Effectiveness of Indonesian Language Module Development Based on Canva Apps

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Abstract: The purpose of the research is to analyze the effectiveness of the Indonesian language module based on Canva Apps to improve the critical thinking skills of fourth grade elementary school students in Pati Regency. The research design used in this research is using an experimental research method of the Quasi-Experimental Design type in the form of Nonequivalent Control Group Design. The research was conducted in elementary schools, precisely in the Ki Hajar Dewantara cluster, Trangkil Pati District. Data collection techniques use observation and questions. Data analysis uses instrument tests (validity test, reliability test, differential power test and difficulty level test), prerequisite tests (normality test and homogeneity test), and hypothesis tests (independent sample t-test, paired samples test and n-gain test). The results of the research show the effectiveness of the Indonesian language module based on Canva Apps based on the results of the t test > t table (6,582> 2.0244) and the general test results obtained a value of t count > t table or 20,568 > 2.0010. and sig count < 0.05. The conclusion is that the Indonesian language module based on Canva Apps is good and effective for improving the critical thinking skills of fourth grade elementary school students in Pati Regency.

Keywords: Module, Indonesian language, Canva apps, critical thinking

1.   Introduction

School is a formal educational institution that plays an important role in achieving educational goals. To achieve this success, it is necessary to improve every element involved in education, including improving the curriculum, learning methods and approaches, providing learning media and developing the quality of teaching staff in schools. Technological developments have had various significant impacts, especially in the world of education (Grajcevci & Shala, 2016). Changes in the 21st century are marked by competition for the quality of life of global society. At present, the competitiveness of global society is very dependent on the knowledge and innovation possessed by a nation (Dumciuviene, 2015). Therefore, the skills and knowledge obtained in educational elements are very important for every individual to have. This representation makes education one of the biggest challenges for all nations to improve the quality of life of society for the better (Ongardwanich et al., 2015).

Challenges in an increasingly dynamic, developing and advanced era of knowledge require human resources who have high levels of intellectual skills. High intellectual skills are characterized by the ability to reason logically, systematically, critically, carefully and creatively as well as having a good competitive attitude in communicating ideas and solving problems. The abilities that equip students' intellectual abilities can be developed through education. In the era of knowledge, intellectual capital, especially higher order thinking skills, is a necessity as a reliable workforce in the 21st century (Carroll, 2012).

Critical thinking skills are one part of the skills demanded in the 21st century. Critical thinking skills play a role in equipping students to deal effectively with social, scientific and practical problems in the future (Akbar, 2023; Higgins, 2014). Critical thinking skills play an important role in the success of students' lives in the future and are able to solve environmental problems. Critical thinking also plays an important role in the learning process at school because it helps students explain, analyze, interpret, evaluate and conclude learning material or problems so that students' learning outcomes improve. The ability to think critically must also be present in every subject, including Indonesian language subjects (Taft, 2015).

The implementation of Indonesian language learning must prioritize student activity. The concept of active students can be realized by involving many of their senses in learning. Students not only listen, but also see, touch, smell and taste the material presented by the teacher. These activities are quite optimal in a learning process (Mulawarman, 2021). Apart

from that, teachers must be able to create a pleasant learning atmosphere so that it can stimulate students' creativity and sharpen critical thinking skills. Fun learning activities can be created if teachers use interesting teaching modules. By using interesting teaching modules, students will feel interested in studying the learning that is taking place, trying, and proving themselves. So, it will strengthen cognitive abilities and their application to support the independent curriculum which is currently being intensified, so that learning becomes more meaningful and the predetermined learning objectives can be achieved as expected.

Canva apps are a medium that provides templates for creating simple designs. We can create all graphics, blogs, presentations, Facebook covers, flyers, invitations, and so on. The Indonesian language module based on Canva apps is a learning development solution that is suitable for improving students' critical thinking skills. It is hoped that this module will be able to increase understanding of learning, especially critical thinking, and create quality education to face the era of independent learning (Jutep, 2024; Wati & Daulay, 2023).

A module is a form of teaching material that is packaged completely and systematically, containing a set of planned learning experiences and designed to help students master specific learning objectives (Moustaghfir & Schiuma, 2013). The minimum module contains learning objectives, learning materials or substances and evaluation. Meanwhile, Lou et al. (2012) module is the smallest learning program unit, which can be studied by students individually (self-instructional). The module is a printed teaching material that is arranged systematically in language that is easily understood by students according to their level of knowledge and age, so that they can learn on their own (independently) with minimal help or guidance from educators. According to Sanjaya et al. (2022), modules function as independent teaching materials without depending on educators or teachers, modules also function as evaluation tools to measure students' mastery of the material they have studied, and modules can be used as a reference source or other reference.

Canva Apps is an online design program that provides various tools or editing tools to create various graphic designs such as posters, flyers, infographics, banners, invitation cards, presentations, Facebook, covers and many more. Apart from that, there are also editing tools for photos, including a photo editor, photo filters, photo frames, stickers, icons and design grids (Sari & Yatri, 2023). The history of Canva Apps began on January 1 2012, founded by Melanie Perkins, who previously also founded Fusion Books, a well-known book publisher in Australia.

Saputra et al. (2022), Canva is one that has been present in the busy world of technology. The Canva application is an online design program that provides various design templates that can be used to create learning media. According to Wulandari and Mudinillah (2022), Canva is an application that is popular among teachers to use in creating learning media. There are various interesting template features that can be used to create learning media and can be developed to design learning media as creatively as possible so that learning media has a more communicative meaning and visualization of learning media that attracts more students' attention.

Learning to think critically means learning how to think yourself. Where we respond to all problems from the good or bad side, so that we can make the right conclusions or decisions. Critical thinking is an ability that uses knowledge to gain insight that can be accepted wisely. Therefore, someone can make wise decisions in solving problems (Makbul et al., 2024). Facione defines critical thinking as the process of determining what to believe and do. The definition put forward by Facione is supported by Norris' statement that critical thinking must be based on efforts to find reasons, attempt to gather the information needed, look for alternatives, consider other people's views, which is necessary to believe before doing something (Aneshie-Otakpa et al., 2021).

According to Prihandoko et al. (2023), critical thinking can be seen as students' thinking ability to compare two or more pieces of information, for example information received from outside with the information they have. So, it can be concluded that critical thinking is an activity to analyze and improve understanding of information, such as when determining whether the information is true or not.

Based on the problems above, teachers must innovate in learning activities. The use of media and learning resources is an important part of the components that influence the learning process. A teacher must also have the ability to develop learning media to support the learning process. Teaching materials also need to be adapted to the conditions of the students and the learning strategies used by the teacher. The success of an educational goal depends on how the teaching and learning process is experienced by students. Along with advances in information technology, technology-based teaching materials are needed, including those based on Canva apps. This study aims to analyzing the effectiveness of the Indonesian language module based on Canva apps for improving the critical thinking skills of fourth grade elementary school students in Pati Regency.

2. Methodology

The research design uses Research and Development research. Research and development procedures refer to the Borg and Gall development model. The data sources in this research were teachers and students of class IV elementary school in Trangkil Pati District and experts as validators. Data collection techniques use interviews and observations, lifting and testing. The research instruments were questionnaires and interview guides and observation sheets and essay questions. Data analysis techniques use instrument tests (validity, reliability tests), analysis prerequisite tests (normality and homogeneity tests and hypothesis tests (Independent Sample t test, Independent Paired Sample T Test, and Gain/N-gain Normality Test).

3.   Results and Discussion

The research aimed to analyze the effectiveness of the Indonesian language module based on Canva Apps in improving the critical thinking skills of fourth-grade elementary school students in Pati Regency. The study employed a quasi-experimental design, specifically the Non-equivalent Control Group Design. The data collection techniques included observation and questionnaires. The data analysis involved various statistical tests to ensure the validity, reliability, and effectiveness of the module.

Independent Sample t-test: This test compares the means of two independent groups. The results showed that the mean critical thinking scores of the experimental group (using Canva-based Indonesian language module) were significantly higher than those of the control group (not using the module). The t-count was 20,568, which is greater than the t-table value of 2.0010, and the significance level (sig count) was less than 0.05.

Paired Samples t-test: This test compares the means of the same group at different times. The results showed that the mean critical thinking scores of the students who used the Canva-based Indonesian language module improved significantly over time. The t-count was 6,582, which is greater than the t-table value of 2.0244, and the significance level (sig count) was less than 0.05. N-gain Test: This test measures the improvement in critical thinking skills. The results showed an average improvement of 0.66, indicating a significant improvement in critical thinking skills.

Based on student feedback, The majority of students responded positively to the use of the Canva-based Indonesian language module. They found the module engaging and interactive, which helped them understand the material better. Students reported higher levels of engagement during lessons when using the Canva-based module. The interactive elements such as quizzes, animations, and videos made learning more enjoyable and interactive. Students mentioned that the module helped them understand the material more effectively. The visual aids and multimedia elements made complex concepts easier to grasp.

Furthermore, the teacher feedback, found the Canva-based module easy to use and implement in the classroom. The user-friendly interface and the variety of templates and resources available made it simple to create engaging lessons. Teachers observed significant improvements in students' critical thinking skills. The interactive nature of the module encouraged students to think critically and solve problems effectively. Teachers appreciated the flexibility of the module, which allowed them to tailor the content to suit different learning needs and styles.

The results of the study indicate that the Indonesian language module based on Canva Apps is effective in improving the critical thinking skills of fourth-grade elementary school students in Pati Regency. The quantitative data from the t-tests and N-gain test show significant improvements in critical thinking skills. The qualitative feedback from students and teachers further supports the effectiveness of the module.

4.   Conclusion

In conclusion, the Indonesian language module based on Canva Apps is a valuable tool for improving critical thinking skills among fourth-grade elementary school students. The combination of quantitative and qualitative data provides strong evidence for its effectiveness and supports its integration into educational practices. The findings suggest that educational institutions should consider integrating technology-based learning modules like Canva-based Indonesian language modules into their curricula to enhance critical thinking skills. Teachers should be provided with training on how to effectively use technology-based learning modules to maximize their impact on student learning outcomes. The study highlights the importance of engaging and interactive learning materials in enhancing student engagement and improving learning outcomes.

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