Empowering Conceptual Mastery and Learning Autonomy through Canva-Assisted Problem-Based Learning Worksheets

Ike Yunia Meka[1*], Sri Sukasih[2], Kurotul Aeni[3] (iD)

[1,2,3] Department of Primary Education, Master Program, Semarang State University, Semarang, Indonesia

A B S T R A K

Masalah yang mendasari penelitian ini adalah rendahnya penguasaan konsep dan kurangnya kemandirian belajar peserta didik dalam proses pembelajaran. Penelitian ini bertujuan untuk mengembangkan Lembar Kerja Peserta Didik (LKPD) berbantuan Canva dengan model Problem Based Learning *(PBL) untuk meningkatkan penguasaan konsep dan kemandirian belajar peserta didik. Penelitian ini menggunakan pendekatan* Research and Development *(R&D) dengan tujuh langkah yang disederhanakan, mencakup analisis kebutuhan, perancangan produk, validasi ahli, revisi, uji coba lapangan, revisi produk akhir, dan diseminasi. Pengumpulan data dilakukan melalui angket validasi ahli, tes hasil belajar, angket kemandirian belajar, serta angket respons peserta didik. Data dianalisis secara deskriptif kuantitatif dan kualitatif. Uji coba produk melibatkan 21 peserta didik dari sebuah sekolah dasar. Hasil penelitian menunjukkan bahwa LKPD berbantuan Canva yang dikembangkan valid dan layak digunakan berdasarkan penilaian para ahli. Nilai N-Gain yang diperoleh menunjukkan peningkatan penguasaan konsep Kesimpulannya, LKPD berbantuan Canva dengan model PBL efektif dalam meningkatkan penguasaan konsep dan kemandirian belajar peserta didik, sehingga layak digunakan sebagai media pembelajaran yang inovatif di sekolah dasar. Implikasi penelitian ini menunjukkan bahwa penggunaan teknologi digital dalam pembelajaran dapat meningkatkan keterlibatan dan pemahaman siswa terhadap konsep yang dipelajari.*

A B S T R A C T

The problem underlying this research is the low mastery of concepts and the lack of learning independence of students in the learning process. This research aims to develop Student Worksheets (LKPD) assisted by Canva using the Problem Based Learning (PBL) model to increase students' mastery of concepts and learning independence. This research uses a Research and Development (R&D) approach with seven simplified steps, including needs analysis, product design, expert validation, revision, field trials, final product revision, and dissemination. Data collection was carried out through expert validation questionnaires, learning outcomes tests, learning independence questionnaires, and student response questionnaires. Data was analyzed descriptively, quantitatively and qualitatively. The product trial involved 21 students from an elementary school. The research results show that the LKPD assisted by Canva that was developed is valid and suitable for use based on expert assessments. The N-Gain value obtained shows an increase in concept mastery. In conclusion, Canva-assisted LKPD with the PBL model is effective in increasing students' mastery of concepts and learning independence, making it suitable for use as an innovative learning medium in elementary schools. Implications of this research shows that the use of digital technology in learning can increase student engagement and understanding of the concepts being studied.

1. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere and learning process in the classroom so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed for themselves and society. Education is also defined as an effort to form a complete human being, both physically and mentally, intelligent, healthy and with noble character. The definition of education in a broad sense is life or something important in a person's life. Without education, a person will not have broad knowledge and insight. For this reason,

Corresponding author
E-mail addresses: ikeyunia89@siswa.unnes.ac.id (Ike Yunia Meka)

education is highly recommended for all children in Indonesia, so that they can achieve a higher level of education (BP et al., 2019; Hartata, 2020).

Education is always related to learning. One of the subjects taught in elementary schools is Indonesian language learning which can be used to develop student activities. Language is a tool for communication. Learning a language means learning to communicate. Teaching Indonesian itself has goals that are no different from the goals of other subjects, namely to acquire knowledge, skills, creativity and attitudes (Arifin & Herman, 2019; Fatimah & Alfath, 2020). In elementary schools, the functional content of Indonesian language subjects is aimed at making Indonesian a professional and scientific language. Indonesian language subjects are important to study because language has an important role in the development of students' social, emotional and intellectual abilities, as well as supporting or increasing opportunities for success in studying all fields of study. This is supported by the 1945 Constitution, especially in Chapter XV Article 36 which states that the State Language is Indonesian. Therefore, Indonesian is taught from elementary school to university(Batubara & Ariani, 2020; Suid et al., 2020).

Learning Indonesian in the lower and upper grades of elementary school has the same goals, but the learning process must be adjusted by the teacher to the characteristics of the students. The content of the Indonesian language subject includes differences in teaching materials and indicators that must be achieved by lower class and upper class students, based on differences in student characteristics. Lower classes still need guidance in reading, while higher classes can already think practically and solve problems. In learning, the teacher acts as a facilitator, so the teacher must understand the characteristics of the students being taught (Tahmidaten & Krismanto, 2019; Tanjung & Faiza, 2020). Language skills based on BSKAP Number 032 of 2024 concerning Learning Outcomes in Early Childhood Education and Basic Education consist of four elements, namely listening, speaking, reading and writing. According to (Gogahu & Prasetyo, 2019; Zulfa, 2020). Reading literacy is an ability related to reading, thinking and writing activities which aims to improve the ability to understand information critically, creatively and reflectively. Law Number 3 of 2017 concerning Bookkeeping Systems states that literacy is the ability to interpret information critically so that everyone can access science and technology as an effort to improve their quality of life. It can be concluded that literacy is the ability to read, think and write to interpret information with the aim of improving one's quality of life.

Balerio in states that the definition of literacy must consider the nature of a concept that examines existence, context, consequences, relativity and cultural ties. Reading literacy has four main areas of study, namely: application of reading exercises and assignments; reading skills; texts used in reading; reading process. Minister of Education and Culture Regulation Number 23 of 2015 concerning character cultivation. Character cultivation aims to form students who have noble morals through various habits. One of the values to be achieved is that students are literate. This value is achieved by providing the habit of reading for 15 minutes before learning. Every student at the school is required to read regional story books and folk tales that contain local wisdom in their reading. Elementary school students are at a developmental age, so it is important to instill high moral values. Literacy can be used as a basis for learning in schools to improve noble moral values. Stated that literacy can be used as a basis for developing effective learning in schools, which can make students skilled in searching for and processing the information needed in a knowledge-based life in the 21st century. The literacy level of Indonesian students is relatively low compared to other countries. The low literacy of Indonesian students is proven by the evaluation carried out by the For International Literacy Study (PISA) Program in 2022 (Ilmi et al., 2020; Jayanti & A., 2019). Which states that the average reading literacy achievement score for Indonesian students is 359, far below the international average of 475.

The second data according, was obtained from the World's Most Literate Nations compiled by Central Connecticut State University, United States, released in early 2017, where Indonesia was ranked 60th out of 61 participating countries in terms of literacy skills (Aji & Mediatati, 2020; Wahyuni et al., 2019). Indonesia is only slightly better than Botswana, a country in southern Africa. From these two data, it can be seen that Indonesian people have a low interest in reading. Efforts that need to be made to overcome this problem include providing reading materials for reading in literacy learning. Reading literacy in elementary school students is only practiced with the main textbooks used at school. This is what causes students to be less interested in reading, because the reading material is less interesting, and the content is in the form of text without pictures and colors which do not attract students' interest, which quickly leads to boredom. Seeing this reality, so that reading becomes a hobby for students and not just a chore, action needs to be taken to get students used to reading books from now on and make reading literacy a fun activity. Therefore, teachers have a very important role in determining the quality and quantity of learning, which ultimately contributes to improving the quality of national education.

As time goes by in society, human resources increasingly change following technological advances. Technological sophistication spreads quickly and widely, as evidenced by the presence of IT (Information and Technology) media to meet society's needs. The rapid developments that are occurring can also be utilized by teachers in educating their students. Education in Indonesia is also included in the progressive

plan. This IT-based learning media can be used in the teaching and learning process, such as using the internet. All teachers must be able to utilize technology to easily access information quickly without having to wait long. The rapid changes in this easy and practical era can indeed change your mindset from being lazy about reading to having an interest in reading. Students tend to prefer dynamic and colorful learning media. An alternative solution is needed that is considered effective and innovative to overcome limitations in the learning process. The solution in question is to develop teaching materials in the form of worksheets for students, collaborating science and technology, and combining them with learning methods that can increase students' motivation and thinking skills. The use of LKPD as a tool to help students in the learning process, because it contains material in the form of summaries from various relevant book sources, makes the learning process effective in the time required, which includes several learning materials, practice questions, and instructions for learning activities (Kusrini & Mustafa, 2018; Wulandari & Mudinillah, 2020).

One solution used to overcome learning limitations is to use media assisted by Canva. Canva media is useful for improving reading literacy skills in predicting text information. Canva is an online design program that provides various tools such as presentations, resumes, posters, flyers, brochures, graphics, infographics, banners, bookmarks, newsletters and more, all available in the Canva application (Rizanta & Arsanti, 2018; Sa'diyah, 2017). The types of presentations available on Canva include creative, educational, business, advertising, technology, and others. According to media in learning provides tools in the form of knowledge, as well as honing students' creativity and skills in learning at school. The Canva application can be used in the educational sector (Ali, 2019; Sundayana, 2020). Choosing a learning model is very necessary to ensure the learning process runs effectively. One learning model that can be used is Problem Based Learning (PBL). States that PBL is an innovative learning model that helps students increase their learning independence by finding solutions to problems in learning. This innovative learning model can make students active, so they can collaborate well with their peers to solve and find solutions to real life problems. Therefore, every student is required to think critically and is placed as the central object of learning. (O.E.C.D., 2018; Saputra, 2020).

The effectiveness and success of learning can be seen from the results of education quality reports. One of the considerations for the Ministry of Education and Culture in publishing the Education Report is the implementation of ANBK. (Computer Based National Assessment). In ANBK there are three instruments, namely Minimum Competency Assessment (AKM), Character Survey, and Learning Environment Survey. Literacy and Numeracy are the main components in AKM. As a component of AKM, this competency is also called Reading Literacy and Numeracy Literacy. Reading literacy competency determines students' proficiency in learning. These competencies can help students develop logical-systematic skills, reasoning using concepts and knowledge, as well as skills in understanding, sorting and using information critically. The test instruments used in AKM are single choice multiple choice, complex multiple choice, matching, true-false, and short answer.

The results of achieving the Reading Literacy indicator (comprehension of reading content) on the Randugunting 6 State Elementary School report card in 2024 decreased by 1.84. The decline in literacy achievement indicators is due to students not understanding the concept of the main idea of a paragraph and how to find it. Students' lack of understanding of the concept of main ideas and how to find them is caused by the limited knowledge possessed by teachers, especially in utilizing technology to create learning media. Student response and enthusiasm during learning is low because the teacher delivers material and provides examples of searching for main ideas without interactive learning media. The interaction between teachers and students in discussions is not yet two-way because students are still passive, and there are difficulties experienced by students when looking for main ideas. The results of interviews with class V teachers at SDN Randugunting 6 regarding mastery of the concept of main idea show that most students are not yet proficient in determining the main idea of a paragraph. There are several reasons why students have difficulty understanding how to find the main idea of a paragraph, namely lack of understanding of the concept of main idea, weak reading comprehension skills, lack of practice, low student interest in reading, impaired concentration, and ineffective learning media.

The use of e-LKPD to teach the main idea of a paragraph has never been implemented by teachers, so the development of e-LKPD with the help of Canva needs to be carried out so that learning is more effective by helping students better understand and master the concept of the main idea of a paragraph as well as improving the reading literacy skills of stage C students at SDN Randugunting 6, Tegal City. A learning model is needed to help students more easily understand the concept of the main idea of a paragraph and improve reading literacy skills. One of the strategies used is to apply the PBL learning model with the help of e-LKPD assisted by Canva. Canva-assisted e-LKPD with the PBL learning model is expected to increase students' mastery of reading literacy concepts and student independence at SDN Randugunting 6. The novelty in this research lies in the integration of problem-based learning worksheets with the use of Canva as a tool in increasing students' conceptual mastery and learning autonomy. Different from previous research which generally only focuses on conventional problem-based learning, this research adopts interactive digital technology to enrich students' learning experiences. Canva, as a flexible design platform,

allows presenting material in a more attractive, visual and easy to understand form, thereby increasing students' motivation and active involvement in solving problems independently. Apart from that, this research also provides a new perspective on how a combination of a problem-based approach and digital technology can empower students to develop critical thinking skills and independence in learning, which are essential competencies in the modern education era.

The aim of this research is to examine the effectiveness of using problem-based learning worksheets assisted by Canva in increasing students' conceptual mastery and learning autonomy. This research aims to analyze the extent to which the integration of digital technology in learning can help students understand concepts more deeply and encourage their independence in the learning process. Apart from that, this research also seeks to identify the impact of using Canva as a visual and interactive tool in creating a more interesting, creative and meaningful learning experience. Thus, it is hoped that the results of this research can contribute to the development of innovative learning strategies that not only increase students' understanding, but also foster an active and independent attitude in learning, in line with the demands of 21st century education.

2. METHOD

The data collection techniques used in this research and development are qualitative and quantitative. Where qualitative data is obtained from suggestions, criticism, input and comments from teachers/principals based on the results of unstructured initial observations carried out by researchers. Quantitative data was obtained from the results of expert validation sheets filled in by material and display experts, as well as student response questionnaires as respondents and field practitioners, which were then converted into five-item quantitative data with a Likert scale. First, interviews, other research findings state that interviews are a data collection technique used to uncover problems and dig deeper into the respondent's point of view. Second, documentation. Previous research findings stated that a document is a record in the form of writing, drawings, photos or monumental works of someone in the past.

The documentation method is used in research to analyze data obtained during research. The documentation method also functions as authentic evidence that a researcher has conducted research by collecting data and analyzing the required documents. The documentation method was used to collect data related to the development of e-LKPD assisted by Canva regarding the main paragraphs of fourth grade elementary school students. Documents used in this research include photos of the learning process and a list of values. Third, questionnaire, defines a questionnaire as a data collection method that is carried out by asking various types of questions related to research problems. A questionnaire is a data collection method that is carried out by giving a series of questions or written statements to respondents to answer. Questionnaires are an efficient data collection technique when researchers know exactly the variables to be measured and what can be expected from respondents. Apart from that, questionnaires are also suitable for use if the number of respondents is large enough and spread over a wide area. Questionnaires can be closed or open questions/statements, and can be given to respondents directly or sent via mail or internet. If the research is carried out in a scope that is not too broad, so that the questionnaire can be delivered directly in a relatively short time, then there is no need to send the questionnaire to respondents by post. With direct contact between researchers and respondents, good conditions will be created, so that respondents will voluntarily provide objective and fast data. The questionnaire was used to determine students' learning independence after using e-LKPD assisted by Canva on the main topic of the paragraph. The range of scores and categories of the student independence questionnaire are presented in Table 1.

Table 1. Range of Scores and Categories of Student Learning Independence Questionnaire

No	Category	Score Range
1	Very high	70 ≤ score ≤ 84
2	High	56 ≤ score < 70
3	Currently	42 ≤ score < 56
4	Low	28 ≤ score <42

Data collection instruments are an important part of research to obtain research data. This is because the main aim of research is to obtain data that is in accordance with what has been determined. Data collection in this study used the instruments described in Table 2.

Table 2. General Outline of Research Instruments

No	Aspect	Source	Instrument
1	Validation of the feasibility of e-LKPD assisted by Canva in Indonesian language subjects.	Two experts or experts in learning media and Indonesian learning materials	1. Validation Sheet
2	The effectiveness of Canva-assisted e-LKPD in Indonesian language subjects to improve the mastery of reading concepts and learning independence for fourth grade students	Class V students of SD Randugunting 6	1. Reading concept ability test 2. Interview 3. Questionnaire for student learning independence 4. Documentation

Analysis of the Design and Development of e-LKPD Assisted by Canva on Basic Paragraphs for Elementary School Students was measured through expert validation with a validation sheet of at least 2 experts. The assessment given by the validator on e-LKPD assisted by Canva consists of 2 feasibility tests, namely the appropriateness of the material and the appropriateness of the content. Assessment is based on a rubric for each indicator created by researchers. The data on the validation sheet which represents each validator's assessment of the teaching module is analyzed based on the average score of each indicator using the formula.

Feasibility Level Analysis of the Results of e-LKPD Development Assisted by Canva Using the PBL Learning Model on Basic Paragraphs for Elementary School Students was measured through expert validation with a validation sheet. Analysis of the Effectiveness of e-LKPD Assisted by Canva with the PBL Learning Model on Increasing Mastery of Reading Concepts and Independence of Elementary School Students using the N-Gain test. The effectiveness of implementing Android-based learning modules is obtained from student learning outcomes data to determine changes in students' problem solving abilities. Student learning outcomes in the assessment measure three competencies, namely knowledge, attitudes and skills. From the realm of knowledge, students' mastery of concepts is determined (based on pretest and posttest results). The N-Gain test is used to analyze the increase in students' digital literacy skills. This test is used to analyze pre-test and post-test score data. The N-Gain factor criteria are presented in Table 3.

Table 3. N-Gain Factor Criteria

Percentage	Information
<40	Effective
40-50	Quite Effective
56-75	Less Effective
>76	Ineffective

An indicator of the success of development research is an increase in the analysis of pretest and posttest results that is at least quite effective (56-75%). Based on the classification, it can be explained: First, if the normalized gain value is in the high classification, then the level of effectiveness is very effective. Second, if the normalized gain value is in the medium classification, then the level of effectiveness is effective. Second, if the normalized gain value is in the low classification, then the level of effectiveness is less effective. Third, analysis of Elementary School Students' Responses After Implementing e-LKPD Assisted by Canva with the PBL Learning Model on Main Idea Material Measured Using a Questionnaire (descriptive test).

3. RESULT AND DISCUSSION

Result

During the testing process, observers noted several aspects, namely ease of use: navigation in between pages, accessibility of interactive features, and clarity of instructions for use; Student responses: level of enthusiasm in doing assignments, ability to understand instructions, and interest in visual design; Learning effectiveness: accuracy of identifying main ideas, speed of understanding material, level of independence in carrying out assignments. The N-Gain test was carried out to see the difference in students' pretest and posttest scores. With N-Gain analysis, the increase in mastery of concepts can be classified based on the categories effective, quite effective, less effective and ineffective so that the level of effectiveness of implementing e-LKPD assisted by Canva can be known. The results of the N-Gain analysis of the concept mastery test are explained in Table 4 and the independence questionnaire is explained in Table 5.

Table 4. N-Gain Concept Mastery Test Data

No	Score Pre-test	Score Post-test	N-Profit	Criteria
1	36	80	0.69	Quite Effective
2	40	84	0.73	Quite Effective
3	32	80	0.71	Quite Effective
4	32	92	0.88	Effective
5	32	92	0.88	Effective
6	40	92	0.87	Effective
7	24	76	0.68	Quite Effective
Average	**33.71**	**85.14**	**0.78**	**Effective**

Table 5. N-Gain Data Independence Questionnaire

NO	Skor Pra-tes	Score Post-test	N-Profit	Criteria
1	2	4.6	0.87	Effective
2	2	4.5	0.83	Effective
3	1.6	4.2	0.76	Effective
4	1.5	4.8	0.94	Effective
5	1.8	4.4	0.81	Effective
6	2	4.2	0.73	Quite Effective
7	1.8	4.3	0.78	Effective
Average	**1.81**	**4.43**	**0.82**	**Effective**

The average N-Gain in students' concept mastery tests is 0.78, which is included in the effective category. The average N-Gain on the independence questionnaire is 0.82 which is included in the effective category. This shows that the use of e-LKPD assisted by Canva is effective in increasing mastery of concepts in the main ideas of paragraphs. Recap of Student Response Questionnaire showed in Table 6.

Table 6. Recap of Student Response Questionnaire

Indicator	R1	R2	R3	R4	R5	R6	R7	Score	Score (%)	Information
Ease of Use of e-LKPD	4.5	5	4.5	5	5	5	5	34	97.14	Very Eligible
Student Activeness in Learning	5	4.5	4	4.5	5	4	4.5	33.5	95.71	Very Eligible
Involvement in Problem Solving	4.5	4.5	5	4.5	4.5	5	4.5	32.5	92.86	Very Eligible
Satisfaction with Technology Use	5	5	5	5	5	5	5	35	100	Very Eligible
Average	**19**	**19**	**18.5**	**19**	**19.5**	**19**	**19**	**133**	**95**	**Very Eligible**

The results of the e-LKPD products that have been developed are checked again, then a validation process is carried out by experts before being implemented in research. Media validation is carried out by two experts, namely a media expert and a material expert. Validation by media experts is carried out to find out whether the module being developed is good or not, while validation by material experts is carried out to find out whether the material in the module is appropriate or not in accordance with the competencies to be achieved. The results of filling in the media expert validation results is in Table 7.

Table 7. Media Expert Validation Results

Indicator	Score	Score (%)	Information
Visual Design	4	80	Meet the requirements
Utilization of Technology	4	80	Meet the conditions
Interactivity	4	80	Meet the conditions
Accessibility	5	100	Very Eligible
Consistency	5	100	Very Eligible
Average	**4.4**	**88**	**Very Eligible**

In general, the average media expert validation score is 88%, which means that overall Canva-assisted e-LKPD is very suitable for use in fourth grade elementary school Indonesian language learning. Material Expert Validation Results showed in Table 8.

Table 8. Material Expert Validation Results

Indicator	Score	Score (%)	Information
Material Compatibility	5	100	Very Eligible
Content Quality	4	80	Meet the conditions
Relevance of Material	4	80	Meet the conditions
Ease of Understanding	5	100	Very Eligible
Development of Understanding	5	100	Very Eligible
Average	**23**	**92**	**Very Eligible**

Based on Table 8, it can be seen that the score for each indicator in material feasibility validation shows the feasible and very feasible categories. In general, the average media expert validation score is 92.00%, which means that overall, the material or content contained in the Canva-assisted e-LKPD is very suitable for use in learning the main topic of paragraph ideas in fourth grade elementary school.

The validated e-LKPD product was then tested on a limited scale in class 1V at SDN Randugunting 6, Tegal City. The limited scale trial was measured through a test of mastery of concepts and learning independence on 7 grade IV students at SDN Randugunting 6, Tegal City. Based on analysis data, it can be seen that the students' mastery of the concept of independence in the trial test was 85,14 >83%, which shows that students gave a positive response to the Canva-assisted e-LKPD in learning Indonesian, so that students had concept mastery and independence which was categorized as very high. Meanwhile, the learning outcomes in the small-scale tests were 7 out of 7 students who scored above the KKM. This means that the classical completeness of the small-scale trial learning results is 100%. So these results can be concluded that e-LKPD assisted by Canva is feasible and can be implemented in wide-scale testing. Based on the results, it can be seen that the students' test concept mastery score was 85.52 >83%, which shows that students gave a positive response to Canva-assisted e-LKPD in learning Indonesian, so that students had very high concept mastery abilities. The acceptability of Canva-assisted e-LKPD in Indonesian language learning is the result of learning Indonesian language subject matter on the main idea of the paragraph. The development of e-LKPD aims to increase the concept mastery and independence of fourth grade elementary school students. E-LKPD assisted by Canva contains fun learning so that it can improve students' mastery of concepts and train students' abilities in operating digital devices in accordance with the goal, namely understanding the function of each button and utilizing digital devices to manage existing data to increase concept mastery and independence.

The indicator of acceptability of e-LKPD products assisted by Canva in this research is that e-LKPD assisted by Canva can increase students' mastery of concepts and independence. This indicator is explained as follows: based on the results of the analysis, class IV students need interesting and fun learning media to improve mastery of concepts in learning. Therefore, e-LKPD assisted by Canva is an alternative that can be used by students. Research stated by previous findings obtained effectiveness test results which showed that the HOTS-based e-LKPD developed was categorized as very effective. This can be seen from the average score obtained by students of 83.67 with 90% completeness. This value is higher than the KKM which is set at 70 and classical completeness at 85%. It is hoped that the products resulting from this research and development will have a wider scope, reaching various sciences and learning methods. As with distance learning in the previous year, the Canvas-assisted Indonesian Language Learning E-LKPD was designed through development stages obtained from preliminary field studies that analyzed the needs for developing learning media by teachers and students. On average, Canva-assisted learning has been validated by several experts in the field of educational technology and experts in the field of material, especially the main idea and supporting paragraphs. It can be understood that the development product resulting from this research is valid and meets standards. The material in this Canva-assisted learning module can be developed into larger material depending on the user's education level and uploaded according to basic skills and the applicable curriculum. The Canva-assisted E-LKPD received validation from the validator with the results being able to be used for research, then the Canva-assisted E-LKPD will be used to collect data in trials carried out on class IV students at SDN Randugunting 6, Tegal City, totaling 28 students. The Minimum Criteria Score (KKM) for this concept mastery test is 75. The question instrument used to measure concept mastery has been tested to obtain an index of question difficulty, question differentiation, reliability and validity. The question difficulty index is the level of difficulty of the question as seen from the student's ability or ability to answer it, not seen from the perspective of the teacher as the question maker.

The results of the data analysis show that the Question Difficulty Index has a value of 0.55, so it is in the Currently category. The intensity of difficulty will be known for this question by calculating the differential power of the question. The difference in the strength of the concept mastery instrument obtained an average value of 0.76. An instrument is said to have a high level of confidence if the instrument can provide consistent results. A good instrument is an instrument that can be trusted to provide data that matches reality. Content validity is the dominant rational analysis to be measured in order to determine the

representativeness of the instrument with the abilities to be measured. The results of the content validity calculation show a value of 0.43, thus obtaining the Legitimate qualification.

The normality test is one of the crucial prerequisite tests for determining appropriate statistical analysis techniques in processing research data. Especially for pre-test and post-test data, the normality test helps us ensure whether the data we obtain is normally distributed or not. This will determine whether we can use parametric (if the data is normal) or non-parametric (if the data is not normal) statistics in further analysis. In the context of research on mastering the concept of the main idea of a paragraph, pre-test data provides an overview of students' initial abilities before being given treatment, while the post-test shows abilities after being given treatment. The normal distribution of these two data is important to validate so that the changes that occur can be analyzed statistically correctly. The results of the normality test are presented in Table 9.

Table 9. Normality Test Results

Concept Mastery Test Data	N	Kolmogorov-Smirnov	signature. (2-tail)	Criteria
Pretest mastery of concepts	21	0.200	0.501	Normal
Post test mastery of concepts	21	0.200	0.213	Normal
Protest for independence	21	0.200	0.395	Normal
Trial of independence	21	0.100	0.130	Normal

The N-Gain test was carried out to see the difference in students' pretest and posttest scores. With N-Gain analysis, the increase in mastery of concepts can be classified based on the categories effective, quite effective, less effective and ineffective so that the level of effectiveness of implementing e-LKPD assisted by Canva can be known. The average N-Gain in the student concept mastery test is 0.76 which is in the effective category and the student learning independence questionnaire is 0.78 which is in the effective category. This shows that the use of e-LKPD assisted by Canva is effective in increasing mastery of the concept of the main material of paragraph ideas.

Discussion

The low reading ability of students has a negative impact on the learning process in the classroom. Inadequate reading skills will affect students' overall learning outcomes in the long term. Therefore, teachers need to have the ability to develop learning media to help students have good reading skills (Jariah & Marjani, 2021; Lim & Yeo, 2023). One of the efforts made by teachers is to develop learning media assisted by Canva. The research was conducted to develop picture word card media based on the Canva application that is valid, effective and practical to improve the initial reading skills of grade I elementary school students. Canva as a digital platform can be used by teachers to create e-LKPD. Canva-assisted e-LKPD can be used in learning Indonesian language material on the main idea of paragraphs. The canvas-assisted e-LKPD feasibility test was carried out by media and material validation by experts. Validation was carried out by two people, namely one media expert and one material expert (Nurfadilah & Hakim, 2020; Safitri et al., 2019). The results of media expert validation based on the average score of indicators, namely visual design, use of technology, interactivity, accessibility and consistency, obtained a score of 88%, which means that overall e-LKPD assisted by Canva is very suitable for use in Indonesian language learning for fourth grade elementary school.

The validation results from material experts were 92%, which means that overall the material or content contained in the canvas-assisted e-LKPD is very suitable for use in learning the main idea of paragraphs in class IV elementary school (Anisa, 2019; Atstsaniyah & Widagdo, 2020). The validation results from media experts found several aspects that still need to be improved from the Android-based learning module, namely how to share the e-LKPD link with students so that each group can easily access and work on the e-LKPD without having to disturb other groups because the e-LKPD is free to edit. From this input, it was then followed up by creating seven different e-LKPD links which were then created on linktr for each group so that each group could be creative in making mind maps and freely access the links in the e-LKPD (Khotimah & Sari, 2021; Nurhayati et al., 2023). The limited scale trial was measured through a student response questionnaire on 7 fourth grade elementary school students. The results of the limited scale trial resulted in a student effectiveness score of 95%, namely > 83%, which means that students gave a positive response to e-LKPD assisted by Canva in Indonesian language subjects, so that students had a very high ability to master concepts (Asrori, 2023; Khikmiyah, 2023). So these results can be concluded that e-LKPD assisted by Canva is feasible and can be applied in wide-scale trials.

The results of the wide-scale trial, students' concept mastery score was 85.52% > 83%, which shows that students gave a positive response to Canva-assisted e-LKPD in Indonesian language subjects, so that students had very high concept mastery abilities. From these results it can be concluded that the canvas-assisted e-LKPD developed is very suitable to be applied to students. Learning independence is

students' activeness in planning and implementing learning activities effectively based on their own initiative. Students who are used to being independent in learning will be calm when doing learning assignments, this is due to the high level of self-confidence in students (Nurfadilah and Hakim, 2019). The results of filling out the wide-scale independence questionnaire obtained an average score of 4.35, which means that the use of e-LKPD assisted by Canva in learning Indonesian on the main topic of paragraphs was effective with an N-Gain score of 0.78. E-LKPD assisted by Canva was applied to fourth grade students at SD Negeri 6 Randugunting, Tegal City, which was applied to the Indonesian language subject on the main idea of the paragraph. From the results of the research conducted, it can be seen that e-LKPD assisted by Canva is effective in increasing students' mastery of reading concepts and independence.

Implications of shows that the use of digital technology in learning can increase student engagement and understanding of the concepts being studied. The integration of Canva as a tool in problem-based worksheets allows students to be more active in exploring material, designing creative solutions, and increasing independence in learning. In addition, this approach has the potential to improve the quality of learning by providing a more interactive and visual learning experience, making it easier for students to understand concepts in more depth. Teachers can also utilize this method to develop teaching strategies that are more innovative and appropriate to the needs of students in the digital era. Therefore, the results of this research can be the basis for developing more adaptive and technology-based learning models, in order to increase the effectiveness of learning at various levels of education. The limitation of this research lies in the scope of the research subject which is still limited to certain groups of students, so the results cannot be widely generalized to various learning contexts. Additionally, using Canva as a tool in problem-based worksheets may require certain technical skills, which can be a challenge for students or teachers who are less familiar with digital technology. This research also has not in depth analyzed the long-term impact of applying this method on the development of students' critical thinking skills and independence in learning. Therefore, recommendations for further research are to expand the coverage of students from various levels of education so that the findings are more comprehensive, as well as conducting a longitudinal study to see the long-term effects of this approach. Apart from that, special training or guidance is needed for teachers and students so that the implementation of Canva in problem-based learning can run more optimally.

4. CONCLUSION

The development of e-LKPD assisted by Canva on the main idea of the previous paragraph was motivated by students who had difficulty determining the main idea of the paragraph. Canva-assisted e-LKPD design is structured in such a way that it can increase students' understanding of concepts and learning independence. The E-LKPD that has been designed is then validated by material experts and media experts. The validation results stated that e-LKPD assisted by Canva was very suitable for implementation in research. The effectiveness of implementing e-LKPD assisted by Canva to increase concept mastery and independence of fourth grade elementary school students in learning Indonesian, the main material of paragraph ideas was analyzed using descriptive tests, normality tests, and N-gain. The responses of students and practitioners (teachers) also showed high scores, so it can be concluded that e-LKPD is suitable to be implemented and accepted by teachers and students.

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