CHAPTER II
REVIEW OF LITERATURE

This chapter consists of previous study, some pertinent ideas, conceptual framework, and hypothesis.

2.1 Previous Study

A. Jeannet Rizki Amalia. 2015. Conducted research with the title "Using canva in teaching learning in hygiene, sanitation and work safety subjects for class x students at SMK N 1 Kudus in the 2014/2015 academic year." Thesis, Department of Family Welfare Education, PKK Study Program, Bachelor of Catering, Semarang State University. Supervisor Hj. Saptariana, S.Pd, M.Pd. The research results show that the learning process using Interactive Learning Media can be used as an effort to improve student learning outcomes in the cognitive, affective and psychomotor domains. Schools should improve learning facilities and infrastructure to support the implementation of various learning media that will be implemented by teachers in the learning process. This learning media can be used as an interesting learning media in education in Indonesia. For further research in the learning process on psychomotor aspects, you can use and add other practical skills.

B. Adhelia Anggraini, 2022, conducted research with the title "Utilization of using Learning Media in Developing Cognitive Abilities in Islamic PAUD Makarima Kartasura Academic Year 2022/2023", Thesis: Early Childhood Islamic Education Study Program, Faculty of Tarbiyah Sciences, UIN Raden Mas Said Surakarta. The research results show that to improve

capabilities early childhood cognitive, school institutions implement learning using interactive learning media. is a PowerPoint medium for displaying words, images and videos that make learning interesting so that cognitive abilities develop well.

C. J M Sumilat, conducted research with the title "Utilization of interactive mathematics learning media to improve student learning outcomes in second level public elementary schools." Manado State University. The research results show that the use of interactive mathematics learning media can increase the enthusiasm and motivation of students, thereby leading to improved student learning outcomes.

2.2 Some Pertinent Ideas

A. Learning Media

Learning media is very much needed in learning by personnel educators as intermediaries in providing information. As explained by Nasher & Aditya (2022:12) that "objects, tools, environments and so on are all types of objects that can be used as learning media to provide information. Therefore, integrating learning media can make it easier for teaching staff to provide more varied insights to students." Meanwhile, according to Yaumi (2018: 7) explains that "learning media is all kinds of instructions carried out in a neutral form in order to share information, the physical equipment in question is printed materials, original objects, visuals, audio-visuals, multimedia and websites".

Furthermore, according to Febriyanti & Mulyaningtyas (2022:55-56) explains that "learning media" is a tool to provide a way for educators to share

insights with students, support the learning process to run smoothly and achieve learning goals." Based on the three theories that have been explained, the conclusion is drawn that learning media is a tool that is operated and used to share information and as an intermediary tool in the learning process.

B. Learning Canva

1. Understanding Learning Canva

The definition of utilization according to the KBBI (Big Indonesian Dictionary) is the way, process, act of using something. Meanwhile, Canva is a tool that helps create graphic designs in the form of applications. So, using the Canva application is a process of using tools in the form of applications to create graphic designs.

"Canva is an online application that offers attractive designs in the form of templates, features and various other categories. With diverse and attractive designs, the teaching and learning process will not be boring. The Canva application has been widely used as a tool to support certificate-making skills, support learning for students, create documents and videos for interesting presentations."

Based on the quote above, the Canva application is an online-based application that can be used as a design tool that provides various templates, elements and several other categories. The Canva application can be used to assist the learning process, such as creating power points for presentations, thereby reducing the level of boredom among students.

An application that exists in the world of technology and has many users is the Canva application. There are various kinds of online designs that can be used in the Canva application, such as designs for posters, presentations, brochures, infographics, and so on. The Canva application can develop creativity in a person when creating a design. When creating a design, the Canva application provides various photo features, templates, fonts and other illustrations that can be used directly so that they can support creativity when creating a design.

The Canva application facilitates and provides various features for education. The Canva application is a collaboration and creativity tool for all levels of education as the only design platform needed in the classroom. Therefore, educators must be smarter by using increasingly fast and advanced technology to choose applications that can make learning media interesting so that they attract students in learning.

There are several benefits to the Canva application that can help create attractive designs, namely as follows.

1) There is access to images, videos and templates that are ready to be used. The Canva application can access many images, videos and templates for free or with the Canva Pro package. There are many various offers in the Canva application that are ready to be used as options for creating YouTube thumbnails, Facebook banners, magazines, business cards, and so on.

2) There are photo filters. The Canva application has several effects that can be used to enhance photos. Using the effects provided in the Canva application can produce more impressive photos. There are photo editing features in the Canva application, namely adding filters, cropping, adjusting brightness, color saturation, contrast, blurring, flipping photos, and much more. However, if you want to delete the photo background, you can use the Pro package.

3) Have Access to All Design Elements The design elements contained in the Canva application can be used to beautify the designs created. When making a design, you can add several stickers, illustrations or vectors. There is a library of icons in Canva that can be used in infographics, logos or other designs.

4) Has a Drag and Drop Feature. The drag and drop feature in the Canva application helps users to easily shift the design elements they have chosen. For example, when writing text on a design, the user can easily enlarge or reduce the size of the text.

5) Has a user-friendly appearance. The Canva application has the most important benefit, namely an appearance that is easy to use. Moreover, even inexperienced users can easily use it. There are many button options with a layout that is easy to find or see. Not only that, the instructions are not confusing and practical. This Canva application can be learned autodidactically by its users.

C. Understanding Learning Media Canva

The effectiveness of delivering learning material, making it smoother and increasing efficiency can be realized by utilizing interactive learning media as a forum for developing it so that learning objectives can be achieved. In the world of education, the tools or facilities that are widely used are interactive learning media as today's media. According to Dewi et al (2018:30) that "interactive learning media is teaching material that is useful as an intermediary and can be used in learning and teaching activities where senders and recipients of information are encouraged to engage in conversation with each other". Meanwhile, according to Maulita & Sukartiningsih (2018:682) explain that "interactive learning media is a technology-based tool that can make learning quality better and the tool is said to be interactive because it functions according to user preferences".

Furthermore, according to Pratomo & Irawan (2015: 14-28) stated that "interactive media is media that is structured in such a way as to link active user responses and has audio-visual components (including animation)". Based on the explanation of several theories, it can be concluded that interactive learning media has audio-visual elements including animations which can be used as supporting materials in learning and can be operated according to the wishes of the user.

D. Learning Outcomes

The skills that students have after completing their learning experience are known as learning outcomes (Sudjana, 2016). According to A. Tabrani (Matroji, 2015) learning outcomes are needed to see the extent to which teachers' teaching

success and student learning are accurate (valid) and reliable (reliable). Five types of verbal information learning outcomes, namely, intellectual skills, cognitive strategies, motor skills, and attitudes can be used to group learning outcomes (Neoloka & Amialia, 2017). So on the contrary, Benjamin Bloom's taxonomy of learning outcomes, which generally categorizes them into three domains. Which is used in the National Education System to design educational goals, both curricular goals and instructional goals.

Learning outcomes can be considered as standards by which the learning process is judged to have been successful. By using learning outcomes, the level of student achievement during the learning process will be known from three dimensions, namely cognitive, effective and psychomotor.

Based on the description above, it can be concluded that learning outcomes are the results that have been achieved by individuals based on their ability to receive learning experiences. This ability can be seen from the extent to which the teacher's teaching success and student learning are accurate and reliable.

These learning outcomes are used and demonstrated for the following purposes :

1. For selection, the results of learning are often used as a basis for determining students who are most suitable for certain types of positions or types of education.

2. For class promotion, to determine whether a student can be promoted to a higher class or not, requires information that can support the decision made by the teacher.

3. For placement, so that students can develop according to the level of ability and potential they have, it is necessary to think about the appropriate placement of students in appropriate groups.

Learning outcomes cover three domains, namely :

a) Cognitive Domain

All efforts involving brain activity are included in the cognitive realm.

b) Affective Domain

The type of affective learning outcomes will appear in students in various behaviors such as: attention to lessons, discipline, motivation to learn, respect for teachers and classmates, study habits and social relationships.

c) Psychomotor Domain

The results of this learning appear in the form of skills and the ability to act individually.

As an indicator of learning outcomes, changes to these are formulated in the learning objectives. In this way, learning outcomes are proven by values in the form of knowledge, attitudes and skills which are the conditions for a learning process to be considered successful if the learning capacity is high, both individually and in groups, in learning and achieving the objectives. So there are two indicators of learning success, namely :

1). High absorption capacity both individually and as a group

2). The behavior outlined in the teaching objectives or indicators has been achieved individually or in groups.

A teaching and learning process is considered successful if the absorption capacity is high both individually and in groups and the behavior outlined in the learning objectives has been achieved.
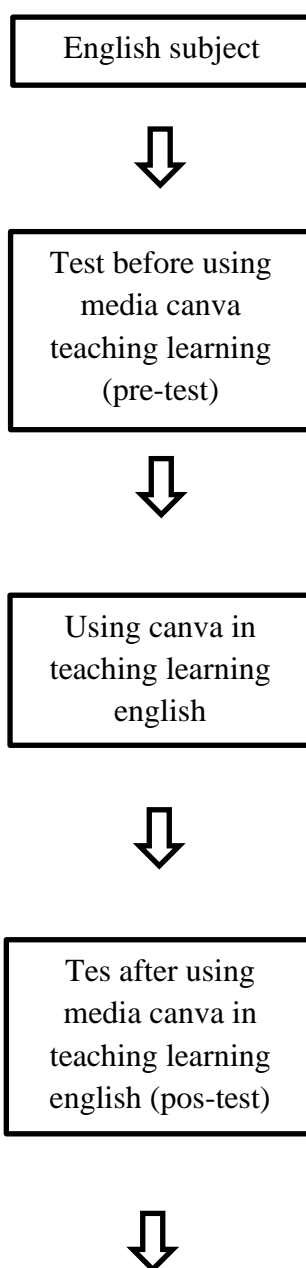
2.3 Theoretical Conceptual Framework

The teaching and learning process is a process carried out by students in order to achieve change to become better, from not knowing to knowing, from not being able to being able to create a person who is useful for themselves and the surrounding environment. This process is influenced by factors including subjects, teachers, media, material delivery, supporting facilities, and the surrounding environment.

Teachers as the main role in learning are expected to be able to choose the right learning methods or media so that learning can run optimally. Apart from the teacher as a learning resource, learning media makes a significant contribution to learning success. Teachers and media both support learning effectively and efficiently.

Media as a teaching aid is developing so rapidly in line with technological advances, there are quite a lot of varieties and types of media so that they can be used according to conditions, time, finances and the material to be delivered. A teacher is required to be able to choose and be skilled in using media. In reality, the use of learning media in schools is still felt to be lacking and is often forgotten. This is due, in part, to teachers' lack of creativity in using learning media canva.

Table 2.1
Framework of Though

English subject

⇩

Test before using
media canva
teaching learning
(pre-test)

⇩

Using canva in
teaching learning
english

⇩

Tes after using
media canva in
teaching learning
english (pos-test)

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┌─────────────────────┐
│   Student learning  │
│      outcomes       │
└─────────────────────┘
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2.4 Hipotesis

H0 :   There was not increase in student learning outcoms in the using canva in teaching learning in class VIII english subjects at SMP Negeri 1 Makale Utara.

Ha :   There is an increase in student learning outcoms in the using canva in learning in class VIII english subjects at SMP Negeri 1 Makale Utara.