Improving Motivation and Football Learning Achievement of Junior High School Students by Using Canva-Based Learning Videos

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Article Info

Abstract

This study aimed to analyze the effect of Canva-based learning videos on the motivation and outcomes of soccer passing skill learning of junior high school students. The research method used the mixed method with One Group Pretest-Posttest experimental design and in-depth interviews. The research sample consisted of 34 seventh grade students selected using cluster random sampling. The samples were divided into the experimental group (n=17) that used Canva media and the control group (n=17) that received traditional learning methods. The research instruments utilized learning motivation questionnaires, soccer skills tests, and in-depth interviews to collect qualitative data. The statistical analysis showed a significant increase in the student learning motivation in the experimental group, where the average post-test score increased from 86.7 to 92.8 (p <0.05). Student learning outcomes also significantly improved, with passing skill scores increasing from 10.8 to 4.76 (p <0.05). Qualitative results showed that students who used Canva media felt more motivated because of the interactive and flexible visual presentations during learning activities. However, challenges related to technology access, such as dependence on internet networks, become the limiting factors. In conclusion, Canva-based learning videos could effectively improve the student motivation and outcomes in soccer skill learning. This study contributes to the development of technology-based learning media in Physical Education subject.

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INTRODUCTION

A lack of understanding and motivation among students has led to unoptimal football passing results in the P.J.O.K. (Physical Education, Sports, and Health) subject (Truzoli et al., 2020). Learning has a strong relationship with the learning process, where individuals gather knowledge in a structured manner throughout their lives (Pradana, 2021). Learning involves mental activities that allow for positive changes in attitude through experiences, thereby transforming one's personality (Setyanto, 2020). Whether conducted face-to-face, online, or offline, P.J.O.K. learning must still adhere to educational goals (Ramadhani et al., 2020). In schools, P.J.O.K. plays a crucial role, offering students opportunities to engage directly in various learning experiences through physical activities. The development of P.J.O.K. aims to foster innovation and creativity in sports education (Veni & Achmad, 2021).

Increasing student motivation can be challenging, especially when learning is confined to textbooks. Incorporating interactive media can be a solution to boost student engagement in the learning process (Mahardika et al., 2021b). Teachers play a pivotal role in creating an active and interactive learning environment, as they interact directly with students as both subjects and objects of learning (Br Tarigan et al., 2021). Along with technological developments, education has experienced a striking shift in using more exciting and interactive learning media (Melati et al., 2023). Achieving learning goals requires appropriate learning strategies (Sari & Fatonah, 2022)

To address the issue of low motivation and understanding, educators, particularly physical education teachers, must identify the problems arising during the learning process (Mislan. & Santoso, 2019). Creating innovative learning materials benefits students by keeping them motivated and facilitating better understanding, such as by incorporating graphic designs. Teachers must create a positive learning atmosphere to encourage student participation and comprehension of the material. Therefore, effective learning media are essential in today's educational context (Cahyono et al., 2021). Learning media should actively engage students and stimulate teacher creativity in designing interesting and effective content (Tanjung & Faiza, 2019). Therefore, this study explores the use of Canva, an online graphic design platform, as a learning medium. Canva is an accessible design application offering a wide range of tools for creating presentations, posters, brochures, and other design materials (Widyatnyana & Rasna, 2021).

The purpose of this study is to assess the impact of learning videos created using an online graphic design platform on students' understanding of soccer passing skills and their motivation to learn. Integrating modern learning media, such as Canva, is one way to make learning more interactive and enjoyable. Soccer, a subject of high interest to many students, can serve as a powerful motivator. However, while students may practice passing in soccer, they often do so incorrectly (Wati & Jannah, 2021). Teachers must create enjoyable learning experiences to encourage physical activity and improve student fitness, which in turn enhances motivation (Beauty et al., 2020).

Learning media can play a key role in motivating students, improving their writing and speaking skills, and stimulating their imagination. It also makes the learning process more efficient and effective (Masfufah et al., 2022). Canva-based learning media can increase motivation and make classroom learning more enjoyable. Specifically, the study focuses on learning videos supported by Canva, which serves as a platform for creating instructional videos and presentations (Tonra et al., 2023). Canva media is expected to foster students' interest, enhance learning motivation, and improve learning outcomes. The influence of Canva-assisted learning media is anticipated to significantly boost both learning motivation and student outcomes (Sari & Fatonah, 2022)

This research represents a novel contribution by combining two innovative approaches: learning videos and the Canva graphic design tool, applied in the context of P.J.O.K. learning. It is hoped that this study will contribute to the development of more effective and engaging learning methods in physical education. The findings of this research may serve as a reference for educators, researchers, and curriculum developers aiming to design learning environments that are responsive to technological advancements and student needs.

METHODS

This study employed a mixed-method approach, combining qualitative and quantitative research (sequential explanatory). Qualitative research was con-

ducted using a phenomenological approach with in-depth interviews, while quantitative research was carried out through experimental methods, using a randomized control trial (RCT) design.

Participants

The participants in this study were 34 seventh-grade students from Junior High School (SMP) 47 Surabaya, Indonesia, out of a total of 226 students. A cluster random sampling technique was used, allowing the researchers to randomly select a class, ensuring that each member of the population had an equal chance of being included. This randomization process was done through a lottery. The inclusion criteria for participation were: (i) at least one year of experience using Canva-based media, and (ii) low learning motivation and learning outcomes. The exclusion criteria were: (i) no experience using Canva-based media, and (ii) high learning motivation and learning outcomes. The participants were divided into two groups: an experimental group (n = 17), which used Canva media, and a control group (n = 17), which used traditional learning methods. Before the study commenced, participants were informed of the study's procedures, risks, and benefits. Both students and their parents provided written consent to participate. The demographics of the participants are presented in Table 1.

Table 1. Demographics of Participants

Group	Age (years)	Height (cm)	Weight (kg)
Experiment (Canva media)	13.3±0.470	15.1±9.29	43.8±10.4
Control	13.6±0.507	43.4±8.60	147±6.12

Table 2. Quantitative Research Instruments

Variable	Indicator	Negative Items (-)	Positive Items (+)	Number of questions
Motivation to learn	Interest in Learning		5(+)	1
	Desire to Succeed	8(-), 9(-)	7(+), 10(+), 11(+)	5
	Perseverance in Learning	16(-),17(-),18(-)	13(+),15(+)	5
	Self-confidence		19(+),22(+)	2
	External Factors	25(-), 28(-)	26(+), 27(+),	4
	Total			**17**

Quantitative Statistical Analysis

Data from the learning motivation questionnaire and learning outcomes were analyzed using Jamovi version 2.3.2.8. First, a descriptive statistical analysis, including mean and standard deviation, was conducted. Second, the validity and reliability of the learning motivation and learning outcomes variables were tested.

Third, a paired sample t-test was applied to measure the difference between pre-test and post-test results in both the experimental and control groups. To determine the magnitude of the effect, Cohen's (d) formula was used, with effect sizes classified as large (> 0.80), medium (0.50-0.79), or small (0.20-0.49). The significance level was set at $p < 0.05$ (Gani et al., 2022).

Qualitative Statistical Analysis

In the qualitative analysis, the following procedures were used:

1. Coding
2. Categorization (Gani et al., 2022), with the following themes and subthemes:

   Theme 1: Advantages of Canva-based media
   - Subtheme: Canva media
   - Subtheme: Study time

   Theme 2: Disadvantages of Canva-based media
   - Subtheme: Technological tools
   - Subtheme: Poor internet connection

   Theme 3: Impact
   - Subtheme: Impact of Canva-based media on learning motivation
   - Subtheme: Impact of Canva-based media on learning outcomes

Quantitative Instruments

The quantitative instrument for this study was a questionnaire assessing both learning motivation and learning outcomes (Muñoz-González et al., 2020). The motivation instrument contained five sub-indicators and 11 items, measured using a Likert scale. The Likert scale is a psychometric tool used to gauge respondents'

agreement with statements, ranging from "strongly agree" to "strongly disagree" (Nikmard et al., 2023). The questionnaire was delivered via Google Forms and was divided into two sections: learning motivation and learning outcomes.

The data collected from the questionnaire were analyzed using a Likert scale. Positive responses were

scored as 4, 3, 2, 1 (for strongly agree, agree, disagree, strongly disagree), and negative responses were scored in reverse: 1, 2, 3, 4 (Banjarani & Ridwan, 2023)

Knowledge and Skills Test Grids

The knowledge and skills tests used in this study were derived from the lesson plan (RPP) assessment rubric (Nurcahyo, 2014). The following tables outline the content of the knowledge and skills tests:

during which students completed a questionnaire on learning motivation and learning outcomes from 09:20 to 10:50 AM. Following the pre-test, the second step involved implementing the Canva-based learning program for the experimental group, while the control group used traditional learning methods (non-Canva-based media). This intervention was conducted over four weeks. The final step was the post-test, where participants once again completed the learning motivation

Table 3. Knowledge Test Grid

No	Basic competency	Material	Indicator	Item Number
1	3.1 Understand the variations of specific movements in various simple and traditional big ball games	Basic Soccer Passing	Mention gross motor movements (C1)	1, 4
			Explain the definition of soccer game and basic soccer skills (C2)	2, 3
			Determine differences in passing types (C3)	5

Table 4. Skills Test Grid

Variable	Factor	Indicator	Item No.
Skills	Passing	a. Preparation	1, 2, 3, 4, 5
		1.Stand facing the target	
		2.Place foot that maintains balance next to the ball	
		3.Point foot at the target	
		4.Place foot in a sideways position	
		5.Focus attention on the ball	
		b. Execution	
		1.Body positioned above the ball	
		2.Knees slightly bent	
		3.Swing the kicking leg forward	
		4.Look at the target	
		5.Kick the middle of the ball with the inside of the foot	
		c. Follow-through	
		1.Body weight shifts forward	
		2.Continue the movement in the same direction as the ball	
		3.Smooth final movement	
		4.The kicking leg lands slightly in front of the supporting leg	
		5.Maintain balance	
		d. Results	
		1.The direction of the ball is straightforward	
		2.The ball is on target	
		3.Accurate in sending the ball	
		4.The ball is easy to receive	
		5.The ball is horizontal along the ground	

The instruments used in this research have been tested for validity and reliability by expert lecturers in football, specifically in passing techniques. The evaluation of student knowledge was carried out using the RPP assessment rubric prepared by the teacher.

Research Procedures

This mixed-method research was conducted from February to March 2024 at SMP 47 Surabaya, Indonesia. The study started with a quantitative phase using experimental methods. The first step was the pre-test,

questionnaire.

The qualitative phase of the research was conducted in two classes, 7A and 7B. A total of 30 students participated in 30-minute interviews, during which they discussed the advantages, disadvantages, and impacts of using Canva-based media for learning.

Canva-Based Media Learning Program

The treatment involved the use of Canva-based learning media, where the teacher provided learning videos for students. These videos, which included both

images and sound, allowed students to learn both in school and at home. The interactive nature of the videos was designed to boost students' motivation and engagement. In terms of learning outcomes, the use of high-quality and engaging media was expected to increase students' interest in sports. The structure of the Canva-based media learning program is outlined in Table 5 below:

Table 5. Canva-Based Media Learning Program

DAY	Learning Content	Duration	Objective
Days 1 - 4 (Monday and Thursday)	Provide a video link for students to analyze	10 minute	To help students understand the material through interesting and easy to understand videos
	Present the results of observations from the video	60 minute	
	Provide questions and facilitate discussions	10 minute	

RESULT

Learning Motivation (Quantitative Results)

The results section of this research has been structured to address the study's core objective: measuring students' learning motivation toward Canva-based media through videos provided to them. A range of statistical methods was employed to analyze the data, including descriptive analysis, normality tests, homogeneity tests, and paired sample T-tests, using the Jamovi application (version 2.3.2.8). The study featured two distinct groups: an experimental group that used Canva-based media and a control group that followed traditional learning methods.

Table 6. Descriptive Analysis of Learning Motivation

Descriptive Statistic	Group	Pre-test	Post-test
N	Media Canva	17	17
	Control	17	17
Missing	Media Canva	0	0
	Control	0	0
Mean	Media Canva	86.7	92.8
	Control	82.3	92.0
Median	Media Canva	83	90
	Control	80	92
St. Dev	Media Canva	10.0	8.94
	Control	9.37	7.58
Min.	Media Canva	68	80
	Control	65	78
Max.	Media Canva	104	109
	Control	100	109

Table 6 presents the number of students who participated in research activities using Canva-based media

in the form of videos. A total of 34 students were divided into two groups, namely 17 students in the experimental group and 17 students in the control group. The minimum score obtained in the pre-test for the experimental group was 68, while the control group scored 65. In the post-test, the experimental group scored a minimum of 80, and the control group scored 78. The maximum score for the pre-test for the experimental

group was 104, compared to 100 for the control group. In the post-test, both groups scored a maximum of 109. The mean score obtained from the pre-test for the experimental group was 86.7, which increased to 92.8 in the post-test. For the control group, the mean pre-test score was 82.3, rising to 92.0 in the post-test.

The normality test results indicate that student learning motivation is normally distributed, as evidenced by the Asymp Sig (2-tailed) values. For the pre-test, the value is 0.159, and for the post-test, it is 0.147. Both values are greater than 0.05, confirming that students' learning motivation follows a normal distribution, allowing for the continuation to the homogeneity test. The results of the homogeneity tests for the pre-test and post-test are as follows: the pre-test p-value is 0.813, while the post-test p-value is 0.511. Since both p-values are greater than 0.05, we conclude that the data is homogeneous. Consequently, we can proceed to the independent sample t-test stage.

Table 7 presents the results of the independent sample t-test, showing a pre-test value of 0.159 and a post-test value of 0.774. The 2-tailed significance result is less than 0.05, indicating statistical significance. Effect size is used to measure the magnitude of the difference in research results. The effect size for the pre-test was 0.4944, while for the post-test, it was 0.0994. Based on the results of the p-value and effect size, it can be concluded that there is a significant influence of the application of Canva media on student learning motivation. Differences in scores related to learning motivation can be derived from the data presented above.

Table 7. Independent Sample T-Test of Learning Motivation

		Statistic	df	p-value	Mean Difference	SE Difference		Effect Size
Pre-test	Student's t	1,441	32,0	0.159	4.765	3.31	Cohen's d	0,4944
Post-test	Student's t	0,290	32,0	0.774	0.824	2.84	Cohen's d	0.0994

Learning Outcomes

This research needed data to measure student learning outcomes using Canva media through videos given to students. This research involved two groups: an experimental group and a control group.

Table 8. Descriptive Analysis of Learning Outcomes

Descriptive Statistic	Group	Pre-test	Post-test
N	Media Canva	17	17
	Control	17	17
Missing	Media Canva	0	0
	Control	0	0
Mean	Media Canva	10.8	4.76
	Control	10.4	5.29
Median	Media Canva	10	5
	Control	11	5
St. Dev	Media Canva	2.86	1.15
	Control	2.65	1.26
Min.	Media Canva	7	3
	Control	5	3
Max.	Media Canva	16	7
	Control	14	7

Table 8 displays the number of students participating in research activities utilizing Canva media in the form of videos. A total of 34 students were divided into two groups: 17 students in the experimental group and 17 students in the control group.

Table 9. Independent Sample T-Test of Learning Outcomes

		Statistic	df	p-value	Mean Difference	SE Difference		Effect Size
Pre-test	Student's t	0,436	32,0	0,666	0.412	0,944	Cohen's d	0,150
Post-test	Student's t	-1,279	32,0	0,210	-0,529	0,414	Cohen's d	-0,439

The normality test results of normally distributed student learning outcomes and the Asymp Sig value. (2-tailed) more than >0.05. The results of the pre-test and post-test homogeneity tests p-value is 0.616, while the post-test p-value is 0.651. Table 9 shows the results of the independent sample t-test, with a pre-test value of 0.666 and a post-test value of 0.210. The 2-tailed significance result is less than <0.05, indicating statistical significance. Effect size was used to observe the magnitude of the difference in research results. The effect size results in the pre-test were 0.150, while the post-test was -0.439. These p-values and effect sizes suggest that the application of Canva media had a significant impact on student learning outcomes. The differences in learning interest scores can be inferred from the data above.

Table 9 shows the results of the independent sample t-test, with a pre-test value of 0.666 and a post-test value of 0.210. The 2-tailed significance result is less than <0.05, indicating statistical significance. Effect size was used to observe the magnitude of the difference in research results. The effect size results in the pre-test were 0.150, while the post-test was -0.439. These p-values and effect sizes suggest that the application of Canva media had a significant impact on student learning outcomes. The differences in learning interest scores can be inferred from the data above.

Qualitative Results

This qualitative research analyzed data from in-depth interviews with 34 seventh-grade junior high school students regarding their experiences using Canva-based learning media. The analysis was conducted using coding and categorization methods, and the results are organized into three main themes: (1) the advantages of Canva-based learning media, (2) the shortcomings of Canva-based learning media, and (3) the impact of media use on student motivation and learning outcomes.

Theme 1: Advantages of Canva-based Learning Media

Respondents A, B, C, D, E, F: "In my opinion, most respondents stated that using Canva-based media offers several advantages. For example, many students expressed that this media is more engaging and interactive than traditional learning methods. (i) Some students emphasized that Canva is easy to accessible anytime and anywhere, making the learning process more flexible and efficient, (ii) It is more interesting, (iii) more efficient, and (iv) saves time. In addition, students feel more motivated by the use of videos and graphic elements that capture their attention."

Respondents G, H, I, J, K, L, M: "In our opinion, learning with Canva-based media has several benefits, including (i) it can be done anywhere and at any time, (ii) it is more practical, and (iii) it provides opportunities to familiarize oneself with technology."

Respondents N, O, P, Q: "Student comments reflect this view. For example, Student A stated, 'I prefer learning with videos from Canva because they are easier to understand and not boring.' Student B added, 'This media makes me more enthusiastic because the visuals help me remember the material.'"

Theme 2: Disadvantages of Canva-based Learning Media

Respondents A, B, C, D, E, F: "In our opinion, although Canva-based learning media provides many benefits, several respondents highlighted its shortcomings. (i) The main drawback is the reliance on a stable internet connection. (ii) Some students experience difficulties accessing materials when the internet connection is unstable or limited. (iii) Additionally, some students noted that technology-based learning can lead to over-reliance on gadgets, which may affect eye health when used for prolonged periods."

Respondents D, E, F, G, H, I, J, K, L, M: "As Student C expressed, 'The main problem occurs when the internet signal is poor, preventing me from smoothly accessing the videos.' Student D added, 'Staring at the screen too long can tire the eyes, especially during extended learning sessions.'"

Respondents J, K, L, M, N, O, P, Q: "In our opinion, learning with Canva-based media has several weaknesses, such as (i) students becoming too dependent on gadgets, and (ii) the potential for vision problems if used for extended periods."

Theme 3: Impact of Canva-based Learning Media on Student Motivation and Learning Outcomes

Respondents A, B, C, D, E, F, G, H, I, J: "In our opinion, using Canva-based learning media has a significantly positive impact on student motivation and learning outcomes. Many students report feeling more engaged and motivated to learn, particularly due to the interactive and visual presentation of the material. For instance, learning videos help students better understand basic soccer skills, such as passing movements."

Respondents K, L, M, N, O, P, Q: "As Student E noted, 'Videos from Canva make it easier for me to understand the correct passing movements, and I am more interested in following the lesson.' Student F added, 'I have become more confident because using modern media like this makes me feel I understand the material better.'"

These qualitative findings support the quantitative results, which show an increase in student motivation and learning outcomes after using Canva-based learning media. The positive impact is largely attributed to the interactive and visual nature of the media, which fosters student interest and engagement in learning.

DISCUSSION

This research shows that Canva-based media can significantly increase student learning motivation. These results are consistent with findings that using technology-based learning media, such as animations or interactive videos, enhances student engagement and motivation. In the context of this research, students who learned using Canva experienced a significant increase in motivation, as evidenced by the pre-test and post-test scores. This suggests that Canva can provide a more interactive and exciting learning experience. According to Cheng et al. (2023) engaging digital media can help maintain students' focus and increase their interest in learning. This aligns with this research's findings, indicating that Canva provides a more interactive and enjoyable learning experience, thus triggering increased student motivation.

The use of Canva as a learning medium positively impacts student engagement in the learning process.

Canva's interactive features, such as video creation and visual design, foster an engaging learning experience that enhances students' curiosity. This supports the research findings of Irsan et al. (2021), which show that students exhibit greater interest in the material and demonstrate higher persistence when using Canva. The ability to create videos or visual designs provides a rich learning experience that sparks student curiosity. In this research, students reported increased interest in the material and displayed higher persistence, which is a crucial factor in boosting learning motivation.

Moreover, student learning outcomes in this study also showed a significant increase, particularly in soccer passing skills. The experimental group that utilized Canva as a learning medium demonstrated a greater improvement in learning outcomes compared to the control group. This finding is consistent with research by Batubara et al. (2022), which found that video tutorials in sports skills learning effectively enhance students' understanding and skills. In their study, interactive videos enabled students to observe correct movements, which they then practiced. Additionally, this research supports findings from Liu et al. (2023), indicating that the use of technology-based media, such as Canva, can improve learning outcomes in subjects that require visual understanding. Students engaged in Canva-based learning received more structured instruction, which facilitated a better understanding of fundamental concepts in sports, such as soccer passing, as they could repeat and review the material presented via video.

Furthermore, research by Mahardika et al. (2021a) also yielded similar results, showing that Canva as a visual aid in online learning significantly improved student understanding and learning outcomes. In this study, the average post-test scores of students using Canva were much higher than those who relied solely on traditional learning methods. This indicates that Canva makes learning more engaging and effective in enhancing students' comprehension of the material.

Compared to previous research by Suppan et al. (2020), which found that Canva-based learning media improved learning outcomes in PJOK subjects, this study shows consistent results in sports education. Both studies demonstrated that Canva helps visualize abstract or challenging concepts, making them more concrete and easier for students to grasp. In the context of soccer, passing movements involving gross motor skills can be more readily learned through interactive videos that students can repeatedly access.

On the other hand, this research adds a new dimension to the study of the effectiveness of Canva media, particularly in the area of sports skills, which has not been extensively explored in previous research. Mislan and Santoso (2019) found that interactive learning media effectively improve learning outcomes in PJOK subjects, but this research makes a further contribution by focusing specifically on soccer skills, which significantly improved following the Canva media intervention.

Despite the positive impact of using Canva media, several challenges were also identified. Some students reported difficulties accessing materials due to limited internet connectivity, especially when studying from home. These findings are supported by previous research by Cahyadi et al. (2021), which states that the effectiveness of online learning depends on adequate access to technology. Additionally, Johnson et al. (2021) found that technical problems, such as poor internet connectivity, can diminish the effectiveness of using technology-based media, particularly in areas with inadequate internet infrastructure.

Students also expressed concerns that excessive reliance on interactive media could lead to dependence on technology and diminish direct interaction with teachers, which is a vital component of the learning process. Research by Maulani et al. (2021) emphasized that interaction between students and teachers is crucial for building affective values in sports learning, a dynamic that digital media cannot fully replace.

CONCLUSION

Based on the results of data analysis, the use of Canva as a digital learning medium appears to have a positive impact on increasing student motivation and learning outcomes. Integrating Canva into soccer learning can create a more engaging and enjoyable atmosphere, as students tend to be more active during learning activities.

However, this study has several limitations, such as dependence on internet access, which poses challenges for students in areas with limited connectivity. Additionally, the focus on soccer skills restricts the ap-

plicability of these findings to other subjects, and there are concerns about a potential decline in direct interaction between teachers and students.

To address these limitations, future research should explore the use of Canva in other fields and assess its long-term impact. Moreover, it is essential to find solutions to technology access issues and to investigate how to maintain a balance between technology use and face-to-face interaction in learning.

CONFLICT OF INTEREST

The authors declared no conflict of interest.

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