesis in the research is:

Ho: Canva-based learning media is not effective in improving creative economy learning outcomes.

Ha: Canva-based learning media is effective in improving creative economy learning outcomes

From the results of testing the hypothesis obtained t count = 15.78 and t table 1.67 so that t count = 15.78 > t table 1.67, so that Ho is accepted, it is concluded that there is a significant difference in the learning achievement of class IX students using learning media based on canva on the subject of the creative economy compared without using canva-based learning media on the subject of the creative economy.

3.2 DISCUSSION

Based on the validation results, Canva products were declared eligible to continue in field trials. The developed Canva meets standards based on the design of Canva development standards and learning material standards.

In the results of the questionnaire submitted to learning media experts, 89% responded that Canva was suitable for use because it was designed in such a way and met learning design standards. Learning materials experts gave a response of 87% that Canva is suitable for use because it contains material and delivery criteria that meet the requirements for delivering messages to students. By looking at the guidelines and assessment criteria according to Sugiyono [25], it can be concluded that the data above proves that the use of Canva-based learning media is very appropriate for use by students in Integrated Social Studies subjects.

From the results of research data processing conducted, there are differences in Integrated IPS learning outcomes between students who are taught using Canva-based learning media and students who are taught without Canva-based learning media. Experimental class students were taught with Canva-based learning media, namely the average Integrated Social Sciences learning outcomes of 20.68 students who were taught using Canva-based learning media with a higher average compared to student learning outcomes in the control class with average results learning IPS Integrated students of 16.81 which are learned without using Canva-based learning media. So, the Canva-based learning media that has been produced is feasible and effective for use in learning.

This is in line with the results of Wood's research [26] which states that the advantage of using media in learning is that as expressed by the use of learning media it has the potential to increase learning. This is similarly expressed by Sutrisno [27] that the learning process using media can improve students' high-level thinking skills and students' critical thinking skills, give responses and test the correctness of their opinions when they give responses in general. The teacher's ability to act as a motivator and elevator also greatly influences student learning outcomes because in Canva-based learning students must be motivated to take full responsibility for their learning assignments. As an elevator, the teacher must always be consistent in providing feedback at the right time.

4. CONCLUSION

Canva-based learning media with creative economy material is suitable for use with presentation validation by material experts 90.45% is in the "very good" category, 84.70% of media expert validation is in the "very good" category, 94% is in the learning design expert validation category "very good". Individual trials obtained a presentation of 94.81% included in the "very good" category, the results of the small group trials obtained a presentation of 96.10% included in the "very good" category and the results of field trials obtained a percentage of 99.52% included in the category " Very good".

Canva-based learning media has an effectiveness of 96.06% higher than the effectiveness without using Canva-based learning media, namely 49.82%. There are differences in students' reading interests before and after using Canva-based learning media.

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