

## DEVELOPMENT OF E-MODULE MEDIA USING THE CANVA APPLICATION IN LEARNING READING COMPREHENSION SKILLS OF GRADE IV STUDENTS OF SD NEGERI KARING-KARING BAUBAU CITY

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### Abstract

This study is a development research aimed at describing the prototype, validity, practicality, and effectiveness of an e-module using the Canva application in teaching reading comprehension skills to fourth-grade students at SD Negeri Karing-Karing, Baubau City. The development model used is the Four-D (Define, Design, Develop, and Disseminate). Data were collected through expert validation instruments, media and material expert assessments, teacher and student practicality questionnaires, observation sheets, and reading comprehension tests. The results showed that (1) the developed media was an interactive e-module; (2) the validity level was categorized as very feasible with an average score of 98.12% from media experts and 97.31% from content experts; (3) practicality was rated very practical based on observation sheets (97.5%) and teacher questionnaires (95.45%); (4) the media was effective in improving reading comprehension skills, as indicated by student responses (93.61%) and a significant increase from pretest (45.23%) to posttest scores (95.23%). This study concludes that the Canva-based e-module is valid, practical, and effective in enhancing students' reading comprehension skills. These findings indicate that the e-module can serve as an innovative and applicable learning alternative.

**Keywords:** E-Module Media, Canva Application, Reading Comprehension Skills

### Abstrak

Penelitian ini merupakan penelitian pengembangan yang bertujuan untuk mendeskripsikan prototype, validitas, kepraktisan, dan keefektifan e-modul berbasis aplikasi Canva dalam pembelajaran kemampuan membaca pemahaman siswa kelas IV SD Negeri Karing-Karing Kota Baubau. Model pengembangan yang digunakan adalah Four-D (Define, Design, Develop, dan Disseminate). Pengumpulan data dilakukan melalui instrumen validasi ahli media dan materi, angket kepraktisan guru dan siswa, lembar observasi, serta tes kemampuan membaca pemahaman. Hasil penelitian menunjukkan bahwa (1) media yang dikembangkan berupa e-modul interaktif; (2) tingkat validitas dinyatakan sangat layak dengan skor rata-rata 98,12% dari ahli media dan 97,31% dari ahli materi; (3) tingkat kepraktisan dikategorikan sangat praktis berdasarkan lembar observasi (97,5%) dan angket guru (95,45%); (4) media dinyatakan efektif meningkatkan kemampuan membaca pemahaman, ditunjukkan melalui hasil angket siswa (93,61%) dan peningkatan skor dari pretest (45,23%) ke posttest (95,23%). Penelitian ini menyimpulkan bahwa e-modul berbasis Canva valid, praktis, dan efektif

*dalam meningkatkan kemampuan membaca pemahaman siswa. Temuan ini mengindikasikan bahwa media e-modul dapat menjadi alternatif pembelajaran yang inovatif dan aplikatif.*

**Kata kunci:** Media E-Modul, Aplikasi Canva, Kemampuan Membaca Pemahaman

## INTRODUCTION

In the field of education, technology is used as a medium for the learning process to make students more comfortable, not seem bored, let alone watch, because the delivery of the material is more varied and modern (Nadzir et al., 2023). The use of learning technology is expected to be packaged more systematically in both physical and virtual packaging, so that it can be well received by students, easily create fun education, develop students' potential individually, be able to design, develop, and evaluate educational messages into learning media. The learning process is built based on certain learning strategies (Lestari, 2024). In the 21st century, high-level thinking skills such as creativity, collaboration, communication, and critical thinking (4C skills) are the main pillars that must be developed in the world of education. One of the efforts to support this is through the use of innovative learning media that can encourage student learning independence. Technology-based learning media is believed to be able to create an effective, efficient, and fun learning process, while encouraging students to be more active in managing the knowledge they acquire.

Based on the results of an analysis of independent curriculum teacher and student books published by the Ministry of Education, Culture, Research, and Technology, it is known that Indonesian learning at SD Negeri Karing-Karing in Baubau City is still dominated by the use of thematic books as the main source. The results of interviews with classroom teachers show that so far, the learning process has not made much use of digital learning media, including e-modules. Teachers also revealed that during the teaching process, they only rely on regular print modules that are less attractive and less flexible to support students' independent learning process. This situation demands the development of learning media that is easy to use, attractive, and in accordance with the devices owned by students. Attractive media not only helps teachers in delivering material, but also creates a conducive learning environment, clarifies messages, and increases the effectiveness of achieving learning goals. Digital learning media, such as e-modules, play an important role in increasing understanding of concepts, expanding insights, and fostering students' interest and motivation to learn.

The results of observations and interviews conducted by researchers on September 2, 2024, at SD Negeri Karing-Karing revealed that of 21 grade IV students, as many as 71% still had difficulty reading comprehension. This is reflected in the students' inability to deduce the content of the text they have read. The fourth-grade teacher, Gusti Ayu Ernawati, S.Pd, stated that most students were not able to answer questions related to the material that had been taught, showing the weakness of their reading comprehension skills. In this context, the role of teachers is crucial to designing fun and adaptive learning. Teachers are required to be able to develop teaching materials that are relevant to students'

learning needs and are in line with technological developments (Ningsih, 2024). One of the solutions to overcome this problem is the use of digital learning media, namely Canva's application-based e-modules. This media allows students to learn independently and flexibly, as well as being an effective learning alternative in today's digital era.

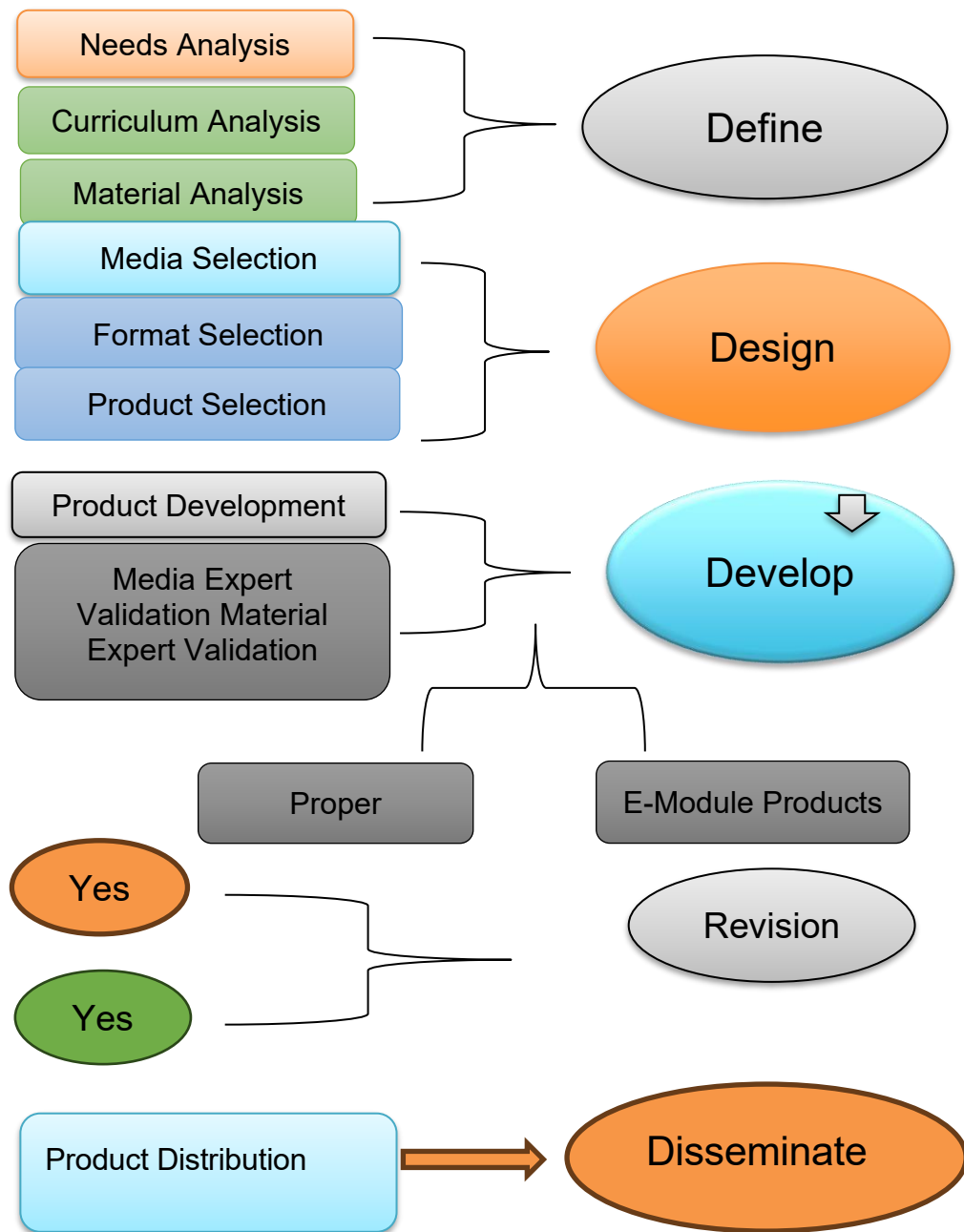
Canva-based e-modules present learning materials in the form of text, images, videos, and interactive quizzes designed to facilitate independent learning and hone students' critical thinking skills. This media can be accessed online and tailored to the needs of students and the devices they have. According to Ulliyah (2023), the integration of technology such as e-modules has been proven to be able to improve students' logical thinking skills and learning effectiveness in the context of Society 5.0. In addition, the values of education in Islam also emphasize the importance of the use of science and technology, as explained in Surah Ar-Rahman verse 33.

The use of technology in education is in line with the words of Allah in QS. Ar-Rahman:33, which contains the meaning that knowledge and technology are the forces that allow humans to explore the heavens and the earth. Technology in education, such as e-modules, is a tangible form of applying science to improve the quality of learning. E-modules are innovations from printed modules that are designed systematically, interactively and can be accessed at any time through digital devices. With an attractive design, e-modules can increase student learning independence and provide convenience for teachers in delivering material (Sabina, 2024). Based on this background, the researcher felt it was important to develop an e-module learning media based on the Canva application in order to improve the reading comprehension skills of elementary school students. Therefore, this study aims to develop valid, practical, and effective e-module media in enhancing the reading comprehension ability of grade IV students at SD Negeri Karing-Karing, Baubau City. This article is titled "E-Module Media Development Using the Canva Application to Improve Reading Comprehension of Grade IV Students of SD Negeri Karing-Karing Kota Baubau."

## **METHOD**

This research employs the Research and Development (R&D) research type, utilizing the Four-D (Define, Design, Develop, and Disseminate) research and development design model. The development model carried out by this study is the model according to Thiagarajan Semmel (Sugiyono, 2020). The Four-D development model was introduced by Thiagarajan, Dorothy Semmel, and Melvyn I in 2010, which consisted of 4 stages: Define. At this stage, the objectives of the research were clearly defined. Design. At this stage, the design of the e-module is prepared with the purpose and scope of the research in mind. 3) Develop. At this stage, the modules are developed based on the design that has been made. 4) Disseminate. At this stage, the e-module is tested and disseminated to the target user.

**Figure 1.** Product Development Flow with Four-D Model



The development process begins from the Define stage, where the researcher conducts a curriculum analysis, student needs, and sets learning goals. This stage also includes the preparation of concept maps and indicators of material success. Furthermore, at the Design stage, the researcher designed an e-module media that contains text, images, videos, and practice questions that are packaged attractively. The initial design was then revised based on input from the supervisor. The development stage is carried out through validation by two experts, namely media experts and material experts. After being revised, the e-module was tested on a limited basis for fourth-grade students of SD Negeri

Karing-Karing to measure the validity, practicality, and effectiveness of the media through questionnaire instruments and reading comprehension ability tests.

The research instrument consisted of validation sheets of media and material experts, learning implementation questionnaires, teacher and student response questionnaires, and reading comprehension tests. The instrument is developed based on relevant indicators and arranged in the form of a grid to maintain the reliability and validity of the measurements. Documentation techniques are also used to collect visual and administrative data relevant to the learning process. The data obtained were analyzed quantitatively and qualitatively. Quantitative data was analyzed by calculating average scores and percentages using the Likert scale, while qualitative data was obtained from respondents' comments, suggestions, and inputs for product improvement.

## RESULTS AND DISCUSSION

This study aims to develop an animation video learning media based on *the Canva application* and measure the level of validity, practicality, and effectiveness in improving the short story writing skills of grade V students of SD Negeri 16, Binamu District, Jeneponto Regency. Data analysis was carried out based on four main aspects, namely prototype design, validity, practicality, and effectiveness of learning media.

### 1. Canva App-Based Animated Video Media Prototype

The e-module media using the Canva application was developed using the Canva application and was developed using Research and Development (R&D) with the Four-D model, which has 4 parts of the process in research, including Define (specification), Design (Design), Develop (Development), and Disseminate (Dissemination). The stage of analyzing the needs of teachers and students, where students and teachers in learning reading comprehension skills carried out in grade IV have not used any media, so that reading ability in the classroom is still low. This is because (1) the learning method is not interesting and still noteworthy. (2) Lack of innovation and creativity of educators in choosing interesting and innovative learning media, (3) Lack of interest in reading among students in monotonous reading comprehension learning. This is because teachers have not maximized and applied the right learning media so that students have difficulties in developing ideas and ideas, most students have not been able to answer the material they have learned that the teacher gives when the teacher asks, there it is seen that students lack mastery in concluding the content of the text they read

Design stage, at this stage, the researcher makes an e-module design following the independent materials and curriculum that have been determined by the researcher. It is continued at the development stage, where, after the e-module media is designed, it is followed by media and material validation tests. If the percentage of obtained results of 75%-100% of the criteria is very valid, based on the presentation. It was found that the e-module media using the Canva application obtained very valid results. The development stage of the e-module that has been developed and tested for validity is then tested to determine the value of the validity of the e-module media and the students' response to

the e-module media. The trial was carried out in class IV. The student responses obtained showed students' interest in e-module media using the Canva application, and it was also seen that students were enthusiastic when using e-module media. Filling out the student response questionnaire sheet, there were 11 statements about e-module media using the Canva application, where the trial obtained a percentage of 97%. If the percentage is 75%-100%, then the criteria are very interesting. And it can be seen that e-module media using the Canva application developed is an interesting and suitable e-module media. The dissemination stage, at this stage, involves the dissemination of research products that have been made at this stage through the use of e-module media that have been developed on a wider scale. The dissemination and utilization of this learning media is through the provision of teachers who serve as practitioners in schools. This research will also be included in the electronic journal of education.

## 2. E-Module Learning Media Eligibility

### a. Media Validation

Media validation was obtained by media expert validation through the validation sheet instruments. From the data analysis, the level of media validity aims to determine whether the e-module using the Canva application is valid or not for the ongoing research. E-module media in learning the reading comprehension of grade IV students was validated by two media experts. Expert validation 1 gives advice, it is better to add a back sound in the menu display, and each video display must be removed audio (back sound) so that the sound is not at the same time as what is conveyed is not heard clearly, and for the display of the teaching module in the media make an initial / introduction display and make each of the learning video displays, teaching modules, quizzes, and more, make a menu display for each of the main points. Meanwhile, the suggestion from validator 2 is that the media discussed should clarify the letters on each slide, and the audio in the explanation section in the learning video should be provided so that what is conveyed is heard clearly by students. The results of the validation of the two media experts can be seen in the following table:

**Table 4.2** Media Validation Results

Yes	Validator 1	Number Indicator	Sum Score	Validator 2	Number Indicator	Sum Score
1	Excellent	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20.	72	Excellent	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.	76
2	Good	7, 19,	6	Good	5	3

3	Pretty Good	-	Pretty Good	-
4	Bad	-	-	-
<b>Total 78 79</b>				
<b>Presentase 97.5% 98.75%</b>				
<b>Assessment Criteria Very Worthy Very Worthy</b>				

The results of media validation from validator 1 obtained a percentage of 97.5% with very feasible criteria. Meanwhile, validator 2 obtained a percentage of 98.75% with very feasible criteria. Based on the validity criteria that have been determined, this shows that the validation of media experts in the e-module using the Canva application in learning the reading comprehension ability of students is as high as IV. Meeting the criteria is very valid.

#### **b. Material Validation**

Validation of the material obtained by the validation of subject matter experts through the validation sheet instrument. From the data analysis, the validity level of the material aims to determine whether the e-module using the Canva application is valid or not for the ongoing research. E-module media in learning reading comprehension skills of grade IV students, validated by two material experts. Expert validation 1 provides advice; it is better to separate the material discussed from the teaching module so that the material does not accumulate on one slide, so that it is good to see and comfortable to read. Meanwhile, the suggestion from validator 2 is that the material discussed should be clarified in the letter of the material in the learning media so that students can easily understand and read it. The results of the validation of the two subject matter experts can be seen in the following table:

**Table 4.3** Material Expert Validation Results

No	Validator 1	Number Indicator	Sum Shoes	Validator 2	Number Indicator	Sum Shoes
1	Excellent	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14	48	Excellent	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14.	52
2	Good	8, 9.	6	Good	10	3
3	Pretty Good	-		Pretty Good	-	
4	Bad	-		-	-	
<b>Total 54 55</b>						
<b>Presentase 96, 42% 98.21%</b>						

### Assessment Criteria Very Worthy Very Worthy

The results of the material validation from validator 1 obtained a percentage of 96.42% with a very feasible category. Meanwhile, validator 2 obtained a percentage of 98.21% with very feasible criteria. Based on the validity criteria that have been determined, this shows that the validation of material experts in the e-module using the Canva application in learning the ability to read students' comprehension IV. meet the highly valid criteria.

#### c. Recapitulation of the percentage of e-module media validity scores.

The recapitulation of the percentage of validity scores of e-module learning media using the Canva application obtained from validators, media experts, and subject matter experts can be seen in the following table:

**Table 4.4** Recapitulation of Percentage Score Aspects of E-Module Validity

Yes	Aspects	Validator 1		Validator 2	
		Presenatse Score	Information	Score Presentation	Scarcity
1	Media	97,5%	Highly Worth It	98,75%	Highly Worth It
2	Materia l	96,42%	Highly Worth It	98,21%	Highly Worth It
<b>Average</b>		<b>98,12%</b>	<b>Highly Worth It</b>	<b>97,31%</b>	<b>Highly Worth It</b>

### 3. Practicality of E-Module Learning Media

The practicality test aims to measure the ease of use of e-module learning media. This was measured using an observation instrument for the implementation of e-module media using the Canva application in learning the ability to comprehend grade IV students.

#### a. Observation of Implementation Using E-Module Media

Observation of learning implementation using e-module learning media. Observed by grade IV teachers. Teachers observe the implementation of learning using the Likert 4 scale, which is the choice of very good, good, quite good, and not good answers. The scores and criteria can be seen in the table below:

**Table 4.5** Observation Results of Learning Implementation

Yes	Respond	Score	Flat-Letter (%)	Criterion
1.	Classroom Teacher	$\frac{39}{40} \times 100$	97,5%	Very Practical

Based on the observation results of the observers in the table above, overall, the learning performance was declared very practical. The results of the observer, who is a grade IV teacher, stated that the implementation of learning with the criteria is very practical because it obtained a percentage score of 97.5% so it can be said to be very practical.

#### **b. Teacher Response Questionnaire**

Teachers' responses to the practicality of using e-module teaching media using the Canva application in learning reading comprehension skills of grade IV students of SD Negeri Karing-Karing, Baubau City. Assessed by grade IV teachers. To measure the practicality of e-module learning media using a Likert scale of 4, namely the choice of answers is very good, good, quite good, and not good. The scores and criteria can be seen in the table below:

**Table 4.6** Results of the Teacher Response Practicality Questionnaire

Yes	Respond	Score	Flat-Letter (%)	Criterion
1.	Classroom Teacher	$\frac{42}{44} \times 100$	95,45%	Very Practical

Based on the results of the teacher's response to the practicality of the e-module learning media in the table above, it can be seen that the teacher's response to the practicality was stated to be very practical. The results obtained from grade IV teachers stated that the e-module learning media met the criteria of being very practical, with an acquisition score of 95.45%. Thus, e-module learning media is declared very practical.

### **4. The Effectiveness of E-Module Learning Media**

#### **a. Student Response Questionnaire**

The student questionnaire is needed to see and find out the effectiveness of the use of e-module media learning in learning the reading comprehension skills of students in the Karing-Karing State Elementary School class of Baubau City. The respondents were 21 students. The results of the student response questionnaire can be seen in the table below:

**Table 4.7** Results of Student Response Effectiveness Questionnaire

Yes	Respond	Score	Average%	Criterion
1.	Student	$\frac{865}{924} \times 100$	93,61%	Highly Effective

Based on the results of the student response questionnaire to the effectiveness of e-module learning media in the table in a bag, it can be seen that the students' response to the effectiveness was stated to be very effective. The results obtained from grade IV students

stated that the e-module learning media met the criteria of being very effective, with an acquisition score of 93.61%. Thus, e-module learning media is declared to be very effective.

#### **b. Results of Reading Comprehension Ability Test**

The trial of e-module media using the Canva application aims to see the effectiveness of using e-module media using the Canva application. The group trial was conducted on 21 students from grade IV. The results of the student trial can be seen in the table below:

**Table 4.8** Results of Reading Comprehension Ability Test

Class	Procurement			
	Prettest		Posttest	
	Presentase	Criterion	Presentase	Criterion
IV	45,23%	Low	95,23%	Tall

Based on the table above, it can be seen that there has been an improvement in the reading comprehension ability of fourth-grade students of SD Karing-Karing Negeri Baubau City. Where in grade IV seen from Prettest before using e-module media reached a presentation value of 45.23% and after applying e-module media in class IV there was an increase in the results of reading comprehension ability by 95.23% So it can be concluded that the use of e-module media using the Canva application in learning the ability to comprehend students in grade IV of SD Negeri Karing-Karing Baubau City has met the KKM score where the KKM value that has been specifically defined Indonesian subjects are 73, with this the ability to read students' comprehension using e-module learning media is said to be very effective.

### **CONCLUSION**

Based on the results of the research and development carried out, it can be concluded that the Canva application-based e-module learning media is a product that is suitable for use in Indonesian learning, especially in the aspect of reading comprehension ability of fourth-grade students of SD Negeri Karing-Karing, Baubau City. The developed e-modules are designed interactively, easily accessible, and in accordance with the characteristics and learning needs of elementary school students. This development answers the need for innovative learning that is able to increase student involvement and understanding of teaching materials.

The validation results of two experts show that the e-module media is declared to be very valid and suitable for use in learning. Media validators gave scores with an average percentage of 97.5% and 98.75%, while material validation obtained scores of 96.42% and 98.21%. These values place e-module media in the category of "very feasible" according to the feasibility standards of learning media. This means that in substance and visual appearance, this e-module has met the quality criteria to be used as a modern and

educational alternative teaching material. In addition to validity, this e-module media also shows a very high level of practicality. Based on teachers' observations during the learning process, the implementation of the use of media obtained a score of 97.5%, while the results of the teacher's response questionnaire showed a score of 95.45%. These two data show that e-modules are very easy to use by teachers and students in teaching and learning activities. The features available in e-modules, such as videos, images, texts, and online quizzes, are proven to support the smooth learning process effectively and efficiently. In terms of effectiveness, the results of the analysis show that the use of e-module media is able to significantly improve students' reading comprehension skills. This is shown through the results of the student questionnaire, with a score of 93.61% and an increase in the student's posttest score from 45.23% (pretest) to 95.23%. Thus, Canva's app-based e-module media has proven to be not only feasible and practical but also effective in helping students understand the reading material. The development of this media is expected to be an inspiring and applicable digital learning solution at the elementary school level, especially in improving students' reading literacy..

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