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Canva as a Learning Media: Its Implementation for Creativity and Motivation in Elementary School Mathematics Education

Sella Oktania[1*], Amat Hidayat[2]

[1] Department Elementary Education, Faculty of Teacher Training and Education, Universitas Sultan Ageng Tirtayasa, Serang, Indonesia
[2]Department Early childhood Education, Faculty of Teacher Training and Education, Universitas Bina Bangsa, Serang, Indonesia

Corresponding Email: *sellaoktania@gmail.com

Abstract

This study is motivated by the low use of learning media that makes students less active in teaching, as evidenced by the lack of creativity and motivation of students to learn in mathematics subjects, the use of Canva-based learning media is considered to have the potential to overcome this problem. This study aims to implement Canva-based learning media in learning Mathematics in grade V SDIT Bina Bangsa to increase student creativity and learning motivation. The research method uses a qualitative descriptive approach. Data collection was conducted through structured interviews with Mathematics teachers and representatives of grade V students, direct observation, documentation, and online questionnaires. Data analysis used thematic analysis techniques and triangulation to ensure the validity of the findings. The results showed that the implementation of Canva-based learning media had a positive impact on the creativity and learning motivation of grade V students and students showed improvement, enthusiasm in participating in lessons, and the ability to solve problems with creative and innovative work. In conclusion, the implementation of Canva-based learning media in learning Mathematics is proven to increase the creativity and learning motivation of grade V students at SDIT Bina Bangsa.

Keywords: Canva learning media; Student creativity; Learning motivation; Mathematics;

INTRODUCTION

In today's digital era, information technology has become an integral part of various aspects of life, including in education (Tartila, 2022). The learning process is no longer limited to conventional methods such as lectures or the use of textbooks alone. Innovation in the use of technology-based learning media, such as Canva, has opened up new opportunities to create learning that is more interactive, creative and fun (Jannah *et al*., 2023). This is especially important in learning subjects that many students find difficult, such as Mathematics.

Mathematics is often a challenge for students in elementary schools, including at SDIT Bina Bangsa. Based on initial observations, many grade V students have difficulty in understanding abstract concepts in Mathematics. This difficulty has an impact on students' low motivation to learn and creativity in solving problems. If not addressed appropriately, these problems can hinder students' academic performance in the long run (Subur, 2016).

In an effort to overcome these challenges, innovation is needed in the use of learning media that is not only able to present material clearly and interestingly, but also able to stimulate creativity and increase student learning motivation (Kharissidqi & Firmansyah, 2022). Canva, as an easy-to-use graphic design platform, offers various features that allow teachers to create interactive learning media, such as infographics, posters, visual presentations, etc (Wulandari & Mudinillah, 2022). This is in accordance with the opinion of (Prensky & Calatayud, 2018), which states that the use of digital technology in learning can enrich students' learning experience and encourage their more active engagement.

The use of Canva-based learning media is also in line with constructivist learning theory which emphasizes that students need to be actively involved in the learning process to build

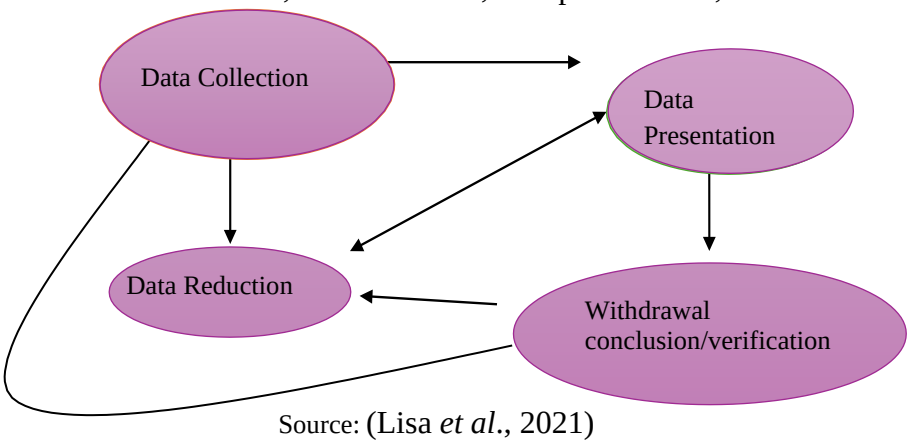
their own understanding (Maolida *et al*., 2023). Through attractive visual design, Canva can facilitate students in understanding Math concepts more easily and enjoyably (Pasmawangi *et al*., 2023). With interactive visual media, students are also invited to be more creative in solving problems and finding solutions, which will ultimately increase their creativity (Sangila *et al*., 2021; Hidayat & Nur, 2022).

In addition, learning motivation is also a key factor in the success of the learning process. According to motivation theory, students who are motivated to learn will have a greater desire to understand the material and achieve better performance (Linnenbrink-Garcia *et al*., 2016). With Canva, teachers can create learning materials that are more interesting and fun, so as to increase student motivation in learning Mathematics.

Therefore, this study aims to implement Canva-based learning media in learning Mathematics in grade V SDIT Bina Bangsa in order to increase students' creativity and learning motivation. Thus, it is hoped that this research can contribute to improving the quality of Mathematics learning in elementary schools, as well as provide new insights for teachers in developing effective and interesting learning strategies.

METHOD

This research uses descriptive qualitative research methods. This means that the data collected is not in the form of numbers, but the data comes from interview scripts, field notes, personal documents, memo notes, and other official documents (Sugiyono, 2017). So that the purpose of this qualitative research is to describe the empirical reality behind the phenomenon in depth, detail and thoroughly. Therefore, the use of a qualitative approach in this study is to match the empirical reality with the applicable theory using descriptive methods. Qualitative research is research that utilizes open interviews to examine and understand the attitudes, views, behaviors of individuals and groups of people (Nanda, 2023). The time and place of this research was conducted for 3 months from April to June 2024 at SDIT Bina Bangsa. The subjects of this research were 28 grade V students and one grade V teacher. Data collection techniques with interviews, observation, and documentation, with data analysis techniques with triangulation from data collection, data reduction, data presentation, and conclusion drawing.



Source: (Lisa *et al*., 2021)

Figure1. Data Analysis Technique

RESULTS AND DISCUSSION

The implementation of canva-based learning to increase learning motivation in mathematics learning at SDIT Bina Bangsa, namely one of the motivations for student learning in the teaching and learning process is an interesting and not boring learning design. at SDIT

Bina Bangsa, grade V teachers in Mathematics subjects use the canva application in designing learning to make it interesting for students and make students not bored in the teaching and learning process as shown below.

Figure 2. Canva Design on Fraction Material

From the picture above, it can be seen that the canva design is implemented in learning math with fraction material in class V SDIT Bina Bangsa. This helps classroom teachers and students more easily and efficiently in having a positive impact in fostering creativity and learning motivation.

Figure 2. Canva design for student stimulation

From the picture above, it can be seen that the design in the application of Canva application-based learning media in the Mathematics subject of class V fraction number material has a very positive impact on students, such as being able to increase students' creativity and increase students' learning motivation.


Figure 4. Children's enthusiasm in learning

Based on the observation, it can be seen that students are very enthusiastic about learning, especially since their learning outcomes always improve. Canva is an application that provides

online designs such as presentations, mind maps, posters, graphics and much more. The advantages of the canva application are: 1. Has a variety of attractive designs 2. Able to increase the creativity of teachers and students in designing learning media because of the many features that have been provided. 3. Save time in learning media practically. 4. In designing, you don't have to use a laptop, but can be done through a device (Rahayu & Hidayat, 2023).

Based on subsequent observations in the classroom, the application of Canva as a learning media has a positive impact on the learning atmosphere. Students seem more enthusiastic and actively involved in the learning process. Canva helps teachers present material that was previously considered abstract and difficult to understand to be more interesting through visual elements such as graphs, diagrams and illustrations. For example, when the teacher explains the concept of fractions, students can see visual illustrations in the form of pieces of images that make it easier for them to understand the concept. Most students report that they understand the material better with this visual aid, which in turn increases their learning motivation.

Figure 5 Implementation of Math Learning with Canva

Figure 6 Fraction material canva design

The results of interviews with students showed that the use of Canva made them feel more interested in participating in Mathematics lessons. Some students stated that they felt more confident when faced with problems because the visualizations presented through Canva made it easier for them to understand the steps of problem solving. Canva also provides opportunities for students to be creative, especially in project assignments where they have to create presentations or designs related to Mathematics materials. Students claimed to have more fun learning when given the freedom to be creative through the design tools in Canva, which indirectly increased their creativity.

From the teacher's side, the interview results revealed that the use of Canva made it easier for teachers to deliver material in a more dynamic and creative way. The teacher saw significant changes in students who were previously passive and did not participate in class activities. After the implementation of Canva, these students are more motivated to actively participate in class discussions and group assignments (Idawati *et al*., 2022). Teachers also noted that Canva provides flexibility in presenting Mathematics materials, especially for concepts that require visualization to strengthen student understanding.

Analysis of student work also showed an increase in creativity. Students who used Canva in their project work displayed creative thinking skills through their designs. They did not only rely on text, but also used various visual elements such as diagrams, drawings, and simple animations to explain Mathematics concepts. This shows that Canva can be an effective medium to stimulate students' creativity in applying the concepts they have learned.

Overall, the results of this study indicate that the implementation of Canva-based learning media has a positive impact on increasing student creativity and motivation to learn. This is in line with several studies which say that the use of Canva media can increase student creativity and motivation in learning (Hidayatullah *et al*., 2023). Students feel more motivated as the learning process becomes more fun and engaging, while their creativity is developed through design-based tasks that demand innovative thinking. Teachers also benefit from using Canva as it makes it easier to convey complex material in a simpler and more visual way.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the use of canva-based learning media can be used as one of the references in the use of appropriate application media in the innovative learning process, especially in learning mathematics, because the canva application is one of the unique and interesting platforms as well as very innovative, thus it can be utilized for effective learning media. With its various template features, Canva offers convenience and practicality for creating material content related to mathematics subjects that are abstract, complicated so that it will be easier for students to understand. With the use of Canva-based learning media, there is an increase in student creativity and learning motivation so that it is feasible to use in the learning process to increase the capacity of mathematics learning for the better, besides that it can be a reference or reference for teachers in determining learning media in order to activate the role of students in the classroom.

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