The Iplementation Of "Canva" As Media To Increase Students Interest In Learning

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Abstrak

Penelitian ini bertujuan untuk mengetahui tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh penggunaan Media Canva terhadap minat belajar siswa di STT Advent Papua. Populasi dalam penelitian ini adalah mahasiswa yang mengikuti kelas Bahasa Inggris program studi Teologi STT Advent Papua. Jumlah populasi yang sedikit menyebabkan peneliti mengambil seluruh anggota populasi sebagai responden. Data primer dikumpulkan dengan menggunakan kuesioner model likert. Data dianalisis dengan pendekatan kuantitatif dengan teknik regresi sederhana. Uji validitas dan reliabilitas dilakukan untuk menguji instrumen angket agar dapat diolah lebih lanjut. Kemudian data tersebut diuji apakah memenuhi asumsi klasik mengenai normalitas. Hasil penelitian menunjukkan bahwa persamaan regresi yang terbentuk adalah Y= 3,332 + 0,623X dengan nilai R2 = 0,553. Uji-t membuktikan bahwa hipotesis "ada pengaruh Pemanfaatan Media Canva terhadap Minat Belajar" diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan media Canva mempengaruhi minat belajar siswa yang mengikuti Kelas Bahasa Inggris di STT Advent Papua.

Kata Kunci: *Pengaruh Media dan Minat Belajar*

Abstract

This study aims to find out the purpose of this study is to find out whether there is an influence on the use of Canva Media on students' interest in learning at STT Advent Papua. The population in this study was students who participated in the English class of the Theology study program of STT Advent Papua. The small number of population led researchers to take all members of the population as respondents. Primary data were collected using a likert model questionnaire. The data were analyzed by a quantitative approach using simple regression techniques. Validity and reliability testing were conducted to test the questionnaire instrument so that it can be processed further. Then the data are tested whether they meet the classical assumptions regarding normality. The results showed that the regression equation formed was Y= 3.332 + 0.623X with the value R^2 = 0.553. The t-test proved that the hypothesis "there is an influence of Canva Media Utilization on The interest in learning," accepted. Thus, it can be concluded that the use of Canva media affects the learning interest of students who take English Classes at STT Advent Papua.

Keywords: *Influence of Media and Interest in Learning*

INTRODUCTION

Education is a dynamic force in the life of each individual, which affects the physical development, and development of the soul, social development and the development of his morality. Education can be said to be a process of changing the attitudes and behavior of a person or group of people in an effort to mature people through teaching and training efforts. The teaching and learning process is an activity in carrying out the curriculum of an educational institution, so that students can achieve an educational goal that has been set. The purpose of this education basically leads students to changes in behavior both intellectually, mentally and socially in order to live independently as individual and social beings. From observations made at STT Advent Papua, students' learning scores are also unsatisfactory. The scores obtained by students are still low, because sometimes students are just lazy in learning, students feel that the material provided by the teacher is often boring because the teacher only continues to use the lecture method and is not accompanied by examples that can be witnessed directly and students are sleepy when learning activities start, of course this greatly affects the low interest in student learning. To overcome this, by using computer learning media that can attract students' interest in learning. To face the development of science and technology, in teaching and learning activities, a medium must be made so that students better understand and understand the material presented, after all, communication will not run without the help of messaging or media delivery facilities. To anticipate this, one of them needs to be supported by appropriate learning media and teachers need to attend trainings on the use of Canva Media Utilization in teaching and learning activities. The use of computer multimedia learning media is expected to help teaching and learning activities as well as the delivery of messages and lesson content at that time, besides that it will also provide an understanding of the concept of the actual lesson.

Based on the description above, researchers can identify problems that exist in learning at STT Advent Papua as follows:

1. Students are less interested in conventional learning
2. Lack of digital skill to support learning process
3. The old media has been considered boring by students
4. Students have never attended a lecture using Canva media

Considering the problems described are so general, the problems in this study are limited to the Implementation of Canva Media in English class students of the Theology program at STT Advent Papua. Furthermore, the purpose of this study was to find out whether there was an influence of Canva implementation on students' interest in learning at STT Advent Papua.

This enelitian is expected to provide the following benefits:

1. As input for lecturers in increasing knowledge about how to utilize multi-media computer learning in teaching and learning activities that can improve learning outcomes.
2. Providing an introduction of Canva media to students and also providing alternative learning in order to improve their Skill in digital learning
3. The result of this research is also an information material in the development of the quality of the learning process.

Interest in Learning

Interest is obtained through a learning process that arises through the process of observing an object which then produces a certain assessment of the object that gives rise to one's interest. It is the

assessments of objects obtained through the learning process that then produce a decision about the existence of a person's interest or disinterest in the object he is facing. Hurlock (1990:422) says interest is the result of experience or learning. He further stated that interest has two aspects, namely:

1) Cognitive aspects

This aspect is based on the concept that a person develops regarding the field related to interests. Concepts that build cognitive aspects are based on experience and what is learned from the environment.

2. Affective aspects

This affective aspect is a concept that builds cognitive concepts and is expressed in attitudes towards activities or objects that generate interest. This aspect has a big role in motivating one's actions.

Based on this description, indicators to find out a person's interest in learning, are: 1. The existence of a concentration of attention, feelings and thoughts from the subject towards learning due to interest. 2. There is a feeling of pleasure towards learning. 3. The existence of a willingness or active involvement in learning and to get the best results.

Multimedia

Etymologically multimedia comes from the word "multi" (Latin, nouns) which means many, various, and medium (Latin) which means something used to convey or carry something. The word medium in American Heritage Electronic Dictionary (1991) is also interpreted as a tool for distributing and presenting information Rachmat and Alphone (2006). Multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio and video images. Or Multimedia in general is a combination of three elements, namely sound, images and text

Canva

Canva is a graphic design and publication content creation platform that is easier and faster than any other graphic software. You can use this magical tool online through a desktop browser or download the mobile application through the App or Play Store. Moreover, it offers two versions namely the free version and the paid version (Pro). Since many people began to get to know what Canva is, its developers have been constantly trying to bring innovations to its services. Now you can use this platform to create a variety of designs for personal and professional needs. The uses of Canva are: 1. Create PowerPoint-like presentations. 2. Create Instagram content for feeds, stories, and ads with animation or static options, design posts, covers, ads, event covers, Facebook videos, and Facebook stories. 3. Edit videos for various social media platforms, such as Instagram, Facebook, TikTok, Pinterest, LinkedIn, and YouTube. 4. Design posters, flyers, brochures, advertisements, postcards, business cards, newsletters, and invoices for business needs and as digital marketing tools. 5. Help to compile the format of resumes, CVs, letterheads, proposals, certificates, as well as various cards and invitations. 6. Arrange infographics, mind maps, photo collages, virtual backgrounds, calendar formats, worksheets, planners, concept maps, and wallpapers/screen backgrounds gadget.

As a design creation platform, it's no wonder that Canva has many tools and features that will spoil its users. Besides being quite powerful, these features are easy for ordinary people to understand and use so that anyone can be proficient in designing in a matter of minutes. Theseare the unique features of Canva. 1. 750,000 Templates that areavailable. 2. 900 Illustrations and Icons 3. PDF Editor. 4. Canva Live.

5. Text Customization.　　6. Canva Teams.　　7. Grid Design and Photos.　　8. Frame Design. *https://www.canva.com* (accessed August 25th 2022)

In the teaching and learning process, the role of lecturers is very important in determining the success or failure of the learning process. Because lecturers in teaching do not just transfer all the knowledge they have but must be able to use their role in an effort to bring changes to students in terms of knowledge, attitudes and behaviors as well as skills. One of the roles of lecturers that must be optimized is the role of lecturers in using learning media as teaching and learning tools in schools, especially in classes such as computers and LCD projectors that are controlled directly with computers and adapted to materials or subject matter.

After the lecturer uses Canva Media in teaching and learning activities, the researcher then asks students to fill out a questionnaire. This questionnaire was then further analyzed to see the meaningfulness of media utilization in learning. With this, it is hoped that it can increase student interest in learning, because using media can help lecturers in the teaching and learning process.

METHODS

The research method that will be used is the survey method. With the causal method, it aims to determine the influence between independent variables and dependent variables. This research was conducted at STT Advent Papua with a implementation time of 3 months.

Variables

According to Sugiyono (2012: 59) an independent variable is a variable that affects or causing changes of an independent variable. The independent variable in this study is the Implementation of Canva Media. Multimedia learner Hofstetter (2001) is the use of computers to create and combine text, graphics, audio, using tools that allow users to interact, create and communicate.

The indicators are Conformity or relevance, meaning that the learning media must be in accordance with learning needs, learning activity plans, learning activity programs, learning objectives and characteristics of students.

1. Convenience means that all learning content must be easy to understand, learn or understand by students and be very operational in its use.
2. Kemenarikan means that learning media must be able to attract and stimulate the attention of students.
3. Expediency means that the content of the learning media must be valuable or useful, contain benefits for understanding learning and not be redundant or wasted.

According to Sugiyono (2012:59) dependent variables are variables that are influenced or that become a consequence, due to the existence of independent variables. The dependent variable in this study is the interest in learning.

Population And Sample

Suharsimi Arikunto mentioned that the population is the entire object of study. The population in this area is all 32 students in the English class of STT Advent Papua. The small number of the population makes us determine the sample by taking all members of the population. So the number of samples is equal to the population which is 32.

Data Collection

Thedata collections used in this study are:

1. Observation. Observation, as a method of ilmiah, observation is usually interpreted by observation and systematic recording of the phenomena investigated.
2. Interview. Interview conducted with Papuan Adventist STT students.
3. Questionnaire. Questionnaires are used to explore data on the Effect of Canva Media Utilization on students' learning interests

Data Analysis

The Normality Test is used to determine whether the data population is nomally distributed or not. This test is usually used to measure data on an ordinal scale, interval, or ratio. If the analysis uses the parametik method, then the requirement must be met, that is, the data comes from the normal distribution.

To find out how much influence the use of Canva media has on students' interest in learning at STT Advent Papua, the researchers used a simple linear regression analysis that can be formulated as follows:

Y' = a + bX

Information:

Y' = Dependent variable (predicted value)

X = Independent variable

a = Constant (value of Y' if X = 0)

b = Regression coefficient (value of increase or decrease)

Correlation analysis is used to see the strong weak relationship between free and bound variables. The formula used is the correlation of the product moment with the interpretation of the high and low validity and correlation coefficient of the items in the questionnaire, the following formula is used :

$$rxy = \frac{n(\sum x1\ y1 - (\sum x1)(\sum y1)}{\sqrt{\{n \sum X)^2 - (\sum X)^2 \{N \sum Y^2) - (\sum Y)^2}}}$$

Sugiyono (2013:248)

Information:

Rxy = Angka indeks korelasi "r" product moment

∑x = Jumlah seluruh skor x

∑y = Jumlah seluruh skor y

n   = Banyak sampel

RESULTS AND DISCUSSION

Before regression is carried out, the research instrument to be used must be tested whether it is valid and reliable. The results of the validity and reliability test are as follows

Table 1.

Validity Test of Interest in Learning(Y)

NO.	Item	Corrected item-total Corellation	r_{tabel}	Item
1	Item 1	.707**	0.3384	Valid
2	Item 2	.774**	0.338	Valid
3	Item 3	.359**	0.338	Valid
4	Item 4	.509**	0.338	Valid
5	Item 5	.582**	0.338	Valid

Based on the data in the above table, it can be seen that all r_{count} > $r_{of the table,}$ and all items are valid.

Table 2

Canva Media Utilization Variable Validity Test (X)

NO.	Item	Corrected item-total Corellation	r_{tabel}	Keterangan
1	Item 1	.722**	0.3384	VALID
2	Item 2	.822**	0.338	VALID
3	Item 3	.478**	0.338	VALID
4	Item 4	.447**	0.338	VALID
5	Item 5	.822**	0.338	VALID

Based on the data in the table above, it can be seen that r_{count} > $r_{of the table,}$ and all items are valid. In reliability testing, instruments can be said to be reliable if the value of *Cronbach's Alpha* is greater than the sigifikansi level of 60% or 0.6 then the questionnaire is reliable.

Tabel 3 Uji reliabilitas

Reliability Statistics Minat Belajar(Y)

Cronbach's Alpha	N of Items
.810	5

Reliability Statistics Pemanfaatan Media Canva (X)

Cronbach's Alpha	N of Items
.644	5

Based on the Table above it can be seen that the *Cronbach's Alpha* values produced by each variable are: The interest in learning from 5 items obtains the value of *Cronbach's Alpha* = 0.810 or 81.0%, the Canva Media Utilization of 5 items obtains the value of *Cronbach's Alpha* = 0.644 or 64.4 %, thus all

items of Canva's Interest in Learning and Media Utilization can be said to be Reliable because *Cronbach's Alpha score* > 0.6.

Normality Test

To test normality, researchers used the Kolmogorov smirnov table which will see data distributed normally or not by comparing the significance value from the SPSS program output of the kolmogorov smirnov table, and if from the output result the significant value is greater than the condition, namely 0.05, it can be concluded that the data is normally distributed.

Table 4. Summary of Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		X	Y
N		32	32
Normal Parameters[a,b]	Mean	40.7612	42.1045
	Std. Deviation	5.46222	5.64953
Most Extreme Differences	Absolute	.114	.116
	Positive	.114	.116
	Negative	-.085	-.073
Kolmogorov-Smirnov Z		.935	.950
Asymp. Sig. (2-tailed)		.340	.321

a. Test distribution is Normal.
b. Calculated from data.

By looking at the table above, it can be seen that the value of Asymp.sig is 0. 340 and 0.321, according to the requirement that if the significance value of the output of kolmogorov sminorv is greater than 0.05 then it can be concluded that the data is normally distributed.

Simple Linear Regression

In the above findings, we can conclude that the instruments used proved to be valid and reliable, once the normality test proved the data had been distributed normally. Thus we can do a simple linear regression because all the assumptions have been met. Simple linear regression is done with the help of SPPSS software and the output is as follows:

Tabel 5.

Regression Output

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			Std. Error	Beta		
1	(Constant)	3.332	1.321		6.377	.021
	Pemanfaatan Media Canva (X)	.623	.034	.865	8.178	.000

a. Dependent Variable: Minat Belajar(Y)

From the output table of simple linear regression results above the known constant value is 3.332 and the value of b is 0.623. thus the regression model formed is Y= 3.332 + 0.623X. This equation can be interpreted as follows: If there is no Canva media utilization variable (value X =0) then the value of Y is

3,332. If there is a 1% increase in Canva Media Utilization, students' interest in learning will increase by 0.623. The regression results also showed an R value of^2 = 0.553 which showed that the effect of the use of Canva Media on learning interest was 55.3%, and the rest was explained by other variables.

Hypothesis Test

To test the hypothesis that there is an influence of the use of Canva media on learning interest we conducted a t-test. T test was carried out by comparing the values in the table above, with a significance level of 5% or 0.05 and a degree of freedom (df) = 30. With these provisions, a t-table of 2.042. and for the results of the t-test, the Utilization of Canva Media (X) with a regression coefficient of 0.623 shows the calculated value (8.178 > t_{table} (2.042) and a significant level of 0.000 < 0.05. Thus, it can be concluded that H_0 is rejected, the canva media utilization variable has a significant effect on the variable Interest in learning students in the English class of the Theology Study Program, STT Advent Papua.

DISCUSSION

Based on the results, the Use of Canva Media has a significant relationship with students' interest in learning. Based on testing the normality of the data, it can be stated that the data of the Canva Media Utilization variable (X) against the variable learning interest (Y) of students are normally distributed. Based on the results of regression testing, it shows that there is a significant influence between the Canva Implementation and students learning interest. Based on the results of statistical analysis obtained a regression equation expressed with Y= 3.332 + 0.623X. Furthermore, the Canva media utilization variable can explain 55.3% of the Interest in learning variable. Of this figure, the book says that there are 44.7% that are not explained through this model. Learning is indeed influenced by many variables. The figure of 55.3% can be said to be quite good, considering that this model only has 1 independent variable, namely Canva Media Utilization. The results found through this simple regression are also illustrated in the learning process. It can be directly observed that learning using Canva media can attract the attention of students. Students become interested in the varied animations and creative and interactive displays created through Canva media. Students are even interested in studying this medium so that they can make their own presentations.

CONCLUSION

Based on the results of the research above, it can be concluded that there is an influence on the use of Canva Media on students' interest in learning in the English class of the Theology study program, STT Advent Papua. This means that if the lecturer provides material using Canva media, it can encourage students' interest in learning. In fact, the Use of Canva Media provides students with their own knowledge, understanding, application, analysis, synthesis and assessment in the teaching and learning process. Based on the conclusions above, I as researcher suggest that teachers can use learning media in teaching and learning activities in accordance with the provisions to develop student learning interests and achieve learning completion. The results of this study can be used as study material in the teaching and learning process and to achieve the teaching goals that have been set.

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