

Analysis of the Needs for Audio-Visual Media Based on the Canva Application in Social Studies Learning for Grade VI Elementary Schools in Sumberrejo District, Bojonegoro Regency

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Article History

accepted 31/7/2023

approved 31/8/2023

published 30/9/2023

Abstract

This study aims to describe the needs of teachers regarding audio-visual media based on the Canva application in social studies learning for class VI SD with the sub-theme of Defending Independence. This type of descriptive analytical research is in the form of a survey. Respondents of all social studies teachers at grade VI in the Sumberrejo District were 40 teachers. Data was collected by questionnaire using google form, analyzed by descriptive statistics, especially percentages in graphical form. The results of the study show the experience of teachers using electronic media mostly uses the zoom platform. The teacher's assessment of students' learning motivation when participating in online learning is mostly low. Factors causing low student learning motivation because teachers only use PowerPoint media during online learning. The information technology learning media used by the teacher to be able to increase student motivation according to the teacher is powerpoint accompanied by audio-visual. In general, teachers are not familiar with the Canva application. Interesting audio-visual media content developed with the Canva application is narration with powerpoint and audio-visual, especially YouTube. In general, teachers' difficulties in developing audio-visual media based on the Canva application are limited visual references (images) and audio-visual, especially YouTube. Therefore it is necessary to conduct a study on the development of audio-visual media based on the Canva application in social studies learning for class VI elementary schools for teachers in the study location.

Keywords: Audio Visual Media, Canva Application, Instructional Media, Learning

Social, Humanities, and Education Studies (SHEs): Conference Series
<https://jurnal.uns.ac.id/shes>

p-ISSN 2620-9284
e-ISSN 2620-9292



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INTRODUCTION

Information technology is currently developing very rapidly, this certainly affects various aspects of life, including education. In the world of education, information technology has a very important role, including developing learning to make it more varied [1], [2]. Therefore the development of information technology encourages renewal in the teaching and learning process. This is marked by the growing development of new technologies in the fields of science, artificial intelligence, and the increasing use of the internet in all walks of life [3], including in social studies learning, one of which is the use of learning media that must be adapted to the current development. The use of learning media in the industrial revolution 4.0 era must be adapted to the demands and needs of the industrial world 4.0 because the state of learning media is one of the scopes of educational innovation to improve skills [4]. This makes students and teachers in teaching and learning activities required to be more creative, innovative, and varied in designing learning.

Learning media can build learning motivation, regulate and control students' learning rhythms [5]. The support of an appropriate media, will lead to the achievement of learning objectives. So that the learning media will affect whether or not an information is complete and on target. This is also in line with the results of Ibrahim and Suardiman's research [6] which states that there is a positive effect of e-learning on students' motivation and learning achievement. On the other hand, the use of varied media will help foster a more lively and refreshing learning atmosphere [5]

Its realization in the field shows that the quality of learning is still very low. The low quality of learning is partly due to the decreased interest and learning motivation of students. The lack of interest in learning causes students to feel bored participating in learning activities in class. This happens because the use of learning media is still not varied [7], so innovation is needed, especially for online learning. During the pandemic that occurred in 2020-2022, teachers were required to be creative in designing distance learning. The use of creative learning media will influence students in their learning interests and achievements [8].

It was found in several elementary schools that social studies learning was not optimal due to the limited availability of learning media. Most teachers only rely on materials and practice questions in the handbook, which can be described as very limited in scope [9], [10]. The learning process is expected to be able to use relevant learning media that will be used to provide material, as well as the learning process in several elementary schools in Sumberrejo District, Bojonegoro Regency. Based on the results of observations and interviews with several social studies teachers at grade VI in Sumberrejo District, it was found that according to the teachers, students had difficulty understanding social studies learning material because the learning media were less innovative and creative in the learning process. There is still limited availability of media and facilities and infrastructure used in the social studies learning process, as well as limitations of computer/digital based media. The learning media used by social studies teachers for class VI are only textbooks, modules, student worksheets, and other learning media which are still considered unattractive. Most teachers use slide show media with the help of Power Point software. The Power Point slide media that is displayed looks boring, less creative, still cannot be used perfectly for learning. Learning media does not satisfy students, and this will have an impact on students' lack of understanding of the material delivered by the teacher [7].

Social studies subject matter for class VI Elementary School consists of several themes and sub-themes, specifically in this study selected theme 2 sub-themes 2 namely about defending independence, covering several events of the war to defend independence, starting from the battle of Surabaya 10 November 1945, the battle of Ambarawa, Bandung sea of fire , the 5 day battle of Semarang, and the battle of Medan Area. Apart from that, the linggar jati agreement, renville agreement, roem

Roijen agreement, and the Round Table Conference. This material will be interesting if it is visualized in various forms of pictures and videos using the Canva application because it is full of memorization which is psychologically very appropriate for instilling a spirit of nationalism and patriotism in students.

Post-covid-19 social studies learning was carried out face-to-face. Based on observations, students felt bored and less motivated to be active in social studies learning. There is no audio-visual media based on the Canva application on the material for defend independence. The power point media used is still difficult for students to study social studies because it is full of memorization. Picture media is needed that depicts every event to defend independence so that apart from being easy to remember lessons it also creates a psychological effect, namely the emergence of a spirit of nationalism and patriotism in students. This is where the importance of developing social science learning media, especially the sub-theme of defend independence using the Canva application.

The observation results show that although several elementary schools in the Sumberrejo District area have provided wifi facilities, they have not been used optimally in the learning process during the Covid-19 yesterday. There are indications that teacher innovation and creativity are still lacking in utilizing and developing learning media or internet-based learning aids. These factors can make students feel bored, causing students to participate less actively during the learning process [11],[12].

Providing media that is less innovative, creative and less focused on material is one of the problems in the online or face-to-face learning process in limited learning time [13]. The solution that can be done is to use learning media as an intermediary for delivering social science material in elementary schools. The existence of effective learning media is very important for teachers in the learning process to achieve learning goals [14],[15].

Learning media can be in the form of tools, materials, or circumstances used as intermediaries in the learning process [16],[17],[18]. Therefore, teachers are required to be able to make appropriate learning media so that the learning process becomes interesting and of high quality.

Learning media has several types, namely; audio media, visual media, audio visual media [19],[20]. Audio media is media that contains sound elements so that students can obtain information through their sense of hearing [21],[22]. Visual is media that has elements of visualization so that students can learn through their sense of sight [23]. Audio visual media are media that can be seen and heard, such as sound films, videos, television, or slide shows, which are used to convey information or messages. Supporting the use of audio-visual learning media can be made with certain applications, one of which is the Canva application [24],[25]. Audio-visual learning media based on the Canva application is one of the media that is suitable for use in learning [24],[26]. This Canva application-based audio-visual learning media is capable of being a solution to students' learning problems. The use of audio-visual learning media based on the Canva application is expected that students will be able to increase interest in learning, be motivated in the learning process, and students will get a real picture of the concepts being studied, because students are indirectly invited to understand concepts continuously and train their own abilities so that students can learn to repeat material anywhere by listening to audio-visual media [24],[26].

This study is intended to find out the needs of social studies teachers in grade VI elementary school in developing audio-visual media based on the Canva application, which is often known as a needs analysis study. Needs analysis can be interpreted as a study of the gap between something that should exist and the actual conditions, which are known as needs. As stated by Kaufman [27] that needs are differences/gaps that arise between something expected (results, consequences, or accomplishments) and something that actually happens. The gap that occurs between the expected ideal

conditions and the actual conditions that occur is something that needs to be studied in depth. The assessment of this matter can be said as an analysis. In the Big Indonesian Dictionary [28], analysis is an investigation of an event in order to find out the actual situation (causes, circumstances, and so on). Thus, the effort made to investigate an event that occurs due to a discrepancy between the expected ideal conditions and the actual conditions that occur, is simply an activity referred to as needs analysis. In the context of this study, the object of analysis is the needs of elementary school social studies teachers for class VI for audio-visual media based on the Canva application, especially in learning theme 2 sub-theme 2 about defend independence.

The problem in this study is what are the needs of class VI social studies teachers for audio-visual media based on the Canva application in learning the theme of defending independence? Based on the formulation of the problem, the purpose of this study is to analyze the needs of class VI social studies teachers for audio-visual media based on the Canva application in learning the theme of defending independence.

METHODS

This type of research is descriptive analytical in the form of a survey. According to Lawrence [29] survey research is a quantitative research, the researcher asks several respondents about past or present beliefs, opinions, characteristics of an object and behavior. All respondents answered the same question. In this study, the respondents were all social studies teachers at grade VI in the Sumberrejo District, Bojonegoro Regency, consisting of 40 teachers. Data is collected by questionnaire using the Google form. Data were analyzed with descriptive statistics, especially percentages in graphical form.

RESULTS AND DISCUSSIONS

Questionnaires were sent to all respondents, namely 40 social science teachers for class VI elementary school who were members of the whatsapp group Social Science Teacher Working Group for class VI, Sumberrejo District, Bojonegoro Regency using the google form. All respondents returned the questionnaire at the request of the researcher. The results of the respondents' answers can be described as follows:

1) The teacher's experience in using electronic media

The teacher's experience in using electronic media in social studies class VI elementary school material for maintaining independence during online learning: (a) the Zoom platform (48%); (b) WhatsApp (40%); (c) Sipda (0%); (d) Google Classroom (12%). Thus it can be stated that in general teachers used the zoom platform in online learning during the Covid-19 yesterday. Figure 1 below is a graph that illustrates the distribution of the data.

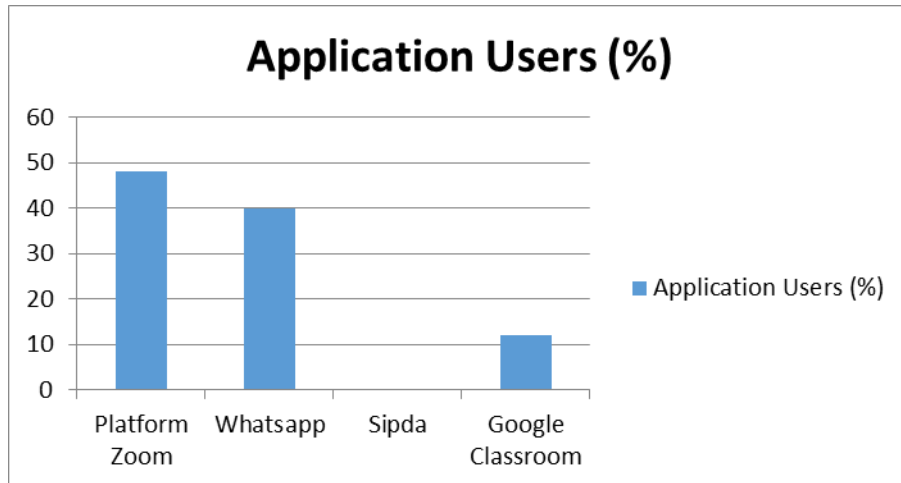


Figure 1: Graph of teacher experience in using electronic media

Figure 1 illustrates that the Zoom Platform is mostly used by teachers (48%), while Whatsapp ranks 2nd, namely 40%. Another research finding in science online learning is that Whatsapp is mostly used by teachers [24]. These findings indicate that school policies towards online learning during Covid-19 still provide leeway for teachers to use the whatsapp platform, even though its effectiveness is still lacking when compared to zoom, because the use of whatsapp in online learning makes it difficult for teachers to interact directly with students, even those who it often happens that the questions given by the teacher are not students who work on them but other people, including their parents. Therefore online learning policies by the government or schools which still allow teachers to use the whatsapp platform in online learning are one of the key factors for the success of digital (online) learning in schools, in addition to online class management, online learning systems and teacher training methods. As stated by Songkram et.al [30] four success factors in promoting digital learning platforms: education policy, online classroom management, online learning system, and training method.

1) Teacher's assessment of students' learning motivation

The teacher's assessment of students' learning motivation when participating in online social studies learning in class VI of elementary schools on defending independence: (a) Very high (14%); (b) High (20%); (c) Moderate (28%); (d) Low (38%). Therefore it can be stated that in general the learning motivation of students in online learning according to the teacher's opinion is low. The following graph illustrates the distribution of the data. Figure 2 below is a graph illustrating the teacher's assessment of students' learning motivation

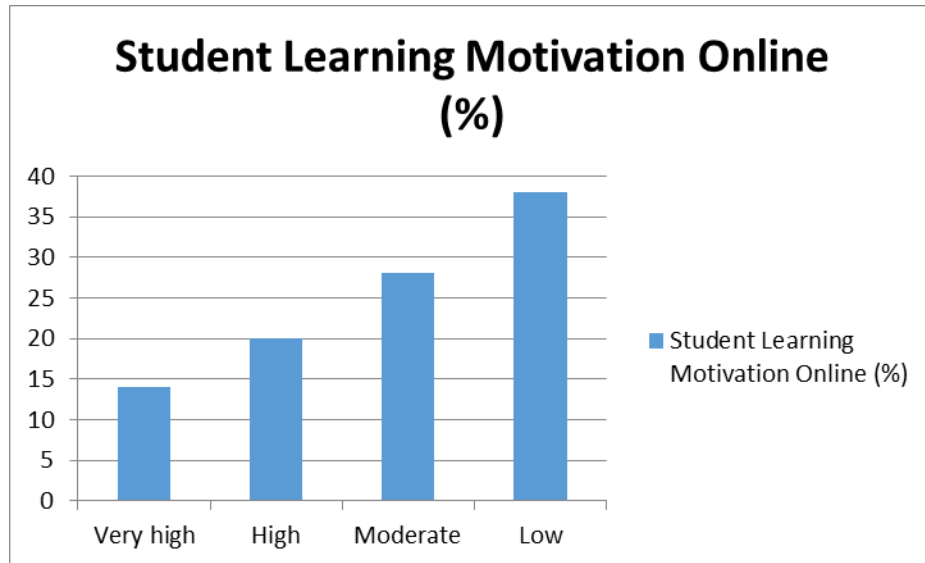


Figure 2: Graph of teacher's assessment of students' learning motivation

Figure 2 illustrates that according to the teacher, students' learning motivation was generally low during online learning during the Covid-19 period yesterday. This finding is in line with the results of the study by Wahyudi and Yulianti [31] which showed that there was a significant difference between students' learning motivation when online and offline in elementary schools, the average value of students' learning motivation in online learning was 58.12 while the average value of student learning motivation in offline learning of 63.24.

3) Factors that cause low student learning motivation

Factors causing the low learning motivation of students during online learning in the social studies subject for grade VI of elementary school regarding the material for maintaining independence according to the teacher: (a) Powerpoint media accompanied by audio-visual (18%); (b) PowerPoint media only (56%); (c) Audio-visual media only (26%). Based on these data, it can be stated that the cause of low student learning motivation is because the learning media used by teachers in online learning is PowerPoint only. Figure 3 below is a graph of the distribution of the data.

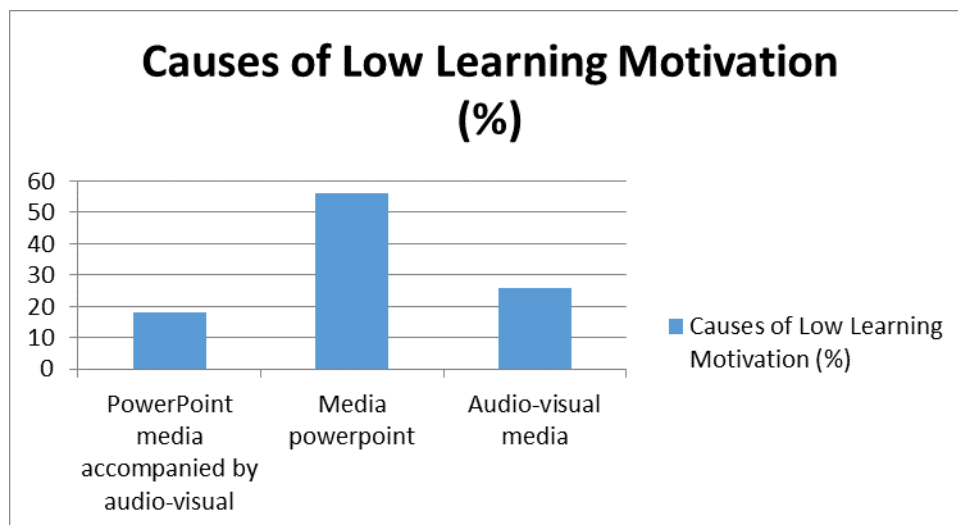


Figure 3: Graph of the factors that cause low student learning motivation

Figure 3 shows that the main factor causing low student learning motivation when participating in online learning in elementary schools is because the teacher's learning media is only PowerPoint, not varied with audio-visuals. Research findings by Puthree et al. [32] confirmed these findings where student learning motivation during online learning was low due to student internal factors including boredom, interest in learning, physical and mental health. While the external factors of students are family circumstances, home environment, and infrastructure. PowerPoint media used by teachers online includes facilities,

4) Technology learning media expected by teachers

Information technology learning media used by teachers to be able to increase student learning motivation during online learning in social studies subjects for grade VI elementary schools for materials on maintaining independence: (a) Powerpoint media accompanied by audio-visual (68%); (b) Powerpoint media (12%); (c) Audio-visual media (20%). Thus the media that is most expected by the teacher is PowerPoint media accompanied by audio-visual. Figure 4 below is a graph that illustrates the distribution of the data.

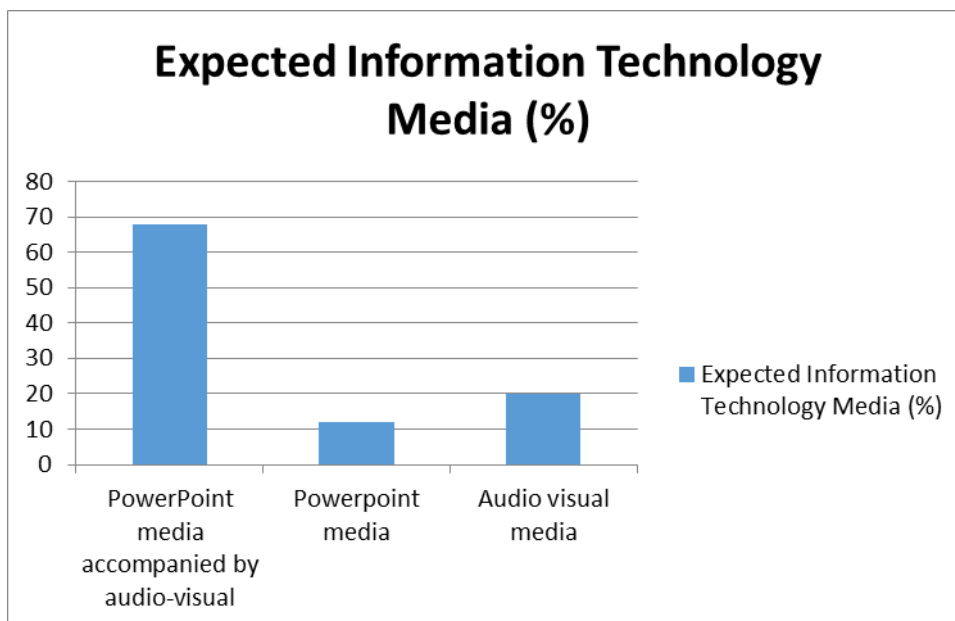


Figure 4: Graph of information technology learning media expected by teachers

This finding (Figure 4) is reinforced by the results of the study by Pranata et al [33] which show that there is an effect of using audio-visual learning media in online learning on student citizenship education learning outcomes. Where the average value of the experimental class is 83.30 while the control class is 56.10. The findings of Windasari and Sofyan [34] strengthen these findings that audio-visual media has a significant positive effect on learning outcomes.

5) The teacher's experience using the Canva application

The teacher's experience using the Canva application in developing learning media: (a) Not familiar (56%); (b) already know but have not tried to use it (32%); (c) Already know and have used it (12%). Therefore it can be stated that in general teachers are not familiar with the Canva application. Figure 5 is a graph that illustrates the distribution of the data.

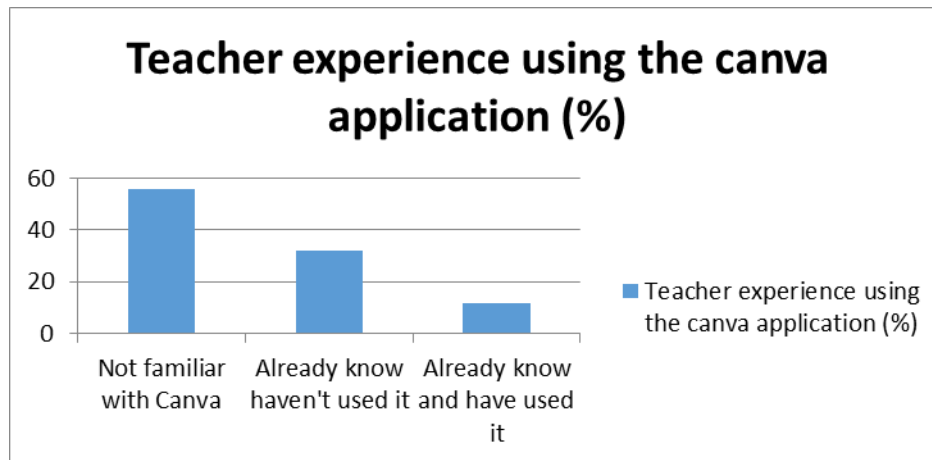


Figure 5: Graph of the teacher's experience using the Canva application

The implications of the findings in Figure 5, considering that the majority of teachers are not familiar with Canva (56%) and some other teachers already know but have not used it in learning (32%), teacher assistance is needed in developing Canva-based audio-visual learning media. The findings of Putrid and Jusra [35]. Show that Canva-based audio-visual media is able to support learning materials to be more effective and attractive to students.

6) Interesting audio-visual media content developed with the Canva application

According to the teacher, interesting audio-visual content was developed using the Canva application in social studies learning for grade VI elementary school materials for defending independence: (a) Narration using PowerPoint (14%); (b) Narrative with PowerPoint and pictures (visual) (22%); (c) Narration using powerpoint and audio visual (youtube, movies) (64%). Thus, in general, teachers want the audio-visual media content developed with Canva to be narration using PowerPoint and audio-visual (youtube, films). Figure 6 below is a graph illustrating interesting audio-visual media content developed with the Canva application.

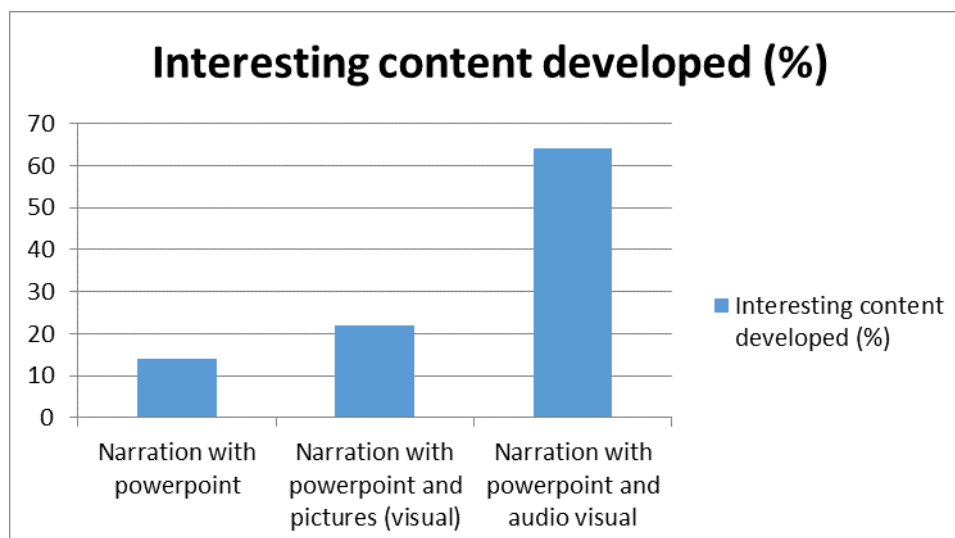
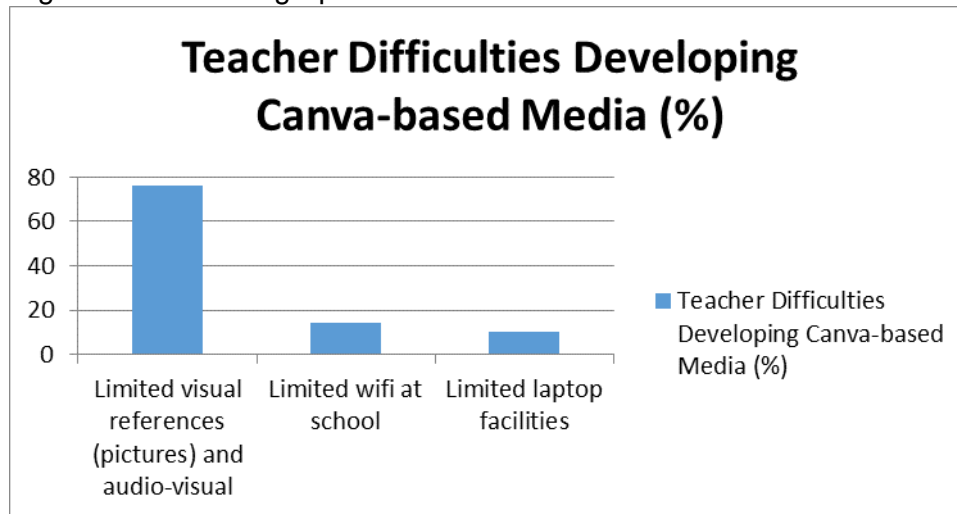


Figure 6: Interesting graphics of audio-visual media content developed with the Canva application

7) Teachers' difficulties in developing audio-visual media based on the Canva application

The most difficulties encountered by teachers in developing Canva-based audio-visual media in social studies class VI elementary school material for defending independence are limited visual references (pictures) and audio-visual (youtube and movies) (76%), followed by limited wifi in schools (14%), and limited laptop facilities (10%). Figure 7 below is a graph that illustrates the distribution of the data.



Figur 7: Teachers' difficulties in developing audio-visual media based on the Canva application

Based on figure 7, it turns out that limited visual (images) and audio-visual references in the form of YouTube and films related to learning materials and limited wifi in schools are obstacles for teachers in developing IT-based learning, especially in using the Canva application. This limitation must be overcome immediately if the school is ready to welcome the future education model. This is because education must be able to meet the needs of a future society that is highly internet-based. According to Drigas et al [36] future education will take place more outside the classroom, the role of e-teachers empowers students through personalized learning. Teachers also function as data collectors, analysts, designers, collaborators, curriculum specialists, problem solvers, and researchers. To achieve its goals, the school of the future must have access to the following material and human resources: adequate vital infrastructure, technical equipment, online accessibility, fast Internet, and properly informed education personnel.

CONCLUSION

Based on the description of the research results, it can be concluded that the experience of teachers using electronic media mostly uses the zoom platform. The teacher's assessment of students' learning motivation when participating in online learning is mostly low. Factors causing low student learning motivation because teachers only use PowerPoint media during online learning. The information technology learning media used by the teacher to be able to increase student motivation according to the teacher is powerpoint accompanied by audio-visual. In general, teachers are not familiar with the Canva application. Interesting audio-visual media content developed with the Canva application is narration with powerpoint and audio-visual, especially YouTube. In general, teachers' difficulties in developing audio-

visual media based on the Canva application are limited visual references (images) and audio-visual, especially YouTube.

Based on the results of the research as stated above, it is recommended that a study on the development of audio-visual media based on the Canva application be carried out in social studies learning for grade VI elementary school on material for defending independence with narrative content guided by PowerPoint accompanied by audio-visual in the form of pictures and YouTube about the events of defending independence.

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