USAGE OF CANVA-BASED FLIPBOOK MEDIA IN LEARNING CREATIVE PRODUCTS AND ENTREPRENEURSHIP AT SMKN 3 SOUTH TANGERANG CITY

Amalia Puspita Putri Nugraheni[1], Diana Mardiyani[2], and Rusmaini[3]

[1], [2] Student in the Economic Education Study Program, Pamulang University, South Tangerang City, Indonesia
[3] Lecturer in the Economic Education Study Program, Pamulang University, South Tangerang City, Indonesia

ABSTRACT

One of the challenges in teaching that teachers often face is the preparation of teaching materials that are still less than optimal, teachers only use government-produced books or videos available on Youtube. With the passage of time, information technology in the digital era has become an important component in education, offering various digital tools that can improve the quality of learning. One popular tool is Canva, a graphic design platform that makes it easy to create interesting and creative learning materials. This research focuses on the use of Canva-based Flipbooks in Creative Product and Entrepreneurship subjects. Based on the problems obtained from interviews with one of the PKWU Teachers, it aims to improve teacher competence in making teaching materials, especially digital teaching materials. This research uses a qualitative approach with descriptive methods. Research instruments include module drafts, interview sheets, observation sheets. Data analysis was conducted through data reduction, data presentation in tabular form, and drawing valid and consistent conclusions. The results of the analysis show that Canva's features, such as templates and graphic elements, support the process of visualization and organization of information, and increase student motivation and involvement in the learning process.

Keywords: *Canva, Flipbook, Teaching materials.*

INTRODUCTION

In the current era, technological advancements have progressed rapidly across various sectors, including the economy, education, government, and others. In the context of education, the positive impact of technology is particularly significant. Technology has served as a means to transmit educational content as well as a physical medium for delivering material, commonly referred to as instructional media. The term "medium" originates from

Latin, literally referring to "mediation" or "intermediary." This encompasses not only hardware technology but also printing processes and the communication of images and sounds. Instructional media constitutes a critical aspect in the provision of educational resources within schools, aiming to enhance the quality of learning. Media functions as an intermediary that facilitates the transfer of information and knowledge to students, thereby supporting the achievement of educational objectives.

The adoption of information technology as a learning support tool has increasingly become common practice, as it can stimulate students' learning interest. A notable example of information technology in education is the Canva application. With its diverse templates and available graphics, Canva enables the creation of engaging and interactive instructional materials.

The use of interactive instructional media has become a growing trend in education, spanning from primary schools to higher education institutions. One application that supports this trend is Canva, an online platform offering a variety of templates and features to produce graphics, presentations, and impressive instructional media. Learning is an interactive process aimed at transforming cognitive, emotional, and motor aspects, involving teachers, students, learning resources, and the media employed. The objective is to provide students with meaningful discovery and experiential learning.

"Instructional media" refers to the conscious use of communication media during the learning process to deliver information from various sources, with the choice of media being a key determinant of its effectiveness. This encompasses all efforts to create an optimal learning environment and teaching process. Such approaches enhance the likelihood of students participating effectively and efficiently in the learning process.

One digital teaching tool employed is the digital book, or flipbook. A flipbook is a digital book that allows users to view text in an animated format. Flipbooks also incorporate interactive features such as audio, video, animations, and brochures, as well as hyperlinks. They can be easily created using free platforms such as Heyzine, Flipsnack, and Joomag. These applications are accessible via smartphones or tablets, making them convenient to use. This tool has proven particularly helpful in the Creative Products and Entrepreneurship courses at SMKN 3 South Tangerang City, facilitating the explanation of lesson material to students. Additionally, these applications can be utilized independently by students at home.

METHODS

The method employed in this study is a developmental research method with a qualitative descriptive approach. This approach interprets and elaborates on the data obtained according to the actual conditions in the field and cannot be achieved through statistical procedures or quantitative methods. Philosophically, this approach assumes different perspectives, investigation strategies, and methods of data collection, analysis, and interpretation (Creswell, 2009), with the aim of developing or utilizing an application.

The application used in this study is Canva, employed as a tool in Indonesian language instructional media. The techniques used in this research include data collection through literature studies and detailing the features available in the Canva application, as well as demonstrating how this application can be utilized in Creative Products and Entrepreneurship instructional media, specifically for certain subject matter in vocational high school courses.

RESULT AND DISCUSSION

Canva as Instructional Media

Canva is an online design program that provides a wide range of tools, including presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, flyers, certificates, diplomas, invitation cards, business cards, thank-you cards, postcards, logos, labels, bookmarks, newsletters, CD covers, book covers, desktop wallpapers, templates, photo editing, YouTube thumbnails, Instagram stories, Twitter posts, and Facebook covers.

The use of Canva-based educational materials for writing short stories can be considered an alternative to traditional methods of teaching short stories. This Canva-based instructional media is particularly impressive because it integrates audio and visual elements that can be customized according to students' needs and presented as digital books (flipbooks). With this media, teachers can create more engaging learning materials, helping students stay interested and even enabling them to learn independently.

Flipbooks offer several advantages, including the ability to present learning materials in words, sentences, and images; the use of colors to attract students' attention; ease of creation and low cost; portability; and the potential to enhance students' learning activities. However, flipbooks generally can only be used individually or in small groups, typically up to four to five students. Another advantage is that they help students understand abstract

concepts or events that cannot be directly presented in the classroom.

The flipbook media used combines text, animation, video, audio, and other elements, providing both audio and visual stimuli that improve students' memory retention. In addition to serving as a learning aid, flipbooks can also contribute to positive changes in students' personal development. Based on the results of the study, it can be concluded that using Canva as a tool for creating instructional media has a positive impact on students' learning outcomes. Furthermore, the development of Canva-based instructional media can enhance teachers' creativity and design skills in producing engaging and interactive learning materials, while also allowing students to study independently anytime and anywhere.

Creative Products and Entrepreneurship Subject

In the era of globalization, Creative Products and Entrepreneurship (CPE) must play a role in the competitive world, encompassing politics, economics, and communication. New concepts and terms arising from the growth and development of science and technology indirectly enrich the Indonesian language.

CPE learning is provided to students with the aim of training them to use language skillfully by expressing their ideas and concepts creatively and critically. Essentially, Indonesian language learning involves teaching students to use the language correctly and effectively according to its purpose and function (Khair, 2018).

According to Darwis (2020), the Creative Products and Entrepreneurship subject engages students through a project- or product-based learning approach, allowing them to actualize and express the competencies they have mastered in creating products or projects that are both creative and economically valuable. In this subject, students are required to develop entrepreneurial skills by producing tangible works.

Objectives of the Creative Products and Entrepreneurship Subject

According to Khotimah (2020), the Creative Products and Entrepreneurship subject is taught to provide students with greater knowledge and skills in entrepreneurship, with the expectation that it will foster an interest in entrepreneurial activities. In line with Sabella (2022), the objective of entrepreneurship education is to shape students' mindset, attitudes, and behaviors as aspiring entrepreneurs, guiding them to consider entrepreneurship as a viable career path. Therefore, the Creative Products and Entrepreneurship subject aims to enable students to actualize their potential, equip them with practical skills relevant to the

industrial world, and prepare them to become adaptable graduates ready for the workforce.

CONCLUSION

Based on research, it can be concluded that technological advancements have had a positive and significant impact on education, particularly through the use of interactive learning tools such as Canva and flipbooks. Canva, as an online graphic design application, enables teachers to create engaging and interactive instructional materials, while flipbooks provide a more visual and stimulating learning experience through the integration of text, images, audio, and video. The use of these media has been shown to enhance students' motivation, creativity, and learning effectiveness, particularly in the Creative Products and Entrepreneurship subject at SMKN 3 South Tangerang City. In addition to improving students' understanding of the material, these tools also encourage independent learning and help students adapt to the demands of the workforce and the creative industry in the digital era.

REFERENCES

Agustin, A., Surani, D., & Kurniawan, B. S. (2024). Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Informatika di Kelas X. *JATI (Jurnal Mahasiswa Teknik Informatika)*, 8(3), 3545–3548.

Asih, C. (2024). *Pengembangan Media Pembelajaran Digital Berbasis Aplikasi Canva Terintegrasi Flipbook untuk Pembelajaran Menulis Cerpen* (Doctoral dissertation, Universitas Pancasakti Tegal).

Averta, S. O., Putri, R. A., Malika, F. F., Fajar, M. A., & Rienovita, E. (2024). Potensi Pemanfaatan Aplikasi Canva Sebagai Alat Kreativitas Guru dalam Mendesain Media Pembelajaran Interaktif: Analisis Bibliometrik dengan Metode PRISMA. *EDUTECH*, 23(2), 189–201.

Dewi, I. M., & Setyasto, N. (2024). Pengembangan Media Pembelajaran Digital Flipbook Berbasis Canva pada Mata Pelajaran IPAS Materi Sistem Pernapasan Kelas V di Sekolah Dasar. *Jurnal Penelitian Pendidikan IPA*, 10(5), 2300–2308.

Manurung, H. M., Siahaan, R. D. R., Silalahi, H. P., Simanjutak, M., Tampubolon, Y. I., Marbun, K. R. L., … Purba, L. (2024). Peningkatan Kompetensi Digital Guru di UPT. SMP Negeri 3 Medang Deras dalam Pembuatan Modul Digital Berbasis Flipbook Canva. *Jurnal Abdi Masyarakat Indonesia*, 4(4), 1077–1086.

Nurullia, H., Rachman, R. T., Ramadhan, S. S., & Yusuf, R. (2024). Analisis Kepuasan Pengguna Canva pada Mahasiswa Fakultas Ekonomi Universitas Garut dengan Menggunakan Metode TAM. *Wawasan: Jurnal Ilmu Manajemen, Ekonomi dan Kewirausahaan*, 2(1), 352–362.

Prameswari, C., Prasasti, P. A. T., & Kusumawati, N. (2023). Media Pembelajaran Flipbook untuk Menambah Pemahaman Siswa pada Materi Keragaman Suku Bangsa dan Budaya pada Siswa Kelas V SDN Glonggong 04. *Prosiding Konferensi Ilmiah Dasar*, 4, 644–648.

Talitha, S., Rosdiana, R., & Mukhtar, R. H. (2023). Pengembangan Bahan Ajar Digital Flipbook dalam Meningkatkan Kompetensi Guru MGMP Bahasa Indonesia SMA Kota Bogor. *SWARNA: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 169–177.

Zubair, M., Sawaludin, S., Alqadri, B., & Kurniawansyah, E. (2023). Pelatihan Pembuatan Media Pembelajaran Berbasis Canva bagi Guru MANW Unwanul Falah Paok Lombok. *Jurnal Layanan Inovasi Masyarakat Indonesia*, 2(2), 91–94.