Development of Canva-Based Reading Card Media on the Material I Obey the Rules for Grade II Elementary School Students

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ABSTRACT

Reading Cards are a learning medium that can be used by teachers to increase students' interest in learning. This study aims to develop and describe the validity of Canva-based reading card learning media on the material I obey the rules. The method used is a 4D model development research. The subjects involved were students, teachers and material, language and design experts to test the validity of the learning media. Data were collected through interviews and questionnaires. Data analysis was carried out qualitatively and quantitatively. The resulting product is a Canva-based reading card on the material I obey the rules for grade II students in elementary school. The validity of the Canva-based reading card was obtained in the very valid category without revision based on the validation results by material experts, language experts and design experts. The results of the study showed that the reading card media was very valid based on the results of the validity test by material experts 99%, language experts 93%, design experts 94% with a very valid category, the percentage of student responses obtained 98% with a very interesting category and the percentage of teacher responses 93% with very interesting criteria.

Keywords: *learning media, reading card, i obey the rules, primary school*

INTRODUCTION

Education is one of the determining factors in improving a nation's human resources (HR). Quality human resources are certainly based on the value of education that is instilled in the community. In addition, education can also shape the character and abilities of individuals so that they can compete in the global market. Of course, education must start early (Sanga & Wangdra, 2023). Pancasila Education learning at the elementary level is closely related to aspects of moral values. The desired education can be in accordance with the nation's ideals, so there needs to be Pancasila education learning starting from elementary school so that children love the homeland because they are the next generation of the nation (Intania et al., 2023). Through Pancasila Education, it is hoped that it can build the personality of young people who are good, intelligent, and trustworthy. Therefore, they must have two qualities: concern for the condition of society and the ability to make positive changes. The problem faced is how to make people pay more attention to the broader context of society and the surrounding environment (Roza, 2024).

Learning media is a communication tool and teaching method that complements the educational process and keeps children engaged and learning interesting (Jannah et al., 2023). Learning media is a means to provide stimulation for children so that the teaching and learning process occurs (Yusmaniar, 2024). Learning media is something that can be used to convey messages (learning materials), attract students' interests, focus, and emotions to achieve learning goals through the use of Reading Card Media (Kristanto, 2020).

The reading card media is expected to be able to train the reading skills of grade 2 students in understanding the material I Obey the Rules. Reading card media is included in the visual media that functions as a message conveyor. Reading card media also has the benefit of being able to attract interest,

determine ideas, describe or determine facts that are easy for students to forget. Reading Cards are cards that contain words that can make it easier for students to understand in beginning reading (Munthe & Sitinjak, 2020). Interactive educational media such as reading cards are one of the solutions that can be used to introduce basic literacy skills as a whole (Aqila et al., 2024). To design reading cards, you can use the Canva application (Nur & Ana, 2023). Canva is present in the midst of the bustling world of technology as a design application that can be used easily. Canva is an online design program that prepares various design templates that can be used as learning media (Nurrita, 2021).

Effective and engaging learning is one of the important factors in improving the quality of education (Susianita & Riani, 2024). One way to achieve all of this is to use innovative and interactive learning media. For the development of reading card media, there are still many schools that experience limited learning resources such as lack of sources of student reading books, limited access to technology, lack of creativity of teachers in developing learning media, and limited school budgets. Of course, this has a negative impact on the learning process, such as students becoming less informed and knowledge-based, teachers lacking the ability to develop learning media, and the learning process in the classroom becomes less interesting and interactive. So, efforts are needed to reduce this by developing innovative, creative learning resources, and of course in this technological advancement, teachers must be technologically literate. In line with Jean Piaget's theory, which states that children can adjust and understand things that happen in their environment. Therefore, Jean Piaget's cognitive theory is considered to be able to innovate in education to improve standards, especially in elementary schools (Asdar & Barus, 2023). With the existence of technology in the 4.0 era, it has brought significant development and progress. Learning activities utilize technology that follows the progress and development of science. Learning media can be designed very attractively using an application, namely the Canva Application(Wismanto et al., 2022).

I Obey Rules material is important in shaping students' character, preventing negative behavior, increasing the effectiveness of character education in schools and increasing awareness of the importance of rules to students. Rules are rules that need to be followed. Each family has its own set of norms. Everyone in the family must follow the rules. Each rule can be written down and displayed in the living room. The rules set are quite helpful. Everyone learns to be responsible and disciplined (S. Shofia et al., 2023).

The learning media used previously in the learning process in the classroom is less interesting, because teachers only use the media of books, illustrated posters, and blackboards. As for the use of technology-based media in the learning process, it has not been effectively used because teachers rarely use it. Even though there are projectors in schools, teachers do not use them properly to be applied to learning activities in the classroom. Therefore, it is necessary to develop a technology-based learning media to make it easier for teachers to deliver learning to students so that the teaching and learning process in the classroom can be conducive.

Based on the interviews that have been conducted, the teacher said that the low learning activity of students in the classroom, where when the teacher explains the lesson, many students do not focus on the material conveyed by the teacher. In addition, teachers in explaining and delivering subject matter also do not seem to vary, the methods used by educators in the teaching process in the classroom still use the lecture method and are given assignments only.

Therefore, from the explanation of the problem above, the researcher is interested in developing Canva-Based Reading Card learning media to be able to support teachers when carrying out teaching and learning activities in the classroom so that they can attract students' interest. The characteristics of grade II Elementary School in the learning process really need something real and interesting, meaning that the use of this type of visual media can help students. The visual media taken by the researcher is Canva-based Reading Card media. A Reading Card is a word card that is made more attractive into one sentence that is easy to understand (Alawiyah & Rukmi, 2021). In addition, Canva Media can help students receive and understand the lessons that teachers are delivering because they can present a variety of animations, audio, videos, images, graphics, and writing, as well as other interesting elements according to the needs of the

display. Thanks to its attractive appearance, students are able to focus more on the lesson (Jannah et al., 2023). The reading card media made includes sentences arranged according to the material. By compiling the reading card media, students can be directly involved in telling the words they have read.

From several previous studies, there have been those who use reading cards, such as the research conducted by Hardiyanti (2024) stating that the form of Indonesian flashcard media has alphabetic material that can be used by students and can be used as one of the learning media by students in the process of reading learning activities for grade 1 students. Research conducted by Nur & Ana (2023) states that canva application-based reading card learning media is feasible to use and can attract students' attention. This research is important to do because this canva-based reading card is a learning medium that can support the student learning process to be more enthusiastic and can increase students' interest in reading to understand the material I Obey the Rules. Reading cards are a medium that is seen as appropriate in increasing children's interest in reading Daeni (2020). This study aims to develop and describe the validity of canva-based reading card learning media on the rule-compliant material.

METHOD

This research uses qualitative and quantitative methods. The process of making and evaluating educational goods is known as development research in education. The purpose of development research is to create educational products (Fayrus & Slamet, 2022). Starting with needs analysis, then continuing to product development, evaluation, revision, and distribution (Waruwu, 2024). The researcher uses a 4D model to conduct research, which consists of 4 stages, namely: Define, Design, Develop, and Disseminate. The development of this type began in the early 1970s. Development research as a systematic assessment of the design, development and evaluation of learning programs, processes and products must meet the criteria of validity, practicality and effectiveness (Nababan & Aminah, 2020). The choice of the 4D development model is because it is systematic, allows the development of media that suits the learning needs, and ensures effectiveness before it is widely used. However, the 4D Model in this study is only carried out in 3 stages, namely Define, Design, and Develop, where the researcher only conducts product design and development to the product validation stage to experts. This is due to the limited time and conditions when carrying out activities in the field.

The product developed is a canva-based reading card on the material I obey the rules for grade II students in elementary school. The research procedure is as follows:
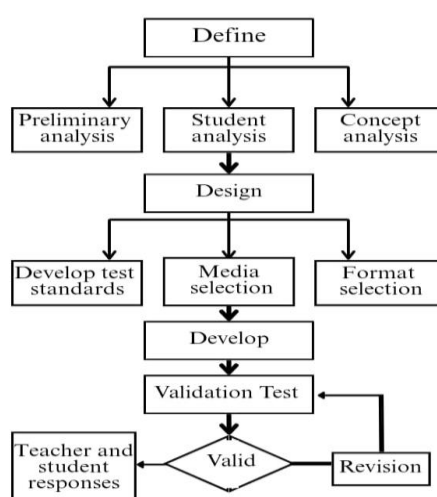

Figure 1. Research Procedure

This research was carried out at SDN 014 Geringging Baru, Sentajo Raya District, Kuantan Singingi Regency, The research time starts from January-May 2025 with the research subjects in this study consisting of 6 validators, teachers and students and using research instruments which include interview sheets and validation sheets. Table 1, Table 2, and table 3 are validation grids carried out by Material Experts, Linguists and Design Experts.

Tabel 1. Material Expert Grid

Indicator	Number
Material Suitability With KD	1. The language used is appropriate and according to the material 2. The use of words that do not contain double meanings / misinterpretations 3. Precision of use 4. Suitability of the use of language with the discussion material and pictures
Material Accuracy	5. Text/writing when the medium is clear and easy to read 6. The language used is according to the thinking level of grade II elementary school students 7. Language used politely 8. The language used is clear and simple 9. The language used has an attraction for students
Material Updates	10. Appropriateness of word/term selection 11. The language used has a standard
	12. The language used uses the right sentence structure and is appropriate 13. The language used has a relationship between the parts 14. The language used is integrated and ordered in the discussion mindset
Serving Techniques	15. Understanding of the message and information conveyed

Source : (Hikmah et al., 2020) modified by researcher

Tabel 2. Material Expert Grid

Indicator	Number
Accuracy When Using Language	1. Material Discussion In accordance with basic competencies 2. Material Discussion In accordance with core competencies 3. The reading card media has discussions and image displays that are in accordance with the indicators and teaching and learning objectives 4. Suitability of the material with the curriculum 5. The weight of the material is sufficient to reach the indicator 6. Accuracy of material concepts
Suitability with student development	7. The material displayed is accurate and correct 8. The learning material in the reading card is according to the characteristics of grade II students 9. Suitability of material with the development of knowledge 10. The material in the reading card is according to the cognitive skills of grade II students
Conformity with language rules	11. Bibliography updates 12. Encourage to search for more information 13. The material in the reading card attracts students to learn 14. Motivate and encourage students to learn 15. The media has a good system of presenting material

Source : (Hikmah et al., 2020) Modified by researchers

Tabel 3. Expert Design Grid

Indicator		Number
Convenience and Simplicity		1. The use of Reading Card media is easy and not difficultTeks
		2. Easy-to-read writing
		3. The practicality of using Reading Card media in the teaching and learning process
		4. Placement of the title of learning activity, sub-title of learning activity
		5. Suitability of the Reading Card material with core competencies, basic competencies, and indicators
		6. The material is presented in order and according to the image when the material is presented
		7. Reading cards can be used by teachers in learning
size		8. The writing presented is clear and not blurry
		9. Suitability of the font size and image size with the content of the Reading Card media
		10. The composition of the size of the layout elements (title, author, illustration, logo, etc.) is proportional and in sync with the layout of the content (pattern)
		11. Image layout and writing
Attractiveness		12. The media design is well organized
		13. The overall theme and illustrations of interesting material discussions
		14. The colors of the layout elements harmonize and clarify the function
		15. Reading cards can reveal the meaning of the learning material

Source : (Hikmah et al., 2020) Modified by researchers

Quantitative Data is a lot of numerical data. The numerical meaning here is the acquisition of scores from validators found from 2 language experts, 2 material experts and 2 design experts. The assessment scale for the canva-based reading card media developed is Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1). The formula used by the researcher to process data from (Lestari et al., 2020) is as follows:

$$P = \frac{S}{N} \times 100\%$$

From the value of the feasibility percentage obtained, the researcher will then determine the criteria for the validity of the product with details in the table as follows:

No.	Validity Criteria	Validity Level
1	85,01% - 100%	Very valid, or can be used without revision
2	70,01% - 85%	Valid enough, or usable but needs revision.
3	50,01% - 70%	Invalid, it is recommended not to be used because it needs a major revision
4	01,00% - 50%	Invalid or unusable

Source : (Zetriuslita et al., 2022)

Student response analysis using a questionnaire given to students with the aim of finding out students' responses to the canva-based reading card learning media developed by the researcher. The measurement scale used to analyze student responses is the Guttmen Scale. The Gutmen scale is obtained from firm answers, namely "YES" and "No". The formula for calculating the results of the student response questionnaire is as follows (Asih & Muslim, 2023).

$$P = \frac{f}{N} \times 100\%$$

No.	Percentage	Criterion
1	0-20	Not Interesting
2	21-40	Less Attractive
3	41-60	Enough
4	61-80	Pull
5	81-100	Very Interesting

Source : (Asih & Muslim, 2023)

RESULTS AND DISCUSSION

The results of the development of learning media in the form of canva-based reading cards on the material I obey the rules by using a 4D model during the development process. The development is based on the stages taken from the 4D model, namely Define, Design and Develop.

Define

At this definition stage, the aim is to analyze or collect information and data needs in learning related to a product to be developed. The problem found by teachers is that it is still difficult to explain the material at school in the learning of Pancasila Education related to the material I Obey the Rules (Family Rules) because based on the results of interviews and observations made by teachers in the learning process, they still use lecture and assignment methods only so that students are less interested in the material that is presented. Therefore, the idea emerged to develop reading card media to attract students' attention to increase students' interest in learning. The meter that students need in understanding more is the Pancasila Education material, so it is necessary to analyze the suitability of the sub-material with the media of the reading card material I Obey the Rules, so as to know the outline of the material that will be given in the learning media.

Desain

This planning stage helps in determining and explaining the needs and gathering information related to the things that will be developed in the products to be made. After the definition stage is carried out through several steps, the second stage is the Design stage, where the researcher creates a reading card media that matches the characteristics of grade II students, namely the Canva-Based Reading Card Media on the Material I Obey the Rules. The reading card media is designed based on the results of the analysis of the specifications of learning objectives, conformity with KD, conformity with competency achievement indicators and student analysis. The selection of media must be based on increasing the use of teaching materials in the learning process. The selection of reading cards can be in accordance with the characteristics of students because the media can facilitate the reading learning process of students, be in accordance with students' cognitive development and can increase students' interest in learning. The design of learning media, the selection of tactics, techniques, and learning resources in the teaching materials are all formulated using the format chosen in the creation of learning tools. The image below is some of the reading card designs developed by the researcher.
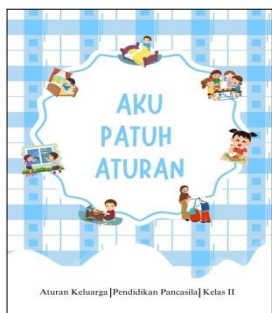

Figure 2. Cover

Figure 3. Content

Figure 4. Content

The choice of fonts, colors and elements on the cover is adjusted to the characteristics of the students by displaying several elements to make it easier to understand the content of the reading card. The design used in this reading card uses the selection of several different backgrounds so that it gives an interesting impression to read. The cartoon animation presented is an important point to clarify the material presented.

Development

Development research is a research method used to validate and develop products. This stage includes converting a design into a product, its validity, and the manufacture of a final product that meets the required requirements. This development stage is the stage to develop the canva-based reading card media that is designed. Then the researcher validated material, language and design experts to provide input, suggestions and improvements to the reading cards developed through a validation questionnaire that had been created by the researcher. There are several revisions made by the validator, namely 1) on the cover of the title writing which is 14pt to 16pt; 2) on the 13th and 14th sheets the title narrative is made into a question sentence; 3) In the caption of the picture which was originally 12pt in font size to 16pt so that it is easy for students to read. The following are the results of Canva-based reading card repairs carried out by researchers.

Figure 5. Revised Media

In testing the validity of canva-based reading card media, 2 material experts, 2 linguists and 2 design experts were carried out. Next, look at the responses of teachers and students using questionnaires. According to material experts, the language and design of canva-based reading card media as a whole get good comments, the compatibility between fonts, the color suitability, and the suitability of the material that is already good. This is in accordance with the opinion Yusmaniar (2024) In the media, color is very important to provide contrast so that children can easily understand it. After analysis with the following quantitative method, the following table of the results of the canva-based reading card media validation.

Table 1. Material Expert Validation Results

Validator	Empirical Score	Maximum score	Persentase	Criterion
Validator 1	60	60	100%	Very Valid
Validator 2	59	60	98%	Very Valid
Average			99%	Very Valid

Based on the results of the expert validation of the material, it shows that validator 1 shows a percentage of 100% with very valid criteria and validator 2 shows a percentage of 98 with very valid criteria, so the researcher does not proceed to the 2nd validation test because it is in accordance with the expected criteria.

Table 2. Linguist Validation Results

Validator	Empirical Score	Maximum score	Persentase	Criterion
Validator 1	54	60	90%	Very Valid
Validator 2	58	60	96%	Very Valid
Average			93%	Very Valid

Based on the results of the validation of linguists, it shows that validator 1 shows a percentage of 90% with very valid criteria and validator 2 shows a percentage of 96% with very valid criteria, so the researcher does not proceed to the 2nd validation test because it is in accordance with the expected criteria.

Table 3. Validation Results of 1 Design Expert

Validator	Validasi 1				Validasi 2			
	Empirical Score	Maximum score	Persentase	Criterion	Skor Empiris	Maximum score	Persesntase	Criterion
Validator 1	58	60	96%	Very Valid	58	60	96%	Very Valid
Validator 2	48	60	80%	Valid	56	60	93%	Very Valid
Average			88%	Very Valid			94%	Very Valid

Based on the results of the validation of the Design expert, it shows that validation 1 on validator 1 shows a percentage of 96% with very valid criteria and validator 2 shows a percentage of 80% with valid criteria, then the researcher proceeds to the 2nd validation. The results of Validation 2 show that validator 1 with a percentage of 96% of the criteria is very valid and validator 2 with a percentage of 93% of the criteria is very valid, then the design validation is in accordance with the expected criteria with an average of 94%.

Tabel 4. Aspects of the entire material, language and design validation results

No	Expert Validators	Persentase	Criterion
1	Materi	99%	Very Valid
2	Bahasa	93%	Very Valid
3	Desain	91%	Very Valid
Average		95%	Very Valid

Based on the results of the validation of the material experts showed an average of 99% with very valid criteria, the results of the validation of linguists showed an average of 93% with very valid criteria, then the results of the validation of the design experts showed an average of 91% with very valid criteria. So that from the results of the validation, a percentage has been obtained according to the desired characteristics, so there is no more validation because the reading card media can be used without revision. After validating the expert, the researcher wanted to see the students' responses and teachers' responses to the Canva-based reading card media by filling out a questionnaire.

Tabel 5. Results of the Student and Teacher Response Questionnaire

Student Response				Teacher's Response			
Empirical Score	Maximum score	Persentase	Criterion	Skor Empiris	Maximum score	Persentase	Criterion
118	120	98%	Very Interesting	56	60	98	Very Interesting

A student questionnaire sheet containing 10 questions that have been filled out by 12 students in grade II of SD Negeri 014 Geringging Baru which resulted in a percentage score of 98% with the Very Interesting criteria. In the teacher's response, 1 teacher who produced a percentage of 93% with very interesting criteria. From the results of the questionnaire, student and teacher responses can show that this canva-based reading card media is very interesting to improve learning in the classroom.

Discussion

The assessment of the canva reading card developed was carried out by a reading card validation test. The validation or feasibility assessment of canva-based reading cards is carried out by 2 validators of material experts, 2 linguists and 2 design experts. The assessment of all validators was analyzed so that the feasibility of the reading card developed by the researcher could be known. Based on the results of the validation test, it can be concluded that canva-based reading cards on the I Obey the Rules material are worth using and the reading cards can increase the reading interest of grade II students in the I Obey the Rules material.

This research is supported by a previous researcher conducted by Nur & Ana (2023) entitled The Development of Canva Application-Based Picture Card Media on the Material of the Proclamation of Independence Class V at SDN 1 Bono Tulungagung stated that Based on the results of the assessment from the validators, namely: the validation results from media experts I obtained 88.72% declared in the very good category. The results of the validation of media experts II obtained 79.97% declared in the good category. The results of the validation of material experts obtained 96.1% with the very good category. The application of picture card media was also obtained from the student response questionnaire to the learning media developed by the researcher with a percentage of 89.73% with the very good category, which means that the Canva application-based picture card learning media received a positive response because the media attracted students' attention. It can be concluded that this canva-based reading card is good for teaching elementary school students on the subject of Pancasila education.

The use of media that is in accordance with student characteristics can encourage students' interest in learning (Hae et al., 2021). Youngsters can better comprehend the connection between visuals and tales, which might inspire their imaginations (Agusriani & Ramadan, 2024). The use of learning media can transform learning from a passive process into an engaging experience for students (Netri & Ramadan, 2023).

CONCLUSIONS AND RECOMMENDATION

The product produced from this research is a canva-based reading card media on the material I obey the rules for grade II students in elementary school. With the development of this reading card media, students at school become very interested in the material delivered by teachers in class. Reading Cards make it easier to deliver material so that it is more understood. This research is expected to be an interesting teaching material and can be used by elementary schools. The validity of the Canva-based Reading Card card was declared very valid based on the validation results of material experts, linguists and design experts. With the media of reading cards developed by researchers, they can be used as teaching materials and references for teachers in carrying out the learning process.

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