
DEVELOPING ANIMATION-BASED LEARNING MEDIA FOR LISTENING BY USING CANVA APPLICATION

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ABSTRACT

This research aimed to develop animation-based learning media for listening using the Canva application for eleventh-grade students at MAS Tarbiyah Islamiyah Canduang. The need for this research stemmed from three main issues: (1) teachers' reliance on traditional media like loudspeakers and textbooks, without incorporating animation videos; (2) students' need for more interesting and engaging media in the teaching process; and (3) the lack of animation-based teaching media in the learning process. The research employed the 4D (Define, Design, Develop, and Disseminate) version of the Research and Development (R&D) method. The developed media underwent validity testing by three experts (content, language, and construct), scoring 0.82 (valid category). Practicality testing by six practitioners (one teacher and five students) yielded a score of 0.82 (very high category). Finally, effectiveness testing with 15 eleventh-grade students at MAS-TI Canduang resulted in a score of 0.57 (effective category). The research successfully developed an animation-based learning media for listening using Canva, which was validated, practical, and effective for eleventh-grade students at MAS Tarbiyah Islamiyah Canduang.

Keyword : *Learning media, Listening, Animation-based Canva*

INTRODUCTION

The development of technology has seen rapid advancements, and educational technology aims to solve learning problems, facilitate learning, and improve performance. This ongoing evolution is crucial as it keeps technology relevant and effective in addressing educational challenges. These changes are especially evident in the educational sector, where the use of learning media has undergone significant transformations, shifting from traditional physical formats to predominantly online formats. This transition has influenced teaching habits, prompting educators to increasingly utilize digital-based media in their teaching processes.

The use of media in learning is essential for improving the quality of education. However, the reality shows that the quality of learning remains low, largely due to declining interest and motivation among learners. This lack of engagement is often caused by uninteresting teaching methods, leading to students feeling bored during classroom activities. Therefore, there is a pressing need for innovative approaches in learning to address this issue. Modern educational methods now emphasize student-centered learning, which contrasts with traditional lecture-based or rote memorization techniques. Experiences gained through direct participation, such as group discussions, are increasingly valued. One of the current trends involves harnessing technology and various digitally-based media to enhance learning experiences, as highlighted by Rahmawati and Atmojo (2021).

Several studies have underscored the importance of creativity in utilizing educational media. Abdullah (2017) discusses how innovative media usage can enhance learning experiences and outcomes. Aiken (1985) emphasizes the significance of reliability and validity in educational measurements, crucial for assessing the effectiveness of learning media, including those developed using Canva. Alrawashdeh and Al-zayed (2017) identify challenges faced by English teachers in teaching listening comprehension and the need for effective and engaging media to overcome these difficulties. Anugrah and Deden (2022) demonstrate that using Canva to create animated videos significantly boosts student interest and engagement in various subjects.

Teachers, in their professional roles, are required to foster critical, creative, and high-level thinking in their students while mastering science and technology. They are expected to create integrated, creative, and innovative learning experiences. Instructional media play a crucial role in enhancing these learning experiences by making the material more engaging and comprehensible (Hapsari & Zulherman, 2021). Learning media, derived from the Latin word "medium," serve as intermediaries or carriers of information. In education, media encompass tools that enhance the effectiveness and efficiency of achieving educational goals. Media help mitigate student boredom and enhance the teaching and learning process, fundamentally a communication process. Instructional media combine software (learning materials) and hardware (teaching tools) to improve education quality.

Interviews with English teachers and 11th-grade students at MAS Tarbiyah Islamiyah Canduang revealed several issues in teaching listening skills. Teachers face challenges in selecting appropriate media, and students struggle with comprehension due to unfamiliar vocabulary and lack of engaging materials. The traditional use of audio played through loudspeakers often leads to student boredom and lack of focus. According to Mrs. Zuryati,

S.Pd, an English teacher at MAS Tarbiyah Islamiyah Canduang, the media used in the listening teaching process include audio, loudspeakers, and English textbooks. She also allows students to use their smartphones to scan barcodes containing audio materials from the textbook. However, she often faces challenges such as difficulty in selecting appropriate media due to different levels of student comprehension. Not all students can immediately grasp and understand the audio played by the teacher.

Meanwhile, interviews with several 11th-grade students revealed that listening materials were quite challenging to comprehend due to a lack of knowledge about listening skills and unfamiliar vocabulary. Consequently, students needed assistance in understanding listening content. The teaching process conducted by playing audio using loudspeakers often made students bored and lose focus. Many students found the audio unclear, leading to reduced enthusiasm and distraction. Thus, there is a pressing need for interesting media to make listening lessons more engaging.

Video animation-based learning media is one such interesting approach. Video animation-based learning media convey information and messages in the form of dynamic moving images that can be both seen and heard. One technological application in the education sector that can be utilized as a teaching medium is the Canva application. According to Yuyun, student-centered teaching and learning activities can deepen students' understanding and explore their creativity by integrating online applications. As a technology-based application, Canva provides a learning platform for teachers to execute lessons using technology-based instructional media (Klug & Williams, 2016). Canva offers a wide range of appealing templates to capture students' interest during the learning process. Furthermore, Canva can be downloaded in various formats such as PowerPoint for presentations and MP4 for created animation videos.

The creation of animation videos, using various templates and features, can produce engaging content. Features include adding animated images, text, sound, and other elements to effectively convey the material. This platform enhances teachers' creativity in designing animation-based learning media, given the diverse array of available features. Additionally, it saves time in implementing instructional media practically. Students can revisit the material through animation videos provided by the teacher, promoting effective learning.

Based on the identified issues, this research focuses on developing animation-based learning media specifically for Passive Voice materials using the Canva application for 11th-grade students at MAS Tarbiyah Islamiyah Canduang. This study aims to: define the need for

such media, design and develop the media, disseminate the developed media, and evaluate its effectiveness in enhancing listening skills.

The significance of this research extends to various stakeholders: it contributes to academic growth within the English Education Department at UIN Sjech M. Djamil Djambek Bukittinggi for researchers; serves as a valuable resource for enhancing teaching practices for teachers; and facilitates a better understanding of subjects through engaging teaching media for students. The research addresses several key questions: How to define the need for animation-based learning media? How to design, develop, and disseminate this media effectively? What are the impacts of this media on students' listening skills? By answering these questions, the research aims to enhance the teaching and learning process through innovative media, ultimately improving students' listening skills and engagement.

This research seeks to develop and implement animation-based learning media using Canva to address the challenges faced in teaching listening skills. By focusing on innovative and engaging methods, the study aims to improve educational outcomes and provide valuable insights for educators and researchers. This approach not only aims to develop new media but also to test its effectiveness in enhancing students' listening skills, thereby addressing a critical need in current educational practices.

METHOD

This study employed a Research and Development (R&D) approach, which is a systematic process aimed at creating or improving educational products (Gall et al., 2003). The R&D method follows iterative cycles of analysis, design, development, and dissemination, allowing for the refinement of products based on real-world feedback and ensuring their effectiveness in educational settings.

Participants of the Research

The participants in this study were eleventh-grade students (aged 16-17 years) from MAS Tarbiyah Islamiyah Canduang. A total of 30 students with varying proficiency levels in English (ranging from beginner to intermediate) were selected using a purposive sampling method. This institution was chosen due to the absence of animation-based learning media for English language listening comprehension.

Research Procedures

The research procedures followed the 4D model: Define, Design, Development, and Disseminate.

Define Stage

In the Define stage, an in-depth analysis of internal issues and potential developments was conducted through classroom observations and interviews with teachers and students. The primary aim was to identify students' learning needs, assess available technology and infrastructure, and understand the proficiency levels of both students and teachers in utilizing educational tools. This crucial phase laid the foundation for the subsequent design and development stages by providing insights into the specific requirements and challenges within the educational context.

Design Stage

Based on the insights gathered from the Define stage, suitable learning media was designed using the Canva application. This involved a systematic process of determining the content to be included, aligning it with educational objectives and competencies, and designing animations that complement the learning material while ensuring accessibility and engagement. The design process was guided by the principles of Multimedia Learning Theory (Mayer, 2014) and the ADDIE instructional design model, ensuring that the developed materials adhered to best practices in multimedia learning and instructional design.

Development Stage

During the Development stage, the designed media was translated into tangible learning materials. The researcher created animation videos using the Canva application, meticulously ensuring alignment with the design specifications and instructional goals established in the previous stage. The videos incorporated a range of engaging elements, including animated visuals, text, audio narrations, and interactive components, to enhance the learning experience and facilitate comprehension.

Disseminate Stage

The culmination of the 4D model was the Disseminate stage, where the developed animation-based learning media was integrated into the listening learning process for eleventh-grade students at MAS Tarbiyah Islamiyah Canduang. This implementation phase was followed by a comprehensive evaluation phase, during which feedback was collected

through expert assessments, teacher evaluations, and student response questionnaires. This feedback played a crucial role in determining the effectiveness, usability, and overall impact of the developed learning media.

Data Collection

The data collection instruments included expert assessment sheets, teacher evaluation forms, and student response questionnaires. The expert assessment sheets were designed to evaluate the validity, practicality, and effectiveness of the developed learning media, while the teacher evaluation forms focused on the usability, clarity, and appropriateness of the materials. The student response questionnaires captured their perceptions, engagement, and learning experiences with the animation-based media.

Validity and Reliability

To establish content validity, the data collection instruments were reviewed by a panel of experts in the fields of educational technology, instructional design, and English language teaching. Furthermore, a pilot study was conducted with a small group of students to assess the clarity and comprehensibility of the questionnaire items. Inter-rater reliability was ensured by involving multiple experts in the evaluation process and calculating the kappa coefficient for their assessments.

Data Analysis

Both quantitative and qualitative data analysis techniques were employed. Descriptive statistics (mean, standard deviation) were calculated for the expert assessments and student responses. Aiken's V was used to analyze the validity of the learning media, while the kappa coefficient was employed to assess the practicality and inter-rater agreement. Qualitative data from open-ended questions and observations were analyzed using thematic coding to identify recurring patterns and themes.

FINDINGS AND DISCUSSION

Findings

Define Phase

The researcher conducts data collection or gathers information that will support the creation of a product. The information gathered includes needs analysis and analysis of the

technology used at MAS Tarbiyah Islamiyah Canduang. This will facilitate the development of technology-based learning media in listening lessons. The analysis results are as follows:

a. Needs Analysis

The results of the needs analysis involve observations and interview outcomes with the English language teacher at eleventh grade of MAS Tarbiyah Islamiyah Canduang. The interviews revealed that the implemented teaching still used media such as loud speakers, audio resources, English textbooks, and had not yet incorporated animated videos as a teaching tool. The use of computers in the teaching process is infrequent. Consequently, students are less actively engaged in the learning process.

b. Technology Analysis

The Canva application is identified as one of the effective learning media that can be used because of its capability to create visual presentations, such as videos, animations, images, and audio.

Design Phase

In the design phase, the researcher has prepared a conceptual framework, an English learning media model, learning material in the form of Basic Competencies and learning material indicators to be applied in the listening learning media.

Development Phase

This learning media represents a valuable tool tailored for English educators, serving as a dynamic asset within their instructional repertoire. Beyond its utility in classroom settings, students at MAS Tarbiyah Islamiyah Canduang are also empowered to leverage this resource for independent study endeavors. At its core, the development of this learning media is underpinned by a steadfast commitment to enhancing students' proficiency in English, with a particular emphasis on bolstering their listening skills.

The culmination of this developmental journey manifests in the form of an engaging animation video, meticulously crafted to captivate and stimulate learners. This multimedia resource is strategically disseminated through a smartphone-accessible link, recognizing the ubiquitous presence of mobile technology in modern educational landscapes. By harnessing the power of animation, audio, text, and vibrant color palettes, this learning media transcends conventional pedagogical approaches, offering an immersive and interactive learning experience.

The genesis of this innovative learning resource involves a collaborative effort, utilizing a diverse array of tools and applications to realize its full potential. Leveraging the Canva Team's web version as a foundational platform, supplemented by auxiliary applications such as CapCut, Veed Application, and the built-in recording app on VIVO 1820 Smartphone, the creation process is characterized by a synthesis of creativity and technological prowess.

Central to the design philosophy is the seamless integration of multimedia elements, each meticulously curated to optimize learning outcomes. Animation serves as a visual anchor, breathing life into concepts and scenarios, while audio components imbue the learning experience with depth and richness. Textual elements complement these auditory and visual stimuli, reinforcing key concepts and facilitating comprehension.

Moreover, the strategic use of color psychology enhances the efficacy of the learning media, invoking emotional responses and facilitating cognitive engagement. By orchestrating this symphony of multimedia elements, the learning media transcends traditional pedagogical boundaries, fostering an immersive and transformative educational experience.

Ultimately, the overarching goal of this learning media is to engender a profound shift in students' attitudes and aptitudes towards English language learning. By fostering a sense of curiosity, excitement, and intrinsic motivation, it aims to ignite a lifelong passion for language acquisition and self-directed learning. Through continuous refinement and adaptation, this learning media represents a beacon of innovation in the pursuit of educational excellence.

a. Teacher character creation.

In the video, the teacher character was created using animation available on Google, and additional animation for the eyes and mouth was added using a green screen video in YouTube.

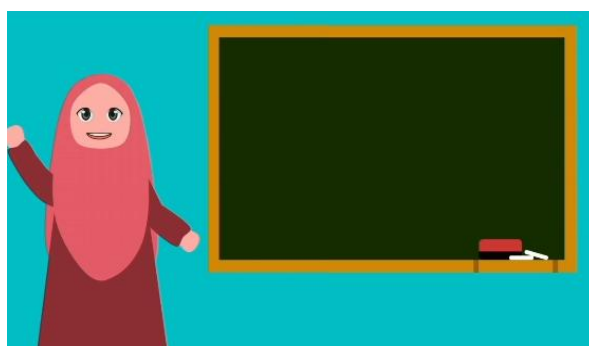


Figure 1. Teacher Character Creation

b. Recording Audio (Narration).

The application used to record audio is the built-in recorder app on the Vivo 1820 mobile phone and Veed application.

c. Video – Audio Merging.

The application used to combine video and audio is the CapCut app. CapCut is an Android video editing application developed by Bytedance Pte. Ltd.

d. Educational Media Display.

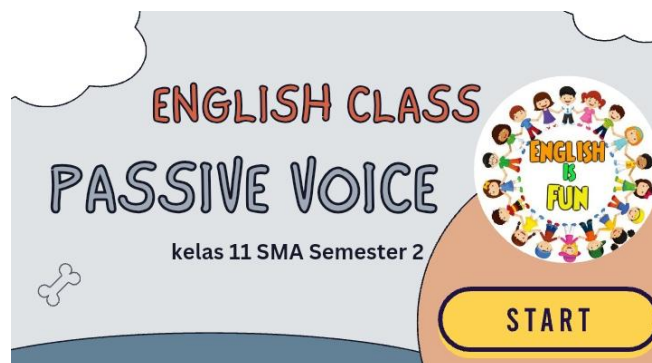


Figure 2. Media Home Screen.

Figure 2. is the initial display of the education media, which includes the home page, clicks the “START” button on the content to begin the media.

e. Product Validation.

1) Validity Test

a) The validation of language

Here are the validation results of the media product.

Table 1: The Result of Language Validation Testing

No.	Score/r	Validator Ms. Mutia Rahman, M.Pd	V
Item 1	4	3	0.75
Item 2	4	3	0.75
Item 3	4	3	0.75
Item 4	4	3	0.75
Item 5	5	4	1
Item 6	5	4	1
Item 7	5	4	1
Item 8	4	3	0.75
Item 9	4	3	0.75
		Totals	7.5
		Average	0.83
		Criteria	Valid

b) The validation of construct or media

Here are the validation results of the media product.

Table 2: The Result Of Construct Validation Testing

No.	Score/r	Validator Mr. Syahrul,SS, M.Pd	V
Item 1	3	2	0.50
Item 2	4	3	0.75

Item 3	3	2	0.50
Item 4	4	3	0.75
Item 5	4	3	0.75
Item 6	4	3	0.75
Item 7	4	3	0.75
Item 8	4	3	0.75
Item 9	3	2	0.50
Item 10	4	3	0.75
Item 11	4	3	0.75
		Totals	7.5
		Average	0.68
		Criteria	Valid

c) The validation of content or material.

The material validation was carried out by one subject matter expert, Zuryati,.S.Pd, an English language teacher at MAS Tarbiyah Islamiyah Canduang, serving as the validator. Here are the results of the material validation of the media product in this table.

Table 3: The Result of Content Validation Testing

No.	Validator Mrs. Zuryati, S.Pd		
	Score/r	S	V
Item 1	4	3	0.75
Item 2	4	3	0.75
Item 3	5	4	1
Item 4	5	4	1
Item 5	5	4	1
Item 6	5	4	1
Item 7	5	4	1
Item 8	5	4	1
Item 9	5	4	1
		Totals	8.5
		Average	0.94
		Criteria	Valid

Table 4: The Conclusion of the Result of Media Validation Test

No.	Validation		
	Mrs. Muthia Rahman, M.Pd	Mr. Syahrul,SS,M.Pd	Mrs. Zuryati, S.Pd
Totals	7.5	7.5	8.5
Average	0.83	0.68	0.94
Result		0.82	

2) Practicality Test

The practicality test result of the research product was aimed at 5 students and 1 English teacher. After calculating the practicality sheets, English teacher Mrs. Zuryati, S.Pd scored 0.75, and the 5 students, Muhammad Habibullah with a score of 0.90; Faiz Da Fifa with a score of 0.86; Fajar Al-Habib with a score of

0.80; Muhammad Ahhadit with a score of 0.86; and Muhammad Fahrul Roj with a score of 0.75. An average score of 0.82. When using the Kappa moment, the practicality value falls within the range 0.81-1.00, indicating a very high category. Based on the practicality test results obtained, it can be concluded that developing animation-based learning media for listening by using Canva application create by researcher is highly practical.

3) Effectiveness Test

The effectiveness of the product can be seen from the attitude, motivation, and interest of students in using the media. The effectiveness test of this product was conducted using a questionnaire aimed at 15 students of class XI at MAS Tarbiyah Islamiyah Canduang. Namely is Nurul Fadhilah with a score of 0.60, Nazura Rahmadani with a score of 0.60, Fiesla D.S with a score of 0.50, Hardiyana Shabita with a score of 0.42, M. Fadly Aditya R with a score of 0.74, Aulia Lilhamdi with a score of 0.46, Aprillia Nisya Eka with a score of 0.50, Najla Syahila Nadya with a score of 0.33, Rika Safita Cania with a score of 0.68, Qurratu Shifa with a score of 0.83, Putri Anjela with a score of 0.46, Auditya Dwi Fadillah with a score of 0.43, Novianti Febrina with a score of 0.50, Fadillah Rahmi Nengsih with a score of 0.38, and Diva Andini with a score of 1. Below is the table of the result of the product effectiveness test by students.

Table 5. Results of Product Effectiveness Testing by Students

No.	Respondent	Before (Sf)	After (Si)	G score (G)
1.	Respondent 1	57	83	0.60
2.	Respondent 2	50	80	0.60
3.	Respondent 3	60	80	0.50
4.	Respondent 4	53	73	0.42
5.	Respondent 5	53	87	0.74
6.	Respondent 6	57	77	0.46
7.	Respondent 7	60	80	0.50
8.	Respondent 8	60	73	0.33
9.	Respondent 9	60	87	0.68
10.	Respondent 10	57	93	0.83
11.	Respondent 11	63	80	0.46
12.	Respondent 12	57	77	0.46
13.	Respondent 13	60	80	0.50
14.	Respondent 14	63	77	0.38
15.	Respondent 15	60	100	1
	Totals	870	1.227	8.46
	Average	58	82	0.57

Dissemination Phase

The dissemination phase marks the culmination of the research and development process, encompassing the distribution of the final product. In this instance, the fruition of developing the learning media manifests in the form of an animation video. This video serves as a tangible outcome of the research endeavor, encapsulating the innovative use of technology to enhance educational practices.

To ensure widespread accessibility, the animation video is disseminated through a link that can be conveniently accessed via smartphones. This strategic distribution approach recognizes the ubiquitous presence of mobile devices in contemporary society, thereby facilitating seamless engagement with the learning material.

The dissemination process extends beyond mere distribution, encompassing active engagement with the target audience. In this regard, the researchers undertake the responsibility of personally disseminating the animation video at MAS Tarbiyah Islamiyah Canduang. This hands-on approach not only ensures direct access to the learning media but also fosters interpersonal connections with the educational community.

By actively engaging in the dissemination process, the researchers facilitate meaningful interactions with stakeholders, soliciting feedback and gauging the efficacy of the learning media in real-world contexts. This iterative feedback loop fosters continuous improvement and refinement, ultimately contributing to the ongoing evolution of educational practices at MAS Tarbiyah Islamiyah Canduang and beyond.

Discussion

The development of animation-based learning media using Canva for teaching listening skills to 11th-grade students at MAS Tarbiyah Islamiyah Canduang has yielded promising results, offering valuable insights into the integration of technology in language education. This research underscores the fundamental importance of listening as a cornerstone skill in effective communication, particularly within the framework of English language education. As noted in the initial research, listening is not only crucial in academic settings but also serves as the most frequently utilized mode of communication among humans, functioning even before birth and persisting throughout one's lifetime.

The study demonstrates that the Canva-created animated videos effectively address several key challenges in teaching listening skills. The media successfully cultivated students' enthusiasm for listening, enhanced their comprehension of materials, and stimulated interest in the subject matter. These findings align with Anugrah and Deden's (2022) research, which

showed that Canva-created animated videos significantly boost student engagement across various subjects. The visual component of the animated videos aided in vocabulary acquisition and contextual understanding, mitigating the challenges of unfamiliar vocabulary noted by students in the initial interviews. This outcome supports Alrawashdeh and Al-zayed's (2017) assertion that engaging media can help overcome difficulties in teaching listening comprehension.

The use of Canva as a tool for creating educational media has proven to be beneficial for teachers as well, addressing the need for innovative and adaptable teaching methods in the digital age. As highlighted by Triningsih, Canva facilitates technology-driven learning activities, fosters creativity, and sustains student engagement. The study confirms this, showing that teachers were able to create customized content that addressed the varying comprehension levels of their students. This adaptability is crucial, considering the challenges in selecting appropriate media identified in the preliminary research.

Questionnaire results indicate a significant improvement in student engagement during listening exercises, a factor often cited as a major challenge in language classrooms. This increased engagement correlates with improved comprehension of complex listening materials, supporting Abdullah's (2017) discussion on how innovative media usage can enhance learning experiences and outcomes. Furthermore, the findings align with Aiken's (1985) emphasis on the importance of reliability and validity in educational measurements, as meticulously designed questionnaires were used to assess the effectiveness of the learning media.

The implications of these findings extend beyond the immediate context of listening skills. By demonstrating the effectiveness of animated content in language learning, this research contributes to the broader discourse on multimedia learning theory. The combination of visual and auditory elements in the Canva-created videos aligns with the cognitive theory of multimedia learning, suggesting that people learn more deeply from words and pictures than from words alone. This theoretical framework provides a solid foundation for understanding why this approach has been successful and suggests potential applications in other areas of language learning and education in general.

These findings have several practical implications for teaching listening skills in the context of English as a foreign language. The Canva-based approach offers an engaging alternative to traditional audio-only methods, addressing the issue of student boredom highlighted in the initial research. This is particularly significant given the challenging nature of listening comprehension, which often requires sustained attention and cognitive effort from

learners. The visual aids in the animated videos support vocabulary acquisition and contextual understanding, potentially mitigating the challenges of unfamiliar vocabulary noted by students.

Additionally, the flexibility of Canva allows teachers to create customized content, addressing the difficulty in selecting appropriate media for different student comprehension levels. This customization potential is particularly valuable in the context of differentiated instruction, allowing teachers to tailor materials to the specific needs and interests of their students. The user-friendly nature of Canva also empowers teachers to become content creators, potentially reducing reliance on generic textbook materials and fostering a more dynamic and responsive classroom environment.

While the results are promising, it's important to acknowledge the limitations of the study. The research was conducted in a single institution, which may limit its generalizability to other educational contexts. Factors such as the specific cultural and educational background of the students, the technological infrastructure available, and the teachers' familiarity with digital tools may all influence the effectiveness of this approach. Future research could address these limitations by conducting multi-site studies across different educational settings and cultural contexts.

In conclusion, the integration of Canva in developing animation-based learning media presents a promising approach to enhancing listening skills among students. This research contributes to the growing body of evidence supporting the use of technology in language education and offers practical insights for educators seeking to innovate their teaching methods. As education continues to evolve with technological advancements, tools like Canva are likely to play a pivotal role in shaping effective and interactive learning experiences in language education. The positive outcomes observed in this study encourage further exploration and implementation of such innovative approaches, with the ultimate goal of improving language learning outcomes and preparing students for effective communication in an increasingly globalized world.

CONCLUSION AND SUGGESTION

In conclusion, this research successfully developed an effective animation-based learning media for enhancing listening comprehension skills among eleventh-grade students at MAS Tarbiyah Islamiyah Canduang. Through the implementation of the Research and Development approach and the 4D model, engaging animation videos were created using the Canva application, incorporating visuals, audio narrations, and interactive elements. The

product testing results demonstrated the validity, practicality, and effectiveness of the developed learning media, with high scores from expert evaluations, teacher assessments, and student feedback. The introduction of this innovative learning tool is expected to assist teachers in delivering listening lessons effectively, while fostering enthusiasm and improving comprehension among students. Overall, the animation-based learning media represents a promising advancement in English language teaching and learning, providing an engaging multimedia platform to enhance the acquisition of crucial listening skills. Based on this research, several key suggestions are proposed. Firstly, continuous professional development for English teachers is recommended to effectively integrate animation-based media and educational technologies. Secondly, expanding this approach to other language skills like speaking, reading, and writing could provide a comprehensive multimedia learning experience. Additionally, collaborative efforts between teachers, instructional designers, and multimedia experts could lead to more engaging and innovative animation-based resources. Integrating these multimedia tools with online platforms could facilitate greater accessibility and personalized learning.

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