

Teachers' Acceptance of Canva Web-Based Multimodal Digital Media in Deep Learning Approach in Cileunyi District: Based on SUS

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Abstract. The rapid development of technology has given rise to a generation of digital natives who are accustomed to the virtual world since birth. This phenomenon requires a transformation in teaching methods at the primary and secondary education levels in Indonesia. More in-depth learning, which can be implemented through a deep learning approach, as well as the use of Canva web-based multimodality media offers great potential as a solution to improve the quality of education that suits the characteristics of this generation and is in line with the philosophy of the Merdeka Curriculum.

This research focuses on evaluating the level of acceptance of multimodality learning media developed using the Canva web platform, which is specifically designed to facilitate deep learning among elementary school educators. To achieve this goal, a survey method was used with a System Usability Scale (SUS) questionnaire instrument distributed to 90 teachers located in Bandung Regency.

Analysis of the collected data shows that the average SUS score is 70.72. Based on the SUS scale, this score indicates that the learning media is in the "acceptable" category, with a score of "C" and a qualitative description of "Good". This result implies that Canva web-based multimodality digital media is generally well received by teachers at the primary school level. Nevertheless, a continuous process of evaluating and improving the quality of the media is considered important to maximize its benefits and enhance the user experience according to their needs and expectations.

Keywords: Canva; Multimodal Digital Media; Deep Learning Approach; System Usability Scale (SUS); Teacher Acceptance.

INTRODUCTION

Over the past few decades, technological advances have given rise to a generation that has been familiar with the digital world since birth, known as the digital native generation. This group has grown and developed in an environment where digital technology has become an integral part of their daily lives (Putra et al., 2023)

In Indonesia, the digital native generation now occupies primary and secondary education, indicating that digitization has become a crucial element in teaching and learning activities at these levels. This reality urges a change in the learning approach, from conventional methods to learning models that utilize digital technology.

Digital technology opens the door to the use of various learning resources, including videos, illustrations, and interactive applications, which significantly support students' understanding of the teaching material. Maximizing the potential of digital technology is expected to transform the learning process to be more flexible, time-efficient, and able to adapt to the diverse learning

needs of students (Asmawati, 2021). Thus, learning is no longer one size fits all, but rather more personalized and effective in achieving educational goals.

To achieve goals in education, it is necessary to implement deep learning. Currently, deep learning is still rarely touched upon by teachers, whereas the digital native generation requires deep learning. This deep learning can be done with a deep learning approach. Various studies show that the application of deep learning in the context of education has the potential to significantly improve learning outcomes, motivate students, and help teachers identify students' learning needs more accurately (Khotimah & Abdan, 2025)

The application of deep learning-based learning is not intended to replace the Merdeka Curriculum, but rather as a method that can strengthen the advantages of the curriculum. This approach focuses on creating a more mindful, enjoyable, and meaningful learning experience for students. These principles are in line with the core of the Merdeka Curriculum, which emphasizes freedom of learning, exploration of interests, and deep conceptual understanding. Thus, the integration of deep learning has the potential to be a driving force for realizing the objectives of the Merdeka Curriculum in creating relevant and empowering learning (Gufron & Suryahadikusumah, 2024).

Multimodal media offers an innovative approach to conveying information, unlike traditional methods that are often limited to text or static visuals. By synergistically integrating various elements such as text, images, audio, and video, this media is able to present learning materials in a more interactive and engaging way. This combination of modalities not only enriches the learning experience but also facilitates a deeper understanding of concepts and better information retention for students (Setiawan et al., 2022). This approach accommodates diverse learning styles and makes complex material more accessible.

According to Abidin (2022), multimodality investigates how different forms of communication interact and depend on each other in producing meaning. This interaction can be complementary, where one mode clarifies another; expansive, where one mode adds new information; or even contradictory, where the modes convey different messages. This study emphasizes that meaning in communication is often constructed through the combination and dynamic relationship between the various modes used.

To facilitate access to multimodal media, a platform that can be packaged in an attractive way is needed. Canva is a website that is easy for teachers to design and can be accessed in an attractive way by students. Canva offers a variety of templates and easy-to-use design

features, enabling educators to create attractive and interactive learning materials in a practical way (Arifin et al., 2024)

Canva, which can be accessed directly via the web without requiring installation, not only provides flexibility in designing teaching materials, but also makes it easier for teachers to combine visual elements that are both attractive and educational (Rahmawati, et al., 2024).

Although multimodal media offers various advantages and conveniences for educators, in reality, the use of multimodal media seems slow without encouragement from the government. This is evident from the suboptimal use of websites, as well as the tendency to limit website use to subjects or tasks that explicitly require the use of web-based media. In fact, the use of media in the learning process currently plays a crucial role, especially in supporting deep learning and addressing the learning styles of the digital native generation, whose daily lives are closely intertwined with technology.

Based on this background, this study was conducted by developing web-based multimodal learning media using Canva, which was specifically designed for deep learning applied in elementary schools. After implementing this media, the author will measure the level of acceptance of this Canva-based multimodal digital media among elementary school teachers in Cileunyi District using the System Usability Scale (SUS) questionnaire. The hypothesis of this study is that there is a positive and significant level of acceptance of Canva-based multimodal learning media among elementary school teachers in Cileunyi District, as measured using the System Usability Scale (SUS) questionnaire.

METHODOLOGY

This study was designed to measure the acceptance of Canva Web-Based Multimodal Digital Media, which was designed to implement learning with a Deep Learning Approach for elementary school teachers in Cileunyi District. The stages of the study are as follows:

1. This study uses several stages that will be carried out, divided into 7 stages as illustrated in Figure 1 below:

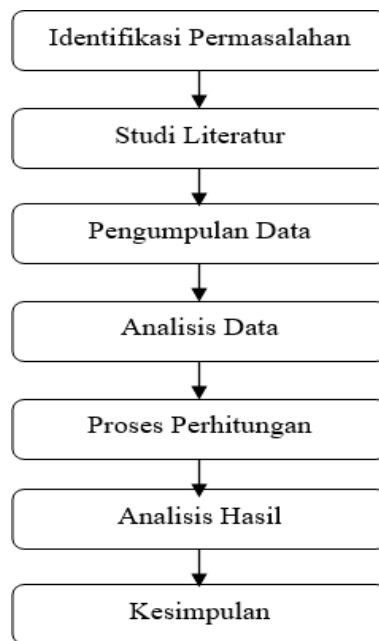


Figure 1 Research Stages

a. Problem Identification

When starting a research project, a crucial step is to identify the problem. This process involves a deep understanding of an issue or situation that is considered a challenge and requires a solution. At this stage, a researcher is required to understand the context of the problem thoroughly and recognize the underlying needs. Clarity in identifying the problem is an important foundation for determining relevant literature studies, appropriate research methods, and suitable research instruments.

b. Literature Study

As a way to solve problems and gather information, literature studies rely on searching various existing sources of knowledge. In this process, researchers actively explore and study materials from books, journals, and previous studies specifically related to the system usability scale for the foundation of their research.

c. Data collection

In this stage, a research instrument in the form of a System Usability Scale (SUS) questionnaire was developed with a scale range of 1-5. This questionnaire was then distributed face-to-face to users of multimodal digital media based on Canva. The data

obtained from the respondents' answers was then processed to test the research hypothesis that had been formulated, using ten questions from the SUS questionnaire.

d. Data Analysis

The data analysis process aimed to test the hypotheses that had been proposed in relation to the variables used in the system usability scale study. Based on the analysis results, a significant positive impact was identified between these variables, which ultimately enabled the researchers to draw valid conclusions from this study.

e. Calculation Process

This study adopted the System Usability Scale (SUS) method as the basis for its calculations. SUS is a usability assessment method that is often used to measure the usability of websites, applications, and other systems. The advantage of this method is its ability to be applied to various platforms, ranging from websites, mobile applications, to desktop applications. Through the use of SUS, researchers can obtain comprehensive insights into the effectiveness of a system in supporting user needs.

f. Analysis of Results

The analysis of results is conducted after the collection of research data and is an important step in achieving the objectives set. In this study, the examination of results is significant in determining the potential for continued exploration. This analysis not only guides further development steps, but also helps identify aspects that need improvement. In addition, the findings obtained from the analysis can be used as a foundation for future research and more measured decision making.

g. Conclusion

The conclusion of this study will be formulated after the data analysis process is complete. This conclusion is expected to serve as a basis for further research and open up opportunities for further development.

2. System Usability Scale (SUS) Method

The measurement of the acceptability of the Canva Web-Based Multimodal Digital Media in this study was conducted using the System Usability Scale (SUS) questionnaire. The selection of SUS was based on its validity and reliability, which have been tested in measuring the usability of various types of software. The use of the SUS instrument allows for systematic,

standardized, and easy-to-analyze data collection to evaluate both platforms in the context of educational game development (Fauziah & Nurwulan, 2021) (Setiawan et al., 2022).

The System Usability Scale (SUS) is a technique used to measure the usability of software directly by users in real conditions. According to J. Brooke (2013), SUS is known as a reliable, popular, successful, and simple usability scale. The main objectives of SUS are:

- a. To provide a subjective evaluation from users regarding the usability of a system.
- b. To enable assessments to be carried out in a relatively short time.

John Brooke from MIT created the System Usability Scale as a “quick and practical” measurement tool. SUS can be applied to evaluate various things, including software, websites, sites, and other software products and services. In using SUS for usability evaluation, factors such as small sample size, short time, and low cost are the main considerations (M.Nopita et al., 2022).

The System Usability Scale (SUS) consists of 10 questions and uses a five-point rating scale. Respondents are asked to provide a subjective assessment of each question using a scale of 1 to 5, with the following descriptions: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree.

After the respondent data was obtained, it was processed to produce a SUS assessment score between 0 and 100. In calculating the score using the System Usability Scale method, there are several conditions that must be followed. The details of the SUS questionnaire score calculation rules are as follows:

- a. For each odd-numbered question, the user's score is reduced by one.
- b. For questions with even numbers, the final score is obtained by subtracting five from the score selected by the user.
- c. The final SUS value is calculated by adding the adjusted scores from all questions, then multiplying the total by 2.5.

$$\begin{aligned} \text{skor SUS} &= ((x1 - 1) + (5 - x2) + (x3 - 1) + (5 - x4) + (x5 - 1) \\ &+ (5 - x6) + (x7 - 1) + (5 - x8) + (x9 - 1) \\ &+ (5 - x10)) * 2,5 \end{aligned}$$

Explanation:

x = Statement

The next step is to add up the SUS scores obtained from each respondent. Then, to obtain the average SUS score, the total score is divided by the total number of respondents. Here is the formula for calculating the average SUS score:

$$\text{average value} = \frac{\sum_{i=1}^n xi}{N}$$

Explanation:

xi = Total respondent score

N = Total respondents

After the respondent values are collected and processed, the System Usability Scale (SUS) generates a score which is then categorized into different ratings and grades based on the total score, as illustrated in Figure 2 below.

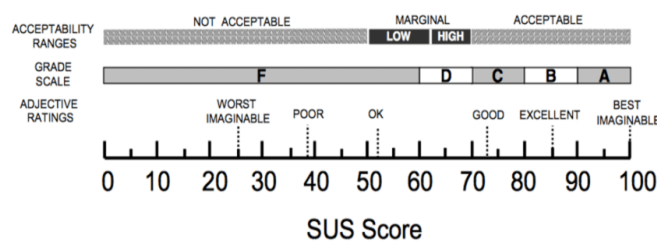


Figure 2. Interpretation of SUS Scores (A. Bangor, et al., 2009)

Table 1. Explanation of SUS Scores

| <i>Grade Scale</i> | <i>Adjective Ratings</i> | <i>Acceptability Range</i> |
|--------------------|----------------------------------|-------------------------------|
| A: 91 – 100 | <i>Best Imaginable: 85 – 100</i> | <i>Not Acceptable: 0 – 50</i> |
| B: 81 – 89 | <i>Excellent: 74 – 85</i> | <i>Marginal: 50 – 70</i> |
| C: 71 – 80 | <i>Good: 53 – 74</i> | <i>Acceptable: 70 – 100</i> |
| D: 61 – 70 | <i>Ok: 39 – 53</i> | |
| F: 0 – 60 | <i>Poor: 25 – 39</i> | |
| | <i>Worst Imaginable: 0 – 25.</i> | |

As explained in Table 1 regarding the three aspects of the System Usability Scale (SUS) evaluation, software acceptance by users is measured using acceptability metrics, website quality or level is evaluated using a grade scale, and website quality descriptions are obtained through adjective ratings (N. Oktaviani and Fatmasari, 2020).

RESULTS AND DISCUSSION

Given that this study aims to measure the usefulness of Canva-based multimodal digital media in deep learning for teachers using the SUS method, the data collection stage is essential in producing valid and reliable findings.

The research approach used is quantitative with a correlational method and a survey research design.

Research that applies quantitative methods is a study that has fulfilled the principles of scientific methodology, namely that it is real and based on experience (empirical), not influenced by subjective views (objective), can be measured numerically (measurable), uses logic and reasoning (rational), and is carried out through structured (systematic) (Balaka, 2022)

In the field of education, one significant type of research is correlational research. This research aims to investigate the relationship between various variables without manipulating them. In the context of education, the correlational method allows for scientific and statistical analysis of the relationship between various important components such as teachers, students, teaching materials, and learning evaluation (El Hasbi, et al., 2023).

Survey research aims to identify and analyze data from a representative sample of a population. Through surveys, the relative frequency of an event, the pattern of characteristic distribution, and the correlation between variables can be determined. The survey method is flexible because it can be applied to large or small populations (Syahrizal & Jailani, 2023).

The subjects who will be respondents are 90 elementary school teachers. The coverage area is Cileunyi District. The following is the amount of data that has been collected:

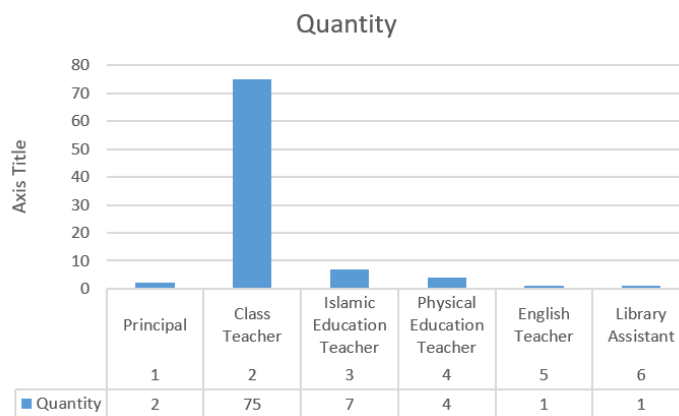


Figure 3 Respondent Status

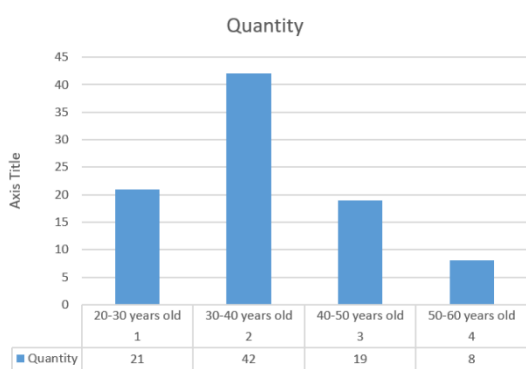


Figure 4 Age of Respondents

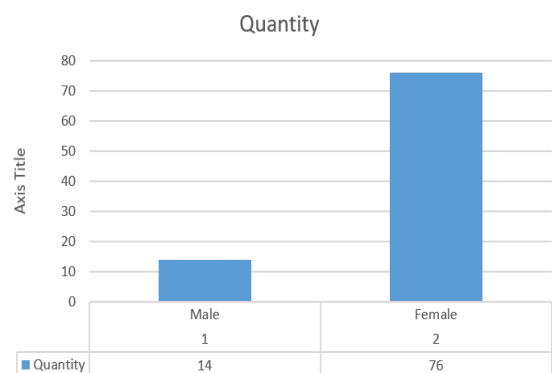


Figure 5 Gender of Respondents

The process of collecting accurate data involves distributing surveys to participating teachers. The collected data and information are crucial to achieving the research objectives. After a sufficient period of time for data collection, the next step is to organize and check the surveys

to ensure that there are no inconsistent or incomplete responses. The purpose of this entire process is to gain an accurate understanding of the usability of the school information system, which will then be further analyzed to generate relevant insights and recommendations.

The System Usability Scale is a questionnaire used to evaluate the usability of a computer application from the user's perspective (Kurniawan, et al., 2022). The System Usability Scale (SUS) has 10 components with 5 response scales, ranging from strongly disagree to strongly agree. Data collection was conducted through Google Forms, where respondents were asked to fill out the form via a link provided after they viewed and evaluated the multimodal digital media based on Canva in a deep learning approach. The statements in the SUS that will be used refer to specific instruments. You can see the specific SUS question components in Table 2.

Table 2. SUS Statement Items

| No. | Statement Component |
|-----|--|
| 1 | I think I will use this web-based multimodal digital media Canva again. |
| 2 | I feel that this web-based multimodal digital media Canva is complicated to use. |
| 3 | I feel that this web-based multimodal digital media Canva is easy to use. |
| 4 | I need help from other people or technicians in using this web-based multimodal digital media Canva. |
| 5 | I feel that the features of this web-based multimodal digital media Canva work properly. |
| 6 | I feel that there are many inconsistencies (inconsistencies in this web-based multimodal digital media Canva). |
| 7 | I feel that others will quickly understand how to use this web-based multimodal digital media Canva. |
| 8 | I find this web-based multimodal digital media Canva confusing. |
| 9 | I feel there are no obstacles in using this web-based multimodal digital media Canva. |
| 10 | I need to familiarize myself with this web-based multimodal digital media Canva before using it. |

Referring to Table 3, the System Usability Scale (SUS) instrument adopts a Likert scale with five response levels, ranging from “strongly disagree” to “strongly agree,” represented by scores from 1 to 5. Overall, the possible SUS score ranges from 0 to 100 (Widiyanti & Maknunah, 2021).

Table 3. Likert Scale Scores

| Jawaban | Sko r |
|-------------------------|----------|
| Strongly Disagree (STD) | 1 |
| Disagree (D) | 2 |
| Undecided (U) | 3 |
| Agree (A) | 4 |
| Strongly Agree (SA) | 5 |

Respondents' answers will be quantified by giving a score of 1 for “strongly disagree” to 5 for “strongly agree.” These individual scores will then be accumulated and averaged to obtain the SUS score. The purpose of calculating the average SUS score is to evaluate and determine whether the system's usability meets the acceptance criteria.

3. Results and Discussion

This study began with an analysis of Learning Outcomes, which were then broken down into Learning Objectives. From this, a learning design using a deep learning approach was created. Deep learning is based on three conceptual pillars. The first pillar is mindful learning, which emphasizes teachers' awareness of each student's uniqueness in terms of background and learning style. This requires increased interaction and positive relationships, as well as full respect and attention from teachers to all students, given the differences in each individual's way of thinking and cognitive style. The second pillar, meaningful learning, emphasizes meaningful learning that triggers critical thinking, active student participation, and concrete and deep understanding of meaning. The third pillar is joyful learning, which aims to create an enjoyable learning experience in a conducive and relevant environment. This sense of joy arises when students feel valued, have the ability to act independently, can discover new things, and gain a deeper understanding of the subject matter (Diputera, 2024).

The following is the researcher's design for deep learning analysis in learning:



Figure 7 Learning Objective Indicators

Figure 8 Mindful



Figure 9 Meaningful

Figure 10 Joyful



Figure 11 Main Web Menu

Figure 12 Web Adventure Menu

Based on this design and considering the three pillars of deep learning, the researchers designed media that could support the implementation of these three pillars, namely web-based multimodal digital media using Canva. The following is the web-based multimodal digital media using Canva developed by the researchers:

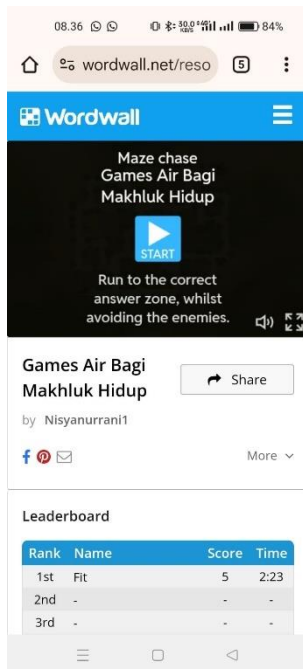


Figure 13 Games

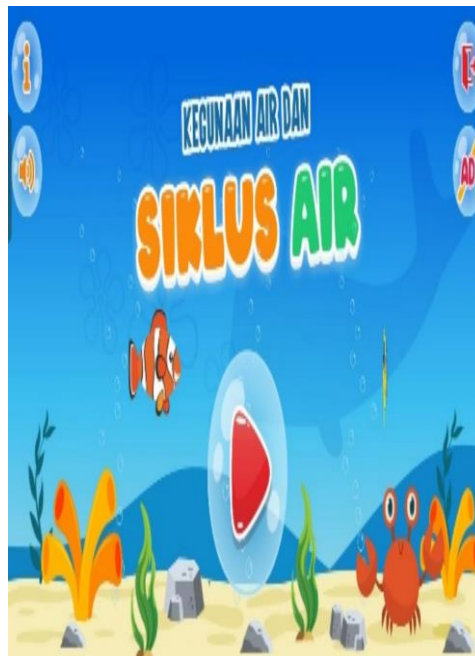


Figure 14 Videos and Games



Figure 15 Digital Comics

After the web-based multimodal digital media Canva was successfully developed, the researchers then focused on distributing surveys via Google Forms to obtain data on how teachers accepted this web-based multimodal digital media Canva. A total of 90 data entries were submitted voluntarily, without coercion or pressure. The following are the findings from the Recapitulation of Respondent Responses regarding teachers' acceptance of web-based multimodal digital media using Canva in a survey given to a total of 90 teachers.

Table 4. Summary of Respondents' Answers

| No | Statement | Answers | | | | |
|-------------|--|------------|------------|------------|------------|------------|
| | | 1 (STS) | 2 (TS) | 3 (N) | 4 (S) | 5 (SS) |
| 1 | I think I will use this web-based multimodal digital media Canva again. | 0 | 0 | 7 | 44 | 39 |
| 2 | I find this web-based multimodal digital media Canva complicated to use. | 25 | 32 | 21 | 8 | 4 |
| 3 | I find this web-based multimodal digital media Canva easy to use. | 2 | 0 | 10 | 50 | 28 |
| 4 | I need help from other people or technicians in using this web-based multimodal digital media Canva. | 24 | 15 | 20 | 26 | 5 |
| 5 | I feel that the features of this web-based multimodal digital media Canva work properly. | 0 | 0 | 6 | 50 | 34 |
| 6 | I feel that there are many inconsistencies (inconsistencies in this web-based multimodal digital media tool called Canva). | 28 | 31 | 25 | 4 | 2 |
| 7 | I feel that others will quickly understand how to use this web-based multimodal digital media tool called Canva. | 0 | 1 | 14 | 47 | 28 |
| 8 | I find this web-based multimodal digital media tool called Canva confusing. | 32 | 31 | 21 | 4 | 2 |
| 9 | I feel that there are no obstacles in using this web-based multimodal digital media tool called Canva. | 1 | 2 | 15 | 48 | 24 |
| 10 | I need to familiarize myself with this web-based multimodal digital media tool called Canva before using it. | 10 | 8 | 14 | 41 | 17 |
| Quantity | | 122 | 120 | 153 | 322 | 183 |
| Proportion% | | 14% | 13% | 17% | 36% | 20% |

Table 4 presents the results of the questionnaire completed by respondents, with 14% of respondents choosing strongly disagree, 13% choosing disagree, 17% choosing undecided, 36% choosing agree, and 20% choosing strongly agree. Based on the percentage of choices, when added together, the total is 100%.

2. Data Calculation

After obtaining the data from the respondents, the next process is to calculate the SUS score using equations

(1) and (2). The SUS score is calculated for each respondent, then added up and the average of the total scores obtained is calculated. The calculation process is described in Table 5 below.

Table 5. SUS Recapitulation Results

| Respondents | Statemen | | | | | | | | | | Quantity | Score |
|-------------|----------|---|---|---|---|---|---|---|---|----|----------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 1 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 1 | 32 | 80 |
| 2 | 4 | 3 | 3 | 1 | 3 | 4 | 3 | 4 | 3 | 1 | 29 | 73 |
| 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 0 | 24 | 60 |
| 4 | 3 | 1 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 27 | 68 |
| 5 | 4 | 3 | 4 | 1 | 3 | 3 | 2 | 2 | 2 | 0 | 24 | 60 |
| 6 | 3 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 20 | 50 |
| 7 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 36 | 90 |
| 8 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 26 | 65 |
| 9 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 1 | 30 | 75 |
| 10 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 2 | 1 | 23 | 58 |
| 11 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 3 | 1 | 23 | 58 |
| 12 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 25 | 63 |
| 13 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 0 | 27 | 68 |
| 14 | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 2 | 2 | 31 | 78 |
| 15 | 4 | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 1 | 31 | 78 |
| 16 | 4 | 2 | 2 | 1 | 4 | 4 | 3 | 3 | 4 | 1 | 28 | 70 |
| 17 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 1 | 22 | 55 |
| 18 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 36 | 90 |
| 19 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 24 | 60 |
| 20 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 35 | 88 |
| 21 | 3 | 3 | 3 | 4 | 3 | 4 | 2 | 2 | 3 | 1 | 28 | 70 |
| 22 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 1 | 31 | 78 |

| | | | |
|----|-------------------|------|-----|
| 23 | 4 4 4 4 4 4 4 4 4 | 0 36 | 90 |
| 24 | 3 2 3 2 2 2 2 2 2 | 2 22 | 55 |
| 25 | 4 3 3 1 3 2 3 3 3 | 1 26 | 65 |
| 26 | 4 3 3 1 3 2 4 3 2 | 0 25 | 63 |
| 27 | 3 4 3 1 4 0 4 4 3 | 1 27 | 68 |
| 28 | 4 3 3 1 3 4 1 4 3 | 0 26 | 65 |
| 29 | 3 3 3 1 3 3 3 3 3 | 1 26 | 65 |
| 30 | 4 4 4 4 4 4 4 4 4 | 4 40 | 100 |
| 31 | 3 3 3 1 3 3 3 3 3 | 2 27 | 68 |
| 32 | 3 3 3 2 3 3 3 3 3 | 1 27 | 68 |
| 33 | 3 1 3 1 3 1 3 1 2 | 1 19 | 48 |
| 34 | 4 1 4 1 4 3 3 3 3 | 0 26 | 65 |
| 35 | 3 4 4 2 4 4 3 4 4 | 3 35 | 88 |
| 36 | 3 1 2 1 3 3 3 2 3 | 0 21 | 53 |
| 37 | 2 2 2 2 2 2 2 2 2 | 2 20 | 50 |
| 38 | 4 3 3 0 3 3 3 3 4 | 2 28 | 70 |
| 39 | 3 1 3 1 3 2 3 3 3 | 1 23 | 58 |
| 40 | 3 4 4 4 4 4 4 4 4 | 4 39 | 98 |
| 41 | 3 3 3 3 3 2 3 3 3 | 2 28 | 70 |
| 42 | 2 2 2 1 2 2 3 1 3 | 1 19 | 48 |
| 43 | 4 4 4 3 4 1 4 4 3 | 1 32 | 80 |
| 44 | 3 4 3 3 3 4 3 4 3 | 1 31 | 78 |
| 45 | 2 2 3 2 3 3 3 3 3 | 1 25 | 63 |
| 46 | 4 4 4 2 4 3 4 4 4 | 2 35 | 88 |
| 47 | 4 1 3 4 4 2 2 2 3 | 4 29 | 73 |
| 48 | 4 4 4 4 4 4 4 4 4 | 3 39 | 98 |
| 49 | 4 4 4 4 4 4 4 4 4 | 0 36 | 90 |
| 50 | 3 3 3 4 4 4 3 4 3 | 2 33 | 83 |
| 51 | 4 3 3 4 4 3 4 3 4 | 0 32 | 80 |
| 52 | 3 3 3 4 4 4 3 4 3 | 2 33 | 83 |
| 53 | 3 3 3 3 3 3 3 3 3 | 2 29 | 73 |
| 54 | 3 2 3 3 3 3 3 3 3 | 1 27 | 68 |

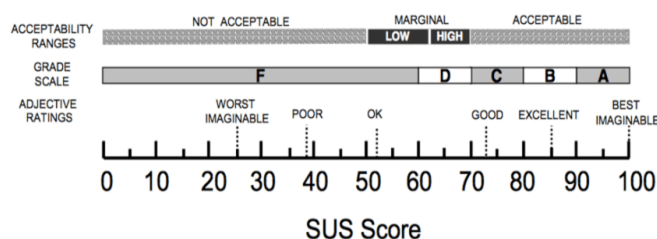
| | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|----|-----|
| 55 | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 23 | 58 |
| 56 | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 3 | 4 | 3 | 32 | 80 |
| 57 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 1 | 19 | 48 |
| 58 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 40 | 100 |
| 59 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 1 | 33 | 83 |
| 60 | 4 | 3 | 3 | 0 | 4 | 3 | 4 | 4 | 2 | 1 | 28 | 70 |
| 61 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 28 | 70 |
| 62 | 3 | 4 | 3 | 0 | 3 | 2 | 3 | 2 | 3 | 1 | 24 | 60 |
| 63 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 35 | 88 |
| 64 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 1 | 32 | 80 |
| 65 | 2 | 0 | 0 | 0 | 4 | 4 | 2 | 0 | 0 | 0 | 12 | 30 |
| 66 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 22 | 55 |
| 67 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 26 | 65 |
| 68 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 20 | 50 |
| 69 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 28 | 70 |
| 70 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 1 | 0 | 21 | 53 |
| 71 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 24 | 60 |
| 72 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 24 | 60 |
| 73 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 28 | 70 |
| 74 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 2 | 28 | 70 |
| 75 | 4 | 0 | 4 | 1 | 4 | 2 | 4 | 2 | 3 | 0 | 24 | 60 |
| 76 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 27 | 68 |
| 77 | 4 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 3 | 1 | 24 | 60 |
| 78 | 4 | 0 | 0 | 2 | 2 | 1 | 3 | 1 | 2 | 2 | 17 | 43 |
| 79 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 24 | 60 |
| 80 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 40 | 100 |
| 81 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 38 | 95 |
| 82 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 21 | 53 |
| 83 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 2 | 3 | 1 | 24 | 60 |
| 84 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 31 | 78 |
| 85 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 40 | 100 |
| 86 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 40 | 100 |

| | | | | | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|---|---|---|----|--------------|
| 87 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 40 | 100 |
| 88 | 4 | 4 | 4 | 1 | 4 | 4 | 4 | 4 | 4 | 2 | 35 | 88 |
| 89 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 40 | 100 |
| 90 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 0 | 21 | 53 |
| Quantity | | | | | | | | | | | | 6365 |
| Average | | | | | | | | | | | | 70,72 |

The process of calculating usability scores in Table 5 was carried out in several stages in accordance with the rules for calculating System Usability Scale scores. Based on the data processing, a total score of 6365 was obtained, which was then divided by the number of respondents, resulting in an average SUS score for the web-based multimodal digital media Canva of 70.72. The SUS score of 70.72 indicates that the web-based multimodal digital media Canva falls into the acceptable category.

3. Analysis of Results

Aaron Bangor developed an adjective rating scale to complement the System Usability Scale (SUS) score in his research. The aim was to make it easier for practitioners to interpret SUS results and bridge the gap in understanding with professionals who do not have a background in Human-Computer Interaction (HCI) (Maryati, et al., 2022).



Based on calculations using the SUS method, the web-based multimodal digital media Canva received a score of 70.72 and was given a grade of “C”. Next, convert the SUS score obtained into ratings for adjectives and acceptability ranges. To make the SUS score easier to understand, adjective ratings are used to describe the level of usefulness, and the acceptability range shows the level of acceptance of the web-based multimodal digital media Canva (A. Bangor, et al., 2009). In terms of adjectives, the web-based multimodal digital media Canva received an “Excellent” rating, while in terms of acceptability, it was rated “Acceptable.”

Thus, the results of this study indicate that there is a positive and significant level of acceptance of the Canva-based multimodal learning media among elementary school teachers in Cileunyi District, as measured using the System Usability Scale (SUS) questionnaire.

CONCLUSION

The results of the usability analysis of the web-based multimodal digital media Canva using the System Usability Scale (SUS) method produced an average score of 70.72. This score places the media in the “acceptable” category, with a ‘C’ rating and the adjective description “Good.” Thus, it can be concluded that the Canva web-based multimodal digital media has been accepted by teachers. However, evaluation and improvement of the media's quality remain crucial to optimize its use and enhance the user experience in line with their expectations and needs.

To optimize the benefits of Canva web-based multimodal digital media in the future, several suggestions that need to be considered are improving the performance and quality of the application for user convenience, as well as revamping the interface to make it more user-friendly for all groups, including those who are less skilled in using technology. The implementation of these suggestions is expected to ensure continued improvement and maximize the potential benefits of Canva's web-based multimodal digital media for all its users.

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