



The effect of digital learning media using the Book Creator application assisted by Canva on the civics learning outcomes of seventh-grade students at MTs Negeri 1 Sidenreng Rappang

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh media pembelajaran digital menggunakan aplikasi Book Creator berbantuan Canva terhadap hasil belajar Pendidikan Pancasila dan Kewarganegaraan (PPKn) siswa kelas VII MTs Negeri 1 Sidenreng Rappang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain One-Shot Case Study, yaitu salah satu jenis penelitian eksperimen semu (quasi experimental). Variabel penelitian terdiri dari Book Creator berbantuan Canva sebagai variabel bebas dan hasil belajar PPKn sebagai variabel terikat. Sampel penelitian berjumlah 28 siswa kelas VII. Pengumpulan data dilakukan melalui tes yang diberikan pada akhir pembelajaran. Pengujian hipotesis dilakukan dengan uji Non-Parametrik Wilcoxon menggunakan aplikasi SPSS 25.0. Hasil penelitian menunjukkan bahwa setelah perlakuan, nilai siswa berada pada rentang 73,33 hingga 96,67 dengan nilai rata-rata 88,92. Berdasarkan analisis, hipotesis kerja (H1) diterima dan hipotesis nol (H0) ditolak, yang berarti terdapat pengaruh signifikan penggunaan aplikasi Book Creator berbantuan Canva terhadap hasil belajar PPKn. Dengan demikian, dapat disimpulkan bahwa media pembelajaran digital berbasis Book Creator dan Canva dapat memberikan kontribusi positif dalam meningkatkan pemahaman dan hasil belajar siswa pada mata pelajaran PPKn.

Kata Kunci: Media Pembelajaran, Book Creator, Hasil Belajar, PPKn

Abstract

This study aims to determine the effect of digital learning media using the Book Creator application assisted by Canva on the Civics (PPKn) learning outcomes of seventh-grade students at MTs Negeri 1 Sidenreng Rappang. This research employed a quantitative approach with a One-Shot Case Study design, a type of quasi-experimental research. The variables in this study consisted of Book Creator assisted by Canva as the independent variable and Civics learning outcomes as the dependent variable. The sample comprised 28 seventh-grade students. Data were collected through a test administered at the end of the lesson. Hypothesis testing was conducted using the Wilcoxon Non-Parametric test with SPSS 25.0. The results showed that after the treatment, the students' scores ranged from 73.33 to 96.67, with an average score of 88.92. Based on the analysis, the working hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected, indicating a significant effect of using the Book Creator application assisted by Canva on Civics learning outcomes. Thus, it can be concluded that digital learning media based on Book Creator and Canva can positively improve students' understanding and learning outcomes in Civics.

Keywords: Learning Media, Book Creator, Learning Outcomes, Civics

Introduction

Education is a process aimed at transforming the attitudes and behavior of individuals or groups in order to equip them to live their daily lives effectively. It plays a vital role in shaping quality human resources, serving

as the key foundation for national development. According to the Ministry of Education and Culture, education is a conscious and planned effort to create a learning environment that enables learners to actively develop their spiritual, emotional, intellectual, moral, and personal potential. This aligns with the

Indonesian National Education System Law No. 20 of 2003, which emphasizes the importance of holistic development in all aspects of human potential.

In the current educational landscape, many teachers have yet to fully utilize technology in their instructional practices. The integration of learning media is an essential responsibility of educators, as it not only aids in delivering instructional content but also enhances students' interest and motivation to learn. Effective media can stimulate thoughts, feelings, and attention, making the learning process more engaging and meaningful. The selection of appropriate media is therefore a crucial factor in determining students' learning outcomes.

The rapid development of technology in the era of the Fourth Industrial Revolution offers educators new opportunities to improve learning quality. Technology-based learning media, such as the Book Creator application assisted by Canva, allows students to access knowledge more interactively and efficiently. In line with government regulations promoting the use of multimedia and multi-strategy approaches, digital learning tools provide a means to deliver more dynamic and student-centered instruction.

However, challenges remain in the teaching and learning process, especially in subjects such as Civics (PPKn). Conventional teaching methods, such as lectures, often dominate classroom instruction, limiting students' engagement and active participation. This leads to low levels of understanding and retention, as the learning experience tends to be theoretical rather than practical. A monotonous approach also reduces students' motivation and interest, resulting in less optimal learning outcomes.

To address these issues, the integration of innovative digital media becomes essential. Book Creator, combined with Canva, offers interactive features such as text, images, videos, audio, and quizzes that can be customized to match learning objectives. This form of media not only makes lessons more visually appealing but also fosters creativity, collaboration, and personalized learning experiences. By encouraging active involvement, students are more likely to connect with the material and improve their understanding.

Observations at MTs Negeri 1 Sidenreng Rappang revealed that the teaching of PPKn in grade seven still relied heavily on lectures and

limited variations in instructional strategies. The lack of engaging media resulted in difficulties for students in grasping key concepts, which in turn lowered their motivation to learn. Teachers expressed the need for more creative and technology-supported teaching tools to make lessons more interesting and effective.

Book Creator assisted by Canva can serve as an innovative solution to these challenges. The application enables teachers to design multimedia-rich lessons tailored to students' needs while providing opportunities for students to explore and express their understanding in creative ways. By integrating interactive media into PPKn learning, it is expected that students will not only acquire knowledge but also develop critical thinking, communication, and digital literacy skills.

This research was conducted to investigate the effect of using the Book Creator application assisted by Canva on the Civics learning outcomes of seventh-grade students at MTs Negeri 1 Sidenreng Rappang. It aims to determine whether this innovative digital learning medium can significantly enhance students' understanding and performance, thereby providing a practical and effective model for integrating technology into classroom instruction.

Method

This study employed a quantitative approach to examine the effect of using the Book Creator application assisted by Canva on the Civics learning outcomes of seventh-grade students. The research design applied was a One-Shot Case Study, which is a type of quasi-experimental design. In this design, a single group is given a treatment, followed by a post-test to measure learning outcomes, without a pre-test or control group. This method was chosen to focus on the direct impact of the treatment on the selected sample.

The study was conducted at MTs Negeri 1 Sidenreng Rappang, located on Jl. Poros Pinrang No. 1 A, in South Sulawesi, Indonesia. The research took place from January to March 2025. The population consisted of all seventh-grade students in the school, totaling 257 learners. The sample for this study was the VII.E class, consisting of 28 students, selected based on the consideration that the class was representative of the population and suitable for implementing the treatment in a single-group design.

Two main variables were investigated: the independent variable, which was the use of the Book Creator application assisted by Canva, and the dependent variable, which was the students' learning outcomes in Civics. The independent variable involved the integration of multimedia elements such as text, images, videos, audio, and interactive quizzes into lesson materials. The dependent variable was measured through the students' performance on a standardized test administered after the treatment.

Data collection involved several techniques. Observation was used to monitor classroom activities and student engagement during the implementation of the digital media. Interviews were conducted with the Civics teacher to gain insights into the current teaching methods and the perceived challenges in teaching PPKn. Documentation was utilized to gather records of student attendance and other relevant information. Finally, a written test consisting of 30 multiple-choice questions was administered to evaluate students' understanding of the lesson content.

The scoring process was based on the number of correct answers, with each correct response worth one point. The total score was then converted into a percentage to represent the students' achievement level. These scores were compared against the school's minimum mastery criteria (KKM) of 75 to determine the level of success achieved by the students after the treatment.

Data analysis was conducted using SPSS version 25.0 for Windows. The Wilcoxon Non-Parametric test was applied to test the research hypothesis, as the data did not meet the assumptions for parametric testing. Descriptive statistics were also used to present the mean, maximum, and minimum scores, as well as the standard deviation. This combination of statistical methods allowed for both a detailed description of the results and an accurate determination of the significance of the treatment's effect on learning outcomes.

Result and Discussion

The research was conducted at MTs Negeri 1 Sidenreng Rappang to determine the effect of using the Book Creator application assisted by Canva on the Civics (PPKn) learning

outcomes of seventh-grade students. The sample consisted of 28 students from class VII.E. After the implementation of the digital learning media, a post-test was administered to measure students' achievement levels.

The post-test consisted of 30 multiple-choice questions covering the topics taught during the lesson. Each correct answer was worth one point, and the total score was converted into a percentage. This method provided a clear measure of each student's mastery of the subject matter after receiving the treatment.

The data collected revealed that students achieved varying scores, with the lowest score being 73.33 and the highest score being 96.67. The analysis of the data demonstrated that most students met or exceeded the school's minimum mastery criteria (KKM) of 75, indicating a generally high level of achievement after using the Book Creator application assisted by Canva.

The descriptive statistics showed an average score of 88.92, which falls within the "very good" classification according to the school's grading standards. The standard deviation was 5.37, indicating relatively small variations between students' scores and suggesting that most students performed consistently well.

The following table presents the post-test results for the 28 participating students:

| No | Respondent | Post-test Score |
|----|------------|-----------------|
| 1 | Student 1 | 86.67 |
| 2 | Student 2 | 83.33 |
| 3 | Student 3 | 90.00 |
| 4 | Student 4 | 86.67 |
| 5 | Student 5 | 93.33 |
| 6 | Student 6 | 83.33 |
| 7 | Student 7 | 93.33 |
| 8 | Student 8 | 96.67 |
| 9 | Student 9 | 86.67 |
| 10 | Student 10 | 93.33 |
| 11 | Student 11 | 86.67 |
| 12 | Student 12 | 86.67 |
| 13 | Student 13 | 86.67 |
| 14 | Student 14 | 90.00 |
| 15 | Student 15 | 90.00 |
| 16 | Student 16 | 86.67 |
| 17 | Student 17 | 73.33 |

| No | Respondent | Post-test Score |
|----|------------|-----------------|
| 18 | Student 18 | 96.67 |
| 19 | Student 19 | 90.00 |
| 20 | Student 20 | 93.33 |
| 21 | Student 21 | 96.67 |
| 22 | Student 22 | 90.00 |
| 23 | Student 23 | 93.33 |
| 24 | Student 24 | 93.33 |
| 25 | Student 25 | 83.33 |
| 26 | Student 26 | 86.67 |
| 27 | Student 27 | 80.00 |
| 28 | Student 28 | 93.33 |

The post-test results show that the use of Book Creator assisted by Canva effectively enhanced student performance in PPKn. The consistency in the high scores indicates that students were able to grasp the concepts presented through this interactive media.

The statistical analysis using the Wilcoxon Non-Parametric test confirmed that there was a significant improvement in learning outcomes, supporting the acceptance of the alternative hypothesis (H1) and the rejection of the null hypothesis (H0). This demonstrates that the use of digital media in this study had a measurable positive effect on student achievement.

The results indicate that the integration of multimedia content in Civics learning can help improve student engagement and comprehension. It also suggests that this method could be a viable alternative to conventional lecture-based teaching, especially in subjects that require conceptual understanding.

Discussion

The findings of this study show that the use of Book Creator assisted by Canva significantly improved students' learning outcomes in Civics. The average post-test score of 88.92 demonstrates that the majority of students achieved results above the minimum mastery criteria. This supports the idea that interactive and visually appealing learning media can enhance students' understanding and retention of subject matter.

One of the main reasons for this improvement is the multimedia-rich nature of the Book Creator application, which incorporates text, images, videos, and quizzes. These features cater to different learning styles

and make the learning process more engaging compared to traditional lecture methods. The interactivity of the platform allows students to actively participate in their learning process.

The results align with previous research indicating that the use of technology-based learning media can increase students' motivation and comprehension. Studies by Elyfia Qurrotu A'yunina and Afif Kholisun Nashoih (2024), as well as Hartati et al. (2023), also reported significant gains in student learning outcomes when Book Creator assisted by Canva was implemented in different subjects.

Another contributing factor is the personalization of content. With Canva's design capabilities, learning materials could be customized to align with the students' needs and the lesson objectives. This personalization made the material more relatable and easier for students to understand.

The small standard deviation in the results indicates that the learning gains were consistent across the class, suggesting that the media was effective for students with varying levels of prior knowledge. This contrasts with conventional teaching methods, where performance gaps often widen due to differences in individual learning pace.

From a pedagogical perspective, the results underscore the importance of integrating technology into classroom instruction. The combination of visual elements and interactive features can help transform a subject like PPKn, which is often perceived as theoretical and less engaging, into a more dynamic and student-centered experience.

However, it is important to note that the success of this approach also depends on the teacher's ability to design and facilitate lessons using these tools effectively. Training and technical support are essential to ensure that teachers can fully utilize the capabilities of Book Creator and Canva in their teaching practices.

Overall, this study demonstrates that Book Creator assisted by Canva is a promising educational tool that can improve learning outcomes in Civics. Future research could explore its application in other subjects, as well as the long-term impact of its use on student engagement, critical thinking, and collaborative skills.

Conclusion

This study concludes that the use of the Book Creator application assisted by Canva had a significant and positive effect on the Civics (PPKn) learning outcomes of seventh-grade students at MTs Negeri 1 Sidenreng Rappang. The post-test results showed scores ranging from 73.33 to 96.67, with an average score of 88.92, exceeding the school's minimum mastery criteria. These findings demonstrate that integrating interactive and visually appealing digital media into classroom instruction can enhance students' understanding and performance.

The success of this approach lies in the multimedia features of Book Creator and Canva, which combine text, images, videos, audio, and quizzes to create engaging learning experiences. This format supports different learning styles, encourages active participation, and makes traditionally theoretical subjects like PPKn more relatable and dynamic. The results also suggest that this method was effective for students across varying ability levels, as reflected by the consistency in their achievement.

Based on these findings, it is recommended that teachers consider adopting digital learning media such as Book Creator and Canva to enrich their instructional practices. Training and technical support for educators will be essential to maximize the benefits of these tools. Further research could explore their use in other subjects and educational contexts, as well as their long-term impact on students' motivation, critical thinking, and collaborative skills.

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