



The Implementation of Application-Based Learning Media Canva in Increasing Students' Interest of Class VIII Christian Religious Learning at Marisi Medan Private Middle School

Widi L. Siringoringo¹, Bangun Munthe^{1*}, Bangun¹

¹Universitas HKBP Nommensen Medan, Indonesia

Corresponding Author  bangunmunthe@uhn.ac.id

ABSTRACT

The purpose of this research is to see how the implementation of learning media based on the Canva application increases students' interest in learning in Christian religious learning in Class VIII SMP Marisi Medan with a total of 26 people. This research uses a descriptive method, while the data analysis carried out by hypothesis research is product moment person correlation and the data collection tool is a questionnaire. From the test results, a correlation (r) of 0.63 was obtained with a determination test of 39.69% and to determine whether the correlation coefficient was significant at the real level (α) = 0.05 then a "t" test was conducted with the testing criteria if t_{count} obtained from the calculation is greater ($>$) than t_{table} at a significance level of 1-0.05 with $dk = n - 2$ then the hypothesis is accepted and in other cases it is rejected. From the test results obtained $t_{count} > t_{table}$ ($3.98 > 1.71$), then the hypothesis is accepted. Thus, a significant relationship can be found between the implementation of learning media based on the Canva application in increasing students' interest in learning in class VIII Christian religious education subjects at Marisi Medan Private Middle School.

Keywords: *Canva Learning Media, Learning Interests, Canva Learning Media, Learning Interests*

ARTICLE INFO

Article history:

Received

February

June 12, 2024

Revised

September 21,

2024

Accepted

Ocotober 11,

2024

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

Education is an educational process to humanize humans at a better, more advanced, valuable and more civilized level (Tanduklangi, 2020). In the midst of very rapid developments, quality education is very important in supporting a nation's competitiveness. However, at this time, especially in education, it is hoped that we will make the best use of technology, for this reason Indonesian educational institutions are starting to reorganize the curriculum to improve the quality of education in Indonesia (Alifah, 2021). The curriculum currently established is the "Independent Curriculum" which gives educators the freedom to create quality learning according to their needs and learning environment, one of which is by using technology.

The goal of Indonesian education today is how to create young people who understand the knowledge being taught, not just be good at remembering information. In this case, the use of media in the learning process is very necessary to attract students' attention and make learning activities more interesting and effective. The use of media must really help learning activities.

Media is anything that is used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, attention and interests of students in such a way that the learning process occurs (Andriani et al., 2024; Wijaya, A., & Salis, 2022; Laili et al., 2022). Learning media are tools that teachers can use to communicate ideas or facts to students in order to speed up the learning process (Siregar et al., 2023). Learning media is one of the tools used by educators so that learning activities take place effectively (Aini et al., 2024; Buaja et al., 2024; Rizky et al., 2024; Khotimah et al., 2024).

In the contemporary educational landscape, the integration of various forms of learning media has transformed traditional teaching methods, making them more dynamic and interactive. This transformation not only enhances the learning experience but also caters to the diverse needs of learners, ultimately leading to improved educational outcomes (Putri et al., 2024; Budiarti et al., 2024; Safitri et al., 2024). To begin with, it is crucial to understand the various types of learning media available today. These can range from traditional tools such as textbooks and chalkboards to modern digital resources like interactive whiteboards, educational software, and online platforms. Each type of media serves a unique purpose and can be used to address different learning styles. For instance, visual learners often benefit from diagrams and videos, while auditory learners may find podcasts and discussions more effective. By incorporating a variety of media into the learning environment, teachers can create a more inclusive atmosphere that supports all students.

Canva is one of the many applications that teachers can use in creating learning media. *Canva* create online design applications, which provide a variety of graphics consisting of: presentations, posters, pamphlets, graphics, banners, invitation cards, photo editing and Facebook covers (Lailni Roma et al., 2023). The features that will be used by the author are presentations, posters and brochures. According to Titik Triwidodo (Sulistiyowati SMP Negeri, 2018). The meaning of presentation is a form of oral report regarding a certain fact to the communicant. According to Sanjaya, (Yusandika et al., 2018) said that posters are a medium used to convey certain information, suggestions, ideas so that they can stimulate the desire of those who see them to carry out the contents of the message.

A brochure is a medium for repackaging information in printed form which contains some information related to a product or service that can persuade and influence readers. So that through brochures, readers can easily understand what information is contained in the brochure because the packaging is very practical and economical (Nafiah & Jumino, 2019). Use of application learning media *canva* Very useful in creating interesting lessons with designs from the templates available in Canva. Teachers and students can create creative and interesting work because the features in the Canva application are often also used for the learning process, namely the various interesting templates in the application. One of the template features contained in the application *canva* namely presentations, where this application provides many unique and funny presentation templates, thereby increasing the desire and interest to use them in the learning process.

Christian Religious Education (PAK) is teaching and education that is based on the Bible, centered on Christ and depends on the holy spirit that guides each individual at all levels of development through current teaching towards the introduction and experience of God's plan and will through Christ in every aspect life, and fulfill it for efficient service, which is centered on Christ the Great Teacher (Tanduklangi, 2020). The teaching of the gospel is a presentation of the truth and Christian life, both through

words and deeds, so that people will accept it and believe in Jesus Christ as Lord and Savior. For this reason, religious teachers must be able to witness God's Word through their own lives so that it becomes a plus point that attracts students' attention.

Based on the author's observations, when carrying out PPL (Practical Field Experience) at Marisi Medan Private Middle School in class VIII, students' interest in learning when participating in the Christian Religious Education learning process was still relatively low, because based on the researcher's observations of students' attitudes

Interest is a feeling of preference and attachment to a thing or activity, without anyone telling you to. In line with that, interest means a high or great tendency and enthusiasm for something (Widiati et al., 2022). Indicators of interest in learning according to Safari in (Friantini & Winata, 2019) are: 1) feeling of enjoyment, 2) student interest in learning, 3) student attention in learning. Fernando (2023) Students' interest in learning in PAK subjects is very important because apart from being active in learning activities, students are also required to actively know or be able to have the character that God desires that is real in life. Students as God's creation are also expected to be able to become salt and light in the world. Alexandra (2023) the influence of learning methods on students' interest in learning in Class VIII SMP N 10 Medan with various aspects, namely: positive interdependence in the group will have a positive influence on students' interest in learning, individual responsibility in the group will have a positive influence on interest in learning students, face-to-face meetings in groups will have a positive influence on students' interest in learning, communication between groups will have a positive influence on students' interest in learning, and process evaluation in groups will have a positive influence on students' interest in learning.

Based on the description above, it can be concluded that it is necessary to implement learning media based on the Canva application to increase students' interest in learning. For this reason, the researcher intends to conduct research on the title "Implementation of Application-Based Learning Media *Canva* in Increasing Students' Interest in Learning in Christian Religious Learning at Marisi Medan Private Middle School"

METHOD

Types and Research Design

The type of research method is closely related to the method used in the research. The type of research that will be used in this research is quantitative research with descriptive methods. Descriptive quantitative research method is a method of researching the case of a group of people, a system of thought, or a class of events in the present which aims to create a systematic, factual, accurate description, picture or painting of the facts, characteristics and relationships between phenomena. being investigated.

Quantitative research method is a research method that uses data, namely numbers, with added emphasis on measuring objective results accompanied by statistical analysis. The numbers used in statistical analysis come from an objective scale of measurement of units of analysis called variables (Balaka, 2022).

Research Location and Time

The location of this research was at Marisi Medan Private Middle School on Jl. Sinumba teacher, Medan-Helvetia in the even semester of the 2023/2024 academic year. The reasons for choosing a research location are:

1. The research location is where the author carries out Field Experience Practice (PPL). In this way, more or less writers from schools already know the situation, especially in Christian religion lessons, so it will be easier to get accurate data.
2. Access to the research location is easy to achieve, so research can be carried out smoothly.

C. Population and Sample

1. Research Population

The population in research is very important, because it is a source of information. Population is all elements in research including objects and subjects with certain characteristics and characteristics. So a population is all members of a group of humans, animals, events or objects who live together in a place in a planned manner and become the target for conclusions from the final results of a study.

Table 1

State of Student Population at HKBP Nommensen University Medan Stambuk Christian Religious Education Study Program 2021

No.	Class	Gender		Amount
		Man	Woman	
1	VIII	14	12	28
	Total	14	12	28

2. Sample

A sample is simply defined as a part of the population that is the actual source of data in a study. In other words, the sample is a portion of the population to represent the entire population. Sampling techniques are very necessary in research because they are used to determine which members of the population are to be sampled.

Based on the opinion above, because the number of class VIII students at Marisi Medan Private Middle School is 28 people, the population directly becomes a sample of 28 people.

D. Variables and Operational Definitions

1. Research Variables

Research variables are an attribute, value or nature of a research object that has certain variations between one object and another (Wambar et al., 2015)

According to Sugiyono (Nurul Laili, 2019) a research variable is basically anything in the form of anything that is determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn.

The variables in this research consist of two variables, namely as follows:

a. Independent variable (*Independent variable*)

Independent variables are variables that influence or are the cause of changes or emergence of related variables (Hikmah, 2020)

b. Dependent variable (*Dependent variable*)

The dependent variable is a variable that is influenced or becomes a consequence, because of the existence of the independent variable (Hikmah, 2020).

2. Operational Definition

Operational definitions are instructions for how a variable is measured. Looking at the operational definition of research, a researcher will be able to know the

variable to be studied (Kuswandini, 2018). The research in this final paper is entitled "Implementation of Learning Media Based on the Canva Application in Increasing Students' Interest in Learning about Christian Religion."

B. Research Instrument

In the field of education, a common data collection technique is to use instruments. In conducting research data is the main purpose to be collected by using instruments.

A questionnaire is an information gathering technique which usually takes the form of questions to enable the analyst to study the attitudes, beliefs, behavior and characteristics of a person or group.

The type of questionnaire used is a closed questionnaire that uses a scale *Likert*. Scale *Likert* used to measure the attitudes, opinions and perceptions a person or group of people feel about a particular social phenomenon.

H. Data Analysis Techniques

The technique applied to process research data is quantitative data analysis. The data collected is presented in quantitative form based on a Likert scale. Data analysis was carried out using descriptive and inferential techniques to obtain conclusions through statistical analysis. Next, to test the hypothesis whether it is accepted or not, a data normality test is carried out. If the data is proven to be normal, then proceed with the correlation test and hypothesis test.

1. Special Data Analysis About Questionnaires

After the questionnaire data has been completely collected, the data is then processed using the following steps:

a. Add up the choices of each respondent based on the weight of each choice. The results obtained are the total score of a variable. The variable score for each respondent is determined using the formula:

$$X = scf$$

Information:

X = A variable for each respondent

SC = Total score of a variable

F = Frequency (number of questions)

b. Determine value classification/response classification

Table 8. Classification of Values / Classification of Responses to Using Learning Media Based on the Canva Application (X)

Value Classification	Response Classification
2,34 - 3,00	Very influential
1,67 - 2,33	Influential
1,00 - 1,66	Less influential

RESULTS AND DISCUSSION

A. Research Findings

From the results of data calculations and hypotheses, research findings can be found that:

1. After carrying out a data normality test on data X and data Y as one of the requirements for the following data analysis, it turns out that data X and data Y each have a normal distribution. Data normality testing has been carried out using the Chi Square formula (X^2) table with real level = 0.05 namely:
 - a. For data X (learning media based on the Canva application) $X^2_{count} = -4572.2$ whereas $X^2_{table} = 7.81$ (in attachment 19). This means that data X (learning media based on the Canva application) is in a normal distribution or data X comes from a normally distributed sample.
 - b. For Y data (student learning interest) $Y^2_{count} = -19.382$ whereas $Y^2_{table} = 7.81$ means that the Y data (student learning interest) is in a normal distribution or the Y data comes from a normally distributed sample.

B. Hypothesis Testing Data Analysis

1. Correlation Coefficient

The results obtained from the correlation coefficient are 0.63, which means that the implementation of learning media based on the Canva application to increase students' interest in learning in class VIII Christian religious education subjects at Marisi Medan Private Middle School, then the hypothesis is accepted.

2. Significant Correlation Test

After carrying out the calculations, the value is obtained $t_{count} = 3,98 > t_{table} = 1.71$, which means that there is a good relationship between the implementation of learning media based on the teacher's Canva application and students' interest in learning in class VIII Christian religious education subjects at Marisi Medan Private Middle School, there is and is significant.

3. Coefficient of Determination Test

The implementation of learning media based on the Canva application has a 39.69% influence on students' interest in learning in class VIII of Marisi Medan Private Middle School. This relationship is found by the coefficient of determination. This means that the higher the integrity of variable X, the higher the influence on variable X, the higher the influence on variable Y.

4. Simple Linear Regression Form

A functional relationship was obtained between variable X and variable Y which was expressed in the form of a regression equation, namely $Y = 1.86 + 0.35X$. This means that for every increase in a unit of X there will be an increase in Y of 0.35. In other words, if the implementation of learning media based on the Canva application is better, the higher the results obtained in relation to students' interest in learning in class VIII of Marisi Medan Private Middle School.

5. Independent Test

After carrying out the calculations, it is obtained $F_{count} = 0,00033$ and smaller < than $t_{table} = 2.35$ which means variable Y is independent of variable X in a linear sense.

6. The Regression Equation for Variable X and Variable Y is a Linear Model

Based on data obtained from the field in the attachment, it shows that: In variable

1. Presentation

The presentation in carrying out the tasks discussed showed a result of 2.43. This means that the active learning media used by teachers has a significant

relationship with increasing students' interest in learning at Marisi Medan Private Middle School.

2. Poster

The poster in carrying out the tasks discussed shows a result of 2.40, this means that the active learning media used by teachers has a significant relationship with increasing students' interest in learning at Marisi Medan Private Middle School.

3. Brochure

The brochure in carrying out the tasks discussed shows a result of 2.43. This means that the active learning media used by teachers has a significant relationship with increasing students' interest in learning at Marisi Medan Private Middle School.

CONCLUSION

Based on the theoretical description and data analysis as well as hypothesis testing, conclusions and suggestions are put forward which are considered important and in accordance with the research objectives. The results of this research emphasize that the implementation of learning media based on the Canva application has an influence on increasing student interest in class VIII Christian religious education subjects at Marisi Medan Private Middle School. This can be seen from the calculation of the correlation coefficient, significant correlation test, determination test, simple linear regression test, independent test and regression test.

REFERENCES

- Alifah. (2021). Improving the Quality of Education in Indonesia to Catch Up with Other Countries Education in Indonesia and Abroad: Advantages and Disadvantages. *MIRROR: Research Journal*, 5(1), 113-122. https://unars.ac.id/ojs/index.php/cermin_unars/article/view/968
- Aini, N., Sari, E. M. P., & Efendi, A. (2024). Realisation of Music Teacher's Complaint Act with Gender Perspective in Solo Song WhatsApp Group. *Attractive: Innovative Education Journal*, 6(3), 289-301. <https://doi.org/10.51278/aj.v6i3.1327>
- Andriani, R., & Zuniati, M. (2024). The Developing Pop Up Book Media to Teach Reading Narrative Text For Nine Grade At MTs Darun Najah Sambikarto. *Bulletin of Pedagogical Research*, 4(2), 157-170. <https://doi.org/10.51278/bpr.v4i2.1132>
- Balaka, M. Y. (2022). Quantitative research methods. *Qualitative Education Research Methodology*, 1, 130.
- Buaja, T., Ramadanaryanthi, R., & Miradj, S. (2024). Penggunaan Media Animasi Audio Visual untuk Meningkatkan Hasil Belajar IPA di SD Negeri 2 Kota Ternate. *Attractive: Innovative Education Journal*, 6(3), 176-186. <https://doi.org/10.51278/aj.v6i3.1477>
- Budiarti, D., Suhono, S., Hasyim, U. A. A., Hidayah, Y., & Sari, Y. A. (2024). The Development of Word Square Media to Teach English Vocabulary for University Students. *Bulletin of Science Education*, 4(1), 340-354. <https://doi.org/10.51278/bse.v4i1.1076>
- Fernando A Napitupulu, Bangun Munthe, Imelda Butarbutar (2023) The Influence of Contemporary Development on Interest in Class VII Christian Religious Learning at Silaen 2 Public Middle School T.A 2022/2023 <https://journal.universitaspahlawan.ac.id/index.php/jote/article/view/13058>

- Friantini, R. N., & Winata, R. (2019). Analysis of Learning Interest in Mathematics Learning. *JPMI (Indonesian Journal of Mathematics Education)*, 4(1), 6. <https://doi.org/10.26737/jpmi.v4i1.870>
- Fitriani, D. (2024). The Utilization of Learning Media: Comparison of Pop-Up Book and Flip Book Media in Improving Elementary School Students' Reading Comprehension Skills. *Bulletin of Science Education*, 4(3), 291-298. <https://doi.org/10.51278/bse.v4i3.1611>
- Khotimah, U., Dea, L. F., Azizah, I. N., Mahmudah, M., & Yusuf, M. (2024). The Developing of Using Cardboard Media into a Patience Rocket to Improve the Social and Emotional Abilities of Children Aged 4-5 Years at Kindergarten Dharma Wanita. *Bulletin of Pedagogical Research*, 4(2), 138-156. <https://doi.org/10.51278/bpr.v4i2.1147>
- Lailni Roma, N., Masril, M., Nurazmi, & Rahmi, N. (2023). Canva Application Training in Designing Posters for Students at SMKN 7 Pangkep. *Journal of the Universal Enlightenment Teacher*, 1(3), 279-283. <https://doi.org/10.56983/jgpps.v1i3.621>
- Laili, N., Fadillah, L., Zaini, M., & Lolishvili, T. (2022). Teacher Training in the Development of Video-Based Learning Media by Using Bandicam Application. *International Journal of Community Engagement Payungi*, 2(2), 51-62. <https://doi.org/10.58879/ijcep.v2i2.22>
- Nafiah, S., & Jumino, J. (2019). Effectiveness of Brochures as a User Education Media to Increase Knowledge about Libraries at SMA Negeri 3 Semarang. *Journal of Library Science*, 8(4), 249-259. <https://ejournal3.undip.ac.id/index.php/jip/article/view/26963>
- Putri, A. H., Fakhriyah, F., & Amaliyah, F. (2024). Development e-Module (E-Lapen) based Augmented Reality to Increase Students' Interest in Learning. *Bulletin of Science Education*, 4(1), 170-177. <https://doi.org/10.51278/bse.v4i1.1070>
- Rizqi, M., Faujianor, A., & Yuliani, H. (2024). Validitas Pengembangan Media Pembelajaran Bagan dan Audio pada Materi Wudhu. *Attractive: Innovative Education Journal*, 6(3), 414-422. <https://doi.org/10.51278/AJ.V6I3.1702>
- Safitri, L., Suhono, S., Pratiwi, W., Hidayah, Y., & Sari, Y. A. (2024). Development of Interactive Powerpoint-Based English Learning Media for Grade XI Students MAN 1 East Lampung. *Bulletin of Science Education*, 4(2), 24-39. <https://doi.org/10.51278/bse.v4i2.1077>
- Siregar, N., Learning, K., & Education, S. (2023). *Use of Mentimeter Learning Media (PPT, Word cloud) in Increasing Student Learning Creativity in Christian Religious Education Lessons in Class IX of Talitakum Private Middle School, Medan*. 6, 1291-1299.
- Sitorus, A. S., Siregar, N., and Munthe, B. (2023). The Influence of Personality Competence of Christian Religious Education (PAK) Teachers on Increasing Interest in Learning for Class VIII Students at SMP Negeri 10 Medan. *Journal on Teacher Education*. Available at: <https://journal.universitaspahlawan.ac.id/index.php/jote/article/view/12865/Sulistiyowati>
- Sulistiyowati SMP Negeri, W. (2018). Improving Learning Outcomes in Speaking Procedure Texts Using the Power Point Presentation Method in English Subjects for Class IX G Students Semester 1 of the 2017/2018 Academic Year at SMP Negeri 1 Tugu. *Linguistics and Literature*, 2(1), 79-100.
- Tanduklangi, R. (2020). Analysis of the Goals of Christian Religious Education (PAK) in Matthew 28:19-20. *PEADA: Journal of Christian Education*, 1(1), 47-58. <https://doi.org/10.34307/peada.v1i1.14>

- Widiati, Sridana, N., Kurniati, N., & Amrullah, A. (2022). The Influence of Learning Interest and Study Habits on Mathematics Learning Achievement. *Griya Journal of Mathematics Education and Application*, 2(4), 885-892. <https://doi.org/10.29303/griya.v2i4.240>
- Wijaya, A., & Salis, R. N. (2022). An Assistance Teachers of Development Google Slide-Based Learning Media at School. *International Journal of Community Engagement Payungi*, 2(2), 63-71. <https://doi.org/10.58879/ijcep.v2i2.24>
- Yusandika, A. D., Istihana, & Susilawati, E. (2018). Development of Poster Media as a Physics Learning Supplement for Solar System Material Development of the Poster Media As a Physical. *Indonesian Journal Of Science and Mathematics Education*, 01(3), 187-196