

Utilization of Canva Application as Making Thematic Learning Videos

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ABSTRACT

Background. This discussion is about the use of canva software as a thematic learning video for Class V Semester I Theme two Subtheme 1 Learning three at State Elementary School 05 IX Koto, Dharmasraya Regency

Purpose. Is the purpose of this study, namely to explore how the utilization of canva software in making learning videos for teachers and the impact of thematic learning videos on Class V Semester 1 Theme 2 Subtheme 1 Learning 3 students at State Elementary School 05 IX Koto.

Method. The research uses participatory observation techniques and in-depth interviews that are spiked using data collection using describing the features of the canva software

Results. That the utilization of the canva application as a thematic learning video for Class V Semester 1 Theme 2 Subtheme 1 Learning 3 at negri 05 IX Koto basement school, Dharmasraya Regency, can be said to be successful.

Conclusion. Based on the results of the research that has been done, it can be concluded that the canva application-based learning video is very feasible to use in learning. The use of learning videos is very interesting for students so that students are motivated to carry out learning. In the covid-19 pandemic, online learning emphasizes the development of online-based learning media such as the use of the canva application in making learning media in the form of learning videos can provide new meaning and color for students in the learning process in thematic learning Class V Semester 1 Theme 2 Subtheme 1 Learning 3 at negri 05 IX Koto basic shool, Dharmasraya Regency which is effective, creative and innovative.

KEYWORDS

Canva Application, Learning Media, Learning Video.

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INTRODUCTION

In the world of education, especially in learning activities, the success of the teaching process depends not only on intellectual abilities but also non-intellectual abilities. Intellectual abilities contained in a person will only help in 20% of success in the learning process. While these non-intellectual abilities will affect as much as 80% on the success of a learner in the learning process these non-intellectual abilities include the ability to motivate themselves,



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emotional intelligence or emotional quotient (EQ), the ability to overcome problems, the ability to regulate feelings and the ability to cooperate using other learners in the learning process (Mitroka dkk., 2020).

As the times progress, science and technology are developing rapidly, this spurs humans to always improve in various ways, including in the world of education (Lin & Vandamme, 2022). Today's learners ranging from kindergarten students to university students are certainly always bound by the times and also technology because it can improve the quality and learning process in an institution. Nowadays everyone without exception students are very easy to find gossip through social media, both domestic and foreign hot gossip though. The aggressiveness of various technologies now such as the birth of various social media-based applications makes gossip spread easily to make students affected, both in terms of science, attitudes and psychomotor which of course also affects their daily lives (Howe & Cionea, 2021). Those are some of the causes if there are no restrictions for students in playing their gadgets that are already very sophisticated today, in cases like this teachers in schools are also expected to take part in teaching that all things in the gadget they can see and understand.

As a result of technological developments, students no longer pay attention to how important it is to preserve the culture of our country Indonesia (Merheb dkk., 2022). For example, we often see today, a lot of people including students who often play gadgets can form a person into a high individualism, so they rarely socialize with friends and the surrounding environment. Due to the development of online game-based technology, students can forget the special regional games of our country and tend to prefer gadgets that provide a lot of sensations of the outside world compared to regional games which are currently fading which can actually develop students both in terms of science, attitudes, and skills (Wan dkk., 2022). Various domestic problems in the current 5.0 era, namely, globalization criticizes that currently, the global is experiencing the 4T Revolution (technology, long distance communication, transportation, tourism) which has the power of globalization in general controlled so that the boundaries between regions are increasingly unclear so that the global village appears as predicted (Song dkk., 2019). The point here is that villages are far from city access but have a smooth network and can access anything and anywhere. Especially during the current pandemic, many elementary school students have been equipped with gadgets, making them easily influenced by various things that not everything on the gadget is what they can see.

Educational institutions are a part that can be said to be the main part of human life that must be obtained, which has an important role in shaping the next generation of the nation that is smart, critical, fair, and noble (Al Rashdi dkk., 2022). This is as stated in Law number 20 of 2003 article 1 paragraph 1, namely education is a process in making changes that are carried out systematically in order to create a teaching and learning atmosphere that can provide changes and motivation in realizing various knowledge, attitudes and skills, such as: religion, emotional control, intelligence, noble attitudes, skills needed in the future (Al Rashdi dkk., 2022). Character education is almost the same as education or moral formation which can be done with various things that can form a good attitude of a learner, such as the introduction of our natural culture in depth so that students know how necessary it is in this life to have good character, and the importance of sorting out other cultures that enter our territory of Indonesia (Surikova dkk., 2022). If outside cultures enter our country without any filter, it can prevent our culture from continuing to develop and even our culture will be endangered (González-Camejo dkk., 2020). This is what makes elementary school-age children pay less attention to traditional life and existing cultures so that it can have an impact on their lives as adults and even old age. while people are creatures that can survive by socializing,

in other words, humans must coexist with other creatures in order to survive (Pavillo dkk., 2019). Therefore, we as second educators after the parents of students at home must show and teach how outside activities with local wisdom so that they are not awkward after stepping into adulthood (Penn, 2021). Educators in this effort can provide learning materials related to the activities of the surrounding community, so that students can understand and character education comes from traditions, cultures that can be implemented simultaneously in accordance with the objectives of thematic learning in elementary schools (Watson, 2019). The following is a discussion of local wisdom in the formation of good student character.

Character is an attitude or behavior from the heart that continues to become a habit and personality. Character can also be defined as personality, behavior, nature, temperament, and character. A noble character is behavior and actions that are in accordance with the prevailing rules, truths, values and norms (Fan dkk., 2020). These rules, truths, values and norms are related to how we as social beings interact with other beings. People whose behavior is in accordance with the rules, truths, values and norms are also known as noble people. A good human being is a human being who can benefit the surrounding environment both from his cognitive, effective and psychomotor potential accompanied by emotional enlightenment and motivation (Lepeley dkk., 2021). Character education has the aim of developing the noble attitudes of students, especially so that a quality educational institution is created so that the objectives of education can be achieved properly and that education will occur in schools that lead to the achievement of character building and noble character in students as a whole, integrated and balanced which is adapted to the standard competencies of graduates based on noble values, rules and norms derived from Indonesian natural culture that has been developing for a long time (Nasih dkk., 2020). The success of students depends on educational institutions, in other words, education management must also take part in organizing and organizing education and the form of implementation must be in accordance with what the institution wants to achieve and also what students want to achieve in the future. Therefore, educators who are the most important part of an educational institution must be smart, creative and innovative in what is developing in the environment around us, such as the utilization of current technology (Afzal & Crawford, 2022).

Local wisdom is a form of value rules, norms and regulations based on traditions or cultures that are carried out for generations and maintained as a form of respect and preservation of these traditions and cultures (Harsoyo dkk., 2019). So, it can be concluded that local wisdom is a set of rules and values that are basically a cultural tradition in the environment around the area, why is it said in the neighborhood because this local wisdom will vary with other regions, because the culture and traditions of a region are also different. In general, the ethics and moral values contained in local wisdom are taught from generation to generation, passed down from generation to generation through oral literature, writing and actions (Henri dkk., 2022). The local wisdom that is taught from generation to generation is that Indonesia is a large country with a population of more than 272 million people spread across many islands and a diversity consisting of various ethnic groups, with different regional languages (Ihsani dkk., 2020). Indonesia is a vast country and rich in natural resources, namely having fertile land with various types of animals in it. Not to mention the forests and marine wealth that stretches from Sabang to Merauke. But the most important thing that comes from the wealth, sovereignty and diversity of the Indonesian nation is education, because education takes an important role in creating the life of the nation and state. All local cultures originating from tribes in Indonesia are an integral part of the origin of Indonesian culture. The symbolization can be described through regional songs such as handicrafts, dances, traditional residences, songs, games and regional tourism potential. The cultural wealth must be preserved as a way to become a nation

with character in accordance with noble culture (Haroky dkk., 2020). Each of these cultural treasures provides noble values from each community. This is because each art is determined by the culture of the people around it and as a medium for spreading or introducing a region as well as instilling noble character. Exploring and preserving various elements of local wisdom, traditions and local institutions, including procedures and customs norms that are useful and can function effectively in character education (Kelly, 2021).

Learning means the stages of the process of the relationship between students and educators in a learning environment or using other words learning is an effort made by educators to provide an effective and efficient learning atmosphere. in this learning process, teachers and students must play an optimal role, because learning is not the same as teaching, if pedagogy is the process of providing knowledge from educators to students which often occurs using one direction (Surahman & Sulthoni, 2020). While learning is a process of teaching students to make the integration of knowledge values, attitude values and skill values achieved simultaneously. currently this learning has been supported by various developments in learning, such as the existence of thematic learning which exclusively integrates various aspects of evaluation according to the needs and development of students (Arunthavanathan dkk., 2021).

Thematic learning is a learning approach that links several teaching materials which are then formed into one theme, thematic learning means learning applied in elementary school education which means the development of the 2013 curriculum aims to integrate knowledge values, behavioral values and skill values so that students can develop and achieve optimal growth (Ye & Xu, 2023). This thematic learning means learner-centered learning, because in thematic learning students will be required to be active in the learning process. Therefore, a teacher is also required to be creative in developing learning media so that students are interested and motivated to learn (Candan & Başaran, 2023).

In this era of industrial revolution 5.0, there are many developments in information technology, telecommunications and transportation that can produce parts of the world integrated in one network that requires individuals to develop quickly and rapidly in sync using ongoing developments. not only in the industrial world in global education, technology is developing rapidly. various kinds of technologies that support the development of the learning process (Huda dkk., 2023). Therefore, teachers are required to be creative in using technology that has developed to make a lot of interesting things so that the learning process feels more meaningful to students. one of them is using the form of learning media.

Learning media in a narrow scope can be interpreted as a sensory component in the learning process. While in a broad sense learning media is the utilization of learning resources and systems aphoristically to achieve certain goals (Miyatsu dkk., 2019). Learning media is divided into several parts, namely audio media, visual media and audio-visual media. But in the current pandemic, which is not uncommon as a learning medium, namely audio visual, which contains sound, animation and learning material which is usually considered a learning video delivered to students in online form. Learning videos can be made with various applications that have poly developed at this time, one of which is Canva software (Octaviani & Ismah, 2021).

Canva software is an online graphic design application that is simple to use, even for beginners. not only that, canva can also be accessed via desktop and mobile devices. canva application has 2 versions, namely free and paid. canva application provides a variety of content in the form of percentages, flyers, posters, resumes, graphics, brochures and various other tools. on presentation content is also divided as education, business, technology and various other creative percentages (Mudinillah dkk., 2022). In addition, Canva also provides a lot of additional elements

such as hues, backgrounds, png animations, png gif animations and also provides a search for various kinds of elements that are directly connected to the internet. using Canva software is also able to add and edit photos or videos that are already on the device from the many advantages of Canva software, of course, this application also has disadvantages, namely requiring networks and data packages in the creation of various content and various paid flyers and elements, but this does not reduce the utilization of Canva applications because poly also flyers and elements that are free and beautiful (Mudinillah dkk., 2022).

With the use of the canva application in the thematic learning process of Class V Semester 1 Theme 2 Subtheme 1 Learning three at Negri 05 IX Koto basement school, Dharmasraya Regency, it is interesting the reasons to be discussed, namely first, the impact of the five.0 industrial revolution on the development of pandemic learning videos. the impact of the five.0 industrial revolution on the development of learning videos during the pandemic, which requires educators to be able to produce interesting learning videos. second, the literacy of educators' learning videos in thematic learning Class V Semester 1 Theme two Subtheme 1 Learning 3 at Negri 05 IX Koto Basic School, Dharmasraya Regency. in this thematic learning, various subjects are integrated as a result of requiring canva software in making learning videos on linking these lessons. Third, the impact of learning videos on the learning process where students are directed to have new understanding and skills and are able to apply the fish that will happen to learn well. using the discussion that will be drawn on the development of this research is expected to be able to provide positive lessons on how a software that has been widely provided can be utilized as a technology-based learning video.

RESEARCH METHODOLOGY

The research was conducted in the Gangil Semester of 2021/2022. This research uses a research method that is a development of qualitative research origin. This research describes, reveals and discloses the data obtained in sync with the circumstances that occur in the field and cannot be achieved through static methods or other terms, not calculations but descriptive and in-depth interviews (Petrenko dkk., 2020). the framework of this research is naturalistic and originates from a phenomenological view and the researcher becomes an instrument that must convey meaning to the object under study. The techniques used are participatory observation techniques and in-depth interviews coupled with data collection by describing the features of the canva software, where the purpose of this research is to explore how the use of canva software in making teaching videos for teachers and the impact of thematic learning videos on Class V Semester 1 Theme two Subtheme 1 Lesson 3 at negri 05 IX Koto basic school, Dharmasraya (Edwards dkk., 2021).

The stages are:

Initial study

Planning

Implementation

Observation

Change

Reflection result

For meaning using a category scale. This will be a reference to whether the thematic learning process of Class V Semester 1 Theme 2 Subtheme 1 Learning 3 at NEGRI 05 IX Koto BASEMENT SCHOOL, Dharmasraya Regency based on audio visuals in the form of learning

videos that have taken place can be categorized as successful or not. The achievement category is presented in table 1 below (Kimani dkk., 2020).

Table 1. Interpretation of feasibility

Category	ket
Very good	Successful
Good	Successful
Good enough	Successful
Less good	Not successful
Very poor	Unsuccessful

RESULT AND DISCUSSION

Initial study results

The initial study in the utilization of the canva application in making thematic learning videos for Class V Semester 1 Theme 2 Subtheme 1 Learning 3 at NEGRI 05 IX Koto basement school, Dharmasraya Regency was obtained through a questionnaire. The information obtained is that in general students understand learning better using thematic learning media based on learning videos with the canva application. This learning video needs to be made and applied to increase students' interest in learning. While the basic reason for the current need for learning videos is because now we are in a pandemic situation which makes learning must be done online.

Feasibility of learning videos

Before applying to students, it is very necessary to test to find out how appropriate the learning video is given to students. The results of the principal's research in table 2 are as follows:

Table 2. Principal's assessment results

Aspect	Value Description
Audio visual	Good
Content	enough
Completeness of design	Very good
Attractiveness	Good
Decent	Result

The results of the principal's assessment of the canva application-based learning media were obtained with an assessment with an overall value statement, namely Good. Which from the results of the core value the learning video deserves to be shown. In addition, before the learning video is used in field trials, the learning video is tested first in a limited class as material in making improvements. The results of the limited student assessment can be seen in table 3 below:

Table 3. Results of limited student assessment

Aspect	Value Description
Attractiveness of appearance	Good
design	Good
Content completeness	Good
result	Good

Based on the results of the students' responses in table 3, the point is that this video can be used with the results of the value of **Good**. The results are categorized as very feasible to use.

In utilizing this canva application as a medium for making learning videos by Classroom Teachers, an interview method is carried out to find out how to use and the canva application and make the learning video so that it is feasible to use at the trial site, namely precisely at negri 05 IX Koto basic school, Dharmasraya Regency in Class V Semester 1 Theme 2 Subtheme 1 Learning 3. The stages of making the learning video are:

First, download the canva application via the play store. If you want to install the canva application, then the first way is to download the application via the play store (Serevina & Hamidah, 2022). The trick is to type "canva" in the play store search field, after the canva application has been seen then type install and wait until the application is installed until the application has appeared on the laptop or cellphone screen and can be opened. Here is the form of the canva application in the play store search in the following figure 1:

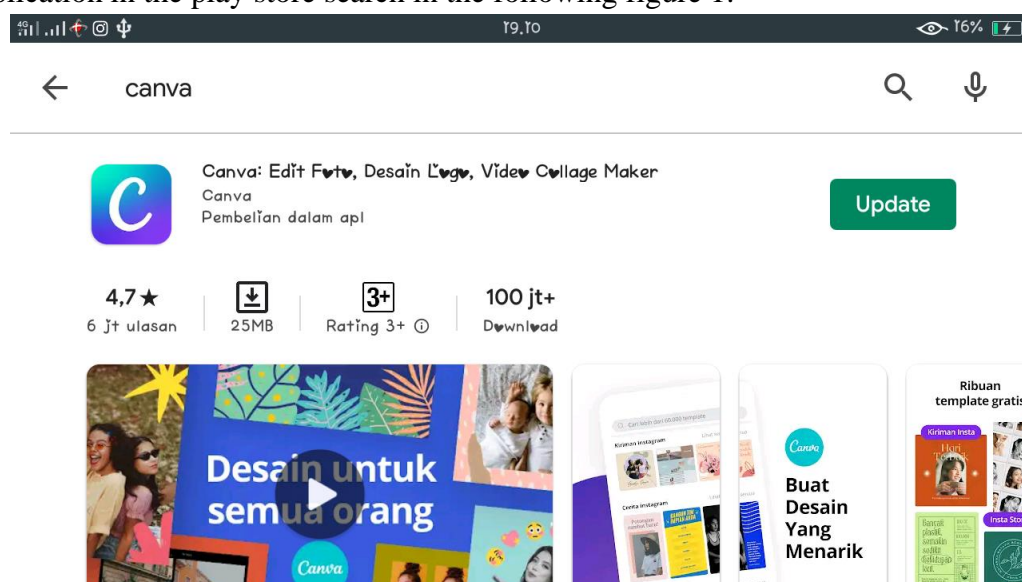


Figure 1

Second, login to the canva application. The initial stage before using the canva application is to register an account, this account registration can be done through an existing google account, through a facebook account, as shown in Figure 2 below:

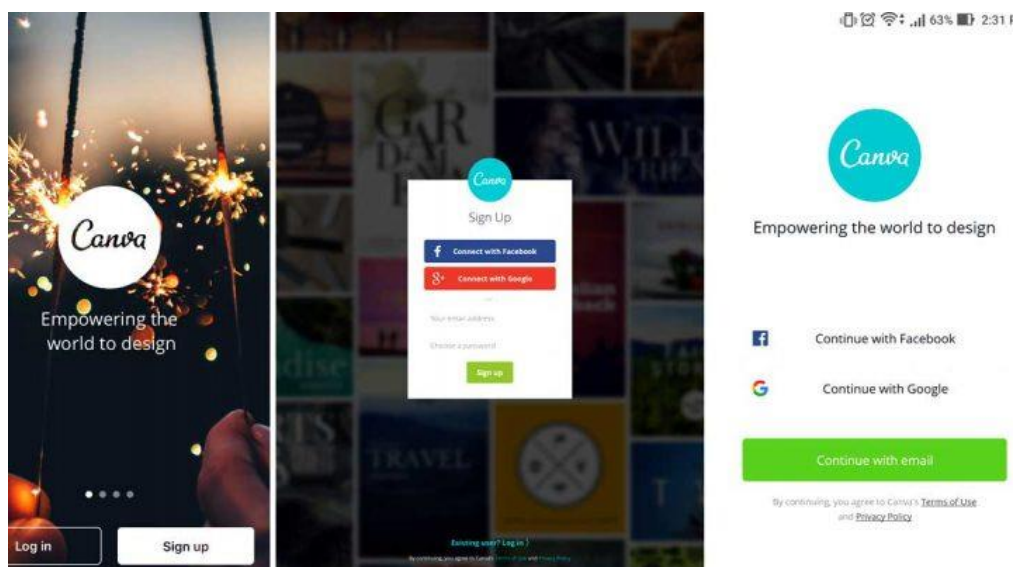


Figure 2

Third, choose a template to design. Then login, it will reach the main menu. Designing can be done by the "add" sign (+) then make a design as needed (Ilyas dkk., 2023). The appearance of this page can be seen from the following figure 3:

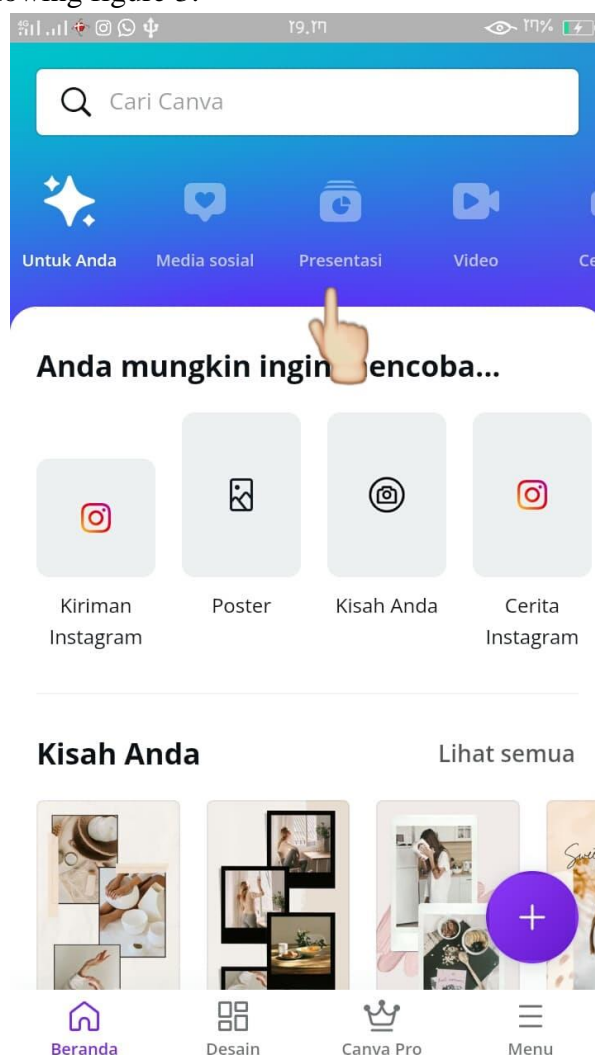
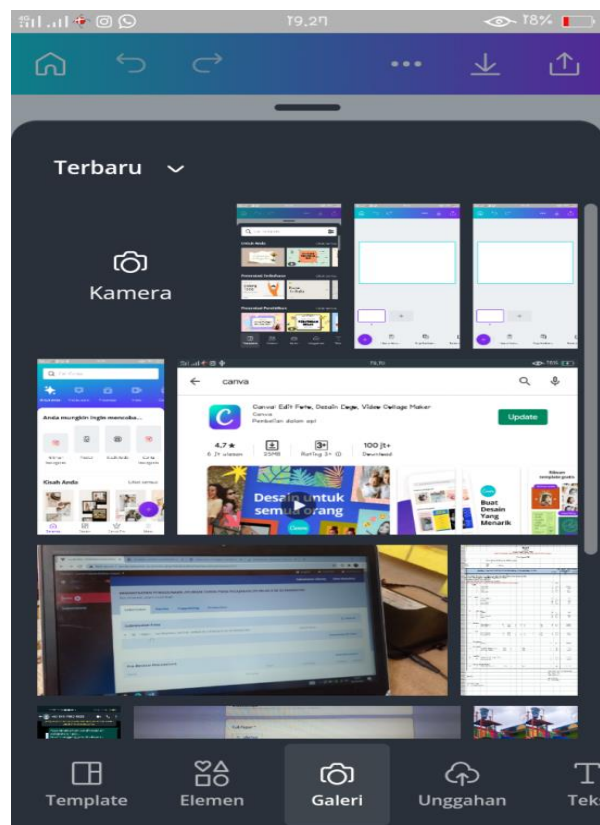
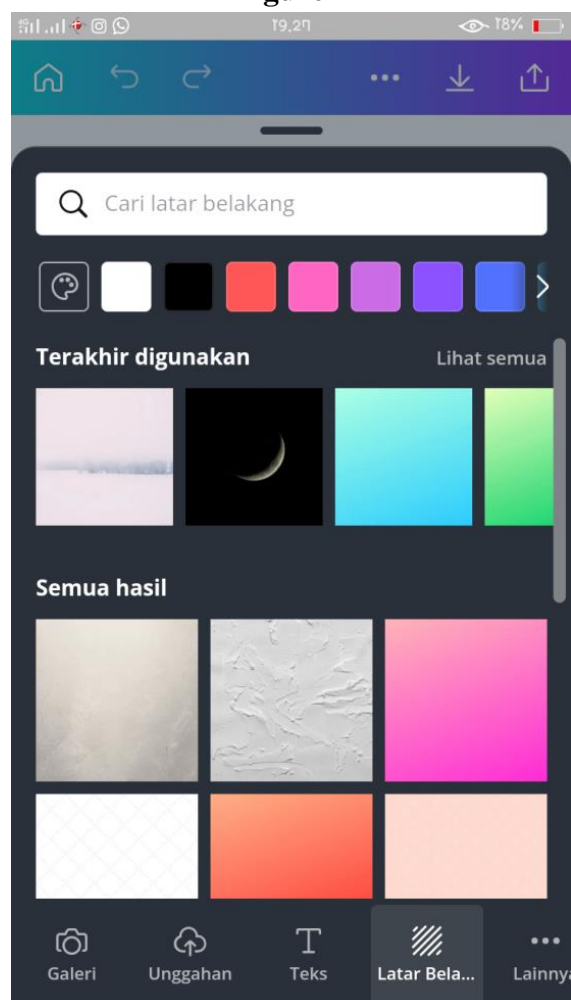
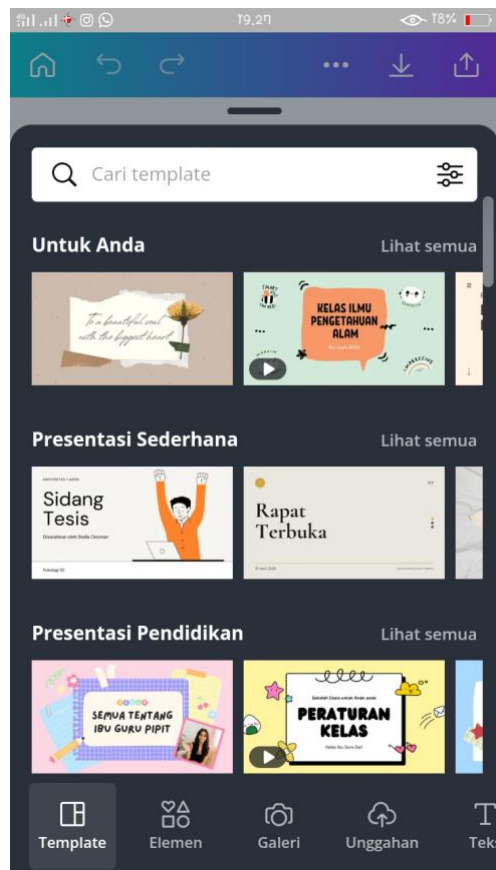


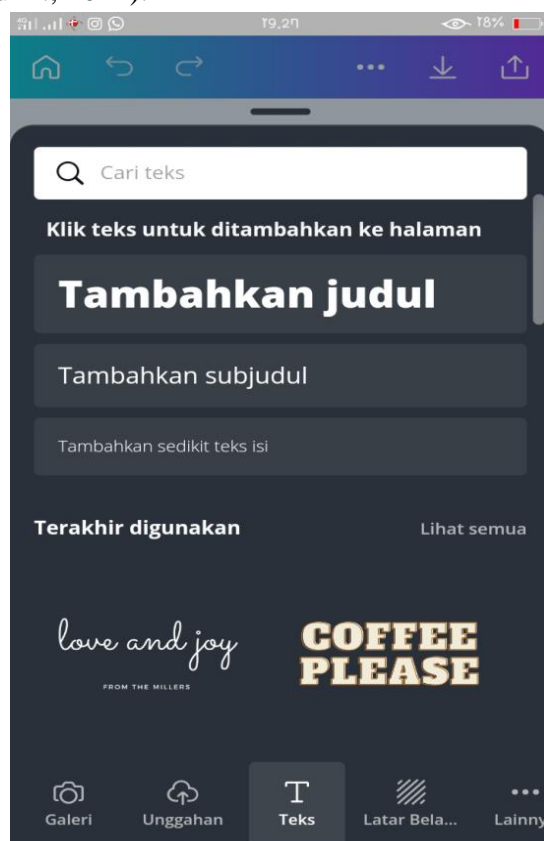
Figure 3

Next, the teacher selects the presentation section because what we will make is a learning video, then adjust it to what is needed at this stage. As seen in the following figures 4,5 and 6:

**Figure 4****Figure 5**

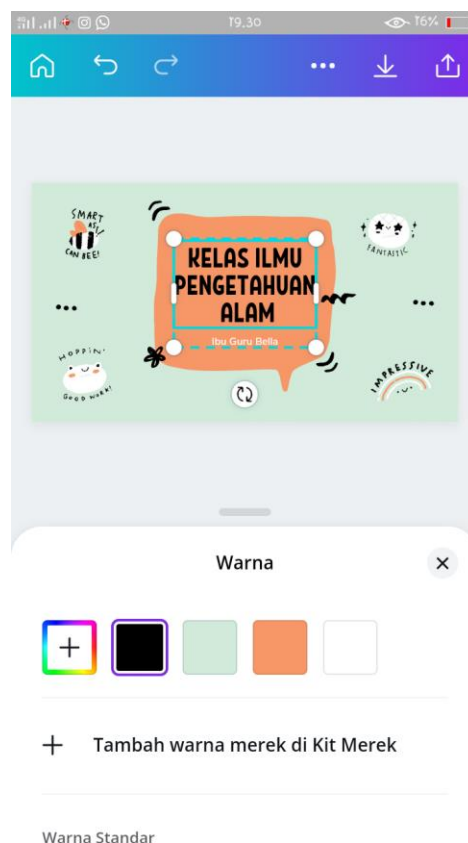
**Figure 6**

Fourth, add text. There are two ways to add text in the Canva application. Click the tek section and then adjust it to the text we will create or type it directly in the tek menu section as shown in Figure 7 (Nguyen Ba dkk., 2021).

**Figure 7**

**Figure 8**

Regarding this text, changes can be made regarding color, model, and other variations as shown in Figure 9:

**Figure 9**

Fifth, then add an explanation using audio visuals that can be recorded directly in the app as shown in Figure 10:

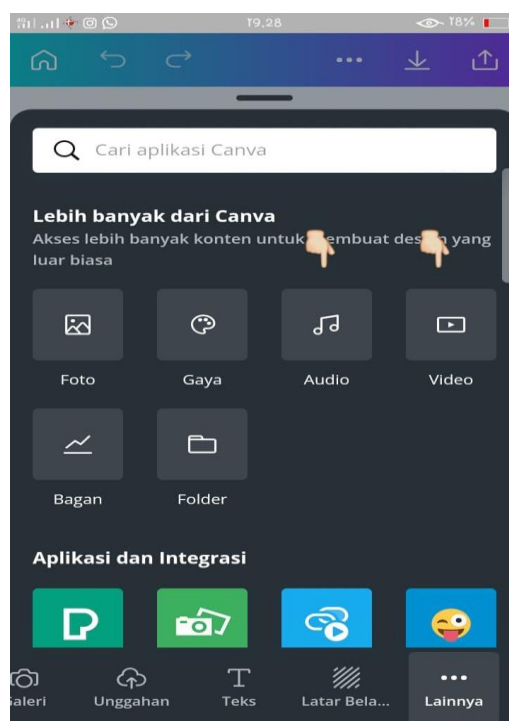


Figure 10

The designated section in this image is the first step to start the learning video design process. In this menu, when recording an explanation video, pausing and so on can be done to clarify our explanation (Prawijaya dkk., 2022).

Sixth, the learning video design has been completed, then the design results can be uploaded and the file or learning video can be saved automatically. In addition, we can also share or upload files on various social media that we have previously. To "download" can be done on the "download" menu in the upper corner of the screen. In addition, it can also be done on the down arrow sign (Hinchcliff & Mehmet, 2023). For more details, it can be seen from Figure 11 which is displayed below:

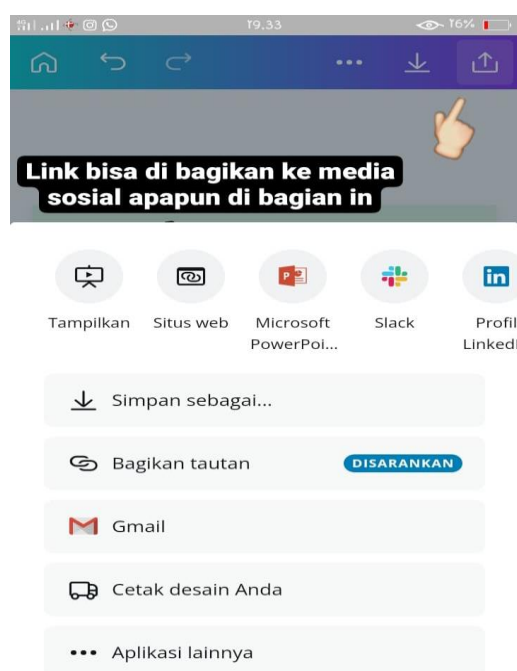


Figure 11

From the utilization of the Canva application in making learning videos based on the steps above, researchers can make a thematic learning video precisely for Class V Semester 1 Theme 2 Subtheme 1 Learning 3 at NEGRI 05 IX Koto BASIC SCHOOL, Dharmasraya Regency as material for conducting research. In this learning there are three subjects that are integrated or combined, namely Indonesian Language, Social Science and Civic Education. The objectives of this lesson are as follows(Heo dkk., 2021):

By reading materials and watching learning videos about obligations as citizens of the community, students are able to appreciate the obligations as citizens in everyday life carefully.

After appreciating the obligations of citizens, students are able to show an attitude of responsibility as citizens in everyday life carefully.

After showing an attitude of responsibility, students are able to understand the rights as citizens in everyday life carefully.

After understanding the rights as a citizen of society, students are able to explain the responsibilities as a citizen of society in everyday life carefully.

After explaining the responsibilities of citizens, students are able to classify information about the responsibilities of citizens with accuracy.

After classifying, students are able to present information through text about responsibilities appropriately.

After presenting information about responsibilities, students are also able to analyze the role of the economy in efforts to improve life in the social sector appropriately.

After understanding the role of the economy, students are able to present the results of the analysis of the role of the economy in efforts to improve the welfare of the community in the social field appropriately.

The following is an explanation and display of the learning video that has been created using the Canva application:

The opening section of the video consists of a general description of the material to be discussed and also tells what the purpose of learning the material is. As seen from figure 12 below:

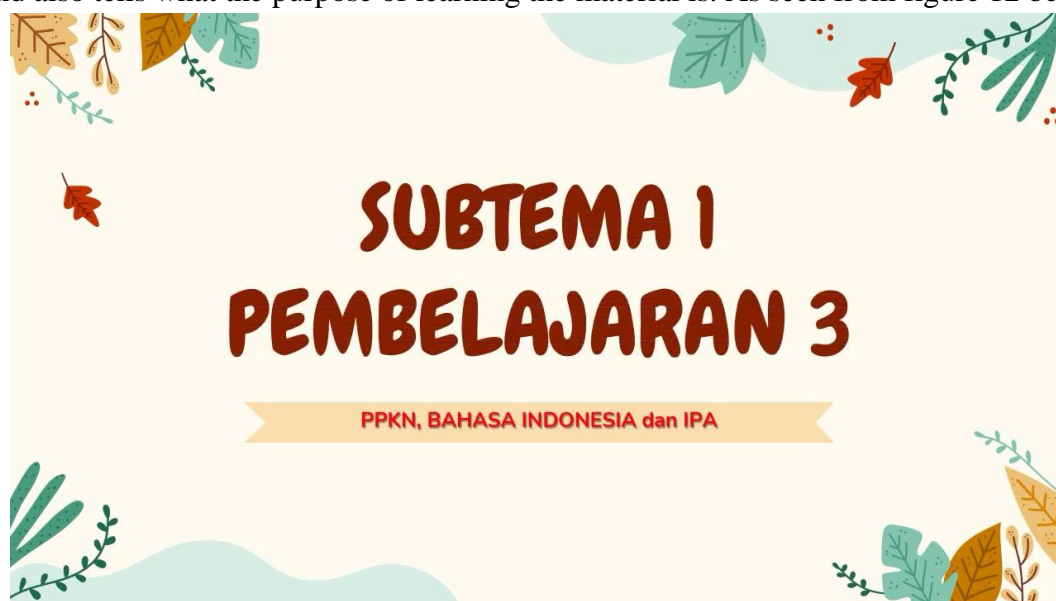


Figure 12

Next, the teacher reads the text entitled "tree planting day" and explains what our goal is to keep planting trees and greening the environment. As seen in the following part of figure 13:



Figure 13

Next, the teacher explains about the obligations as a society in carrying out daily life. As seen in the following picture 14:



Figure 14

Next, the teacher remembers the economic activities that exist in the surrounding environment, after which the teacher explains the roles of our economy in the surrounding community. As shown in Figure 15 below:



Figure 15

The last activity is giving homework and closing the lesson, as shown in Figure 16 below:

**Figure 16**

Stage and results of field trials

Field trials to measure the effectiveness of using the results of the canva application-based learning video design were conducted on students of negri 05 IX Koto basement school, Dharmasraya Regency, to be precise in Class V Semester 1 Theme 2 Subtheme 1 Learning 3. The trial activities were carried out and obtained results through interview techniques so that the results could be immediately known and concluded. Based on the results of interviews conducted by researchers, 86% percent of students who tested the implementation of learning through learning videos based on this Canva application said that students better understand learning using learning videos, because the content has been explained as thematic learning in this class. In addition, students also said that learning videos are more interesting and increase their motivation to pay more attention to learning well. So, it can be concluded that the use of the canva application as a thematic learning video for Class V Semester 1 Theme 2 Subtheme 1 Learning 3 at negri 05 IX Koto basement school, Dharmasraya Regency, can be said to be successful.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the canva application-based learning video is very feasible to use in learning. The use of learning videos is very interesting for students so that students are motivated to carry out learning. In the covid-19 pandemic, online learning emphasizes the development of online-based learning media such as the use of the canva application in making learning media in the form of learning videos can provide new meaning and color for students in the learning process in thematic learning Class V Semester 1 Theme 2 Subtheme 1 Learning 3 at negri 05 IX Koto basic shool, Dharmasraya Regency which is effective, creative and innovative.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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