The Effectiveness of Canva-Based Digital Books to Improve Civics Learning Outcomes of Grade V Students of SD Negeri 055981 Beruam

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ABSTRACT

This study aims to test the effectiveness of Canva-based digital books to improve the civics learning outcomes of fifth grade students at SD Negeri 055981 Beruam. This research is the research and development of the 4D model (Define, Design, Develop, and Disseminate) conducted at SD Negeri 055981 Beruam with research subjects consisting of material, media, language, teachers, and 30 students. data collected from validation questionnaires of material, language, and media experts to determine the level of feasibility, then teacher and student questionnaires to determine the level of practicality, and tests to determine the level of effectiveness. The results showed that the results of the material expert assessment were 92.5% very feasible achievement, then the media expert was 91.7% very feasible achievement, and the language expert was 90% very feasible achievement. Calculated from the assessment of the three experts, an average of 91.7% was very feasible achievement. Then the results of the practicality test conducted by teachers and students obtained an average student assessment of 87.75% very practical achievement and an average teacher assessment of 93.75% very practical achievement, so that calculated from the practicality assessment, an average of 90.75% very practical achievement was obtained. Finally, the effectiveness of canva-based digital books is assessed by the gain test, and a value of 0.56 is obtained in the medium category. So it can be concluded that the canva-based digital book developed has a level of feasibility, practicality, and effectiveness that can be used to improve student learning outcomes.

Keywords: digital book, canva, effectiveness

INTRODUCTION

Education includes all learning experiences that occur in the environment and throughout life, as well as all conditions that affect individual growth and development. Therefore, education aims to provide learning experiences that can be created through learning processes and outcomes. Education plays a crucial role in improving skills so that we can progress and not lose development and change (Hadi, 2020). National education has the task of developing abilities and shaping the character and civilization of the nation in accordance with educating students to become trustworthy and pious human beings as well as democratic leaders and have good morals (Fitri, 2023).

Learning outcomes are considered an important part of the learning process because many students experience learning difficulties that cause poor learning outcomes. Therefore, factors that influence learning outcomes need to be studied in depth, such as students' motivation, interests, and initial level of ability. Student learning outcomes can be influenced by two factors, namely external and internal factors. Interest, motivation, talent, and level of intelligence are said to be internal factors, while inappropriate learning strategies, poor activity management, and the learning environment are external factors (Arwira, 2019). Apart from that, there are other learning problems, namely learning that is one-way and not yet varied, lack of guidance, the material presented being too long-winded and abstract, and facilities that are inadequate. So it is very necessary to have new innovations in delivering material and making learning much more enjoyable, with the aim of achieving much better learning outcomes (Prasetyo, 2020).

Learning outcomes are said to be changes in students in cognitive, psychomotor, and affective terms as a result of the learning process, as seen from the quality of the graduates produced (Putri, 2023). Therefore, teachers are required to be careful when selecting and using the learning resources used when teaching. Thus, success does not only come from learning resources but can also be influenced by several other factors, such as the materials used and the learning atmosphere (Wardani, 2022). Then, the challenge of conveying Pancasila education material effectively to students is also a challenge for teachers, because so far most teachers still use conventional books when providing material in the classroom (Saragi, 2021).

When the learning process takes place and to get good learning results, appropriate methods, models, and learning resources are needed. Mistakes in using methods, models, and learning resources can hinder the achievement of desired learning outcomes. To achieve success in learning, teachers are required to make new and innovative breakthroughs in organizing effective and efficient learning strategies to help students achieve predetermined learning outcomes. (Astari, 2021) Various methods, models, and learning resources have been used, such as using learning resources from comics and printed books, but have not succeeded in achieving the specified learning outcomes. Apart from that, digital books have also been used, but they are limited to ordinary digital books without any animation, interactivity, or other innovations. Digital books themselves are a form of non-printed books that have the potential to enrich students' learning experiences (Mahdalena, 2019). Compared to conventional books, digital books offer the possibility to present learning material interactively, visually, and interestingly (Ernayanti, 2019). By using elements such as images, animation, video, and sound, digital books are able to make learning more dynamic and interesting for students. One of the main advantages of digital books is their greater flexibility and accessibility, so students can study at any time (Setiawan, 2022).

After conducting initial observations regarding the use of books by students at school, it appears that there are factors that need to be considered. Firstly, the use of books. So far, the books used in schools are conventional, namely package books, with a little use of digital books. Second, teacher needs: most teachers need facilities to develop creativity and adapt learning materials, but so far, the facilities available in schools have not been adequate for teachers to develop their creativity. Third, students' needs: students tend to be more interested in learning that uses visual and interactive elements. Finally, there is a need for learning media; there needs to be a solution that uses technology as a substitute for conventional learning.

Apart from these problems, based on the results of observations regarding learning outcomes at SD Negeri 055981 Beruam, it appears that so far the learning outcomes obtained by students have not been sufficient to meet the specified KKM, even though many efforts have been made to obtain the specified learning outcomes, for example by using comic media and Student learning outcomes have not shown good results. As seen from a total of 30 students, 16 students got scores below the KKM, while 14 students got scores that met the KKM. Furthermore, using digital books with the help of flipbooks and student learning outcomes also did not show good results in accordance with the KKM. Of the 30 students, 21 got grades below the KKM, and the remaining 9 got grades according to the KKM.

Table 1. Student Learning Results using Comic Media and Digital Flipbooks

No	Media or Books	KKM	Achievements
1	Comic Media	75	75
2	Flipbook Digital Book	75	76

Then, the results of direct observations regarding student learning outcomes in civics over the last three semesters show that students' civics learning outcomes over the last three semesters have not provided the best results. It can be seen that in the even semester of 2021/2022, as many as 10 students got grades according to the KKM, and the remaining as many as 20 students scored below the KKM out of a total of 30 students with an average of 67. Then the results of students' civics learning for the odd semester 2022-2023 showed a slight increase. Of the 30 students, 16 got grades according to the KKM, and the remaining 14 got

grades below the KKM with an average of 73. Finally, in the even semester of 2022/2023, 19 students got grades according to the KKM, and the remaining 11 students got grades below the KKM with an average of 72. These results are not enough to meet the KKM that has been determined by the school, while the KKM that has been determined is 75. This shows that the use of printed books has not been used effectively in the learning process and is not in accordance with the development of student characteristics in learning Pancasila education, especially the material on mutual cooperation. Working together to help each other, the students' civics learning results for the last three semesters are as follows:

Table 2. Student Learning Results for the Last Three Semesters

No	Semester	The number of students	KKM	Achievements
1	Even 2022/2023	30	75	72
2	Odd 2022/2023	30	75	75
3	Even 2021/2022	30	75	67

Based on Table 2 regarding learning outcomes for the last three semesters, it can be seen that the average results obtained by students have not fully met the specified KKM. This is because the use of textbooks in learning has not been very effective in improving student learning outcomes and is also not in accordance with the development of characteristics. student. So an in-depth evaluation is needed regarding the use of textbooks that have been used by teachers and students when studying in class. Apart from learning outcomes, there are also learning situations when using conventional books. Teachers feel limited in using conventional books to present Pancasila education material. Printed books have limitations in the use of visual and interactive elements, which make learning less interesting and less interactive (Wibowo, 2022). In addition, teachers feel bound by the order and structure determined by the book. This can limit flexibility in adapting materials to student needs or adding current, relevant content. In the aspect of students feeling less interested or bored with learning Pancasila education, which only relies on printed books (Lubis, 2022).

Text-only material can feel monotonous and difficult to understand for some students, and the lack of visual and interactive elements in printed books can make it difficult for students to understand and engage in learning material. This can have a negative impact on students' motivation and interest in Pancasila education subjects. Apart from this situation, there are also responses from teachers and students that indicate that there are limitations in access and distribution of printed books at school, where some students do not have access to printed books when they need them because the number of printed books available at school does not match the number of students in class.

In the context of Pancasila education subjects, abstract material such as mutual cooperation can be more easily understood and appreciated through the use of images, graphics, videos, and interactiveness (Isnaini, 2022). Attractive visualization can attract interest in learning and make learning more enjoyable. The use of interactive elements also allows students to be actively involved in the learning process, such as answering questions, solving problems, or following simulations presented in digital books (Ginting, 2023). This can help students strengthen their memory and increase their learning motivation.

Along with advances in technology and the use of digital media, printed books are considered less relevant and left behind in this digital era. One of the main challenges is the limited resources and facilities available. The availability of conventional printed books is often limited or difficult to obtain, so in this case, Canva-based digital books are the answer to the problems faced in class. Canva-based digital books are very easy for students to access anywhere because they only require electronic devices in the form of gadgets that students usually own (Adilah, 2023). The use of Canva-based digital books also provides benefits to the learning experience through interesting and interactive visualizations, so that apart from learning outcomes, the cultivation of character that the teacher wants to convey to students becomes easier for students to convey and understand (Panjaitan, 2023). This happens because Canva-based digital books can contain learning

images and videos that provide real and contextual learning experiences that make it easier for students to understand the learning material (Saragi, 2023).

The reality that occurs in class V of SD Negeri 055981 is that many of the lessons made by the teacher are not yet interactive and monotonous because the use of learning facilities and media in the school has not been optimal, thus making learning not yet interactive. To deal with these problems, the development of Canva-based digital books has the potential to overcome problems in learning Pancasila education at SD Negeri 055981 Beruam. In line with the problems that occur, the use of digital tools, including digital books, in the learning process has a positive effect on student learning outcomes (Fitri, 2023). In this context, the Canva application is a solution to all problems that occur and is also a tool for creating digital books that provide various advantages (Lubis, 2019). The use of digital books based on the Canva application makes learning more interesting and interactive so that it can increase student involvement in learning, maximize student motivation, and provide ample time for students to understand and apply the concept of mutual cooperation in helping each other.

METHOD

This research is research and development, which means producing products and testing them to determine their feasibility, practicality, and effectiveness. Research and development is the process of creating or perfecting products to advance and support the learning process. This research used the 4D model (define, design, develop, and disseminate), which was carried out at SD Negeri 055981 Beruam with subjects consisting of material, media, and language experts as well as teachers and 30 students. Data collected from material, language, and media expert validation questionnaires to determine feasibility, then teacher and student assessment questionnaires to determine practicality, and student test sheets to determine student learning outcomes and their effectiveness. Next, the data is analyzed using descriptive quantitative analysis, which means explaining the results of the assessment and learning outcomes in order to determine feasibility, practicality, and effectiveness. To calculate product suitability, the following formula is used:

$$P = \frac{x}{xmak} x\ 100\%$$

(Daryanto, 2020:28)

Information:
P: score percentage
X: amount obtained
Xmax: maximum score

After knowing the percentage of the product feasibility score, the results are converted to determine the feasibility classification using the following table:

Table 3. Percentage Scale for Digital Book Eligibility

Persentase	Classification
85% ≤ P ≤ 100 %	Very Eligible
75 %≤ P≤ 84 %	Eligible
65% ≤ P ≤ 74%	Less Eligible
55% ≤ P ≤ 64 %	Not Eligible
0% ≤ P ≤ 54 %	Very Inappropriate

And then, to determine the level of practicality of the product, the following formula is used:

$$RTP = \frac{\sum_{f=1}^{n} Aj}{nj}$$

(Daryanto, 2020:27).

Information:

RTP: Average total rating

Aj: Assessment score for each indicator

NJ: Number of indicators

Then, after knowing the percentage of the product's practicality value, the value is converted to determine the practicality classification using the following table:

Table 4. Practicality Criteria

Achievement Level	Practicality Classification
$85 \leq RTP \leq 100$	Very Practical
$75 \leq RTP \leq 84$	Practical
$65 \leq RTP \leq 74$	Enough
$55 \leq RTP \leq 64$	Quite Practical
$0 \leq RTP \leq 54$	Impractical

And finally, to find out the effectiveness of the product as seen from the increase in student learning outcomes before and after using the product. To calculate its effectiveness, the following formula is used:

$$g = \frac{posttest - pretes}{100 - pretes}$$

After knowing the gain value, it is then converted to the normalized gain classification as follows:

Table 5. Normalized Gain Classification

Koefisien ternormalisasi	Classification
G<0,3	Low
0,3 ≤g<0,7	Currently
g≥0,7	Very high

(Sugiyono, 2017:16)

RESULTS AND DISCUSSION

This study produces a product in the form of a Canva-based digital book on mutual cooperation material that helps improve the learning outcomes of fifth grade elementary school students with the 4D development model (Define, Design, Develop, and Disseminate).

The presentation of trial data explains the results of the feasibility, practicality, and effectiveness of developing a Canva-based digital book on mutual cooperation material for helping each other. The results of the feasibility of developing a Canva-based digital book based on mutual cooperation in helping each other include material, language, and media expert assessments to determine the level of product feasibility. Then, to find out the practicality of the product, it is assessed by teachers and students, and the product is tested to find out its effectiveness in the following stages:

1) Definition

At this stage, the requirements for development are determined and defined, such as the basic requirements for the development of Canva-based digital books on mutual cooperation material for helping fifth grade students at SD Negeri 055981 Beruam. Thus, several different analyses are needed to find out the basic problems, namely the analysis of needs, environment or facilities, and learning. To analyze student needs, instruments are used to determine students' basic needs. At this stage, it is carried out in class V of SD Negeri 055981 Beruam, which is useful for getting an overview of learning styles, cognitive levels, and what problems teachers face in class. In line with the results of observations, it is known that the average score of class V students is in learning Pancasila, especially the material on mutual cooperation in helping each other. Then, interviews with teachers also provide an overview of the low learning outcomes in the Pancasila subject because students lack focus when studying, which results in their grades not being optimal or lower than the grades in other subjects. In line with the results of the questionnaire, it was also discovered that students said that Pancasila lessons were still difficult when studying using printed books and that they needed other sources, such as digital books.

2)   Definition

Designing a Canva-based digital book based on mutual cooperation in helping each other has a framework that must be designed, such as creating design concepts, media, and manuscripts. The target users are students aged 10 and over, and this Canva-based digital book on mutual cooperation in mutual aid material aims to advance education. When used by students, teachers can connect to laptops or computers as well as other digital tools to use Canva-based digital books on mutual cooperation material for helping each other. The resulting digital book concept is in the form of software that shares links with users so they can use digital books anytime and anywhere. Shooting script is the entire script contained in a Canva-based digital book on mutual cooperation material in helping each other, which contains a complete description of each material, instructions, images, and sounds, learning videos, animations, and evaluations that are linked to each other so that the digital book is used easily.

3)   Development

At this stage, there are several important processes, including the creation, implementation, and assessment and evaluation processes. In the production process of digital books based on Canva, this mutual cooperation material produces a product like a digital book, which is included in the software. The production stage itself has stages such as collecting materials or material that will be included in a Canva-based digital book. Then create a framework or arrangement of instructions for using digital books. The results of product development are as follows:
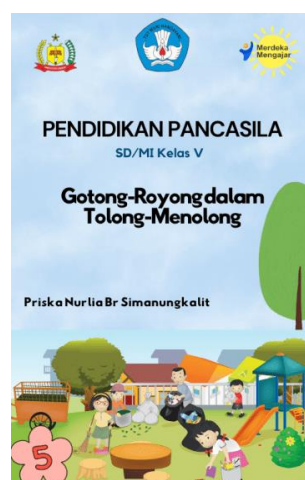

Figure 1. Front Cover View of a Canva-Based Digital Book
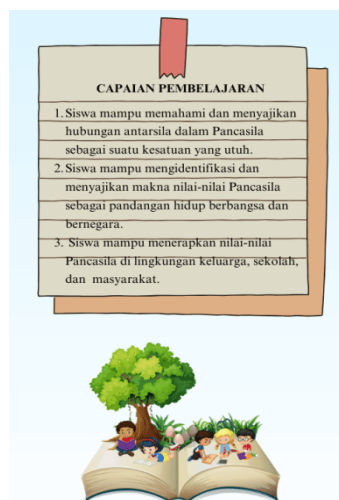
Figure 2. Display of Learning Objectives

Figure 3. Display of Learning Achievements

Figure 4. Concept Map View
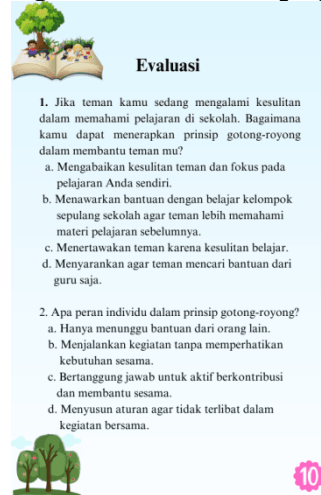
Figure 5. Material display

Figure 6. Evaluation Display

Figure 7. Developer Profile Display

After the Canva-based digital book on mutual cooperation in mutual assistance material is completed, it continues with product implementation to determine the feasibility, practicality, and effectiveness of the product. In implementing the product, assessments are carried out with material, language, and media experts to determine the level of feasibility, and assessments are carried out with teachers and students to determine the level of practicality. Furthermore, the Canva-based digital book on mutual cooperation in mutual aid material that was developed was tested on class V students at SD Negeri 055981 Beruam to determine the level of effectiveness. Before the Canva-based digital book on mutual cooperation in mutual aid material was tested, a test was carried out to determine the initial score on the material on mutual cooperation in mutual aid before using the Canva-based digital book. The tests used for the pretest and posttest are tests that have gone through a selection of 20 validity, difficulty, and normality tests. Then, material, language, and media expert assessments are carried out to determine the suitability of the product, and then teacher and student assessments are carried out to determine the practicality of the product and its effectiveness. by conducting a pretest and posttest on students. The results of data analysis from the development of Canva-based digital books on mutual cooperation in mutual aid material will be described in several stages, namely feasibility, practicality, and effectiveness analysis, and the results of stage I product feasibility analysis will be described as follows:

Table 6. Phase I Product Feasibility Results

No	Expert	Persentase	Classification
1	Material	85.9%	Very Eligible
2	Language	75%	Eligible
3	Media	75%	Eligible
	Mean	78.86%	Eligible

Based on Table 6 regarding the results of the feasibility of stage I of the product, it can be seen that the material expert's assessment obtained a percentage of 85.9% very feasible achievement, the linguist obtained a percentage of 75% feasible achievement, and the media expert obtained a percentage of 75% feasible achievement, so that the average of the experts' feasibility assessment was 78.86% worthy achievement. Even though the digital book developed received a decent assessment, this digital book must be improved in line with expert input, improvements, and re-evaluation of the product developed by the validators, and the results of the phase II assessment will be described as follows:

Table 7. Phase II Product Feasibility Results

No	Ahli	Persentase	Classification
1	Expert	92.5%	Very Eligible
2	Material	91.7%	Very Eligible
3	Language	90%	Very Eligible
	Mean	91.4%	Very Eligible

Based on Table 7 regarding the results of the feasibility of stage II for the product, it is known that material experts obtained a percentage of 92.5% very feasible achievement, language experts obtained a percentage of 91.7% very feasible achievement, and media experts obtained a percentage of 90% very feasible achievement, so that the average of the experts' feasibility assessments was 91.4% achievement, which is very feasible, and in line with the results of the feasibility assessment of the product being developed, it is proven that the product being developed is suitable for use and testing in the learning process. In addition, to see a comparison of the results of the feasibility assessment stages I and II, it will be illustrated in the following figure:
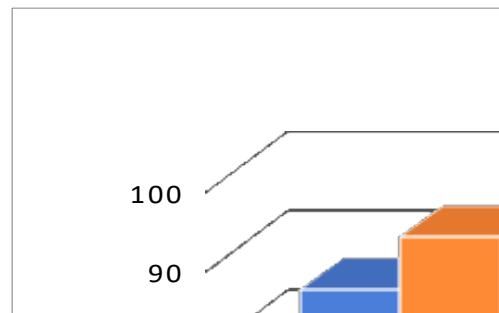
Figure 8. Comparison of Product Feasibility Assessment Results

After knowing the feasibility level of the product being developed, the next stage is to carry out a practicality test on teachers and students, and the results of the product's practicality will be presented as follows:

Table 8. Product Practicality Results

No	Expert	Evaluation	Classification
1	Teacher	93.75%	Very Practical
2	Student	87.75%	Very Practical
	Mean	90.75%	Very Practical

Based on Table 8 regarding the product practicality results, it can be seen that the teacher gave an assessment of 93.75% very practical achievement and the students gave an assessment of 87.75% very practical achievement. The results of the practicality scores were accumulated and obtained an average of 90.75% for very practical achievement. So it was concluded that the Canva-based digital book on mutual cooperation material in mutual assistance was very practical to use when studying. To see the practical results more clearly, they will be illustrated in the following image:
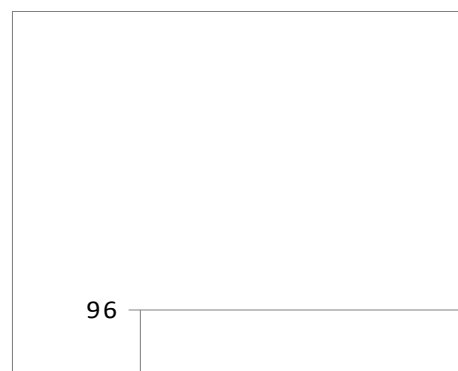

Figure 9. Product Practicality Assessment Results

After knowing the level of feasibility and practicality of the product being developed, the next stage is an effectiveness test, which aims to find out the effectiveness of the Canva-based digital book on mutual cooperation material in helping, which was developed by conducting a pretest and posttest on students using multiple-choice test questions that are useful for obtaining result data. learning before and after the implementation of Canva-based digital books on mutual cooperation material in helping each other. In addition, we intend to find out the level of effectiveness of Canva-based digital books on mutual cooperation

material in helping each other improve learning outcomes with the gain test, and the results of the gain test are as follows:

$$g = \frac{posttest - pretes}{100 - pretes}$$

$$g = \frac{83 - 61}{100 - 61}$$

$$g = \frac{22}{39}$$

$$g = 0.56$$

Based on the results of calculations using the gain test, a value of 0.56 was obtained in the medium category, so it was concluded that the Canva-based digital book on mutual cooperation in helping material that was developed was effective in improving the learning outcomes of class V students at SD Negeri 055981 Beruam. So it can be concluded that the Canva-based digital textbook on mutual cooperation in helping material that was developed has a good level of feasibility, practicality, and effectiveness for use during the learning process.

CONCLUSIONS AND RECOMMENDATION

In line with the results and discussions that have been described, the results of the first stage assessment were obtained by material experts with a percentage of 85.9% very feasible achievements, language experts with a percentage of 75% adequate achievements, and media experts with a percentage of 75% adequate achievements, and the average feasibility assessment for the three experts was 78.86%. The achievement was decent but received improvements to improve it, so improvements and re-evaluation were carried out, and a stage II assessment was obtained by material experts with a percentage of 92.5% very decent achievement, language experts with a percentage of 91.7% very decent achievement, and media experts with a percentage of 90% very decent achievement, so that the average feasibility assessment obtained by the experts was 91.4%. The achievement was very feasible, and it was concluded that the Canva-based digital book on mutual cooperation in helping each other was very suitable for use in learning. Then, to find out the level of practicality of the product, tests were carried out on teachers and students, and the results of the teacher's practicality assessment were 93.75% very practical achievement and the students' practicality was 87.75% very practical achievement, so that the average of digital book practicality was 90.75 very practical achievement, and the book was concluded. Canva-based digital material on mutual cooperation in helping is very practical to use in learning. The final stage was to test the effectiveness of the product by conducting a pretest and posttest on 30 students, and the results obtained were a pretest average of 61 and a posttest average of 83, so that when the gain test was carried out, a score of 0.56 was obtained, which was in the medium category, and it was concluded that the Canva-based digital book was in mutual cooperation material. Please help effectively to improve the learning outcomes of class V students in Negeri 055981 Beruam.

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