

**EVALUATION OF THE UTILIZATION OF CANVA APPLICATION BY STUDENTS
IN THE DEVELOPMENT OF LEARNING MEDIA IN THE ECONOMICS
EDUCATION STUDY PROGRAM**

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ABSTRACT

The use of technology in the learning process is an effort to encourage renewal so that the learning process becomes more effective. Utilization of technology in learning can be used in learning media. One of the uses of learning media that uses digital technology is the use of the Canva application. This research is evaluation research using the Context, Input, Process, Product (CIPP) model to evaluate the use of the Canva application by students in developing learning media in the Economics Education Study Program, FEB Unsoed. The population in this study is all undergraduate students of Economics Education who are taking the Learning Media course in the odd semester of the 2022/2023 academic year, as many as 46 people. The sampling technique in this study used non-probability sampling, namely a saturated sample technique where the entire population was sampled because the population totaled less than 100. Based on the results of the research and data analysis using quantitative descriptive statistical analysis, it shows that: 1) The quality of the context (context) in In this research, namely the quality of learning media made with the Canva application, is in a good category, (2) The quality of student input in accessing learning media made with the Canva application is in a good category, (3) The quality of the learning process (process) of course Learning Media using the Canva Application is in a good category, (4) The quality of the product (product) in this study is seen from the output results of student learning achievement in the Learning Media course, especially in the Subject Learning Outcomes (CPMK) sub-category, Learning media development is in the category of Very good. The Canva application makes the learning process not dull because features, templates, and designs can be used to make digital learning media attractive.

Keywords: Learning Media, Canva, CIPP Model, Economic Education.

1. Introduction

Education is very important for every generation, especially the younger generation. Advances in education science will increase the knowledge of existing human resources in a country. Today, technology is very advanced and sophisticated; every teacher and student is encouraged to understand technology to improve the quality of education. In learning, one of the teaching methods that is good, effective, and keeps abreast of technological developments is the existence of learning media as a reference for teaching and learning. The presence of learning media as a tool in the teaching and learning process makes teachers and students apply knowledge by mastering new skills and creating something in the application of learning media. If you look at it too, the current curriculum hones students to think creatively, skillfully, and independently, and race on technology by not relying on media in the form of books or teachers as the only learning media used at the educational level. Likewise, at this time, which has entered the 4.0 revolution era, which relies on technology as a medium for any activity, including learning.

The era of the 21st century, which is synonymous with the era of the Industrial Revolution 4.0, is marked by various forms of paradigmatic change. On a macro level, six trends are currently sweeping the world, entering the era of the 21st century. First, the digital revolution is developing rapidly, one of which is in the world of education. Second, globalization has increasingly strengthened integration between parts of the world, marked by the rapid development of information technology, communication and transportation. Third, globalization and corporations cause the world to land. Fourth, the world changes very quickly. Fifth, the growth of new communities such as knowledge, information, and network communities. Sixth, the phenomenon of increasing demand for creativity and innovation as individual capital faces ongoing competition (Jelantik, 2019).

Media in a narrow scope can be interpreted as a tool component in the learning system. In a broad area, the media can be interpreted as the maximum utilization of all components of learning resources and strategies to achieve certain learning objectives (Pelangi, 2020). According to Hamidjojo (1993) in Pelangi (2020), what is meant by media are all forms of intermediaries that people use in spreading ideas so that ideas reach recipients. Meanwhile, the term learning is an attempt to teach learning. In learning efforts, there is communication between students (students) and teachers (teaching), so a learning process like this is part of the process of communication between humans (Miftah, 2014). Learning media is a tool or intermediary in assisting the teaching and learning process between teachers and students in realizing good and technology-based learning.

Learning media is one of the compulsory subjects that must be taken by students of Economics Education at the Faculty of Economics and Business, Universitas Jenderal Soedirman. The material studied in this course is generally about the urgency of learning media, the position of the media in the learning process and the development of learning media. In the material for developing digital learning media, students must be able to compile media with digital platforms to produce high school/MA equivalent learning media following the learning outcomes of the targeted subjects in the Learning Media course. Digital learning media is something familiar now, mainly because the world of education has previously gone through online learning during the Covid-19 pandemic. Kurniasih (2014), in his research, describes that in the teaching and learning process, there are two essential elements, namely teaching methods and learning media. These two elements are closely related; the determination of teaching methods will affect the learning media

used, although many things must be considered in choosing media, such as learning objectives, learning materials, and student characteristics.

According to research conducted by Budhianto (2020), three groups of factors influence the successful implementation of learning. The three groups are 1) Factors related to the system, including the infrastructure used; 2) Factors related to the content and information provided to students in learning activities; and 3) Factors related to the self-readiness of system users. This research shows that continuity between the three factors is needed to create successful learning. The media is included in these factors, which then affect the outcome of the learning process. One way to maximize the delivery of learning content and information so that it is appropriately conveyed to students, in this case, is by using learning media. Learning media can help effectiveness in the learning process and delivery of content and information about the material at that time (Arsyad, 2016: 19).

The Canva application is one of the media used in learning media courses from the observation that using Canva improves the quality of assignments in the learning media development sub-chapter compiled by students. Canva is an online design program that provides various tools such as presentations, resumes, posters, flyers, brochures, graphics, infographics, banners, bookmarks, bulletins, and so on that are provided in the Canva application. The presentations available on Canva include creative presentations, education, business, advertising, technology, etc. Tanjung & Faiza (2019) explained the advantages of the Canva application, including 1) having a variety of attractive designs, 2) being able to increase the creativity of teachers and students in designing instructional media because many features have been provided, 3) saving time in learning media effectively practical. 4) In designing, you do not have to use a laptop but can do it through a device. In addition to the advantages obtained in this Canva application, there are also primary disadvantages that can be obtained from this application; namely if you want to use Canva, each user must have a data plan so that they can connect and be able to use Canva, besides that the design presented in the Canva application is some templates are paid, but this is not a problem, because there are many good templates that are free to use.

In order to determine the feasibility of using the Canva application learning media in the Learning Media course, an evaluation of the use of the media is needed. According to Rahmawati and Amar (2017: 12), evaluation is a process carried out systematically to provide information in the form of value as the meaning of measurement results to be used as material for decision-making. Evaluation is needed to determine achievement so that improvements can be made and quality learning is created to create quality education.

Based on these problems, it is necessary to conduct evaluative research entitled "Evaluation of the Utilization of the Canva Application by Students in the Development of Learning Media in the Economics Education Study Program."

2. Literature Review

2.1 Canva Application

Reporting from the Canva account or website that Canva provides its features or uses for education, explaining that Canva is a creativity and collaboration tool for all classes. Develop creativity and collaborative skills, making visual learning and communication easy and fun when using Canva (Pelangi, 2020). The Canva application is an online design program that provides various kinds of design templates that can be used to create learning media. According to

Wulandari and Mudinillah (2022), Canva is an application popular among teachers in making learning media. Canva can make it easier for teachers to design learning media; as Triningsih (2021) explains, Canva can make it easier for teachers and students to carry out learning process activities based on technology, skills, creativity and other benefits because it can attract the attention of students' interest in learning by the presentation of teaching media and exciting learning materials.

2.2 Learning Media Development

Media comes from the Latin language, namely medium in the sense of intermediary or introduction. In other words, the media is a tool that refers to an intermediary or liaison between the giver and recipient of information (Arsyad, 2016: 3). Media is defined as all forms of channels for conveying messages or information from the owner of the message (communicator) to the recipient (communicant) which aims to hone the mind, increase enthusiasm, attention, and interest in students to acquire knowledge, skills or attitudes that are relevant to the goal. Information conveyed (Suryani et al., 2018: 3). Learning is an activity carried out by individuals with the help of educators to obtain behavioural transformation towards maturity as a whole as an effect of the interaction between individuals and their environment (Setiawan, 2017: 20). Learning media is an essential part of the educational process which of course needs to be mastered by educators. Therefore, the need to develop learning media is significant to implement. The development of learning media is the process, method, and act of creating existing learning media to be updated according to the needs and characteristics of students.

2.3 Learning Achievement

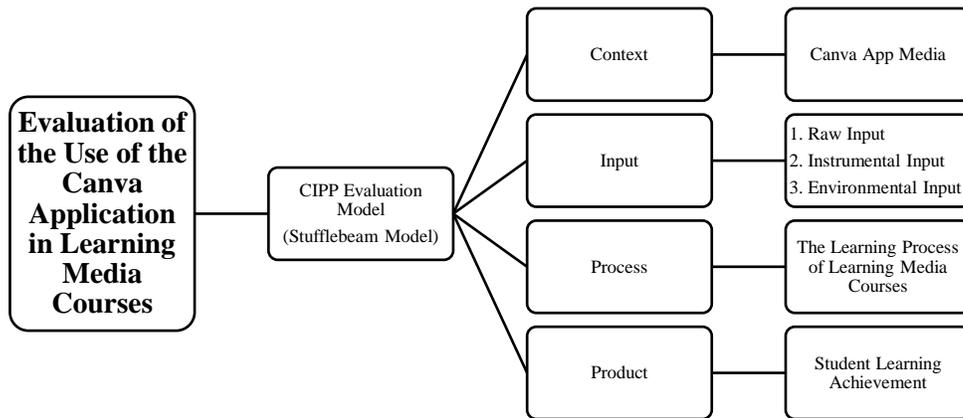
Achievement is the results obtained after carrying out activities individually and in groups (Firdianti, 2018: 51). Achievement will only be accepted when a person carries out actions. This is in accordance with Sutiah (2020: 72) opinion that Achievement is the result achieved by students in learning activities. It can be concluded that learning achievement is the result achieved by students, which shows the measure of success achieved while participating in learning activities. Several factors can influence the level of learning achievement. According to Sutiah (2020:79), factors that can affect learning achievement. Namely: 1) Internal factors, namely factors that come from students' intrinsic motivation, such as students' learning. 2) External factors from outside students can influence the learning process, such as learning facilities, learning environments, and models educators use in teaching.

2.4 Evaluation of Learning Media

To know the feasibility of using learning media, it is necessary to evaluate it. Astiti (2017: 2) also explains that evaluation is an identification activity to assess whether a program that has been prepared has been successful or not, valuable or not, and efficient or not. The evaluation activity's essence is providing information that can be used as a benchmark in decision-making. Evaluation in learning is critical to determine the achievement of the goals that have been planned. Evaluation of learning media means an activity includes measuring and evaluating learning media to find out whether the learning media used is appropriate for a learning activity.

2.5 CIPP Evaluation Model

The CIPP evaluation model was put forward by Stufflebeam in 1985. In Sugiyono (2018:16), this evaluation includes: 1) Context Evaluation, namely evaluating the objectives of a program held, 2) Input Evaluation, namely evaluating the various inputs used to fulfil the process, which can then be used to achieve the planned goals. Input evaluation (input) is an evaluation of the various inputs used to fulfill the process, which can then be used to achieve the planned goals, 3) Process Evaluation relates to the implementation of the program plan with the input that has been provided. 4) Product Evaluation is related to the results achieved from a program implemented. The following is the framework for this research:



Picture 1. Framework of thinking

3. Research Methodology

The type of research used in this research is evaluative research. According to Sukmadinata (2010: 120), evaluative research is a design and evaluation procedure by collecting and analyzing data systematically to gather value or benefits from a practice or program. The evaluative research in this study aims to look at the quality of context, input, process and product from the use of the Canva application media in the Learning Media course. The results of this study can be used as a decision consideration for educators to continue, improve or stop using the media. In this study, researchers used the CIPP evaluation model proposed by Stufflebeam, where research activities started by examining context, input, process and product. The research approach used is a quantitative research approach using survey research methods. According to Sugiyono (2018: 47), the survey research method is defined as a research method with a quantitative approach that aims to obtain data in the past as well as in the present relating to beliefs, opinions, characteristics, behaviour, variable relationships and to test hypotheses about Sociological and psychological variables from samples taken from the existing population, with data collection techniques by observation (interviews or questionnaires) and the results of research that has been done tend to be generalized. The subjects of this study were Economic Education students at Universitas Jenderal Soedirman who were taking the Learning Media course in the odd semester of the 2022/2023 academic year.

The total population in this study were 46 students. The sampling technique in this study used non-probability sampling, namely a saturated sample technique where the entire population

was sampled because the population totalled less than 100. The data sources in this study came from primary and secondary data sources. In this study, the primary data source came from data from initial observations and interviews, as well as questionnaires distributed to Economics Education students taking the Learning Media course in the odd semester of the 2022/2023 school year. At the same time, the secondary data in this study were from journals, books, publications from relevant official institutions and data on the number of students from the Economics Education Study Program database, Faculty of Economics and Business, Universitas Jenderal Soedirman. The technique used in collecting data is by distributing questionnaires aimed at Economics Education students taking the Learning Media course in the odd semester of the 2022/2023 academic year.

4. Results

This study uses descriptive statistical analysis to calculate the average, percentage, and standard deviation and calculate the value of each aspect studied. Descriptive statistical analysis is a way of describing the data that has been obtained as it is without intending to make general conclusions or generalizations. According to Sugiyono (2016: 148), the presentation of descriptive statistics is through tables, graphs, pie charts, pictograms, calculations of mode, median, mean, calculation of decile, percentile calculation of data distribution through calculating the average and standard deviation and calculating percentages. The instrument used is a questionnaire with a Likert scale of 1 to 5. This can be seen in the table below:

Table 1. instrument score

Likert scale	Positive score	Negative score
Strongly agree	5	1
Agree	4	2
Doubtful	3	3
Don't agree	2	4
Strongly disagree	1	5

Answers from respondents were then analyzed using descriptive analysis by calculating the average (mean) score of each instrument item and the total score of each component. To find out the average (mean) of the questionnaire answers that have been distributed, the respondent's answers are calculated using the formula:

$$Average = \frac{\text{The sum of the values of all respondents}}{\text{The number of respondents}}$$

To answer research questions 1-3, the results of calculating the average total score for each component are then compared with the assessment criteria made using the following formula:

Table 2. Research Assessment Criteria

Rumus	Kriteria
$x > \bar{x}_1 + 1,8 \times sDi$	Very good
$\bar{x}_1 + 0,6 \times sDi < x \leq \bar{x}_1 + 1,8 \times sDi$	Good
$\bar{x}_1 - 0,6 \times sDi < x \leq \bar{x}_1 + 0,6 \times sDi$	Pretty good
$\bar{x}_1 - 0,6 \times sDi < x \leq \bar{x}_1 - 0,6 \times sDi$	Not good
$x > \bar{x}_1 - 1,8 \times sDi$	Very Less Good

Source: Widoyoko, (2009: 238)

Keterangan:

- X = respondent score
- \bar{x}_1 = ideal average
- sDi = ideal standard deviation

Furthermore, to answer research question number 4, the researcher used secondary data from lecturers in the Learning Media course. The data will be calculated as an average (mean), which will then be categorized into the Benchmark Reference Assessment (PAP) criteria. as follows:

Table 3. Benchmark Reference Assessment (PAP) Learning Achievement

Quality Value	Value	Description
A	≥ 80	Perfect
AB	75,00-79,99	Very good
B	70,00-74,99	Good
BC	65,00-69,99	Pretty good
C	60,00-64,99	Enough
CD	56,00-59,99	Pretty Bad
D	46,00-55,99	Bad
E	$< 46,00$	Very bad

Source: (Universitas Jenderal Soedirman, 2018)

This study uses the CIPP evaluation model. The overall results of data analysis on the context, input, process and product components are presented in the following table:

Table 4. CIPP Overall Calculation Results

Component	Average Score	Conclusion
Context	62,4321	Good
Input	65,0228	Good
Process	90,9107	Good
Product	79,4526	Good
Overall score	297,8182	Good

Source: primary data is processed (2022)

Based on the table above and the CIPP calculation results, the learning quality of the Learning Media course with the Canva Application can be categorized as good. Following are the results of the analysis of each component in the study:

4.1. Context

Sixteen instrument items measure the context component (context). This component measures the quality of the Canva application learning media used in Learning Media courses.

The determination of the quality of this context is based on the results of descriptive data calculations using IBM SPSS Statistics 23, as follows:

Table 5. Context Component Descriptive Statistics Calculation Results

	N	Min	Max	Mean	Std. Deviation
Context	46	35,00	81,00	62,4321	11,19140
Valid N (listwise)	46				

Source: primary data is processed (2022)

From table 5 above, it can be concluded that the average context score calculation is 62.4321. The score is included in the good criteria. The distribution of context component respondent data can be seen in the following table:

Table 6. Context Component Frequency Distribution (context)

Score	Criteria	Frequency	%
$X > 67,2$	Very good	12	26,09
$54,4 < X \leq 67,2$	Good	24	52,17
$41,6 < X \leq 54,4$	Pretty good	8	17,39
$28,8 < X \leq 41,6$	Not good	2	4,35
$X \leq 28,8$	Very Less Good	0	0
Amount		46	100

Source: primary data is processed (2022)

4.2. Input

The input component is measured using 16 instrument items, divided into three aspects: raw input, instrumental input, and environmental input. This component is calculated to determine the quality of the intake of students who take Learning Media lectures using the Canva application at the Faculty of Economics and Business, Universitas Jenderal Soedirman.

Determination of the quality of this input is based on the results of descriptive data calculations using IBM SPSS Statistic 23, as follows:

Table 7. Calculation Results of Input Component Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Input	46	43,00	82,00	65,0228	8,54289
Valid N (listwise)	46				

Source: primary data is processed (2022)

From the table above, it can be concluded that the average input score calculation is 65.0228. The score is included in the good criteria. The distribution of input component respondent data can be seen in the following table:

Table 8. Frequency Distribution of Input Components (Input)

Score	Criteria	Frequency	%
$X > 67,2$	Very good	13	28,26
$54,4 < X \leq 67,2$	Good	27	58,69
$41,6 < X \leq 54,4$	Pretty good	6	13,04
$28,8 < X \leq 41,6$	Not good	0	0
$X \leq 28,8$	Very Less Good	0	0
Jumlah		46	100

Source: primary data is processed (2022)

4.3. Process

The process component (process) is measured using 23 instruments. This component is calculated to determine how well the Learning Media lecture process quality uses the Canva application at the Faculty of Economics and Business, Universitas Jenderal Soedirman.

The determination of the quality of this process is based on the results of descriptive data calculations using IBM SPP statistics 23, as follows:

Table 9. Process Component Descriptive Statistics Calculation Results

	N	Min	Max	Mean	Std, Deviation
Process	46	58,00	115,00	90,9107	15,51561
Valid N (listwise)	46				

Source: primary data is processed (2022)

From Table 9 above, it can be concluded that the average score calculation process (process) is 90.9107. The score is included in the good criteria. The distribution of process component respondent data (processes) can be seen in the following table:

Table 10. Process Component Frequency Distribution (procces)

Score	Criteria	Frequency	%
$X > 96,6$	Very good	15	32,61
$78,2 < X \leq 96,6$	Good	21	45,65
$59,8 < X \leq 78,2$	Pretty good	9	19,57
$41,4 < X \leq 59,8$	Not good	1	2,17
$X \leq 41,4$	Very Less Good	0	0,00
Jumlah		46	100

Source: primary data is processed (2022)

4.4. Product

The product component (product) is measured using secondary data on the value of student achievement obtained from the lecturers of each class. This component is calculated to find out the output or results of using the Canva application in the Learning Media lectures that have been implemented.

The criteria for evaluating the quality of this product use the General Universitas Jenderal Soedirman Benchmark Reference Assessment (PAP) criteria, as follows:

Table 11. Benchmark Reference Assessment (PAP) Learning Achievement

Quality Value	Value	Description
A	≥ 80	Perfect
AB	75,00 – 79,99	Very good
B	70,00 – 74,99	Good
BC	65,00 – 69,99	Pretty good
C	60,00 – 64,99	Enough
CD	56,00 – 59,00	Pretty Bad
D	46,00 – 55,99	Bad
E	$< 46,00$	Very bad

Source: (Universitas Jenderal Soedirman, 2018)

The determination of product quality is based on the results of descriptive data calculations using IBM SPSS Statistics 23 as follows:

Table 12. Product Component Descriptive Statistics Calculation Results

	N	Min	Max	Mean	Std, Deviation
Product	46	50,00	98,00	79,4526	9,67120
Valid N (listwise)	46				

Source: primary data is processed (2022)

From table 12 above, it can be concluded that the average product score calculation is 79.4526. This score is included in the very good criteria. The distribution of product component respondent data can be seen in the following table:

Table 13. Frequency Distribution of Product Components (product)

Value	Description	Frequency	%
≥ 80	Perfect	28	60,87
75,00 – 79,99	Very good	8	17,39

70,00 – 74,99	Good	6	13,04
65,00 – 69,99	Pretty good	2	4,35
60,00 – 64,99	Enough	1	2,17
56,00 – 59,00	Pretty Bad	0	0,00
46,00 – 55,99	Bad	1	2,17
< 46,00	Very bad	0	0,00
Jumlah		46	100

Source: primary data is processed (2022)

Based on the table above, the average score of the product component calculation results is 79.4526, so it can be concluded that the quality of the product component, in this case, student achievement in learning media courses using the Canva application media in Economic Education, Faculty of Economics and Business, Universitas Jenderal Soedirman, is included in a very good category with learning completeness reaching 97.83%.

5. Discussion

Based on the data analysis that has been done, the use of the Canva application in the Learning Media course at the Faculty of Economics and Business, Universitas Jenderal Soedirman as a whole, gets an average score, which can be categorized in the good category. The success of the Learning Media lectures in the learning media development sub-chapter using the Canva application can be seen from the learning output results shown by the completeness of student learning achievement. Of the 46 students who attended the Learning Media course, there was only 1 (one) person who was said to need to be completed. In addition, the successful use of the Canva application in the Learning Media course is also supported by the good quality of the content components of the Canva application template, student input, which is in the good category and the learning process supported by educators in the good category. The discussion regarding each component of this research can be explained as follows:

5.1. Context

The context component in this study discusses how well the quality of the Canva application is used in learning the Learning Media course at the Faculty of Economics and Business, Universitas Jenderal Soedirman. Based on the data analysis in Table 4, the context component gets a score of 62.4321, which is included in the good category. The content and purpose of using the Canva application follow the characteristics of the course, and it is the right decision to use it as a learning application in the learning media development sub-chapter.

The results of this study are in line with previous research. According to Hapsari and Zulherman (2021), using the Canva application media in learning is very effective and practical. Therefore, in this study, the Canva application was declared feasible in learning at three elementary

schools in Wonogiri. In addition, according to Riono and Fauzi (2022), the quality of the graphics produced by a good Canva application increases students' learning motivation.

5.2. Input

The input component in this study discusses how good students' input quality is in using the Canva application in the Learning Media course at the Faculty of Economics and Business, Universitas Jenderal Soedirman. Based on the data analysis that has been done, the input components as a whole get an average score of 65.0228, which is in the good category. Based on Fajariana (2011), there is a direct influence on the quality of student input on student achievement.

The input component seen from the raw input shows that the motivation of students who want to learn more deeply about using the Canva application gets the highest score. According to Mediawati (2010) motivation in learning has a positive and significant effect on student achievement. In addition, Manurung (2017) also stated that learning motivation has a positive and significant impact on student academic achievement.

5.3. Process

The process component in this study discusses how well the learning process of Learning Media uses the Canva application media at the Faculty of Economics and Business, Universitas Jenderal Soedirman. Based on data taken from respondents, the process component gets an overall average score of 89.96, which can be categorized as good. Using the Canva application in the Learning Media course can properly support lecture activities. This aligns with Rustaman (2020), which states that the Canva application can facilitate practicum assistance activities because it can be carried out directly and facilitate presentations, discussions and direct question-and-answer activities. In addition, in his research, Ekawardhana (2020) also states that using the Canva application in Mandarin lectures is quite effective because students are active in studies using the Canva application media, reaching 72%.

5.4. Product

The product component in this study discusses how well the output quality is produced after carrying out Learning Media learning activities using the Canva application media. The quality of the students' output is seen from how well the learning achievement is obtained from the documentation of the lecturer's grades. The average score of this product component is 78.4, which is included in the very good category.

Based on the data analysis that has been done, it can be concluded that the use of the Canva application in the Learning Media course, seen from the learning output results, can be categorized in the very good category and can produce output with complete learning achievement reaching 98.36%. The results of this study follow previous research conducted by Ekawardhana (2020), which stated that the Canva application in Mandarin courses produced outcomes with complete student learning outcomes reaching 90%.

There is still 1 (one) person out of 61 students whose final score still needs to be better or completed. Students who do not complete are due to incomplete assignments and insufficient

participation in online classes. Therefore, students must have good time management skills to submit assignments on time. This was conveyed by Eudya et al. (2021) that there is an influence between time management on student achievement. In addition, educators also need to get material quickly and pleasantly to increase students' motivation to learn. Learning motivation can improve student learning achievement (Eudya et al., 2021).

6. Conclusion

Using the Canva application in learning media courses in the Economics Education Study Program, Faculty of Economics and Business, Universitas Jenderal Soedirman, gets an average score of 297.8182, categorized as good. The results of each component can be concluded:

- **Context component:** The context component in this study discusses the quality of infographics made from the Canva application in Learning Media lectures. This component includes several aspects, namely, content quality and purpose. Instructional quality, and technical quality. The element of content quality and the pursuit of using the Canva application get an average score of 24.5, which can be categorized as good. This means that using the Canva application in the Learning Media course is the right thing and very important to use in digital-based learning media development materials. Apart from that, the features in the Canva application can also support Learning Media lectures well. The instructional quality of using the Canva Application in Learning Media learning gets an average score of 20.4, which can be categorized as good. Using the Canva application can help students in Learning Media lectures and make it easier to develop learning media. The technical quality of the Canva application gets an average score of 19.3, which can be categorized as good. This means that, technically, students can use this media easily. In addition, the Canva application can produce good-quality infographic designs. From the results of the research that has been done, the average score obtained for the context component is 62.4321. Therefore, the quality of the context for using the Canva application in the Learning Media course at the Faculty of Economics and Business, Universitas Jenderal Soedirman is in a good category.
- **Input component:** This study's input component discusses students' input in the Learning Media course at the Faculty of Economics and Business, Universitas Jenderal Soedirman. This input component is seen from 3 (three) aspects: raw input, instrumental input and environmental input. These three aspects can be categorized in the good category. This means students have absorption, interests and abilities that can support lectures well. In addition, students have good learning facilities and sources and have a learning environment. From the results of research that has been done, the average score of the input component is 65.0228. Therefore, the input quality of using the Canva application in the Learning Media course at the Faculty of Economics and Business, Universitas Jenderal Soedirman, can be categorized in the good category.
- **The Process component** in this study is regarding Learning Media learning activities using the Canva application at the Faculty of Economics and Business, Universitas Jenderal Soedirman. This component is divided into 3 (three) aspects, namely, opening activities, main activities and closing activities. Based on the data analysis that has been done, the three factors that have been studied are in the good category. The success of this process activity is, of course, supported by the discipline and competence of educators. In addition, the existence of the Canva application can also facilitate the delivery of material, assignments and discussion activities between students and educators. Based on the research that has been done, the process component gets an average score of 90.9107. Therefore, the process quality of the Learning Media Course using

the Canva Application at the Faculty of Economics and Business, Universitas Jenderal Soedirman, can be categorized as good.

- Product components in this study were seen from the learning output results taken from the documentation of student achievement in the Learning Media course. The average student achievement score is 79.4526, with complete learning achievement reaching 97.83%. Therefore, the product components seen from the output of students in the Learning Media course using the Canva application at the Faculty of Economics and Business, Universitas Jenderal Soedirman, can be categorized as very good.

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