IMPLEMENTING CANVA IN A FLIPPED CLASSROOM: A CHALLENGE IN POST PANDEMIC ERA

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Abstract
In post pandemic era, schools are allowed to invite students to face-to-face learning. Despite this, most teachers still suffer from a lack of time since the government still uses limited time at schools, referred to as "PTM terbatas". This research used a descriptive quantitative design. It aimed to investigate the students' interest in the use of Canva in improving their mastery of brochures/pamphlets/banners/posters in the eleventh grade at MAN 5 Jombang. There are more than 100 students involved in this research. To address the problem of lack of time in this post-pandemic era, the teacher employed the Flipped Classroom model. According to the findings, the students are satisfied with the use of Canva, preferring it to paper and finding it useful in accomplishing the task. As a result of using Canva in a flipped classroom, the teacher has also been able to effectively manage her limited time at school. Based on the result of this research, it can be concluded that Canva combined with Flipped Classroom model is suggested to be used in this post-pandemic era to answer the challenge of digital technology in this disruptive era.

Keywords: Canva, Flipped Classroom Model, Post Pandemic Era

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Introduction

English is a compulsory subject at the high school level. Due to its widespread use around the globe, learning English has become very essential. During the era of 4.0, when most people apply technology for everything they do, it has become even more critical since all modern technology makes use of English. During the last two years, the world has faced a long pandemic, which accelerated the use of English. It has been said by Rao (2015) that English is widely used by people of all races, nationalities, and all fields such as trade, entertainment, diplomacy, mass media, and any kind of technology. According to Stein Smith (2017), English is a language used all over the world. The world is connected by English as a media of communication. That's the reason why English become very essential to be learned by Indonesian students.

In English, students are required to master four skills. They are listening, speaking, reading and writing. The skills are in sequence from listening to writing. Writing is considered to be the most difficult skill than the other skills. The reason why writing is difficult than other skill is that in writing, as a productive skill demands a perfection whether in composing the grammatical sentences or choosing the appropriate vocabulary. While other productive skill, speaking, doesn't have to be as perfect as writing. As long as the information is understandable, some mistakes in spoken language is forgiven.

Harmer (2004); Cahyono (2009) have the same idea that as language skill, writing essentially needs to be learned because the learner can communicate with other learners who live anywhere in written English. Moreover, Raimes (1983) explains that writing is useful to reinforce grammatical structure, idioms, and vocabulary and to get the students take adventure with the language.

Last decade, English teachers commonly used conventional method and media in their writing class. The writing was taught using a standardized process, such as drafting, revising, editing, and publishing. They mostly used paper and pencil to do it with their students in the classroom. But now the

pandemic changed everything. As the World Health Organization (WHO) has determined that COVID-19 is a worldwide pandemic (Zanke et. Al, 2000), all fields are affected by rapid changes. In addition, it affected education policy. The majority of schools around the world, including Indonesia, are required to offer online learning. As a result, technology replaces the existence of teachers in their virtual classrooms. The role of teachers has changed a lot. Teachers are no longer the primary source of knowledge, students can browse the available knowledge with a single click.

During the pandemic, there were many online learning models that were applied by many teachers, such as blended learning, hybrid learning, STEM, or flipped classroom. A number of platforms, such as Google Classroom, Edmodo, Schoology, or e-learning madrasah, are used by teachers to make the students feel as though they are studying in a classroom. Kahoot, Mentimeter, canva, or kinemaster are some of the assessment and media applications that teachers use to help them teach.

There is a post-pandemic era following the end of the pandemic. The present era does not indicate that the situation will return to its previous state before the pandemic. In the post-pandemic era, many teachers still believe that online learning is still needed because "PTM Terbatas" limits the time of teaching. Thus, *Flipped Classroom* is one of the best models to be applied in the post-pandemic era. The program offers both online and offline learning opportunities. Some research on Flipped Classroom had been done in some different disciplines, including information systems (Davies, Dean, & Ball, 2014), Mathematic education (Cengin, 2017), Engineering, Sociology, and Humanities (Kim, Kim, Khera, & Getman, 2014), and English composition (Zhonggen, & Wang, 2016).

Not only the model, but also the media used have changed in the post-pandemic era. With the use of online learning and various technologies in support of the teaching and learning process, the students have become more familiar with the use of technology than just paper and pencil. Students

commonly use Canva as one of the most popular applications. Canva is a twenty-first century LMS: customizable, reliable, customizable, easy to use, and designed to help teachers and administrators reduce the time they spend in their classrooms and institutions. According to (Christiana & Anwar, 2021).

The researcher tries to know the students' perception after they used *Canva* in writing class for brochure, pamphlet, or banner material in grade eleven at MAN 5 Jombang. The researcher also applied flipped classroom model in conducting the learning process.

LITERATURE REVIEW

Throughout this section, the researcher will examine the underlying theories utilized in this study in relation to Canva, the flipped classroom model, and the post-pandemic era. The Canva application allows you to design any type of content and publish it anywhere. It can be operated on smartphones or computers. Canva has created more than 400 million designs for more than 10 million users in 179 countries. Additionally, Canva is available in 100 languages and can be accessed through desktop browsers and mobile applications. For Canva to be accessible to everyone, the user must have an internet connection. Furthermore, by implementing Canva, beautiful layouts and creative documents may be created for any occasion and purpose (Utami, 2021).

Flipped Classroom model is invented in 2007. It is a new pedagogical model where the instructor shares predetermined digital resources with students through a platform outside the classroom, and related content is also taught through this outside platform asynchronously (Bergmann & Sams, 2012). Inside the classroom, active, collaborative, and interactive problem-solving activities and consolidation practices are carried out (Toto & Nguyen, 2009).

In the post-pandemic era, or post-COVID-19 era, an epoch arises following the global health and socioeconomic crisis of the COVID-19 pandemic, which accelerates the development of the fourth industrial revolution. In this era, schools permit students to study in their classrooms. However, most teachers still face a problem of less time they gain since the government still uses limited time at school so called "PTM terbatas".

METHOD

This research is addressed to descriptive quantitative research since the data was in the form of numbers and analyzed descriptively. It presents an investigation of the use of Canva in flipped classroom models to promote students' writing skills in brochures, pamphlets, or banners. This study

involved twenty-two male students and eighty-eight female students from grade eleven at MAN 5 Jombang. They were from three majors namely science, social, and religion. This paper particularly converses about the students' writing skills through the Canva application. After the students had completed their writing class on brochure/pamphlet/banner material using Canva, questionnaires were distributed through Google forms. The data yielded from the instrument were then analyzed quantitatively to present a descriptive analysis.

FINDING

There are three parts questioned in this research so that they can be described vividly, Canva can improve the students' skills, Canva can improve the students' motivation and Canva can help the students to write. Let us examine how many students used Canva compared to the other media or applications before moving on to the three parts.

Table 1

The Media Students Used in Writing Brochure

Number of Students	Media		
	Canva	Paper and Pencil	Other Application
110	74	16	20

This table shows that most students chose Canva to do the task of writing brochure. There were 74 students used Canva, 16 students did manually by paper and pencil, and 20 students used other application.

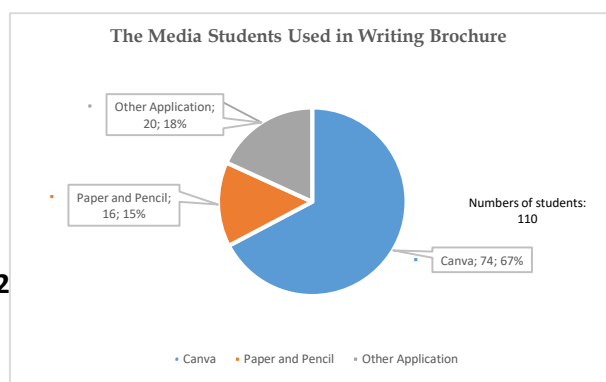To get clearer understanding, we can read the data from the graph below:

The Media Students Used in Writing Brochure

Figure 1 The Media Students Used in Writing Brochure

1. **Canva can improve the students' skill**

   Table 2

   Canva can improve the students' skill in writing brochure

Number of Students	Response	
	Yes	No
110	100	10

   From the table above, it shows that 100 students agree that Canva improve their skill in writing brochure and only 10 students disagree to the statement. We can also see the graph below to get more understanding to the data.
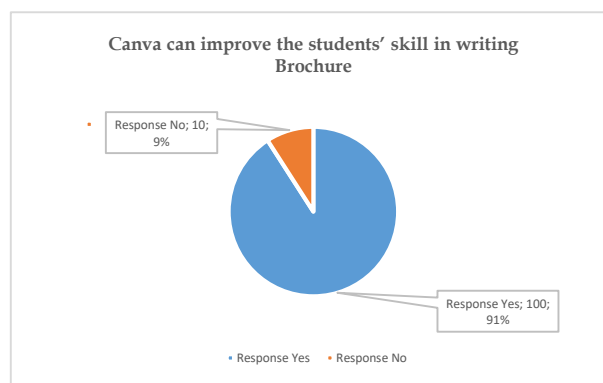

Figure 2 Canva can improve the students' skill in writing brochure

   Table 3

   Canva can make easily understand the text

Number of Students	Response	
	Yes	No
110	100	10

From the table above, it shows that 100 students agree that Canva make them easily to understand or comprehend the text and only 10 students disagree to the statement. We can also see the graph/chart below to get more understanding to the data.

Canva can make easily understand the text

Response No; 10; 9%

Figure 3 Canva can make easily understand the text
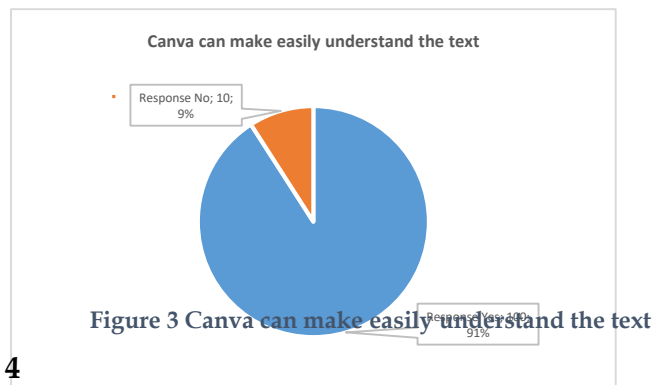
Response Yes; 91%

Table 4

Canva is more interesting than paper and pencil

Number of	Response	
Students	Yes	No
110	94	16

From the table above, it shows that 94 students agree that Canva is more interesting than conventional media like paper and pencil and 16 students disagree to the statement. We can also see the graph below to get more understanding to the data
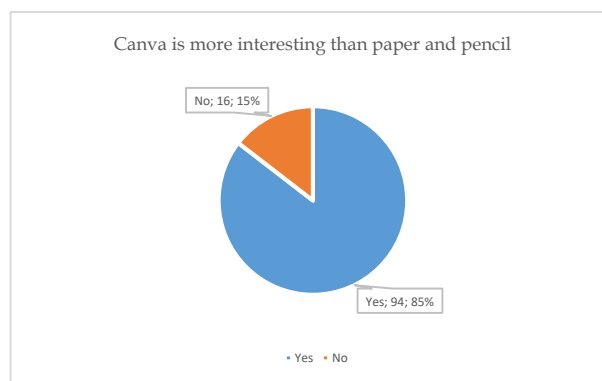
Canva is more interesting than paper and pencil

No; 16; 15%

Yes; 94; 85%

• Yes   • No

144

Figure 4 Canva is more interesting than paper and pencil

2. **Canva can improve the students' motivation**

   Table 5

   Canva can improve the students' motivation in studying the material of "Brochure"

Number of	Response	
Students	Yes	No
110	104	6

   From the table above, it shows that 104 students agree that Canva improve their motivation in studying the material of "Brochure" and only 6 students disagree to the statement. We can also see the graph below to get more understanding to the data
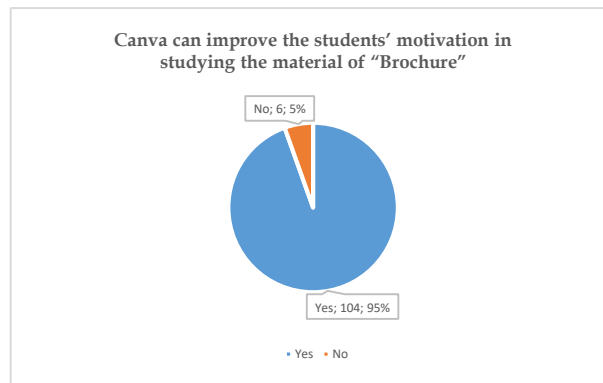

Canva can improve the students' motivation in studying the material of "Brochure"

No; 6; 5%

Yes; 104; 95%

▪ Yes ▪ No

Figure 5

Canva can improve the students' motivation in studying the material of "Brochure"

Table 6

Canva helps understand the information in brochure

Number of	Response	
Students	Yes	No

110	92	18

The table above shows that 92 students agree that Canva helps them understand the information in the brochure while 18 students disagree to the statement. We can also see the graph below to get more understanding to the data
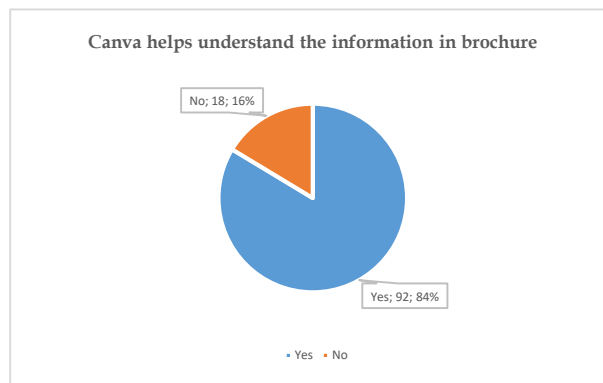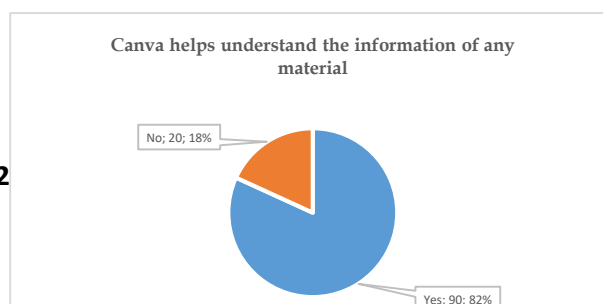

Figure 6 Canva helps understand the information in brochure

Table 7

Canva helps understand the information of any material

Number of	Response	
Students	Yes	No
110	90	20

From the table above, it shows that 90 students agree that Canva helps students to understand the information of any material while 20 students disagree to the statement. We can also see the graph below to get more understanding to the data.

Figure 7 Canva helps understand the information of any material

3. **Canva can help the students to write**

   Table 8

   Using Canva can improve the students' confidence in doing the task of "Brochure"

Number of	Response	
Students	Yes	No
110	90	20

   From the table above, it shows that 90 students feel that they are more confidence to finish the task of "brochure" by using Canva and 20 students didn't feel the same way. We can also see the graph below to get more understanding to the data.
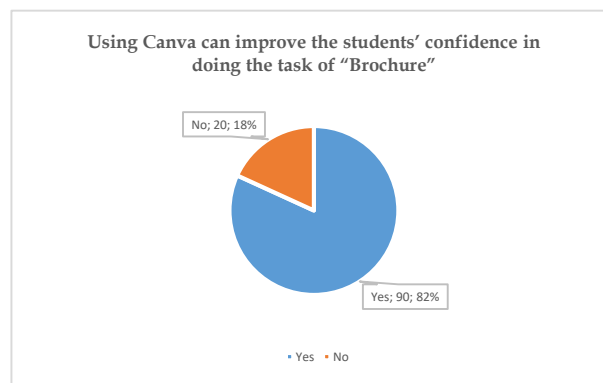

Figure 8

Using Canva can improve the students' confidence in doing the task of "Brochure"

   Table 9

   The students' interest in using Canva to do other writing tasks

Number of	Response	
Students	Yes	No
110	86	24

   The table above shows that 86 students agree that they are interested in using to do other writing tasks and 24 students disagree to

the statement. We can also see the graph below to get more understanding to the data
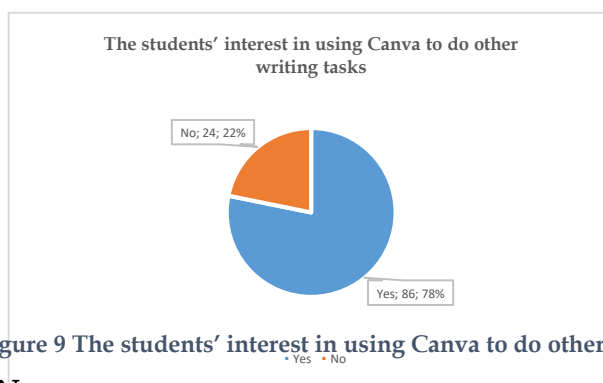
Figure 9 The students' interest in using Canva to do other writing tasks

DISCUSSION

Regarding the two responses from students, it can be argued that the "yes" answer represents a positive outcome, while the "no" answer represents a negative outcome.

On the subject of Canva improving students' skills, a large majority of students agree that Canva can improve their writing skills, particularly in writing brochures and understanding the text, and they feel more comfortable using Canva than paper and pencil. There are fewer than 20 students who disagree with the statements in Theme 1. It means that over 80% of students agree with the statements.

In the same way that Canva can improve students' motivation, the responses indicate that most students agree that Canva can improve their motivation to learn. The material of the "brochure", help to understand the information in the brochure and other materials. Over 80% students answered "yes" to the statements and only less than 20% chose to disagree to the statements in theme 2.

In Similarly to theme two, theme three states that Canva can assist students in writing, however, a large number of students felt more confident in writing after using Canva. It differs slightly from the two themes before in that less than 80% of students answered "yes" and more than 20% answered "no" to the statements in theme 3.

As shown in the above data, students are a representative group of technology users today. The next generation will be more dependent on technology than conventional tools in the future.

CONCLUSION

Considering the finding above, it can be concluded that the use of Canva in Flipped Classroom is very effective to help the students understand the material and do the task of writing. Likely wise, the students give positive responses in any matter.

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