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**Research Paper**

# Media Canva Web and Google Sites on Cooperative Economics Learning

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**Abstract.**
Canva Web and Google Sites are tools for website builders that can be used as an interesting learning medium. The use of digital based learning is predictable and able to overcome cooperative economics learning problems that are still textual. This research is a type of developmental research (Research & Development) that uses a 4-D model, which consists of 4 stages namely define (front-end analysis, learner analysis, task analysis, concept analysis, specification of objectives), design (preparing material, format selection, media selection), develop, and disseminate, where this research is still in the design stage. This research is to support the improvement of 21st-century skills in students, which include technology literacy, media literacy, and information literacy. This research was conducted on undergraduate students in the program economics subject of cooperative economics material. The results of observations obtained by students become the main source of data that will be written on Canva web media and Google Sites. This research needs to be updated with other learning materials to upgrade student skills.

**Keywords:** Canva Web, Google Sites, 21st Century Skills, technology literation, information literation

## 1. INTRODUCTION

Education in Indonesia has undergone several changes in line with the changing times. The abundance of information resources that can be accessed easily to gain knowledge, share knowledge, and experiences that have been obtained with others [1]. The progress of digitalization has created a paradigm and added a new space for literacy known as media and digital literacy [2].

Developing digital technology has become an integrated part of education today and changes the way students learn. This encourages teachers to be able to utilize information and communication technology to support the skills of developing teaching and learning media [3]. Digital literacy and ICT (Information and Communication Technology) in the development of 21st century life have become a skill that must be mastered. Moreover, currently the number of smartphone ownership in Indonesia

shows that Indonesia is ready to adopt digital technology with the internet, especially access through devices such as computers and smartphones [4]. Through education, this literacy is utilized to help students build their knowledge and skills within the 21st century educational framework.

Learning media are tools, methods and techniques used in order to make communication and interaction more effective between teachers and students in the process of education and teaching in schools [5]. Media that can be used in online learning is by utilizing e-learning [6]. Some examples of media in online learning are as follows: Google Classroom, Microsoft Teams, Moodle, Fedena, Edmodo, Schoology, PesonaEdu, LIPI's Physics, Digital Classroom Learning House of Kemdikbud, virtual laboratory Learning House of Kemdikbud. In addition, the use of online platforms can also be used in implementing learning, such as using Kahoot, Quizizz, Canva, Mentimeter, Padlet and others.

The Canva application is a tool for creating various attractive designs. These designs include posters, banners, invitations, power points, web, and others. The advantages of the Canva application are that it has a variety of attractive designs, can increase the creativity of educators and students in designing learning media because there are many features provided, saves time in practical learning media, and in designing, you don't have to use a laptop, because it can be done through gadgets [7].

The application on Canva which is used for learning media, attracts the reasons to be discussed. The first reason is the industrial revolution 4.0 which has an impact on students who are required or directed to be creative, innovative, and collaborative and have mastery of new skills, which is seen from the influence and linkage with revolution 4.0, namely the transformation of all aspects through the development of technology and the internet as an objective. The second reason is learning media facilities in the sense of utilizing technology as a practical learning media, practical in terms of its use, time, and results that can be obtained. The third reason is related to students' visual literacy in the learning process. There are many learning activities carried out by students that can be applied in technology, especially in the Canva application [8].

As an effort to add to the attractiveness of students in making presentations properly on the website display is to utilize services at Google, namely Google Sites. Unlike using other sites or websites, Google Sites has many interesting advantages to learn about [9]. First, Google Sites are easy to make and free. Second, it allows users to collaborate in its utilization. Third, large-capacity data storage. Fourth, easy to browse or share with users [10]. This ultimately makes Google Sites widely applied in learning

activities to increase student literacy [11]. Not only focusing on increasing literacy but also on increasing interest in learning [12].

## 2. METHOD

The procedure for developing the learning tools used is to modify the 4-D model (Four D model) from Thiagarajan which consists of three stages, namely: (1) define, (2) design and (3) develop, and (4) disseminate. In this study the stages that have been carried out are up to the design stage.

The define stage is carrying out five phases which are 1) front-end analysis, 2) learner analysis, 3) task analysis, 4) concept analysis, 5) specification of objectives. Front end analysis is carried out with the aim of knowing the basic problems needed in learning so it is necessary to utilize Canva web and Google Sites in implementing learning. Leaner analysis is carried out to determine the characteristics of students who are in the learning process. Task Analysis activities carried out are analysing the main tasks that must be completed by students so that learning objectives are achieved. Concept Analysis is prepared based on learning outcomes, the flow of learning objectives, and the expected learning objectives in the Independent Curriculum. Specification of Objectives is carried out with the aim of summarizing the results of the concept analysis and task analysis.

In the design stage, the researcher determines the learning media format that will be developed in learning activities in the form of a website that utilizes Canva web and Google Sites. Activities carried out by researchers are 1) preparation of learning materials, 2) selection of media, 3) selection of formats, 4) initial design. The selected learning material is material in cooperative learning for undergraduate student. The selection of media for this learning activity is Canva web and Google Sites. The format used in designing the design in this lesson students must include their identity, name of the Cooperative, Type of Cooperative, Business Units in the Cooperative, Organizational Structure, Cooperative Management, and the efforts made to develop the Cooperative. The last stage in the design is the initial design where the activities are making product samples and conducting trial demonstrations.

## 3. RESULT AND DISCUSSION

This study will explain the step of define and design.

## 3.1. Define

### a) Front-end Analysis

In the front-end analysis, the activities that need to be carried out are to review the curriculum and problems that exist in the field, so that it is necessary to develop website-based learning media as a solution to the problems encountered. Observations were made at school, especially for teachers and students. The problems obtained include: 1) the lack of information and communication technology skills of students; 2) students' lack of reading literacy; 3) students' communication skills.

TABLE 1: Component on Cooperative Learning.

| COMPONENTS | |
|---|---|
| Learning Outcomes: Students are able to understand and explain the basic concepts of economics | |
| Learning Objectives | Describe the history of cooperatives Explain the meaning, basis and principles, principles, and types of cooperatives. Explain the organizational structure of cooperatives, cooperative capital, the role of cooperatives in the economy, and the calculation of return. |
| Understanding | In this section, you will learn about the history of cooperatives, the meaning of cooperatives, cooperative principles and the foundations and principles that guide cooperatives in Indonesia. In everyday life, humans have needs that sometimes exceed their limits. Therefore, there are some people who use cooperatives to survive. Then, what is the role of cooperatives in the community's economy? Things that are the focus of cooperative studies such as principles, foundations and principles, organization, capital, roles, return, you will study in this section. |
| Questions | Why do humans need cooperatives? What is known about cooperatives? What is the role of cooperatives in meeting the needs of the community? How to calculate return? |
| Learning Preparation | Provide and ensure that various things needed for the learning process are available and can be used. |

### b) Learner Analysis

Analysis of the state of students in the implementation of learning where there are still many students who tend to lack ICT skills and tend to get bored quickly in doing learning using text fur.

### c) Task Analysis

Analysis of the tasks to be completed by students is adjusted to learning outcomes, learning objectives, and the Flow of Learning Objectives in the Independent Curriculum. This activity is adapted to the Cooperative material as follows:

### d) Concept Analysis

*At this stage, the researcher creates content for website-based* learning *media using Canva web and Google Sites. The task that must be carried out by students is to make*

*observations on cooperative institutions around the school. The cooperatives that must be observed are different types of cooperatives.*

### e) Specification of Objectives

*The main objective in developing this media is to see the ability of students to define, analyze and make presentations related to the results of their observations.*

## 3.2. Student Structured Activities

### 3.2.1. Observation

TABLE 2: Observational Assessment.

| No | Assessed Aspects/Concepts | Persentase | Skor (0-100) |
|---|---|---|---|
| 1 | Business Planning Proposal Layout, effectiveness The structure of the material presented Sentence structure and writing Compliance with the business plan proposal format | 20% | (Skor 1) |
| 2 | Project Implementation Conformity of project implementation with business proposal Production Distribution Team work | 60% | (Skor 2) |
| 3 | Problem identification and problem solving Identification of problems in project implementation Problem solving carried out | 10% | (Skor 3) |
| 4 | Dissemination of Project Implementation Results (reports/videos, presentations) | 10% | (Skor 4) |
| | TOTAL | 100% | 100% |

### 3.2.2. Presentation In Class

#### 2) Design

*Currently, it contains activities to make a design learning media product to be developed. There is some the design carried out at this stage, including compiling the material learning, media selection, format selection and initial design.*

### a) Preparing material

*In preparing the material for learning based on Canva web and Google sites, researchers used Cooperative Economics material. The scope of the discussion includes, the history of cooperatives, cooperative organizational systems, business units in cooperatives and so on.*

TABLE 3: Presentation Assessment.

| No | Assessed Aspects/Concepts | Percentage | Score (0-100) |
|---|---|---|---|
| 1 | Presentation material structure and layout Layout, effectiveness The structure of the material presented Sentence structure and writing | 10% | (Score 1) |
| 2 | Presented material Subject suitability Suitability of sub-subjects The suitability of the bibliography used | 35% | (Score 2) |
| 3 | Presentation of Materials Attitude in presenting the material How to do a presentation (group) Spoken language used | 25% | (Score 3) |
| 4 | Ability to answer questions Responses to questions asked How to answer questions The suitability of the answers with the questions asked Acceptance of suggestions Make revisions (if any) | 20% | (Score 4) |
| 5 | Ability to ask questions according to the material discussed | 10% | |
| | TOTAL | 100% | 100% |

**b) Media selection**

*The selection of media used in this lesson is Canva Web and Google Sites. Both applications can be utilized simultaneously. There are many features that students can use to support reports and also write on Google Sites.*

**c) Format Selection**

*Format selection in making learning media Website-based is made as attractive as possible and equipped with full color. Not only hardware devices are used in the manufacture. This website, however, is also supported by software tools such as Canva Web.*

## 4. CONCLUSIONS

Developing learning media using Canva Web and Google Sites is feasible. This is to support the abilities of students in the 21st century era. Students will be required to develop their critical thinking skills in the subject matter of Cooperatives. This will also support students in developing their abilities in the fields of technology and communication. Presentation skills are also very much needed in conveying the findings of the observations.

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