

# Innovation of Fable Text Learning with Canva Media in a Synectic Model Based on Types of Creative Thinking of Class VII Students

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## ABSTRACT

Fable text learning is a process of teaching and learning activities in class VII. The fable text tells about the life of animals that behave like humans. This research provides the latest innovations with Canva media in learning fable texts. Canva media is a digital-based application. The use of Canva media is to create and edit certain photo, video, poster or graphic designs according to their needs. In this case, educators choose Canva media according to their needs in learning fable texts. The use of Canva media and applying the synectic model will be a collaboration that is suitable for students. Canva's media innovation will affect the learning atmosphere in the classroom. This study aims to explain the learning of fable texts using Canva media in a synectic model based on creative thinking types of students in class VII. Based on the conclusions of learning fable texts with Canva media, there was an increase in the assessment of students' fable text writing. The average value of the initial test results is 63.24 while the average value of the final test results is 81.47. A very significant difference from these values can be ascertained that this Canva media innovation provides an appropriate increase in the teaching and learning process of learning fable texts.

**Keywords:** Fable Text, Canva, Synectic Models, Creative Thinking Types.

## INTRODUCTION

Teaching and learning activities so that students get the latest innovations and can understand each learning material by applying learning media. Regarding the definition of media as an intermediary from information sources to information recipients (Sanjaya, 2014). Learning media can help make the teaching and learning process more interesting. Learning fable texts can provide the latest innovations with technology-based media so that students can activate their creativity or imagination which will be expressed through writing. One of the newest innovating learning media is the Canva application. The application can display technology-based digital images, very interesting features to provide an overview for students and can also increase creativity and then be able to put it in writing. Canva can be used for various purposes such as making abstract ideas concrete, motivating students, giving direct attention, repeating information, recalling previous knowledge and reducing learning effort (Smaldino, 2019). Teachers must strive to develop skills in making their own media that are attractive, inexpensive, and efficient by not rejecting the possibility of using modern tools that are in accordance with the demands of scientific and technological developments (Arsyad, 2010).

In this era of digitalization, you must be able to take advantage of modern learning media because it has shown progress from several years ago. Learning media must also be in accordance with the learning model and teaching materials as well as the characteristics of students so that the process of teaching and learning activities will be more enjoyable. The learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain learning goals (Zulaeha, 2016). The Synectic model invented and designed by William JJ Gordon is oriented towards improving problem solving abilities, creative expression, empathy and insight in social relations (Bruce, 2016). This synectic model will increase the creativity of participants and will also be able to solve problems gradually.

Creative thinking is an individual's ability to think about what everyone has thought, so that the individual is able to do what everyone has never done (Maxwell, 2004). The mindset of students will be honed with tools to increase creativity. From the synectic learning model and Canva media, it can provide the latest innovations for students in writing fable texts and teaching and learning activities will be more interesting. The application of Canva media will be adapted to teaching materials because this media has given students a creative mindset in the digitalization era. Learning media with teaching materials without adjustments will not run easily and students will find it difficult to understand the material.

Writing skills are very complex and precise because they require students to master the components of writing skills in them, for example such as using correct spelling, choosing the right vocabulary, using effective sentences and preparing good and correct paragraphs (AS Laksana, 2013). The skill of writing fable texts can be obtained by having tools that give students the ability to express

them through writing. Fables are didactic stories that are both hidden and very openly express the morals of the story (Riris & Toha, 2010). Writing fable texts is a way to make students' creative mindsets increase with the latest innovations from learning media. innovation can be fully motivated. The moral message in the fable can make a picture of human life. The definition of fable text (Harsiati, 2017) etymologically fable comes from the Latin word *fabulat*. Fables are stories about the lives of animals that behave like humans.

Motivation is very influential in the interests and achievements of students (Sumarna, 2016). This latest innovation will motivate students and determine their understanding in the lesson. Motivation can be obtained with tools in the form of learning media that support students to increase their creative thinking power.

Based on the background previously explained in this study, there are problems in writing fable texts. Students still have difficulty expressing their feelings, ideas, and ideas through writing. The reason why students still have difficulty expressing ideas, ideas, or opinions is because they have not been trained to write things and also lack vocabulary material.

Based on these problems, the process of teaching and learning activities will be more innovative, interesting and fun when using learning media and learning models that are appropriate to the teaching material. The creative power of students will be more active than in the process of teaching and learning activities that do not use media that are in accordance with the teaching material.

## **METHODS**

This research is an experimental study by comparing the differences in the experimental group. The design of this research is a factorial design, that is, the design is used to test two or more variables separately and see

interactions (Darmadi, 2011). This research was conducted to explain the improvement in writing fable texts for class VII students on the use of Canva media with a synectic model based on high and low creative thinking types. The population in this study were class VII students of SMP Negeri 1 Astanajapura. The research sample in this study was the fable text writing skills of class VII students of SMP Negeri 1 Astanajapura. Data collection techniques in this study used tests and observations. The test was conducted to determine students' abilities before and after being given treatment in learning fable texts using Canva media. This validity and reliability test was carried out before data collection and quantitative data analysis and research hypothesis testing were carried out first. Data processing techniques in this study included reliability tests, normality tests, homogeneity tests, and hypothesis testing.

## RESULT AND DISCUSSION

Teaching and learning activities to write fable texts with innovations on Canva media were carried out by students of class VII B at SMP Negeri 1 Astanajapura with a total of 34 students. In this research, an initial test was

carried out in the form of writing fable texts in order to find out the abilities possessed by students at the beginning of the activity. Aims to determine the initial ability of students to write fable texts. The value of the initial test can be seen in the following table.

Table 4.1 Student Writing Test Results

Testing	Preliminary Test	Final Test
The Highest Score	50	70
Lowest Value	80	95
Average	63,24	81,47

Based on table 4.1, the initial test scores of students who have not used Canva media have the highest score of 80 and the lowest score of 50. The average score obtained by the initial test is 63.84. It can be seen that there are some students who still get scores below the KKM and the class average has not yet reached the KKM score.

The final test score of students using Canva media has the highest score of 95 and the lowest score of 70. The average score obtained in this final test is 81.47. It can be seen that there are students who score above the KKM and the class average has reached the KKM score.

Table 4.2 Normality Test Pretest and Posttest

Tests of Normality	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
		Learning Outcomes Writing Fable Text	Pretest Class Canva	.150	34	.052	.948
	Posttest Class Canva	.142	34	.081	.941	34	.067

a. Lilliefors Significance Correction

Based on table 4.2, the normality test for the initial test ability of the Canva media class shows a significant value of  $0.052 > 0.05$  and the final ability test shows a significant value of  $0.081 > 0.05$ . In conclusion, there is a

significant value that the sample is normally distributed. After the normality test was carried out, the homogeneity test was carried out.

Table 4.3 Class Homogeneity Test of Canva Learning Media

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Learning Outcomes Writing Fable Text	Based on Mean	.607	1	66	.439
	Based on Median	.577	1	66	.450
	Based on Median and with adjusted df	.577	1	64.407	.450
	Based on trimmed mean	.644	1	66	.425

Based on table 4.3, the results of the homogeneity test aim to explain that the experimental class (Canva Learning Media) between each learning media is the same. From this explanation, it can be seen that the homogeneity test obtained a significance

value of  $0.439 > 0.05$ , so the two homogeneity tests performed showed that H0 was accepted and H1 was rejected. The conclusion of the data is that it is said to be homogeneous or there is no difference in the variance of the data.

Table 4.3 Canva Media Class Paired T-Test

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest PosTest	- 18.235	2.425	.416	-19.082	-17.389	-43.841	33	.000

Table 4.3 of the paired t-test explains that sig (-2 tailed) in pair 1, the value of the initial test and the final test of Canva media class =  $0.000 < 0.05$ , then H0 is rejected and H1 is accepted. The results of this analysis explain that there is a significant difference between the results of the initial test scores and the final test scores in the Canva media class's fable text writing skills. The conclusion can be that the use of Canva learning media is very innovative for use in learning fable text writing skills with a synectic model based on creative thinking types because the results of student scores continue to increase from the initial test to the final test.

## CONCLUSION

There is an increase in learning fable text writing skills using the latest innovation, namely Canva media with a synectic model based on creative thinking types. This innovation is applied to class VII students. This increase was evident because there was a significant difference between the scores of the initial test and the final test of students' fable text writing skills. In the initial test, the average value for the Canva media class was 63.24. In the final test, the average value for the Canva media class was 81.47. The class average score after applying Canva media increased by a difference of 18.23.

## Declaration by Authors

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