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Development canva-based interactive learning multimedia of english subject for 3rd grade in elementary school

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Abstract

Learning media is a supportive tool in the teaching and learning process. Through learning media, it is hoped that motivation can be provided to students to enhance their interest in learning English material. Interactive learning media can be a solution in selecting the appropriate learning media to present English material in elementary school students. This research aimed: 1) to produce an interactive learning multimedia product based on Canva; 2) to know a product quality by the experts; and 3) to know product effectiveness by teacher and students responses. This R&D research employed the Borg and Gall research and development model. However, considering time and resource limitations, it was only tested in one school at SD Muhammadiyah Noyokerten in Yogyakarta with 40 research subjects. Therefore, the execution of this research only extended to the seventh stage. That stage consists of Research and Information Collecting, Planning, Develop Preliminary Form a Product, Preliminary Field Testing, Main Product Revision, Main field Testing, and Operational Product Revision. The last stage is results final product after involved refining the product in the primary field testing. The data analysis techniques used consisted of qualitative and quantitative analyses based on product assessment questionnaire sheets. Based on the research, data was obtained on Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school demonstrates very good quality and is suitable for implementation. This is proven by results of obtained average scores from media expert, material expert, learning expert, teacher, and students of 89,67 get in "Very Good" category.

Keywords: *Interactive Learning Multimedia; Canva; Places Around Us; Elementary School.*

INTRODUCTION

Learning activities in school is occur in the process of ongoing interaction between teacher and students. Interaction is obtained through the process of transferring knowledge, both of scientific, social, cultural, and etc. the interaction is occurred from the teacher to students which can be used as a provision for them for the future. The teaching and learning process requires careful planning by the teacher who serves as an educator (Astuty & Suharto, 2021: 82). Teachers can plan the materials needed for learning before teaching it to their students. For the examples, preparing learning components including lesson plans (Renacana Pelaksanaan Pembelajaran/RPP), teaching materials (teacher's book and student's book) and learning media.

In the world of education, advances in Science and Technology (IPTEK) have had a major impact on the preparation of learning plans. The development of the times and increasingly rapid advances in technology have an impact on the ease with which someone can package and present information, as well as in the teaching and learning process (Putra, 2018: 47). Therefore, technological advances have a great influence on the world of education. This means that teachers can plan learning by preparing the components that must be present in the teaching and learning process. We often find preparing learning components including lesson plans (Renacana Pelaksanaan Pembelajaran/RPP) components and teaching materials in learning activities in every subject learning. However, the use of media in the teaching and learning process is still rarely found due to limited teacher time and resources in developing learning media.

Learning media is a tool to support the teaching and learning process. Media in the teaching and learning process contains

material presented by the teacher to be conveyed to students (Damayanti et al., 2018: 64). The functions of learning media are consists of; (1) clarify the message so that it is not too verbal; (2) overcome limitations of space, time, energy and sensory power; (3) create enthusiasm for learning, more direct interaction between students and learning resources; (4) enable students to learn independently according to their visual, auditory and kinesthetic talents and abilities; and (5) providing the same stimulation, equalizing experiences and giving rise to the same perceptions (Sadiman from Sundayana, 2018: 7).

According to Ragil Kurniawan (2017: 493) learning media functions to increase new desires and interests and is able to help arouse the desire to learn in students. Based on the explanation of these two opinions, the function of learning media in the teaching and learning process cannot be separated. Learning media plays an important role as a component of the learning planning system (Gufron, 2020: 11). Well-designed learning media will really help students achieve learning goals (Supriyono, 2018: 46). Without media, the teaching and learning process will run as usual, namely delivering material through the lecture method by the teacher to students. Students will listen and pay attention to the material presented by the teacher. Then, the teacher must master the content of the learning material and be able to convey the material optimally.

The use of learning media makes it easier for teachers to convey material in the teaching and learning process, especially in English subjects. English is called an international language, namely a foreign language studied and spoken by millions of people throughout the world (Rifa'i, 2021: 147). Kusuma (2018: 45) states that although there are several languages that can be learned, English is considered the most important foreign language to learn and understand. This is because communication between foreign countries is carried out using English. According that, English subjects are important for students to study.

English language subjects can be studied by students starting from elementary school. It is important for students to learn English from elementary school so that they can easily absorb, understand and apply the languages they are studying, especially English language. (Warniati & Hanum, 2020: 79). Apart from that, elementary school age students basically have a high memory power. By teaching English and providing a variety of foreign vocabulary, it will make it easier for students to remember it even though it is initially difficult to memorize the meaning of the vocabulary. This provides students with knowledge regarding basic vocabulary that they can know before entering high school.

Based on observations on January 31st 2023 at SD Muhammadiyah Noyokerten, data was obtained that many students had difficulty understanding English material only by learning the lecture method. The lecture learning method sometimes makes students feel bored and not enthusiastic about participated in the learning process, and also, the teacher lack knowledge about development learning media that is suitable for learning English. Such as, she said that there was English materials which difficult to teach and understanding for 3rd grade students. There were about implementations the word prepositions at *Places Around Us*'s material. Students are still confused about choosing prepositions to indicate the location of a place. Therefore, many students consider English subjects to be material that is difficult to learn.

The right learning media to overcome these problems and be able to help the English learning process is interactive learning multimedia. Learning media that is made interactive makes students feel more interested and enjoyable (Yuniati et al., 2019: 25). According to Putra & Suyitno (2018: 320) interactive learning multimedia gives users (elementary school students) the freedom to actively participate in the learning process, so that learning is more meaningful for students. One of platform that supports the development of interactive learning multimedia products is Canva.

Canva is a very popular application among students and teachers. An application or website that designers use to produce work. Canva can generally be used for graphic purposes such as making pamphlets, posters, greeting cards, certificates, presentations and infographics with attractive images and templates (Purwati & Perdanawanti, 2019). As a learning support media, Canva is very good for the fostering creativity, increasing collaboration, and looks it's fun (Setyaningrum & Putra, 2021: 1322).

According to Putra & Filianti (2022: 126) implementation of Canva is very easy, even for beginners. This means that Canva can be an alternative for teachers in creating interesting interactive learning multimedia despite a lack of knowledge about using Canva. The result of this product is a media software link that can be accessed anytime and anywhere by the students. That way, students will not find it difficult and it is hoped that students' interest in learning English will increase.

Based on this explanation, the objectives of this research are: 1) to produce an interactive learning multimedia product based on Canva; 2) to know a product quality of Canva-based interactive learning multimedia by the experts; and 3) to know a product effectiveness of Canva-based interactive learning multimedia by teacher and student responses.

RESEARCH METHODS

The research method that will be carried out in this research is the research and development (R&D) by the Borg and Gall research and development model which consists of ten stages, namely: (1) Research and information collecting; (2) Planning; (3) Develop preliminary form a product; (4) Preliminary field testing; (5) Main product revision; (6) Main field testing; (7) Operational product revision; (8) Operational field testing; (9) Final product revision; and (10) Dissemination and implementation (Sugiyono, 2022: 763-764). However, considering that the research that the researchers will carry out has limited time and resources, it is only being tested at one school with forty research subjects. Then, the implementation of research and development only reaches the seventh stage there is *Operational Product Revision* or carrying out improvements to the final product after conducting field testing.

This Canva-based interactive learning multimedia product was carried out through product validation and testing to know the weaknesses of the product that had been developed. Validation tests are carried out by the experts (media expert, material expert and learning expert). Meanwhile, product testing were carried out on English teachers and students in 3rdA grade and 3rdB grade at SD Muhammadiyah Noyokerten, each class consist of twenty children.

The data analysis techniques used in this research are qualitative and quantitative data analysis techniques. Qualitative data analysis was carried out by describing data obtained from evaluating comments and suggestions from media expert, material expert, learning expert, teacher and students during tested of Canva-based interactive learning multimedia products. Meanwhile, quantitative data analysis was obtained from the scores resulting from assessment sheets in the form of questionnaires given to media expert, material expert, learning expert, teacher and students to assess the quality of Canva-based interactive learning multimedia products. Filling in the assessment sheet is done by providing a *checklist* (√) in the categories provided.

The expert validation assessment sheet and teacher responses were made using a Likert scoring guidelines. According to Sugiyono (2022: 169) explains that the Likert scoring guidelines is an answer to measure the attitudes, perceptions and opinions of a person or group of people regarding the potential and problems of an object, the design of a product, the process of making a product, and products that have been developed or created. The answer choices range from "Very Good" to "Bad". The following are the Likert scoring guidelines:

Table 1
Scoring Guidelines (Likert)

Category	Score
Very good	5
Good	4
Sufficient	3
Deficient	2

Table 1 Likert scoring guidelines shows that the product assessment indicator is said to be good if it gets a score of 3, while the product assessment is said to be deficient if it gets a score below 3 so it needs to be improved again. Furthermore, the percentage results from the expert assessments and teacher response can be calculated to find out the expected scores using the assessment formulation from Sugiyono (2022: 170) as follows:

$$N = \frac{Obtained\ score}{Ideal\ score} \times 100$$

Information:
N = Expected scores (%)

Then, after knowing the scores in percentage form, the quality of Canva-based interactive learning multimedia can be determined by the categories obtained in the table as follows.

Table 2
Scoring Category (Likert)

Eligibility Score	Category
> 80	Very Good
60-80	Good
40-60	Sufficient
20-40	Deficient
< 20	Bad

Based on this statement, a Canva-based interactive learning multimedia product is said to be in the good category for use if it gets a score of 60%-80% or more. However, if the product assessment is said to be unfit, it needs to be repaired again. From this, it can be concluded that by using this assessment formulation researchers can find out the quality of Canva-based interactive learning multimedia as a result of assessment or validation from the experts and teacher.

Meanwhile, analysis of quantitative data obtained from students' responses by using the Guttman scoring guidelines. According to Sugiyono (2022: 173) to explains that the Guttman scoring guidelines is obtained firmly in the form of "Yes-No", "True-False", or etc. The following is Guttman scoring guidelines in the form of "Yes-No" answer choices:

Table 3
Scoring Guidelines (Guttman)

Information	Score
Yes	1
No	0

Table 3 Guttman scoring guidelines showing that the results of the answers to questions in the student's questionnaire results, if the answer of yes/appropriate, you get a score of 1, while the answer is not appropriate, you get a score of 0. Furthermore, the scores data from the students responses questionnaire results can be calculated to find out the scores using the assessment formulation from Sugiyono (2022: 170) as follows:

$$N = \frac{Obtained\ score}{Ideal\ score} \times 100$$

Information:
N = Expected scores (%)

Table 4
Scoring Category (Guttman)

Eligibility Score	Category
85-100	Very Good
70-84	Good
55-69	Sufficient
40-54	Defficient
0-39	Bad

Based on this statement, media is said to be in the good category for use if it gets a score of 55%-69% or more. From this, it can be concluded that by using the media assessment

formulation you will find out the effectiveness of Canva-based interactive learning multimedia product from the results of each students' responses.

RESLUTS AND DISCUSSION

This Research and development (R&D) to produce an interactive learning multimedia based on Canva employed the Borg and Gall research and development model. That stages consists of: (1) Research and information collecting; (2) Planning; (3) Develop preliminary form a product; (4) Preliminary field testing; (5) Main product revision; (6) Main field testing; and (7) Operational product revision (Sugiyono, 2022: 173). The stages of research and development are as follows:

1. Research and information collecting

The first stage of this development research was information collecting about data with observations to find English learning problems at SD Muhammadiyah Noyokerten. That information problems were obtained from interview results on January 31st 2023 with low-grade English subject teachers at SD Muhammadiyah Noyokerten.

Based on the results of interviews the problems or obstacles that researchers found were that students still had difficult to understanding English material if only by lecture learning method. The lecture learning method sometimes made students feel bored and not enthusiastic about participated in the learning process, and also, the teacher lack knowledge about development learning media that is suitable for learning English. Such as, she said that there was English materials which difficult to teach and understanding for 3rd grade students. There were about implementations the word prepositions at *Places Around Us*'s material. The students still have difficult to indicating the location of a places using preposition *(behind, in front of, beside,* dan *between)* if discovered the floor plan of a places. Therefore, researchers have development Canva-based of interactive learning multimedia for 3rd grade in elementary school. Accordingly, it's hope that the development of this multimedia product can help students to understand *Places Around Us* well.

2. *Planning*

At this stage, the information or data has been collected will be studied further as material for product planning in accordance with what is expected. As for as the materials needed to development Canva-based interactive learning multimedia was software in the form of a Canva application/website to created product, the Merdeka Belajar's platform to get "Everyday Places" videos, and the Google Form's platform to created evaluation questions. Beside that, the learning tools needed include: (a) create an assessment instruments by the experts (media expert, material expert, and learning expert), the teacher, and also the students in the form of questionary to assess the quality of Canva-based interactive learning multimedia products; (b) create a flowchart the aim to show the program flow in the form of a chart, so as creating it easier for researchers to development interactive learning multimedia; (c) create a storyboard the aim to serves display the design of each slide, made in table form consisting of text, visualization and audio columns. Creating this storyboard refers to the main menu which has been presented on the flowchart and then explained again obvious on the storyboard; and (d) colleting elements that will be in multimedia, namely the text in the form of *places around us* and *preposition of places* (implementation the prepositions *in front of beside, behind,* and *between* to indicated location of a places. The voices narration to explain the contents of each display. The images vocabulary to complete that content present visual vocabulary of a place. The animations to complete the design of each display to make it look attractive. And also, the videos to complement the material

content of the development of learning multimedia products.

3. ***Develop preliminary form a product***

At this stage, the materials were preparation were used to created product. Then, to validation product by the media expert, material expert, and learning expert before being testing on the students.

The Development Product

The product of Canva-based of interactive learning multimedia of English subject for 3rd grade in elementary school to develop make use of Canva application/website. The following display of Canva website.

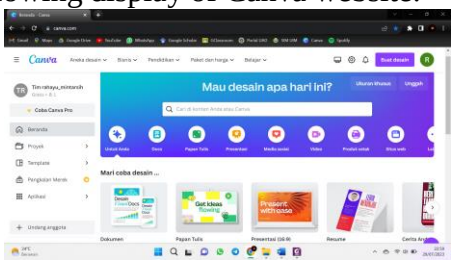


Image 1
Canva Website Display

This product design used one of the presentation type templates as available on Canva. Then, the final result of this product is a Canva software link that users can access just by clicking on the link without having to have a Canva application/website. This media software link can be opened using Google Chrome or are similar. The multimedia result display of this research and development consists of: (a) the opening page to include the media title and develop identity; (b) the main page consists of five main menus, namely the instructions menu, competencies, let's to learn, evaluation, and developer profile; (c) the contents of the material in this multimedia is material text, voices, images, and videos that explain the material *Places Around Us;* and (d) the evaluation contains work instructions, a quiz consisting of five multiple choice questions designed so that users can answer the questions by clicking on the correct answer.

Then, the users will get feedback in the form of a display of right or wrong answers. And also, the evaluation consists of ten multiple choices and five essay made using the Google Form platform. The following display of opening page of the product that the researchers developed.



Image 2
Opening Page Display

The product result of development of Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school can be accessed at this link: http://s.id/placesaroundus/.

Expert Validation Results

The product of Canva-based interactive learning multimedia that have been developed are then subjected to a product validation assessment by the media expert, material expert, and learning expert to review the quality of the learning multimedia before tested on students. Validation product is carried out by providing the initial developed product result to the validator with assess each aspect of the assessment. Meanwhile, the revisions or improvements are carried out in stages according to input from the experts.

Validity Results of Media Expert

Validity result of media expert carried out by Mr. R. Wisnu Wijaya Dewojati, M.Pd as lecture at PGSD UAD. The following are the validity results of media expert.

Table 5
Validity Results of Media Expert

No	Aspect	Assessment	
		Score	Category
The Content and Purpose Quality			
1	The accuracy in selecting technology-based media types	4	Good
2	The relevance of choosing the type of media to the characteristics of students	4	Good
3	The completeness of the main menus in Canva-based interactive learning multimedia	5	Very Good
4	The simplicity of using Canva-based interactive learning multimedia by accessing the software link	5	Very Good
5	The increasing student interest in English learning by using Canva-based interactive learning multimedia	5	Very Good
6	The provide opportunities for students to explore using the features on Canva-based interactive learning multimedia	4	Good
7	The suitability of media for helping students in current learning process	4	Good
The Instructional Quality			
8	Canva-based interactive learning multimedia is provides different learning opportunities for students	4	Good
9	Canva-based interactive learning multimedia can helps students learn English subject	4	Good
10	Canva-based interactive learning multimedia is created attractively can increase students' interest to learn English subject	5	Very Good
11	Canva-based interactive learning multimedia can be used inside or outside the classroom	5	Very Good
12	Canva-based interactive learning multimedia is suitable for developing English subject	4	Good
13	Canva-based interactive learning multimedia can help students and teachers interact in the learning process	3	Sufficient
14	Canva-based interactive learning multimedia is contains evaluation questions that are created by displaying student workmanship assessment scores	3	Sufficient
15	Canva-based interactive learning multimedia can provide learning experiences for students	4	Good
16	Canva-based interactive learning multimedia can increase teachers' insight into the development of learning media by using the Canva application or website	4	Good
The Technical Quality			
17	The selection of appropriate multimedia elements (text, voice, images, animations, and videos) is obvious	4	Good
18	The simplicity of using Canva-based interactive learning multimedia	5	Very Good
19	The quality of the Canva-based interactive learning multimedia display is attractive	4	Good
20	The quality of answer selection in examples questions, quizzes, and evaluation questions is obvious	4	Good
21	The navigation buttons are easy to use	4	Good
22	The quality of the Canva-based interactive learning multimedia development has well-designed animations	4	Good
Total		**92**	
Average Score		**83,64**	
Category		**Very Good**	

Validity Results of Material Expert

Validity result of material expert carried out by Mr. Patria Handung Jaya, S.Pd., M.A as lecture at PGSD UAD. The following are the validity results of material expert.

Table 6
Validity Results of Material Expert

No	Aspect	Assessment	
		Score	Category
The Materials Quality			
1	The suitability of content and the learning goals	5	Very Good
2	The concept of the material presented is explained obvious	5	Very Good
3	The *Places Around Us* and *Preposition of Places* materials was delivered well	4	Good
4	The examples of questions presented are in accordance with the conditions existing in the surrounding environment	5	Very Good
5	The examples questions presented are obvious and easy for students to understand, with are buttons for 'answer key' and 'miny dictionary'	5	Very Good
6	The materials and examples questions created can develop students learning independence	5	Very Good
7	The quizzes and evaluations questions given are in accordance with the material and learning goals	5	Very Good
8	The content of the material text is in accordance with the material points discussed	5	Very Good
9	The content of the cognitive aspects is presented obvious	5	Very Good
The Languages Quality			
10	The obvious languages is use Indonesian and English	4	Good
11	The accuracy in writing words and using terms	5	Very Good
12	The simplicity of understanding the flow of the material through the use od good language	5	Very Good
13	The use of language remains polite and doesn't reduce educational values	5	Very Good
The Technical Quality			
14	The presentations of material encourages students to be actively involved of learning	5	Very Good
15	The animations presentation is attractive and proportional	4	Good
Total		**72**	
Average Score		**96**	
Category		**Very Good**	

Validity Results of Learning Expert

Validity result of learning expert carried out by Ramadhani Uswatun Khasanah, M.Pd as lecture at PGSD UAD. The following are the validity results of learning expert.

Table 7
Validity Results of Learning Expert

No	Aspect	Assessment	
		Score	Category
The Media Display Quality			
1	The attractiveness of Canva-based interactive learning multimedia displays for students	4	Good
2	The simplicity of using Canva-based interactive learning multimedia for learn both indoors or outdoors rooms	4	Good
3	The obvious of content for students in understanding English learning	4	Good
4	The usefulness of media in presenting learning material clearly	4	Good
The Learning Process Quality			
5	The obvious of instructions for using Canva-based interactive learning multimedia	3	Sufficient
6	The simplicity of Canva-based interactive learning multimedia in building students' activity	4	Good
7	The simplicity of Canva-based interactive learning multimedia for students to understand learning independently	4	Good
8	The simplicity of Canva-based interactive learning multimedia for students in understanding English material	4	Good

9	The product of Canva-based interactive learning multimedia can increase students learning English subject motivation	4	Good
10	The product of Canva-based interactive learning multimedia can increase students' interest in learning English subject	4	Good
	Total	**39**	
	Average Score	**78**	
	Category	**Good**	

Based on the results obtained, it's known that the accumulated expert is as follows.

Table 8
Validity Results by Experts

No	Validity Results	Score	Category
1	Media expert	3,64	Very Good
2	Material Expert	96	Very Good
3	Learning Expert	78	Good
	Total	**257,64**	
	Average Score	**85,88**	
	Category	**Very Good**	

4. *Preliminary field testing*

At this stage, the researchers do that preliminary field testing on Agustus 15th 2023 for English subject teacher and 3rd grade students at SD Muhammadiyah Noyokerten with a limited student, namely five students from 3rd A grade and five students from 3rd B grade. The following are the teacher and students response questionnaire result.

Teacher Response Questionnaire Results

Teacher response questionnaire results carried out by Mrs. Rahmania Anggar Sari, S.Pd as 3rd grade English teacher at SD Muhammadiyah Noyokerten. The following are the teacher response questionnaire results.

Table 9
Teacher Response Questionnaire Results

No	Aspect	Assessment	
		Score	Category
The Application Quality			
1	The Canva-based interactive learning multimedia is easy to use	4	Good
2	The selection of appropriate multimedia elements (text, voice, images, animations, and videos) is obvious	5	Very Good
3	The simplicity of using Canva-based interactive learning multimedia by accessing the software link	4	Good
4	The quality of answer selection in examples questions, quizzes, and evaluation questions is obvious	5	Very Good
5	The quality of the Canva-based interactive learning multimedia development has well-designed animations	5	Very Good
The Materials Quality			
6	The suitability of content and the learning goals	4	Good
7	The concept of the material presented is explained obvious	4	Good
8	The *Places Around Us* and *Preposition of Places* materials was delivered well	4	Good
9	The examples of questions presented are in accordance with the conditions existing in the surrounding environment	5	Very Good
10	The examples questions presented are obvious and easy for students to understand, with are buttons for 'answer key' and 'miny dictionary'	5	Very Good
11	The materials and examples questions created can develop students learning independence	5	Very Good
12	The quizzes and evaluations questions given are in accordance with the material and learning goals	5	Very Good

13	The content of the material text is in accordance with the material points discussed	5	Very Good
The Languages Quality			
14	The accuracy in writing words and using terms	5	Very Good
15	The simplicity of understanding the flow of the material through the use of good language	4	Good
The Learning Process Quality			
16	The simplicity of Canva-based interactive learning multimedia in building students' activity	4	Good
17	The simplicity of Canva-based interactive learning multimedia for students to understand learning independently	5	Very Good
18	The simplicity of Canva-based interactive learning multimedia for students in understanding English material	5	Very Good
19	The product of Canva-based interactive learning multimedia can increase students learning English subject motivation	5	Very Good
20	The product of Canva-based interactive learning multimedia can increase students' interest in learning English subject	5	Very Good
Total		**93**	
Average Score		**93**	
Category		**Sangat Baik**	

Students Responses Questionnaire Results

Students responses questionnaire results carried out by five students from 3rd A grade and five students from 3rd B grade. Based on the results obtained, it's known that accumulated of students responses questionnaire result in the preliminary field testing is as follows.

Table 10
Students Responses Questionnaire Results (Preliminary Field Testing)

No	Students Responses	Score	Category
1	3rd A Grade	88	Very Good
2	3rd B Grade	84	Good
Total		**172**	
Average Score		**86**	

5. ***Main product revision***

At this stage, the teacher and students responses questionnaire results on preliminary field testing used as a basis for making product revision again. In this regard, the Canva-based interactive learning multimedia product was refined before being tested again on all the research subjects.

6. ***Main field testing***

At this stage, the researchers do that main field testing on Agustus 16th 2023 for all the research subjects, namely twenty students from 3rd A grade and twenty students from 3rd B grade. Based on the results, it's known that accumulation of students responses questionnaire result in the main field testing is as follows.

Table 11
Students Responses Questionnaire Results (Main Field Testing)

No	Students Responses	Score	Categoey
1	3rd A grade	97	Very Good
2	3rd B grade	91,5	Very Good
Total		**188,5**	
Average Score		**94,25**	
Category		**Sangat Baik**	

Based on the results obtained, it's known that the accumulated of students responses questionnaire result in the preliminary and main field testing is as follows.

Table 12
Recap Data of Students Responses Questionnaire Results

No	Students Response	Score	Category
1	Preliminary Field Testing	86	Very Good
2	Main Field Testing	94,25	Very Good
	Total		**180,25**
	Average Score		**90,13**
	Category		**Very Good**

Table 13
Validity Results of Product Quality

No	Validity Results	Score	Category
1	The Experts	85,88	Very Good
2	The Teacher Response	93	Very Good
3	The Students Responses	90,13	Very Good
	Total		**269**
	Average Score		**89,67**
	Category		**Very Good**

7. Operational product revision

At this stage, the 3rd grade students responses questionnaire results on main field testing used as a basis for making product revision again. This revision is carried out if in the main field testing are still found about product deficiencies that has been developed. However, there weren't negative responses from students about regarding the content of that learning multimedia product. It's just, many students said that English learning using Canva-based interactive multimedia learning in the computer laboratory at tahat time didn't take long considering the limited time. Many students said that they felt happy and excited to learning English subject using Canva-based interactive learning multimedia. In fact, there were students who said that enjoy and love English subject after used interactive learning multimedia had finishing. On the other, initially when the students found out about the material that the researchers would teach English subject, they were reluctant and lacked enthusiasm for learning. However, after using this multimedia product, the students were very enthusiastic in following the lesson until end.

Based on the results obtained, it's known that the accumulated of validity results product quality from the experts, teacher and students is as follows.

The final product of this research and development is Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school. The product development is used to assist teachers in the process of learning English for 3rd grade regarding *Places Around Us* and *Preposition of Places* materials. The materials presented is adjusted to the learning outcomes in the Merdeka Curriculum. The materials are packaged as attractively as possible, equipped with multimedia elements (text, narrative voices, videos, and animations). This product has been tested on the media expert, material expert, learning expert, teacher, and students to determine the quality of Canva-based interactive learning multimedia.

The product of Canva-based interactive learning multimedia was developed to support students from 3rd grade learning English subject with the help of technology-based learning media. Learning media is made interactive in order to increase students' interest in learning of English subject. The final of Canva-based interactive learning multimedia product can be accessed by users using either a computer or device. Users only need to access the multimedia software link without having to have a Canva account. The simplicity to use it, the product supports students' independence in learning English

using Canva-based interactive learning multimedia.

Based on the results, validation data from media expert is obtained a score of 83,64 get in "Very Good" category. The material expert validation is obtained a score of 96 get in "Very Good" category. Meanwhile, the learning expert validation is obtained a score off 78 get in "Good" category. Then, after being validated by the experts, this product was tested on teacher and 3rd grade students at SD Muhammadiyah Noyokerten. The teacher response questionnaire result is obtained a score of 93 get in "Very Good" category. Meanwhile, the students responses questionnaire results of preliminary field testing by five students from 3rd A grade and five students from 3rd B grade are obtained a scores 86 get in "Very Good" category, and also the students responses questionnaire results of main field testing by twenty students from 3rd A grade and twenty students from 3rd B grade are obtained a scores 94,25 get in "Very Good" category. Therefore, the students responses questionnaires are obtained average scores 90,13 get in "Very Good" category. Based on the overall scores, are obtained by the experts, teacher, and students, this product received a scores of 89,67. From this, it can be concluded that Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school is very good quality and is suitable for implementation.

The product of Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school that the researchers developed has strength and weaknesses. As for that strength is consists of: (1) This learning multimedia can used using either a computer or device; (2) This learning multimedia can be accessed by students easily, namely by using a software link, and users can be accessed anytime and any ware; (3) This learning multimedia is attractive for elementary school's student with the various animations; (4) This learning multimedia can helps teacher explain *Places Around Us* materials material for 3rd grade in elementary school; (5) This learning multimedia contains videos of teaching materials from researchers regarding explanations of *Places Around Us* material; and (6) the students can learn independently using that Canva-based interactive learning multimedia, because it's easy to use and is equipped with complete multimedia elements features. Meanwhile, the weaknesses are consists of: (1) this learning multimedia just can be accessed online namely with an adequate internet network; and 2) this learning multimedia is still limited to *Places Around Us* material was developed to suit the researches abilities.

CONCLUSION

Based on the results of research and development of Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school, so data from media expert is obtained a score of 83,64 get in "Very Good" category. The material expert validation is obtained a score of 96 get in "Very Good" category. Meanwhile, the learning expert validation is obtained a score off 78 get in "Good" category. Based on the results from the expert are obtained an average score of 85,88. From this, it can be concluded that Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school is very good quality and is suitable for implementation. Meanwhile, the tested of Canva-based interactive learning multimedia product at SD Muhammadiyah Noyokerten from the teacher's 3rd grade English subject is obtained score of 93 get in "Very Good" category. Meanwhile, the students responses questionnaire results of preliminary field testing by five students from 3rd A grade and five students from 3rd B grade are obtained a scores 86 get in "Very Good" category, and

also the students responses questionnaire results of main field testing by twenty students from 3rd A grade and twenty students from 3rd B grade are obtained a scores 94,25 get in "Very Good" category. Based on the results, that average scores accumulated students from preliminary field testing and main field testing are obtained of 90,13. Based on the teacher and students responses results, we know that effectiveness of Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school is "Very Good" quality and is suitable for implementation. Therefor, the results of the overall average scores from the experts, teacher, and students are obtained of 89,67 get in "Very Good" category. From this, it can be concluded that Canva-based interactive learning multimedia of English subject for 3rd grade in elementary school is very good quality and is suitable for implementation.

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