THE USE OF THE CANVA APPLICATION AS A DIGITAL-BASED TEACHING MEDIUM IN LEARNING INDONESIAN LANGUAGE AND LITERATURE: FABLE TEXT WRITING MATERIAL

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ABSTRACT

This study examines the use of *the Canva application* as a digital technology-based teaching medium in learning the Indonesian language and literature, especially in writing fable texts. In this digital era, the use of technology in education is becoming increasingly important to increase the effectiveness of learning and attract students' interest. One of the digital media that can be used to support teaching and learning activities to be more interactive and creative is the *Canva* application. This study uses a qualitative and descriptive approach, with data collection that is observational, analytical, and examining journals relevant to the research. The purpose of this study is to describe the use of *the Canva* application as a learning medium based on digital technology. Based on *Canva's character analysis* and the review of various relevant studies, it is known that the Canva *application* allows students to visualize the elements of the fable so that the fable looks more interesting and sparks students' enthusiasm for creating the fable. The use of the technology-based *Canva* app also helps develop students' digital skills, which are very important in today's modern era.

Keywords: Language and Literature Learning: Digital Media: Canva.

INTRODUCTION

Indonesian language education has an important role in the national education system. As the official language of instruction in the world of education, Indonesian not only functions as a means of communication, but also as a form of unifying national identity. According to Suwandi (2018), "Indonesian learning in schools aims to improve students' ability to communicate with Indonesian orally and in writing, as well as foster appreciation for Indonesian literary works." Language education is also related to literature learning, according to (Abidin et al., 2021) The literature-based literacy learning model can significantly improve students' reading comprehension and creative writing skills. Nurgiyantoro (2018) stated that the integrity of literature in language learning creates a more enjoyable and meaningful learning atmosphere for students.

The term literature comes from the English word "literature". In the dictionary, the term literature is translated as an oral or written work that has superior, original, artistic, and aesthetic characteristics, both implied and explicit (Sujiman, 1990: 71) in (Warsiman, 2016: 1). Everyone has the right to enjoy literary works and even create literary works themselves, knowledge about literary appreciation and expression can be obtained through learning. Language learning wrapped in literature is the use of literary works as teaching materials. Literature requires a medium of language to display its form, and language can create a literary work. Therefore, language and literature learning cannot be separated and are interrelated with each other. To hone language skills such as writing, students can create a literary work.

One of the literary works that is relevant to writing skills is the fabel. According to the British Encyclopedia in Harahap (2022: 7) the word fable comes from the Latin word *fabula* which has almost the same meaning as *myth* in Greek. Fables are a form of narrative, that features animals as the main characters who behave and speak like humans (Harahap, 2022: 7). Fables are included in literary works because they have elements such as (1) themes; (2) background; (3) figures; (4) character of the character; (5) conflict; (6) mandate; (7) storytelling; (8) the purpose of fable communication; (9) storyline; and (10) the message or mandate to be conveyed (Megawati et al., 2020: 9-10).

In addition to combining language and literature learning, it is also necessary to have a learning strategy to improve learning outcomes and student abilities. Monotonous and less interactive teaching methods can reduce students' interest in fabled texts. Fable texts are very interesting to learn because they encourage students to imagine and think creatively to improve literacy and writing skills. Efforts to improve student learning can be through innovations in the use of teaching resources in the classroom and material mastery tests (assignment collection) using digital technology-based learning media. The use of digital media in the process of learning activities is expected to be able to motivate and attract student's interest and provide relevant learning experiences in the current era of modernity.

The use of interesting media in learning certainly has a psychological influence on students, so it can arouse students' desire and interest in learning higher. Currently, many interesting programs make it easier for students to complete assignments, such as *Canva*. *Canva* is a graphic design app for creating graphics, presentations, posters, documents, and other visual content on social media. *Canva* allows students to visualize the elements of the fable so that the fable looks more interesting and sparks students' enthusiasm in creating the fable. The use of the technology-based *Canva* app also helps develop students' digital skills, which are very important in today's modern era.

RESEARCH METHODS

This study uses a development research method with a descriptive qualitative approach to analyze the use of *the Canva* application as a learning medium. Qualitative research data can be interpreted as data that is present in the form of words, sentences, expressions, narratives, and images (Ramdhan, 2021: 2). This type of qualitative research has descriptive characteristics and tends to use analysis (Ramdhan, 2021: 2). The qualitative approach was chosen because the research aimed to analyze and qualify data related to the effectiveness of *Canva* in the teaching and learning process. Descriptive research is a research method used to describe the results of research and has the purpose of expressing a description, explanation, and validation of the phenomenon being studied (Ramdhan, 2021: 2).

The descriptive method is used to provide a systematic, factual, and accurate picture of the facts and characteristics of using Canva in an educational setting. This approach assumes different philosophical, investigation strategies and methods of data collection, analysis, and interpretation (Creswell, 2009) in (Rizanta & Meilan, 2022: 564) aiming to develop or analyze the utilization of an application. Data collection in this research is carried out by observation, analysis, and review of journals relevant to the research. This study aims to describe the use of *the Canva* application as a learning medium based on digital technology, to create creative and innovative learning activities.

RESULTS AND DISCUSSION
Result

The development of information and communication technology should be used for the advancement of education. Technology can make it easier to innovate in learning. The maximum use of technology in learning will make learning more effective, efficient, and innovative. An example is implementing *the Canva* application for fable text writing skills. Writing skills are the ability to speak the language using ideas or ideas that are expressed in written form to inform, convince, persuade, and

entertain others. Writing fable text is one of the learning materials that makes it very possible to collaborate with *the Canva* application. It has various interesting features and can be an option as a digital media used to improve the learning process, especially fable text learning materials for junior high school students. This fable text material is certainly related to students' writing skills. The Canva application as a learning medium for fable text material is an interesting innovation in Indonesian language and literature education.

Research related to the use of the Canva application as a learning medium was conducted by (Yanti et al., 2023) with the title "The Use of Canva-Assisted Electronic Modules in Learning Fable Texts at Junior High School Grade VII Cimahi City" The research was motivated by the low motivation of students to learn in learning activities, especially fable texts. Learning, which was initially based on *teacher-centered learning* or one-way learning, allows students to become saturated. The existence of teaching materials in the form of electronic modules assisted *by Canva* seeks students to learn independently by being treated to interesting teaching materials based on electronic media.
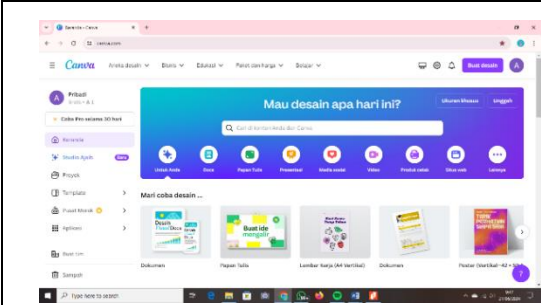
The research on the Canva application experiment on writing skills was conducted by (Eliastuti et al., 2023) with the research title "Improving Writing Skills and Digital Literacy of SMP Negeri 66 Jakarta Students Through Training on the Use of the Canva Application" The training on the use of *the Canva* application aims to improve writing skills and digital literacy by visualizing information and presenting ideas through digital tools.
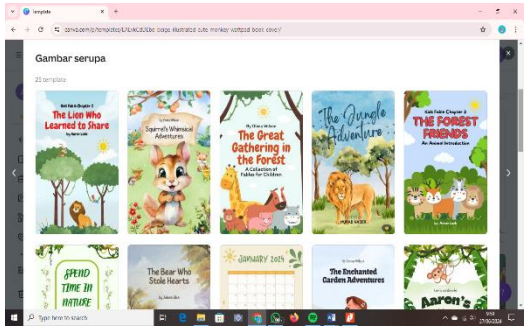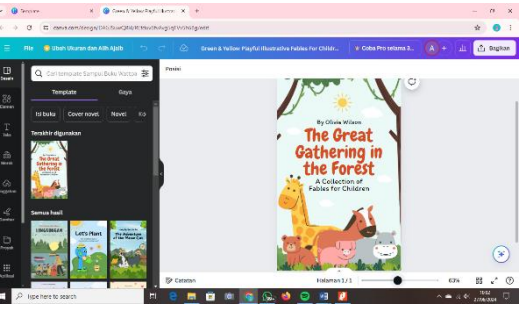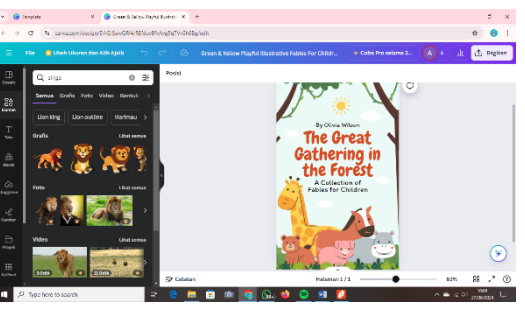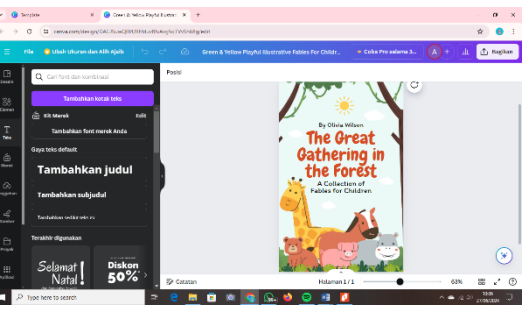
The use of digital technology in *the Canva* application has also been piloted by (Siswanjaya, 2021) with the research title "The Use of Canva in Project-Based Learning to Improve Students' Writing Skills and Motivation" The research aims to find out whether the use of *the Canva* application in project-based learning can improve students' motivation and writing skills. After conducting a trial on greeting card writing materials, it was found that the use of *Canva* can improve students' skills and motivation to write.

Discussion

Canva has interesting features, templates, and elements that can support students' skills in writing fabled text.

Table 1. Characteristic of Canva

Characteristics of Canva Apps and Their Implementers Against Fable Texts	
	Canva offers a variety of designs and templates in the form of document files, presentations, student worksheets, documents, posters, and videos that students can choose from. Students are given a variety of options to determine what kind of fable text they will create, tailored to their interests and talents.

	Canva provides illustrated templates so you can use them to make fairy tales more interesting. In addition, Canva users can simply search for relevant fable templates in the search field with keywords such as "fable templates", "comics" or "story illustrations". Then students are free to choose the template they like the most.
	In addition to providing attractive templates, with the Canva application, students can directly edit and create fable stories, because Canva provides pages for template editing. On the editing page, features are also provided that can increase students' creativity in creating fabled text.
	Canva also provides elements to support the creation of fables to make them interesting, for example, there is a very diverse selection of illustrations and visualizations. In the panel on the left, there is an 'elements' feature on the element feature, students can easily search for the illustration they want. The illustrations are not only in the form of images but also in the form of graphics, videos, stickers, audio, and so on.
	The essence of the skill of writing a fable is the presence of text in the fable. To make it more attractive and aesthetically stylish, *Canva* provides a 'font' feature. With this feature, students can choose what kind of font they will use to create fabled text.

	In addition to using written text, with *the Canva* application students can tell their fabels directly by using the audio recording feature. In addition to using the audio recording feature, students can make barcodes to make them seem more attractive and modern. To use the barcode feature, students must first prepare a link containing their voice recording.
	When the editing is complete, the fable text that students have created can be downloaded in various forms and various file types, such as JPG, PNG, PDF, Video, GIF, or even in the form of a presentation.

Based on relevant research studies and analysis of *Canva*'s characteristics, it can be concluded that the use of Canva-based digital media can improve students' writing skills, motivate students to be more enthusiastic, and develop their creativity. The following is an analytical presentation on the use of *Canva* in the context of learning fable texts:

1) Story Visualization

   Canva allows students to visualize the elements of the fables engagingly and creatively. With visualization, it will be able to increase students' creativity in illustrating the stories made. With *Canva,* students can create infographics such as depictions of characters, backstories, and storylines engagingly and creatively.

2) Creativity Development

   Using *Canva* encourages students to express their understanding of fables creatively. Digital technologies like *Canva* open up opportunities for students to become creative content producers, not just passive consumers who only receive fable stories from package books or the internet. Students can design illustrations of fabled characters or create short comics based on fables they created themselves.

3) Increased Learning Motivation

   The integration of technologies like *Canva* can increase students' interest and motivation in learning fabled texts. Because of the provision of various interesting illustrations and templates, students will be enthusiastic about doing the assignments given.

4) Strengthening Structural Understanding

   Not only attaching importance to visualization, the creation of fables in the *Canva application*, of course, must still pay attention to the structure of writing fable text. With the guidance of teachers, students can create interesting fables and pay attention to the structure of fables such as orientation, complications, resolutions, and mandate of fables.

5) Development of Digital Literacy

Canvas *integration* in fable learning contributes to the development of students' digital literacy skills. Through *the Canva* app, students not only learn about fables, but also develop digital media design and production skills such as the ability to access, analyze, evaluate, and create works in a variety of digital formats.

CONCLUSIONS

The use of digital technology in the current industrial era is very necessary to be instilled from the moment of education. Students must be accustomed to utilizing technology that can help them complete their assignments so that they further increase their motivation and interest in learning. Therefore, a teacher must apply digital media as a learning medium whether used as teaching materials or assignments. These technology-based learning media must be sorted and selected based on objectives while paying attention to the quality and quality of the application. Teachers must use effective and efficient applications so that teaching and learning activities can run optimally. The digital media that has been analyzed in terms of characteristics and is known to play a role in learning fable texts in this study is *the Canva* application.

The digital media of the *Canva application* was chosen as a digital media that is considered to be able to improve fable text writing skills. The collaboration *between Canva* and fable text can create interesting and modern visualizations and illustrations, develop student creativity, increase learning motivation, strengthen understanding of fable structure, and develop digital literacy in the modern era. The use of *Canva* application is not only used for the development of fable text writing skills, various other learning materials can also be used using *the Canva* application. This research is expected to continue by experimenting directly to implement *the Canva* application for language and literature learning activities in schools, not just expressing solutions.

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