

Using Canva to Improve the Creativity of Elementary School Students Grade 5 in Yogyakarta

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1. Abstract

In the 21st century, students are required to have skills to compete in the global era, one of the skills that must be possessed is creativity and innovation. The purpose of this study is to enhance the creativity of primary school students in class V through the use of Canva media. The subjects of this study were grade V students of Yogyakarta City in the 2022/2023 academic year as many as 13 students. This research is a collaborative classroom action research conducted using Kemiiis and Mc Taggart's model. This model consists of planning, action, observation, and reflection. This research uses data collection methods consisting of observation and work. The results of this study indicate that the use of Canva media can increase students' creativity in Indonesian language content. This can be seen from the evaluation of the students' creativity aspects, which shows an increase of 52.69% before the action, 60.00% in cycle I, 75.38% in cycle II, and 83.46% in cycle III. The success indicator is that the students' creativity indicator reaches a minimum percentage of 75%. And in Cycle 3, the percentage of student creativity reached 83.46%. Therefore, it can be concluded that canva media can increase the creativity of elementary school students in grade V in Yogyakarta City because it has been in compliance with the success indicators.

Keywords: *Canva, Creativity, Elementary School Students*

2. Introduction

In era 4.0, knowledge competition, global economy, technology, and the century of industrial revolution require a person to have various skills to survive in global competition

(Amin, Rahmawati, Azmin, & Nasir, 2022). Therefore, the preparation of quality students who are able to develop skills, both hard and soft skills, is the task of educational institutions (Septikasari & Frasandy, 2018). Ki Hadjar Dewantara emphasized that education is an effort to promote the growth of children's character (inner strength and character), mind (intellect), and body towards the perfection of life (Ainia, 2020). Therefore, through education, students can improve the skills needed in the 21st century. One of the skills in question is creativity and innovation (Aliftika, Purwanto, & Utari, 2019; Ibrahim & Widodo, 2020).

Creativity is one of the abilities of a person in creating something new in the form of ideas and real work and is relatively different from what existed before either in the fields of science, literature or other arts (Muqodas, 2015; Krisdiana et al., 2019)). While Ward Wiliam, C revealed that creativity is divergent thinking or the ability to think in generating new ideas that are more effective as a process of adaptation and flexibility thinking (Asmawati, 2014). Based on the above description, it can be concluded that creativity is the ability to create something new and different in the form of ideas or works that can be used as a solution in solving problems. Therefore, teachers need to provide liberating learning so that students can develop their creativity.

Creativity has cognitive characteristics (apritude) and emotional or non-cognitive characteristics (non-apritude). Cognitive characteristics of creativity consist of 1) fluency; 2) flexibility; 3) originality; 4) evaluation; 5) elaboration (Sitepu, 2019). Meanwhile, non-cognitive characteristics of creativity consist of: 1) curiosity; 2) imagination; 3) feeling challenged; 4) risk-taking attitude; 5) appreciative attitude (Muqodas, 2015). Therefore, learners' creativity can develop well in everyday life if they are given the opportunity to develop their imagination and are stimulated to ask questions that show the wonders of the world and the greatness of nature (Sambada, 2012). Therefore, learners' creativity needs to be developed by providing opportunities to express their ideas through a learning process that follows the development of the nature of nature and the nature of the times of learners (Ainia, 2020). One of the media that adapts to the existing times is the use of canva media as a medium to express their ideas to support the creativity of students.

Canva media is an online application that is used to design by providing various presentation tools, resumes, posters, pamphlets, brochures, graphics, infographics,

banners, flyers, certificates, diplomas, invitation cards, business cards, greeting cards, postcards, logos, labels, bookmarks, CD cover, bulletin, book covers, desktop wallpaper, template, editing, photos, youtube thumbnails, instagram stories, twitter posts, and facebook covers (Tanjung & Faiza, 2019). Ways to use the canva application include: creating a canva account, creating a design, selecting a background, adding text, adding elements, downloading or sharing designs directly (Rahmatullah, Inanna, & Ampa, 2020). Through canva media, students can be creative in their expression (Zulhandayani, 2023).

Unfortunately, the description of students' creative abilities is still not optimally reflected in educational units. Based on the results of observations, this condition is caused by 1) students' low interest in participating in learning; 2) the learning process has not used innovative media that apply technological advances in learning; 3) students' lack of creativity in making a work. This is indicated by the results of students' work in carrying out Indonesian language learning, one of which is in designing advertisements. The creativity issued by students just to complete their work does not fully reveal the talents and creativity they have. Moreover, the media used to express students' creativity is only in the form of paper media. So, students need a lot of tools and materials so as not to maximize the work of students. This is supported by the results of students' work on designing advertisements as shown below:

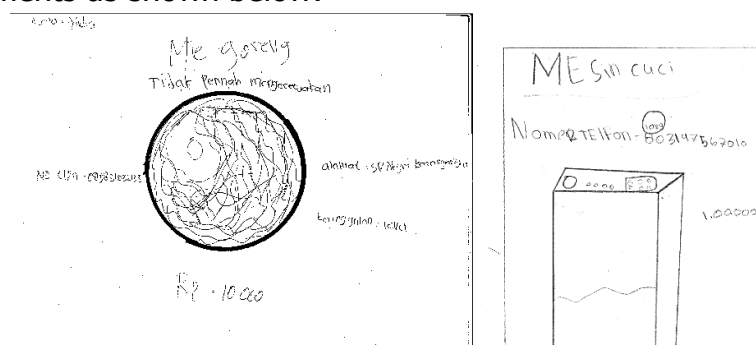


Figure 1. Preliminary Observation Product Results

Based on the analysis carried out, the problems that arise are due to the fact that the implementation of Indonesian language learning in class V requires an innovative learning media that applies technological advances to increase students' creativity and is able to foster students' interest in participating in learning. Several studies have been

conducted using Canva SMP (Zulhandayani, 2023), SMA (Rahmatullah, Inanna, & Ampa, 2020), TPQ (Maimanah & Romelah, 2022). In this study, most of the content analysis was carried out in the content of the lesson as well as an introductory medium for teachers in conducting learning. In line with this information, not much research has been conducted that examines the application of Canva to enhance student creativity. This kind of research needs to be done so that it can provide information about following the nature of time and the nature of nature in the learning process so that it can increase the creativity of students. In addition, the results obtained can form the basis for development research conducted in learning Indonesian. The results can be used as a basis for teachers in carrying out learning process activities. Therefore, the purpose of this research is to increase the creativity of students in Indonesian language content through Canva media.

3. Methods

3.1. Participants and context

This research is a collaborative classroom action research (PTK-K). PTK-Collaborative is a renewal of a reflective research carried out cyclically (repeatedly) by teachers/pre-service teachers in the classroom (Susilo, Chotimah, & Sari, 2011). PTK-collaborative is also carried out by teachers who are involved in teamwork to reflect on the pedagogical practices carried out (Rasyimah & Sari, 2022). In this study, collaboration between researchers, field supervisors (DPL) and teachers.

This PTK collaboration was conducted from April to June 2023. The independent variable for this study was Canva, while the dependent variable was the creativity of elementary school students. This research involved fifth grade students of elementary schools in Yogyakarta City for the academic year 2022/2023 as the study population. The number of students in grade V is 13 students with details of 5 boys and 8 girls. Therefore, the saturated sampling technique was used in this study.

3.2. Material

This study uses a design developed by Kemmis and Mc Taggart regarding classroom action research (Susilo, Chotimah, & Sari, 2011). This model is sets or descriptions with one. The tool is composed of four components, namely planning, action, observation, and reflection. The four components are combined into one unit in a cycle. Therefore, the cycle

here is defined as a round of activities consisting of planning, action, observation, and reflection and is carried out repeatedly until the research objectives are achieved. The material contained in this study is Indonesian for grade V elementary schools, especially on topic 9. Things around us with Basic Competency (BC) 3.3 Summarize explanatory texts (explanations) from print or electronic media and BC 4.3 Present a summary of explanatory texts (explanations) from print or electronic media using standard vocabulary and effective sentences orally, in writing, and visually.

In this study, the researchers used a descriptive approach with data collection techniques through observation and work. The data collected was analyzed in the form of a rating of the students' work and a description of the students' work in designing advertisements using the Canva application. The instrument used in this study was the student creativity assessment sheet. The following is an instrument for assessing creativity using Canva.

Table 1. Creativity Assessment Instrument

No	Creativity Aspect	Indicator
1	Ability to think fluently (<i>fluency</i>)	Through Canva media students are able to create advertisements by paying attention to advertising elements such as product names, product sentences, product advantages, images, alazmat, price telephone numbers and additional information)
2	The ability to think flexibly or <i>flexibly</i>	Students make advertisements with ideas that are different from other friends.
3	Original thinking ability (<i>originality</i>)	Through Canva media, students are able to make advertisements with the following criteria: The advertisements produced are different from the examples shown by the teacher, the advertisements produced are different from other students, the advertisements made do not use templates available on Canva.
4	Ability to detail (<i>elaboration</i>)	Students are able to make advertisements with good attention to ad design with the following criteria: Can combine colors between components, writing, and images to make it attractive; Placement of advertising elements in designing; Selection of images in accordance with the

		contents of the advertisement to be conveyed; Able to convey the contents of the ad well
5	Ability to assess (<i>evaluation</i>)	Students can assess by mentioning deficiencies and providing solutions.

3.3. Data Collection and analysis

Research is said to be successful if the research conducted achieves predetermined indicators of success. The success indicator of the action category is a minimum percentage of 70% (Nugraheni, 2020). Therefore, this study targets 75% in the indicator of success to measure student creativity. The research cycle will be stopped when it reaches the predetermined success target of 75%. The data analysis technique used in this study is descriptive quantitative and descriptive qualitative. Qualitative descriptive is used to find out the progress of students' work in using Canva. Quantitative descriptive is used to analyze data by calculating the percentage of students' creativity after using Canva media in learning. The results of students' creative abilities are calculated by percentage correction. The percentage is calculated by dividing the raw score obtained by the maximum score. The calculation formula is as follows:

$$\text{Success percentage} = \frac{\text{Skor yang diperoleh}}{\text{skor maksimum}} \times 100\%$$

3.4. Ethical Considerations

Based on the research conducted, there are several limitations that can be considered for future research. Some of the limitations of this research are limited to students' creative skills, so the use of Canva media to measure other variables needs to be further investigated. In addition, there were 13 students as research subjects, so the research results cannot be generalized.

3.5. Limitations to the Study

Limitations of this action research study are that the findings are closely tied to their context. Therefore, they cannot be generalized to other contexts. The study is also limited by the knowledge and experience of the authors. As researchers with a background in language education, we constructed the study from our knowledge base and perspective.

4. Results and Discussion

Based on the pre-cycle learning outcomes of 13 students in designing advertisements and not using the Canva application in the process of creating works, it was found that the students' creativity level was 52.69%. The results can be seen in the following table.

Table 2. Assessment of Creativity in Pre-Cycle Work

No	Student Name	L/P	Total score
1	APR	P	12
2	CCN	P	12
3	STAMP	P	10
4	HR	L	9
5	KH	P	11
6	MA	L	9
7	M N	L	8
8	NS	P	12
9	NA	P	10
10	NM	P	12
11	NN	P	11
12	RF	P	9
13	TM	L	12
Amount			137
Max Score			260
Success percentage = score obtained / maximum score x 100%			52.69%

Cycle I

The results of the observations made in Cycle I will be a reference for improvement in the next cycle. The phase of reflection carried out refers to Cycle I because the required objectives were not achieved. All forms of deficiencies in Cycle I were corrected by the teacher and the students in order to improve their performance results. The results of the tests carried out show an increase in creativity from the meeting before the research was carried out, although it is not significant.

This first cycle still requires a number of things to be considered, namely the need for strict supervision of the use of gadgets as a teaching medium for completing work. Things to consider are:

1. Students need to be taught the rules of learning, such as using the devices according to the instructions given.
2. Provide instructions and explain the steps in using the Canva application.
3. In designing advertisements, students are still fixated on templates in expressing their creativity and are still not innovative in determining themes.

Below is an assessment of the work produced by students using the Canva application.

Table 3. Assessment of Creativity in Cycle 1's Work

No	Student Name	L/P	Total score
1	APR	P	13
2	CCN	P	14
3	STAMP	P	11
4	HR	L	10
5	KH	P	12
6	MA	L	12
7	M N	L	9
8	NS	P	14
9	NA	P	12
10	NM	P	15
11	NN	P	11
12	RF	P	10
13	TM	L	13
Amount			156
Max Score			260
Success percentage = score obtained / maximum score x 100%			60.00%

From the evaluation of the work in Cycle I, it was not found that students had different ideas from their classmates. This can be seen in the selection of topics or ideas to be made, the average student will choose drinks as the idea to be made. Also, they are still using templates that are already available in Canva. Students are also still not able to place elements properly and when placing promotional elements are still not well organized. However, the students were able to create good ad images by paying attention to the elements of the ad even though they were not able to use the Canva application properly. In Cycle I, it also gave side effects to the students in their enthusiasm following the learning

process. Therefore, in order to increase the creativity of the students using the Canva application, it will be repeated in the next cycle.



Figure 2. Cycle 1 Work Results

Cycle II

This second cycle is an improvement from cycle I, which is still considered unsuccessful because it did not meet the predetermined performance indicators. Some things that were not properly implemented in Cycle I are improved in Cycle II and given more attention in Cycle II. So that in Cycle II a better design has been prepared than before. Based on the results of reflection and replanning for Cycle II, the formulation of planning in Cycle II can be stated as follows:

1. Provide tutorials on how to use the Canva application to help students better understand Canva's features.
2. Walk students through the Canva creation process and provide good guidance.
3. Emphasize contract learning even more

After carrying out the implementation in Cycle II, in the observation section of Cycle II, which is carried out by recording data that includes the process and results of carrying out activities by both the observer and the researcher himself. The purpose of this observation is to collect evidence of the results of the action so that they can be interpreted and evaluated and used as a basis for improvement in the next cycle.

The results of cycle II observations can be discussed as follows:

- a. Students' creative abilities from the assessment of the work.
- b. Table 4. Assessment of Creativity in Cycle II

No	Student Name	L/P	Total score
1	APR	P	18
2	CCN	P	18
3	STAMP	P	15
4	HR	L	16
5	KH	P	13
6	MA	L	13
7	M N	L	10
8	NS	P	18
9	NA	P	15
10	NM	P	18
11	NN	P	13
12	RF	P	12
13	TM	L	17
Amount			196
Max Score			260
Success percentage = score obtained / maximum score x 100%			75.38%

From the table it can be interpreted that the creativity of students in designing a work through Canva media reaches a success indicator of 75.38%, while the success indicator for good category actions is with a minimum percentage of 70. Therefore, it can be said that the success indicator of 75.38 was successful. However, to be even more convincing, the success of using Canva to increase student creativity will continue in Cycle III with several improvements.

In this second cycle, the students began to find ideas that were different from their classmates and were also able to place elements correctly to create an even better work. However, in this second cycle, students felt less motivated, so they felt bored and paid less attention to advertising elements such as persuasive sentences in advertisements. Below is the work of the students in cycle II.



Figure 3. Cycle II work results

Cycle III

Cycle III is an improvement of Cycle II, which is still considered successful because it met the predetermined performance indicators. Some things that were not properly implemented in Cycle II are corrected in Cycle III and given more attention in Cycle III. So that in Cycle III a better design has been prepared than before. Based on the results of reflection and replanning for Cycle II, the formulation of planning in Cycle III can be stated as follows:

1. Support the promotional process.
2. Give the class a challenge by choosing a theme that is different from the other friends.
3. Play games in the classroom to keep students from getting bored.

After carrying out the implementation in Cycle III, in the observation part of Cycle III, data collection was carried out, which included the process and results of the implementation of activities by both the observer and the researcher himself. The purpose of this observation is to collect evidence of the results of the action so that they can be interpreted and evaluated and used as a basis for improvement in the next cycle.

The results of the observation of the third cycle of students' creative abilities from the assessment of the work.

Table 5. Assessment of Creativity in Cycle III

No	Student Name	L/P	Total score
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1	APR	P	19
2	CCN	P	19
3	STAMP	P	17
4	HR	L	17
5	KH	P	15
6	MA	L	15
7	M N	L	13
8	NS	P	19
9	NA	P	17
10	NM	P	19
11	NN	P	15
12	RF	P	14
13	TM	L	18
Amount			217
Max Score			260
Success percentage = score obtained / maximum score x 100%			83.46%

From the table it can be interpreted that the creativity of students in designing a work through Canva media reaches an indicator of success of 83.46%, while the target indicator of success of action in this study is 75%. Thus, it can be said that the success indicator of 83.46% has been successful. It can be concluded that Canva media can increase the creativity of students. Below is the work of students in Cycle III.



Figure 3. Results of cycle III

5. Conclusion

Based on the results and discussion of this study, it can be concluded that the

implemented Canva media is able to increase the creativity of elementary school students in class V, Yogyakarta City. Besides being able to increase students' creativity, Canva media is also able to provide fun learning by stimulating students' activity in the learning process.

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