

INFLUENCE METHOD STRUCTURE ANALYTIC SYNTHETIC (SAS) WITH HELP CANVA TO ABILITY READ STUDENT CLASS II

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ARTICLE INFO	ABSTRACT
<i>Diterima: 05 September 2025</i> <i>Direvisi: 10 September 2025</i> <i>Disetujui: 18 September 2025</i> <i>Tersedia Daring: 13 September 2026</i> Keywords: <i>Methods, Synthetic Analytical Structure (SAS), Canva Reading Ability</i>	<i>This study aims to determine the effect of the Think Pair Share Cooperative learning model on the learning outcomes of fourth-grade students in UPTD SD Negeri 122384 Pematang Siantar. This study is to determine the effect of the SAS method with the help of canva media on the learning outcomes of beginning reading skills of second-grade students in UPTD SD 091281 Batu IV. The research design used is one-group pretest-posttest designs Based on the results of the research and discussion that have been presented, it can be concluded that from the pretest results, the average value obtained is 57 which is classified as low. While the average value of posttest student learning outcomes is 88.5 which indicates that the results after being given treatment increased with a very large range. From the average pretest and posttest scores there is a difference of 31.25 and based on the data analysis of the pretest and posttest scores, it shows that the sig value (2-tailed) is 0.00 < 0.05, where H₀ is rejected and H_a is accepted, meaning there is a significant difference between the Reading Ability of Students who use the SAS Method With Canva Assistance is more improved. So it can be concluded that there is an influence of the SAS method with the help of Canva on the reading ability of class II students of SD Negeri 091281 Batu IV in the 2026/2027 academic year.</i>

ABSTRAK	
Kata Kunci: Metode, Struktur Analitik Sintetik (SAS), Canva Kemampuan Membaca	Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Kooperatif Tipe Think Pair Share terhadap hasil belajar IPAS siswa kelas IV di UPTD SD Negeri 122384 Pematang Siantar. Penelitian ini adalah untuk mengetahui pengaruh metode SAS dengan bantuan media canva terhadap hasil belajara keterampilan membaca permulaan siswa kelas II di UPTD SD 091281 Batu IV. Desain penelitian yang digunakan adalah one-group pretest-posttest designs Berdasarkan hasil penelitian dan pembahasan yang telah dikemukakan dapat diambil kesimpulan bahwa dari hasil pretest, diperoleh nilai rata-rata yaitu 57 yang tergolong dalam kategori rendah. Sedangkan nilai rata-rata hasil belajar siswa posttest yaitu 88,5 yang menandakan bahwa hasil setelah diberi perlakuan meningkat dengan rentang yang begitu besar. Dari rata-rata nilai pretest dan posttest terdapat selisih sebesar 31,25 dan berdasarkan analisis data nilai pretest dan posttest menunjukkan bahwa nilai sig (2-tailed) $0,00 < 0,05$, dimana H_0 ditolak dan H_a diterima artinya ada perbedaan yang signifikan antara Kemampuan Membaca Siswa yang menggunakan Metode SAS Dengan Bantuan Canva lebih meningkat. Maka dapat disimpulkan bahwa terdapat Pengaruh Metode SAS Dengan Bantuan Canva Terhadap Kemampuan



1. INTRODUCTION

Education hold a very fundamental role in increase quality resource human . One of the the way it should be done in increase resource man is with increase quality And quality from education That myself . Improvement quality education is step important things to do by various party (Qowiyah & Akbar, 2025). Quality education is a fundamental step in enlightening life nation and improve quality resource a capable human being . So that achieved objective from development national that embodies something a just society And prosperous , and grow based on the spirituality of Pancasila and the 1945 Constitution. Law No. 20 of 2003 Article 20 Paragraph 3 Concerning the National Education System states , "National education develops skills and forms the character and civilization of the nation that is valuable in the context of national life education, which aims to develop opportunities for students to become people who are pious to God Almighty, have noble character, are healthy, experienced, capable, creative, independent and become democratic and responsible citizens b. Education must also move based on the learning characteristics of each student so that the learning reaches students in accordance with the objectives of education. Good learning must also be carried out based on the applicable curriculum (Syafitri et al., 2023).

A curriculum is an educational plan implemented by educational institutions within a country. It is typically used as a teaching reference for teachers who directly teach and develop the abilities of each student. A curriculum is a set of plans, arrangements, objectives, learning materials, and learning methods used as guidelines for organizing learning activities to achieve the desired learning objectives. (Eliastuti & Irwansyah, 2018). In Latin, the word "curriculum" is derived from the word "*currere* ," meaning "running course," which in education refers to a path or program that must be followed. The current curriculum in Indonesia is the "Merdeka Belajar" (Freedom to Learn) curriculum.

This independent learning curriculum emphasizes learning guidelines that in the learning process prioritize the Pancasila profile of faith, devotion to God Almighty, noble character, global diversity, mutual cooperation, critical thinking, and creativity for students so that it is believed to be able to increase the spirit of nationalism in students. The Independent Learning Curriculum offers a more flexible learning system and focuses on essential materials and character development and the Pancasila profile which is believed to be able to create good character for the nation's children and learning for elementary school students. The curriculum is the parent of learning that has a very

broad meaning so it must be made more specific into subjects. The subjects included in the independent curriculum for elementary schools are, Religious Education and Character Education, Pancasila Education, Mathematics, Science, Physical Education, Arts and Culture, English, Local Mutants and one of them is the Indonesian language subject. (Eliastuti & Irwansyah, 2018).

The Indonesian language subject is a curricular program that aims to develop students' attitudes, knowledge, and skills as a basis for strengthening their abilities in social, national, and state life (Sari et al., 2020). The Indonesian language subject improves insight, creativity, abilities, and attitudes through four main components, namely listening, speaking, reading, and writing (Ali 2020). In the Indonesian language subject for grade II elementary school in phase A, students have language skills to communicate and reason according to the objectives, to peers and adults around them about themselves in their environment, students are able to behave as readers and viewers who show interest in the texts they read and watch. Students are able to read words they recognize every day fluently. (Antari et al., 2019) . Students are able to understand information from readings and shows they watch about themselves and their environment, imaginative narratives, and children's poetry. Students are able to interpret new vocabulary from texts they read or shows they watch with the help of illustrations. Indonesian language subjects in elementary schools are implemented to hone listening and hearing skills, speaking skills, reading skills, and writing skills. (Antari et al., 2019) .

Based on observations conducted at the UPTD of SD Negeri 091281 Batu IV, information was obtained that in the learning process in class, students do not pay attention to the teacher while studying, students are passive, delay or do not do assignments, show restless behavior, disturb friends while studying, are apathetic, lack self-confidence. Low student understanding of the material, decreased academic achievement, hampered development of critical thinking, decreased motivation to learn, obstacles in participating in further learning. (Irfan et al., 2024). In the learning process, teachers are also too monotonous in teaching and are not rich in methods, models and learning strategies, using more lecture methods when teaching, resulting in slow learning for students to read. (Utami, 2020) . Due to the aforementioned limitations, both from the perspective of students and teachers, many students have not yet mastered basic reading skills. Many students are unfamiliar with letters and are unable to break down letters into syllables, words, and simple sentences. This impacts student learning outcomes, which are low. (Silfiyah et al., 2021) .

Table 1. Summary of Indonesian Language Grades for Class II Academic Year 2025/2026

No	KKTP value	Criteria	Number of students	Percentage
	≤ 70	Not finished	9	45%
	≥ 70	Completed	11	55%
	Amount		20	100%

The summary table above shows that 45% of students received incomplete grades, while 55% received completed grades. This indicates that nearly half of the students received incomplete grades. Therefore, efforts are needed to address this issue, namely by using the Synthetic Analytical Structure (SAS) method.

The SAS learning method is a learning method that can help students recognize the symbols and sounds of each sentence, word, syllable, and letter used to improve early reading skills. The SAS method provides simpler learning by breaking down sentences into syllables, words, and letters, and vice versa, starting with letters, words, syllables, and sentences. (Aminah & Yuliawati, 2018). This synthetic analytical structure method provides an initial reading approach that can be used by second-grade elementary school students. The application of this SAS method is expected to significantly improve initial reading skills through structured learning. (Silfiyah et al., 2021).

In this study, the application of the SAS method with the help of technology-based Canva media provides new creations in teaching students to read at the beginning. (Siki et al., 2024). The diverse features of the Canva application help teachers create more enjoyable, innovative, and creative learning experiences, thereby increasing students' learning motivation.

Based on the background of the problem above and the opinions of experts put forward in improving students' reading abilities, the researcher conducted research with the title " The Influence of Method Structure Analytic Synthetic (SAS) With Help Canva To Ability Read Second Grade Students Elementary school at UPTD SD Negeri 091281 Batu IV ."

2. METHOD

In this study, the author used a quantitative research method on the effect of the synthetic analytical structure (SAS) method with the help of Canva on the reading ability of second grade elementary school students at UPTD SD 091281 Batu IV using the experimental method. (Akbar et al., 2022). According to Sugiyono, experimental research is research used to influence certain treatments on others under controlled conditions. The research design used is the Pre-Experiment design method in accordance with the limited number of samples to be studied. (Tanjung & Faiza, 2019) .

This study aims to determine the effect of the SAS method with the help of Canva media on the learning outcomes of the beginning reading skills of second-grade students at the UPTD SD 091281 Batu IV. The research design used is a one-group pretest-posttest design. In this design there is a pretest before the treatment and a posttest after being given the treatment. Where this design only involves one class, namely the experimental class, which begins with a pretest before being given the treatment and then a posttest after being given the treatment using the SAS method with the help of Canva. So the results of the treatment can be known more accurately, because it can be compared with the conditions before being given the treatment according to Sugiyono (Nuraeni et al., 2022).

This research will be conducted at UPTD SDN No. 091281 Batu IV Simalungun on second grade students in the even semester of the 2025/2026 academic year. Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn, According to Sugiyono (2018). So the population is not always about people, but objects and other natural objects. The population is also known to be not just the objects/subjects owned by the object/subject. So the population in this study is all second grade students totaling 20 students (Nachsyahbandi et al., 2024) .

A sample is a number of subjects that reflect the population or have the characteristics of the population according to Sugiyono (Purba, 2022) . The sampling technique in this study is the total sampling technique (densus sampling/saturated sampling) which is a sampling technique when all members of the population are used as samples, Sugiyono (Novelti et al., 2024) So the sample in this study was all Class II students, totaling 20 students.

In this qualitative research, data analysis techniques were used to obtain research results. Data analysis techniques are clearly directed at answering the problem or testing the hypothesis formulated in the proposal. According to Sugiyono (Wibowo, 2023), Data analysis techniques are the process of systematically searching for and compiling data obtained from interviews, direct notes and documentation by organizing data into categories, breaking it down into units, synthesizing, choosing what is important and what will be studied and drawing conclusions so that it is easy for oneself and others to understand.

3. RESULT AND DISCUSSION

This research is a Pre-experimental research (quantitative) using a one group pretest posttest design conducted in class II of SD DI UPTD SD Negeri 091281 Batu IV with a total of 20 students. This research was conducted on April 13-17, 2026. The questions given during the research had been tested for validity in class II of SD Negeri 122354 Pematangsiantar with a total of 25 students. After the validation of the questions was carried out, the research was continued with the implementation of the research in class II of SD UPTD Negeri 091281 Batu IV on the Indonesian language subject with the material "Reading Beginnings" which was first carried out in this study was giving a pretest to students in order to determine the students' reading abilities before the Synthetic Analytical Structure Method (SAS) was carried out with the help of canva, then learning was carried out using the method (SAS) with the help of canva and after learning was carried out, a posttest was carried out, the aim was to find out whether the students had increased their ability in reading beginnings. (Siregar & Sitorus, 2021). .Researchers conducted a trial of 25 questions in grade II of SD Negeri 122354 Pematangsiantar, with 25 students participating. This test was conducted to determine the validity, reliability, difficulty level, and discriminatory power of the questions.

The validity test in this study was conducted by giving 25 multiple-choice questions to 25 grade II students with the provision that $r_{hitung} > r_{table}$ where $\alpha = 0.05$ and $r_{table} = 0.404$ then the question is declared valid . It can be concluded that of the 20 questions

tested there are 20 valid questions. The validity test of the test items uses SPSS 24 so that valid and invalid question items are obtained.

Description of Pretest and Posttest Results

Statistical analysis of data description for the pretest and posttest scores of class II students can be seen in the following diagram:

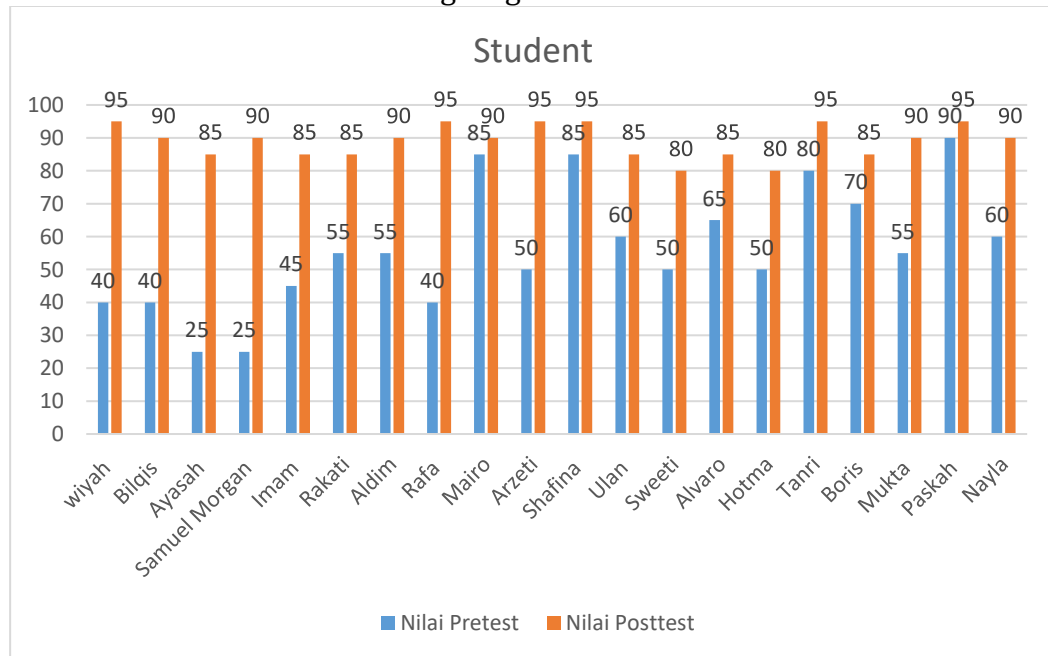


Figure 1. Diagram of Pretest and Posttest Results for Class II

The diagram above shows a comparison between the results of *the pretest* and *posttest* of students. There is a significant increase in scores after using the Big Book Learning media. In the pretest results, there were 21 students who obtained scores below the Minimum Completion Criteria (KKTP), with the lowest score of 25 and the highest score of 90. The average *pretest* t score indicates that students' initial understanding of the material is still low. After the learning process, *the posttest results* showed positive changes. Most students managed to obtain scores above the KKTP, with the highest posttest score reaching 95 and the lowest score of 80. The increase in scores occurred in almost all students, indicating the effectiveness of the learning method applied in influencing the reading ability of students at SD Negeri 091281 Batu IV.

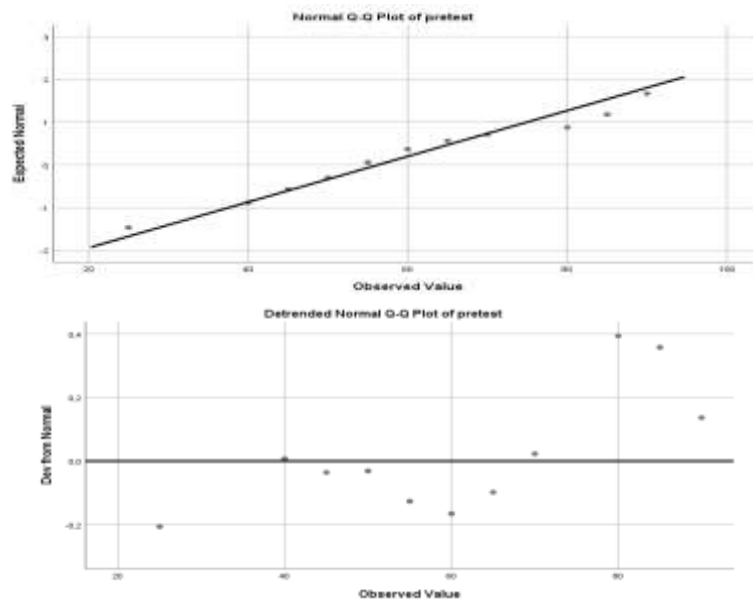
Table 1. Uji Normalitas

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,127	20	,200*	,953	20	,419
posttest	,187	20	,065	,871	20	,012

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, the data tested in this study used Kolmogorov Smirnov with the help of SPSS FOR Windows version 25. It can be concluded that the level of Pretest and Posttest results is 0.953 and 0.871. The results of the analysis show that the Pretest and Posttest data have a significant level of > 0.05 so that the Pretest and Posttest data so that the Pretest and Posttest data of students are normally distributed. The following is the t-test curve (Pretest and Posttest).



Hypothesis Testing

Hypothesis testing is a decision-making method based on data analysis. After considering the characteristics of the variables studied and the analysis statements, the next step is to test the hypothesis using SPSS 25. Based on the problem formulation and proposed hypothesis, the decision-making process will use a paired sample test to answer the proposed hypothesis. In the first hypothesis test, a one-sample t-test is used. This test is conducted to compare results within the same class (same sample), namely the pretest and posttest learning outcomes in the experimental class using the SAS method with the help of Canva. (Fauzia & Kelana, 2020) . Used to determine whether there is a difference in the average of two paired samples. In SPSS version 25, the basis for decision-making is:

- If sig (2-tailed) < 0.05 , then there is a significant difference between the values
- if sig (2-tailed) > 0.05 , then there is no significant difference between the pretest and posttest scores.

In this study, a sample test was used to determine the significant positive effect between the influence of the SAS method with the help of Canva on the reading ability of class II students at SD Negeri 091281 Batu IV in the 2025/2026 academic year.

Table 2. Hypothesis Test Results

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Standard Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Posttest - pretest	32,75000	18,09878	4,04701	41,22049	24,27951	8,092	19	,000

This hypothesis testing was conducted using a t-test after ensuring that the data were normally distributed and homogenous. The t-test is used to compare two means from paired samples. To find the t-table, the researcher used a t-distribution table with a significance level of $\alpha = 0.05$ and $df = N - 1 = 20 - 1 = 19$, thus obtaining $t_{0.05} = 1.729$. After obtaining $t_{hitung} > t_{tabel}$ or $8.092 > 1.729$. So it can be concluded that H_0 is rejected and H_a is accepted. Thus, the results of the analysis show that there is a significant difference between the pretest and posttest scores. (Ritonga & Rambe, 2022).

Discussion of Research Results

This research was conducted in the second grade of SD Negeri 091281 Batu IV in the academic year 2026/2027. The population was all second grade students of SD Negeri 091281 Batu IV, with a sample size of 20 second grade students. In this study, the researcher used a pre-experimental research type using a one-group pretest-posttest design. This section will describe the results found in the research that has been conducted. (Rejeki, 2020). The intended results are taken based on the collected data and data analysis that has been carried out. This study aims to determine the Effect of the Synthetic Analytical Structure Method (SAS) with the Help of Canva on the Reading Ability of Class II Students of SD Negeri 091281 Batu IV with a total of 20 people. Before conducting the study, the researcher first conducted a trial of the instrument at the same level with a different school which was carried out by SD Negeri 122354 Pematangsiantar. (Yasini, 2019). The trial was conducted to determine the number of questions from 20 items that were included in the valid category from the 20 questions tested. (Srimularahmah & Buhari, 2022). 20 questions were declared valid and will be used in the pretest and posttest in the research class. (FIRA, 2023).

Based on the pretest results, the average score of student learning outcomes was 57 with the highest score being 85 and the lowest score being 25. 4 students scored above the KKTP (minimum competency standard) and 16 students scored below the KKTP. Looking at the existing percentages, it can be said that the level of student learning outcomes before using the SAS Method with Canva's assistance was still relatively low. Furthermore, the average posttest score was 88.5. So after using the SAS Method with

Canva's assistance, students have better reading abilities than before using the SAS Method. (Fahitah & Watini, 2021) .

From the discussion above, it can be concluded that the research conducted in class II of SD Negeri 091281 Batu IV shows that the use of the SAS Method with the Assistance of Canva has a positive and significant influence on improving students' Indonesian language learning outcomes. This can be seen from the increase in the average pretest score of 57 to an average posttest score of 88, after the use of the method. Before using the SAS Method with the Assistance of Canva, the majority of students had not reached the Minimum Completion Criteria (KKM), but after using the SAS Method, student learning outcomes increased significantly. Thus, the Synthetic Analytical Structure Method (SAS) is effective in improving the Reading Ability of Class II Elementary School Students at SD Negeri 091281 Batu IV.

4. CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that from the pretest results, the average value obtained is 57 which is classified as low. While the average value of posttest student learning outcomes is 88.5 which indicates that the results after being given treatment increased with a very large range. From the average pretest and posttest scores there is a difference of 31.25 and based on the data analysis of the pretest and posttest scores, it shows that the sig value (2-tailed) is $0.00 < 0.05$, where H_0 is rejected and H_a is accepted, meaning there is a significant difference between the Reading Ability of Students who use the SAS Method With Canva Assistance is more improved. So it can be concluded that there is an Effect of the SAS Method With Canva Assistance on the Reading Ability of Grade II Students of SD Negeri 091281 Batu IV in the 2026/2027 Academic Year.

Suggestion

Based on the results of research that has been carried out by researchers, it can be suggested that teachers and prospective teachers use the Synthetic Analytical Structure Method (SAS) with the help of Canva on students' reading abilities, especially in lower grades. In the teaching and learning process in order to improve student learning achievement and the learning process is more interesting, innovative, more interactive and students are able to combine new concepts and ideas into the knowledge they already have. On the other hand, in using this learning media, teachers add supporting features that can be accessed in the Canva application with learning materials, because this can provide stimulation to students to better understand the material presented

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