Exploring Creativity in Teaching and Learning with *Canva* Graphic Design in the context of Madrasah Ibtidaiyah: A Case Study on Animal Movement and Locomotion

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Abstrak

Penelitian ini didorong oleh kebutuhan untuk mengembangkan media pembelajaran yang lebih menarik dan berfokus konseptual tentang gerakan dan locomotion hewan. Tujuan dari penelitian ini adalah untuk mengeksplorasi penggunaan kualitatif platform desain grafis Canva dalam konteks mengajar dan belajar tentang Gerakan dan Locomotion Hewan. Metode penelitian kualitatif digunakan, melibatkan wawancara mendalam dengan guru dan perwakilan siswa kelas lima, serta observasi kelas di MSI 12 Pabean Kota Pekalongan, di mana Canva diintegrasikan dalam proses pembelajaran. Temuan menunjukkan bahwa Canva memberikan fleksibilitas dalam membuat konten pembelajaran yang kreatif dan menarik secara visual. Baik guru maupun siswa merespons positif terhadap penggunaan Canva, yang membantu meningkatkan daya tarik dan pemahaman materi gerakan dan locomotion hewan. Temuan ini menggarisbawahi potensi Canva sebagai alat yang efektif untuk menciptakan pengalaman belajar yang lebih interaktif dan menarik, sehingga meningkatkan keterlibatan siswa dalam studi gerakan dan locomotion hewan. Penelitian ini memberikan wawasan tentang penggunaan teknologi desain grafis dalam konteks pendidikan yang secara khusus berfokus pada pembelajaran tentang gerakan dan locomotion hewan.

Keywords: *Media pembelajaran Canva, pembelajaran interaktif, gerakan dan locomotion, inovasi*

Abstract

This research is driven by the need to develop more engaging and conceptually focused learning media concerning animal movement and locomotion. The objective of this study is to explore the qualitative use of the Canva graphic design platform within the context of teaching and learning about Animal Movement and Locomotion. Qualitative research methods were employed, involving in-depth interviews with teachers and representatives of fifth-grade students, as well as classroom observations at MSI 12 Pabean Kota Pekalongan, where Canva was incorporated into the learning process. The findings indicate that Canva provides flexibility in creating creative and visually appealing learning content. Both teachers and students responded positively to the utilization of Canva, which aided in enhancing the attractiveness and comprehension of the animal movement and locomotion materials. These findings underscore Canva's potential as an effective tool for creating more interactive and engaging learning experiences, thereby fostering increased student engagement in the study of animal movement and locomotion. This research sheds light on the use of graphic design technology in an educational context specifically focused on learning about animal movement and locomotion.

Keywords: *Canva learning media, interactive learning, movement and locomotion, innovation*

INTRODUCTION

The quality of education in Madrasah Ibtidaiyah has become increasingly vital in the face of technological advancements and evolving learning needs. In this digital era, changes in teaching methodologies and the incorporation of technology have become

imperative to ensure education remains relevant and effective (Sugrah, 2020). Hence, concerted efforts are required to integrate technology into the educational process, aligning it with contemporary demands and equipping students with pertinent skills.

Constructivism theory offers a pertinent framework to explore this issue. According to this theory, learning is a process where students construct knowledge through their interactions with information and experiences (Suparlan, 2019). In this context, teachers act as facilitators, aiding students in building their own understanding. The constructivist approach regards students as primary actors in their learning process, engaging them actively in exploring, formulating, and integrating new knowledge into their existing cognitive framework (Supardan, 2016). Therefore, interactive approaches and the integration of technology into education align seamlessly with the principles of constructivism. When students are actively involved in exploration and creativity, they are more likely to comprehend and retain the learning material.

In this digital age, technology serves as a potent tool to support the constructivist approach in education. Applications like Canva provide students with opportunities to create content and actively participate in their learning process. They can design learning materials, collaborate with peers, and develop profound understandings (Rismayani, 2022). Consequently, the use of technology such as Canva is not merely about providing tools; it empowers students to construct their knowledge, aligning with the principles of constructivism.

Several previous studies have shown that interactive learning approaches utilizing technology can enhance student understanding and engagement. This approach, often termed "interactive learning," enables students to actively participate in the teaching and learning process with innovative technological support. In this context, it is crucial to identify technological solutions that can facilitate more interactive and effective learning in Madrasah Ibtidaiyah.

Relevant research findings indicate that the use of Canva as a learning application has been effective in enhancing the quality of education at the primary school level. The first study by Wulandari et al. emphasizes Canva's use as a learning medium for the science subject in primary schools. The study, employing a literature review methodology, notes that Canva facilitates teachers in creating engaging learning materials, especially for abstract subjects like science (Wulandari et al., 2022). This aligns with the findings that interactive and technological learning approaches can enhance student understanding.

The second study by Ampa, focusing on developing audio-visual learning media based on Canva, also yielded positive outcomes. Following the product development stages, experts and students evaluated this learning media, deeming it highly suitable for use in pilot schools. Field tests indicated enhanced student learning outcomes, with the media proving effective for both online and offline learning environments (Ampa, 2020). These findings affirm that technological solutions like Canva can produce

interactive and effective learning media, aligning with the previously proven efficacy of interactive learning approaches in earlier research. Thus, this research strengthens previous findings supporting the use of Canva technology to enhance the quality of education in Madrasah Ibtidaiyah. Implementing Canva in teaching science and developing audio-visual learning media based on Canva promotes interactivity and effectiveness in learning, providing a relevant technological solution to enhance student understanding and engagement at this level.

However, an analysis of existing literature reveals a gap in utilizing innovative learning tools such as the Canva graphic design platform in Madrasah Ibtidaiyah. There is substantial untapped potential in the use of this graphic design technology within the context of primary education. By addressing this gap, this research aims to identify ways to optimize Canva as an engaging and effective learning tool.

Currently, research regarding Canva's application in teaching animal movement and locomotion in Madrasah Ibtidaiyah is limited. Therefore, this study aims to fill this knowledge gap and provide a novel contribution to technology-based learning at the primary education level. Through this research, a deeper understanding can be gained of how graphic design technology like Canva can be effectively applied in Madrasah Ibtidaiyah's educational context.

This study is considered innovative and novel as it explores the use of Canva specifically in the context of Madrasah Ibtidaiyah, with a specific focus on teaching animal movement and locomotion. This represents the novelty of this research in integrating graphic design technology into the traditional learning curriculum. Consequently, this study can provide fresh insights into how technology can have a positive impact on primary education. In the existing context, this research aims to explore and evaluate Canva's graphic design platform's usage in enhancing the effectiveness of teaching animal movement and locomotion in Madrasah Ibtidaiyah. This study also aims to identify the impact of Canva's use on student engagement and understanding of the subject matter. "Student engagement" here refers to active student participation in the learning process, while "subject matter understanding" pertains to students' comprehension level regarding the concepts of animal movement and locomotion. Thus, this research aims to comprehensively understand how Canva's use can enrich students' learning experiences in Madrasah Ibtidaiyah.

METHODS

This study employs a qualitative approach with a case study design. The research subjects consist of teachers and fifth-grade students at MSI 12 Pabean Kota Pekalongan actively utilizing Canva in their learning processes. Data collection involves in-depth interviews with the fifth-grade teacher, Failasufa, S.Pd., and representatives from the fifth-grade students, along with classroom observations to observe the use of Canva in teaching. Data analysis is conducted using content analysis methodology. The research's validity will be assessed through support from relevant scientific articles and confirmation with key informants. This research was conducted at MSI 12 Pabean Kota Pekalongan from July to August 2023, aligning with the school's

academic schedule.

RESULTS AND DISCUSSION

Result

Table 1. Result

Aspects	Findings
The use of Canva	Canva is utilized as an effective learning aid.
	Canva supports the principles of constructivism in education.
	Canva actively facilitates the process of students' knowledge construction.
	Teachers can easily incorporate visual elements such as images and graphics.
	Canva's templates simplify the creation of creative learning materials.
	Canva supports the development of interactive learning content.
	Canva boasts a user-friendly interface.
The Effectiveness of Canva	Canva is effective in enhancing students' understanding of animal movement material.
	Visualizations presented through Canva aid students' comprehension.
	The use of Canva makes learning more engaging and interactive.
	Canva can be utilized to create interactive learning experiences
Perceptions of Teachers and Students	Teachers have positive perceptions of Canva as a learning tool.
	Teachers find Canva easy to use and beneficial in teaching.
	Students perceive Canva as an effective tool that enhances their understanding.
Student Engagement	Canva promotes active student engagement in learning.
	Students are actively involved in designing visual learning content.
	Students can collaborate in learning using Canva.
	Students feel more enthusiastic and focused in their learning with Canva.

Discussion

The Use of Canva as a Learning Media

Canva is utilized as an effective educational tool that aligns with the principles of constructivism in education. Constructivism emphasizes that students construct their own knowledge through active interaction with information and experiences (Supardan, 2016). In this regard, Canva facilitates the process of students' knowledge construction by granting them a more active role in learning.

Canva offers a variety of features that support the creation of engaging learning content, in line with constructivist principles. From the interviews, it is concluded that teachers can easily incorporate visual elements such as images, charts, and icons into their designs. The available templates simplify the creation of creative learning

materials that align with the curriculum, enabling students to interact actively with the learning content. In the context of animal movement learning, teachers use Canva to create infographics visualizing various types of animal movements. This aids students in understanding differences between walking, running, jumping, and swimming. Students can actively participate in designing and interpreting this visual content, aligning with the constructivist concept.

Canva allows teachers to customize learning content according to their teaching needs and constructivist principles. They can change colors, modify layouts, and adjust designs overall to create relevant and engaging materials for students (Qisthiano & Pramana, 2023). Canva can also be used to create interactive learning experiences where students can actively engage in formulating their own understanding (Widayanti et al., 2021). Known for its user-friendly interface, Canva enables teachers and students to seamlessly integrate this platform into their learning (Zettira et al., 2022). This supports the constructivist principles where students are actively involved in their learning process.

By integrating constructivist theory into the discussion of Canva's use as a learning media, learning becomes more interactive, student-centered, and supportive of deep knowledge construction processes. This aligns with the goals of enhancing student engagement and understanding of the material.

The Effectiveness of Canva in Enhancing Learning about Animal Movement

The use of Canva as an educational tool in the context of animal movement learning at MSI 12 Pabean Kota Pekalongan has had a positive impact on students' understanding of this topic. The following discussion presents the research findings based on interviews and observations, supported by relevant studies:

The first study by Analicia et al. investigated the creation of visual learning media using Canva for the topic of the human skeletal system. The research noted that the use of Canva in learning exhibits high levels of validity and practicality (Analicia & Yogica, 2021). This aligns with the current study's findings that Canva is effective in enhancing students' understanding of animal movement concepts. In complex topics like animal movement, visualization plays a crucial role, and Canva enables teachers to create infographics, diagrams, and visual illustrations that clarify these concepts.

The second study by Hayati explored the use of Canva in creating instructional videos in mathematics. Although the subjects differ, the concept of using Canva to create innovative and creative learning is applicable more broadly (Faridah Hayati, 2020). This also aligns with the researchers' findings that students positively respond to visual elements presented through Canva, enhancing their engagement in learning. In the context of animal movement, this innovative approach can help students understand movement concepts in an interesting and memorable manner.

These research findings are also supported by prior relevant studies (Ampa, 2020; Wulandari et al., 2022), which identified the use of interactive learning technologies like Canva as effective factors in improving student understanding. These

findings support the researchers' argument that Canva can be effectively used to enhance students' understanding of animal movement concepts.

Beyond visualization, Canva also allows the development of interactive content. Teachers can create activities in Canva that require students to add annotations or explain images related to animal movement. This encourages active student participation in learning, aligning with constructivist principles. Canva not only creates more engaging learning experiences but also aligns more closely with the principles of student involvement in the active construction of their own knowledge.

Thus, the use of Canva in teaching animal movement concepts at MSI 12 Pabean Kota Pekalongan not only positively impacts students' understanding but also supports constructivist principles in education.

Perceptions of Teachers and Students

Teachers' perspectives on the use of Canva in teaching animal movement concepts at MSI 12 Pabean are crucial factors in evaluating the effectiveness of this tool. The Technology Acceptance Theory explains that teachers' perceptions of the ease of use and benefits of technology will influence its acceptance and utilization (Yulianto, 2011). Therefore, the researcher conducted interviews with fifth-grade teachers at MSI 12 Pabean to understand their perceptions of Canva.

The interview results with teachers showed that, overall, teachers have a positive perception of using Canva as an instructional aid. They find Canva to be a user-friendly platform, providing various features that support the creation of engaging learning content. Teachers view Canva as a tool that helps them create more visual and interactive learning materials, aligning with constructivist principles.

Teachers also believe that Canva facilitates clear visualization of concepts related to animal movement for students. They find Canva's ability to create infographics, diagrams, and visual illustrations highly beneficial in facilitating students' understanding. In the teachers' view, Canva has transformed their teaching methods and assisted students in better grasping animal movement concepts.

Furthermore, the researcher also interviewed students who were involved in using Canva as an instructional tool. The Technology Acceptance Theory also applies to students' perceptions of technology use in learning (Saputra, 2019). These interviews provided insights into how students respond to the use of Canva in learning about animal movement.

The interviewed students expressed that they consider Canva an effective tool that enhances their understanding of animal movement concepts. They responded positively to the visual elements presented through Canva, such as infographics, diagrams, and visual illustrations. Students believed these visualizations helped them better understand animal movement concepts. Additionally, students also evaluated Canva as making learning more engaging and interactive. They felt more involved in the learning process when teachers used Canva to teach animal movement concepts. Students recognized that Canva allows them to actively participate in activities such as

adding annotations or explaining images related to animal movement.

The conclusion drawn from the perceptions of teachers and students at MSI 12 Pabean is that Canva is well-received as an instructional aid in the context of teaching animal movement concepts. Their positive views on the ease of use and benefits of Canva reflect a positive technology acceptance, in line with the Technology Acceptance Theory. Thus, these perceptions support the effectiveness of Canva in enhancing their learning experiences.

Student Engagement

The involvement of students in using Canva as an instructional tool at MSI 12 Pabean is a crucial aspect that requires in-depth evaluation. Constructivism theory, reinforced by this research, emphasizes the active role of students in constructing their own knowledge through meaningful interactions with learning materials (Piaget dalam Masgumelar & Mustafa, 2021). The use of Canva in the context of teaching animal movement at Madrasah Ibtidaiyah has provided a golden opportunity for students to actively engage in their learning process.

In the use of Canva, students are not just passive recipients of information; they also serve as creators of their own learning content. They can design, formulate, and integrate new knowledge into their understanding through the creation of visual content. This creates a learning environment aligned with the principles of active learning.

Moreover, the use of Canva enables students to collaborate in their learning. They can work together in designing content, provide feedback to each other, and learn through social interaction (Vygotsky dalam Suardipa, 2020). This supports the development of students' social skills alongside enhancing their understanding of the subject matter.

The results from interviews and observations conducted at MSI 12 Pabean also indicate that the use of Canva has encouraged students to be more active in their learning. During the learning process using Canva, students appeared more enthusiastic and focused on exploring animal movement concepts. They felt they made significant contributions to designing and developing visual learning content.

Therefore, the use of Canva in teaching animal movement at MSI 12 Pabean creates unique opportunities for students to be active, creative, and fully engaged in the learning process. This aligns with the principles of constructivist and active learning, where students play a central role in constructing their own knowledge through meaningful learning experiences. In other words, the use of Canva not only positively contributes to students' understanding of animal movement concepts but also significantly enhances their engagement in their learning.

CONCLUSION

The use of Canva as a teaching aid in the topic of animal movement at MSI 12 Pabean Kota Pekalongan has yielded positive impacts. This research reveals that Canva

supports the principles of constructivism by facilitating students' active role in constructing their own knowledge. Both teachers and students welcomed the use of Canva, with positive perceptions regarding its user-friendliness and benefits. Canva is effective in enhancing students' understanding and promoting active engagement in learning. Thus, Canva proves to be a potential tool for enriching the learning experience in the field of animal movement and supporting constructivist learning principles.

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