EVALUATION OF CHARACTER IN LEARNING THROUGH CANVA-BASED VIDEO COUNTING MATERIALS

Inayah[1], Azhar[2]*, Siti Mayang Sari[3]

[123]Universitas Bina Bangsa Getsempena, Indonesia

*azharkiran86@gmail.com

ABSTRACT

This study aims at the importance of character evaluation in learning activities. The method used in this study is descriptive qualitative using interviews and literature from several relevant journals related to research. Evaluation of children's character The results of the research can be described in the discussion. The results of the study show that character evaluation through Canva-based videos is very useful during children's counting material activities at the Sukamakmur State Kindergarten in Aceh Besar. Developing character and knowledge in arithmetic through these learning videos provides a new atmosphere in the learning process. In addition, the character evaluation carried out aims to determine the level of achievement of students' moral development in learning. In conclusion, the implementation of activities through Canva-based Learning Media Video Counting Material is proven to be able to improve the skills of teachers and student learning outcomes at Sukamakmur Kindergarten, Aceh Besar in making Canva-based learning media.

Keywords: Evaluation, Video, Character, young learners, Canva editor

1. INTRODUCTION

Evaluation is the most important investment for every nation, especially for developing nations to build their country. Development of knowledge can only be done by humans who are prepared through learning, in order to achieve the essence of humanity, (Downes, 2017). The development of learning is inseparable from the responsibility of an educator, how the educator transforms the knowledge possessed by the knowledge that has been prepared by the educator, (Mayang et al. 2019). Playing attention to teaching methods that are easily accepted by students so that the goals are achieved in accordance with what is expected. The goal to be achieved is that in the learning process the teacher must carry out an activity called implementing the evaluation of children's character through the learning process using Canva video to make it easier for students when introducing children to counting, (Resmini et al., 2021). Character education is an important topic in education that is currently receiving a lot of attention from various circles. The young generation is experiencing a tremendous moral and character crisis along with the development and progress of the times. Character education supports the life of the nation and state, because the progress of the nation does not depend on cognitive quality alone, but is largely determined by the affective quality of society. In other words, a developed nation is not only determined by intellectual intelligence, but is strongly influenced by intelligence, mental attitude, and social attitude. This shows that the success of learning programs is always seen from the aspect of learning outcomes achieved. On the other hand, evaluation of learning programs requires data on the implementation of learning and the level of achievement of learning objectives. Such conditions not only occur at the higher education level, but also occur at the primary and secondary education levels. The success of learning programs is always seen from the aspect of learning outcomes, while the implementation of learning programs in the classroom or the quality of the learning process is rarely touched by assessment activities.

Thus, the evaluation of children's character is very much needed in various activities of daily human life, because whether we realize it or not, evaluation is actually often done, both for ourselves and other social activities. This can be seen starting from dressing, after dressing he stands in front of the mirror whether his appearance is natural or not, to bigger things in human life. Likewise, in the world of education cannot be separated from the evaluation activity itself. It is said so, because evaluation is one of the basic components of the education system that must be carried out systematically and planned as a tool to measure the success or targets to be achieved in the learning process.

2. LITERATURE REVIEW

2.1 Definition of Evaluation

Etymologically "evaluation" comes from English, namely evaluation from the root word value which means value or price. Value in Arabic is called al-qiamah or al-taqdir' which means evaluation. Meanwhile, literally, educational evaluation in Arabic is often referred to as al-taqdiraltarbiyah which is interpreted as an assessment in the field of education or an assessment of matters relating to educational activities. In terms of terminology, some experts provide opinions about the meaning of evaluation including, (Khasanah et al., 2020). Ramayulis said that evaluation implies an action or process in determining the value of something. The general definition of evaluation can be interpreted as a systematic process of determining the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment, (Setiawati & Senam, 2015). For determine the value of something by comparing it with criteria, the evaluator can directly compare it with general criteria, can also measure something being evaluated and then compare it with certain criteria, (Santos & Castro, 2021). In another sense, evaluation, measurement and assessment are hierarchical activities (Anshori, 2022). This means that these three activities in relation to the learning process cannot be separated from one another and in their implementation must be carried out sequentially (Divayana, 2017). In this connection there are two terms that are almost the same but are actually different, namely assessment and measurement. The definition of measurement is directed at actions or processes to determine the quantity of something, because of that, tools are usually needed. Purpose, Functions, and Benefits of Evaluation.

2.2 Purpose of Evaluation

Evaluation is a deliberate and purposeful activity. Evaluation activities are carried out consciously by the teacher with the aim of obtaining certainty regarding the success of student learning and providing input to the teacher about what he is doing in teaching activities. In other words, the evaluation carried out by the teacher aims to find out whether the lesson material delivered has been mastered by the teacher students or not. And apart from that, what are the teaching activities he carries out? Furthermore, making decisions about learning outcomes is a must for a teacher in order to know the success or failure of students in the learning process. The failure of the learning process was caused, among other things, as follows: a. Low student ability. b. The quality of learning material is not in accordance with the age level of the child. c. The amount of study material is too much so that it does not match the time allotted. d. Components of the learning process that are not in accordance with the goals set by the teacher himself.

2.3 Evaluation function

Evaluation that has become a staple in the sustainability process. Learning should be done every day with a systematic and planned scheme. The teacher can carry out this evaluation by placing it in a unit that is interrelated by implementing it in a unit of learning material. Evaluation function from the standpoint of individual students, and in terms of teaching programs includes, among others: a. Viewed from the standpoint of individual students, evaluation functions: Knowing the level of achievement of students in a learning process, is: 1) Determine teaching effectiveness and activity plans, 2) Provide a basis for student progress reports, 3) Establish graduation. b. From a teaching program standpoint, evaluation functions: 1) Provide a basis for considering the increase and promotion of students, 2) Provide a basis for the preparation and placement of homogeneous groups of students, 3) Diagnosis and remedial work of students.

2.4 Benefit Evaluation of Character

In general, the benefits that can be drawn from evaluation activities in learning, that is: a. Understanding something: entry behaviour, motivation, etc., facilities and infrastructure, and conditions of students and lecturers. b. Making decisions: continuation of the program, handling "problems", etc. c. Improving the quality of teaching and learning process.

Character is a set of traits that are always admired as signs of goodness, virtue and moral maturity of a person, etymologically the term character comes from the Latin character which means character, psychological traits, character, personality and morals.
Character education is a system of instilling character values which include components of knowledge. The goals of national character education include the following: (1) Develop the affective potential of students as human beings and citizens who have cultural values and national character, (2) Develop the habits and behaviour of students who are commendable and in line with the values of cultural traditions and national character, (3) Instil a spirit of leadership and responsibility of students as the next generation of the nation., (4) Develop the ability of students to become independent, creative, national-minded human beings, (5) Developing a school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a strong and high sense of nationality.

Canva is an online-based application that provides attractive designs in the form of templates, features, and categories provided in it. With various designs, teachers can teach students the knowledge and skills that will be acquired so that this media can also be used in various domains life.

3. METHODS

The method used in this study is descriptive qualitative using interviews and literature from several relevant journals related to research. Evaluation of children's character at school is actually internalized in the souls of students which in the end emerges entrenched habits. The results of the research can be described in the discussion. The results of the study show that character evaluation through Canva-based videos is very useful during children's counting material. This research was carried out at the Sukamakmur Kindergarten School with a very suitable location for carrying out the learning process because it is far from the center of the crowd, it has very fresh and cool air.

3.1. Planning
The first planning I did was to compile a lesson plan which was outlined in a daily learning plan with the theme of plants with the topic of discussing flower plants around the school yard.

3.2. Implementation
During the activity the teacher invites the students to get out of the room to pay attention to the flowers in the school yard while picking the flowers the teacher assigns as many as 10 stalks and recounting each flower that has been picked, all activities are documented in the form of videos and photos, after being made in videos pictures so that children can look back at the contents of the video.

3.3. Design
The results of the study show that character evaluation through Canva-based videos is very useful during children's counting material activities at the Sukamakmur State Kindergarten in Aceh Besar.

3.4. Results
Developing character and knowledge in arithmetic through these learning videos provides a new atmosphere in the learning process. In addition, the effect of learning videos on group b children's initial numeracy skills in kindergarten that there are differences in the results of initial numeracy abilities between groups of children who are taught with learning videos and groups of children who are taught with blackboard media (conventional) group b. This is indicated by the results of a significant value of $0.00 < 0.05$, then h1 is accepted and h0 is rejected. the average score of the experimental group students was 31.92 and the control group's average score was 26.40.

4. RESULTS & DISCUSSION

During the implementation of the activities, the evaluation results of the media making skills of the teachers of Canvas-based learning, the information obtained averaged 6.68 and included in the small criteria (K). During the implementation of cycle I activities, teachers' skills in producing Canva-based learning environments grew from the initial conditions. The results of the first period showed an average increase from to 69.5 and was in the

appropriate category (C). From the above report, it can be concluded that the results of the study did not meet the predetermined success criteria, namely. at least the results of the teacher skills assessment. the Canva-based learning media is GOOD or is in the range of scores ≥76, and classically at least 85% of the participants are complete. the number of participants is declared complete. In the implementation of activities of the second cycle showed that each teacher had shown improved their skills in making Canva-based learning media. learning media based on Canva. This is evidenced by an increase in the average score to 89.66 and included in the Good (B) category. Recapitulation of the Assessment Results of Teacher Skills in Making Canva-Based Learning Media in Initial Conditions, Cycle I and Cycle II.

Number	Cycle	Mark	Assessment criteria
1	Initial Conditions	46,68	Not enough
2	Cycle I	69,54	Enough
3	Cycle II	89,66	Good

Clearly in the form of a graphic diagram, the improvement of teacher skills in Sukamakmur Kindergarten Aceh Besar in making Canva-based learning media as explained according to the graphic image below.
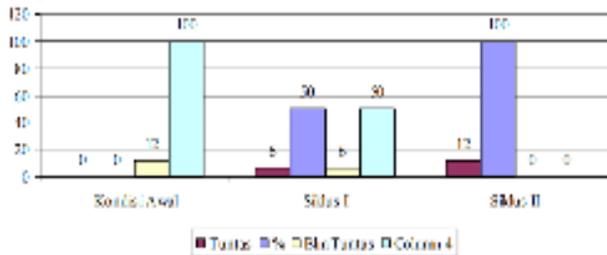
Although the factors that support the development of students' character values are influenced by many factors, the quality of Islamic Religious Education learning that is able to integrate learning character values using an inspirational show contributes greatly. The learning process carried out at Sukamakmur Kindergarten in Aceh Besar can be said to have good quality and greatly contribute to strengthening character education in the school environment through Canva-based learning media. The implementation of activities through Canva Video-based Learning Media for Counting Materials proved to be able to improve the skills of teachers and student learning outcomes at Sukamakmur Kindergarten in Aceh Besar in making Canva-based learning media, especially counting materials. Canva applications can be utilized in the realm of education as suggsted by Sriadhi et al. (2018). Canva is an online application that has a variety of templates and features that exist to help teachers (teachers) and students (learners) make it easier to do technology-based learning, skills, creativity, and other benefits that can be obtained. This is in line with Supadma et al. (2019) who stated that interesting visuals can attract attention and interest in learning with the presentation of interesting teaching materials or materials.

5. CONCLUSION

Based on the description of the discussion above, the authors can draw the following conclusions: The implementation of activities through Canva-based Learning Media Video Counting Material is proven to be able to improve the skills of teachers and student learning outcomes at Sukamakmur Kindergarten, Aceh Besar in making Canva-based learning media, especially counting material. Canva applications can be utilized in the realm of education. Canva is an online application that has a variety of templates and features that exist to help teachers (teachers) and students (learners) make it easier to do technology-based learning, skills, creativity, and other benefits that can be obtained. Attract attention and interest in learning with the presentation of interesting teaching materials or materials. The improvement of teachers' skills and student learning outcomes at Sukamakmur Kindergarten in Aceh Besar in making Canva-based learning media especially counting materials is evidenced by the improvement in the results of the assessment of teachers' skills in making Canva-based learning media where in the initial condition the average score was 44.68 and fell into the category of Less (K), increased in the first cycle with an average score of 69.54 and fell into the category of Enough (C) and in the second cycle with an average score of 89.66 and fell into the category of Good (B). As for the improvement of teachers' skills and student learning outcomes at Sukamakmur Kindergarten Aceh Besar in making Canva-based learning media individually in the initial condition, no teacher was declared complete, in the first cycle 6 teachers or 50% were declared complete and in the second cycle 12 teachers or 100% were declared complete.

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