



The Influence of the Canva Application Media on Personal Writing Skills in Class VII JHS

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Abstract

This research aimed to describe the application of the Canva application media to personal letter-writing skills in class VII students at SMPIT Widya Duta Bekasi City. This research uses a quantitative experimental approach with a pre-experiment research type and a one-group pre-test post-test group design. The population in this study were all class VII students of SMPIT Widya Duta Bekasi City. The sample in this study was class 7.T students. Data collection was carried out through observation, interviews, tests, and questionnaires. In this research, the data analysis technique uses the normality test, homogeneity test, and hypothesis test. Calculation in this research uses the SPSS 29.01. The normality test uses the Kolmogorov-Smirnov formula with the pre-test getting a sig value and the post-test getting a sig value $>0,05$. The homogeneity test uses the Levene formula to get the sig value $<0,05$. The hypothesis test used in this research is the t-test. Based on the hypothesis test, the results of personal letter writing skills using the Canva application have an effect on student learning outcomes with a sig value $<0,05$

Keywords: *Canva; Writing Skills; Personal Letter*

Introduction

In the 21st century, we have experienced various very rapid changes due to increasingly advanced technological developments. In current technological developments, there are advances in various fields and current technological developments could not separated from the contribution in this field of research, namely the field of education. Education is an effort to develop physically and spiritually humans so that they can develop better. So, education needs a very good system so that the process also runs very well. A very good educational process requires very interesting and varied learning media (Made, 2020: 62).

Learning media is a tool that is used to convey lesson material so that it can be understood and comprehended by students (Kemp and Dayton on Arsyad, 2015: 10). We can find interesting and varied learning media anywhere and anytime considering that 21st-century technological developments are increasingly advanced so that various kinds of learning media can be accessed anywhere and anytime. One of the applications that can be used for learning activities is the Canva application.

The Canva application is an application for editing text, images, and videos (Canva, 2022: 1). The Canva application also has various interesting and varied settings that users can change easily (Canva, 2020: 1). In this case the researcher carried out the research to improve writing skills because based on the results of observations and interviews carried out by the researcher with the Indonesian language subject teacher at SMPIT Widya Duta Bekasi City as the resource person stated that there were still many students who could not write well such as selecting the correct EYD and selecting correct punctuation. Therefore, researchers carry out research using appropriate learning media namely the Canva media application.

The researcher carried out this research using one of the materials available in Indonesian learning, namely personal letter material. A personal letter is a tool in the form of writing that is used to convey messages from one person to another that is private or can only be known by the sender and recipient of the message (Budiantoro et al., 2015: 15). Personal letter material is material that is included in transactional text material which contains official letter material in it so that students can see the difference between a personal letter and an official letter, but researcher only took personal letter material because the procedure is easier to learn (Dalman, 2015: 3).

Therefore, the researcher carried out this research as an endeavor to help students at the researcher's place carry out research by applying writing skills using learning media that is following current technological advances. Researchers also carried out this research so that students can awaken their enthusiasm for learning and absorb writing skills material very well (Dwiyogo, 2013: 58).

Based on the background of the problem above, the formulation of the problem in this research is as follows: 1) Is there an influence of the Canva application media on personal letter-writing skills in class VII students of SMPIT Widya Duta, Bekasi City? 2) How does the Canva application media apply to the personal letter-writing skills of class VII students at SMPIT Widya Duta Bekasi City?

Based on the problem formulation above, the objectives of this research are as follows: 1) To determine the influence of the Canva application media on personal letter-writing skills in class VII students at SMPIT Widya Duta, Bekasi City. 2) To describe the application of the Canva application media to personal letter-writing skills in class VII students at SMPIT Widya Duta Bekasi City.

Research Methods

This research uses a quantitative approach with an experiment research type and one group pre-test post-test design (Sugiyono, 2018: 72). This research was carried out by class 7.T students of SMPIT Widya Duta Bekasi City by carrying out a complete pre-test and post-test. Data collection was carried out through observation, interviews, tests, and questionnaires (Arikunto, 2019: 194). The observation used is role observation where the researcher is directly involved in teaching and learning activities. The interview used was an open interview in which the researcher asked questions to be answered completely and in-depth. The test used is a writing skills test in personal letter learning where the researcher gives a test before being given the Canva application media also called pre-test and the researcher gives a test after being given the Canva application media also called post-test. The questionnaire used was a student response questionnaire to the Canva application learning media. The test is carried out in three stages. The first stage is the pre-test stage or learning stage before being given the Canva application media. The

second stage is the teaching and training stage. The third stage is the post-test stage or learning stage after being given the Canva application media. After the test is carried out, students are given a questionnaire sheet as part of a supporting test that has been carried out so that researchers and Indonesian language subject teachers know whether students feel interested or not in using the Canva application as a learning media (Syah, 2017: 110).

Results and Discussion

Researchers carried out research at SMPIT Widya Duta Bekasi City in class 7.T. This research activity was carried out in three meetings, carrying out each activity at each meeting.

The first meeting carried out introductions and pre-tests. The pre-test is carried out to see students' initial abilities. During introductions, researchers and students got to know each other. Then the researcher and teacher taught personal letter material to students. After that, the researcher tested students' understanding by using a pre-test activity in the form of writing a personal letter on the pre-test sheet provided by the researcher (Sadiman, 2018: 50)

The second meeting carried out learning using the Canva application media and post-test. The post-test was carried out to see the students' final abilities after being given treatment. Researchers teach students to use the Canva application media by following the steps as follows: 1) Download the Canva application on their cellphone in the PlayStore application, then search for "Canva: Design, Photos and Videos"; 2) Then, click "login"; 3) Then, click "continue with Google" and select the Google account you want to register to create a Canva application account; 4) After that, the Canva application home screen will automatically open; 5) Click on search and click "letter", then search for one of the available templates or create a new design by pressing the blank sheet that says "new design" which is at the top left; 6) Finally, students are asked to create a personal letter using the Canva application as practice and post-test (Harahap, 2022: 540-542).

The third meeting carried out a questionnaire on student responses to learning media to find out student responses after using the Canva application media in learning activities. Students were given a questionnaire containing 10 statement items with a rating scale of 1-5. Positive statements will be given a value of 5 for the strongly agree category and a value of 1 for the strongly disagree category. Meanwhile, negative statements will be given a score of 5 for the strongly disagree category and a score of 1 for the strongly agree category (Wati, 2016: 80).

This research uses a quantitative approach with pre-experiment. This research uses SPSS statistic 29.01 calculations to determine normality tests, homogeneity tests, and hypothesis tests (Suryabrata, 2015: 130). The normality test, homogeneity test, and hypothesis test are calculated so that we know whether the Canva application media affects personal letter-writing skills and how much influence it has or not.

The normality test is a statistical test to determine whether research data is normally distributed or not. Based on the normality test, the pre-test score can be obtained with a sig value of 0,050 and the post-test score is 0,057, so it can be concluded that the research data is normally distributed.

The homogeneity test is a statistical test to determine whether research data has the same variation or not. Based on the homogeneity test, research data can be obtained with a value of $< 0,05$, so it can be concluded that the data has unequal variations or is not homogeneous.

The hypothesis test is a statistical test to whether the hypothesis research data is accepted or not. This test uses a t-test with a paired sample t-test type because the research data is paired sample data.

Based on the paired sample t-test, the research data can be obtained with a value of $< 0,05$, which means that the hypothesized data is accepted in it is stated that the Canva application media influences the skills of writing personal letters in class VII students of SMPIT Widya Duta Bekasi City.

The questionnaire was used to find out how students responded after using the Canva application as a learning media for learning letter-writing skills. The questionnaire was created based on a 1-5 rating scale with positive statements and negative statements (Arikunto, 2019: 253). Positive statements were given a score of 5 for strongly agree and 1 for strongly disagree. Negative statements were given a score of 5 for strongly disagree and 5 for strongly agree. Based on the questionnaire data, it can be concluded that the use of the Canva application media in personal letter writing skills is also able to make students enthusiastic and understand the subject matter being studied so that the Canva application media can be used in learning activities, in this case, personal letter writing skills.

Conclusion

Based on two pre-test results obtained from the results of personal letter-writing skills, class VII SMPIT Widya Duta students received an average score of 73. Based on the results of statistical calculations and interpretation, this research uses a One Group Pre-test Post-test research design, namely a research design that uses only one group to test the group before being given treatment and after being given treatment. The post-test results after using the Canva learning media were 85.

Based on the results of statistical calculations on research data, it can be concluded that the Canva application media influences personal letter-writing skills as evidenced by the average post-test score being higher than the pre-test score, the post-test score being above the KKM, and the sig score t-test $< 0,05$. Based on the research data questionnaire, it can be concluded that the Canva application media also makes students enthusiastic and understand the lesson material presented.

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