



Development of Canva-based Audiovisual Media to train the Ability to Understand Narrative Text Information

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Abstract: This research is based on students' difficulty in understanding narrative text. The purpose of this research is to describe the design, feasibility test results, and effectiveness test results of developing audiovisual media for the history of the Old City of Semarang based on Canva on the ability to understand narrative text information for grade V students of SDN Jomblang 02 Semarang. This research method is Research and Development (R&D) guided by Sugiyono's research with a modified Borg and Gall design up to step 8. The research subjects are fifth grade students of SDN Jomblang 02 Semarang. Data collection techniques in this study include observation, interviews, documentation, questionnaires, and tests. The validation results from media experts and material experts were 95% and 83% respectively with a very feasible category. The effectiveness test on small-scale and large-scale trials at SDN Jomblang 02 Semarang with an increase in the average pretest and posttest, respectively 45 and 90. The results of the Wilcoxon t-test calculation were <0.05 , namely 0.000 so that H_a was accepted and H_0 was rejected. The n-gain increase is 0.8136 which is above 0.7 in the high category. So it can be concluded that the audiovisual media of the history of the Old City of Semarang based on canva on the ability to understand the information of narrative text of fifth grade students of SDN Jomblang 02 Semarang is effective. The implications of this research consist of theoretical, practical, and pedagogical implications.

Abstrak: Penelitian ini didasari pada kesulitan siswa dalam memahami informasi teks narasi. Penelitian ini bertujuan untuk mendeskripsikan desain, hasil uji kelayakan, dan hasil uji keefektifan pengembangan media audiovisual sejarah Kota Lama Semarang berbasis canva pada kemampuan memahami informasi teks narasi siswa kelas V SDN Jomblang 02 Semarang. Metode penelitian ini adalah Research and Development (R&D) berpedoman pada penelitian Sugiyono dengan desain Borg dan Gall yang dimodifikasi hingga langkah ke-8. Subjek penelitian yaitu siswa kelas V SDN Jomblang 02 Semarang. Teknik pengumpulan data dalam penelitian ini meliputi observasi, wawancara, dokumentasi, angket, dan tes. Hasil validasi dari ahli media dan ahli materi masing-masing sebesar 95% dan 83% dengan kategori sangat layak. Uji keefektifan pada uji coba skala kecil dan skala besar di SDN Jomblang 02 Semarang dengan peningkatan rata-rata pretest dan posttest, masing-masing sebesar 45 dan 90. Hasil perhitungan uji t Wilcoxon sebesar <0.05 yaitu 0,000 sehingga H_a diterima dan H_0 ditolak. Peningkatan n-gain sebesar 0,8136 yang berada di atas 0,7 dengan kategori tinggi. Maka dapat disimpulkan bahwa media audiovisual sejarah Kota Lama Semarang berbasis canva pada kemampuan memahami informasi teks narasi siswa kelas V SDN Jomblang 02 Semarang efektif. Implikasi Penelitian ini terdiri dari implikasi teoretis, praktis, dan pedagogis

A. Introduction

Indonesian is the mother tongue in Indonesia which is the main language in communication. So language must be learned from a young age, especially at the elementary school level. One important aspect of language is reading (Ritonga et al., 2023). Reading is the activity of obtaining information from reading. One of the elements in reading is *understanding*. Reading without understanding is not a reading activity. Therefore, reading comprehension is one of the main skills that need to be developed so that students can understand the content of the text in depth (Dewi & Purwati, 2025).

Reading comprehension is a basic literacy that determines individual success in all fields (Tusfiana & Tryanasari, 2020). Reading comprehension is an ability that must be mastered by students so that the ability to obtain information can increase (Ambarita et al., 2021). It can be said that this ability is a requirement for proficiency in order to know the meaning that the author wants to convey (Frans et al., 2023). Reading comprehension at the elementary level can create a basis for students' academic development (Zahrika, 2024). So that reading comprehension becomes very important in the educational process (Alpian & Yatri, 2022). However, in reality, most students have difficulty in reading comprehension.

Based on the results of research conducted through observations and interviews, a problem was found in the process of learning Indonesian in class V SDN Jomblang 02 Semarang. Students' interest in reading is low. The current generation tends to be interested in playing gadgets or watching television. Students prefer to watch videos and moving pictures rather than opening books. This is increasingly problematic if not used wisely. Especially if there is no supervision from parents. Students can access cyberspace freely without knowing what is good or bad for them.

This problem was also encountered by previous researchers at SDN Kutorejo 2 Kaputen Nganjuk entitled "Development of Audio Visual Media Based on Canva Application to Improve Skills to Analyze Information Conveyed in Class V Elementary School Ads". There is a significant treatment in the provision of audio visual media before the post-test. Through the results of this analysis, it can be said that the audio visual media based on the Canva application is valid, practical and effective in improving the skills of analyzing information conveyed in class V elementary school advertisements.

The researcher provided a solution in the form of audio-visual videos with several considerations. Narrative texts that tend to be complex can be made simpler and easier to digest than just reading texts in books as usual, or listening to oral explanations from teachers. Audiovisuals provide facilities for several senses. Students can hear and also see, so that students' memory and understanding can work optimally. The delivery of material in audiovisual media has been arranged in a coherent and structured manner, so that it can reduce students' cognitive load. The selection of audiovisual media also considers students' varied learning styles (Zahraniwa et al., 2025).

Therefore, researchers developed a product with the following objectives. 1) Describe the design of audiovisual media on the history of the Old City of Semarang based on Canva. 2) Describing the feasibility test results of the audiovisual media of the history of the Old City

of Semarang based on canva. 3) Describe the results of the effectiveness test of the audiovisual media of the history of the Old City of Semarang based on canva.

The alternative solution to the problem is to integrate things that students like into the learning process. Teachers need to provide learning media that is able to generate student attention so that it can trigger student enthusiasm for learning (Warsilah, 2020). Learning media is an educational tool or facility that can help make it easier for students to receive material. This is reinforced by Muhaimin et al (2023) that through learning media they are able to hone their knowledge.

The right media for this problem is audiovisual media. According to Saniah & Pujiastuti (2021) audiovisual media is one of the technology-based media that emits sound and images. The senses of sight and hearing are involved in the process of delivering messages and information. The combination makes people remember about 50% of what they see, even if they only see it once. Setiawan (2020) states that audio-visual media has the ability to motivate and arouse students' interest in learning. The purpose of using audiovisual media is to overcome boredom and difficulty in understanding the material, so that the process of delivering the material becomes interesting and makes students more motivated (Manshur, 2019).

In connection with students' ability to understand reading information, researchers will also develop audiovisual media with a touch of local wisdom, so that they continue to preserve it. The researcher uses the local wisdom of the Old City of Semarang. Ancient buildings with traces of history and evidence of past civilizations that are still preserved today. Not many cities have cultural heritage like the Old City.

Audiovisual content is an important part of the development so that the presentation becomes more interesting. One application that can be used to create interesting designs is Canva. This application is a free or paid online application that provides a variety of design options (Ruliyanti & Basir, 2022). Canva can be used to create poster designs, banners, videos, and others (Rizanta & Arsanti, 2022). The designs contained in the Canva application include Instagram templates, posters, logos, presentations, resumes, stickers, certificates, documents, cards, banners, mobile videos, flyers, invitations, videos, photo collages, YouTube thumbnails, indography, such as cell phone wallpaper (Rahmatullah et al., 2020). The features available in the Canva application can be developed as creatively as possible so that learning in the classroom becomes more interactive and fun (Rosalinda & Syafriansyah, 2023).

Previous research that has been conducted also reveals that Canva-based media is proven effective to facilitate learning in improving the ability to understand informational text (Al Haq et al., 2024). In addition, Purwati et al (2023) also proved in her research that learning assisted by canva media was able to improve the value of attitude and knowledge competencies in estimating student nonfiction text information.

Indonesian lessons at the elementary school level are not only to equip students with theory, but also to introduce students to local cultures that develop in society. So that students are in a state of readiness when society as well as instill a sense of love for culture. This is

applied to the development of audiovisual media that provides local cultural nuances so that students are introduced to the local wisdom around them.

The development carried out by researchers has differences from the research that has been done. Researchers incorporate local cultural values into the design and content of the products made. The local culture in question is a typical Dutch historical area called Kota Lama Semarang. In addition to learning how to understand the information in the text, the researcher also expects students to have a sense of love for the country. The introduction of buildings in the Old Town Semarang area invites students to preserve historical buildings in the area around where they live. And can interpret the implied messages in the history contained therein.

The results of this research and development also affect the attitudinal aspects of students. Because researchers emphasize the cultivation of historical values in the learning media developed in order to transmit information about local cultural wisdom in Semarang. So that it can build identity and pride. Recognition of local history will foster an attitude of belonging to cultural heritage sites or historical images found in the surrounding area. A sense of pride makes students participate in maintaining the existence and preservation of historical buildings in their area.

The objectives of this research consist of general and specific objectives. The general purpose of this research is to describe the design, feasibility test results, and effectiveness test results of the audiovisual media of the history of the Old City of Semarang based on Canva on the ability to understand historical narrative text information of grade V students. While the specific objectives of this study are that students can distinguish factual and imaginative narrative text correctly, analyze the information in the text with 5W+1H elements correctly, conclude the mandate correctly, and make a summary that is in accordance with the reading information.

B. Method

This type of research is *Research and Development* (R&D) development research, which is research to develop new innovations in the form of products that can be scientifically tested and effective (Waruwu, 2024). The model used to develop canva-based audiovisual media products is the Borg and Gall model in Sugiyono (2022). However, for the sake of time, energy and cost efficiency, this research is only up to the 8th stage. The research and development steps that have been adapted to the research are (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product trial; (7) product revision; and (8) trial use.

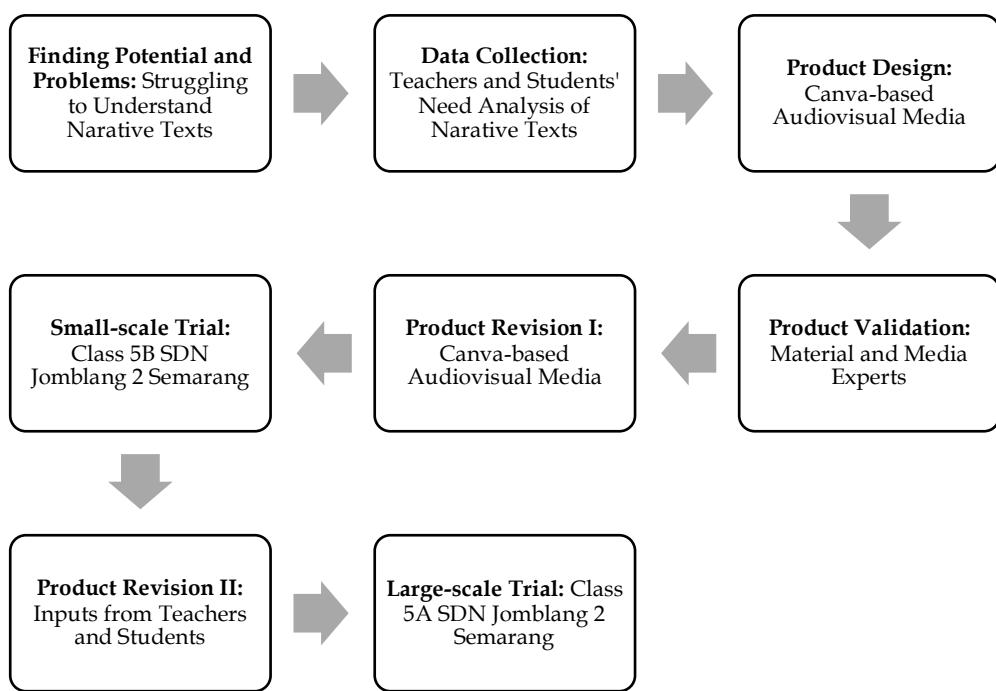


Figure 1. Canva-based Audiovisual Media Development Research Steps

The location of the audiovisual media trial research was conducted at SDN Jomblang 02 Semarang, which is located at Jl. Cinde Barat. II No.8, Jomblang, Kec. Candisari, Semarang City, Central Java 50256. The subjects of this study were students of SDN Jomblang 02 Semarang, homeroom teachers, material experts and media experts, as well as researchers. The subject of the large-scale trial was conducted in class VA, a total of 27 students. The small-scale product trial was conducted in class VB with 6 students. The data collection techniques used were test techniques in the form of pretest and posttest tests, as well as non-test techniques in the form of observation, interviews, questionnaires, and documentation. While in processing the data, researchers used data analysis techniques in the form of media feasibility analysis, teacher and student needs analysis, normality test, Wilcoxon test, and n-gain test.

C. Result

Based on the results of research on the development of canva-based audiovisual media of the history of the Old City of Semarang on the ability to understand narrative text information, there are several things that will be discussed by researchers, including: design, feasibility, and effectiveness of canva-based audiovisual media of the history of the Old City of Semarang.

This research develops a product in the form of audiovisual learning media made using the canva application on narrative text material for grade V Indonesian language subjects. The model used is R&D research and development which consists of 10 stages. However, in this study it was modified to 8 stages with the aim of efficiency in time, cost, and energy. The eight stages include: (1) potential and problems; (2) data collection; (3) product

design; (4) design validation; (5) design revision; (6) product trial; (7) product revision; and (8) trial use.

Potential and Problems

The data obtained shows that students have difficulty in narrative text material, especially the ability to understand reading text. This can be seen from the recapitulation of Indonesian grades which are still below the Criteria for Achieving Learning Objectives (KKTP).

Data Collection

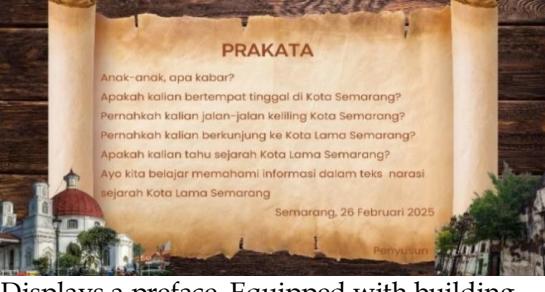
Researchers collect some data or information to support the manufacture of products to be produced (Sugiyono, 2022). This is done so that the products made by researchers are truly in accordance with user needs. This research stage is to collect data through needs analysis. This assessment is taken through interviews, observations, questionnaires of teacher and student needs. The next stage, researchers then began to determine the media design to be developed.

Product Design

Audiovisual Media Design Before and After the Improvement of the Opening Part of the Learning The design produced in this study is the audiovisual media of the history of the Old City of Semarang based on Canva on the ability to understand the information of historical narrative text of grade V students of SDN Jomblang 02 Semarang. The design of audiovisual media by the researcher is based on the results of the questionnaire analysis of the needs of teachers and students as follows.

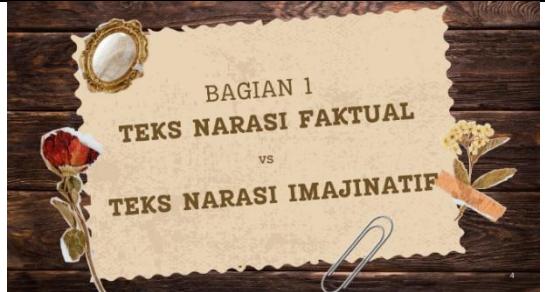
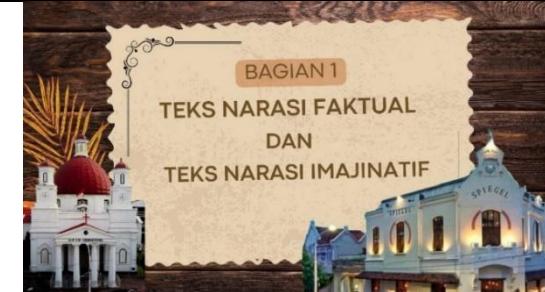
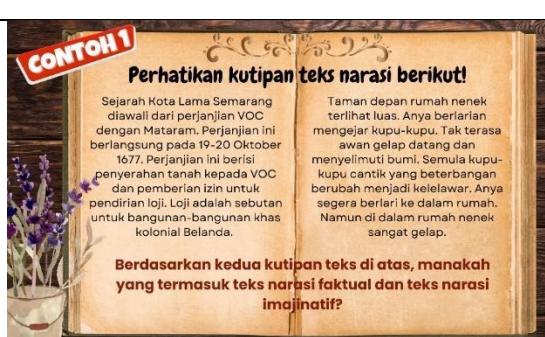
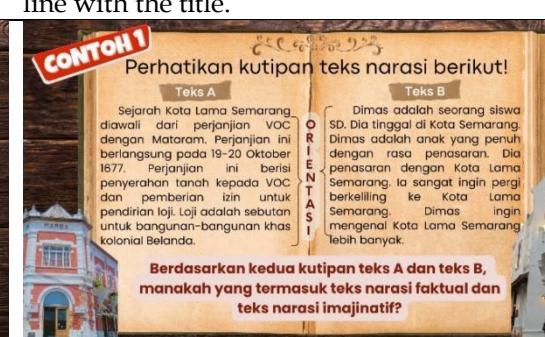
Table 1. Audiovisual Media Design Before and After Improvement of the Opening Learning Section

No	Display Before Revision	Display After Revision
1	 <p>The initial display has no UNNES logo, the title is not appropriate and not detailed, there is no level of purpose of this video. The home page of the interactive media includes a sketch of a typical Dutch building.</p>	 <p>The initial display contains the UNNES logo, title, developer's name and includes a description of the class and level for which this video was made. The home page of the interactive media includes a sketch of a typical Dutch building.</p>

No	Display Before Revision	Display After Revision
2	 <p>PRAKATA</p> <p>Anak-anak, apa kabar? Apakah kalian warga Kota Semarang? Sudahkah kalian jalan-jalan keliling Kota Semarang? Pasti kalian pernah berkunjung ke Kota Lama Semarang Apakah kalian tahu sejarahnya? Nah, mari kita belajar memahami informasi dalam teks narasi sejarah Kota Lama Semarang</p> <p>Displays a preface, but the content is still not appropriate. There is no ornament that matches the title depiction.</p>	 <p>PRAKATA</p> <p>Anak-anak, apa kabar? Apakah kalian bertempat tinggal di Kota Semarang? Pernahkah kalian jalan-jalan keliling Kota Semarang? Pernahkah kalian berkunjung ke Kota Lama Semarang? Apakah kalian tahu sejarah Kota Lama Semarang? Ayo kita belajar memahami informasi dalam teks narasi sejarah Kota Lama Semarang</p> <p>Semarang, 26 Februari 2025</p> <p>Penulis</p> <p>Displays a preface. Equipped with building ornaments in the Old Town of Semarang, for example the Blenduk Church.</p>

At the beginning of the learning activity, students and the teacher discuss the title that is displayed. The trigger sentence is on the second page which is contained in the content of the preface. Students and the teacher ask questions and answers. Next, the teacher explains the learning outcomes and objectives. The teacher explains some of the core topics that will be discussed.

Table 2. Audiovisual Media Design Before and After Improvement of the Learning Core Section

No	Display Before Revision	Display After Revision
1	 <p>BAGIAN 1 TEKS NARASI FAKTUAL vs TEKS NARASI IMAJINATIF</p> <p>Font selection is still varied and inconsistent. Ornaments also do not depict the title.</p>	 <p>BAGIAN 1 TEKS NARASI FAKTUAL DAN TEKS NARASI IMAJINATIF</p> <p>There is only one font type for subtitles, applicable to all subtitles. The ornament is in line with the title.</p>
2	 <p>CONTOH 1</p> <p>Perhatikan kutipan teks narasi berikut!</p> <p>Sejarah Kota Lama Semarang diawali dari perjanjian VOC dengan Mataram. Perjanjian ini berlangsung pada 19-20 Oktober 1617. Perjanjian ini berisi penyerahan tanah kepada VOC dan pemberian izin untuk pendirian loji. Loji adalah sebutan untuk bangunan-bangunan khas kolonial Belanda.</p> <p>Berdasarkan kedua kutipan teks di atas, manakah yang termasuk teks narasi faktual dan teks narasi imajinatif?</p> <p>One slide can have more than three fonts. The use of center alignment looks sloppy.</p>	 <p>CONTOH 1</p> <p>Perhatikan kutipan teks narasi berikut!</p> <p>Teks A</p> <p>Sejarah Kota Lama Semarang diawali dari perjanjian VOC dengan Mataram. Perjanjian ini berlangsung pada 19-20 Oktober 1617. Perjanjian ini berisi penyerahan tanah kepada VOC dan pemberian izin untuk pendirian loji. Loji adalah sebutan untuk bangunan-bangunan khas kolonial Belanda.</p> <p>Teks B</p> <p>Dimas adalah seorang siswa SD. Dia tinggal di Kota Semarang. Dimas adalah anak yang penuh dengan rasa penasaran. Dia penasaran dengan Kota Lama Semarang. Ia sangat ingin pergi berkeliling ke Kota Lama Semarang. Dimas ingin mengenali Kota Lama Semarang lebih banyak.</p> <p>Berdasarkan kedua kutipan teks A dan teks B, manakah yang termasuk teks narasi faktual dan teks narasi imajinatif?</p> <p>One slide has only two types of fonts, for subtitles and content. The use of left-right alignment looks neater.</p>

In the core learning activity, students and the teacher discuss the example problems displayed. The teacher confirms students' answers through explaining the answers to the previous sample questions. Students together with the teacher learn the material from the topic. And so on until the fourth topic. Everything begins with the introduction of the problem, students are asked to solve the problem independently.

Table 3. Audiovisual Media Design Before and After Improvement of the Learning Closing Section

No	Display Before Revision	Display After Revision
1	<p>Penutup</p> <p>Bagaimana sejarah Kota Lama Semarang? Apakah kalian sudah paham cara memahami informasi teks narasi? Mari kita ingat kembali..</p> <p>Jenis teks narasi ada dua, yaitu teks narasi faktual dan imaginatif. Saat kita hendak memahami informasi maka kita perlu mencarinya dengan pertanyaan 5W+1H. Setelah mendapatkan jawaban pertanyaan itu kita bisa menentukan amanat dan juga ringkasan yang tepat.</p> 	<p>Penutup</p> <p>Bagaimana sejarah Kota Lama Semarang? Apakah kalian sudah paham cara memahami informasi teks narasi? Mari kita ingat kembali..</p> <ul style="list-style-type: none"> Jenis teks narasi ada dua, yaitu teks narasi faktual dan imaginatif. Cara memahami informasi dalam teks adalah dengan menggunakan pertanyaan 5W+1H. Teks narasi memiliki pesan moral (amanat) Teks narasi yang panjang dibuat secara sederhana dengan merangkas. 
2	<p>GLOSARIUM</p> <ul style="list-style-type: none"> Kutipan adalah potongan bagian kalimat atau paragraf yang diambil dari tulisan orang lain, bukan dari ide atau tulisan pribadi penulis. Moral adalah perbuatan baik dan buruk dalam kehidupan bermasyarakat. 	<p>GLOSARIUM</p> <ul style="list-style-type: none"> Faktual adalah sesuatu yang nyata, berdasarkan fakta, dan dapat dibuktikan Imajinatif adalah gambaran, ide atau konsep yang tidak ada dalam kenyataan Fakta adalah kenyataan atau peristiwa yang benar-benar terjadi Khayalan adalah hasil angan-angan, rekaan atau fantasi. Objektif adalah keadaan yg sebenarnya tanpa dipengaruhi pendapat atau pandangan pribadi. Subjektif adalah mengenai atau menurut pandangan (perasaan) sendiri, Lugas adalah apa adanya, jujur, dan tidak bertele-tele. Kutipan adalah potongan bagian kalimat atau paragraf yang diambil dari tulisan orang lain, bukan dari ide atau tulisan pribadi penulis. Moral adalah perbuatan baik dan buruk dalam kehidupan bermasyarakat.
3	<p>DAFTAR PUSTAKA</p> <p>Dewi Yuliaty, E. S. (2020). RIWAYAT KOTA LAMA SEMARANG. Kota Semarang: SINAR HIDOE.</p> <p>M. Chawari, N. A. (2019). WAJAH KOTA LAMA SEMARANG. Daerah Istimewa Yogyakarta: Balai Arkeologi Daerah Istimewa Yogyakarta.</p>	<p>DAFTAR PUSTAKA</p> <p>Dewi Yuliaty, E. S. (2020). RIWAYAT KOTA LAMA SEMARANG. Kota Semarang: SINAR HIDOE.</p> <p>M. Chawari, N. A. (2019). WAJAH KOTA LAMA SEMARANG. Daerah Istimewa Yogyakarta: Balai Arkeologi Daerah Istimewa Yogyakarta.</p> <p>Buku Panduan Guru Bahasa Indonesia untuk SD Kelas V (Buku Panduan Guru Bahasa Indonesia untuk SD Kelas V. Penulis: Evi Verawaty, Zuljarnain. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021)</p> <p>Dikmas, T. (2018). TEKS NARASI DAN LITERASI BUKU FIKSI-NONFIKSI . Kaltimantan Selatan: Kementerian Pendidikan Dan Kebudayaan.</p>
4	<p>PROFIL PENULIS</p> <p>Tabita Kristi (NIM. 1401421149) Mahasiswa asal Semarang kelahiran tahun 2003 yang menempuh pendidikannya di Universitas Negeri Semarang, dengan jurusan Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan dan Psikologi.</p> <p>Dr. Panca Dewi Purwati, M.Pd (NIP. 196507211992032005) Dosen S2 yang mengajar di Universitas Negeri Semarang, dengan jurusan Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan dan Psikologi.</p>  	<p>PROFIL PENULIS</p> <p>Tabita Kristi (NIM. 1401421149) Mahasiswa asal Semarang kelahiran tahun 2003 yang menempuh pendidikannya di Universitas Negeri Semarang, dengan jurusan Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan dan Psikologi.</p> <p>Dr. Panca Dewi Purwati, M.Pd (NIP. 196507211992032005) Dosen S2 yang mengajar di Universitas Negeri Semarang, dengan jurusan Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan dan Psikologi.</p>  

Canva-based Audiovisual Media developed by researchers has several advantages. This media is presented in the form of a YouTube video link that can be accessed *online* via cellphone, tablet, laptop, or computer without changing the display format so that teachers and students can still use it comfortably and do not take up space for storage on the device. The great advantage of this media is that it can be repeated at any time. Students can pause, rewind, and revisit parts that are difficult to understand as many times as they need. This allows for student-centered learning and provides opportunities for reinforcement of understanding without pressure. This canva-based audiovisual media is designed with various icons and colorful images so that students can easily understand and get information in the narrative text. In addition, students are not easily bored because the video presented does not take much time, but the material provided already contains the main topics regarding narrative text.

Canva-based Audiovisual Media also has some weaknesses. The media developed by researchers is a learning media in the field of technology or digital. So that users will often face the monitor screen either through cellphones, tablets, computers, or laptops. If you stare at the monitor screen too often, it will have a bad impact on health. So the duration of its use must be considered. However, this can be avoided by taking breaks or other physical activities in between uses. In addition, accessing the video link requires a supportive internet network. If not *offline*, students can download the video while connected to the internet (online). So, students can listen to the video freely anywhere and anytime.

Indonesian language learning of narrative text material using canva-based audiovisual media emphasizes the introduction of the surrounding environment through history. This is done because history has an important role in learning at school. Students are invited to learn the historical values of local culture while honing their ability to understand information in the text.

The Old Town of Semarang shows that the buildings that stand today are cultural heritage that was established hundreds of years ago, and are witnesses to history and evidence of past civilizations. Learning related to history has been proven to shape students' character (Sumaludin, 2018). This is because history leaves messages to students related to values and morals in society (Ratmelia, 2018).

Indonesian lessons at the elementary school level are not only to equip students with theory, but also to introduce students to local cultures that develop in society. So that students are in a state of readiness when society as well as instilling a sense of love for culture. This is applied to the development of audiovisual media that provides local cultural nuances so that students are introduced to the local wisdom around them.

The results of this research and development also affect the attitudinal aspects of students. Because researchers emphasize the cultivation of historical values in the learning media developed in order to transmit information about local cultural wisdom in Semarang. So that it can build identity and pride. Recognition of local history will foster an attitude of belonging to cultural heritage sites or historical images found in the surrounding area. A sense

of pride makes students participate in maintaining the existence and preservation of historic buildings in their area.

Design Validation

The product validation stage carried out a feasibility test on the canva-based audiovisual learning media on the ability to understand narrative text information. The following are the results of the data obtained.

Table 4. Material Expert and Media Expert Validation Results

Validation	Validation Result		
	Number	Percentage	Category
Material Expert	97/116	83%	Very Good
Media Expert	61/64	95%	Very Feasible

Assessment of the feasibility of learning media is carried out by expert validators. The material feasibility assessment was carried out by Mrs. Andarini Permata Cahyaningtyas, S.Pd., M.Pd. as a lecturer in Indonesian Language majoring in Elementary School Teacher Education (PGSD) at Semarang State University (UNNES). The score from the material expert was 97 out of 116 maximum scores. So as to obtain a score of 83% with very feasible criteria.

The feasibility assessment was also carried out by media experts. The assessment was carried out by Mrs. Aldina Eka Andriani, S.Pd., M.Pd. as a PGSD Lecturer at Semarang State University (UNNES). The media expert's feasibility assessment of audiovisual media obtained a total score of 61 out of 64 maximum scores. So that a value of 95% is obtained with very feasible criteria.

Design Revision

After the material experts and media experts validate the product design, the weaknesses of the product will be seen. So that improvements are needed to reduce these weaknesses (Sugiyono, 2022). At this stage, researchers made improvements to the audiovisual media design. After improvement, researchers consulted again with material experts and media experts until the media design was suitable for testing.

Product Trial

Researchers conducted small-scale trials with the intention of obtaining initial overview information before the product was tested on a large scale. The initial trial was conducted with the help of 6 students with different cognitive abilities. The small-scale trial was conducted in class VB SDN Jomblang 02 Semarang.

After the small-scale product trial was conducted, the teacher provided feedback. The researcher made some revisions such as the size of the text is larger so that it is easily seen by

children, the color contrast can be lowered a little so that it is not too dark, and for the audio explanation of the text can be given only when explaining the material or work order only, so that not all text is read.

Product Revision

Researchers made improvements to products that had been tested on a small scale. Researchers gave a response questionnaire to teachers and students who had used the products made by researchers. Furthermore, the results of the responses will be used as a second improvement by adjusting the needs of teachers and students.

Usage Trial

In the next stage, the product was tested on a large scale in class VA SDN Jomblang 02 Semarang with 27 students. The Criteria for Achievement of Learning Objectives (KKTP) of current grade V students is 75.

Table 5. Recapitulation of Product Usage Trial

Product Trial	Number of Students	Average			Category
		Pretest	Posttest	Average Presentation	
Small scale	6	70	85	15%	Good
Large Scale	27	45	90	45%	Good

The effectiveness test was carried out through a normality test with a significance result of less than 0.05, namely 0.000. So that the pretest and posttest data are not normally distributed. If the data is not normal, then a non-parametric test is carried out using the Wilcoxon test to determine the significance before and after the use of canva-based audiovisual media.

Product trials with the Wilcoxon test, obtained a significance result (2-tailed) of 0.000 which is less than 0.05, indicating that H_a is accepted and H_0 is rejected. So it is concluded that there is a significant difference between student learning outcomes before and after using canva-based audiovisual media. Then the n-gain test was conducted to test the increase in student learning outcomes before and after using canva-based audiovisual media. The test results obtained an n-gain of 0.8136 with a high category.

D. Discussion

The canva-based audiovisual media developed by researchers has a significant impact. [Hajar \(2023\)](#) argues that canva can attract students' interest in learning. Students need clear and colorful learning media to better understand narrative text material. Interactive learning media using canva can improve students' understanding because information presented with attractive visuals is easier for them to understand and remember ([Kurniawan, 2024](#)).

Audiovisual media in learning makes students tend to be more active in participating in class discussions and more motivated to learn (Putri, 2024). Therefore, the researcher developed this canva-based audiovisual learning media with the hope that students' ability to understand reading text information will improve. The canva-based audiovisual media developed by the researcher can be used by teachers and students in learning narrative text material which includes understanding, differences between factual and imaginative narrative texts, how to analyze text information with the 5W + 1H formula, inferring the mandate in the form of moral messages in the text, and making a summary.

The use of applications for digital learning media in learning Indonesian as an alternative for teachers to make learning more effective because students can be active in learning, not easily bored, and follow the learning flow. Therefore, the researcher developed canva-based audiovisual media of Semarang Old Town history to help teachers to make learning more effective. Students can learn to understand information in historical texts through learning media developed by researchers.

Research and development of canva-based learning media is reinforced by several previous studies that show positive results. Such as research conducted by Oktavia (2024) to produce a learning media design with the title "Development of Canva-Based Interactive Multimedia on Plant Material and Sources of Life on Earth Class Iv Elementary School" shows that the development of Canva-based interactive learning multimedia on this material for grade IV elementary science learning is considered very practical.

In addition, research with the title "Development of Animated Video Learning Media Using Canva on Plant Material Sources of Life on Earth" also shows that this video learning media gets decent qualifications, or gets an average score of 93%, while this animated video learning media product gets a final evaluation score of 90.11%. Thus, it can be concluded that animated video learning media using Canva is very good (feasible) for students to use in learning.

The research is in line with the research and development of an audio-visual-based Javanese language learning media on the material of recognizing body parts in grade I SD. The research is entitled "Development of Audio Visual Based Javanese Learning Media for Grade I Elementary Students". The development of this audio-visual-based Javanese language learning media on the material perangane awak needs to be done to make it easier for students to learn Javanese vocabulary with the theme of self. Similarly, research and development of interactive learning media based on Articulate Storyline 3.

The research is also similar to research and development at SDIT Ashibgoh in 2025 which aims to produce an audiovisual product. The research is entitled "Development of Audio Visual Media Based on Canva Application in English Learning Using Ispring Quiz for Grade IV Students at SDIT Ashibgoh". Based on the validation of media experts, it has obtained a score of 4.37 (Agree Good). While the material expert scored "Good" with a score of 4. It is concluded that the development of canva-based audiovisual learning media can be used in learning English for Grade IV elementary school students.

Another study was also conducted by [Purwati et al](#) (2023) with the title "Increasing the competence of Estimating Nonfiction Text Information Through the Application of Problem Based Learning Model Based on Basic Literacy Assisted by Canva Media to Class Vi Elementary School Students". Based on the trial, the data obtained from the observation of students' responsible attitudes of 3.04 and confident attitudes of 2.92. Before treatment, the average pretest result of knowledge competency scores was 61.35. Based on the trial, the average post-test score of students was 80.65. It was found that the application of PBL model based on basic literacy assisted by Canva media was effective in learning to estimate nonfiction text information.

Canva-based Audiovisual Media developed by researchers has several advantages. This media is presented in the form of a youtube video link that can be accessed *online* via cellphone, tablet, laptop, or computer without changing the display format so that teachers and students can still use it comfortably and do not take up space for storage on the device. This canva-based audiovisual media is designed with various icons and colorful images so that students can easily understand and get information in narrative text. In addition, students are not easily bored because the video presented does not take much time, but the material provided already contains the main topics regarding narrative text.

Canva-based Audiovisual Media also has some weaknesses. The media developed by researchers is a learning media in the field of technology or digital. So that users will often face the monitor screen either through cellphones, tablets, computers, or laptops. If you stare at the monitor screen too often, it will have a bad impact on health. So the duration of its use must be considered. However, this can be avoided by taking breaks or other physical activities in between uses. In addition, accessing the video link requires a supportive internet network. If not *offline*, students can download the video while connected to the internet (*online*). Thus, students can watch the video freely anywhere and anytime.

Indonesian language learning of narrative text material using canva-based audiovisual media emphasizes the introduction of the surrounding environment through history. This is done because history has an important role in learning at school. Students are invited to learn the historical values of local culture while honing their ability to understand information in the text.

The Old Town of Semarang shows that the buildings that stand today are cultural heritage that was established hundreds of years ago, and are witnesses to history and evidence of past civilizations. Learning related to history has been proven to shape students' character ([Sumaludin, 2018](#)). This is because history leaves messages to students related to values and morals in society ([Ratmelia, 2018](#)).

The canva-based audiovisual media developed by researchers was assessed by material expert lecturers and media expert lecturers to have a good feasibility value to be used during learning. The material feasibility assessment was carried out by Mrs. Andarini Permata Cahyaningtyas, S.Pd., M.Pd. as an Indonesian language lecturer majoring in Elementary School Teacher Education (PGSD) at Semarang State University (UNNES). The media feasibility assessment was carried out by Mrs. Aldina Eka Andriani, S.Pd., M.Pd. as a PGSD

lecturer at Semarang State University (UNNES). The results of the feasibility assessment by material expert lecturers and media expert lecturers obtained a score of 83% and 95% respectively with the category very feasible to use for learning Indonesian language narrative text material in grade V SDN Jomblang 02 Semarang.

The effectiveness of learning media is determined from the acquisition of student learning outcomes before and after the use of canva-based audiovisual media. Student learning outcomes were obtained from pretest and posttest scores. The pretest value is obtained before the use of canva-based audiovisual media media in learning. The posttest value is obtained after the use of audiovisual media media in learning. The effectiveness of using canva-based audiovisual media media is known from the significant difference between student learning outcomes before and after using learning media.

Researchers used the wilcoxon test to test the effectiveness of canva-based audiovisual media media and the n-gain test to test the improvement of student learning outcomes before and after the use of canva-based audiovisual media. Product trials with the Wolcoxon test, obtained a significance result (2-tailed) of 0.001 and a significance result (2-tailed) of 0.001 in the product usage test. The acquisition of a significance result (2-tailed) which is less than 0.05 indicates that H_a is accepted and H_0 is rejected. So it is concluded that there is a significant difference between students' learning outcomes regarding narrative text before and after using canva-based audiovisual media.

E. Implication

The theoretical implication of the development of canva-based audiovisual media is that it makes students more enthusiastic and not bored because of its attractive appearance. The use of canva-based audiovisual media makes students more enthusiastic in learning activities. The growth of enthusiasm in students motivates them to keep learning and facilitates understanding of the material.

The practical implication of the development of canva-based audiovisual media is to improve the ability to understand historical text information of grade V students of SDN Jomblang 02 Semarang. The use of this media makes students have to relate and interact with learning media. The presence of digital media that can be accessed anytime and anywhere allows students to learn in a pleasant atmosphere.

The pedagogical implication of the development of canva-based audiovisual media is to produce research and development that shows that canva-based audiovisual media developed by researchers are feasible and effective for learning narrative text material. This can be seen from students' ability to understand information that increases before and after the use of learning media. Good learning outcomes will certainly not be achieved if the teacher only relies on the use of media. The teacher's pedagogical competence to educate and manage the class also plays an important role. With this research and development, it is hoped that teachers can continue to innovate in developing learning media that suits the needs of the class so that learning objectives are achieved and good student learning outcomes are obtained.

F. Limitation and Suggestion for Further Research

Canva-based Audiovisual Media developed by researchers is a learning media in the field of technology or digital. So that users will often face the monitor screen either through cellphones, tablets, computers, or laptops. If you stare at the monitor screen too often, it will have a bad impact on health. So the duration of its use must be considered. However, this can be avoided by taking breaks or other physical activities in between uses. In addition, accessing the video link requires a supportive internet network. If not *offline*, students can download the video while connected to the internet (online). Thus, students can listen to the video freely anywhere and anytime.

The researcher hopes that the development of the use of audiovisual media for the history of the Old City of Semarang based on canva always emphasizes the value of local wisdom of the surrounding culture. The use of audiovisual media of the history of the Old City of Semarang based on canva is expected to be interspersed with breaks and other activities so that the eyes do not stare too long at the smartphone, laptop, or computer screen. The need for development in other materials to make learning more meaningful and slowly introduce technology to students.

G. Conclusion

The audiovisual media design of the history of the Old City of Semarang using the Canva application is in the form of a learning video which is divided into three parts, namely the opening, content and closing of learning. Tested to overcome students' difficulties in understanding historical narrative text information. Expert validators stated that the canva-based audiovisual media is feasible to be tested and used in the learning process. The effectiveness test results prove that students are able to understand narrative text information with the help of the media. So it is known that there is a significant change between students' ability to understand narrative text information before and after using canva-based audiovisual media.

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