

Project-Based Learning Interactive Canva Media: Improving High School Students' English Learning Outcomes

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Abstract: The purpose of this research is to produce interactive media based on the Canva application PjBL that is feasible and effective in improving students' English learning outcomes at SMA Negeri 1 Padang Bolak. The type of research used is the development model from Borg and Gall and the instructional design step from Dick and Carey which is divided into 4 stages including the needs analysis stage, the product design stage, the validation and evaluation stage, and the final product stage. The results showed that: product validation showed a score percentage of 89.16% for material expert validation, 80% for media expert validation, 93.75% for design expert validation, and 98.56% for student responses. The results of the normality and homogeneity tests show that the research data has been declared normal and homogeneous. The results of the hypothesis test show that the value of t count is 3.03 and the value of t table is 1.66, where t count > t table. The results of this study indicate that interactive media based on the project-based learning model assisted by the Canva application is effective in improving student learning outcomes.

Keywords: interactive media; canvas; English

1. INTRODUCTION

English proficiency in Indonesia is generally still low. In January 2020, English First (EF) released the English Proficiency Index (EPI) of 100 countries which shows the level of English proficiency in Indonesia is in 74th position, below the Philippines and Malaysia which have a high level of proficiency (advanced). Whereas in 2020, the IMF stated that these three countries were included as developing countries on the Asian continent, however, Indonesia was still quite far behind. English Proficiency covers the fields of education, society, economics, and technology.

These failures involve mastery of skills in reading, writing, or mathematics. Irham and Wiyani [1] said that there are several factors because experiencing learning difficulties is caused by two factors, namely internal and external factors. Internal factors include; (1) students' attitudes toward learning, (2) student motivation, (3) student learning concentration, (4) the way students process teaching materials, (5) students' ability to store learning outcomes, (6) student processes in exploring learning outcomes stored, (7) student achievement and performance, (8) student self-confidence, (9) student intelligence and success, (10) student study habits, and (11) student goals themselves. While external factors that influence student difficulties in terms of learning include: (1) teachers as student coaches, (2) learning facilities and infrastructure, (3) assessment policies, (4) students' social environment at school, and (5) school curriculum.

Interactive learning media has advantages, including being able to combine text, images, audio, animation, and video in one unit, can increase learning motivation, learning becomes interactive, can visualize material, and training independent learning [2]. Interactive learning media can contain things that can help the student's analysis process and develop students' thinking skills so that it can be used as a learning media that

play a role in increasing student understanding and has a positive effect on improving student learning outcomes [3].

The PjBL model is a learning model that focuses on making products by involving students directly, the learning process is integrated with the real world, is student-centered, and of course, can support the improvement of student learning outcomes [4]. So, this interactive learning media will be packaged with project-based learning. The application of PjBL in the teaching and learning process is very important to improve students' ability to think critically and give a sense of independence in learning [5].

In learning English using the learning model students are not only fixated on books and written texts that they are used to seeing, but how can visual literacy in Canva take advantage of English subjects written by students by directly pouring their thoughts, creativity, and emotions they rely on color, atmosphere, images, and other symbols that can be used through designs in the Canva application. With the development and elaboration that will be presented in the development of this research, it is hoped that it will be able to provide positive lessons on how an application that has been widely provided can be utilized as a technology-based learning medium.

1.1 The Nature of English Learning Outcomes

According to Gagne [6] learning is a kind of change that is shown in changes in behavior, which are different from before the individual is in a learning situation and after carrying out similar actions. Change occurs due to an experience or practice. Unlike the sudden changes due to reflex or instinctive behavior. Ihsana [7] says that learning is a process in which there is a shift in the process from not knowing to knowing, from ignorance to understanding, and from the inability to get the best results.

According to Purwanto [8], learning outcomes can be explained by understanding the two words that make them up, namely "results" and "learning". The definition of result (product) indicates an acquisition as a result of carrying out an activity or process that results in a functional change in input. Production results are acquisitions that are obtained due to the activity of converting raw materials into finished goods.

Learning outcomes are evidence that someone has learned, which can be seen from changes in behavior in that person from not knowing to knowing and not understanding to understanding [9]. Meanwhile, Susanto [10] states that learning outcomes are obtained through the learning process that has been carried out. a mature and structured learning process will produce maximum learning outcomes.

Good language skills according to Soenardi [11] are divided into four types of abilities, including listening skills, reading skills, speaking skills, and writing skills. Soenardi's opinion is reinforced by several opinions experts and figures who state that, to know a person's language skills, it is necessary to pay attention to listening skills; reading ability; speaking ability and writing ability. According to Zaim [12] in the concept of language learning, four language skills must be mastered by a language learner, namely speaking skills, listening skills, reading skills, and writing skills.

1.2 The Nature of Reading Ability

Reading is a very important skill to be mastered by every individual. According to Lado [13] in his book *Language Teaching* states that "reading is understanding language through written images". Meanwhile, according to Burnes [14], reading is understanding writing. Somadayo [15] explained that reading is an interactive activity to pick and understand the meaning contained in written material. Furthermore, it is said that reading is a process carried out and used by the reader to obtain the message conveyed by the author.

According to Nuriadi [16] reading is a process that involves physical and mental activity. One of the physical activities in reading is when the reader moves his eyes along the lines of writing in a reading text. Reading involves mental activity that can guarantee maximum understanding. Reading is not just moving the eyeball from the left margin to the right but far from it, namely the activity of thinking to understand writing after writing. According to Harjasujana [17] reading is a complex ability. The reader does not only look at the written symbols but tries to understand the meaning of the written symbols.

The purpose of reading according to Ahuja [18] is formulated as nine reasons someone reads, including the following: (a) to laugh, (b) to relive everyday experiences, (c) to enjoy emotional life with other people, (d) to satisfy curiosity, especially why people do things the way they do, (e) to enjoy dramatic situations as if they were experiencing it themselves, (f) to obtain information about the world we live in, (g) to compare or contrast the contents of the reading with real life (reading to compare or contrast).

Reading has various purposes. Nurhadi [19] the objectives of reading skills are: (a) to increase students' reading speed, (b) to improve reading comprehension skills (c) to enrich or increase language competence (d) to increase vocabulary richness, and (e) to broaden students' knowledge schemes.

1.3 The Nature of the Canva Application Interactive Learning Media

Munadi [20] defines learning media as anything that can convey and channel messages from sources in a planned manner to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively. This definition is in line with the definition presented by the Association of Education and Communication Technology (AECT) in America, which is all forms and channels used by people to convey messages or information.

According to Suryani [21] states that learning media are all forms and means of conveying information that is made or used by learning theory, and can be used for learning purposes in conveying messages, stimulating students' thoughts, feelings, attention, and willingness so that they can encourage the learning process. intentional, purposeful, and controlled.

One of the main functions of learning media is as a teaching aid that also influences the climate, conditions, and learning environment, which are arranged and created by the teacher [22]. Meanwhile, Sanaky [23] argues that the benefits of learning media for students are: (1) Increasing learning motivation; (2) Providing and increasing learning variations; (3) Providing structure of subject matter and making it easier for students to study independently; (4) Provide core information and points systematically to facilitate the learning process; (5) Stimulating students to think and analyze; (6) Creating conditions and learning situations without pressure; and (7) students can understand the subject matter systematically presented through learning media.

Meanwhile, according to Daryanto [24] the functions of learning media are as follows: (1) Clarify messages so that they are not too verbal; (2) Overcome the limitations of space, time, energy, and sensory power; (3) Generating passion for learning, more direct interaction between students and learning resources; (4) Allows students to learn independently according to their talents and visual, auditory, and kinesthetic abilities; and (5) Giving the same stimulus, equating experience and giving rise to the same perception.

According to Prastowo [25] when you hear the word "interactive" one thing that might immediately come to mind is something related to interactions or relationships. According to the Big Indonesian Dictionary, the word "interactive" implies mutual action or inter-relationship or mutual activity. Thus, interactive teaching materials can be interpreted as active teaching materials, meaning that the teaching materials are designed to be able to return orders to the user to carry out an activity. So, this teaching material is not like printed teaching materials which are only passive and cannot exercise control over their users.

According to Daryanto [26] Interactive multimedia is multimedia that is equipped with a controller that can be operated by the user so that the user can choose what he wants for the next process. Examples of interactive multimedia are interactive learning multimedia, game applications, and animated videos.

According to Wulandari & Mudinillah [27] Canva is an application that is popular among teachers to use it in making learning media. Various interesting template features can be used to create learning media and can be developed to design learning media as creatively as possible so that learning media

has a more communicative meaning and the visualization of learning media is more attractive to students. Among the many applications used by teachers in making learning media, namely the Canva application. Canva is an online design application that provides various graphic designs such as infographics, ppt, resumes, flyers, posters, and so on. Canva can make it easier for teachers to design learning media, as

Triningsih [28] explains that Canva can make it easier for teachers and students to carry out learning process activities based on technology, skills, creativity, and other benefits, this is because it can attract the attention of students' interest in learning by presenting interesting learning media and learning materials.

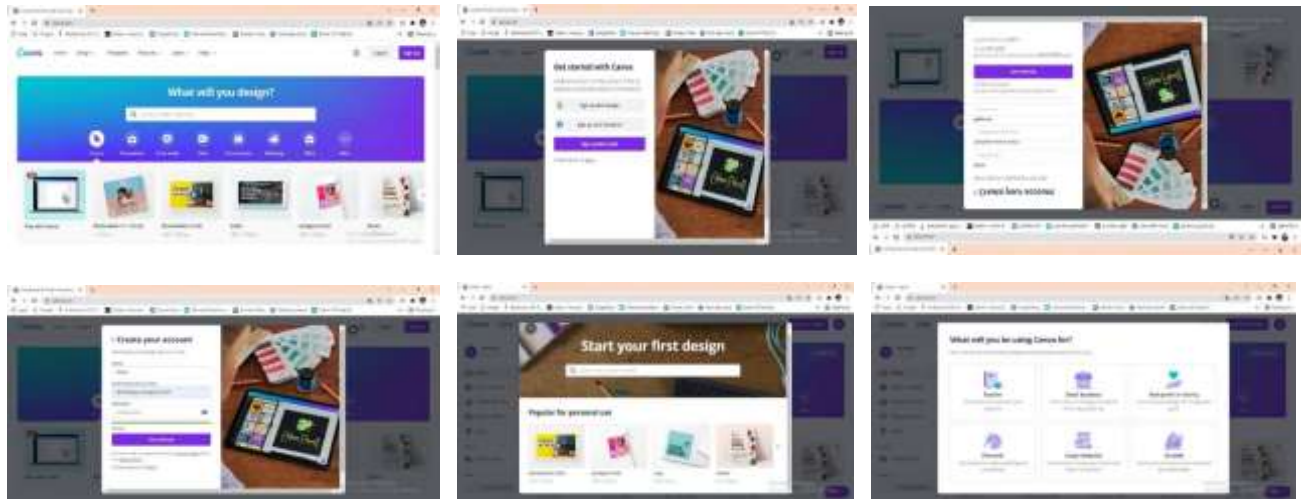


Figure 1. Steps to use the Canva application

1.4 The Nature of the Project-Based Learning (PjBL) Learning Model

According to Nayono [29], PjBL is an innovative learning that emphasizes contextual learning through complex activities. Meanwhile, according to Mulyadi [29], the PjBL model is a learning model that provides opportunities for teachers to manage classroom learning by involving project work. Project work contains complex assignments based on problems (problems) given to students as a first step in gathering and integrating new knowledge based on their experience in real activities, and requires students to carry out design activities, carry out investigative activities, solve problems, make decisions, provide opportunities for students to work independently or in groups. The result of the project work is a product that includes written reports, presentations, or recommendations.

According to Faizah [31], PjBL is a learning strategy that empowers students to gain new knowledge and understanding based on their experiences through various presentations. PjBL is an innovative learning model that emphasizes contextual learning through complex activities such as giving students the freedom to explore planning learning activities, implementing projects collaboratively, and ultimately producing PjBL products to help students develop various abilities such as intellectual, social, economic and morals.

Majid and Rochman [32] the characteristics of PjBL are as follows: (1) Students make decisions about a framework; (2) There are problems or challenges posed to students; (3) Students design processes to determine proposed solutions or challenges; (4) Learners are collaboratively responsible for accessing and managing information to solve problems, and (5) The evaluation process is carried out continuously.

The research problems are formulated as follows: (1) Is the Canva application PjBL-based interactive media feasible and

(2) Is the Canva application PjBL-based interactive media effective in improving English learning outcomes?

2. METHOD

This type of research is a type of development research commonly called development (Research & Development). Research development is research that aims to produce a product through the development process [33]. According to Sugiyono [34] research and development is research that produces products and also other activities, namely testing the effectiveness of the products to be produced.

According to Borg and Gall [35], development research is a process used to develop and validate products. The purpose of development research is not only to develop products but more than that to find new knowledge or to answer specific questions about practical problems (through applied research).

This research will be conducted at SMA Negeri 1 Padang Bolak which is located in Gunung Tua City, Padang Bolak District, North Padang Lawas Regency. The subjects of this study were students of class X. Class X IPA 1 was the experimental class and class X IPA 2 was the control class. The selection of subjects in this study used a purposive sampling technique, namely the determination of the research sample based on the consideration of the researcher who considered that the desired research elements already existed in the members of the sample taken and based on suggestions from the English language study teacher at school.

The research and development procedures in this research: (1) The Needs Analysis Phase includes: Front-end Analysis; Student analysis; concept analysis; task analysis; formulation of learning objectives; (2) product design stage: preparation of benchmark reference tests; selection of teaching materials; format selection; preliminary design; (3) validation and

evaluation stages: expert/practitioner validation; (4) final product stage.

Data collection was carried out using a questionnaire distributing questionnaires to the respondents, namely material experts, media experts, design experts, and student responses. Respondents assessed the quality of Canvas PjBL-based interactive media with the provisions of the research criteria in Table 1 below:

Table 1. Scoring Rules

No	Category	Score
1	Very good	5
2	Good	4
3	Pretty good	3
4	Not good	2
5	Not good	1

(Source: Arikunto [36])

Table 2. Interpretation of Media Feasibility

No	Mean Score Intervals	Interpretation	Acceptance
1	1,00 – 2,49	Not feasible	Low acceptance
2	2,50 – 3,32	Less feasible	Acceptance is sufficient
3	3,33 – 4,16	Decent	High Acceptance
4	4,17 – 5,00	Very decent	Acceptance is very high

(Source: Sriadhi, [37])

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:

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

Information:

x : The answer score from the validator

x_i : Score the highest answer

P : Presentation of eligibility level

The feasibility and effectiveness criteria achieved are used in the development of the Canva application PjBL-based interactive media described in Table 3 below.

Table 3. Product Validation Criteria

Percentage %	Validity Level	Information
81,00 – 100,00	Very valid	No Revision
61,00 – 80,00	Valid	No Revision
41,00 – 60,00	Invalid	Partial Revision
21,00 – 40,00	Invalid	Revision
00,00 – 20,00	Very invalid	Revision

(Source: Sriadhi, [37])

The interactive media based on the Canva PjBL application that was developed received a positive response from students if the percentage obtained from the student response questionnaire reached a score of $\geq 60\%$, then the interactive media based on the Canva application PjBL was categorized as feasible and effective.

Product Eligibility:

$H_0: \mu < \mu_0$; H_0 = null hypothesis; μ = criterion with a value of 70.00; μ_0 = score from a material expert, media expert, and respondent.

So it can be concluded that PjBL-based interactive multimedia in this study is said to be inappropriate if it is less than 70.00 from material experts, media experts, and respondents.

$H_a: \mu > \mu_0$; H_a = Alternative hypothesis ; μ = criterion with a value of 70.01; μ_0 = score from material expert, media expert and respondent

So it can be concluded that PjBL-based interactive multimedia in this study is feasible if it is greater than 70.01 from material experts, media experts, and respondents.

Product Effectiveness:

Testing the hypothesis in this study was carried out using the one-party t-test formula where the statistical hypothesis being tested can be formulated as follows:

H_a : There are differences in the learning outcomes of students who study using interactive media based on Canva's PjBL application and students who study with printed books.

H_0 : There is no difference in the learning outcomes of students who study using interactive media based on Canva's PjBL application and students who study with printed books.

To find out significant differences in student learning outcomes, the t test formula is as follows:

Furthermore, to test the hypothesis, the two-party test formula is used. The t test is used if the alternative hypothesis reads "bigger" or above ($>$). For research data that is normally distributed and homogeneous, the hypothesis testing uses the t-test with the formula:

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

Where S is the root of the combined variance calculated by the formula:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}, \text{ Where } S = \sqrt{S^2}$$

Where :

\bar{x}_1 = average score of the experimental class

\bar{x}_2 = average score of the control class

n_1 = the average number of experimental classes

n_2 = the average number of control classes

S_1^2 = variance of the experimental class group

S_2^2 = variance of control class group

S = combined variance

t = calculation price

The test criteria are that H_a is accepted if $t_{count} < t_{table}$ and H_0 is rejected if $t_{count} > t_{table}$ which is obtained from the t distribution list with $dk = (n - 1)$ and level $\alpha = 0.05$. To see the value of the effectiveness of PjBL-based interactive media assisted by the Canva application, the effectiveness calculation formula is used as follows:

$$X = \frac{\text{number of students who completed}}{\text{total number of students}} \times 100\%$$

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 are then analyzed

and determined whether or not it is appropriate to develop interactive media based on the Canva application PjBL. The average percentage of the results of the assessment of media experts, material experts, individual trials, small group trials and field trials is shown in table 4 below:

Table 4. Average Percentage of Assessment Results for Canva Application Pjbl-Based Interactive Media

No	Categorization	Percentage of average score %	Criteria
1.	Material Expert Validation	89,16	very feasible
2.	Media Expert Validation	80,00	worth
3.	Learning Design Validation	93,75	very feasible
4.	Individual Trial	92,66	very feasible
5.	Small Group Trial	95,40	very feasible
6.	Field Test	98,56	very feasible
The average		91,59	very feasible

Based on the data in table 4 above, it can be seen that the feasibility of expert validation: media validation; material validation, and learning design validation as well as from individual trials; small group trials, and field trials on students showed very good or very feasible criteria, namely 91.59%. Overall, the assessment aspects from experts/experts and trials on students are "Very Good/Decent".

Data on Student Learning Outcomes Taught Using interactive media based on Canva's PjBL application. Based on the learning outcomes of students who were taught using interactive media based on the Canva application PjBL, the lowest score was 77.14 and the highest score was 97.14. The mean score is 86.20, the mode is 84.50, the median is 85.50 and the standard deviation is 6.10. To see student scores, class intervals are used, namely scores between absolute frequencies (the number of students who have learning achievement scores) and relative frequencies (the number of percent of learning achievement scores). A complete description of learning outcomes using interactive media based on the Canva application PjBL is shown in Table 5.

Table 5. Frequency Distribution of Experiment Class Student Learning Outcomes

Class	Interval Class	Absolute Frequency	Relative Frequency
1	74 - 77	3	9,38%
2	78 - 81	5	15,62%
3	82 - 85	8	25%
4	86 - 89	7	21,88%
5	90 - 93	5	15,62%
6	94 - 97	4	12,5%
Total		32	100%

Data on Student Learning Outcomes Taught Using Print Books. Based on the learning outcomes of students who were taught using printed books in English subjects, the lowest score was 69 and the highest score was 89. The mean score was 79.25, mode 79.50, median 80.5, and standard deviation 5.80. A complete description of learning outcomes using printed books is shown in Table 6.

Table 6. Frequency Distribution of Control Class Student Learning Outcomes

Class	Interval Class	Absolute Frequency	Relative Frequency
1	69 - 72	4	9,38%
2	73 - 76	6	15,62%
3	77 - 80	9	25%
4	81 - 84	8	21,88%
5	85 - 88	2	15,62%
6	89 - 92	3	12,5%
Total		32	32

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 7 below:

Table 7. Summary of Data Normality Test with Liliefors

No.	Data	Class	L count	L table	Conclusion
1	Pretest	Experiment	0,119	0,157	Normal
2	Pretest	Control	0,096	0,157	Normal
3	Posttest	Experiment	0,112	0,157	Normal
4	Posttest	Control	0,107	0,157	Normal

Based on Table 7 it can be seen that the results of the pretest data normality test in the experimental class obtained $L_{count} < L_{table}$ ($0.119 < 0.157$) and in the control class also obtained $L_{count} < L_{table}$ ($0.096 < 0.157$). The same thing also happened to the posttest data normality test results for the experimental class with $L_{count} < L_{table}$ ($0.112 < 0.157$) and in the control class obtained $L_{count} < L_{table}$ ($0.107 < 0.157$). Thus, it can be concluded that the pretest and posttest data in the experimental and control classes were normally distributed at the significance level $\alpha = 0,05$.

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 seen in Table 8 below:

Table 8. Summary of Data Homogeneity Test with Fisher's Test

No.	Data	Class	F count	F table	Conclusion
1	Pretest	Experiment	1,11	1,83	Homogeneous
2	Pretest	Control			
3	Posttest	Experiment	1,08	1,83	Homogeneous
4	Posttest	Control			

Based on Table 8 it can be seen that the results of the calculation of the pretest data homogeneity test in the experimental class and control class at a significant level $\alpha = 0.05$ obtained $F_{count} < F_{table}$ ($1.11 < 1.83$), it can be concluded that the pretest data in the two classes have the same or homogeneous variance. Then in the posttest data homogeneity test in the experimental class and control class at a significant level $\alpha = 0.05$ obtained $F_{count} < F_{table}$ ($1.08 <$

1.83), it can be concluded that the posttest data in the two classes have the same or homogeneous variance.

Hypothesis testing in this study was carried out using the t-test formula. The t-test was conducted to find out whether there were significant differences between learning outcomes in classes taught using interactive media based on Canva's PjBL application (experimental class) and learning outcomes taught using printed books (control class). The calculation results obtained $t_{count} = 3.03$ and $t_{table} = 1.66$ so that $t_{count} > t_{table}$ at a significant level $\alpha = 0.05$.

Based on these results, H_0 is rejected and H_a is accepted or in other words, there is a significant difference between student learning outcomes in the experimental and control classes at the significance level $\alpha = 0.05$. Thus, the learning outcomes of students who are taught using interactive media based on Canva's PjBL application are different from the learning outcomes of students who are taught with printed books.

To test the effectiveness of the Canva application PjBL-based interactive media that was developed, the following calculations were carried out:

$$\begin{aligned} X &= (\text{number of students who complete}) / (\text{total number of students}) \times 100\% \\ &= 27/32 \times 100\% \\ &= 84.37\% \end{aligned}$$

The value of the effectiveness of printed books can be seen as follows:

$$\begin{aligned} X &= (\text{number of students who complete}) / (\text{total number of students}) \times 100\% \\ &= 20/32 \times 100\% \\ &= 62.50\% \end{aligned}$$

Based on the calculation of the effectiveness test in the two classes, the learning outcomes of students taught with Canva application PjBL-based interactive media were higher compared to student learning outcomes with printed books ($84.37\% > 62.50\%$). Thus it can be concluded that Canva's PjBL-based interactive media is more effectively used in English subjects than using printed books.

3.2 DISCUSSION

Based on the results of the validation that has been carried out, the Canva application's PjBL-based interactive media product is declared feasible to continue in field trials. The interactive media based on Canva's PjBL application that has been developed meets standards based on the design of the development of learning materials, learning media, and learning design. For the assessment of learning material experts, a score of 89.16% was obtained which was categorized as very feasible, an assessment from learning media experts obtained a score of 80% which was categorized as very feasible and an assessment from learning design experts obtained a score of 93.75% which was categorized as very feasible. After the experts stated that the Canva application's PjBL-based interactive media product was very feasible to be tested in the field, field trials were carried out according to the procedure, namely individual trials, small group trials, and field trials. The score of student responses in individual trials was 92.66% (Very Eligible), small group trials were 95.40% (Very Eligible), and field trials were 98.65% (Very Eligible).

The effectiveness test of the Canva application PjBL-based interactive media that has been developed was carried out to fulfill the instructional design procedures by Dick and Carey at

the summative evaluation stage. The purpose of testing the effectiveness of this product is to determine whether the product needs to be used continuously because it is effective or discontinued. After all, it is not effective.

Testing the effectiveness of the product on Canva application PjBL-based interactive media that was developed was carried out by comparing the average value of student learning outcomes taught using interactive media based on the Canva application PjBL-based interactive media using printed books. From the results of research data processing conducted, there were differences in learning outcomes between students who were taught using interactive media based on Canva's PjBL application and those who used printed books ($84.37\% > 62.50\%$).

This is in line with Santyasa [38] which states that the learning process should contain five communication components, namely the teacher (communicator), learning materials, learning media, students (communicants), and learning objectives. While learning media are all physical devices that can present messages and stimulate students to learn in the form of books, films, tapes, and so on [39].

Furthermore, Suryani [40] states that learning media are all forms and means of conveying information that is made or used by learning theory that can be used for learning purposes and convey messages, stimulate thoughts, feelings, attention, and willingness of students to encourage a learning process that is intentional, purposeful and controlled.

One of the technological developments as a learning medium today is the Canva application. Canva is an online design application in which there are various designs for posters, graphics, brochures, presentations, logos, videos, book covers, and more, and can also be connected to the social media we have. Its use and benefits are to create attractive teaching media with existing designs. Teachers and students are creative in creating interesting works to be displayed as learning media in class.

According to Wulandari & Mudinillah [41] Canva is one of the most popular applications among teachers to use in making learning media. Various interesting template features can be used to create learning media and can be developed to design learning media as creatively as possible so that learning media has a more communicative meaning and the visualization of learning media is more attractive to students [42].

This is in line with Wulandari & Mudinillah's statement [43] which states that Canva is an online design application that provides various graphic designs such as infographics, ppt, resumes, flyers, posters, and so on. Canva can make it easier for teachers to design learning media, as Triningsih [44] explains that Canva can make it easier for teachers and students to carry out learning process activities based on technology, skills, creativity, and other benefits, this because it can attract the attention of students' interest in learning by presenting interesting learning media and learning materials.

According to Raaihani [45] the advantages of the Canva application are as follows: (1) It has an attractive graphic design template variant, (2) It can train teachers' creativity in making learning media, (3) In making learning media it can save time, (4) Students can study again the material that has been distributed by the teacher.

Based on some of the explanations above, it can be concluded that interactive media based on the Canva application PjBL can be called a good learning media if the learning media can improve student learning outcomes. The use of interactive media based on Canva's PjBL application allows students to more easily understand learning and master learning material. This is also by the results of the Canva application PjBL-based interactive media development which obtained feasible results in terms of product development and was effective in improving student learning outcomes in the English subject.

4. CONCLUSION

1. The Canva application PjBL-based interactive media products that have been developed meet the requirements and are suitable for use as learning media. This was concluded based on research results from learning material experts (89.16%), media experts (80%), design experts (93.75%), student responses to individual trials (92.66%), small group trials (95.40%), field trials (98.56%) which as a whole stated that Canva's PjBL application-based interactive media was in the "very good" category.
2. The effectiveness of interactive media based on Canva's PjBL application developed is considered more effective than printed books. The results of hypothesis testing prove that there is a significant difference between the learning outcomes of students who are taught using interactive media based on the Canva PjBL application and the learning outcomes of students who are taught using printed books. This is indicated by the results of data processing obtained $t_{count} = 3.03$ and $t_{table} = 1.66$ so that $t_{count} > t_{table}$ at a significant level $\alpha = 0.05$. Then the learning outcomes of students who are taught with interactive media based on interactive media based on Canva's PjBL application have effectiveness of 84.37% higher than the learning outcomes using printed books with an effectiveness of 62.50%.

5. REFERENCES

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