

ANALYSIS OF THE NEED FOR CANVA-BASED INTERACTIVE MULTIMEDIA WITH A VEGETABLE LEARNING THEME FOR EARLY CHILDHOOD

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Abstract

This study discusses interactive multimedia made through Canva. Interactive media will be used in a learning activity for students. Interactive media is used as a message delivery which will help students to understand the message conveyed by the teacher. This research method uses descriptive qualitative methods, by conducting interviews directly with the school about what kind of interactive media is needed at school. This study aims to design an interactive media for students in the age group B. From the research results of teachers at TK ABA Karangkajen, they have never created interactive media products and have never used such interactive media in their teaching activities with students. Therefore, the teachers at TK ABA Karangkajen are interested in Canva training to create interactive media.

Keywords: canva, interactive media, theme, vegetables



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INTRODUCTION

As we know today, technological developments are advancing, where this change also occurs in aspects of education such as the use of learning media. Media in learning has undergone many changes starting from its form, where previously it was in physical form, now

there are many online learning media. This change will certainly change the teacher's habits in teaching where teachers will later begin to use digital-based media in learning (Hapsari, Gita Permata Puspita., 2021).

Learning media are very necessary in teaching and learning activities, where media in learning activities can increase active participation of students and increase the creativity of teachers in creating learning media as attractively as possible for their students, as well as media that can be made without requiring a long time, with the existence of this media as a tool in conveying information by teachers to their students (Tanjung & Faiza, 2019). Learning media have several benefits, namely: they can provide clearer and easier-to-understand material because the material can be presented logically and clearly, whether the learning media are in the form of pictures, photos, miniatures, films, videos, interactive CDs, computers, and so on (Zaini & Saputri, 2017). Thus, in the current era, it is the teacher's duty to create learning media for children. According to Khadijah (in Zaini & Dewi, 2017), media are something used to convey messages from the sender to the receiver in the learning process so that they can stimulate the thoughts, feelings, attention, and interests of early childhood. According to (พวง ผกา มะเสนา และประภต นันทียะกุล, 2557), there are several benefits of media in learning, namely: a) The delivery of lesson materials can be standardized. b) The learning process becomes clearer and more interesting. c) The learning process becomes more interactive. d) Efficiency in time and effort. e) Improving the quality of student learning outcomes. f) Media allow the learning process to be carried out anywhere and anytime. g) Media can foster positive student attitudes towards the material and the learning process. h) Changing the teacher's role towards a more positive and productive direction.

In utilizing current developing technology, teachers need to master the concepts in designing interactive media (Putra & Ishartiwi, 2015). As explained by Rasmani, et al. (2022), interactive multimedia benefits students by making it easier for them to understand new information provided by the teacher, whether in the form of engaging images, sounds, or videos. In creating interactive learning media, we can produce a product using various applications that support media design. Multimedia can be defined in various ways depending on its implementation using technological assistance, where the multimedia itself can be presented diversely depending on the executed technological assistance within the scope of applications (Kurniawati & Nita, 2018).

Canva is an online design program media, which provides graphic designs such as posters, pamphlets, presentations, banners, invitation cards, photo editing, and several other graphic designs available within it. The general use of Canva is for graphic needs such as creating flyers, posters, greeting cards, certificates, presentations, and infographics with engaging images and templates (Purwati & Perdanawanti, in Isnaini et al., 2021).

Rahmasari & Yogananti, (2021) states that one of the media that can be designed using the Canva application is animated audio media. Animated video media is an alternative medium that teachers can develop for learning. Animated audio media is a tool for conveying information or messages in a dynamic visual form that can be seen and heard. Canva is a graphic design application that has a variety of interesting templates (Tanjung & Faiza, 2019). However, the Canva application also has some advantages and disadvantages. The advantages of the Canva application according to Kharissidqi et al., (2022) include: 1) It makes it easier for users to create the desired or needed design. 2) The application provides a wide variety of available and attractive templates. 3) It is easily accessible. The disadvantages of the Canva application according to Resmini et al., (2021), as an online-based application, require constant internet connection. This is one of the drawbacks of the Canva application, as it cannot be used offline, and some features are paid.

The theme of vegetables is one of the learning themes applied in groups A or B at kindergarten. Using the theme of vegetables will help children understand and name various

vegetables, know their benefits, and recognize the colors of vegetables. This theme can stimulate language and cognitive aspects in children (Nuraini et al., 2022).

The use of media can make the learning process more efficient and help students absorb the subject matter more deeply than what has been delivered (Faris & Lestari, 2016). The use of interactive media will make students understand lessons better (Mamase, 2019). When designing learning media for early childhood, designers must first understand the characteristics of media for early childhood (The Importance of Learning Media for Early Childhood, Zaini & Dewi, 2017): 1) The play tools used are not dangerous for children. 2) They contain educational elements. 3) The play tools are diverse, allowing children to explore with the tools they use. 4) They have a level of difficulty appropriate for the child's age. 5) Simple and easily accessible play tools are used. 6) The play tools do not contain preservatives. 7) The play tools have a simple yet attractive design. 8) The toys have striking colors to increase children's interest. 9) The play tools used can develop the child's 6 developmental aspects. By having a good understanding of learning themes, teachers can enhance their understanding and skills in mastering the material taught (Nuraini et al., 2022).

Based on the various opinions above, the use of interactive media is a medium that can help convey messages and information to students in learning activities. This is done with various interesting materials, so children will have an interest in learning activities with the media that has been designed. From the explanation above, the researcher wants to explain how Canva-based multimedia learning is so important in learning activities for early childhood.

However, as we know, many teachers or educators still do not understand how to create an interactive learning media product using the Canva application. Due to this problem, the researcher conducted observations by interviewing teachers and principals at TK ABA Karangajen to gain further understanding of teachers' comprehension regarding the use of the Canva application in creating interactive media. The objective of this research is to produce an interactive learning multimedia product about various vegetables, their benefits, and characteristics.

RESEARCH METHOD

Research Design

This study uses a descriptive qualitative research design. The qualitative approach was chosen because it allows the researcher to explore information in depth through interviews and document analysis. This method directs the process of collecting data and information from relevant documents and from interviews conducted with teachers at the school. The research was conducted at the designated school where the participating teachers work. Data collection took place during the period in which interviews with teachers were scheduled and supporting documents were accessed. The research setting includes the teacher's work environment and the school's official documentation related to the study.

Research Target/Subject

The subjects of this research were teachers at the school who were directly involved in or knowledgeable about the issues being studied. These teachers were selected purposively based on their relevance, experience, and ability to provide accurate and meaningful information needed for the research. The purposive sampling technique was used to ensure that only respondents who could offer insightful data were included.

Research Procedure

The research procedure consisted of several stages. First, the researcher identified and selected relevant teachers as participants. Next, interviews were conducted to obtain detailed information related to the research focus. Additionally, the researcher collected and reviewed

documents associated with the research topic, including school records, instructional materials, or administrative documents. All gathered information was then organized and prepared for analysis.

Instruments, and Data Collection Techniques

Data were collected using two primary techniques. Interviews, serving as the main instrument for obtaining information directly from teachers. A semi-structured interview guide was used to allow flexibility while still addressing key research points. Document analysis, which involved reviewing relevant documents related to the research topic, such as institutional records, reports, or other written materials that support the findings. These instruments enabled the researcher to gather comprehensive and triangulated data.

Data Analysis Technique

The data obtained from interviews and document analysis were interpreted using qualitative analysis techniques. The researcher categorized and coded the information to identify emerging themes that correspond to the research objectives. The interpretation of the data was conducted by comparing interview results with document findings to ensure consistency and credibility. The final analysis was used to draw conclusions that address the research problems.

RESULTS AND DISCUSSION

Based on the information obtained from the interview conducted at TK ABA Karangajen, the teachers at the kindergarten have never created interactive media. And of course, the teachers themselves have never utilized interactive media. However, the principal has learned about early childhood audio media from Kak Sinung via the internet and has also studied mapwo media. For the benefits, interactive media is certainly very useful for the school because it is advanced in the current era, and most activities are done using mobile phones or the internet. This makes it easy to access, and at home, parents can also learn through laptops. Therefore, early childhood children have abstract thinking, so the material presented must be as concrete as possible and understandable to the children.

Because interactive media has never been used, there are no products from the school or the teachers at the school. However, if this interactive-based learning media is to be designed, the current theme of interest is plants and vegetables, which are close to the children's lives, making it easy for them to obtain information on the theme. With this theme, children will also understand the benefits of vegetables in their bodies. In addition, because this school is a driving school, its learning methods use literacy and direct observation. Therefore, the theme used must be easily accessible in the child's environment. A theme in learning is a main idea in delivering material to children; developing themes is something teachers must master to facilitate students in learning activities.

For Canva training itself, the teachers at the school have never had any. However, the principal has attended a paid online Canva seminar. Regarding its application, there has been no training on Canva for the teachers at the school. Therefore, the teachers are very interested in using Canva media.

With the interview results, the researcher wants to create an interactive learning media product for early childhood. The interactive media to be designed will certainly be in accordance with the school's needs, where this interactive media product will be applied to the students at that school.

CONCLUSION

Interactive media plays an important role in learning activities, where interactive media is used to convey messages or information to students. In creating or designing media, teachers need to master how to design media according to the needs and understanding of their students. As outlined above, media design can be done using the Canva application with various features that can be used and are suitable for the needs of media design. Of course, with this application, teachers also need to understand how to use it in designing media. However, from the research results of teachers at TK ABA Karangajen, they have never created an interactive media product and have never used such interactive media in learning activities with their students. Therefore, the teachers at TK ABA Karangajen are interested in Canva training for creating interactive media.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Investigation; Project administration; Validation; Writing – review and editing; Data curation; Formal analysis; Methodology; Writing – original draft; Resources; Visualization.

Author 2: Validation; Formal analysis; Other contributions; Resources; Supervision.

CONFLICTS OF INTEREST

The authors declare no conflicts of interest.

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