THE EFFECT OF QUVA (QUIZ CANVA) LEARNING MEDIA ON THE INTEREST IN LEARNING SOCIAL STUDIES OF GRADE V ELEMENTARY STUDENTS

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ABSTRACT

Education is an important key in shaping individuals who are useful to the community, nation and state. Every individual has the right to receive a fair and comprehensive education. As technology develops, computerized learning becomes more effective and diverse. Canva, a popular visual design platform, can be utilized as an interactive learning tool to increase students' interest in learning. This study aimed to examine the impact of QuVa (Quiz Canva) media on social studies learning interest among fifth grade students at SDN Depok Jaya I. The study used a quasi-experimental method with two participants. The study used a quasi-experimental method with two classes: experimental using QuVa and control using conventional methods. Data was collected through pre-test and post-test. Based on the results, the experimental class experienced a clear increase in learning interest with the average post-test value reaching 47.00, while the control class only reached 37.50. T-test analysis showed a significance of 0.000 (p < 0.05), indicating that the use of QuVa media had a significant effect on students' social studies learning interest. In conclusion, the use of QuVa is effective in increasing social studies learning interest, creating interesting, interactive learning, and increasing student participation during the learning process.

KEYWORDS	*Learning Media, QUVA (Quiz Canva), Interest in Learning Social Studies*

INTRODUCTION

Education is one of the important things in supporting the needs of every human being so that the human being can later become an individual who provides benefits to society, nation and state. All people have the right to receive education fairly and equally without exception. Currently, changes in the world of education must be adapted to the advancement of science and technology in the industrial era 4.0 (Pratama et al., 2019).

The advancement of science and technology in Indonesia which continues to

develop and also the increasingly widespread use of computers in the current era, especially in education, makes learning with computers considered more effective and more diverse with the development of more and more software to support education (Rachmadtullah, Zulela & Sumantri, 2019).

One of the software that is trending in Indonesia is Canva. Canva is an online design and visual communication platform that can be downloaded on smartphones or personal computers and can also be accessed via the web without having to download. Canva itself was launched in 2013 with the number of users reaching 100 million users in 190 countries in the world. One of the things in the Canva platform is a quiz. This quiz can be created by teachers on the canva platform and there are already various kinds of templates provided by canva and can still be customized. In this canva there are so many diverse elements that can help teachers to increase student interest in learning, especially in social studies lessons.

Social Studies is one of the subjects taught in elementary schools. Social studies becomes an important subject because it covers a wide range of material broadly, thoroughly and interrelated. However, there are still many problems in learning social studies, one of the reasons why social studies is considered boring is because many teachers still use conventional teaching methods such as lectures, resulting in minimal student interaction in the learning process.

At SDN Depok Jaya I, a case was found related to students' low interest in learning social studies. This is because students only listen and are not involved in giving opinions or seeking social knowledge in learning. Learning still relies on the lecture method and uses media in the form of PowerPoint presentations (PPT) which only contain text. Therefore, social studies learning at SDN Depok Jaya I is considered very boring and students' interest in learning social studies is very low.

The choice of learning model or method is crucial and has a big impact on the effectiveness of the learning process. In addition, the role of learning media is also very significant in facilitating teachers in transferring knowledge and learning materials effectively.

Therefore, in order to increase students' interest in learning, teachers need to be careful in choosing learning media. The media chosen should be diverse, innovative and interactive. The use of QuVa (Quiz Canva) media can help teachers in increasing students' confidence and strengthening their interest in learning. Researchers are then interested in solving social studies learning problems by conducting research entitled "Increasing Students' Social Studies Learning Interest by Using QuVa (Quiz Canva) Media in Grade V Students of SDN Depok Jaya I".

Based on the background, the problems identified include low student interest in social studies, the use of conventional learning methods, the lack of active involvement of students in the learning process, and the lack of variation in the use of learning media such as Canva-based interactive media. This research focused on "The Effect of QuVa (Quiz Canva) Learning Media on Social Studies Learning Interest of Grade V Students of SDN Depok Jaya I". The formulation of the problem is whether QuVa (Quiz Canva) learning media has an effect on the social studies learning interest of fifth grade students at SDN Depok Jaya I" to narrow the scope. The benefits of this research are expected to contribute to the theoretical understanding of the influence of QuVa learning media, as well as empirical

benefits for researchers, teachers, schools, and further researchers in increasing student interest in learning and the quality of social studies learning.

The results of recent research on the utilization of Canva applications in learning media show an encouraging impact. Oktaviano Hajar et al. (2023) in their research revealed that the use of the Canva application has increased the interest of fifth grade students at SDN Warugunung 1 Surabaya in learning, with an average pre-test result of 45.58 and post-test of 84.53, as well as a t value of 41,202 which supports the significant effect of the application. Meanwhile, Sulistyowati et al. (2023) found that Canva media was effective in increasing the interest and learning outcomes of fifth grade science students at SDN Bakaran Wetan 03 Pati. In the pre-test, student learning interest was mostly low to moderate, and student learning outcomes showed 59% were not complete. However, in the post-test, learning interest and learning outcomes improved significantly with 92% of students achieving mastery. Canva succeeded in creating an interesting and entertaining learning media, which had an impact on increasing student interest and learning achievement.

Research Hypothesis

Based on the explanation of the theory and concepts that have been presented, so that the research hypothesis is that QuVa (*Quiz Canva*) learning media can affect the social studies learning interest of fifth grade students of SDN Depok Jaya I.

The hypothesis in this study is formulated as follows:

H_0 : There is no effect of QuVa (*Quiz Canva*) learning media on social studies learning interest of fifth grade students of SDN Depok Jaya I.

H_1 : There is an effect of QuVa (*Quiz Canva*) learning media on social studies learning interest of fifth grade students of SDN Depok Jaya I.

RESEARCH METHOD

Research Methods

This study applied a quantitative approach using the quasi-experiment method. The study compared two groups: one group used QuVa (Quiz Canva) media as the experimental class, while the other group used conventional learning methods as the control class. Data was collected using pre-test and post-test to evaluate changes in students' interest in learning.

Research Population and Sample

The study population included all fifth grade students of SDN Depok Jaya I in the 2023-2024 academic year, consisting of two classes with a total of 60 students. This study used a comprehensive sampling technique, in which class VA was selected as the experimental group (30 students), while class VB as the control group (30 students).

The research was conducted at SDN Depok Jaya I, located at Jalan Nusantara Raya No. 318, Depok Jaya, Depok City, West Java. The implementation of the research took place from December 2023 to May 2024, according to the schedule of social studies lessons in semester 2 of the 2023/2024 school year.

Data Analysis Technique

Data were checked for normality with the Shapiro-Wilk test and homogeneity with One-Way ANOVA. Then, the hypotheses were tested using an independent sample T-test using SPSS 25. The aim was to assess whether the use of QuVa media had a significant impact on the social studies learning interest of the grade V students.

The subject matter used is theme 8 "Environment of Our Friends" from the even semester V grade curriculum. The experimental class will use QuVa (Quiz Canva) media for two meetings, while the control class applies conventional learning methods. Afterward, a post-test was conducted to measure students' interest in learning.

Data were collected using a questionnaire that utilized a Likert scale to assess students' interest in learning. This questionnaire contains items about interest in learning by using QuVa (Quiz Canva) media in social studies lessons. The validity test was conducted using SPSS version 25 for Windows. The instrument is considered valid if the sig value is <0.05. The reliability test uses Cronbach's Alpha, and a tool is considered reliable if its alpha value is greater than 0.6.

Statistical Hypothesis

Based on the results of validity and reliability testing and the data analysis methods mentioned, the statistical hypothesis is as follows:

1. H_0 = There is no effect of Quva learning media (*Quiz Canva*) on the social studies learning interest of fifth grade students.
2. H_1 = There is an effect of Quva learning media (*Quiz Canva*) on the social studies learning interest of fifth grade students.

RESULTS AND DISCUSSION

Data Description

Experimental Class Data Description

The experimental class used QuVa (Quiz Canva) media for the treatment, followed by a post-test in the form of a questionnaire. Class VA was chosen as the experimental subject in this study. Based on the post-test results, the effect of QuVa learning media on the experimental class can be concluded as follows:

Table 1. Experimental Class Data

	N	Minimum	Maximum	Mean
Experiment Class Posttest	30	38	57	47.00

Based on the data in the table above, the experimental class post-test results with a total of 30 students showed the highest point of 57 and the lowest point of 38.

Control Class Data Description

The control class is a class that uses traditional learning media, unlike the experimental class that uses QuVa. The teacher explained the material without involving students' opinions, as is usually done in class. In this study, class VB was used as the control class. Data from the posttest results showed the following:

Table 2. Control Class Data

	N	Minimum	Maximum	Mean
Control Class Posttest	30	28	48	37.50

Based on the data from the table above, the post-test results of the control class with a total of 30 students show the highest point of 48 and the lowest point of 28.

Data Description of Experimental Class and Control Class

From the previous explanation, the following is a comparison table of post-test data obtained by the experimental class (VA) and control class (VB):

Table 3. Distribution Data of Experimental Class and Control Class

	N	Minimum	Maximum	Mean
Experiment Class Posttest	30	38	57	47.00
Control Class Posttest	30	28	48	37.50
Valid N	30			

Analysis Requirements Testing

After conducting research at SDN Depok Jaya 1, precisely in classes VA and VB, data were obtained which were then tested. The test includes normality test and homogeneity test. The requirements of the analysis results are as follows:

Normality Test

The normality test using the Lilliefors test is used to show that the research data follows a normal distribution. Data distribution is considered normal if the significance value (sig) is greater than 0.05.

Table 4. Normality test data of Experimental Class and Control Class

	Statistic	df	Sig.
Control Class	.939	30	.083
Experiment Class	.956	30	.239

(*Lilliefors Significance Correction*)

Based on the normality test results in the table, it is found that the significance value (sig.) for the experimental class is 0.239, which is greater than 0.05, and the

sig. value for the control class is 0.83, which is also greater than 0.05. Thus, it can be concluded that the post-test data of both classes, both experimental and control, showed a normal distribution.

Homogeneity Test

The homogeneity test using the Levene test was carried out on both classes, namely the experimental class and the control class. Based on the post-test calculation results, the significance value (sig.) obtained is 0.140, which is greater than 0.05. More information can be found in the table included below:

Table 5. Homogeneity Test Data for Experimental and Control Classes

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.240	1	58	.140
Based on Median	1.849	1	58	.179
Based on Median and with adjusted df	1.849	1	57.716	.179
Based on trimmed mean	2.261	1	58	.138

That is, if the sig. > 0.05 on the results of the experimental class and control class, the data is declared homogeneous, because it exceeds the specified error rate.

Hypothesis Testing

Hypothesis testing was conducted after verifying that both groups had a normal distribution (confirmed by the Lilliefors test) and were homogeneous (confirmed by the Levene test). Thus, the study could proceed with applying the T-test.

The t-test was calculated using IBM SPSS software version 25 to compare the control class and the experimental class. The purpose of this hypothesis test is to identify differences between the two groups in the context of the influence of QuVa (Quiz Canva) learning media on social studies learning interest. The results of the analysis showed that:

Table 6. T-test Data

	Levene's Test for Equality of Variances				
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	2.240	.140	-7.291	58	.000
Equal variances not assumed			-7.291	57.044	.000

From the results of the T-test analysis using SPSS version 25 in the table, the significance value obtained is 0.000. This shows that the probability sig. (2-tailed)

<0.05, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be concluded that QuVa (Quiz Canva) learning media has a significant impact on social studies learning interest in the experimental class. The hypothesis that has been tested is :

H_1 : There is an Effect of QuVa (Quiz Canva) Learning Media on Social Studies Learning Interest of Grade V Elementary School Students.

H_0 : There is no effect of QuVa (Quiz Canva) learning media on social studies learning interest of fifth grade students.

Discussion of Research Results

Before the research was conducted, validity and reliability tests were carried out on the questionnaire statement items. The validity test results using Ms. Excel show that in the questionnaire before being treated there are 13 statement items, while in the questionnaire after being treated there are 15 valid statement items because the significance value (sig) is less than 0.05 ($p < 0.05$). Therefore, the instrument can be considered reliable and suitable for use.

Furthermore, researchers conducted a study at SDN Depok Jaya 1 by dividing students into experimental and control groups. The implementation of the research went smoothly and successfully. The first questionnaire filling was done before the learning began. Then, the material was taught using QuVa media in the experimental class, while the control class received conventional learning. The second questionnaire filling was done after the learning was completed, with each questionnaire containing 15 statement items. The implementation of learning was carried out according to the class, using different learning media approaches. After the learning phase was completed, researchers attempted to assess the results as well as measure the impact of using QuVa (Quiz Canva) learning media.

The results of this study involved testing by analyzing the normality and homogeneity of data from both classes to ensure normal and balanced characteristics. Then, hypothesis testing was carried out using the t-test, with a significance value obtained of 0.000. This result shows that the significance probability (2-tailed) is less than 0.05, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

The results of this study showed that QuVa (Quiz Canva) learning media affected the interest in learning social studies, as seen from the treatment given to the experimental group. The experimental class (VA class) recorded a superior mean score of 47.00, with the highest score of 57 and the lowest of 38. Meanwhile, the control class recorded a mean score of 37.50, with the highest score of 48 and the lowest of 28. The study results showed that almost all students in the experimental class using the QuVa learning platform achieved high scores.

Based on the research, the use of QuVa (Quiz Canva) learning media successfully increased social studies learning interest in the experimental class. They have never used this learning model before, and almost all students are not familiar with the concept. With the innovation in learning media, it can increase students' attention, enthusiasm, and interest in learning.

Research Limitations

In this research that has been carried out, researchers have carried out with existing research procedures. However, researchers have various limitations. These limitations include:

1. During the teaching and learning process, some students (from both experimental and control classes) were absent due to illness, permission, and other reasons.
2. The short research time was limited because it had to adjust to the time determined by the school considering that it was approaching the time of the final semester exams.

CONCLUSION

Based on research on social studies subjects, especially regarding economic activities in daily life in class V SDN Depok Jaya 1, it can be concluded that the use of QuVa (Quiz Canva) learning media is significant in influencing students' interest in learning social studies. Students become more enthusiastic in social studies lessons and interest in learning social studies increases because students are more interested when learning utilizes interesting media. The results of hypothesis testing show the probability significance value sig. (2-tailed) < 0.05 (**0.000 < 0.05**).

From the results of the analysis, the researcher will suggest that: 1. For Teachers, By using QuVa learning media, teachers can apply it because it has been proven effective for learning. Teachers must also be able to innovate in using or creating learning media to increase students' interest and enthusiasm for learning, as well as creating a more pleasant and dynamic classroom atmosphere. 2. For Students, Learning using this QuVa media can be used independently and accessed at any time but still must be under the assistance of parents and teachers because this QuVa media uses their *smartphones*. Cooperation between teachers, students and parents plays an important role in ensuring learning runs smoothly and efficiently. 3. For Researchers, For other researchers, this research can be a reference reference to further study the use of QuVa (Quiz Canva) learning media.

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