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Developing a web-based *initiation à la littérature française* learning media using canva

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ABSTRAK

Dalam era digital yang terus berkembang, kebutuhan akan media pembelajaran yang efektif, mudah diakses, dan relevan dengan perkembangan teknologi semakin mendesak. Oleh karena itu, penelitian ini bertujuan untuk merancang dan mengembangkan media pembelajaran Initiation à la Littérature Française berbasis web menggunakan Canva, serta menginformasikan hasil kelayakan produk dari segi materi dan media. Metode yang digunakan adalah Research and Development (R&D) dengan model pengembangan PPE (Planning, Production, Evaluation). Dalam proses pengolahan data, penelitian ini melakukan uji validasi yang dilakukan oleh ahli materi dan media berdasarkan aspek penilaian yang dikembangkan oleh Nesbit & Li. Hasil penelitian menunjukkan bahwa dari aspek materi, media pembelajaran ini sangat layak digunakan dengan persentase kelayakan 86,1%; sedangkan dari aspek media, produk ini memiliki kelayakan sempurna dengan persentase 100%. Berdasarkan temuan ini, media pembelajaran Initiation à la Littérature Française berbasis web menggunakan Canva sangat layak digunakan.

ABSTRACT

In the rapidly evolving digital era, the need for effective, accessible, and technologically relevant learning media is increasingly demanding. Accordingly, this study aims to design and develop a web-based *Initiation à la Littérature Française* learning media using Canva and to provide information on the results of product feasibility in terms of materials and media. The method applied was Research and Development (R&D) with the PPE (Planning, Production, Evaluation) development model. In the data processing phase, this study conducted a validation test by two assessors—material expert judgement and media expert judgement based on the aspects developed by Nesbit & Li, 2009, LORI 2.0. The results reveal that from the material aspect, this learning media is very feasible to use, with a feasibility percentage of 86.1%, whilst from the media aspect, this product has a perfect feasibility of 100%. The finding implies that the web-based *Initiation à la Littérature Française* learning media using Canva is remarkably feasible.

INTRODUCTION

In the rapidly evolving digital era, the need for effective, accessible, and technologically relevant learning media is increasingly urgent. Conventional learning that relies on textbooks or face-to-face methods is often insufficient to meet the needs of more flexible and personalised learning. Moreover, not all existing learning media are able to provide well-structured materials that are easily understood by different types of learners (Simangunsong, 2024). In parallel with the development of technology, specifically in e-learning and web-based media, a great opportunity to create more innovative learning media alternatives awaits. This technology allows the delivery of materials that are more interactive, interesting, and easily accessible at anytime and anywhere. Also, internet technology has emerged as a multi-faceted media that can be accessed personally following the needs of its users (Chusna, 2019).

Massive technological transformation in the use of various aspects of life is one of the signs that the current era is already moving towards modernisation. Today, living in an interconnected and technology-dependent culture has become essential to remain linked to the complexity of the world (Motorga, 2023). In turn, digital technology continuously intersects with and drives the education paradigm to transform through digitalisation (Zhou et al., 2023). As highlighted by the United Nations (2022), digital learning and transformation was identified as one of the five key thematic action tracks for the 2022 Education Transformation Summit. The focus was placed on digital transformation, emphasising the strategic integration of technology within broader systemic reforms aimed at reshaping education to become more inclusive, equitable, effective, relevant, and sustainable.

As technology continues to move in tandem with creativity and innovation, it produces a wide range of products in broad and diverse aspects. The collaboration of technology and education generates one of the flagship products known as the e-learning website. The era of digital transformation has revolutionised the approach of teachers and learners towards virtual education by providing access to a wealth of knowledge and resources at the user's fingertips (Al-gerafi et al., 2024). In practice, e-learning is an educational activity utilising websites as online learning media that is accessible using electronic devices and internet connections, allowing it to be accessed at any time and place (Astuti et al., 2020). In this regard, the use of web-based educational platforms enables teachers and learners to engage in educational activities at their own time and pace, thus, providing a new method to achieve learning objectives (Kanellopoulou et al., 2021).

The following ten main stages require to be conducted in initiating and developing an effective web-based learning media: (1) accomplishing a need analysis and identifying goals and objectives; (2) assigning the technical resources and requirements; (3) evaluating commercial software and applying it if it fully meets the requirements; (4) securing commitment and acceptance from all involved and identifying and addressing any implementation barriers; (5) developing content in close coordination with website design: (a) capitalising on the unique affordances of the web by befittingly operating online communication, multimedia, and hyperlinks; (b) adhering to principles of well-designed webpage; (c) preparing a timeline; (6) encouraging active learning—self-assessment, learner interaction, problem-based learning, self-directed learning, reflection, and feedback; (7) providing facilities to foster use by the motivated learner by: (a) making the website easy-to-access and easy-to-use; (b) providing users learning time; (c) encouraging reminders and motivation; (8) evaluating—both learners and learning resources; (9) website piloting before it is fully implemented; and (10) planning to supervise online communication and maintain site by fixing technical problems, verifying hyperlinks periodically, and updating content regularly (Cook & Dupras, 2004).

In dealing with web design and utilisation, o proposed that the diversity of tools offered in Web 2.0 can enhance learning motivation and has the potential for learners to actively engage in the learning process at a broad level and control the learning process. Furthermore, West & Malatji (2021) conducted a pedagogical design using a website where teachers can promote the quality of their teaching and learning by showing the integration of various types of knowledge, trustworthy learning, and proximal development—allowing the use of pedagogical design to better prepare teachers for learner-centred, 21st-century classrooms. Also, research in the field

of tourism (Mandey et al., 2023) argued that educational tourism marketing using websites has the opportunity for development on a wider scale. Another research Al Husaeni et al., (2022) on the use of web-based interactive learning media points out that the results are effective and feasible to use, specifically in productive learning as it raises the interest and curiosity of the learners. It indicates that web-based learning media is now widely applied in various fields of education.

Based on the researchers' observation, an issue regarding the limited learning media that can be easily accessed and understood by learners in the subject of *Initiation à la Littérature Française* (French Literature) was found, as well as the lack of resources that present learning materials comprehensively. Learners often face difficulties in finding suitable learning resources, particularly those that can integrate various topics in a systematic and easy-to-understand approach. This condition causes obstacles in the learning process, where learners struggle to efficiently access the necessary information. Therefore, this research aims to design and develop a web-based learning media using Canva, which is expected to be able to overcome these problems by providing structured, easily accessible, and complete materials. It is also suggested that the information and materials that are easily accessible through the internet will increase interest in reading, reading ability, and interest in learning (Sunendar & Damaianti, 2023).

Some supporting elements are needed to make the website visually appealing and unique to create website-based learning media (Firmansyah & Saidah, 2016). Canva is one of the tools that can help in designing these elements. We chose Canva as the design application for making web-based learning media as it offers various advantages. The first is the diversity of graphic designs, templates, and engaging animations. The second reason is that Canva has many diverse features to use, so it builds up teachers' creativity in designing learning media. Thirdly, the Canva app provides high-resolution images and videos, and the templates used to create the products can also be printed with customised sizes automatically or manually. Lastly, it also allows designers to access features and design on the application, not only using a laptop but also a mobile device (Tanjung & Faiza, 2019). An earlier study on Canva (Rahmatullah et al., 2020) emphasises its potential to augment learning media and introduce new learning models. The use of Canva in an educational environment aims to support students in improving their learning achievement (Hapsari & Zulherman, 2021).

Accordingly, the purpose of this study is to design a web-based *Initiation à la Littérature Française* learning media with the Research and Development (R&D) method and to inform the results of product feasibility in the form of web-based *Initiation à la Littérature Française* learning media using Canva in aspects of material and media.

METHOD

In designing this web-based *Initiation à la Littérature Française* learning media, this research applied the Research and Development (R&D) method. Borg & Gall (1983) argued that the R&D method is an educational development model that aims to develop and validate educational products. Sugiyono (2016) claimed that R&D is a research method for making products and testing its effectiveness.

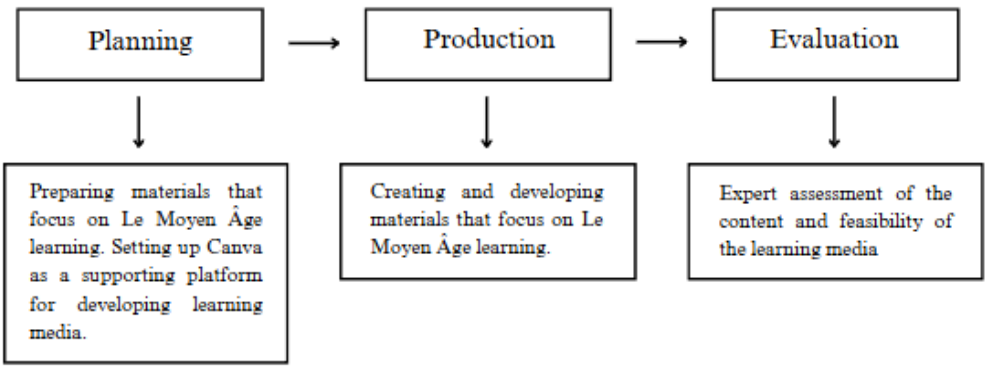

Figure 1. PPE stages of the research

The research design adopted in this R&D method refers to the model developed by Richey and Klein. The model consists of three stages, i.e., PPE (Planning, Production, Evaluation). The focus of R&D design includes planning analysis from start to finish, production, and evaluation (Richey et al., 2005). Figure 1 presents the PPE stage scheme as adjusted based on the needs of this research.

The data collection was further conducted through several techniques, i.e., literature study, documentation, and product validation. The product was assessed by two assessors—material expert judgement and media expert judgement, using a validation sheet arranged based on the aspects developed by Nesbit & Li, 2009 (see Figure 2).

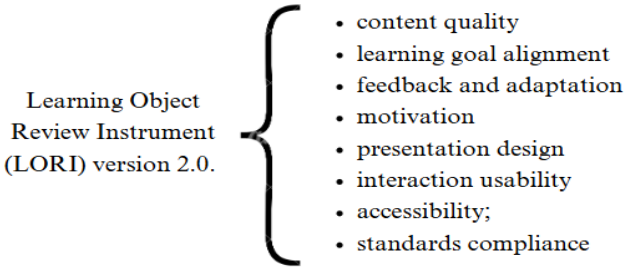

Figure 2. Aspects of assessment

Table 1. Assessment questionnaire sheet for material validation

No.	Assessment criteria
	Content quality
1.	The materials provided are accurate, organised, and gradual in presentation
2.	The materials are clear and precise to a certain stage and detail
3.	The materials provided can be reused and updated according to learning needs and context
	Learning goal alignment
1.	The materials presented are in line with the learning objectives
2.	The materials presented are adequate and can be used by different types and levels of users
3.	The materials presented are able to help users achieve the learning objectives
	Feedback and adaptation
1.	Adaptation contents or feedback contents can be easily run and accessed by different types and levels of users
2.	Adaptation contents or feedback contents can stimulate and build the users' perceptions
	Motivation
1.	The material presented can motivate and attract users' attention

Source: Adapted from Nesbit & Li (2009)

Table 2. Assessment questionnaire sheet for media validation

No.	Assessment criteria
	Presentation design
1.	The media presented has a suitable design that enhances and streamlines learning
2.	The media presented has a quality, efficient, and attractive interface
3.	The media is integrated with other learning media such as images or videos
4.	The media has decorative features that are aesthetically appealing and not distracting from the learning objectives
	Interaction usability
1.	The media presented has a good interface that facilitates easy, efficient, and attractive operation
2.	The media presented has consistent and predictable interface functions
	Accessibility
1.	The media presented has a design, control, and presentation format that can accommodate various user conditions
2.	The media presented has high-quality and easily accessible feedback features
	Standards Compliance
1.	The media presented meets the standards or specifications for operating on commonly used devices

Source: Adapted from Nesbit & Li (2009)

Tables 1 and 2 are forms of assessment questionnaire sheets filled in by expert judgement of materials and media in this study adapted from the assessment instrument by Nesbit & Li, 2009. The assessment employs a score of 1–4; 1 means not feasible, 2 means less feasible, 3 means feasible, and 4 means very feasible. Data processing was carried out using quantitative descriptive analysis techniques to identify the results of product feasibility. The assessment results measured by a Likert scale with four categories commonly employed for combination research methods (Pescaroli et al., 2020) were calculated using the following Formula 1 (adapted from Akbar & Sriwiyana, 2010):

$$Feasibility(\%) = \frac{Score\ obtained}{Maximum\ score} x\ 100\% \qquad (1)$$

The results of the feasibility percentage obtained were later converted to measure the level of media feasibility, utilising the percentage analysis score conversion guide listed in Table 3.

Table 3. Classification of data processing percentages

Percentages	Categories
00,00-25,00	Not feasible
25,01%-50,00%	Less feasible
50,01%-75,00%	Feasible
75,01%-100,00%	Very feasible

RESULT

The developing product in this research is learning media in a web form utilising web features provided by Canva. The Canva software plays a crucial role in granting access to learning media in the web form, and the learning media was designed simply by using hyperlinks as a navigation tool that intends to connect between content pages (materials). This web-based learning media follows the learning materials designed and developed previously based on the lecture learning design. The products arranged and developed cover 4 scopes of material: (1) from late antiquity to modern periods (*de la fin de l'antiquité aux temps modernes*), (2) medieval art currents (*les courants artistique de moyen âge*), (3) original French literature (*la littérature française des origines*), and (4) medieval French literature (*les littéraires française du moyen âge*). The *Initiation à la Littérature Française* web-based learning media can be easily found or accessed from the search bar using the following web address: alcandle.my.canva.site/lalitteraturefrancaise.

This main page depicted in Figure 2 contains the web identity—the name of the unit of study, *Initiation à la Littérature Française*, which focuses on *Le Moyen Âge* or medieval material, along with a menu of materials available on this web-based learning media. This page also features a feedback menu that allows users to leave feedback on the website to make it more effective.

Figure 3. Web-based learning media main page display

Figure 4. Learning materials page

The learning materials page, as featured in Figure 3, will lead users to Canva, the primary platform of this learning media. They can access the available pages as above in the same way they access Canva in general, either through the application or the website on a mobile phone or laptop.

Figure 4 illustrates that the learning materials page also offers additional features designed using hyperlinks that are easily accessible. This feature is in several additional media marked in the dark blue box on the material page, including videos routed directly to YouTube, audio in the form of audio podcast episodes linking to the Spotify podcast platform, and additional reading materials in the form of related articles connected directly to the article page. In addition, each material offers a Google Form mini quiz, marked in the light blue box, and discussion topics that serve as references in learning.

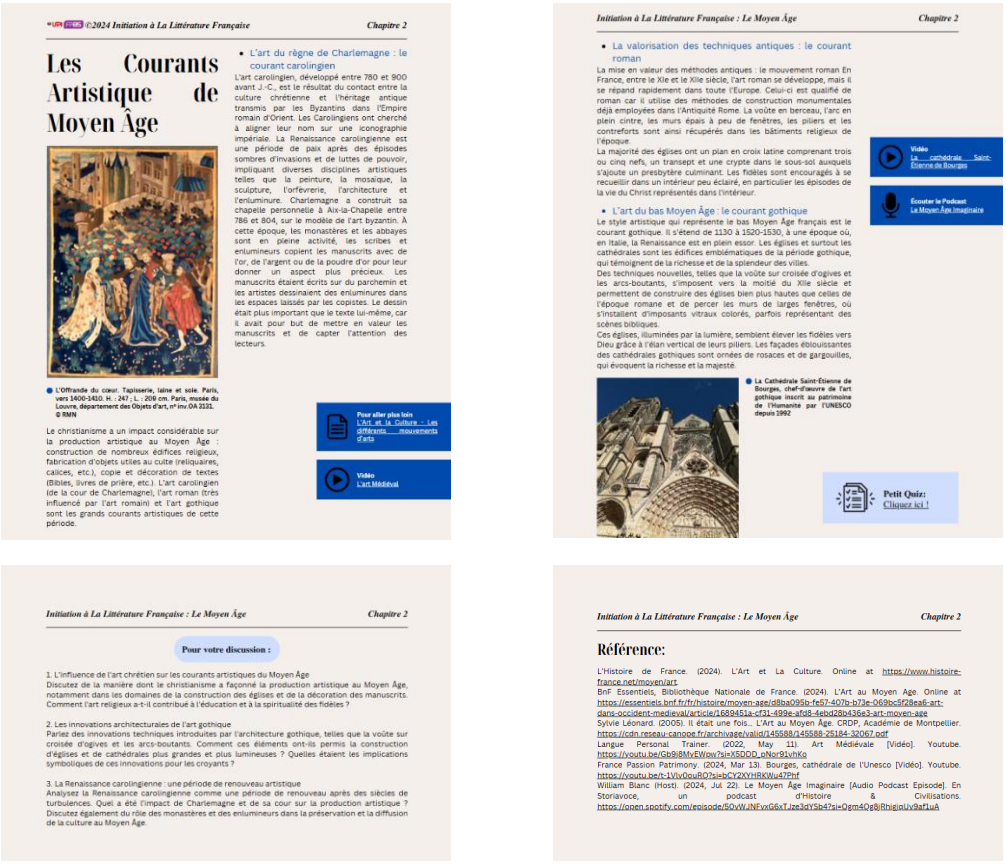

Figure 5. Learning materials page

The developed media is assessed for feasibility through a pre-prepared validation sheet using the Learning Object Review Instrument (LORI) version 2.0 development assessment theory by Nesbit & Li (2009). In this case, the validation was performed by a material expert judgement and a media expert judgement. To determine the results of the product assessment, the quantitative data previously collected was then processed. Afterwards, the product underwent a refinement stage based on qualitative data in the form of descriptive data from the feedback received. The results of content validation on web-based *Initiation à la Littérature Française* learning media products by the material expert are in Table 4.

Table 4. Results of material validation assessment by material experts

No.	Assessment criteria	Score	Max. score
1.	Content quality	11	12
2.	Learning goal alignment	9	12
3.	Feedback and adaptation	7	8
4.	Motivation	4	4
	Total	31	36

$$Feasibility\ (\%) = \frac{Score\ obtained}{Maximum\ score} x\ 100\%$$
$$Feasibility\ (\%) = \frac{31}{36} x\ 100\% \qquad (2)$$
$$Feasibility\ (\%) = 86{,}1\%$$

The Table 4 presents the results of the assessment of the material aspects assessed by expert judgement in the material field. The results listed in it demonstrate that the overall feasibility of the product falls into the average percentage value of 86.1%, calculated using the following Formula 2. Hence, it was determined that the designed and constructed product is suitable as a web-based *Initiation à la Littérature Française* learning media. As for the feedback given by the material expert, the contents of the material designed are sufficiently complete and can be used as a reading reference at related lecture meetings.

Table 5. Results of media validation assessment by media experts

No.	Assessment criteria	Score	Max. score
1.	Presentation design	16	16
2.	Interaction usability	8	8
3.	Accessibility	8	8
4.	Standards compliance	4	4
	Total	36	36

$$Feasibility\ (\%) = \frac{Score\ obtained}{Maximum\ score} x\ 100\%$$
$$Feasibility\ (\%) = \frac{36}{36} x\ 100\% \qquad (3)$$
$$Feasibility\ (\%) = 100\%$$

Table 5 illustrates the results of the assessment conducted by a media expert on the *Initiation à la Littérature Française* learning media product. The assessment provided by the media expert shows the percentage of the overall average value of product feasibility of 100%, calculated using the Formula 3, and the first media expert states that the product design is very feasible to be used as a learning media for *Initiation à la Littérature Française*. The feedback received is that the media in the product is already very well presented, considering several types of additional media offering supplementary information alternatives for learners or users of the product. Referring to the findings above, it is concluded that the web-based *Initiation à la Littérature Française* learning media product has met the validity of the material and media aspects and is very feasible to use.

DISCUSSION

The product developed in this research is a web-based learning media using Canva for learning—*Initiation à la Littérature Française*. Canva was chosen as a platform for developing this learning media based on the ease of access to the features provided (Supradaka 2022). This learning media was designed and developed in three stages, i.e. planning, production, and evaluation, as proposed by Richey and Klein (Sugiyono, 2018). The development process of this research starts with identifying the need for the ease and availability of access to learning media for *Initiation à la Littérature Française*. Later, relevant materials and content were arranged and organised in an easy-to-understand format. Canva is used as the primary platform in the development of learning media because of its convenience in providing various graphic design templates and visual elements and its ability to create interactive displays. Smaldino *et al*., (2015) stated that Canva offers capabilities that can be customised by any user to create learning materials or media—Canva can be utilised as a learning tool. The use of the web as an innovative learning media that combines technology allows users to access multiple types of information and materials at once, improving the quality of their learning on the suitability of available learning resources (Sari, 2019). This creates opportunities for anyone involved in the educational environment to utilise technology that helps the effectiveness of learning and provides simplicity and convenience in producing learning media using Canva, as well as bringing renewal to the learning process by designing media assisted by Canva as an attempt to build creative and innovative learning (Nasution et al., 2023). Web-based learning media offers an extensive range of features to enhance the user experience, such as well-designed menus and materials on each page, user-friendly access to materials, supplementary information provided using external links and quizzes, and engaging media displays (Anam et al., 2023).

Pahl (2007) stated that e-Learning is recognised as a major contemporary educational tool; it is beyond the conventional educational tools practised in schools, colleges, or universities. E-learning not only surpasses the limitations of time and space but also delivers solutions that meet the needs of learners in different situations. Nowadays, e-learning comes with electronic learning systems commonly known as Learning Management Systems, Virtual Learning Systems, Content Management Systems, and mobile learning. These systems also support learning content and infrastructure resources. Infrastructure facilities in the e-learning system allow learning content to be posted, stored, accessed, and delivered (Ghani & Daud, 2018).

Wahyuni et al. (2020) emphasised that web-based learning media has many advantages that can significantly accommodate learners' self-regulated learning. Web-based learning media adopts the principle of learner-centred learning, which allows learners to study independently, be accessible anytime and anywhere, and have unlimited access (Marzani et al., 2023). The designed and developed web-based learning media in this research contains supportive features in building learners' motivation by providing access to several types of information linked to sources, such as YouTube, Spotify, and various articles, as additional learning materials that can be selected by learners. The website-based learning media encourages learners to freely choose and access learning materials independently, improving their learning ability (Hidayat et al., 2020). In this regard, Boholano on Rahmatullah et al., (2020) claimed that collaborative and learner-centred learning is effective and enjoyable.

The validity test of this research indicates that the material aspect of this web-based *Initiation à La Littérature Française* learning media product is considered very feasible to use, with an average percentage of product feasibility value of 86.1%. This result shows that the material aspect of the product designed and built is qualified to support learning— it follows the learning objectives and can motivate users. The product of Initiation à la Littérature Française web-based learning media—in the aspect of media is very feasible to use with an average percentage of product feasibility value of 100%. This implies that the media aspect of the product has a very

well-designed appearance, allows users to easily utilise the media presented as well as its accessibility, and fulfils the standard.

Regarding the final stage or evaluation, due to time constraints, the *Initiation à La Littérature Française* learning media product was not trialled directly in the learning process. The product, hence, was evaluated and validated only by the expert judgement. Referring to the qualification of the test results by material expert and media expert considerations in the aggregate, it was concluded that the web-based *Initiation à La Littérature Française* media using Canva is very feasible to be utilised in learning *Initiation à La Littérature Française.*

Notwithstanding the time constraints that hindered direct trials, the web-based learning media product using Canva allows broader access to learners in learning Littérature Française interactively and engagingly. It presents an alternative for learners who lack access to physical materials or face-to-face learning. Using platforms such as Canva, which are easily accessible and user-friendly, teachers can create more visual and creative learning materials. This may lead to more appealing teaching of Littérature Française, increasing students' motivation and improving their understanding of abstract or difficult-to-understand materials. Also, this learning media fits perfectly in the context of distance learning or blended learning, which is increasingly relevant in the current digital era. Most importantly, learners can access the materials anytime and anywhere, granting flexibility in the learning process. Another point is that by integrating various elements (text, image, audio, and video) in one platform, this media refers to multimodal learning theory that claims that learning through diverse sensory channels (visual, auditory, and kinaesthetic) can improve learners' comprehension and memory.

CONCLUSION

Considering the development research undertaken and validated by experts, the web-based learning media product is highly feasible to learners in learning Initiation à La Littérature Française. Applying the Research and Development (R&D) method, the process of designing and developing web-based learning media adapts the PPE design: (1) planning by preparing materials focusing on *Le Moyen Âge* learning and preparing Canva as a supporting platform for creating learning media; (2) production by designing and developing materials focusing on *Le Moyen Âge* learning; (3) evaluation by having an expert assessment of the content and feasibility of the learning media. Although the test in the learning process has yet to be carried out, the research findings based on the results of the material expert validation reveal that the web-based *Initiation à La Littérature Française* learning media product using Canva is very feasible to use, with an average percentage value of product feasibility of 86.1%. It signifies that the material aspect of the product designed and built has good quality content, meets the learning objectives, can motivate users, and is supported by feedback content. Furthermore, from the aspects of media validated by the media expert, this web-based *Initiation à La Littérature Française* learning media product using Canva is very feasible, with an average percentage of product feasibility value of 100%. The results reflect that the media aspect of the product has an excellent display design—facilitates users with the media presented as well as its accessibility, and meets the standards. The use of Canva can serve as an alternative to designing and developing learning media in an easy process.

The findings and development of this study suggest several focuses for further research related to the design of web-based *Initiation à La Littérature Française* learning media using Canva. The first is the need to explore the implementation of the learning media in the learning process. This aims to identify the extent of the effectiveness and flexibility of this media in meeting the needs of diverse learners. The second is that future studies can employ various aspects or other more engaging and interactive media than those available on the Canva platform—which can be integrated to increase a more dynamic learning experience. This web-based *Initiation à la Littérature Française* learning media can easily be visited or accessed through the search bar under the following web address: alcandle.my.canva.site/lalitteraturefrancaise.

Author contributions

The authors made significant contributions to the study's conception and design. The authors was in charge of data analysis, interpretation, and discussion of results. The final manuscript was read and approved by the authors.

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Conflict of interest

The authors declare that there is no potential conflict of interest.

Data availability statement

All data are available from the authors.

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