

THE APPLICATION OF THE CANVA APPLICATION-BASED TTW STRATEGY TO INCREASE LEARNING MOTIVATION AND STUDENT LEARNING OUTCOMES IN THE SUBJECT OF GEOGRAPHY

Rahmayoni¹, Erianjoni, Iswandi U, Syafri Anwan²

¹*Student of Master Program of Geography Education, Universitas Negeri Padang (UNP), Indonesia*

²*Lecturer of Study Program of Sociology Education, Universitas Negeri Padang (UNP), Indonesia*

Email: rahmayoni@gmail.com

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Abstract

Changes and improvements in the field of education include various components involved in it, both implementing education in the field (teachers' competence and quality of teaching staff), quality of education, curriculum devices, educational facilities and infrastructure, and quality of education management, including changes in learning methods and strategies used. more innovative. Efforts to change and improve are aimed at bringing the quality of education in Indonesia to be better. This study aims to determine the application of the Canva application-based Think-Talk-Write (TTW) strategy to increase student motivation and student learning outcomes in Geography. The method used is a systematic literature review (SLR). The data sources analyzed by the literature can be in the form of books, scientific articles, research journals, research reports, seminar proceedings, and so on. The results of the analysis of several reviewed articles found that the application of an effective TTW strategy based on the Canva application was used by teachers because the TTW strategy invited students to explore students' minds by discussing strategies for problem-solving questions that would indirectly improve students' learning motivation, and provide a positive view of the subject of geography.

Keywords: TTW, Canva Application, Learning Motivation, Learning Outcomes, Geography

1. INTRODUCTION

Referring to the standard content of geography subjects that have been set by the 2007 National Education Standards Agency, the objectives of geography subjects are 1) understanding spatial, environmental, and regional patterns and related processes; 2) mastering basic skills in obtaining data and information, communicating and applying geographic knowledge; and 3) displaying behavior that cares about the environment and uses natural resources wisely and has tolerance for the cultural diversity of the community. The objectives of geography subjects do not only cover cognitive aspects in the form of students' knowledge of spatial, environmental, and regional patterns and related processes but also include psychomotor aspects in the form of skills to acquire, communicate and apply the knowledge they have acquired, as well as coverage of affective aspects in the form of concern for the environment and tolerance for cultural diversity in which students are located (Chandra et al., 2019; 2020; Nova et al., 2020). Based on the learning objectives, it can be understood that teachers are required to be able to determine learning strategies that can develop students' abilities in geography subjects. The objective of learning geography requires students to have adequate geography skills so that various competencies are expected to be achieved properly and optimally.

Therefore, in its implementation, learning geography is expected to be able to develop the ability of students to become figures with the qualifications of

1) having broad knowledge and high curiosity about spatial, environmental, and regional patterns and related processes; 2) having a high concern for on environmental, social, and cultural issues; 3) has a proactive attitude and behavior towards changes in geographic information; 4) has a tolerant attitude towards cultural diversity; 5) can communicate geographical information well; and 6) has an awareness for continuous improvement of its shortcomings (BSNP, 2007; Suasti et al., 2018).

The reality in the field is that the objectives of learning geography have not been fully realized as stated in the 2006 BSNP Content Standards. The experienced researcher as a geography teacher at SMA Negeri 1 Suliki District, feels that the ability of students' learning motivation is still lacking (low), especially it can be seen, in-class students. XI IPS. This can be seen through observations during Geography learning activities, students only see the teacher explaining, and occasionally note important things, but when asked again about what the teacher explained, students are still difficult to explain again according to their language. When asked about the problems that occur in Indonesia related to geography subject matter, how to respond to students is still simple. For example, the questions that have been given to students related to learning materials are as follows: 1) Try to explain various population problems in Indonesia! How to solve the problem! Explain what you think!; 2) What do you think about the exploitation of natural resources in Indonesia?; and 3) Why overexploitation of natural resources can cause damage to the environment?. In

response to these questions, students are more likely to be silent. Even if students are asked to ask about the learning materials that have been studied, students tend to ask questions that are already in the textbook, and in answering questions, students are more likely to answer rote questions.

In another condition outside of geography lessons, several students were asked about students involvement in geography lessons, students said that geography lessons were easy but difficult lessons, students only understood when the teacher explained, but after that, they forgot and again did not understand properly. subject matter that has been delivered. Furthermore, it was revealed that students' lack of understanding of the material caused students to be unable to answer questions from the teacher and did not want to be asked in front of the class when asked to answer, causing a feeling of pessimism and not wanting to try to find solutions. This certainly has an impact on student learning outcomes that are low.

Such conditions if left unchecked will result in students having more difficulty in learning and understanding geography material. Taking into account the importance of having students' learning motor skills that support student learning outcomes in geography learning, it is necessary to make efforts from teachers to improve both. Efforts that can be made by teachers include providing appropriate learning strategies in learning geography. If a student succeeds in formulating a geography problem, they can solve it, then his attitudes and beliefs become more positive in learning geography. A learning strategy that can improve student learning outcomes and motivation is the TTW strategy. The TTW strategy was introduced by Huinker and Laughlin (Hamdayana, 2014) which is built through thinking, speaking, and writing. The flow of the TTW strategy progress starts from the involvement of students in thinking or dialogue with themselves after the reading process. Then talk and share ideas with friends before writing. This can help students construct their knowledge so that students' understanding of concepts becomes better, students can communicate or discuss their thoughts with their friends so that students help each other and exchange ideas. This can help students understand the material being taught (Hamdayana, 2014).

In addition, the use of learning media is one of the most important things for learning in the classroom, because applying a variety of learning media makes students more interested in paying attention. One of the learning media that is considered effective to use is the Canva application. The use of Canva to present learning media that can help visualize learning materials so that students understand geography learning material which tends to be difficult if only explained through text. Through Canva, educators can present varied, interesting, and useful learning media to provide a more concrete picture of learning materials for students. Other benefits that can be felt from this media are learning materials will become more interesting,

delivery of learning will be more effective and efficient, and learning materials are delivered in full, concisely, and quickly through material pointers.

According to Wicaksana et al (2020). Researching the development of character education-based reproductive health posters using Canva for teenagers in high school shows that the use of Canva-based media makes communication on reproductive health learning run effectively. This is supported by the results of the one-group pretest and post-test assessments which show an increase in student learning outcomes. Referring to several studies that have been carried out, researchers are interested in studying the application of the Canva application-based TTW strategy to increase learning motivation and student learning outcomes in the subject of geography.

2. METHODS

The type of research used in the application of the Canva application-based TTW strategy to increase student motivation and student learning outcomes in Geography is A Systematic Literature Review (SLR) a literature review method that identifies, reviews, evaluates, and interprets all available research. This method is used to review and identify journals in a structured manner which in each process follows the steps that have been set (Triandini et al, 2019). Information is collected by reading literature relevant to the topic being discussed. The data sources, namely literature, can be in the form of books, scientific articles, research journals, research reports, seminar proceedings, and so on related to the TTW strategy based on the Canva application to increase learning motivation and student learning outcomes in subjects geography.

3. RESULTS AND DISCUSSION

Learning motivation is one of the factors that determine effectiveness in learning. A student will learn well if there is a motivating factor, namely learning motivation. Students will study seriously if they have high learning motivation. According to Uno (2011) "learning motivation is an internal and external encouragement for students who are learning to conduct behavior, in general with several indicators or supporting elements. These indicators include the desire and desire to succeed, encouragement and impasse in learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment".

In addition, Winkel (2005), states that learning motivation is the overall psychic driving force in students that causes learning activities to achieve a goal. In line with the above opinion, Sardiman (2007), explains that learning motivation is the entire driving force within students. that lead to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved.

From some of the opinions above, it can be

concluded that learning motivation is the entire psychic driving force that exists in individual students who can encourage to learn to achieve their goals of learning. The characteristics of people who are motivated in learning according to Sardiman (2007), namely: 1) Diligent in dealing with tasks and can work continuously until the work is completed; 2) Tenacious and not easily discouraged in the face of adversity; 3) It is possible to have an interest in various problems; 4) More often work independently; 5) Get bored quickly with routine tasks; 6) If you are sure you can defend your opinion. Will not give up something that has been believed; and 8) Often find and solve problems.

In line with the opinion above, according to Uno (2011) that the characteristics of people who are motivated in learning can be classified as follows: 1) There is a desire and desire to succeed; 2) There is encouragement and need in learning; 3) The existence of hopes and ideals in the future; 4) There is an appreciation for learning; 5) There are interesting activities in learning; and 6) The existence of a conducive learning environment, allows a student to learn well. Indicators of work motivation t are as follows: 1) Responsibilities: Have high personal responsibility for their work; 2) Work Performance: Doing something/work as well as possible; 3) Opportunities for Advancement: Desire to get fair wages according to work; and 3) Performance Recognition: Desire to earn higher wages than usual; and 4) Challenging work: Desire to learn to master his work in his field (Fadillah et al., 2013).

From the description above, it can be concluded that the amount of learning motivation that exists in a person will be reflected in his behavior, namely: 1) Diligently doing the task; 2) Tenacious in the face of adversity; 3) More often work independently; 4) Allows interest in various problems; 5) Get bored quickly with routine tasks; 6) If you are sure you can defend your opinion; 7) Not letting go of something that is believed; 8) Often seek and solve problems; There is a desire and desire to succeed; 10) There is encouragement and need in learning; 11) The existence of hopes and ideals in the future; 12) There is an appreciation in learning; 13) The existence of interesting activities in learning; and 14) The existence of a conducive learning environment that allows a student to learn well. If someone has the characteristics above, it means that person has a strong enough motivation. A person who has high learning motivation will have several characteristics that distinguish him when compared to someone who has low motivation.

TTW Learning strategy

Before discussing the TTW learning strategy, the author first explains several terms related to the learning strategy itself, including learning approaches, learning methods, learning techniques, learning strategies, and learning tactics. First, the learning approach is another term that has similarities to

learning strategies. The learning approach can be interpreted as our starting point or point of view on the learning process carried out (Sanjaya, 2008; Putra, 2010). Therefore, there are two approaches to learning, namely teacher-centered approaches and student-centered approaches. The teacher-centered learning approach reduces direct instruction, deductive learning, or expository learning. While the student-centered learning approach reduces discovery and inquiry learning strategies and inductive learning strategies (Sanjaya, 2008).

Based on this, it can be seen that the TTW strategy belongs to a student-centered approach whose derivative is Inquiry. Inquiry in English inquiry means a statement, examination, or investigation. Inquiry is a general process that humans do to find or understand information. Inquiry strategy means a series of learning activities that involve maximally all students' abilities to search and investigate systematically, critically, logically, and analytically so that they can formulate their findings with confidence. Joyce, Weil, and Calhoun (Suprijono, 2011) suggest that the main energy source of inquiry is the growth of students' self-awareness in seeking, finding, examining, and formulating ways to solve problems independently. The purpose of using the inquiry method is to develop cognitive skills in investigating and processing data and developing logic to absorb quality concepts.

Inquiry is formed and includes discovery and more, in other words, the inquiry is an extension of discovery processes that are used more maturely. In discovery processes, inquiry contains higher-level mental processes, for example, formulating their problems, designing experiments, conducting experiments, collecting and analyzing data, drawing conclusions, having objective attitudes, being honest, curious, open, and so on (Suprijono, 2011). Johnson in Suprijono (2011) distinguishes discovery learning from inquiry learning. Discovery has an experience called the experience which can be interpreted as here it is. Inquiry learning does not always end in this process. This is because the final process of discovery learning is discovery, while the inquiry learning process ultimately lies in the satisfaction of research activities. Discovery learning emphasizes the experience experienced by researchers when making a discovery. Inquiry means the teacher must provide a situation in such a way that students are encouraged to carry out the procedures used by the research. The similarity between discovery learning and inquiry learning is that both of these studies emphasize contextual problems and investigative activities.

Second, the method is the method used to realize the strategy that has been set, thus one learning strategy may use several methods (Sanjaya, 2008). The method is a way that can be used to implement the strategy. The method means method, whereas, in general usage, the method is defined as a method or procedure used to achieve certain goals (Istarani, 2014). The learning method is divided into the lecture method, question and

answer method, discussion method, demonstration method, experimental method, practice method (drill), assignment method (recitation), field trip method, Team System method (Team Teaching), method, and method simulation. In the division of the learning method, it can be seen that the TTW strategy belongs to the discussion method, where this method makes students exchange information, opinions, and elements of experience regularly to get a clearer and more thorough understanding of the problem. or the topic being discussed. Based on the description above, it can be concluded that the discussion method is a learning method in the form of exchanging information, opinions, and elements of experience regularly to get the same, clearer, and more thorough understanding of something or to prepare and finalize joint decisions.

Third, the learning strategy according to Suherman et al (2003) is tactics or tips that are deliberately planned by the teacher, regarding all learning preparations so that the implementation of learning runs smoothly and the objectives in the form of learning outcomes can be achieved optimally. The strategy used is expected to be able to develop students' critical thinking skills. Not only that, but the strategies used are also able to improve student learning outcomes in geography subjects. Learning strategy according to Sanjaya (2008) is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Or the learning strategy is a set of learning materials and procedures that are used together to produce learning outcomes for students. The learning model is the whole series of

presentations of teaching materials which includes all aspects before and after learning by the teacher as well as all related facilities that are used directly or indirectly in the teaching and learning process (Istarani, 2014).

Fourth, learning techniques and tactics. Teaching techniques and tactics are a description of the teaching method, technique is the way someone does an order to implement a method. For this reason, Istarani (2014) says the technique is knowledge of teaching methods used by instructors. While tactics are a person's style in carrying out a certain technique or method. Thus, tactics are more individual (Sanjaya, 2008). TTW learning is a type of cooperative learning that consists of several members in one group who are responsible for mastering the learning material section and can teach the material to members in the group (Zulkarnaini, 2011). Learning design using the TTW strategy according to Yamin & Ansari (2012) with slight modifications as follows:

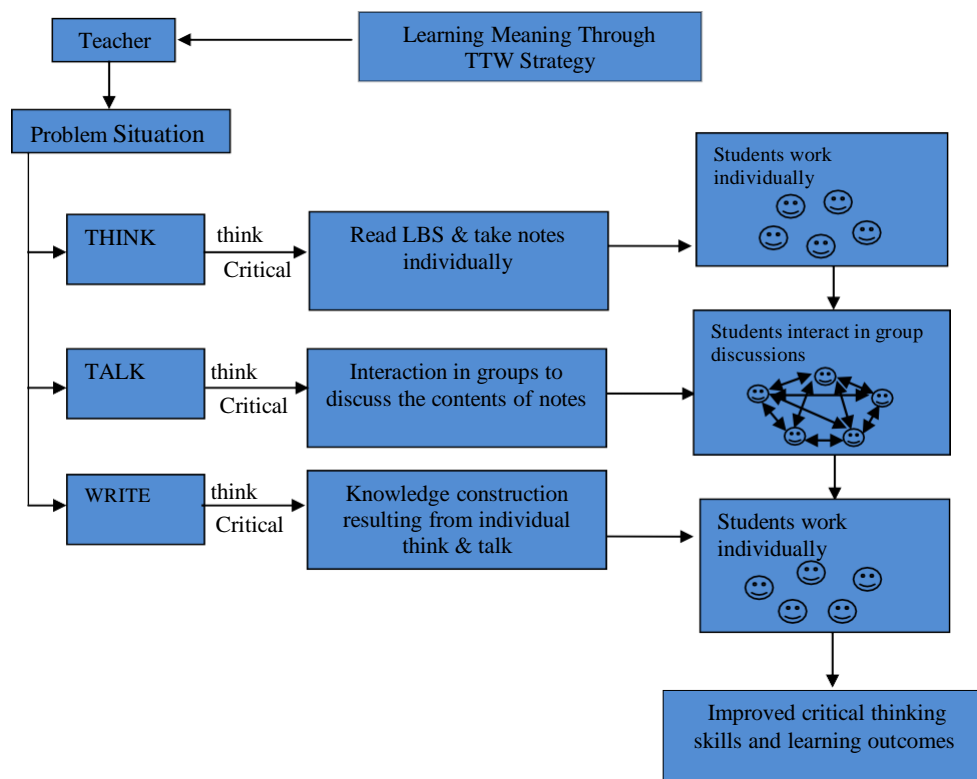


Fig 1. Learning design with TTW strategy

A learning strategy that is expected to be able to develop the ability of learning outcomes and student motivation is the TTW strategy. The strategy developed by Huinker & Laughlin in Hamdayana (2014) is built through thinking, talking, and writing. The flow of the TTW strategy starts from the involvement of students in thinking (think) or dialoguing with themselves, then talking (talk) and discussing with friends in small groups, after which students present their ideas in writing (write). TTW learning is built through the process of thinking, speaking, and writing. This learning model can develop problem-solving abilities, so it is very suitable to be applied to stimulate students' scientific attitudes during learning.

From the description above, it can be concluded that the TTW learning strategy is a learning strategy that starts from the involvement of students in thinking or dialogue with themselves after reading material, then talking (talk) by discussing and sharing ideas with friends in small groups. After that, students present their ideas in writing (write). The TTW strategy wants students to actively participate in learning, so that students have good and meaningful knowledge for themselves, as stated by Slameto (1995) if students become active participants, then they have good knowledge.

In more detail in this study the learning steps with the TTW strategy that will be used are 1) Students are in small groups with 5-6 members and get LBS which contains activity sheets, environmental problems, related to natural resources, and instructions for their use; 2) Students independently read and study LBS, understand the problem and then make a problem-solving plan; 3) Students discuss the results of the reading with group members, share ideas and listen to group friends' opinions and increase their understanding of how to solve the problems given; 4) From the results of the discussion, students independently write down the problem solving that is considered correct; 5) The teacher rewards individual and group learning outcomes; and 6) Together with the teacher, students conclude solutions to these problems.

Based on the explanation above, it can be concluded that the TTW strategy invites students to be able to explore students minds by discussing strategies for problem-solving questions which will indirectly increase students' motivation to learn and provide a positive view of the subject of geography.

Canva learning media

Interesting and innovative learning, learning media is needed to assist teachers in teaching. Learning media are everything that can be used to channel the sender's message to the recipient so that it can stimulate the thoughts, feelings of attention, and interest of students to learn (Tafonao, 2018). Learning media is very necessary to improve, and generate new desires and interests in the learning process (Zulherman et al.,

2021). However, in practice, there are still many teachers who have not implemented learning media innovatively, not only do not apply the media but there are no learning media in schools (Tafonao, 2018).

Nowadays, technological developments that occur present innovations in various new features that can support the presentation of subject matter that is more interesting, not monotonous, and facilitates the delivery of material when online learning is carried out. One of the website-based sites that are often used to create learning media today is the Canva website. Canva is an online-based graphic design application that can be easily accessed using a mobile or desktop. The Canva app feature is a special design in the Canva app that can help a user to create a design.

One of the many applications that have appeared in the world of education is the Canva application. Canva is an online design program that provides various tools such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, and so on that are provided in the Canva application (Mokhtar, 2018).

The types of presentations available on Canva include creative presentations, education, business, advertising, technology, and so on. So that the Canva application can be used in the realm of education. This presentation design will be used in this research. How to use it is very easy even for beginners though and easy to use online. Canva does not require installation on a computer, because the Canva application is web/cloud-based and mobile applications are available for both Android and iPhone so you can still create designs when away from your computer.

Not only educators can use the Canva application because Canva is one of the free applications and is open to the public. Canva can help us create the designs we want without having to design from scratch. educators can also use templates, and animations, with attractive colors and fonts to beautify the presentations that are displayed. Design results are also automatically saved on the Canva website and can be shared on social media. Making learning media through this Canva application, the educator's message to students will be conveyed effectively by providing ease of delivery of material that is easy to understand and more interesting, which is following the level of thinking of students so that students can understand the material quickly, and can be repeated when they at home, so they are motivated to learn. However, because this application is cloud/web-based, of course, it cannot be accessed if there is

no internet connection, besides the designs presented in the Canva application there are several paid templates, but this is not a problem because many templates are good and free when used. With the Canva application, you can not only create interactive learning media but can also be used in making logos, posters, advertising banners, social media content, product packaging designs, YouTube intros, magazine or book editor

designs, and much more. Canva application can be used anywhere at any time.

The Canva app is an online graphic design application. Canva also has a wide variety of templates or design options to choose from. Not just a presentation. But Canva also provides designs for posters, profile photos, banners, and more (Leryan et al., 2018). The use of Canva learning media can make it easier and save teachers time in designing learning media and make it easier for teachers to explain learning materials. Canva media can also make it easier for students to understand lessons. This media can display text, video, animation, audio, images, graphics, and others according to the desired display and can make students focus on paying attention to lessons because it looks attractive (Tanjung & Faiza, 2019).

Canva is a graphic design website that helps users create creative designs online. The various advantages offered, such as easy access, an attractive front view, and ease of use were taken into consideration when choosing Canva for developing learning media. The availability of various versions of Canva also makes it easier for students to access learning media. Currently, Canva is available in a website version, as well as an application for Android and IOS smartphone users.

There are several types of Canva application features, namely: 1) Ready-made templates; There are various kinds of templates that can be used directly, so they can speed up the process of creating content design and can be changed according to the wishes of the user; 2) Icons and illustrations; the free version is also equipped with a variety of icons and illustrations that can be used immediately; 3) Text and Background; There are various kinds of text design options and there are various kinds of backgrounds that can be used in Canva and can also set the color of the text or background; 4) Animation Apart from icons or illustrations, you can also use animations. Various forms of animation can be used;

5) Duplication The existence of duplication helps users to speed up the work process in designing; 6) Effects, Straighten, Blur, Crop Photos There are many options for editing a photo, starting from applying effects, straightening photos, blurring photos, and cropping photos or images so that the composition of the image is precise and neat; 7) Share and Download There is a feature to share designs to various media directly and can also download the designs that have been made; and 8) 1 Gb storage memory Has about 1 Gb of storage which is used to store the designs that have been made.

The advantages of the Canva application include 1) It has many features and is easy to use; 2) Can be used via the web, with no need to download it; 3) Design results can be downloaded in png, jpg, pdf format, and others; 4) Has a variety of graphic design templates; 5) Has tens of thousands of image collections that are ready to use; 6) Have many types of fonts; 7) Can be accessed using a cellphone, laptop, or computer; and 8) The design results are automatically saved on the Canva

website and can be directly shared on social media.

The disadvantages of the Canva app include 1) Because it is web-based, it must use internet-connected access; 2) If the signal is not good, it will affect the performance of the canvas; 3) Some features must use Canva premium; 4) To export the design result files only in the form of jpg, png, and pdf. And export with an animated GIF or video results is only available in the paid version; and 5) The design results are easily recognizable because they already have a very large number of users using the same design template.

From some of the explanations above, it can be concluded that this Canva application is very effectively used by educators in designing learning materials by providing easy delivery of material that is easy to understand and more interesting, which is following the level of thinking of students, so that students can understand the material quickly, and can be repeated when they are at home so that they are motivated to learn.

4. CONCLUSIONS

The TTW strategy invites students to explore students' minds by discussing strategies for problem-solving questions that will indirectly increase students' motivation to learn and provide a positive view of geography. By using this Canva application by educators in designing learning materials to provide ease of delivery of material that is easy to understand and more interesting, which is following the level of thinking of students, students can understand the material quickly and can be repeated when they are at home so that they are motivated to learn.

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