

ANALYSIS OF INTERACTIVE LEARNING MEDIA NEEDS BASED ON THE CANVA APPLICATION AT PERTIWI KINDERGARTEN 23 PLERET

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Abstract

Interactive multimedia learning media is a learning process in which the delivery of material and learning activities are carried out through computer media. One application that can be used to create interactive learning media is Canva. This research was conducted at Pertiwi Kindergarten 23 Pleret using a descriptive qualitative method based on observations, interviews, and literature review. The results show that teachers need interactive learning media based on Canva to support more engaging and effective kindergarten learning.

Keywords: canva, Interactive multimedia, Kindergarten



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INTRODUCTION

Along with the development of technology, especially in the field of educational technology at the kindergarten level, learning methods in schools have also evolved. Learning media that previously relied on paper and pencils are now beginning to shift toward computer-based learning. Computer-based learning media are learning programs that utilize computer software containing learning components such as titles, objectives, materials, and evaluations (Purwaningsih, 2022).

Learning media can generally be defined as tools, either physical or non-physical, that function as intermediaries to convey learning messages from teachers to students effectively and efficiently. Media help create a conducive learning environment, stimulate children's interest, and support understanding of learning materials (Munadi, 2008; Sadiman et al., 2008; Churri, 2013). The use of appropriate learning media is essential to increase children's motivation and active participation, which in turn improves learning outcomes (Aji, 2020)

One form of effective learning media is computer-based interactive multimedia. Interactive multimedia learning media allow children to actively interact with learning content, not only by observing but also by responding and making choices during the learning process (Rusman, 2012). According to Sutopo (in Saragih, 2019), interactive multimedia enables users to choose activities, ask questions, and receive feedback, making learning more engaging for kindergarten students

One application that can be used to develop interactive learning media is Canva. Canva is a digital design application accessible via mobile devices, computers, or websites, offering various templates for creating visual learning materials. Canva has several advantages, such as providing attractive designs, saving time, and supporting collaborative work, although it requires an internet connection and some features are paid (Fauzi & Riono, 2022). The use of Canva can help teachers design learning media more efficiently and make learning materials easier to understand (Tanjung & Faiza, 2019).

RESEARCH METHOD

Research Design

This study employed a descriptive qualitative research approach. Descriptive qualitative research produces data in the form of words and descriptions derived from field findings. This approach was used to analyze the needs for interactive learning media in kindergarten learning activities

Research Target/Subject

The research was conducted on December 12, 2022, at Pertiwi Kindergarten 23 Pleret, Bantul. The research subjects included the Head of the School as the primary informant.

Research Procedure

The research procedure focused on a learning media needs analysis. The analysis was based on field observations, interviews with key informants, and a review of relevant literature related to interactive multimedia learning media.

Instruments, and Data Collection Techniques

The data collection was carried out using interview and observation techniques concerning the condition of learning media usage at the Kindergarten.

1. Interview: This involved a conversation with a specific purpose. The interview was conducted with the Head of the School and focused on questions about the use of interactive learning media in the school.
2. Observation: This technique was used to gather data in the field regarding the condition of the use of learning media

Data Analysis Technique

The qualitative data analysis was conducted through several stages. First, data reduction was performed by selecting and focusing on data relevant to learning media needs. Second, data display was carried out by organizing the reduced data into descriptive narratives. Finally, conclusion drawing and verification were conducted by interpreting the data to identify patterns and determine the need for Canva-based interactive learning media at Pertiwi Kindergarten 23 Pleret. Relevant literature was used to support and strengthen the research findings.

RESULTS AND DISCUSSION

This research uses a descriptive qualitative method to analyze the learning media needs at Pertiwi 23 Kindergarten in Pleret, Bantul. Data was obtained thru observation and interviews with the Principal and classroom teachers, conducted on December 12, 2022. The observation results indicate that the learning process in the classroom is still dominated by the use of conventional learning media, such as textbooks, whiteboards, and student worksheets. The use of interactive learning media is still very limited and has not become part of daily learning activities. The interview results revealed that the limited use of interactive learning media is due to several factors, including limited supporting facilities and infrastructure, a lack of available learning media suitable for early childhood characteristics, and minimal teacher training on the development and utilization of interactive learning media. The principal stated that the school does not yet have adequate facilities to support the use of technology-based media, while the classroom teachers mentioned that limited knowledge and skills are a constraint in integrating interactive media into learning.

These findings indicate a real need for the development of interactive learning media that are suitable for school conditions and teacher capabilities. This aligns with Moleong's (2022) opinion that qualitative research can deeply uncover field realities, including various obstacles faced in teaching practice. Additionally, the findings of this study also reinforce the findings of previous research, which confirms that interactive learning media plays an important role in increasing learning motivation, active participation, and understanding in early childhood. Thus, the results of this study confirm that the limited use of interactive learning media at TK Pertiwi 23 Pleret is not only caused by facility factors, but also by the readiness of educators. Therefore, it is necessary to develop interactive learning media that is easy to use, suitable for the characteristics of early childhood, and supported by improved teacher competence so that the learning process can be more effective and engaging.

CONCLUSION

Based on the discussion above, schools are encouraged to support the integration of interactive multimedia learning media by providing adequate technological infrastructure and training for teachers, particularly in the use of applications such as Canva. Schools can also promote the development of digital teaching materials by incorporating multimedia-based learning into the curriculum and encouraging collaboration among teachers to share best practices. This support can help maximize the effectiveness of learning activities and enhance student engagement.

For future research, it is recommended to examine the effectiveness of Canva-based interactive learning media on students' learning outcomes, motivation, and critical thinking skills across different subjects and educational levels. Further studies may also explore comparisons between Canva and other interactive multimedia platforms, as well as investigate challenges faced by teachers and students in implementing multimedia learning. Such research

would contribute to the continuous improvement and innovation of technology-based learning media.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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