



Developing Canva video app based-*Unterrichtsvorbereitung* course materials

Dewi Kartika Ardiyani*, Primardiana Hermilia Wijayati, Edy Hidayat, Rofi'ah

German Language Education Study Program, Faculty of Letters, State University of Malang, East Java 65145, Indonesia

Article Info

Article history:

Received 10 October 2022

Revised 27 December 2022

Accepted 6 January 2023

Available online 17 November 2023

Keywords:

canva video application,
course materials,
German for foreign learner

Abstract

The purpose of this research was to develop Canva-based learning videos for the course Unterrichtsvorbereitung or Planning German Language Lesson. This research used research and development (R&D) method using the model of Analysis, Design, Development, Implementation, and Evaluation (ADDIE). The result of this research was that with Canva video-based lecture materials, students are able to focus more on the material. The use of this product can be done offline (download required) and can be played repeatedly so that students have access to view videos at any time and focus on the materials. Based on the reasons mentioned, it can be concluded that the development of Canva video app based-course materials for Unterrichtsvorbereitung course is considered effective in supporting learning at the lecture level.

© 2023 Kasetsart University.

Introduction

Nowadays, multimedia-based learning has become a trend habitually employed by teachers during the learning process, including learning German. Multimedia is celebrated to have many advantages including being able to increase interest and motivation, improve students' understanding in learning, improve critical thinking skills, having the quality of being student centered and providing accurate and actual information (Al-hamdani, 2008; Asyhar, 2012; Dovedan et al., 2002; Erizar et al., 2019; Gilakjani, 2012; Nobre, 2018; Pun, 2014; Sudjana & Rivai, 2007).

Arranging German language learning is one of the important skills that must be mastered by students of the German Language Study Program in the State University of Malang (Program Studi Pendidikan Bahasa Jerman Universitas Negeri Malang/ PSPBJ UM) as prospective German language educators. Learning activity by using prudently and properly planned-teaching materials will result in systematic learning so that it is able to achieve the expected learning objectives in the future. For this reason, students of PSPBJ UM in semester 6 are required to take the *Unterrichtsvorbereitung* course or German Language Learning Planning. They are in the level of B1 according to the common European Framework of Reference for Languages or CEFR (Glaboniat, 2005). Students are expected to be able to master the theoretical concepts of didactic methodologies and be able to apply them in innovative German learnings in formal and non-formal educational institutions, both independently and

* Corresponding author.

E-mail address: dewi.kartika.fs@um.ac.id (D. K. Ardiyani).

in teams, with discipline and responsibility and by utilizing information technology. Students are required to prepare German language teaching plans consisting of Annual Programs, Semester Programs, Syllabus, Learning Implementation Plans and Assessment Systems, including to set them into practice in accordance with learning objectives and methods as well as the applicable curriculum (PSPBJ UM Catalog, 2019).

Based on the preliminary research during teaching activity in this course, PSPBJ UM students frequently have difficulty in planning German teaching materials. This is not surprising since there are many aspects required to be considered in preparing systematic learning, such as instruments or learning concepts. In addition, the limited media that can be utilized for the purpose of this course is often an obstacle. Especially due to the COVID-19 pandemic, currently all learning activities must be conducted online so that learning and the use of media are more limited. There are two forms of learning in online learning, namely, synchronous and asynchronous. Both in synchronous and asynchronous learning, teaching materials as well as innovative and varied strategies and learning media are compulsory, so students do not become disinterested, and learning becomes more systematic and learning objectives can be achieved. Thus, it is one of challenges for lecturers to provide course material based on multimedia that is suitable to the needs of students and current situation. In the Course Planning German Language Lesson (Unterrichtsvorbereitung), students have to learn how a teacher plans German Language Learning, or in short, how to be a good teacher. To deliver the materials, a lecturer needs to explain or present certain material. Lecturers can either explain conventionally (verbally) or through presentation software/application. In online learning, conventional presentation tends to be less efficient such as with legendary Power Point (PPT.) from Microsoft office. Power point is a pioneer of presentation software. Nowadays there are a number of presentation software or platforms that are well-developed. Some of them that can be utilized are Google slides, Prezi, and Canva video application.

Google slides is an online presentation-making application that can done by collaborating with others by using a link or sharing documents with others (Google Slides, n.d.; Purnama & Pramudiani, 2021; Purnamasari et al., 2019; Walia & Toybah, 2022). This presentation platform is in the form of slides like Power Point, but without application because it opens in a browser on the Google Slides website. The benefits are similar to PPT, but we have to be online to use it. In addition, it has fewer

effects and features than Power Point (Purnama & Pramudiani, 2021; Purnamasari et al., 2019; Walia & Toybah, 2022). Prezi is an innovative learning media based on information and communication technology for presentations. Prezi uses the Zooming User Interface (ZUI), which allows the presentation screen to be zoomed out and zoomed in (Nuryadin & Tamam, 2018). Both can make presentations, but we need an operator to run it, and we have to embed a video if we want to bring up a video/audio visual, unlike Canva, which is more practical and has more varied features.

The Canva app is a design tool that allows us to create slideshow videos with unique and attractive shapes and looks. According to a research by Rahmatullah et al., the use of the Canva app as an audio-visual-based learning medium has proven effective, can help students to understand the material easier and can be used both online and offline (Rahmatullah et al., 2020). However, Rahmatullah et al. (2020) used the Canva app for employment studies in economics while this research was conducted in a German language class. The situation and the needs of students are different. Thus, the result of the research could be different.

By utilizing this application, students are expected to be more interested and motivated to take the Unterrichtsvorbereitung courses. In addition, the development of teaching materials for Unterrichtsvorbereitung courses based on the Canva video application is expected to be one of the solutions to overcome student difficulties and become innovative learning that may improve student competence in preparing for learning in the future.

Online Learning

Online learning is learning activities conducted by using the internet network. In Indonesian, online learning is defined as 'network learning' or 'online learning' (Belawati, 2020). According to Riana (Riana, 2020), online learning is a system that provides facilities for students to learn more broadly, more quantity, and varied. She also stated that through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space and time, as well as learning materials that are also more varied, not only in verbal form but also in the forms of visual, audio, and motions. Therefore, it can be concluded that online learning is a learning that enables students to learn without being limited by distance, space, and time, and its usage must be undertaken by connecting gadgets to the internet.

The advantage of online learning is that it attracts students to be interested in online programs (Riana, 2020). In addition, Riana also stated that students who study well will quickly understand computers or be able to swiftly develop the required computer skills by accessing the web so that students have opportunity to study anywhere at any time (Riana, 2020). Jerram (Sunarsi et al., 2020) also said that related to the advantages of online learning for students, students who are quiet in class often feel comfortable to express their thoughts in online discussions or distance learning. Hence, it can be concluded that the advantage of online learning is that it attracts students' interest to learn more easily anywhere, anytime, and can encourage students to be bolder in expressing their thoughts in every lesson they follow.

In addition to advantages, there are also factors that become obstacles in online learning. In practice, online learning is not as easy as imagined. There are many obstacles and limitations related to internet access problems such as the absence of a power grid, purchasing problems, etc. These problems are likely encountered in remote areas. On the other hand, students are required to be responsible for the learning process. At this point, there must be a training and technical assistance for both teachers and students as well as supports for learning designs (Sunarsi et al., 2020). Several other factors according to Widodo (Widodo & Nursaptini, 2020) affect online learning, such as media characteristics, learning context, technology, and student characteristics. Referring to the factors that have been mentioned, Haryanto added that online-based learning has a weakness, that is, dependence on internet connections, especially when using mobile phones as an operational tool, as sometimes the internet connection is unstable and of course requires more internet data (Haryanto, 2017; 2019).

Online learning is one of solutions during the current pandemic. Online learning encourages teachers and students to learn to explore for more knowledge regarding the materials, media and technology used. By online learning, students can also study anywhere without limit. However, despite the effectiveness of online learning, it still has obstacles such as limited internet network access for students and teachers who live in remote villages, requiring cost to purchase internet quota even though some are subsidized by the government or schools, and limited knowledge of technology for students and parents to use online learning service features. Therefore, joint efforts, especially with teachers, are needed in creating online learning that is easily understood by students, so that learning materials can be delivered appropriately.

Software as Multimedia for Learning

There are a number of software that we can use in learning context. During online learning which is asynchronous, we need software to present certain materials. This enables teachers to deliver materials even though they cannot meet face to face in the classroom. Some of the presentation software that can be utilized are Microsoft Power Point, Google slides, Prezi, and Canva. Canva is a graphic design editor that can easily be used to design social media content, create presentations, invitations, and create logos or posters, and other visual content. The Canva app offers many possibilities for designing and publishing. This app offers free version and pro (paid) versions. Canva has a huge collection of photos, videos, filters, icons, templates, hundreds of fonts, to background music, and sound effects. The advantage of Canva is that even if it is only a free version, there are many features and templates that can be used to create a beautiful and attractive design or presentation. There are 8,000 available templates for the free version while the pro version has up to 20,000 templates. Canva template categories include Zoom backgrounds, presentations, websites, invitations, lesson plans, video presentations, video collages, mind maps, etc., while for storage, the free version of Canva only has a size of 1GB while the pro version has storage of up to 100GB. In [Figure 1](#), an overview of Canva is presented as in the product being developed.

The options presented both in free and paid version have features and are applied with various forms of templates with complete categories without the need to have graphic basics or skills related to information technology. The categorization provided in Canva is also quite detailed with each user's needs, whether for social media, marketing, advertising, correspondence needs, and presentations with various supports such as images, icons, and font types that can be selected as easily as drag-and-drop.

Canva is quite practical and easy to use, especially for users who want their content to be integrated, such as teachers who want to share presentations as well as send practice documents and video tutorials to their students. From the above view, it can be assumed that Canva is a user-friendly application. Every element you will need can be completed with just a few clicks. This application can ensure that users can use effective content quickly, easily, and on target. This is certainly very supportive of today's work, which increasingly requires cross-platform work, both offline and online. Anyone who has a smart phone can already take advantage of this application and of course, it is only limited by the creativity of each user.

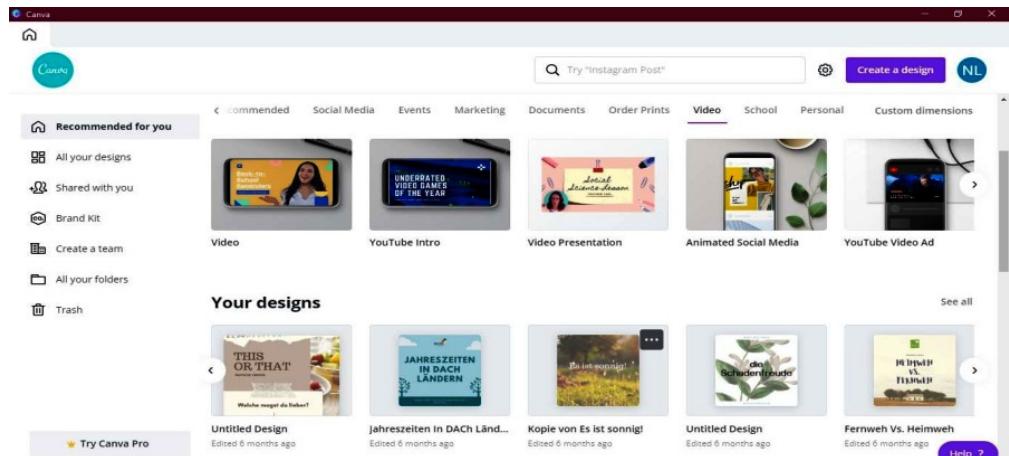


Figure 1 Overview of canva on developing products (canva.com)

Methodology

This research used research and development (R&D) method using ADDIE model. The ADDIE model is a learning system design model that shows the basic stages of a learning system through 5 stages; Analysis, Design, Development, Implementation and Evaluation (Cahyadi, 2019). ADDIE model divides the planning process learning into steps, to organize the steps into logical sequences, then to use the output of each step as the input to the next step (Cahyadi, 2019).

The first stage is analysis. The analysis is conducted to obtain information on the problems and needs of students. The analysis was done through an observation in the class by the lecturer of the course Unterrichtsvorbereitung. This is done to ensure that the teaching materials to be developed are in accordance with the needs of students and can help them overcome their problems. After analyzing the problem and needs of students, the analysis was conducted to identify the learning objectives and the material that would be developed. It was carried out by analyzing the lesson plan of the course Unterrichtsvorbereitung. This stage needs to be done as the basis to design the learning materials. The current situation that is related to students and the learning materials is also analyzed.

The content of the video is adapted to the themes in the lesson plan (RPS) of the course Unterrichtsvorbereitung. The framework for each theme is prepared first. These themes are related to learning objectives for the Unterrichtsvorbereitung subject. After that, the lecturer created teaching materials through the paid Canva application to make the animation combined with other

programs such as the Text To Speech (TTS) program for audio voiceover (VO) to become audiovisual media. Each video has one theme for one meeting. In one semester there were 16 meetings with 12 themes, while the remaining 4 meetings are used for teaching simulations alternately. Thus, the teaching materials will be designed to consist of 12 Canva videos. Videos are designed with a short duration of around 1–2 minutes, so students do not get bored and the videos are more effective. After the Canva video is complete, the next stage, namely, development, is carried out.

The development stage is done by examining the content and legibility of the Canva app-video to obtain validation of the draft media. To determine the feasibility of the product, material validation and media validation were carried out by a validator appointed according to the field of expertise in German language learning and learning media. There were two experts in the field of material and media expert. The material expert was Dr. Kalvin Karuna, M.Pd., a senior German Language lecturer in German Language Education Program at Pattimura University. The media expert was Abd. Kasim Achmad, S. Pd., M. Hum., a German Language lecturer in the German Language Education Program at State University of Makassar, with expertise in the field of German language learning media. The feedback from the experts was then used to improve and complete the product before the implementation.

The implementation stage was developed in a real situation, that is, in the classroom. The main objectives in the implementation step include: (1) Guiding students to achieve learning goals; (2) Ensuring problem solving to overcome problems previously faced by students in the learning process; and (3) Ensuring that at the end of

learning, students' abilities increase (Cahyadi, 2019). During the implementation of the draft media that has been developed applied to the actual condition, the subject matter is delivered in accordance with the media developed.

After the implementation of the media, the evaluation stage questionnaire is conducted to obtain student insight of the product and to determine the impact on the quality of learning that includes effectiveness and efficiency of learning for students. In the questionnaire, students were asked 11 questions about their understanding level, the visuals of the product, the readability, the audio, their feeling toward the product, the materials delivery, their focus on the product, and then gave feedback. The students choose from four choices e.g., strongly agree, agree, disagree, strongly disagree. They could also write comments for each question (open questionnaire). The evaluation result is used to provide feedback to the users.

Results and Discussion

This media is developed as a tool to support learning activities for the Unterrichtsvorbereitung course. The product is created with the assistance of various computer programs, one of which is Canva, which functions as an animation maker. Meanwhile, audio voiceover (VO) is processed from the Text To Speech (TTS) program. The finished animation and VO are combined into Adobe Premiere CC 2017 to make it a unified audiovisual media.

The final product is a video with .mp4 extension with an aspect ratio of 1080p (1920×1080). The material presented includes 12 themes, e.g., (1) Ideale Lehrperson/ideal teacher), Lehrerfunktion/the function of teacher, which is divided into four video themes; (2) Unterrichten/teaching; (3) Erziehen/educate; (4) Leistung messen und beurteilen/measure and evaluate performance; (5) Evaluieren, Innovieren, und Kooperieren/evaluating, innovating, and collaborating); (6) Unterrichtsplanung/lesson planning; (7) Unterrichtsphasen/lesson phases; (8) *Interaktion im Unterricht*/interaction form in the classroom; (9) Phasenmodelle/phase models; (10) Unterrichtsmodell/lesson model; (11) Lesson Study; and (12) Unterrichtsbeispiel/example of a lesson. All those themes are related to the lesson plan of the course Unterrichtsvorbereitung/Planning German Language Lesson.

The first video entitled Ideale Lehrperson/ ideal teacher conveys the criteria for becoming an ideal teacher. In second place is Lehrerfunktion/ the function of teacher. This video is divided into four parts providing an

understanding of the main tasks of a teacher, namely, Unterrichten/teaching, Erziehen/educate, Leistung messen und beurteilen/measure and asses performance, and Evaluieren, Innovieren, und Kooperieren/evaluate, innovate, and collaborate. Teaching is the central task of a teacher through the principle of plan-do-see. A teacher has to plan the lesson, carry out the plan and see or reflect as an initial evaluation. The function of a teacher is not only to teach but also to educate students. To educate students, the teacher has to master methodical and didactic teaching and learning. A teacher has to be able to measure and access the student's performance to determine student understanding and achievement. He/she also has to be able to evaluate, innovate and collaborate to reflect on the success of learning objectives. Furthermore, Unterrichtsplanung/lesson plan is in the form of information about the importance of planning that must be completed before teaching. Unterrichtsphasen or lesson phase contains stages or phases in teaching. The types of interactions in learning activities are described in the *Interaktion im Unterricht* or *Interaction in the Lesson Class* section. Understanding and examples of learning models are shown in Unterrichtsmodell or Lesson Model. Lesson Study explains teaching steps based on three principles, namely, plan, do, see. Finally, the presentation of practical examples of teaching activities from the Goethe Institute Tokyo closed the video playlist. Here is a screenshot from the Unterrichtsvorbereitung learning video.

The following (Figure 2) is a screenshot of the front page of the learning video.

Unterrichtsvorbereitung



Figure 2 The cover display of the learning video “Unterrichtsvorbereitung” (Lesson Planning)

The video consists of three sections. First section is introduction, material (content), and assignment. In the introduction section there are theme and question. The question leads students to use their critical thinking skill about the theme mentioned. The next section is in the form of delivering the main course material while the end of the video closes with assignments. The following are examples of video captures from the theme Ideale Lehrperson/ ideal teacher.

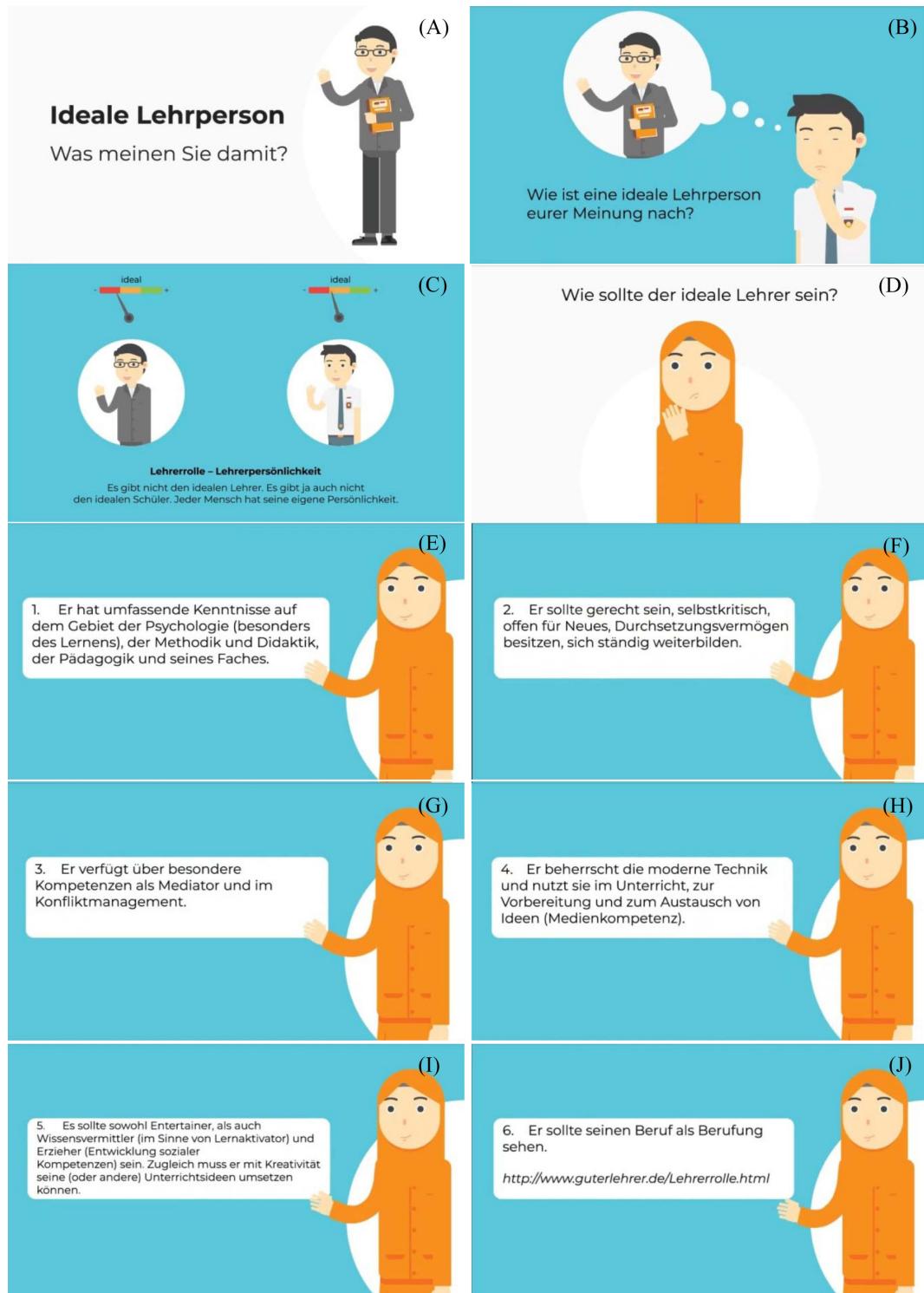


Figure 3 Screenshots of the “Ideale Lehrperson” video: (A) Introduction of the theme, (B) A question about how ideal teacher is, (C) There is no perfect ideal teacher nor student, (D) What should an ideal teacher be like?, (E) Ideal teacher 1: Having knowledge about methodic-didactic, (F) Ideal teacher 2: open-minded and self-critical, (G) Ideal teacher 3: having skills as a mediator, (H) Ideal teacher 4: mastering modern technique (media-competence), (I) Ideal teacher 5: creative as an entertainer, (J) Ideal teacher 6: teaching as passion

Figure 3 (A) and **(B)** are introduction sections. Most of them are in form of questions. These questions require students to convey their ideas and opinion about ideal teacher. **Figure 3 (E-J)**, and **Figure 4** are the main material of the theme Ideale Lehrperson/ ideal teacher. It is emphasized that there is no ideal teacher because everybody is different and has their own character. However, it is explained how to be a teacher. There are six criteria such as having extended knowledge in the fields of psychology as well as methodic-didactic and pedagogic skills, being self-critical and open minded, being able to be a mediator, mastering modern techniques, entertainer, and having passion in teaching.

The video was ended by an assignment related to the theme. For the theme Ideale Lehrperson/ideal teacher, the assignment was for the students to give a concrete example of each point (1–6) and concrete activity of an ideal teacher. This is the end of the video. In order to perceive the feasibility of the product, validation was conducted by a material expert and media expert. The material expert was Dr. Kalvin Karuna, M.Pd, a senior German Language lecturer in German Language Education Program at Pattimura University, while the media expert was Abd. Kasim Achmad, S. Pd., M. Hum, who has expertise in the field of German language learning media in German Language Education Program at State University of Makassar. The results of media expert validation demonstrate that the media is easy to apply for learning. In addition, the media is also effortless to access because the small video capacity also supports smooth video playback. Certainly, with good internet access, videos can be accessed without any problems. Judging from the ease of the visual layout of the media, the video appears very attractive. The composition of the font size and the appropriate location of the animation can increase students' interest in learning. The font size was right, not too big and not too small, so it comforts students in understanding the material in the video. However, the media expert found that the sentence fragments in the paragraphs that were too long, like those in Video 3-1, had to be corrected so that the sentences were easier to understand.

The color combinations in the video are basically appealing. Nonetheless, it would be even better if the color of the letters and the background color were more contrasted so that they could be seen clearly. This is beneficial to make it easier for students to read the material more carefully. The color of the writing should also be highlighted so that the students focus on the explanations in the video and are not distracted by the existing animations.

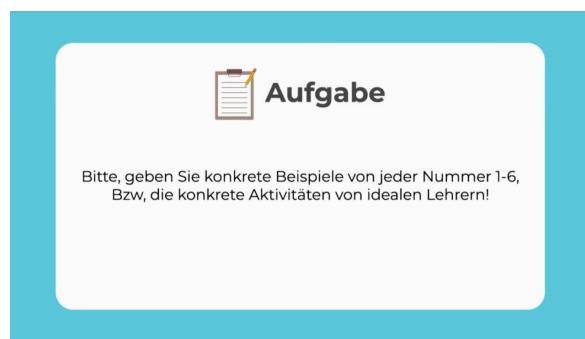


Figure 4 Screenshot of the “Ideale Lehrperson” video, task section

The audio in the video is quite clear because the pronunciation is also decent. However, the background music needs to be rearranged so that the speaker's voice can be louder, such as at the beginning or when there is a long pause. Even so, an attractive video display is an added value of the learning media. Learning media has followed technological developments and is relevant to current conditions. The results of material expert validation indicated that the material is delivered by choosing words that are suitable for the learner, besides that, the pronunciation is also very clear. The German language used in this material is appropriate both in terms of grammar, word choice and pronunciation. In this media, no orthographic errors were found in the text. This will make it easier for students to understand the description of language sounds in the form of writing or symbols based on a good and correct German spelling system. In accordance with the previous explanation, the pronunciation technique in the video is presented at a moderate tempo so that the medium tempo is proof that there are no errors in the pronunciation in the video.

The truth of the information contained in the media has been conveyed in accordance with theory, and methodical didactic concepts accepted generally. This is also supported by the process of delivering material that is easy to understand, as evidenced by clear pronunciation, delivery of material that is contextual and not excessive. Finally, this media can facilitate the delivery of material that can be reviewed based on the ability of the media to visualize the material so that it aids students' understanding effortlessly.

Based on the results of the validator's assessment, a product revision was carried out so that the developed media were feasible to be tested in semester 6 of 2018 for those who were programming the course Planning German Language Lesson (Unterrichtsvorbereitung).

After the trial was conducted, the students filled out a questionnaire related to the media that had been used.

The questionnaire addressed to students consisted of 11 statements as follows: (1) Students are able to understand the Unterrichtsvorbereitung material well through the developed video-based teaching materials; (2) Video-based teaching materials have attractive visuals; (3) Teaching materials have good legibility of letters; (4) Audio in video-based teaching materials is received clearly; (5) Students feel contented when learning Unterrichtsvorbereitung material through video-based teaching materials; (6) The delivery of Unterrichtsvorbereitung material through video-based teaching materials is easily understandable; (7) The focus of students is on the material when video-based teaching materials are applied in the Unterrichtsvorbereitung course; (8) Video-based teaching materials can stimulate students' creative ideas; (9) Students' interest in learning increases in learning activity with video-based teaching materials in the Unterrichtsvorbereitung course; (10) Video-based teaching materials can help students learn the Unterrichtsvorbereitung material independently; (11) The material in video-based teaching materials is in accordance with the learning plans for the Unterrichtsvorbereitung course. The following is a presentation of the results of the questionnaire in the form of a bar chart (Figure 5).

Canva's video-based teaching materials products can assist students in understanding the Unterrichtsvorbereitung material as agreed by the students. According to the students, the explanation of the material in the video uses clear and easy-to-understand sentences. Video-based

learning makes it easier for students to understand the content because it is in the form of audio-visual. In addition, video-based teaching materials have attractive visuals. Videos are equipped with pictures, animations and interesting elements and templates. In addition, the illustrations and various and eye-catching color choices make the video display beautiful and less boring.

Video-based teaching materials have good letter legibility. The Canva application features a font size setting, so the case size and type can be adjusted. According to the students, the readability of the text in the video is very good. The size and type of font used is very appropriate, it does not bother the sight when reading. The selection of font size and type of font is also appropriate, not too small nor too big, and not tacky.

Learning videos use interesting letters, so the students do not get bored easily. Audio used in video-based teaching materials can be heard clearly. Students can listen to explanations and speech clearly. There is no issue in audio. The audio pronunciation is very easy to understand, maybe because it uses the Google voice type, so it sounds familiar. There was one student who stated that occasionally there was some audio that was unclear and too faint. However, in general, it can be concluded that the sound in the video can be heard clearly.

The majority of students enjoyed learning Unterrichtsvorbereitung material through Canva's video-based teaching materials. Images, text, and audio that are easy to capture support understanding and make students excited in using these videos for learning. Through this video media, the materials become more interesting to study because of the visual appearance. Students also

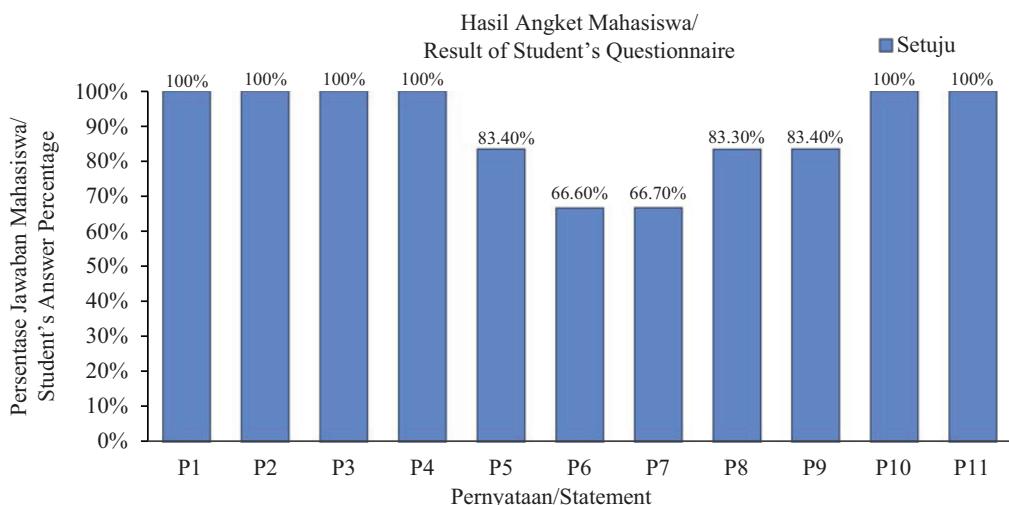


Figure 5 Student questionnaire results on video-based teaching materials⁷

think that this video can train creativity. In addition, students can do video playback when there are things they do not understand. However, one student preferred the lecturer to explain directly and interactively, as according to the student, video-based learning media was rather boring, especially with a video duration of more than 10 minutes (teaching example, video number 12).

For most students, the delivery of Unterrichtsvorbereitung material through video-based teaching materials is easily understandable. The video contains an effective and not long-winded explanation with exiting delivery. Although many students had the opinion that direct explanations by lecturers are clearer and easier to understand, at least the video can be played repeatedly when they feel that they do not understand.

With Canva's video-based teaching materials, students can focus more on the materials. The use of this product can be prepared offline (download required) and can be played repeatedly, so that students can watch videos at any time and focus on the materials. The appearance also makes students more focused and can increase student concentration because explanations and examples are presented in an interesting way with the aids of illustrations and music. However, there were two students who felt that they were less focused when they looked at the monitor for too long. In addition, the duration of videos that are more than 10 minutes can make students' concentration quickly reduce.

Canva's video-based teaching materials assist in stimulating student thinking. In the video, there are examples that can guide students to apply and develop ideas. According to them, the material presented is quite clear, and the material in the video stimulates them to think more so that they can come up with creative ideas.

Canva's video-based teaching materials improve student interest in learning. According to them, video is one of the visual media that supplement "traditional" forms of learning. They think that the visual appearance of Canva's videos is interesting and not monotonous, especially with the background music that makes the video more appealing. There are also many options in the video. For example, if you do not want to read, you can listen to it, if you do not understand the sentence, you can read it because the text is already available. All of that can improve student's interest in learning, especially as its usage is not limited by time and place. Of all the students, there was only one student who thought that video learning media was a little boring.

Students can independently study Unterrichtsvorbereitung material through Canva's video-based teaching materials. Canva videos as teaching

materials are very accessible. Study time becomes more flexible because this product can be accessed anytime and anywhere with a choice of audio or text, which makes it very easy to learn. For limited meeting such as in online learning or blended learning, video learning media can be an option so that students can still gain knowledge. However, one student still thought that although this video material supported independent learning, it needed to be taught directly so that they better understood and did not make mistakes.

Based on the results of applying Canva's video-based teaching material development product, it is generally identified that this product can be used in Unterrichtsvorbereitung learning. The material employed is in accordance with the curriculum applied in *PSPBJ UM*. Almost all students had a positive impression of this product. Although there were some students who had negative opinions on several things, in general, this product can be an alternative in online learning because students can learn independently without being limited by distance, space, and time, and the usage is conducted by connecting to the internet (Belawati, 2020; Riana, 2020). In addition, this product also has the characteristics of online learning media desired in the pandemic era, that is technology-based and has a varied, attractive and fun appearance (Riana, 2020; Widodo & Nursaptini, 2020).

Conclusion

Multimedia is identified to have many advantages, including being able to increase interest and motivation, improve students' understanding in learning, improve critical thinking skills, being learner centered and providing accurate and actual information. One of the multimedia that is currently widely used is Canva. The Canva app is a design tool that allows you to create slideshow videos with unique and attractive shapes and appearance. By utilizing this application, students are expected to be more interested and motivated to take the Unterrichtsvorbereitung lectures. With Canva's video-based teaching materials, students can focus more on the material. The use of this product can be done offline (download required) and can be played repeatedly, so students can watch videos at any time and focus on the material. Based on the reasons mentioned, it can be concluded that the development of Canva videoapp based-course materials for Unterrichtsvorbereitung courses is considered effective in supporting learning at the lecture level.

Conflict of Interest

The authors declare that there is no conflict of interest.

References

Al-hamdani, D. (2008). Roles and importance of multimedia in higher education. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications*. Chesapeake.

Asyhar, R. (2012). *Kreatif mengembangkan media pembelajaran* [Developing teaching materials creatively]. Referensi.

Belawati, T. (2020). *Pembelajaran online* [On line learning]. <http://repository.ut.ac.id/8813/>

Cahyadi, R. A. H. (2019). Pengembangan bahan ajar berbasis addie model [Development of teaching materials based on addie model]. *Halaqa: Islamic Education Journal*, 3(1), 35–42. <https://doi.org/10.21070/halaqa.v3i1.2124>

Dovedan, Z., Seljan, S., & Vučković, K. (2002). Multimedia in foreign language learning. *Proceedings of the 25th international convention mipro* (pp. 72–75). <https://www.bib.irb.hr/106741>

Erizar, Syahputra, A., & Hidayati, T. (2019). The effectiveness of use multimedia in English teaching at SMPN 1 Meulaboh. *Proceedings of the 1st International Conference on Social Sciences and Interdisciplinary Studies (ICSSIS 2018)* (pp. 47–48). Atlantis Press. <https://doi.org/10.2991/icssis-18.2019.10>

Gilakjani, A. P. (2012). The significant role of multimedia in motivating EFL learners' interest in English language learning. *International Journal of Modern Education and Computer Science*, 4(4), 57–66. <https://doi.org/10.5815/ijmecs.2012.04.08>

Glaboniat, M. (2005). *Profile deutsch: Gemeinsamer europäischer referenzrahmen; lernzielbestimmungen, kannbeschreibungen, kommunikative mittel, niveau A1–C2* [Profile German: Common European Framework of Reference; Defining learning goals, descriptions of skills, communicative means, level A1–C2]. Langendscheidt.

Google Slides. (n.d.). Retrieved December 14, 2022, from <https://docs.google.com/presentation/u/0/?tgif=d>

Haryanto. (2017). Kajian implementasi pembelajaran berbasis e-learning dengan pendekatan Unified Theory of Acceptance and Use of Technology (UTAUT) (Studi Kasus pada SMP Al-Amanah, Kota Tangerang Selatan) [Study of the implementation of e-learning based with the Unified Theory of Acceptance and Use of Technology (UTAUT) approach (Case Study at Al-Amanah Middle School, South Tangerang City)]. *Jurnal Khatulistiwa Informatika*, 5(1), 14–20. <https://ejournal.bsi.ac.id/ejurnal/index.php/khatulistiwa/article/view/2270>

Haryanto, S. (2019). Kelebihan dan kekurangan e-learning berbasis schoology. [The advantages and disadvantages of schoology-based e-learning]. *Prosiding Seminar Nasional Geotik*, 106–110.

Nobre, A. M. (2018). Multimedia technologies and online task-based foreign language teaching-learning. *Tuning Journal for Higher Education*, 5(2), 75–97. [https://doi.org/10.18543/tjhe-5\(2\)-2018pp75-97](https://doi.org/10.18543/tjhe-5(2)-2018pp75-97)

Nuryadin, E., & Tamam, M. Z. B. (2018). Pengaruh media prezi terhadap hasil belajar peserta didik pada materi sistem pencernaan pada manusia (Studi eksperimen di kelas VIII SMP Negeri 20 kota Tasikmalaya, tahun ajaran 2018/2019) [The effect of Prezi media on student learning outcomes in the digestive system material in humans (Experimental study in class VIII SMP Negeri 20 Tasikmalaya, academic year 2018/2019)]. *BIO EDUCATIO: (The Journal of Science and Biology Education)*, 3(1), 82–89.

PSPBJ UM Catalog. (2019). *Katalog program studi bahasa jerman fakultas sastra Universitas Negeri Malang* [Catalog of the German language study program, Faculty of Letters, State University of Malang]. UM Press.

Pun, M. (2014). The use of multimedia technology in English language teaching: A global perspective. *Crossing the Border: International Journal of Interdisciplinary Studies*, 1(1), 29–38.

Purnama, S., & Pramudiani, P. (2021). Pengembangan media pembelajaran interaktif berbasis google slide pada materi pecahan sederhana di sekolah dasar [Development of interactive learning media based on google slides on simple fraction material in elementary schools]. *Jurnal Basicedu*, 5(4), 2440–2448. <https://doi.org/10.31004/basicedu.v5i4.1247>

Purnamasari, S., Heryawan, A., & Ardie, R. (2019). Pengembangan model media pembelajaran berbasis google slide pada mata pelajaran ips di smp [Development of a google slide-based learning media model for social studies subjects at junior high school]. *JTPPm (Jurnal Teknologi Pendidikan Dan Pembelajaran): Edutech and Instructional Research Journal*, 6(1), 37–43. <https://jurnal.untirta.ac.id/index.php/JTPPm/article/view/7410>

Rahmatullah, R., Inanna, I., & Ampa, A. T. (2020). Media pembelajaran audio visual berbasis aplikasi canva [Audio-visual learning media based on the Canva application]. *Jurnal Pendidikan Ekonomi Undiksha*, 12(2), 317–327. <https://doi.org/10.23887/jjpe.v12i2.30179>

Riana. (2020). *Konsep pembelajaran online* [The concept of online learning]. <https://www.pustaka.ut.ac.id/lib/wp-content/uploads/pdfmk/TPEN4401-M1.pdf>

Sudjana, N., & Rivai, A. (2007). *Teknologi pengajaran* [Teaching Technology]. Sinar Baru.

Sunarsi, D., Wijoyo, H., & Al Choir, F. (2020). Implementasi pembelajaran online dalam masa pandemik Covid 19 [Implementation of online learning during the Covid 19 pandemic]. *Prosiding Seminar Nasional Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu*, 2, 411–416. <http://proceeding.semaslp3m.unesa.ac.id/index.php/Artikel/article/view/155/137>

Walia, F., & Toybah, T. (2022). *Pengembangan media pembelajaran tematik berbasis google slide pada subtema hubungan antar makhluk hidup dalam ekosistem kelas V sdn 03 tanjung batu* [Development of thematic learning media based on Google Slides on the sub-theme of relationships between living things in ecosystems for class V SD 03 Tanjung Batu] [Undergraduate thesis, Sriwijaya University]. <https://repository.unsri.ac.id/70359/>

Widodo, A., & Nursaptini. (2020). Problematika pembelajaran daring dalam perspektif mahasiswa [Problems of online learning from students perspective]. *Elementary School Education Journal (ELSE)*, 4(2), 100–115. <https://dx.doi.org/10.30651/else.v4i2.5340>