The Relationship of Canva Media Application to Students' Creativity in the Pancasila Student Profile Strengthening Project

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Abstract. Canva Media Application is one of the applications used in the need to design both posters, templets, billboards and others. The problems that form the basis of this research are the low level of student creativity and the lack of proper utilization of technology in the current era. This study aims to: (1) determine whether or not there is a relationship (correlation) between canva media applications on student creativity on the project of strengthening the profile of Pancasila students at SDN 02 Rejang Lebong. (2) determine how much the level of relationship between canva media applications on student creativity on the project of strengthening the Pancasila student profile at SDN 02 Rejang Lebong. The method in the study used a quantitative approach with a type of correlation research. The population taken in this study were 118 students of class V SDN 02 Rejang Lebong. The sample in this study was 30 students who were determined based on Arikunto's theory where the sample was taken from 25% of the population. In this study, the questionnaire distributed has been tested for validity and reliability to determine the feasibility of its use. The sampling technique used is random sampling. To collect data in this study, researchers used questionnaires and documentation. The data analysis techniques used in this study are descriptive data analysis, prerequisite tests and correlation tests. The results in the research conducted by this researcher show that (1) there is a significant correlation (relationship) between the canva media application and student creativity which is indicated by the value of rcount = 0.436, while the rtable with a significance level of 5% with N = 30 is 0.361 or (0.436> 0.361), (2) the level of relationship between canva media applications and student creativity is at a moderate or sufficient level with rcount = 0.436.

Keywords: Canva Media Application, Students' Creativity, Pancasila Student Profile

Introduction

Education is an activity that is deliberately carried out by humans with the aim of developing the advantages or talents that exist in students in order to have the knowledge, attitudes, skills, and social skills needed in social life. In the world of education, of course, it is not only general knowledge that can be learned and developed but also skills that can develop students' creativity. As stipulated in Law No. 20 of 2003 article 3 which explains the purpose of national education is to develop the potential in students to become human beings who are faithful and devoted to God Almighty, capable, characterized, knowledgeable, healthy, independent, creative, democratic and responsible. The basic foundation of the Law is also part of the content and completeness of the curriculum in achieving formal education.

The education system in Indonesia has certainly changed, this can be seen from the curriculum and also the teaching system used, as currently the curriculum used is the independent curriculum. The Independent Curriculum itself is a curriculum created by our Minister of Education Nadiem Makarim where the independent curriculum gives students the freedom to export their abilities and interests. With the implementation of

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the independent curriculum, the learning process feels different because of course the strategies and tools used are different, in this independent curriculum teachers are required to be creative in teaching. The learning process of the independent curriculum at the driving school refers to the profile of Pancasila students who have the aim of being able to create graduates who have a love for Pancasila so that they are able to uphold the values of Pancasila.

In the application of the independent curriculum there is such a thing as the Pancasila Profile strengthening project where this P5 learning can later develop the potential of students according to their interests and talents. Strengthening the Pancasila Student Profile (P5), as for the theme of P5, namely: Clean and Healthy Lifestyle, Local Wisdom, Unity in Diversity, Engineering & Technology, and Entrepreneurship. The P5 Project assignments given to students are of course based on themes determined by the government with the aim that students are more directed in developing their talents and talents in accordance with existing themes. The era of the industrial revolution 4.0 in the learning process must adapt to the use of information technology and to improve the quality of learning. Where all information can be obtained and disseminated easily and quickly via the internet. In this era, technology-based learning is increasingly being applied at all levels of school, for that teachers must be creative and innovative, in using technology, of course, students must be creative so that they do not only use it in terms of playing.

This was also felt by the teachers of SDN 02 Rejang Lebong when the implementation of the independent curriculum required them to be versatile. Especially with the rapid development of technology and also the many misuses of technology by students. In this researcher, the researcher conducted an interview with one of the fifth grade teachers at SDN 02 Rejang Lebong, namely Mrs. Sri Rahayu, M.Pd as the VA class teacher, she said "that there is still a lack of utilization of technology that is increasingly developing, even though a lot of technology has been created that can be used as a tool to develop students' creativity and also to utilize existing technology, and there is still a lot of misuse of technology used, especially on mobile phone media". Seeing this, Mrs. Ayu took the initiative to make a project to strengthen the Pancasila profile with the theme of engineering and technology by utilizing Canva media to develop the creativity of students where later students will be given the task of making and editing a poster as interesting as possible, but before that they will be given the theory first how to edit and also apply Canva media. The media application c is an application that provides a large selection of temples in editing, users simply select the temple according to their needs. With canva, it is expected to increase one's creativity, Canva can be accessed via cellphone or laptop. Canva media is one of the tools that can be used to explore the potential of students, especially in the field of editing and also to develop creative ideas that students have and they can utilize technology in a positive field not only as a medium for playing but also to develop their creativity and abilities.

Based on the explanation and also the results of the interviews conducted, the researcher is interested in examining the relationship of the canva media application to student creativity in the project of raising the profile of Pancasila students in class V SD 2 Rejang Lebong. This research is very important to do to determine the level of student creativity in using canva media so that teachers can measure the level of student creativity in using canva media applications in accordance with existing creativity indicators.

This study chose Canva as the object of research because this platform has been consistently proven to enhance students' creativity in various learning contexts. Based

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on a recent study by Akbar (2021), the use of Canva significantly broadens the spectrum of students' creative expression, enabling them to produce interesting and informative visual materials. In addition, the results of a study by Yundayani, et al. (2019) showed that the integration of Canva in teaching can increase the level of student motivation and participation in learning activities. Thus, the focus of this research on the relationship of Canva media application to student creativity in the Pancasila Student Profile Strengthening Project aims to delve deeper into the positive impact that this platform can have in an educational context.

The use of Canva applications can also increase the creativity of students, later it will also direct students to be able to utilize existing technological developments positively not only for the world of games. In the realm of education, students are directed to have mastery of new skills related to technological development. As for the background of the problems that have been stated above, this study aims to determine the relationship between the use of Canva Media and student creativity in the Pancasila Student Profile Strengthening Project at SDN 02 Rejang Lebong.

Material and Method

This research is a quantitative study with a type of correlation research. The population were taken in this study were fifth grade students of SDN 02 Rejang Lebong as many as 118 students. The sample in this study was 30 students who were determined based on Arikunto's theory where the sample was taken from 25% of the population. In this study, the questionnaire distributed has been tested for validity and reliability to determine the feasibility of its use. The sampling technique used is random sampling. To collect data in this study, researchers used questionnaires and documentation. The data analysis techniques used in this study are descriptive data analysis, prerequisite tests and correlation tests.

Researchers utilize a grid to make questionnaires more direct, as well as a Likert scale for grading. Researchers in this study employed a closed-question questionnaire, which will allow respondents to reply fast while still allowing researchers to analyze data from all surveys received. This questionnaire is well-presented, requiring respondents to merely answer the sign (X) or check mark (√) in the allotted space. The instrument used has 1 to 30 items, each with 5 potential answers: highly agree score value, agree score value 4, doubt score value 3, disagree score value 2, and strongly disagree score value 1.

Table 1
Canva Media Variable questionnaire grid

Variable	Indicators	Question Item	Total
Media Canva	1. Large number of me options	1,2,3,4,5,6,7,8,9	9
	2. The application menu is easy to use	10,11,12,13,14,15,16	7
	3. Practical (easy) to use on hardware devices	17,18,19,20,21,22,23,24,25	9

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(computers, laptops and cellphones)		
Total	25	

Table 2
Student Creativity Variable questionnaire grids

Variable	Indicators	Question Item	Total
Student Creativity	1. Create a work that looks like the real thing (original work).	1,2,3	3
	2. Fun and immersed in the activity	4,5,6	3
	3. Exhibit high curiosity	7,8,9	3
	4. Tend to do activities independently	10,11,12	3
	5. Doing new activities in their own way (high initiative).	13,14,15	3
	6. Children are able to express themselves by using various media/materials in creating art through exploration activities.	16,17,18	3
	7. Able to express opinions spontaneously and unabashedly.	19,20,21	3
	8. Having or appreciating beauty	22,23,24,25	4
	Total	25	

Results and Discussion
Results
Canva Media Application Questionnaire Results

Canva Media Application is one of the factors in this study. It may be defined as an application that can be accessed by laptop, computer, or cellphone to aid creative tasks. To obtain a valid impression of the Canva media application, researchers handed questionnaires to 30 respondents. The metrics utilized to get an overview of the authenticity of the Canva Media app are: The canva media application has a large variety of menu options, the application menu is simple to use, and the canva media application is practical (easy) to use on hardware devices such as PCs, laptops, and smartphones.

Based on the data obtained, the results of the analysis using SPSS showed an average value (mean) of 83.5 median of 86.0 and mode of 91, and a standard deviation

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of 8.83. Data presentation is done by grouping (class intervals) and in the form of histograms (bar charts).

Table 3
Canva Media Application Questionnaire Results

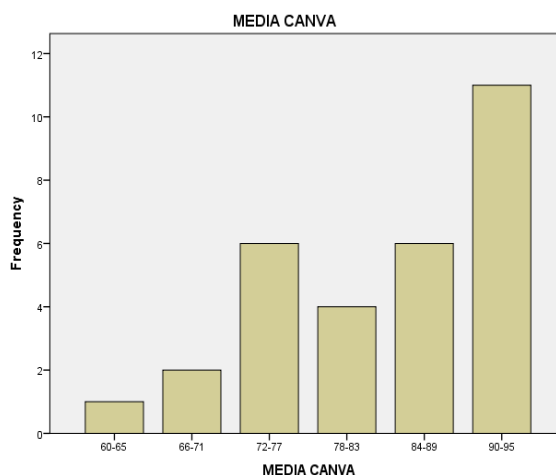| No	Class Interval	Frequency	Relative Frequency (%)
1	60-65	1	3,3
2	66-71	2	6,7
3	72-77	6	20
4	78-83	4	13,3
5	84-89	6	20
6	90-95	11	36,7
	Total	30	100

Diagram 1. Canva Media Questionnaire Results

Student Creativity Questionnaire Results

Based on the data obtained, the results of the analysis using SPSS show an average value (mean) of 87.7 median of 88.0 and mode of 90, and a standard deviation of 4.59. Data presentation is done with certain groupings (class intervals) which are displayed in tables and in the form of histograms (bar charts).

Table 4
Students Creativity Questionnaire Results

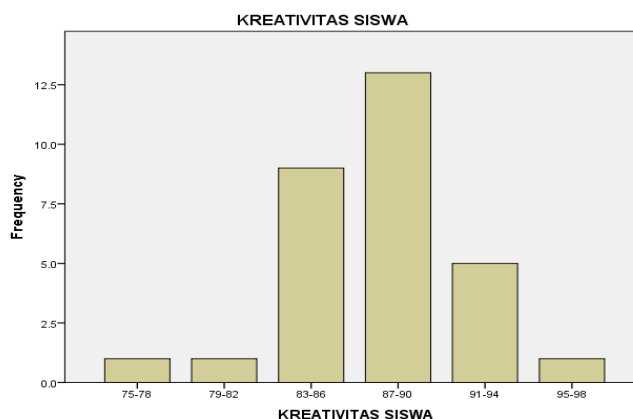| No	Class Interval	Frequency	Relative Frequency (%)
1	75-78	1	3,3
2	79-82	1	3,3
3	83-86	9	30,0
4	87-90	13	43,3
5	91-94	5	16,7
6	95-98	1	3,3
	Total	30	100

Diagram2. Students Creativity Questionnaire Results

Relationship between Canva Media Application and Student Creativity

After knowing each amount of data, calculations are carried out in the product moment correlation formula to determine the relationship between the two variables of the canva media application (x) and student creativity (y), the correlation calculation is carried out using spss.22.0 where the correlation results are as follows:

Table 5

Correlation results of x and y variables

		Canva Media App	Student Creativiy
Canva Media App	Pearson Correlation	1	0.436
	Sig. (2-tailed)		0.016
	N	30	30
Student Creativiy	Pearson Correlation	0.436	1
	Sig. (2-tailed)	0.016	
	N	30	30

Based on the calculation value above, the rcount value is 0.436 while the rtable at the 5% significance level with N 30-2 = 28 is known to be 0.361. So because rcount> rtable, it can be concluded that there is a significant correlation or relationship between the application of canva media and student creativity on the project of strengthening the profile of Pancasila students at SDN 02 Rejang Lebong.

Discussion

Based on the results of research that has been done with the title "The Relationship of Canva Media Applications to Student Creativity in the Pancasila Student Profile strengthening project at SDN 02 Rejang Lebong" using Product Moment correlation analysis obtained rcount of 0.436 while rtabel at the 5% significance level with N = 30-2 + 28 is known to be 0.361. So rcount is greater than rtabel or (0.436> 0.361), so it can be concluded that, "there is a relationship (correlation) of canva media applications on student creativity on the project of strengthening the profile of Pancasila students at SDN 02 Rejang Lebong. If we look at the correlation coefficient level table, then the correlation level of 0.436 has a moderate level of relationship between the two variables, namely X and Y, as can be seen in the Interpretation table below:

Table 6

Product moment correlation interpretation

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The magnitude of "r" product moment correlation	Interpretations
0,00-0,119	There is a correlation between variables X and Y, but the correlation is so weak or so low that the correlation is ignored (considered no correlation between variables X and Y).
0,20-0,399	Between variables X and y there is indeed a very weak or low correlation
0,40-0.599	Between variables tX and Y there is indeed a moderate or sufficient correlation
0,60-0,799	Between variables X and Y there is indeed a strong or high correlation
0,80-1,00	There is a very strong or very high correlation between Variables X and Y.

Then to be able to see the significance of the correlation, the tcount is 3.985 and the ttable at the 5% significance level with dk = n-2, namely 30-2 = 28, the ttable is 2.048. Because the tcount is greater than the ttable, Ha is accepted and H0 is rejected. So thus it can be concluded that "there is a significant relationship (correlation) between canva media applications and student creativity".

Furthermore, to be able to see the magnitude of the contribution of the canva media application as a variable (X) with student creativity as a variable (Y), calculations can be made using the coefficient of determination analysis, namely by squaring the value of rhirung (r^2). In this case the tcount is 0.436 so that it becomes $(0.436)^2$ and a value of 19.0 is obtained. This shows that the canva media application variable (X) contributes 19% to determining the variable student creativity in the Pancasila student strengthening project at SDN 02 Rejang Lebong. This is also in line with previous research, namely with a hypothesis stating that there is a relationship between the canva media application and student design creativity, where there is a Pearson correlation of 0.902 with a significance level of 0.182 which means rcount.rtable (0.902> 0.182) with a strong relationship level. This means that the canva media application can increase student creativity in design. Ibrahim et al. (2023) expressed the same thing. They claim that graphic design web tools, such as Canva, greatly contribute to the development of creativity in visual material, with noticeable gains in creative abilities upon completion of the course.

Based on the results of the above research, it can be concluded that the canva media application contributes 19% to determining student creativity. Although the level of contribution is relatively low, the canva media application still has a contribution to student creativity. Thus it can be concluded that the canva media application is one of the factors that is sufficient in shaping student creativity. The use of canva media applications in the project of strengthening the profile of Pancasila students in enhancing student creativity is an appropriate combination, because it turns out that canva media can contribute to increasing student creativity.

This research is also in line with research conducted by Sriyanto with the title Pengatruh the use of canva application learning media on student creativity in seventh grade social studies subjects at SMP Muhammadiyah 2 Purwokwrto. Based on data analysis, a correlation of 0.476 was found and the contribution of the dissertation coefficient was 22, 6%. This states that the level of contribution of a variable is also

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influenced by the amount of correlation that exists, as high as the correlation level between the two variables, the contribution. We can see this in the research conducted by researchers where the correlation level of 0.436 has a contribution of 19.00 with the number N = 30.

This is in line with Wahyudi, et al. (2023) opinion in the Nonformal Education Journal that to have good creativity, students need supporting factors, which is in line with research where to produce positive and also great significance, of course, students have supporting factors, namely helping children accept change, giving appreciation for children's creativity, helping children develop creativity, providing a forum for children to develop talent interests within themselves. So that later the talent in the child can be channeled correctly. Children will also become more motivated in developing their interests, talents and skills.

Creativity is not one of the main factors in education but good education is education that is able to stimulate students to develop their creativity. When creativity develops, other achievements can be achieved easily. This is because creativity is a key skill that allows people to think outside the box, produce novel ideas, and approach challenges from new perspectives. As a result, people who nurture their creativity are better prepared to face a variety of obstacles and achieve success in different areas of their lives (Dorado & Isabel, 2020). There is a significant correlation between the canva media application model and student creativity in this study. Of course, to achieve optimal creativity requires creative passion and a strong commitment to realizing creative ideas.

From the research results above, we can see the level of relationship between the canva media application and student creativity, based on the distribution table, we can see that the level of relationship between the canva media application and student creativity has a positive level of relationship with a relationship level of 0.436 which is categorized as moderate, which means that the canva media application has a moderate level of relationship in determining student creativity.

Conclusion

After obtaining research data on the correlation between canva media applications on student creativity on the Pancasila student profile recruitment project at SDN 02 Rejang Lebong, it can be concluded that: (1) There is a correlation (relationship) between the canva media application variable (X) and the student creativity variable (Y). Where we can see the correlation in the results of the product moment correlation or rcount which shows a value of 0.436 which means greater than the rtable 0.361 with a significance level of 5%. (2) The level of relationship between the canva media application variable (X) and the student creativity variable (Y) has a level of relationship that is in the moderate category, this is in accordance with the correlation interpretation table that the number 0.436 is at a moderate or sufficient level.

Acknowledgements

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