

Flipped Classroom Assisted Canva to Improve the Writing Reports Skills of Vocational School Students

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This classroom action research was intended to improve the students' writing report ability of the 11th-grade vocational school students. The method used was the flipped classroom method assisted by Canva. The research design was classroom action research which was implemented in two cycles. The study subjects were 11th-grade students, with a total number of students were 31 students. The research data was collected using observation and testing methods which were analyzed using quantitative descriptive techniques. The results showed an improvement in the percentage of professional placement report writing ability from 32.2% in the pre-cycle to 64.5% in the first cycle. There was a significant improvement in the professional report writing ability from 64.5 % in the first cycle to 81% in the second cycle. Applying the flipped classroom method assisted by Canva has improved the ability to write professional placement reports of 11th-grade students.

Keywords

Canva

Flipped Classroom

Professional

Report Writing Ability

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Introduction

In the 2021 pandemic era, schools face a problem that studying has a limited time allocation. The number of students in each class is less than the standard number and the time allocation is less than in routine face-to-face meetings [1]. This situation is a challenge for

innovation. Teachers are required to develop creativity in creating an atmosphere of the teaching and learning process to create effective, enjoyable learning and improve student learning outcomes [2].

Learning outcomes are essential in the learning process. Learning outcomes are changes in students' behaviour in real terms after the teaching and learning process is carried out under the learning objectives [3]. With these learning outcomes, the teacher can see the progress of the students. In Indonesian, learning outcomes can be used as a reference for student's level of understanding in participating in learning. Learning outcomes can also be used as a reference for success in education [4].

Through learning Indonesian, students are invited to practice and learn the language through listening, speaking, reading and writing skills. According to Ref. [5], the four language skills are a unit that cannot be separated from one another. In other words, one skill depends on different skills. These four skills need to be mastered by students to produce students who have good language skills [5].

One of the facts found based on the results of observations of the Field Work Practice (PKL) reports of class XI A Multimedia SMK Manbaul Ulum is that the skill of writing reports was less successful. It can be seen from the low learning outcomes of students in the basic competence of designing scientific work. After analyzing the reports, information was obtained that students experienced several difficulties: report titles, use of spelling, diction, effective sentences, and citations, and creating a bibliography. This condition causes students to be unable to write reports correctly, so many students cannot reach KKM (Minimum Completeness Criteria) above 75. The number of students above the maximum completeness score is ten, or only 32.2% of the total number of students, namely 31. In comparison, students obtained scores below the minimum completeness were 21 students or 67.8%. It is not following the completeness standards of Manbaul Ulum Vocational High School that a class is said to be complete if the number of students who complete classical learning is $\geq 70\%$.

11th-grade student still used traditional methods in this limited face-to-face session. Students had explained the material first and then given the task. This method was still in the realm of lectures and discussions. Students got more assignments outside of school. It took a lot of work for students to understand the material with a limited time allocation. In addition, lots of notes and tasks made students bored of learning, both in class and at home.

The flipped classroom method is very suitable for use in limited face-to-face meetings. This method makes it easier for teachers and students to interact with each other [6]. Flipped classroom or reverse class is a learning activity in which students study learning material through a video at home or before coming to class [7]. The teacher invites students to conduct

online meetings via Google Meet before coming to class. When online, the teacher provides videos and prepares study instructions that students must learn at home. Before entering classroom, students may ask questions about scientific work material they have yet to understand. At the same time, activities in the classroom were more to advance concepts such as practice writing excellent and correct reports [8].

The flipped classroom method is more effective when accompanied by learning media [9] like Canva. This graphic design application bridges its users to design various types of creative materials online easily. Students can summarise material efficiently and with fun from their HP or laptop because they prefer to type rather than write directly in notebooks. The purpose of the Canva-assisted flipped classroom method is to increase learning to write reports for 11th-grade students. Based on the description above, this study aims to improve report writing skills by implementing a Canva-assisted flipped classroom.

Methods

The place for this research was SMK Manbaul Ulum Bondowosoin Wonosari District, Bondowoso Regency. After observation, some problems were found in teaching and learning activities, especially for 11th-grade students. The problem is the low competence of students in writing reports and conventional teacher teaching methods. The teaching method given is still in the form of lectures and assignments. The subjects of this study were students in class XI A Multimedia at Manbaul Ulum Bondowoso Vocational School in the 2021/2022 academic year consisting of 31 male students.

The type of research used is classroom action research (PTK). Arikunto et al. (2012: 58) states that classroom action research (CAR) is action research (action research) conducted to improve the quality of learning practices in the classroom. This action research was to solve problems in class XI A Multimedia. This Classroom Action Research (CAR) uses the Hopkins model. This action research model consists of four activities: action planning, action implementation, observation or observation, and reflection. The steps in this study consisted of two cycles. It was planned so that in the teaching and learning process, learning outcomes can be achieved and increased. The first cycle was a reference for reflection on the implementation of the second cycle, while the second cycle was to ensure the results of the research that had been carried out. If the classical completeness had exceeded 70%, there was no need to do the next cycle.

The data in this study consisted of quantitative and qualitative data. Quantitative data is in the form of scoring results or student assessments in report writing competence, while qualitative data is in the form of interview results, observation results and documentation results. The data collection instruments included observations of the pre-cycle stage, cycle I,

and cycle II with observation guide sheets, interview questionnaire guides, and documentation collection guidelines. The guiding instruments for data analysis were in the form of report writing assessment sheets, student grades list sheets and digital cameras.

The data processing stage includes assessment activities. Assessment activities were to see the individual completeness of student learning outcomes. The assessment stage followed the ways mentioned in Table 1.

Table 1. Guidelines for Assessment of Report Writing Results

No	Aspect	Subaspect	Indicator
1.	Title	Provocative	The title is under the contents of the essay, interesting. The initial letter of each title word is written in capital letters and does not consist of only one word
2	Quote	Citation	Quotations made according to the rules of direct and indirect quotations
3	Bibliography	References	The bibliography is made under the procedure for writing a bibliography
4	Language	Sentence effectiveness	The sentences used are effective or free from grammatical errors.
		Diction	The words used are standard and used appropriately in sentences.
		Spelling	Conjunctions, prepositions, capital letters, punctuation marks, and affixes are used appropriately (according to EYD)

Remark: 1 (Very Poor), 2 (Poor), 3 (Adequate), 4 (Good), 5 (Very good)

Assessment for aspects of quotations, bibliography and language: 1 (there are > 5 errors), 2 (there are 4-5 errors), 3 (there are 3-4 errors), 4 (there are 1-2 errors), 5 (no errors). After finding a score for each sub-aspect, the student's score or achievement percentage was calculated. This value is entered into a simple statistical value table to see the results of classical learning completeness. Learning completeness is calculated using percentages. The success of the learning process is determined by the learning completeness score (KKM) criteria if it reaches a score above the maximum score of 100. Classical completeness is if a minimum of 70% of students achieve KKM.

Results and Discussion

The effectiveness of the methods used explains the process of implementing and improving learning outcomes. The results are obtained from implementing and enhancing learning outcomes with the Canva-assisted flipped classroom. In the initial observation, out of 31 students, ten students (32.2%) completed it, and 21 students (67.8%) did not. To improve report writing skills, the teacher carried out cycle I actions. The usual method was replaced with the Canva-assisted flipped classroom method to increase writing activities. To find out the increase in writing skills in pre-cycle, in cycle I, the researcher implemented a Canva-assisted flipped classroom, as shown in Table 2.

Table 2. Application of the Method in the Cycle I

Preliminary Activities	
Orientation	Strengthening character education, opening with greetings and praying to start learning, checking student attendance as a disciplinary attitude
Apperception	Linking material/themes/learning activities to be carried out with the experiences of students with previous materials/themes/activities
Motivation	Convey the objectives and benefits of learning
MainActivities	
Canva Media Assisted Flipped Classroom Method	Online Meetings
	Learners receive learning videos about PUEBI material (General Indonesian Spelling Guidelines)
	Learners receive learning steps for the next meeting in limited face-to-face. These steps include: listening to learning videos and asking questions about the material.
	Offline Meetings
	Students with the teacher discuss student questions about how to make titles, use spelling, effective diction and sentences, and make citations and bibliography.
	Students make conclusions about the material and the results of the discussion in Canva.
Closing Activities	
Closing	Students conclude the learning process with the assistance and guidance of the teacher.
	Students get the task of making a report on their laptops.
	The teacher asked students to duplicate the report's results in as many as two copies and collected them within a week.
	Students close the lesson by praying and greeting.

The results of the first cycle showed an increase compared to the pre-cycle stage. The development of the mastery percentage of learning is 64.5%. Twenty students (64.5%) achieved KKM, while 11 (35.5%) still needed to achieve completeness. The results of the first cycle were better than the pre-cycle, but classical school completeness still required to be completed. According to Arikunto (2019: 245), 56% -65% is still in the excellent category in the completeness of student learning outcomes.

In the first cycle of observation, it was found that the lowest aspect was the difficulty of making citations in reports and making the correct bibliography. This result is because the teacher only provides learning videos about PUEBI material during online meetings. In cycle II the teacher provides modules and videos on writing a bibliography and citations. The following is the application of the flipped classroom learning method assisted by Canva media cycle II, as shown in Table 3.

Table 3. Application of the Method in the Cycle II

Preliminary activities	
Orientation	Strengthening character education, opening with greetings and praying to start learning, checking student attendance as a disciplinary attitude
Apperception	Linking material/themes/learning activities to be carried out with the experiences of students with previous materials/themes/activities
Motivation	Convey the objectives and benefits of learning
Main activities	
The Canva-Assisted Flipped Classroom Method	Online Meetings
	Learners receive videos about PUEBI material (General Guidelines for Indonesian Spelling) and videos and modules for writing bibliographies and citations.
	Learners receive learning steps for the next meeting in limited face-to-face. These steps include: listening to learning videos, reading learning modules, and giving the teacher feedback for improvement.
	Offline Meetings
	Students hold their respective reports, then correct and revise the report regarding title, spelling, effective diction and sentences, quotations, and bibliography.
	Students make conclusions about the material and the results of the discussion in Canva.
Closing Activities	
Closing	Students conclude the learning process with the assistance and guidance of the teacher.
	Students close the lesson by praying and greeting.

After implementing the learning method in cycle II, most report writing results have increased. There is visible progress in the results of the report. This progress occurs in titles that are getting better and more interesting, citations and bibliography with a score above 3. The average aspect of citation assessment has increased from 3.25 to 3.67. The element of assessing the bibliography from 3.19 to 3.80. The characteristics of language, spelling, diction and effective sentences are good. The terminology used is standard. Sentences were effective or free from grammatical errors and other grammar.

The ability to write reports with the application of flipped classrooms reaches the perfect category. Students who achieve individual learning mastery are 25 (81%). Classical learning completeness has completed more than the KKM of 81%, with an average of 80.96. There is an increase in the ability to write reports in cycle II.

Efforts to improve or repeat the cycle are optional because students' learning completeness has reached the school's standards. Fig. 1 shows the comparison of the average score of each component (Title, Citation, References, Sentence effectiveness, Diction, and Spelling). Fig. 2 compares the pre-cycle, cycle I, and cycle II learning outcomes.

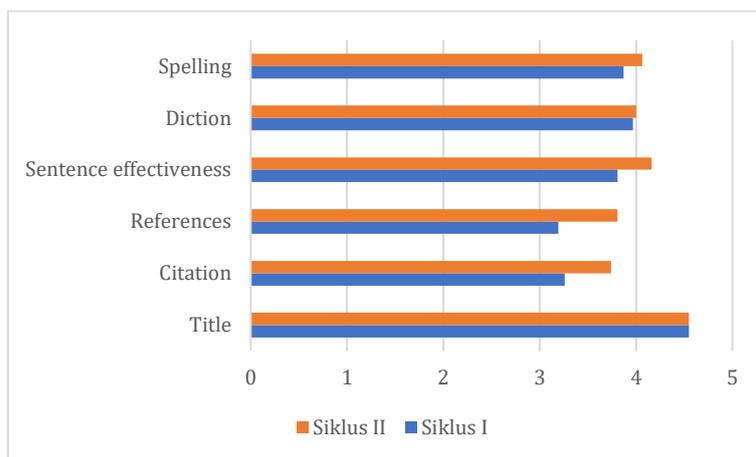


Fig. 1. Comparison of the average score of each component

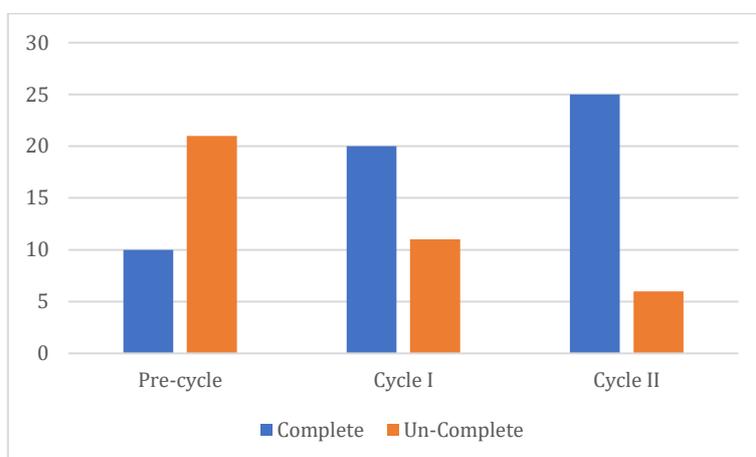


Fig. 2. KKM achievement comparison

Several aspects can be learned from the results of this study. Flipped classroom learning provides opportunities for improving learning performance. Aspects that can be observed directly from this study's results is the correct improvement of writing skills. This aspect is the main focus of this study. Other researchers have tried to observe the application of flipped classrooms for writing skills in different fields, such as learning foreign languages, writing [10] and speaking [11]. This result was also confirmed in a literature review [12]. The success rate of implementing flipped classrooms is supported using digital technology [13], such as Canva [14]. This application allows students to work collaboratively online and in real-time [15]. This integration drives the effectiveness of learning. However, the study does not provide information on which aspects are more dominant in improving learning performance between the learning model and the media.

Conclusion

Implementation of class action research declared complete. Completeness is achieved both individually and classically. This study explains the success of learning with flipped classrooms supported by information technology. There are several essential aspects for the success of its application, such as the enthusiastic attitude of students in asking questions and giving opinions. The variation of teachers in developing interactions with students is critical. Schools should support the use of information technology in education.

Conflict of Interests

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

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