Original Article Research

Development of Canva Application-Based Animated Video Learning Media on Volleyball Passing Material at Junior High School

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Abstract

This study aims to develop animated video-based learning media using the Canva application on volleyball passing material for Junior High School students. The development of this media is expected to facilitate a more effective, interactive, and interesting learning process for students. This research uses the Research and Development (R&D) method with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The development results show that this animated video media meets the criteria of validity, effectiveness, and applicability based on the assessment of material experts, media experts, and trials to students. The trial shows an increase in students' understanding of volleyball passing techniques, which is reflected in the improvement of students' learning outcomes after using the learning media. In addition, the use of Canva as an animation video creation platform proved to be efficient in producing creative and accessible media. In conclusion, this Canva-based animated video learning media is effective in improving students' understanding of volleyball passing material. This media can be implemented in the PE learning process at school and is recommended to be further developed in other sports materials.

Keywords: Learning Media; Animated Video; Canva; Volleyball Passing; Junior High School

How to cite:

1. INTRODUCTION

In Indonesia, the development and implementation of learning media for Physical Education, Sports and Health (PJOK) is essential to improve learner engagement and learning outcomes. Research shows that teachers are increasingly utilizing technology to adapt to the demands of modern education, especially during the COVID-19 pandemic, where online and hybrid learning has become necessary (Kriswanto et al., 2023; Lumbantobing et al., 2024). The effectiveness of this medium is evident, as research shows a moderate positive impact on learner responsibility in PJOK (Zakaria et al., 2023). In addition, the integration of local wisdom in media modifications has been found to significantly improve learning outcomes, highlighting the importance of creativity in educational practice (Nurkadri et al., 2022). Learning effectiveness is the success of learning that is characterized by students' desire to learn what is taught and the value obtained by students is strongly influenced by the teacher because the teacher is one of the factors that affect the effectiveness of learning in addition to other factors.(Hartati et al., 2018),Despite the progress, there is still a need for further development of specialized learning materials, especially in areas such as volleyball, athletics, and health education, to fully support the diverse needs of learners (Kriswanto et al., 2023). Overall, the strategic use of various learning media is essential to achieve comprehensive educational goals in PE in Indonesia.

One of the media that can be applied in learning PJOK is Canva. The use of Canva as a media tool in PJOK learning in Indonesia can enhance the educational experience by making it more interesting and visually appealing. Canva's diverse templates and design features allow teachers to create interactive and informative materials that can attract learners' attention, thus increasing their interest and motivation in PJOK subjects (Abimanik et al., 2022; Tanjung & Faiza, 2019). In addition, applications can facilitate the presentation of complex concepts in a simplified way, making it easier for learners to understand important skills and knowledge (Wati & Daulay, 2023). Media acts as an intermediary whose job is to help convey learning messages (Hartati et al., 2016). Research shows that integrating technology such as Canva into teaching methods can increase learners' concentration and enthusiasm, transforming traditional learning into a more dynamic process (Rohmalina et al., 2024; Suriyati et al., 2024). By utilizing Canva, physical education teachers can develop creative lesson plans and resources that not only improve learning outcomes but also encourage learners to engage positively with digital technology (Rohmalina et al., 2024).

The use of Canva as a media tool in physical education, particularly for volleyball, can significantly improve the learning experience in Indonesia. Canva's engaging design features allow educators to create visually appealing instructional materials that can improve learner motivation and understanding of complex concepts in sports education. Research shows that utilizing technology-based learning media, such as Canva, can increase learner engagement and better learning outcomes, as evidenced by a study that showed an 84% increase in learner motivation after implementing Canva in a biology lesson (KARIM & BAHAR, 2024). Furthermore, the development of teaching materials using Canva has been validated as highly feasible and practical for various subjects, including language and mathematics, demonstrating its versatility in PE as well (Maulana et al., 2024; Situmorang & Ansari, 2023). Thus, integrating Canva into volleyball teaching can foster creativity and enhance the overall educational experience for learners.

2. METHOD

2.1 Participants

The subjects of this study were students at the junior high school education level in Palembang City, the number of students was 120 students from class VIII. for school selection was carried out by considering the criteria of the selected school belonging to a school with a normal category which is representative of schools in general with the condition of fulfilling the minimum needs as a school.

2.2 Research Design

The type of research used in this study is development research. The development method applied by researchers is ADDIE. The ADDIE development model consists of five stages which include analysis to determine learning needs by analysing the needs and limitations of the material, design to prepare product devices needed in development, development to produce and revise products that have been designed, implementation to test or use products in learning, evaluation to measure the achievement of product development.

2.3 Instruments

The instrument in data collection in this research development is a questionnaire. The questionnaire is a list of statements that have been made by researchers to be responded to by respondents with alternative answers that have been provided. The instruments in this questionnaire are validation sheets, knowledge tests, and skills tests made by researchers to be assessed by media and material experts.

The learning media validation sheet is based on the assessment of experts (validators). There are two kinds of validation sheets used, namely media expert validation and material expert validation. The information obtained through this instrument is used as input to revise the learning media that has been developed so that it produces a good or valid final product. This validation sheet uses a Likert scale with four alternative options, namely there are 5 (five) categories, namely very good getting a score of 5, good score 4, quite good score 3, less good score 2 and not good score 1.

Knowledge Test

Knowledge test is a part or element in a test or exam, which consists of questions or questions. Tests are used to obtain data on students' understanding of volleyball games. The scoring technique is: The questions totalled 10 with each question scoring 10, the calculation of the score by means of the number 10 x 10 = 100

Skill Test

This test was prepared to improve students' lower pass learning by passing volleyball. Students do the bottom pass for 60 seconds, each student is given 2 opportunities to do the bottom pass to the wall with a minimum of 20 bounces and for the scoring technique for the bottom pass, namely using the scoring sheet.

2.4 Procedures

The first step is to conduct an initial survey of students to understand the learning needs in junior high school related to volleyball passing material. Then identify the learning objectives

to be achieved and the key aspects that need to be emphasized in the learning media. In addition, a literature study related to the use of animated video learning media in the context of PE was conducted to support best practices in using the Canva application for making animated videos. After the analysis stage is carried out, the design stage begins by compiling a learning plan that includes learning objectives, content, structure, and teaching strategies that will be used and compiling animated video scenarios that illustrate basic volleyball passing techniques in a clear and interesting way. The further development process is carried out after obtaining validation from several experts to obtain recognition that the animated video is feasible to be applied in PE learning developed using the Canva application by paying attention to visual aspects, duration, and suitability for the target audience (junior high school students).

The implementation stage was conducted twice with a revision stage in it. The first trial in a small group was then analysed to get feedback to complete the shortcomings of the animated video made for the learning process. After the teaching material was revised based on the first trial, the trial was expanded to the research subject, so that it would further stabilize the impact of the animated video on learning volleyball passing on junior high school students. In presenting the animated video to students in the context of classroom learning, there will also be facilitation of discussion and interaction between teachers and students regarding the material presented in the animated video. As well as, providing opportunities for students to practice and apply passing techniques learned through the learning media. The final stage is an evaluation of the effectiveness of the learning media using comprehension tests and questionnaires to measure learners' understanding and satisfaction with the material. Feedback from teachers and learners regarding their experience in using the learning media was also collected. As well as analysing the evaluation data to evaluate the success of achieving learning objectives and determining the need for further development is carried out for further improvement.

2.5 Data Analysis

The data analysed in this study consisted of product validity test results, user response data through questionnaires, and interview results to evaluate product acceptance. The questionnaire was prepared based on a Likert scale with a reliability level of 0.85. Quantitative data is obtained from the results of assessments or questionnaires given to expert validators, practitioners, and users. This assessment includes several aspects, such as validity, practicality, and product effectiveness. The data were analysed using descriptive statistical techniques to calculate the average score, percentage, or level of product feasibility. The results of this quantitative analysis provide a numerical description of the extent to which the product meets predetermined criteria.

Qualitative data were obtained from suggestions, comments, and observation notes during the validation, trial, or implementation process. This data was analysed using the content analysis method to identify key themes, find the strengths and weaknesses of the product, and formulate recommendations for improvement. Qualitative analysis aims to understand aspects that cannot be described numerically but are relevant to improving product quality.

The results of the quantitative and qualitative analyses were integrated to provide a comprehensive evaluation of the product. If the product meets the criteria of validity, practicality, and effectiveness based on the data collected, then the product is considered suitable for use. Conversely, if there are deficiencies, the results of the analysis are used as the basis for revising and improving the product.

3. RESULTS

Canva application-based animated video learning media is a product resulting from this research. Researchers carried out validation in the form of feasibility tests to media experts and material experts. This aims to determine the feasibility of the product developed and determine the weaknesses of the product. Validation is carried out by providing product assessments based on the references/aspects/indicators contained in the validation instrument by the validators. The following is an analysis of data from experts on the media.

Media Expert Validation

Media expert validation was conducted on three experts with the results shown in table 1.

Table 1

Media Expert Validation Results

Aspect	Indicator	No. Item	Percentage	Criterion
Visual	Color match in video display	1	88,54	Highly Valid
	Color toons are not too contrasting	2		
	The suitability of the presentation of images with the material presented	6		
	The font used is clear and attractive	7		
	The illustrations that appear are contextual	8		
Audio	Harmony between accompanying music and narration	9	82,30	Highly Valid
	The sound presented is clear	3		
	Alignment of sound and image	4		
Quality	Good video quality	5	83,40	Highly Valid
Content	Systematization of material content	10	84,21	Highly Valid
	Average		**84,61**	**Highly Valid**

Based on the results of the overall average percentage of validation in table 1, it shows that the criteria are "Very Valid" with an average of 84.61%.

Material Expert Validation

Material Expert Validation was also conducted on three experts with the results shown in table 2.

Table 2

Material Expert Validation Results

Aspect	Indicator	No. Item	Percentage	Criterion
Content Feasibility	Content suitability with learning objectives	5	80,11	Valid
	Systematic presentation of material	1		
	Images to illustrate the material	3		
	Interesting video appearance	7		
Presentation Feasibility	Ease understanding material using animated video media	6	81,32	Highly Valid
	Harmony of colour combinations, text, and images	2		
	Clarity of image illustrations	4		
	The sentence structure used is clear	8		
Language Feasibility	The language used is communicative and interactive	10	84,67	Highly Valid
	The language used is in accordance with EYD	9		
Average			**81,67**	**Highly Valid**

Based on the average percentage of material expert validation of 86%, it shows that the material in the Canva application-based animated video media is included in the "Very Valid" criteria.

Product Trial

This trial was conducted twice, the first was a small group trial consisting of 60 students at the 7th grade junior high school level. Second, a large group trial by expanding the test subjects, namely 90 grade 7 junior high school students. The data obtained is data on learning outcomes of volleyball material which is used as the basis that the product developed has had an impact on students. Pretest and post-test were conducted on research subjects by applying the developed product in the learning process. If the learning outcomes of students have increased, then this Canva application-based animated video media is said to be effective.

Table 3

Product Trial Results

		Mean	t	df	Sig. (2-tailed)
Small Group	*Pretest*	84,393	-5,603	59	0,000
	Post-test	90,013			
Big Group	*Pretest*	84,068	-6,549	89	0,000
	Post-test	89,948			

Based on the data displayed in Table 3 in small groups, the sig value is obtained. (2 tailed) of 0.000 <0.000, it can be concluded that there is a difference in the average learning outcomes of students for before and after the Canva application-based animated video learning media on volleyball passing material. While in the large group trial, the sig value was obtained. (2 tailed) of 0.000 <0.000, it can be concluded that there is a difference in the average learning outcomes of students before and after the Canva application-based animated video learning media on volleyball passing material. Based on these results, there is a significant effect on the use of animated videos through the Canva application and after being done (post-test) on animated videos there are student learning outcomes in PE subjects.

4. DISCUSSIONS

The application of Canva in volleyball learning for junior high school students can enhance engagement and understanding through visually appealing and interactive content. While specific studies on Canva's direct application in volleyball are limited, the principles observed in other digital learning media suggest its potential effectiveness. For instance, the D'volleyball Learning Application demonstrated significant improvements in students' knowledge, skills, and attitudes towards volleyball, with post-test scores rising dramatically after its implementation (Destriani et al., 2023). Similarly, interactive media developed using Adobe Flash showed high effectiveness in facilitating volleyball learning, achieving an average quality score of 81.8% (Rais et al., 2023). Furthermore, audio-visual media for teaching volleyball techniques received validation scores exceeding 90% from experts, indicating strong pedagogical value (Budiman et al., 2024). Thus, integrating Canva could similarly provide an engaging platform for creating instructional materials, enhancing the overall learning experience in volleyball education.

The integration of Canva in volleyball learning for junior high school students presents several potential benefits, primarily enhancing engagement, creativity, and interactivity. Research indicates that Canva serves as an effective instructional aid, fostering student enthusiasm and understanding through its visually appealing design and user-friendly interface (Agustini, 2023; Deliana et al., 2023). By utilizing Canva, educators can create dynamic learning materials that cater to diverse learning styles, thereby promoting active participation and collaboration among students (Erden Kocaarslan & Rıedler Eryaman, 2024). Furthermore, the application can facilitate the development of critical thinking skills by allowing students to design and present their volleyball strategies or analyses creatively (Ainy et al., 2024). The adaptability of Canva also supports innovative teaching methods, making it a valuable tool in modern educational settings, particularly in enhancing the learning experience during challenging circumstances (Wardana et al., 2022). Overall, the use of Canva can significantly enrich the volleyball learning process,

making it more engaging and effective for junior high school students.

Canva enhances visual aids in PE by providing accessible tools to create engaging and informative materials that meet diverse learning needs. The platform enables PE teachers to design customized visual supports, such as infographics and instructional posters, which can be particularly beneficial for learners with visual impairments and autism spectrum disorders. For example, PE teachers can use Canva to create visual schedules or graphic organizers that help learners understand complex concepts and improve their cognitive skills, as suggested using graphic organizers in PE settings (Mitchell & Hutchinson, 2003). In addition, Canva can facilitate the development of modified equipment and game-like developments for inclusive activities, ensuring that all learners, including those with disabilities, can participate effectively (Brian & Haegele, 2014; Case & Yun, 2015). By integrating these visual aids, physical education teachers can foster a more inclusive and engaging learning environment that supports the psychomotor, affective and cognitive domains of all learners (Li & Lu, 2020; Lieberman & Conroy, 2013).

Canva supports interactive learning in physical education by providing a versatile platform that enhances engagement through visual content creation and collaboration. The integration of interactive elements, such as video analysis and real-time feedback, aligns with findings from research on virtual learning environments, which emphasize the importance of interactivity in skill acquisition and motor learning (Bailenson et al., 2008; Doughty & Kilcoyne, 2010). For example, the use of live webcam classes allows for immediate instructor feedback, encouraging a more dynamic learning experience (Chu & Chu, 2013). Furthermore, the incorporation of Exergames and mobile technology in physical education promotes active participation and skill development, as these tools encourage learners to engage with content in a meaningful way (Doughty & Kilcoyne, 2010; Lin et al., 2022). By utilizing these interactive features, Canva can facilitate a more effective and enjoyable learning environment, ultimately improving learners' physical skills and self-reflection abilities (Lin et al., 2022).

5. CONCLUSIONS

The development of Canva-based animated video media has succeeded in producing effective and interesting learning media for Junior High School (SMP) students in learning volleyball passing. The Canva application was chosen because it is easy to use and provides various features that support the creation of attractive visual content. The effectiveness of this learning media has been tested through several stages of development, including expert tests and field trials. The results show that this animated video media can significantly improve students' understanding of volleyball passing material. Learner engagement also increases when using animation-based learning media. Learners show higher interest in participating in learning and are more motivated to understand the material. The use of animated videos as learning media can provide a more interactive and visual learning experience, which is very helpful in making it easier for students to understand the movements of passing techniques in volleyball. Also, the development of technology-based media such as the Canva application provides an innovative alternative in PJOK learning, which is not only effective in terms of learning outcomes, but also interesting in terms of material delivery. This research recommends the application of animation-based learning media in various other PJOK materials to support the improvement of the quality of learning in schools.

Acknowledgment

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