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Artikel

DEVELOPMENT OF CANVA-BASED LEARNING ANIMATION VIDEOS TO HELP STUDENTS LEARN THE MATERIAL OF THE HUMAN DIGESTIVE SYSTEM

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Info Artikel

1st AVES
Annual Virtual Conference of
Education and Science 2021

Keywords:

Media Development,
Animated Videos,
Human Digestive System

ABSTRACT

Improving the quality of education is an important first step, especially in the learning process which is often monotonous and less attractive to students. Therefore, this research aims to develop Canva-Based Learning Animation Videos in helping students to learn the material of the human digestive system. This research uses the *Research & Develop (R&D)* method with a 4D model consisting of four stages: *Define, Design, Develop, and Disseminate*. The validation questionnaire was used to evaluate the feasibility of animated video products developed by material and media experts, with a focus on grade VIII students at MTsN 3 Kediri. The study showed that the learning animation videos created using Canva obtained an average feasibility of 74.6% from the assessment of ten students, which shows its effectiveness for grade VIII students at MTsN 3 Kediri. Thus, the learning animation video media developed is declared feasible and effective in improving the quality of the learning process.

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PENDAHULUAN

Education needs to be improved in its implementation in order to support national development. These efforts are certainly a shared responsibility, especially for all education personnel. In an effort to improve the quality of education, of course, there are many things that are problems or obstacles for teachers. One of the problems that teachers often face is the weak learning process in the classroom. Learning in the classroom is more focused on the child's ability to understand the subject matter. So that students do not gain a deeper understanding of the subject. The presence of teachers in teaching and learning activities is expected to develop the potential and creativity of students (Teni Nurrita, 2018). In addition, the lack of interesting learning media used during classroom learning is also one of the most important problems in the learning process because interesting learning media is expected to create a fun learning atmosphere so that students are able to concentrate and put interest in the learning process.

The Independent Learning Curriculum is an important innovation in the Indonesian education system that focuses on developing students' talents and interests, giving little to educational units in choosing appropriate learning methods. This curriculum was introduced by *the Ministry of Education and Culture* under the leadership of Nadiem Makarim, this curriculum is the result of an in-depth evaluation of the 2013 Curriculum, the Independent Learning Curriculum is present as a more adaptive long-term solution, by providing freedom for schools to determine the most relevant learning methods to student needs and local conditions. Although the Independent Curriculum is in the trial phase, it is important to note that educational units can still use the 2013 Curriculum or the emergency curriculum, depending on their readiness. In 2024, the evaluation that will be carried out on the Independent Curriculum will be a crucial step to determine the direction of education policy in the future. This evaluation is not only a reference for *the Ministry of Education and Culture*, but will also help strengthen the desire for post-pandemic education reform. The Independent Curriculum is not just a temporary policy, but a strategic step towards more relevant, independent, and quality learning for the future of Indonesian education (Madhakomala et al., 2022).

Based on the results of interviews with science teachers of MTsN 3 Kediri, it was found that there are still many students in grade VIII MTsN 3 Kediri who still have difficulty understanding science lessons, especially the material of the human digestive system due to the lack of interesting learning resources and students can only imagine the material. The development in this study is by clarifying the processes of the human digestive system in the animated video so that those who can only imagine the material can now know the processes of the human digestive system with the existence of the animated video. The researcher developed an animated video of learning science on human digestive system material which is expected to help students to learn human digestive system material.

Learning Media can be defined as a physical or non-physical tool that is deliberately used as an intermediary between educators and students in understanding a subject matter to be more effective and efficient (Amka, 2018). Media is one of the factors that can motivate students in the implementation of learning and is able to encourage students to achieve maximum learning outcomes (Pratiwi & Meilani, 2018). The use of learning media during the teaching and learning process in the classroom is very helpful for teachers in fostering students' interest in learning. One of the media that students can feel both with sound (*audio*) and with images (*visuals*) that move or not is in the form of learning videos. Videos that can be developed into interesting media are in the form of animation (Siska Ismawati, 2021). Animated videos are a series of moving images and sounds. In a more complete sense, animation is a series of images that move constantly and are connected to each other. Every image that is interconnected and moving gives meaning to us as viewers or listeners (Galuh et al., 2023).

Canva is a graphic design application that is used to design various types of creative materials online. Starting from designing greeting cards, posters, brochures, infographics, to presentations. Canva is currently available in several versions, namely on the web, iPhone, and Android versions. Canva is a website and app that provides tools for creating graphic designs and publishing them online. Canva was introduced in 2013 and has become a popular app because it is easy to use even for beginners. Canva can be accessed from the website, PC app, or mobile phone (Oktavia et al., 2023). The attractive design of the Canva app can help teachers and students in designing learning media, as it is easy to use and can save time.

The human digestive system is an organ system that functions to convert food from the mouth to the anus into the energy needed by the body. The digestive system consists of the mouth, esophagus, stomach, small intestine, colon and anus. The entire digestive system is a long, hollow, twisting and rotating tube called the digestive tract, which starts in the oral cavity and ends in the anus. The food digestive system is a system that tries to break down food ingredients into simpler structures so that they can be absorbed into the body's cells (Ani Anjarwati, 2022).

Based on several problems and obstacles that occur during learning, especially the lack of interesting learning media so that students feel bored and monotonous during classroom learning, it is necessary to develop learning media in the form of the Development of Canva-Based Learning Animation Videos on Human Digestive System Material.

METODE

In this study, the *Research & Develop (R&D)* method is used, which is a research-based learning media development method. There are various models in the *R&D* method, but in this study, the researcher chose to use a 4D development model consisting of four stages: *Define*, *Design*, *Develop*, and *Disseminate*. Each stage in this model is designed to adjust the needs of students and the characteristics of the material that will be conveyed through learning media. This research was conducted in January - June 2024 at MTsN 3 Kediri, especially grade VIII students, located in Purwoasri, Kediri Regency, East Java. In the creation of learning videos for individual and small group teaching skills, 4D models allow the application of an approach that can be customized based on the needs and characteristics of that medium. The 4D model applied by the researcher can be seen as follows:

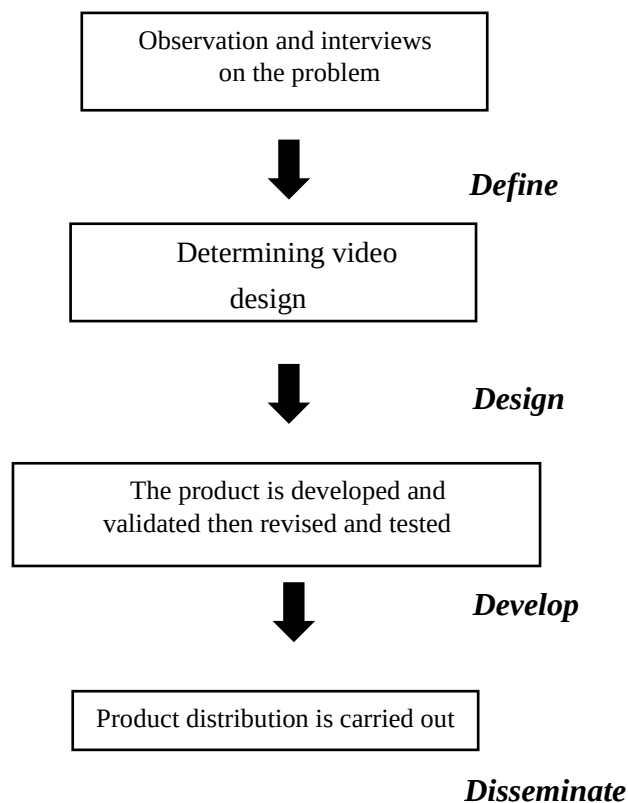


Figure 1. 4D development model.

Furthermore, to analyze the data of the validation results, the researcher used the Aiken V formula. This formula is used to analyze the data from the validation assessment, because it is able to display the index of the chance of conformity among the assessors to the item, such as a questionnaire or statement on the validation sheet, with the indicators measured (Retnawati, 2016). as a tool to calculate the suitability of the item. Using the Aiken V formula as follows:

$$V = \frac{\sum s}{n(c-1)} \quad (1)$$

V = Rater agreement index regarding item validity

s = The score set by each rater minus the lowest score in the category used.

n = Number of raters

c = Number of categories that raters can choose from

Based on the findings of the calculation of the V index, an item or device can be classified into a specific category. The following are the details of the categorization of the index:

Table 1.1. Index category details

Indeks	Category
$\leq 0,4$	Low
$0,4 - 0,8$	Keep
$\geq 0,8$	Tall

After validation, the instrument is tested for reliability through a single-use test, where the collected data is checked with a specific method. The Alpha Cronbach formula was used to test the reliability of the instrument (Febrinawati Yusup, 2018). Alpha Cronbach's formula is as follows:

$$r_i = \frac{k}{k-1} \left\{ 1 - \frac{\sum s_i^2}{\sum st^2} \right\} \quad (2)$$

r_i = Cronbach's alpha reliability coefficient

k = Number of question items

$\sum s_i^2$ = The number of variance in the score of each item

$\sum st^2$ = total variance

In addition, the following formula is used to convert tabulation data into percentage form:

$$P = \frac{f}{N} \times 100\% \quad (3)$$

Where:

P = Percentage

F = Score obtained

N = Maximum score

Tabulation of the collected data regarding student responses is the first step in the analysis of student response surveys (Ernawati, 2017). Furthermore, the results of the data percentage are organized into the following categories:

Table 2. Results of feasibility analysis

Percentage	Category
0-20%	Not eligible
21-40%	Less feasible
41-60%	Quite decent
61-80%	Proper
81-100%	Very worthy

Therefore, through the application of this development model, learning video media for individual and small group teaching can be designed. In this study, the animated video made focuses on the material of the human digestive system, with a validation and reliability approach used to ensure the effectiveness of the media in supporting the learning of the human digestive system.

RESULTS AND DISCUSSION

Based on the assessment conducted on 10 students, the feasibility results of the learning animation video media showed variations in the percentage value of each student. From Student 1, a percentage of 68% was obtained, from Student 2 by 50%, from Student 3 by 84%, from Student 4 by 96%, from Student 5 by 84%, from Student 6 by 90%, from Student 7 by 92%, from Student 8 by 62%, from Student 9 by 62%, and from Student 10 by 58%. Based on the average calculation of all assessments obtained, the learning animation video media has an average feasibility score of 74.6%, which is included in the criteria for feasibility use. The results can be obtained from a 4D development model consisting of four stages

The following is an explanation of the 4D steps:

1. Define stage

At this stage, an initial analysis is carried out to identify basic problems and solutions in content creation, followed by student analysis to understand student characteristics such as age, academic ability, and learning motivation. In addition, an analysis of tasks was carried out that included the identification of Core Competencies (KI) and Basic Competencies (KD), as well as concept analysis to systematically compile the content of learning materials. Finally, learning objectives are analyzed to determine achievement indicators that are in accordance with the material to be taught.

2. Design stage

At this stage, the selection of media that is most suitable for the characteristics of students and learning materials, followed by the selection of a suitable format for the presentation of material through the medium of animated videos. At this stage, the animated video design is structured with a structure consisting of an initial section that introduces the human digestive system, a core section that explains the process of the digestive system, and a concluding section that contains conclusions and additional information related to the material.

3. Development stage (*Develop*)

Where in animated video products began to be made and developed. After the finished product, validation is carried out by media and material experts to ensure its feasibility. If there is a revision, the product is improved based on feedback from the validator. After that, the animated video was tested on students to see how effective.

4. Disseminate stage

at this stage, the completed learning animation videos are uploaded to platforms such as YouTube to make them accessible and useful to more people.

From the results of the 4D development, the validity of the instrument was assessed by material validators, media validators, and the results of student response questionnaires. Furthermore, reliability tests and feasibility tests are carried out to find out the extent to which the product is considered feasible. It is considered very important in this research and development to ensure that the products produced are of good quality and acceptable.

1. Test the validity of the instrument

Table 3. Results of the validity of the material validator instrument

It	Material validator		S1	S2	ΣS	n(c-1)	V	Ket
	1	2						
1	4	4	3	3	6	8	0,75	KEEP
2	5	4	4	3	7	8	0,875	TALL
3	5	5	4	4	8	8	1	TALL
4	5	4	4	3	7	8	0,875	TALL
5	5	4	4	3	7	8	0,875	TALL
6	5	4	4	3	7	8	0,875	TALL
7	4	5	3	4	7	8	0,875	TALL
8	4	4	3	3	6	8	0,75	KEEP
9	5	4	4	3	7	8	0,875	TALL
10	5	4	4	3	7	8	0,875	TALL

The results of validation with Aiken V in table 1.2 show that in the statement points 1 to 10 are valid and belong to the high category, except for points 1 and 8 including the medium category.

Table 4. Results of the validity of media validator instruments

No	Validator Media		S1	S2	ΣS	n(c-1)	V	Ket
	1	2						
1	4	3	3	2	5	8	0,625	KEEP
2	5	5	4	4	8	8	1	TALL
3	5	5	4	4	8	8	1	TALL
4	5	4	4	3	7	8	0,875	TALL
5	5	4	4	3	7	8	0,875	TALL
6	5	4	4	3	7	8	0,875	TALL
7	5	4	4	3	7	8	0,875	TALL
8	4	4	3	3	6	8	0,75	KEEP
9	5	5	4	4	8	8	1	TALL
10	5	5	4	4	8	8	1	TALL
11	4	5	3	4	C	8	0,875	TALL
12	5	5	4	4	8	8	1	TALL
13	6	3	4	2	6	-8	0,75	KEEP

The results with the validation of Aiken V in table 1.3 show that in the statement points 1 to 13 are valid and belong to the high category, except for points 1, 8, and 13 are included in the medium category.

Table 5. Results of the validity of the student response questionnaire instrument

S1	S2	S3	S4	S5	S6	S7	S2	S9	S10	ΣS	n(c-1)	V	Ket
3	1	3	4	3	3	4	3	3	1	28	40	0,7	KEEP
2	2	4	3	4	4	4	2	2	2	29	40	0,725	KEEP
2	2	3	4	3	4	3	2	2	2	27	40	0,675	KEEP
2	1	3	4	3	3	4	3	3	1	27	40	0,675	KEEP
2	1	3	4	3	4	4	2	2	2	27	40	0,675	KEEP
3	2	3	3	3	3	2	3	3	2	27	40	0,675	KEEP
3	2	4	4	4	4	3	2	2	1	29	40	0,725	KEEP
2	1	3	4	3	3	4	1	1	2	24	40	0,6	KEEP
3	2	3	4	3	4	4	2	2	3	30	40	0,75	KEEP
2	1	3	4	3	3	4	1	1	3	25	40	0,625	KEEP

The results with the validation of Aiken V in table 1.4 show that in the statement items 1 to 10 are valid and belong to the medium category.

1. Instrument Reliability Test

The purpose of reliability is to ascertain whether the instrument is reusable or not.

Table 6. Results of the reliability of material expert instruments

Validators	Question Items										Total
	1	2	3	4	5	6	7	8	9	10	
1	4	5	5	5	5	5	4	4	5	5	47
2	4	4	5	4	4	4	5	4	4	4	42
Variant	12,5										
Number of variants	3,5										
Total variants	12,5										
Sig value	0,80										

Decision-making policy:

If the value of Sig. > 0.60, then the data is reliable.

If the Sig value < 0.60, the data is not reliable.

Interpretation:

From the results of the test using excel, the significance value obtained is 0.80 > 0.60, so it can be said that the data is reliable.

Table 7. Results of the reliability of media expert instruments

Validatos	Question Items													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	4	5	5	5	5	5	5	4	5	5	4	5	5	62
2	4	5	5	4	4	4	4	4	5	5	5	5	3	56
Varian	18,00													
Jumlah varian	5,00													
Varian total	18,00													
Nilai sig	0,78													

Decision-making policy:

If the value of Sig. > 0.60, then the data is reliable.

If the Sig value < 0.60, the data is not reliable.

Interpretation:

From the results of the test using excel, the significance value obtained is 0.78 > 0.60, so it can be said that the data is reliable.

Table 8. Results of the reliability of student responses

Student	Question Item										Total
	1	2	3	4	5	6	7	8	9	10	
1	4	3	3	3	3	4	4	3	4	3	34
2	2	3	3	2	2	3	3	2	3	2	25
3	4	5	4	4	4	4	5	4	4	4	42
4	5	4	5	5	5	4	5	5	5	5	48
5	4	5	4	4	4	4	5	4	4	4	42
6	4	5	5	4	5	4	5	4	5	4	45
7	5	5	4	5	5	3	4	5	5	5	46
8	4	3	3	4	3	4	3	2	3	2	31

9	4	3	3	4	3	4	3	2	3	2	31
10	2	3	3	2	3	3	2	3	4	4	29
Variant						67,12					
Number of variants						9,86					
Total variants						67,12					
Sig value						0,94					

Decision-making policy :

If the value of Sig. > 0.60 , then the data is reliable

If the Sig value < 0.60 , the data is not reliable

Interpretation:

From the results of the test using excel, the significance value obtained is 0.94 > 0.60 , then it can be said that the data is reliable

Table 9. Results of feasibility analysis

Name	Score	Highest Score	Percentage
S1	34	50	68%
S2	25	50	50%
S3	42	50	84%
S4	48	50	96%
S5	42	50	84%
S6	45	50	90%
S7	46	50	92%
S8	31	50	62%
S9	31	50	62%

The data from the feasibility analysis presented in the table shows the score obtained by each student, the highest score, and the percentage of achievement. From the data, it can be seen that the highest score obtained is 48 out of 50 by Q4, which results in a percentage of 96%. This shows that the student has an excellent understanding of the material being taught.

The process of developing science learning animation video media on human digestive system material. The media developed is in the form of animated video media for learning science on the material of the human digestive system. This is because media in the form of science learning animation videos can help students understand science material and can also help teachers in optimizing their time during the learning process. With the existence of animation learning video media with science lesson content, it can provide assistance to students in understanding the material. In addition, learning media also makes it easier for teachers to teach the material provided and helps teachers optimize their time when explaining material both in the offline and online learning process (Supriyani et al., 2021).

Researchers use the Canva application in developing animated videos of science learning on human digestive system materials. This is because the Canva application can help students understand abstract material in science learning. Wulandari stated that the use of learning media using canva can help students clarify their understanding of abstract material in science lessons (Tri Wulandari & Adam Mudinillah, 2022).

The results of this study are the same as the results of research that has been carried out by Rahmasari, Devy and Syofyan, Harlinda who developed a learning video on human digestive system material (Devy Rahmasari & Syofyan, 2023). However, there is a difference between the research and the research being developed by the researcher. The material in the video developed by Rahmasari, Devy and Syofyan, Harlinda includes: a discussion of the meaning of the digestive system, the digestive

process in humans, the digestive organs in humans, digestive system disorders, and how to take care of the human digestive organs. Meanwhile, the material in the video developed by the researcher includes: The flow of the human digestive system, the causes of hunger, and the causes of stomach ulcers.

The advantage of the animated video of learning science material on the human digestive system developed by researchers is that this video contains material on the human digestive system, while the human digestive system is material about the organs in the human body so that it cannot be seen directly. With the video, students can see in the form of an animated video about how the human digestive organs are arranged and how the human digestive process is. Meanwhile, the disadvantage of the animated video of learning science material on the human digestive system that was developed is that it needs a quota to be able to see the animated video because the video is uploaded on *Youtube*.

The feasibility of science learning animation video media on human digestive system material. The feasibility results of the science learning animation video on the material of the human digestive system show that the video as a whole is suitable for use as a teaching material to help students learn the material of the human digestive system. This feasibility is evidenced by the results of validation by material experts, media experts, limited trials and the average overall score of the validation results by material experts, media experts, and limited trials.

Validity of Material Expert Instruments, Based on the results of the validity test carried out, material expert instruments received an average validity value of 0.91. This value is included in the high valid category. This means that the items assessed by the subject matter experts in the instrument are declared valid to measure the feasibility of the material delivered through the learning animation video media. This high validity shows that the learning media developed is in accordance with the material that should be delivered and is able to present relevant information and in accordance with the curriculum.

Validity of Media Expert Instruments, The results of the validity of media expert instruments also show high validity, with an average value of 0.92. This instrument is assessed by media experts who assess the technical aspects of animated video media, such as design, use of color, layout, storyline, and visual and audio quality. This high validity shows that this learning animation video is not only adequate in terms of material, but also in terms of media quality that is able to attract students' attention and make it easier for them to understand the material presented.

Validity of Student Response Questionnaire Instruments Meanwhile, the validity of student response questionnaire instruments received an average validity score of 0.68. This value falls into the category of moderate validity. Although this instrument is valid, the level of validity is not as strong as that of material experts and media experts. This may be due to the subjective factor of students in providing assessment, which can be influenced by their perception of learning media or their difficulty in understanding assessment instruments. However, even though it belongs to the medium category, these results still show that the student response questionnaire is valid to be used in assessing the feasibility of learning media.

The reliability of the material expert instrument gets a significance value of $0.80 > 0.60$. Thus, the material expert instrument is declared reliable, which means that the assessment made by the material expert is consistent. This reliability value shows that the

instrument used to assess the material in the learning animation video is able to provide consistent results if used in different assessments.

The reliability of media expert instruments received a significance value of $0.78 > 0.60$. Therefore, media expert instruments were also declared reliable. This means that aspects of media that are judged by media experts, such as design and visual quality, are rated consistently. With this reliability value, it can be said that the assessment of this learning animation video media is reliable and not influenced by significant subjectivity factors.

The reliability of the student response questionnaire instrument received a significance value of $0.94 > 0.60$. From the value of this instrument, it can be said that it is very reliable and provides very consistent results when used to assess students' responses to learning media. This high reliability shows that even though the validity is moderate, the student response questionnaire instrument is still able to provide reliable results when assessing the feasibility of learning media.

After various tests, both validity, reliability, and feasibility tests, this learning animation video media was declared suitable for use as a teaching material. Based on the results of the student response questionnaire contained in table 3.2, the learning animation video received a feasibility percentage of 74.6% which was included in the "feasible" category. This means that these animated videos can be used effectively to assist students in learning the material of the human digestive system.

This animated video medium provides a visual advantage that allows students to see the human digestive process in a more concrete way. This is very helpful, especially in science learning which often discusses abstract concepts that are difficult to understand with only verbal or text explanations. With visual media such as animated videos, students can more easily understand how the digestive system works and how organs interact with each other in the digestive process.

CONCLUSION

The development of Canva-based learning animation video media on human digestive system materials has succeeded in becoming a solution to overcome problems that often arise in the learning process, especially related to less interesting media. This animated video provides a clearer and more interesting visualization that makes it easier for grade VIII junior high school/MTs students to understand abstract materials such as the human digestive system. The resulting product has been validated by material experts with a score of 0.91, media experts with a score of 0.92, and received responses from students with a score of 0.68, all of which show that this media is valid and worthy of use. In addition, the reliability results show that the instrument used is also reliable with a significance value above 0.60. This media also got a feasibility percentage of 74.6% based on student responses, showing that this animated video can be an effective learning medium. This study recommends that these animated videos be used more widely in science learning, especially for abstract materials, and it is hoped that there will be further development for other materials as well as additional improvements such as the addition of more interactive text and animation so that learning is more optimal.

ACKNOWLEDGMENTS

The author would like to express his deepest gratitude to all parties who have provided support and input during this research process. Thank you to the material and media

experts who have provided valuable advice in the development of this product, as well as the students who have given their responses to this learning medium. The author also thanked MTsN 3 Kediri for providing the opportunity to conduct this research. Hopefully the results of this research can provide benefits in the world of education and become a positive contribution to improving the quality of science learning in schools.

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