

# UTILIZATION OF THE CANVA WEBSITE AS A MEDIUM FOR MAKING GEOGRAPHY COMICS TO IMPROVE CREATIVE THINKING SKILLS IN CLASS X STUDENTS OF SMAN 1 RUPAT

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**ABSTRACT:** Technology that is increasingly developing and sophisticated, can make students also create without limits. The Canva website is one of the platforms that can be utilized by teachers and students in packaging learning, both inside and outside the classroom in a more fun and interesting way. In this study, the Canva website was used to create geography comics, especially hydrosphere material, as an effort to improve the creative thinking skills of class X students at SMAN 1 Rupert. This study used a quasi-experimental method with a quantitative approach involving experimental and control classes. The results of statistical calculations show that the use of the Canva website as a medium for making comics is quite effective in improving students' creative thinking skills. So that in the future it is highly recommended that educators/teachers use the Canva website with a longer time allocation for the habituation of students so that it can produce even better creative thinking skills and can make the Canva website more efficient and effective for learning media.

Keywords: *Canva; Creative; Technology.*

## 1. INTRODUCTION

Technological development is one of the driving factors for social change in society and individuals. The discoveries and developments in science-based technology and information technology that continue to develop in the 'Industrial Revolution 4.0' have confirmed the changing times and the era of creative thinking skills began [1-3]. This era of technological change has turned out to be able to change life, one of which is in the field of education [4-5].

The development of technology in the field of education is very significant. Currently, learning resources are not only from printed books or reading books provided by schools. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.

From the above law, it can be understood that education is a process that is planned so that a learning atmosphere, a learning process, both in the classroom and outside the classroom that is more active and interactive can be realized. So that

students can develop the potential that exists in themselves to the fullest. Both in terms of religious spirituality, regulating emotions, individuals, academic intelligence, morals, and also various skills needed for themselves, society, and in a broad scope, namely the nation, and state.

The development and advancement of science and technology are advancing very rapidly in the field of education, so it is very possible that in the future educational technology can be something that is highly considered in providing benefits to effectiveness in the field of education. Effective, efficient, interesting, and fun learning is something that absolutely must occur in the implementation of education, to create a quality teaching and learning process. Able to create critical, active, and creative learners.

Education is a space to develop quality human resources and be ready to face all the changes that exist [6-9]. Education is very important to realize moral and dignified human resources [10]. The readiness of the teachers is one of the causes of the success or failure of learning in schools [11]. So that in this all-technology era, a good mastery of science and technology is needed, and the right learning strategy is used in the classroom [12]. That

is, this quality of learning will be born from educators or teachers who also constantly improve their quality [13]. So in this case the teacher has the responsibility of implementing a good learning system to create good and quality students.

Creating good and quality students amid the onslaught of increasingly advanced technological developments, of course, is ideally able to give birth to creative strategies from teachers so that students are increasingly interested and interested in the subjects they will learn. Creativity is generally defined as the ability to generate new and useful ideas or products [14-16]. In times of rapid change and intensified competition, creativity is important in many areas. At the societal level, creativity has been the driving force for artistic creation, technical innovation, and scientific discovery [17-19]. At the personal level, we often engage in creative activities to address everyday problems and challenges [20]. Organizations consider creativity as an important resource to be innovative and competitive in the global market [21-25].

In school, learners need creative and flexible thinking to learn and integrate new knowledge. Overall, we must develop learners' creative capacities to prepare them for learning, work, and personal life. Creative thinking sees certain things that are characterized by four aspects, namely fluency, flexibility, originality, and elaboration. Seeing that creativity is very important for one's success, students must have their focus to nurture and train their creativity. This is by the mandate of the curriculum which states that skills and acting actively, independently, critically, creatively, productively, collaboratively, and communicatively are skills that students must have. Because this creation is very important, it is deemed necessary to have learning that supports the creativity of students, one of which is by utilizing the Canva website in making geography comics in geography lessons.

Technology that is increasingly developing and sophisticated, can make students also create without limits. Canva website is one of the platforms that can be utilized by teachers and students in packaging learning, both inside and outside the classroom with more fun and interesting. The Canva website is one of the supporters of the learning media creation process which is equipped with various features that are easily accessible both through computers and cellphones. In addition, teachers and students can use the free premium class Canva by using the belajar.id account provided by the Ministry of

Education and Culture. So that both teachers and students can be maximized in utilizing the Canva website for learning activities.

In utilizing the Canva website, students will be focused on making geography comics, both in the form of visual images and writing, as well as by using sound, and at the end of the stage will be practiced by playing a role. This is certainly very useful for students who have visual, audio, and kinesthetic learning styles. From the psychological test data in 2022 by the Indonesian Psychological Institute, class X students of SMAN 1 Rupert in the 2022/2023 academic year totaling 84 people have different learning styles, where 64 people (76%) are students who have auditory learning style, 11 people (13%) students have a kinesthetic learning style, and 9 people (10%) are students who have a visual learning style. (Psychological Test Results, 2021).

## 2. METHODS

In this study, researchers used a quantitative quasi-experiment method. This quasi-experimental method is designed with a pretest-posttest control group. Quasi-experimental research is used to determine the cause-and-effect relationship between variables. This research was conducted at Sekolah Menengah Atas Negeri 1 Rupert, Jl Mesjid Kampung Jawa Kelurahan Batupanjang, Rupert District, Bengkalis Regency.

The population in this study were all students of class X SMAN 1 Rupert, with the sample being students of class X1 and X2. Because this research uses a quantitative quasi-experiment, it is necessary to have an experimental class and a control class. However, this control class does not have a full function in controlling external variables that can affect the implementation in the experimental class. The condition or background or social status of students, both in the control class and in the experimental class is considered the same. In this study, class X1 is the experimental group, and X2 is the control group. In this study, only the experimental class will be treated, the control class will not be treated.

In the two groups, both pretests and posttests were conducted. Only the experimental group was treated. The pretest was conducted to determine the initial knowledge of students before learning, while the posttest was conducted to determine the learning outcomes after the experimental class was treated and the control class was not treated. Then observed to find out changes after receiving treatment in the experimental class.

**Table 1.** Research design Quasi-experiment

Group	Treatment	Pretest	Posttest
Eksperiment	X	O1	O2
Control		O1	O2

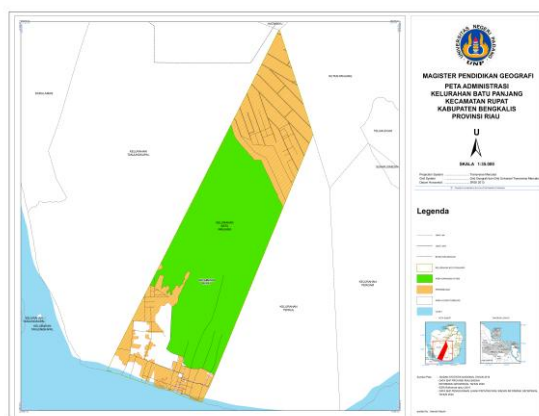
Source: Research Document, 2023

After the results were obtained, then statistical calculations were carried out using N-Gain to determine the effectiveness of using comic media. Meanwhile, to determine creative thinking skills, a questionnaire given to the experimental class was used.

For N-Gain itself using the formula,

$$N\ Gain = \frac{Posttest\ Score - Pretest\ Score}{(Ideal\ Score - Pretest\ Score)}$$

Meanwhile, the questionnaire measurement uses a Likert scale.



**Fig. 1** Administrative's Map of Batupanjang Village

### 3. RESULT AND DISCUSSION

This research will see how effective the use of geography comics made with the Canva website by each student (after going through the guidance process of making comics by the teacher) in improving the ability or creative thinking skills of students in class X1 (Experiment Class) compared to class X2 (Control Class).

Creativity itself has a broad meaning. Creativity does not only have creative power or create new things but can develop the imagination of students who by nature they have a curiosity that never goes out. (Ngalimun, 2013).

#### 3.1. Overview of the Research Location

This research was conducted at Senor High School 1 Rupert which is administratively included in Bengkalis Regency. Senor High School 1 Rupert located on Jalan Mesjid Kampung Jawa RT 002 RW 002 Batupanjang Village, Rupert District. The total number of students at Senor High School 1 Rupert in the 2022/2023 academic year is 271.

#### 3.2. Data Description

This research uses a quantitative approach with a quasi-experimental method. The data itself uses the results of the pretest (initial test) and posttest (final test). In this case, it is specialized in hydrosphere material only. This research was

conducted from March 6, 2023, to April 15, 2023. This research was conducted every Wednesday during this date range and school holidays. In April, an online class on the use of Canva was also given which students could later use to create comics. In this study, researchers obtained data from the results of the pretest and posttest conducted in the experimental class and also the control class. The pretest itself is an ability test given to students before being given treatment, while the posttest is carried out after students are given treatment. These two tests serve to measure the effectiveness of the Canva website to improve the ability or creative thinking skills of students.

#### 3.3. Research Results

##### 3.3.1 Experimental Class Pretest Results

In the experimental class, it was found that the pretest of 28 students obtained the highest score of 92 and the lowest score of 0. The median score was 50 and the pretest average was 45.79. The frequency distribution of grades is based on predetermined school standards, there is 1 learner who gets a score  $\geq 90$  (A), there are 5 learners who get scores in the range 80-89 (B), there are 2 learners with scores in the range 70 - 79 (C), and there are 20 learners with scores  $< 70$  (D). The pretest scores in this experimental class were before treatment.

**Table 2** Pretest Score in Experiment Class

No	Group	Pretest
1	1	18
2	1	52
3	1	66
4	1	22
5	1	16
6	1	52
7	1	88
8	1	46
9	1	0
10	1	76
11	1	16
12	1	14
13	1	50
14	1	54
15	1	0
16	1	72
17	1	88
18	1	20
19	1	84
20	1	38
21	1	0
22	1	92
23	1	84
24	1	82
25	1	60
26	1	50
27	1	28
28	1	14
Mean		45,79

*Source: Research Document, 2023*

### 3.3.2 Control Class Pretest Results

In the control class, there were also 28 students with the results of the pretest scores as follows,

**Table 3** Control Class Pretest

No	Group	Pretest
1	2	48
2	2	14
3	2	60
4	2	0
5	2	46
6	2	86
7	2	18
8	2	20
9	2	52
10	2	88
11	2	30
12	2	46
13	2	54
14	2	36
15	2	36
16	2	40
17	2	78
18	2	58
19	2	0
20	2	54
21	2	60
22	2	32
23	2	56
24	2	44
25	2	0
26	2	46
27	2	36
28	2	40
Mean		42,07

*Source: Research Document, 2023*

In the control class, the pretest was produced from 28 students with the highest score of 88 and the lowest score of 0. The median score was 45 and the pretest average was 42.7.

The frequency distribution of grades is based on the established school standards, 2 students get grades in the range 80 - 89 (B), there is 1 student who gets grades in the range 70 - 79 (C), and there are 25 students who get grades < 70 (D).

### 3.3.3 Experimental Class Creative Thinking Skills

Creative thinking skills in this study have 4 aspects, namely originality, fluency, flexibility, and elaboration (Torrance, 1969).

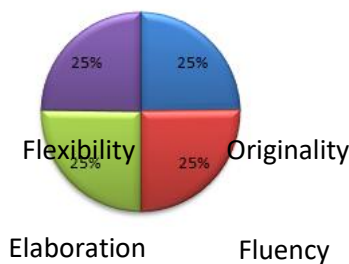
In the originality aspect, the experimental class obtained a percentage of 73.81%. In the fluency aspect, a percentage of 75% was obtained. In the aspect of flexibility, the result is 69.05%. And in the elaboration aspect, the result is 73.81%.

**Table 4** Students' Creative Thinking Skills

Measured aspects	Indicator	Total	Max Score	Percentage
Originality	Does not make comics	62	84	73,81%
	Create Comics with templates provided by Canva			
	Create a comic with your own design through canva			
Fluency	Does not provide ideas relevant to the theme	63	84	75%
	Provide ideas that are relevant to the theme but do not match the comic design (the script for the comic is made first)			
	Provide ideas that are relevant to the theme and in accordance with the comic design (the script for the comic is made in advance)			
Flexibility	Unable to answer questions from the theme created in the comic.	58	84	69,05%
	Can answer questions from the theme that has been poured into the comic but still wrong			
	Can answer questions from the theme that has been poured into comics			
Elaboration	Did not explain to classmates about the comic that had been made	62	84	73,81%
	Can explain to classmates related to comics that have been made but are incomplete / not detailed.			
	Can explain to classmates about the comics that have been made in full and in detail.			

Source: Research results, 2023

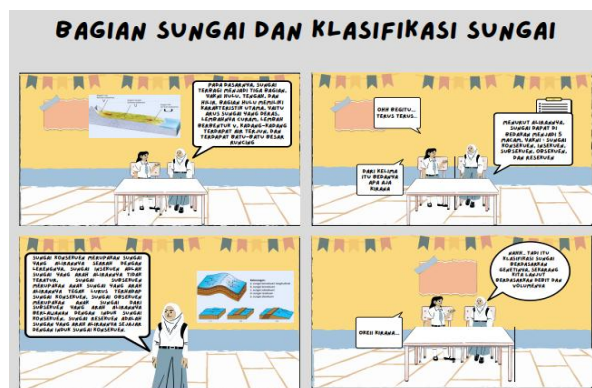
The results showed that the Canva website for making geography comics was able to improve students' creative thinking skills. Both are seen from the aspects of originality, fluency, flexibility/flexibility, and also elaboration.



**Fig. 2** Diagram of Creative Thinking Skills

The results showed that the level of comic originality made by students in the experimental class showed 25% of the total 4 aspects of creative thinking skills with details of 13 students making comics using templates available by Canva, 12 students making comics with their designs but still through the canvas website, and 3 students not making. Learners who make comics both using templates and their designs, still make the comic storyline according to the results of their thoughts from the themes that have been given. They elaborated it into a conversation script, then poured it with the characters they created in Canva and became a geography comic story.

Some examples of students' work related to hydrosphere geography comics are as follows,



**Fig. 3** Hydrosphere Comic Page 3

In this experimental class, students get 7 different hydrosphere-related themes with the same theme for 4 students each. However, all of their work is different. This means that they can process the theme into a comic story well.

In the aspect of fluency in making comics, students in the experimental class showed a percentage of 25% of the total 4 aspects of creative thinking skills. This shows that 12 learners can provide ideas that are relevant to the theme but not follow the comic design (the script for the comic is made first), 13 learners provide ideas that are relevant to the theme and follow the comic design (the script for the comic is made first), and 3 learners do not provide ideas that are relevant to the theme because the 3 learners did not make their hydrosphere geography comics.

In the aspect of flexibility, students in the experimental class showed a percentage of 25% of the total 4 aspects of students' creative thinking skills, with details of 12 students can answer questions from themes that have been poured into comics but are still wrong, 13 students can answer questions from themes that have been poured into comics correctly, and 3 people cannot answer questions from themes made in comics because they do not make comics.

The last aspect is elaboration. The elaboration aspect also shows a percentage of 25% of the total 4 aspects of students' creative thinking skills with details of 13 students can explain to classmates regarding comics that have been made but are incomplete / not detailed, 12 students can explain to classmates regarding comics that have been made in full and in detail, and 3 people did not explain to classmates regarding comics that had been made because they did not make comics.

### 3.3.4 Experimental Class and Control Class Posttest Results

After conducting the posttest, then the experimental class was given treatment by making comics using the Canva website so that researchers could observe aspects of students' creative thinking skills, then researchers conducted a posttest on the experimental class. The posttest results from this experimental class showed significant results compared to the pretest, which reached an average of 80.07, with the highest score of 94 on a scale of 100 and the lowest score of 69 on a scale of 100.

### 3.3.5 Control Class Posttest Results

In the control class with conventional teaching methods, the posttest results were obtained with an average of 58.29, the highest score was 88 and the lowest score was 0.

### 3.3.6 Research Gain Results

The N-Gain results of this study are formulated with the,

$$N\text{ Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{(\text{Ideal Score} - \text{Pretest Score})}$$

$$N\text{ Gain} = 0.57$$

In the experimental class, the N Gain figure of 0.57 indicates that the use of the Canva website to improve students' creative thinking skills is included in the moderate category, and the N Gain percentage of 56.69% indicates that the use of the Canva website to improve students' creative thinking skills is quite effective in use. This shows better results when compared to the control class with an N Gain of 0.26 which is included in the low category and the N Gain percentage of the control class is 26.47% which indicates that conventional learning is not effective to use.

## 4. CONCLUSION

From the research conducted related to the use or utilization of the Canva website as a medium for making geography comics to improve creative thinking skills in class X students of SMAN 1 Rupert, it shows that the Canva website is quite effective in improving students' creative thinking skills compared to learning with conventional methods. In the future, it is highly recommended to further refine the use of canvas to improve students' creative thinking skills in a wider range.

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