DEVELOPMENT OF FLASHCARD LEARNING MEDIA USING THE CANVA APPLICATION ON SPACIOUS FIGURES IN THE MATHEMATICS SUBJECT FOR GRADE IV ELEMENTARY SCHOOL

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Abstract

This study aims to develop Flashcard learning media using the Canva application as a Mathematics Learning Media for Flat Building Materials for Class IV. It is expected that after using this learning media, students will find it easier to understand the material on spatial buildings so that learning objectives are achieved. ADDIE development procedure consisting of 5 stages. However, in this study, the researcher carried out the development procedure only up to stage 3, namely Development. The instrument used to collect data was a questionnaire given to several expert reviewers, namely media expert validators, material expert validators and learning expert validators. The validation score obtained from the media expert validator was 91 with the category "Very Eligible". The feasibility score from the material expert was 81.06 with the category "Very Eligible". The feasibility score from the learning expert was 83 with the category "Very Eligible". From this score, it can be said that the Development of Flashcard Learning Media Using the Canva Application on the Material on Spatial Buildings for Class IV Elementary School Mathematics is "Very Eligible" for use in the learning process.
Keywords: Flashcard Learning Media, Elementary School Mathematics, Spatial Structures

Abstrak

Penelitian ini bertujuan untuk mengembangkan media pembalajaran Flashcard menggunakan aplikasi Canva Sebagai Media Pembelajaran Matematika Materi Bangun Datar Kelas IV. Diharapkan setelah menggunakan media pembelajaran ini siswa menjadi lebih mudah memahami materi bangun ruang sehingga tercapainya tujuan pembelajaran. prosedur pengembangan ADDIE yang terdiri dari 5 tahap. Namun dalam penelitian ini peneliti melaksanakan prosedur pengembangan, hanya sampai tahap ke 3, yaitu Development (Pengembangan). Instrumen yang digunakan untuk mengumpulkan data adalah angket atau kuesioner yang diberikan kepada beberapa penelaah ahli, yaitu validator ahli media, validator ahli materi dan validator ahli pembelajaran. Skor validasi yang didapatkan dari validator ahli media sebesar 91 dengan kategori "Sangat Layak". Skor kelayakan dari ahli materi sebesar 81,06 dengan kategori "Sangat Layak". Skor kelayakan dari ahli pembelajaran sebesar 83 dengan kategori "Sangat Layak". Dari skor tersebut dapat dikatakan bahwa Pengembangan Media Pembelajaran Flashcard Menggunakan Aplikasi Canva Pada Materi Bangun Ruang Mata Pelajaran Matematika Kelas IV SD "Sangat Layak" untuk digunakan pada proses pembelajaran.
Kata Kunci: Media Pembelajaran Flashcard, Matematika SD, Bangun Ruang

I. INTRODUCTION

According to Karina & Sujarwo (2023:130), 21st-century learning focuses on development processes, particularly in the Era of Revolution 4.0, which prioritizes application in learning activities. Improving the quality of education is closely linked to the development of human resources.

Education is a key factor in developing quality human resources, which significantly impacts their future existence. Humans receive their first education from their families, and formal education begins in elementary school (Marini, K., & Silalahi, B. R. (2022).

According to Sibarani and Silalahi (2024), education is a process aimed at acquiring and developing the knowledge, skills, and fundamental values needed by individuals to adapt and contribute optimally to social life.

Creating flashcards requires the Canva application to assist in selecting attractive images and colors. Using the Canva application makes flashcards more engaging and colorful, making the material easier to understand. According to Resmini et al. (2021), Canva is an online design program that provides a variety of design templates that can be used to create learning media. Canva has emerged amidst the booming world of technology.

This application can be used by teachers to create flashcard learning media because of the available features and templates that can be used for free. This allows the created flashcards to capture students' attention, thereby achieving the learning objectives presented by the teacher.

Khayroiyah, S. Napitupulu, S. & Desniarti. (2022) The rapid development of science and technology currently also has an impact on the world of education. To improve the quality of learning, changes are needed in teaching methods and the use of more innovative and technology-based learning media. Based on the facts above, the researcher is interested in conducting a study entitled "Development of Flashcard Learning Media Using the Canva Application on the Material of Spatial Shapes in Mathematics for Grade IV Elementary School."

II. RESEARCH METHODS

The model used by the researchers in this development is the ADDIE model. According to Young et al., the ADDIE model is traditionally used by instructional designers and training developers. It is dynamic and flexible, designed to create effective training and serve as a demonstration tool and display. The ADDIE stages include: 1. Analysis: Determining the needs and problems to be addressed by developing flashcards. 2. Design: Designing

flashcards with appropriate specifications. 3. Development: Developing flashcards based on the design. 4. Implementation: Applying flashcards in the learning process. 5. Evaluation: Evaluating the effectiveness of flashcards through validity testing, feasibility testing, and student responses. However, in this study, the researchers only implemented the ADDIE development procedure up to stage 3, namely Development. The instrument used to collect data was a questionnaire administered to several expert reviewers: media expert validators, material expert validators, and learning expert validators.

The scoring criteria for the assessment conducted by the expert validators on the validation questionnaire for the developed media are shown in the following table:

Table 1. Assessment Scores

Nilai	Kriteria
5	Sangat Layak
4	Layak
3	Cukup Layak
2	Kurang Layak
1	Tidak Layak

The criteria for assessing media suitability were developed using the following assessment categories:

Table 2. Assessment Criteria

Nilai	Kriteria
81-100	Sangat Layak
60-80	Layak
40-60	Cukup Layak
20-40	Kurang Layak
0-20	Tidak Layak

III. RESEARCH RESULTS

This research uses R&D research aimed at product development. The model used by researchers in this development is the ADDIE model, the purpose of which is to produce a product. The model used by researchers in this development is the ADDIE model. The developed flashcard media was designed using the Canva application and printed using poster paper and coated with laminating plastic for longer durability. The ADD stages include: 1. Analysis: Determining the needs and problems to be addressed by developing flashcards. 2. Design: Designing flashcards with appropriate specifications. 3. Development: Developing flashcards based on the design that has been made. First, at the definition stage, where the needs analysis with researchers found problems in classroom learning, analysis of

students, analysis of the material presented, analysis of tasks obtained from class teachers, where researchers formulated basic competencies, indicators of competency achievement, and learning objectives tailored to the product being developed. Second, in the design stage, researchers developed tests, selected media, and selected the format used in the study, including lesson plans (RPP), test instruments, and validation instruments. This stage allowed for initial media design, including designing the media using Canva, adjusting the flashcard size, design suitability, background color, image suitability, and font size and color. The product was printed, then cut and laminated with plastic to ensure durability.

Third, the development stage involved expert validation of the developed product. This step involved assessing the feasibility of the product by two validators: a material expert, a media expert, and a learning expert. The purpose of this assessment was to determine the feasibility of the developed product. After receiving the scores, the product was revised, highlighting any shortcomings and further improvements to achieve better results. The validation score obtained from the media expert validator was 91, categorized as "Very Feasible." The feasibility score from the material expert was 81.06, categorized as "Very Feasible." The feasibility score from the learning expert was 83, categorized as "Very Feasible."

The advantages of developing flashcard learning media are that the material presented is more engaging, making students more enthusiastic about learning mathematics, and helping them better understand the material presented by the teacher. Flashcards serve as a supporting tool in delivering learning materials. The disadvantages and drawbacks of flashcards include their simple card form, which can only be played offline, and their underutilization for large groups.

IV. CONCLUSION

The research findings suggest that using flashcards, using the Canva app, for the 4th grade Mathematics subject, in the geometric shapes section of elementary school, makes learning more enjoyable and helps students recognize various geometric shapes. Teaching using flashcards creates a more active learning environment, and students also find it easier to understand the material presented by the teacher.

From the above discussion, it can be concluded that this media is functional as a learning tool for the geometric shapes topic. The validation score obtained from the media expert validator was 91, categorized as "Very Feasible." The feasibility score from the material expert was 81.06, categorized as "Very Feasible." The feasibility score from the

learning expert was 83, categorized as "Very Feasible." The average feasibility score was 85.02%, indicating that the flashcard learning medium is "very feasible" to develop and can be used in the learning process.

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