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## **Development of Audio Visual Learning Media Based on Canva Application for Class VII Subject of Society at SMP Negeri 6 Sigi**

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### **Abstract**

The important role of education is to improve the quality of human resources through effective, efficient and enjoyable learning, so that students are able to absorb information optimally. The media used in learning has not maximized technological developments so that a contextual, creative and collaborative learning experience has not been achieved. This research aims to produce Canva-based audio visual learning media. This type of research uses Research and Development (R&) with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The subject of this research is the development of audio visual learning media based on the Canva application for class VII A students, totaling 30 students in one class. The data collection technique used in this research was carried out using an expert questionnaire consisting of material experts, media experts, and a questionnaire sheet on student responses to the learning media being developed. The research results showed that the feasibility of Canva-based audio visual learning media was assessed by one media expert and a material expert. Based on the assessment, the results obtained from material experts were 95% and included in the very feasible category, while those from media experts were 74.30% and included in the feasible category. Overall, media can be used for the learning process.

**Keywords:** Audio Visual, Media, Canva, Education Method, Learning Strategy

### **Introduction**

Social Sciences in the Merdeka Curriculum carries the spirit of independent learning and emphasizes competency aspects, including attitudes, knowledge and skills. So that students are active through materials, activities and learning projects, in the context of nationalism, social studies subjects are important and strategic for creating the next generation with a national and global outlook. IPS is an integrative study of human life in various dimensions of space and

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time with all its activities. The development of social studies education in Indonesia is very dynamic and follows the times and where social studies science itself is developing. This is interesting to study in more depth through a historical study of the journey of social studies education in Indonesia, starting from the beginning of the introduction of social studies education in Indonesia to its development in the curriculum in schools today (Hidayat, 2020).

The Merdeka Curriculum is a curriculum with diverse intracurricular learning, the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students.

The independent learning policy was implemented not without reason, there are at least three reasons that support it. Firstly, educational regulations have generally been rigid and binding, such as rules relating to the National Examination, RPP rules, rules for the use of BOS funds, and so on. These regulations have proven to be ineffective in achieving national education goals. Second, the ineffectiveness of achieving national education goals can be seen in student learning outcomes in international test comparisons. This shows that our students are still weak in aspects of high-level learning, especially in terms of literacy and numeracy. Third, it is hoped that an independent learning policy that is not rigid and binding (flexible) can be achieved overcome the diversity of educational conditions, challenges and problems that differ between schools. Carried out with different settlement strategies (Khoirurrijal, Fadriati, Sofia, Anisa Dwi Makrufi, Sunaryo Gandi, Abdul Muin & Ali Fakhruddin, Hamdani, 2022) .

The purpose of learning is to obtain good learning results. Thus, teachers as educators must convey learning objectives well. Social studies learning will be more optimal in building students' character if it uses appropriate learning management (Supriadi Juraid Abdul; Misnah, Misnah; Mahfud, Mahfud, 2020) . Learning Media is a tool that really supports the learning process both indoors and outdoors. In the teaching and learning process, it is very important for teachers and students to know about learning media so that a good, active and useful learning process occurs. The benefit of learning media for a teacher is that it creates reasoning for students, helps students think creatively and actively. The benefits of learning media for students are trying to work to make something from this reasoning become real, making creative work and becoming active students. So as to help teachers and students achieve the basic competencies that have been determined (Purba & Harahap, 2022) .

The development of learning media depends on the target area for implementation, which in this case is schools. Starting from human resource factors as users or users who will later utilize this learning media, such as teachers, students or other educational staff, the facilities available at the target school, to the location of the school. So that the learning media that will be created has already been estimated in its implementation.

There are actually many forms of media developed for learning, with various types. Starting from print, audio, visual, audiovisual media to computers or the internet, many have been created into learning media intended for learning. However, not all types of learning media can be developed and used optimally. Like the information that researchers collect from

the field, most forms of learning media that are often used are Power Point or Flash based media. This is due to the adjustment of the creator's capabilities to be more capable for the base media. However, the type of media use must be adjusted to the needs of the material content and characteristics of the target.

Based on the results of field observations and interviews conducted by researchers at SMP Negeri 6 Sigi, it can be seen that: a) in South Kulawi District there are no traditional markets or modern markets managed by the government or private parties where SMP Negeri 6 Sigi is located , b) The teaching methods carried out by teachers are still conventional , c) the use of school facilities in the form of projectors, Wifi and laptops which have been provided by the government is not optimal, d) the use of *the Canva Education* application which has also been provided by the government through Ministry of Education policy, Culture, Research and Technology have not been carried out by teachers and students.

## **Literature Review**

Many experts have put forward definitions of media. In general, experts define media based on a communication perspective. If you look at the origin of the word, media is the plural of the word "medium". This word comes from Latin which means between. From a communication point of view, "medium" means something that can act as an intermediary in the communication process. "Medium" can also mean something that can help convey messages and information from the message source (communicator) to the message recipient (communicant) (Hamzah Pagarra, Ahmad Syawaluddin, 2022) .

Media is anything that is used as an intermediary or liaison from the provider of information, namely the teacher, to the recipient of the information or students with the aim of stimulating students to be motivated and able to participate in the learning process completely and meaningfully. This means that there are five components in the definition of learning media. First, as an intermediary for messages or materials in the learning process. Second, as a learning resource. Third, as a tool to stimulate student motivation in learning. Fourth, as an effective tool to achieve complete and meaningful learning outcomes. Fifth, tools for acquiring and improving skills. These five components collaborating well will have implications for the successful achievement of learning in accordance with the expected targets (Hasan, 2021) .

Learning media is an integral part of the learning system, so the use of learning media influences student learning outcomes (Ramli et al., 2018). The teacher's ability to design and implement learning designs is the key to successful, enjoyable learning. According to the Indonesian Dictionary, development is a matter of developing; development in a gradual and orderly manner, and which leads to the desired targets. And it is further explained in the General Indonesian Dictionary by WJS Poerwadarminta, that development is the act of increasing, changing perfectly (thoughts, knowledge and so on) (Diah Verra Ninda et al., 2022) .

Development means an effort made to improve theoretical , conceptual and moral skills. Edwin B. Flippo defines development as follows: Education is related to increasing general knowledge and understanding of our environment as a whole, while Andrew F. Sikula defines

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development as a long-term educational process using a systematic and organized procedure by which managers learn conceptual knowledge and theoretical for general purposes (Sompito, 2021) . Learning media is a tool that can help teachers in the teaching and learning process and functions to assist in conveying messages to students so that they can achieve educational goals and improve student learning outcomes. With learning media, the quality of learning increases because not only teachers are active in providing material to students but students can also be active in the classroom and involved in the learning process so that students more easily accept the material presented by the teacher (Hasan, 2021) .

### **Research Methods**

*Research and Development (R&D)* research. According to Sugiyono (2016: 407), Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products. The development model used in this research is the ADDIE Model ( *Analysis, Design, Development, Implementation, and Evaluation* ) (Waruwu, 2023) .

### **Results/Findings**

Creating audio visual learning media based on the Canva application on traditional and modern market materials is a series of activities carried out to create learning media using Canva based on existing development theories. The aim of this development process is to help students understand more deeply the concept of traditional and modern markets and make it easier for teachers to convey information to students. This audio visual learning media can be accessed independently, without being bound by space and time constraints, and is an alternative for students.

The development of this learning media involves several stages, and this section will provide a comprehensive explanation of the research results on the development of Canva-based audio visual learning media. The following are the stages of developing learning media using the ADDIE model which consists of analysis, design, development, implementation and evaluation.

#### ***Analysis***

The initial stage is a study or analysis regarding the information that will be provided on the designed media. This allows the media produced to be in accordance with the curriculum and target use of the media. The analysis was carried out on two things, namely independent curriculum analysis, the analysis carried out took into account the material to be used in learning media which was adapted to curriculum demands and relevance to everyday life. The material chosen is related to traditional and modern markets due to its relevance to students' daily lives, but the availability of markets in their environment does not exist for both traditional and modern markets.

The next analysis carried out was regarding the needs and characteristics of students. Students' ability to apply understanding of material effectively is the core of the learning experience. However, there is often a gap between students' abilities and learning orientation expectations. The trend is that students are more interested in practical, contextual and less formal methods, which can meet their needs to support the basic understanding they have previously had. The use of learning media that is not contextual makes it difficult for students to understand the information that will be conveyed. Based on observations, teachers only use textbooks in the way students read the book so that the information that students can absorb is less than optimal. Therefore, strategic planning is needed to overcome this gap. , one of which is through media-based learning. In this research, audio visual learning media is based on the Canva application.

## **Discussion**

In the design stage, in this step, audio-visual media will be developed using the Canva application, which is adapted to the Merdeka Curriculum. At this stage, it will be determined how the media will be planned as a whole in accordance with the main material, as well as the preparation of learning objectives that will be used as the basis for creating the media. The media developed will be adapted to the Merdeka Curriculum, especially material on traditional markets and modern markets for class VII students at SMP Negeri 6 Sigi. The learning media that will be created will consist of learning objectives, material and conclusions. The content of the learning media will be made in line with the Learning Outcomes (CP) and Learning Objectives (TP) regulated in the Merdeka Curriculum. The language used in the learning media is Indonesian, and the Canva application program will help you combine videos and add filters and sound to the videos.

The third stage is development, in this step, the researcher begins the media creation process with activities such as collecting materials, determining the material according to the CP and TP and creating or developing audio and video that will be included in the media. At this stage, validation is also carried out by media and material experts to produce valid learning media. The fourth stage is the application of learning media in real classroom conditions, to get student responses to the learning media, followed by an evaluation to assess the suitability of the learning media.

The use of audio-visual media has an important role in the continuity of the learning process. When media is not used, learning tends to be less interesting. This statement is in line with the theory expressed by (Sanulita et al., 2024) , that the role of media use in learning is not only as an entertainment tool used to add interest to students' learning process.

The teaching and learning process is intended as a change in learning interactions. Context "variation" refers to intentional or spontaneous teacher actions, intended to enrich and maintain student interest during learning. The purpose of this "variation" is to overcome boredom which can distract students from the learning process. Teachers aim to maintain students' focus on the material by using variation. Some types of variations that teachers can apply include the use of voice variations, student focus, silence from the teacher, eye contact

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and body movements, facial expressions, changes in position in the classroom, and variations in the use of media and teaching tools.

The use of varied learning media needs to be adjusted to students' abilities, supports learning content and materials, is easy to obtain, easy to access, and does not take a long time to use. (Wijaya et al., 2023) Apart from considering the suitability of the media with instructional objectives, subject matter, didactic procedures, and student grouping needs, media selection must also take into account the factors of cost, availability of equipment, time required, availability of electricity, technical quality, size classroom, and the teacher's ability to use media effectively.

Based on the results of the student response questionnaire to learning media, it was found that students were "very interested". Audio visual media has the ability to make students respond very interestedly for various reasons involving sensory stimulation, better understanding, and more active interaction. First, audio-visual media utilizes students' various senses, such as hearing and sight, by using interesting audio and visual elements. Sounds, images and movements presented through these media can effectively arouse students' interest and attention, activating their minds in the learning process.

Second, audio-visual media allows the presentation of information that is clearer and easier to understand. With a combination of images, sound, and text, complex concepts can be explained in a more visual and concrete way, allowing students to understand the material better. Dynamic and interactive presentations allow students to be actively involved in the learning process, which in turn increases their retention rate and understanding of the course material.

Third, audio-visual media facilitates more active interaction between students and lesson material. Various interactive features in these media, such as quizzes, simulations, and discussions, allow students to be directly involved in learning, strengthening their involvement and emotional connection with the material. Through a more enjoyable and interactive learning experience, students tend to respond more positively and are more actively involved in the educational process.

This is in accordance with the view of (Afifulloh & Sulistiono, 2023) that the benefits of audio-visual media in the learning process include: (a) Attracting students' attention when delivering teaching material, (b) Encouraging learning motivation, (c) Providing learning experiences through learning summaries from a video presented. In line with its purpose and function, audio visual media has advantages. The advantages of this media include: (1) Can be used in a classroom setting, (2) Can be used instantly, (3) Allows repeated use, (4) Able to present material that is difficult to explain in words, (5) Allows presentation of dangerous objects, (6) Able to present objects in detail, (7) Does not require a dark room, (8) Can adjust the speed of presentation, (9) Combines images and sound.

This type of audio-visual media has greater advantages when used in learning, because it can present information audibly (hearing) and visually (seeing) simultaneously. Audio visual media functions as an intermediary in presenting material, where information is

conveyed through sight and hearing to help students acquire certain knowledge, skills or attitudes.

## **Conclusion**

Based on the research results, what can be concluded from research on the development of Canva-based audio visual media is as follows:

1. The process of developing Canva-based audio visual media in discussing the "market" is designed using the ADDIE model, which includes five main steps: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.
2. The feasibility of Canva-based audio visual learning media was assessed by one media expert and a material expert. Based on the assessment, the results obtained from material experts were 95% and included in the very feasible category, while those from media experts were 74.30% and included in the feasible category. Overall, media can be used for the learning process.

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