JLER
Journal of Language Education Research

ANALYSIS OF LEARNING INTEREST USING CANVA MEDIA IN HIGH SCHOOL STUDENTS' INDONESIAN LANGUAGE LEARNING

Nur Yuliasih[1], Teti Sobari[2], Ika Mustika[3]

[1]SMA YAPI Al-Husaeni, [2,3]IKIP Siliwangi
[1]julianury4@gmail.com, [2]tetisobari@ikipsiliwangi.ac.id, [3]mestika@gmail.com

ABSTRACT

The current development of technological life has a serious impact on various aspects of life, one of which is education. In 21st-century learning, it is important to package learning innovatively so that it is not monotonous and avoids the memorization method that was dominant in education in the past. This research was carried out to determine and describe the optimization of the Canva application as a learning medium for students' learning interests. The qualitative descriptive research method, the data collection technique was carried out using a saturated sampling technique. Class This research collects data using a non-test approach, namely through questionnaires, which aims to collect information related to students' learning interest in Indonesian language subjects. The data is processed and analyzed by taking the average of the percentage of student responses for each statement in the questionnaire. The research results show that using the Canva application for learning videos is very suitable for learning Indonesian, especially in the material of constructing observation report text which requires in-depth understanding. This statement is strengthened by questionnaire data which informs that the majority of students show attention, interest, and feelings of enjoyment with almost all students' involvement in learning.

Keywords: Canva, Interest in Learning

ABSTRAK

Perkembangan kehidupan yang serba teknologi saat ini telah menimbulkan dampak yang serius terhadap bermacam segi kehidupan, yang salah satunya adalah pendidikan. Di pembelajaran abad ke-21, penting untuk mengemas pembelajaran secara inovatif agar tidak monoton dan menghindari metode menghafal yang dominan pada pendidikan di masa sebelumnya. Penelitian ini dilaksanakan untuk mengetahui dan mendeskripsikan pengoptimalan aplikasi Canva sebagai salah satu media pembelajaran terhadap minat belajar peserta didik. Metode penelitian deskriptif kualitatif, teknik pengambilan data dilaksanakan dengan menggunakan teknik sampel sampling jenuh. Siswa kelas X menjadi fokus dalam penelitian ini, khususnya kelas MIPA di SMA YAPI Al-Husaeni tahun ajaran 2022/2023 dengan total keseluruhan 56 siswa. Penelitian ini mengumpulkan data menggunakan pendekatan non-tes, yakni melalui penggunaan kuisioner/angket, yang bertujuan untuk menghimpun informasi terkait minat belajar siswa dalam mata pelajaran Bahasa Indonesia. Data diproses dan dianalisis dengan mengambil rata-rata dari hasil hitungan persentase tanggapan siswa untuk setiap pernyataan yang terdapat dalam kuisioner tersebut. Hasil penelitian menunjukkan penggunaan aplikasi Canva video sangat sesuai untuk pembelajaran Bahasa Indonesia, terutama pada materi mengonstruksi teks laporan hasil observasi yang memerlukan pemahaman yang mendalam. Pernyataan ini diperkuat dengan data hasil angket yang menginformasikan bahwa sebagian besar siswa menunjukkan perhatian, ketertarikan dan perasaan senang dengan keterlibatan hampir keseluruhan siswa dalam belajar.

Kata Kunci: Canva, Minat Belajar

INTRODUCTION

The rapid growth of technology today has had a significant impact on various areas of life, including education. Education in the 21st century places students at the center of learning, by giving them the freedom to seek learning resources and develop skills that are relevant to the times. This is by the student-cantered learning approach which pays attention to the needs, interests, and potential of students (Afni et al., 2021).

21st-century learning is supported by the Indonesian government through the implementation of the 2013 Curriculum. This curriculum emphasizes four key skills known as the 4Cs, namely critical thinking in problem-solving, creativity and innovation, communication, and collaboration (Abbas, 2021). By studying and developing these skills, students are expected to be ready to face the changing times and become superior individuals in various aspects of life. In addition, moral education is also a need that must be met in 21st-century education (Foroushani et al., 2012). Students need to be developed not only cognitively but also effectively. This aims to build students into people who have good moral values and can play an active role in society.\

In the era of 21st-century learning, it is important to package learning activities innovatively so as not to be monotonous and avoid the memorization method that was dominant in education in the past. One method that can be applied is by involving students directly in discussion activities, which can provide meaningful experiences and encourage critical thinking. The use of digital-based media is also an approach in the learning process that is trending in the 21st century (Peña-Ayala, 2021). By utilizing sophisticated technology, variations in the use of media in learning can strengthen student interest and involvement (Teo, 2019). In addition, it is important to present learning that encourages a mentality of critical, creative, and advanced thinking skills in students (Suryandari K.C., Rokhmaniyah, 2021). Educators also have an important role in 21st-century education. They need to have skills that support their professional duties (Haug & Mork, 2021), including a good understanding of the use of technology in learning, the ability to manage innovative learning, and the ability to guide students in advancing 21st-century skills.

The development of a problem-based learning model is also in line with the 21st-century learning approach. Through PBL, students are invited to be active in solving practical problems through critical thinking collaboration, and communication. This model can help students develop skills that are relevant to life and learning in the 21st century (Yunianto et al., 2020; Fitri et al., 2020). With the development of technology and innovative learning

approaches, it is hoped that 21st-century education can provide better preparation for the next generation of the nation to face challenges and contribute to the ongoing changes of the times.

Referring to the information found through interviews with several teachers at Senior High Schools in Ciparay District, Bandung Regency regarding digital-based learning media, it was found that the facts found from research on digital-based Indonesian language learning show that learning videos are media that are often used because they are proven to be effective. Digital-based learning media such as learning videos are indeed an effective choice in increasing student engagement and facilitating the delivery of learning materials. In the context of learning Indonesian, the use of the Canva application as a tool for creating learning videos can be an innovative solution.

Canva is an easy-to-use and free online design application that can be used to create learning videos (Danish et al., 2021). Canva provides various templates, features, and categories so that teachers can choose according to the needs of the learning theme. Attractive designs and animations that can be added to objects can also make learning videos more interesting and interactive (Salam & Mudinillah, 2021). The advantage of using the Canva application to make learning videos is the ease of access and operation. Teachers from various regions are not constrained in opening and using this application without the need for special skills. In addition, special training can also be provided to teachers to maximize the use of the Canva application in developing learning media (Rusdiana et al., 2021).

Modules, presentations, posters, picture cards, and learning videos can also be created using the Canva application. This provides flexibility for teachers to develop various types of intermediaries to facilitate enchanting and interactive learning activities (Zulherman, 2021). By using the Canva application, teachers can optimize the use of technology in learning, especially in Indonesian language lessons. However, it should be remembered that the use of digital-based learning media such as learning videos is only part of an effective learning strategy. Teachers also need to consider the diversity of students' learning styles and combine various learning styles to achieve learning objectives holistically.

Overall, the use of the Canva application in creating audio-visual-based learning media is an example of the application of innovative technology and can make it easier for teachers to provide learning materials more interestingly and interactively. This statement is confirmed by the findings of a study conducted by Yoon et al. (2021). The study highlights the use of online-based learning videos that can be accessed directly by students to find information independently. This research is by the demands of education in the 21st century so it is very

interesting to follow up because digital-based learning utilizes networks. The results of the study highlight the contrast between active and stagnant students when using online learning videos. Active students, who communicate actively, seek information, and configure the learning environment, indicate maximum learning performance. This shows the importance of student control and management in accessing and using online learning media.

Further research was conducted by Hoang & Zhou (2021). This study focuses on the complexity of developing learning videos. This study suggests further research to solve the problems and constraints that currently arise, especially in terms of computational complexity at the video decoder stage. The third study was conducted by Risky (2019). The results of this study inform that the use of learning media that uses an audio-visual approach for science subjects in elementary schools can attract students' interest and help them focus more. These results show the potential of learning videos to encourage student participation during the learning process. The fourth study was conducted by Winarni et al., (2021). This study shows how effective the implementation of audio-visual-based learning devices is in improving students' literacy, numeracy, and digital activities. However, the conclusion of the results of this study suggests that learning videos be equipped with explanatory captions to provide more specific information to students.

Overall, these studies provide further insight into the use of instructional videos in digital education contexts. The use of instructional videos can help improve student engagement, focus, and achievement. However, it is important to remember that the development and use of instructional videos must consider learner control, technical complexity, and the specific needs of the learning context.

The effectiveness of the Canva application to create learning videos has been tested in previous studies. In creating learning media that uses an audio-visual approach with the help of the Canva application, there are several choices of file sizes and types that can be selected when downloading the results of the media that have been created, so that they can be adjusted to user needs. Audio-visual learning media can be used at all levels of educational units and subjects. A study conducted by Wenda (2016) informs that the use of learning videos with the Canva application can make it easier for teachers to provide the material being discussed at that time more clearly, interestingly, and communicatively. In this study, it was found that students more easily absorb the material displayed through videos assisted by the Canva application than conventional teaching methods. Thus, the use of the Canva application in creating learning media that prioritizes an audio-visual approach is one effort that can support

teachers in delivering learning materials more visually and interestingly, making it easier for students to understand. In addition, the effectiveness of using learning videos is also influenced by other factors such as content design, delivery style, and interaction between teachers and students.

In the situation of learning Indonesian, specifications in the basic competency of writing observation report texts, the use of learning media that uses video format with the help of the Canva application can be a tool that helps teachers in presenting visual material descriptions. Learning videos can present content that is not easy when explained verbally, making it easier for students to understand. Furthermore, this study was conducted with the aim of exploring the impact of the application of Canva media on students' learning interests, especially in the Indonesian subject with specifications in the basic competency of constructing observation report texts.

METHOD

This study was conducted to describe the application of Canva as one of the tools used in the learning process which will later have an impact on students' learning interests. The method used is descriptive qualitative with a comprehensive sampling technique. Comprehensive sampling is a method in which all individuals in the population are included as samples. In this study, the research participants used were students in class 10 MIPA at SMA YAPI Al-Husaeni in the 2022/2023 academic year. Class X MIPA is divided into two, namely class X MIPA 1 which is inhabited by 27 students, and class X MIPA 2 which has 29 students, so that there are a total of 56 students. If the average of all students is taken, it can be concluded that each class consists of 28 students, consisting of male and female students.

In this study, data were collected without using a test method, but using a questionnaire. This questionnaire is a data collection technique in which respondents are asked to answer a series of written questions or statements. In this study, the questionnaire given consisted of twenty statements that were aligned with the parameters of learning interest, with the aim of obtaining data on students' learning interests in learning Indonesian.

In this study, data analysis was carried out using a method or way of calculating the average percentage of student responses for each statement, by utilizing the following formula:

$$P = F/N \times 100\%$$

Information:

P : Percentage

F : Number of respondents

N : Number of respondents' answers

Table 1. Questionnaire Answer Percentage Interpretation Criteria

Criteria	Interpretation
P = 0%	Nobody
0% < P < 25%	Fraction
25% ≤ P ≤ 50%	Almost half of it
P = 50%	Half of it
50% < P < 75%	Most of the
75% ≤ P ≤ 100%	Almost all of it
P = 100%	All of it

Lestari and Mokhammad (2017: 335-337)

RESULT AND DISCUSSION

Result

1. Utilizing Canva as a Learning Medium

Audio-visual learning devices are indeed widely used by teachers when learning both online and offline. However, several obstacles arise, one of which is the time required to make learning videos which is quite long. The results of interviews with high school teachers show that learning has been carried out offline or face-to-face, and learning video media is often used to transfer knowledge. Many teachers utilize audio-visual-based learning media that are already available on YouTube online media considering the time, cost, and complexity of making the learning videos.

In this context, creating learning media in the form of videos with the help of the Canva application can be a useful reference for teachers to suit their wishes and needs. Teachers can choose between using Canva for free and for a fee. The Canva application provides a variety of designs that can be used in various fields, including Education, non-Education, and also for advertising and business purposes.

A study conducted by Triningsih et al. (2021) also stated that the Canva application can be used to create learning videos with various designs. The use of Canva in efforts to produce learning videos can support teachers in overcoming time constraints and the complexity of making videos. Teachers can take advantage of the templates and features provided by Canva to create interesting video-based learning media that are for learning needs. Thus, the use of

the Canva application in making learning videos can provide a solution for teachers who want to convey material more visually and interesting way, taking into account the limitations of time and available resources.

Here are the steps for creating learning videos using the Canva application.

1) Open an account or log in to your Canva account. Canva offers both free and paid account options with additional features.
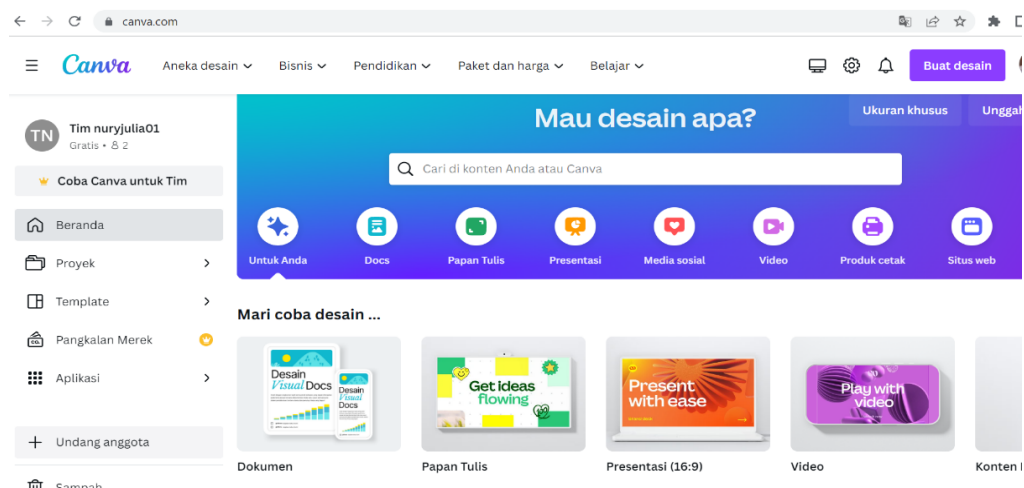

Figure 1: Canva App Front Page

The Canva application can be accessed using several electronic devices. In addition to being accessible using a computer, Canva can also be accessed via a smartphone device. The Canva application can be downloaded for free via the Google Play Store for Android users or the App Store for iOS users. Thus, Canva users can access and use this application easily without any time and space limitations provided they have access to a network or the internet. The internet has become an important need for many people, especially the millennial generation. In the era of Society 5.0 which is marked by the development of information and communication technology, teachers also need to adapt to the development of this technology to facilitate more interactive and innovative learning.

As a teacher, it is important to continue to develop knowledge and skills in utilizing technology. Thus, teachers can transfer knowledge to students innovatively and interestingly. The use of applications such as Canva allows teachers to deliver learning materials with a more visual and creative approach, according to the needs and interests of the millennial generation. With easy access via smartphone devices and internet connections, teachers can utilize Canva and various other digital tools to create learning that is engaging, motivating, and relevant to students' daily lives.
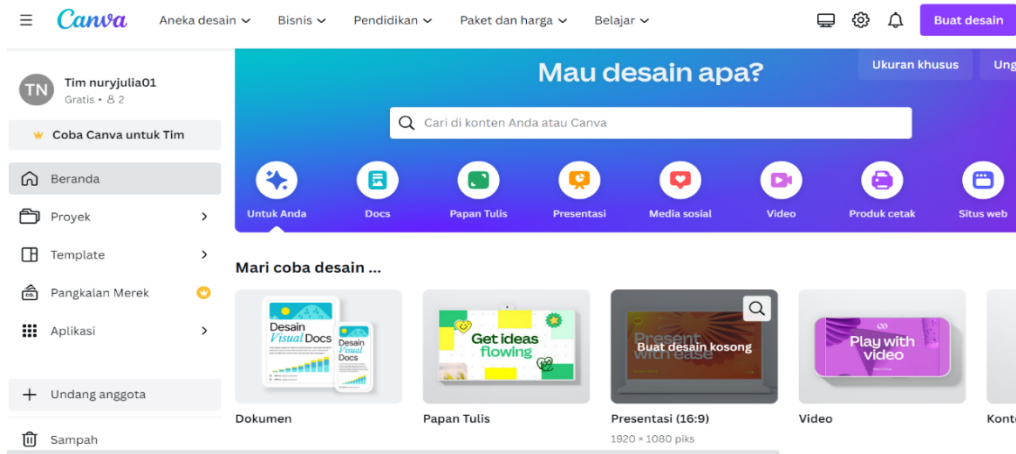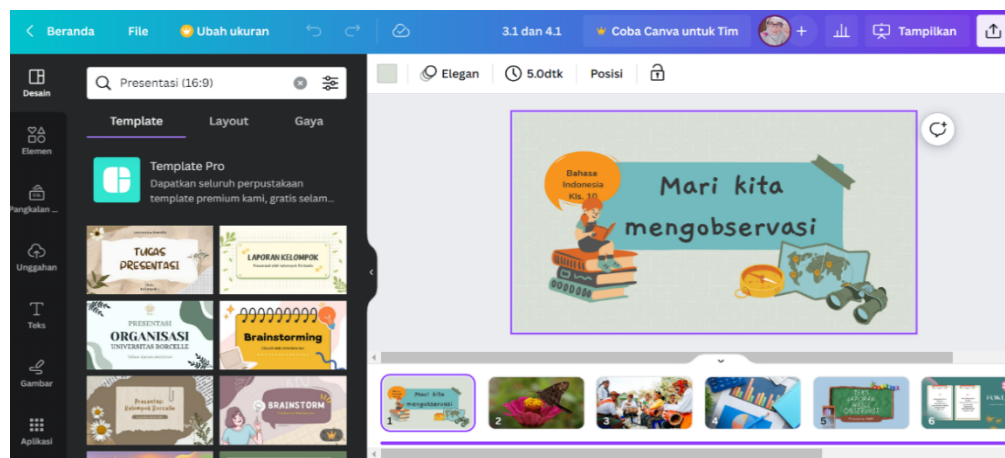
2) Determine the presentation design

Figure 2: Design Options

Choose an attractive presentation template that suits your needs. In addition to the presentation template, the actualization on the screen can also be adjusted to your needs. Choose to create design and A4 to create learning videos and PPT at the same time.

3) Define Education theme template

Picture 3: Here is an example of an Education Theme Template

The image is an example of a template with an Education theme in the Canva application. When using the template, we have the flexibility to change it according to our needs and preferences. Some changes that can be made to the template include:

a. Adding or removing elements: You can add or remove elements such as text, images, icons, or geometric shapes according to the content you want to convey. For example, you can add relevant images or icons to the learning topic, or remove unnecessary elements.

b. Change colours: users can change the background colour, text, or other design elements according to their preferences. Canva provides various colour options and colour palettes to choose from, and it can also adjust the colours manually.

c. Arrange the presence of objects or images: You can adjust the position, size, and layout of the target or image uploaded and inserted into the template to be used. For example, move objects, resize them, or set layers to determine which objects appear before or behind other objects.

d. Changing object presence or transparency: You can adjust the thickness or thinness of objects inserted into the template, for example, text or shapes, and adjust the transparency of objects so that they become more or less visible on the background or other elements.

With the editing features provided by Canva, you can make various changes to the Education theme template according to your wishes and needs. This also makes it possible to create a design that is different from others and by the learning concept that the teacher wants to convey.

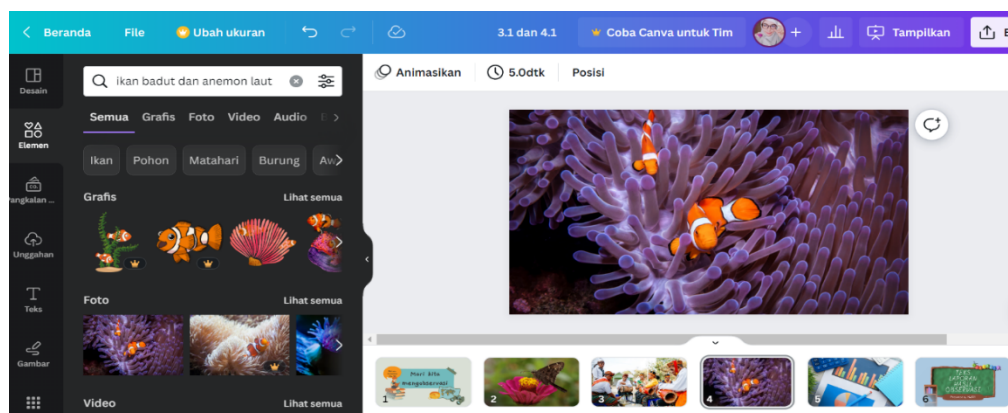4) Start creating designs according to your needs

Figure 4: Example of Moving Animated Image

The image above shows various image options available and can be used for free in the Canva application. Users can choose and determine the images to be used according to their needs. In addition to using images and animations that are already available in Canva, users can also upload images from their computers or mobile devices if they use Canva via smartphone. If users want to search for specific images or objects, they can use the search feature in Canva. By clicking the "Elements" menu and searching with the desired keywords, such as "clownfish and sea anemone" in the example given, users will see a selection of relevant images. Users can choose images marked as "Free" if they want to use the image for

free. Other images that are not marked as "Free" are likely paid images. To add text, users can use the "Text" menu located on the left and explore various options such as font, size, variation, and text type. If users want to add audio or music to the video they have created, they can select the audio icon located below the text icon on the left. Users can also set the display duration of each page by using the clock icon (edit timing) at the top. With the various features and options provided by Canva, users can produce more interesting and interactive audio-visual learning videos by adjusting the image elements, text, sound, and display duration of each page according to their needs and preferences.

After completing one design page, users can move to the next page by clicking the plus sign located at the bottom of the design that has been created. This allows users to create multiple pages with different designs in one project. On the next page, users can determine the template that suits their expectations. Canva has many types of templates that can be used to create various types of content, including educational videos. After all the designs are complete and users are satisfied with the results, they can download them according to their needs. Canva provides various file format options that can be selected for download, such as PNG, JPG, standard PDF, PDF Print, MP4 Video, or GIF files. Users can choose the option that suits their needs.

In the case of educational videos, users can select the "MP4 Video" option to download previously created educational videos. By selecting this option, Canva will generate a video file in MP4 format that can be easily played and shared.
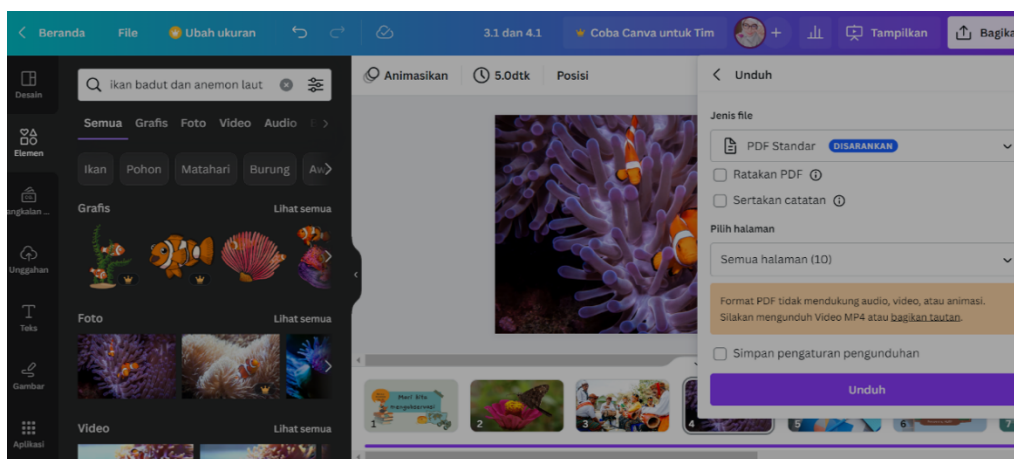

Figure 5: Download Options

It is important to note the blue mark on the image that indicates the "download" option as an option to download if your need is an educational video. With a variety of file formats available, Canva allows users to download their designs in the format that best suits their

needs, be it a static image like PNG or JPG, a PDF document, or an educational video in MP4 format.

Discussion

Research data on learning interest can be processed by analyzing students' responses to each indicator of learning interest. Learning interest in the context of Indonesian language learning is evaluated using a questionnaire consisting of four indicators. The results of the percentage analysis for each indicator can be referred to in the table provided.

Table 2. Percentage Results of Student Learning Interest Indicators

No.	Indicator	Average percentage	Interpretation
1.	Happy feeling	71,5%	Most of the
2.	Interest	58%	Most of the
3.	Attention	77,5%	Most of the
4.	Involvement	90%	Almost all of it

Based on students' responses to the first indicator regarding the joy of learning, it was found that 71.5% of them were happy with the special Indonesian language material that discussed making observation report texts. Overall, the majority of students showed joy in this learning. In the second indicator, the average percentage reached 58%, indicating an interest in the learning process. This data analysis shows that most students showed interest in the learning. In the third indicator, which measures the level of attention, the percentage reached 77.5%, indicating that the majority of students had a good level of attention during learning. However, different data was seen in the last indicator with an average reaching 90%, indicating a high level of student involvement in the learning process of constructing observation report texts. This shows that almost all students have high motivation to be active in this learning.

Based on the data listed in the percentage table of student learning interest indicators, it can be concluded that the percentage results of each indicator show a relatively high level. Of the four indicators evaluated, the lowest percentage is seen in the second indicator, namely the level of interest in learning. This indicates that although students have not shown a great interest in learning, they are still willing to try and focus during the learning process. The highest percentage is seen in the last indicator, which shows the level of student involvement in learning. This shows that almost all students are active during the learning process. Overall,

looking at each indicator, it can be concluded that most students have a desire to learn and feel happy in participating in learning.

CONCLUSION

From the explanation of the analysis and previous discussion, it can be concluded that the use of the Canva application to develop learning media in the form of videos is an innovative choice and by the demands of development in the 21st century. The use of the Canva application allows teachers to create diverse and creative learning video designs. Learning videos using the Canva application is suitable for learning Indonesian, especially in the material of constructing observation report texts that require deep understanding. This statement is reinforced by questionnaire data which informs that most students show attention, interest, and feelings of pleasure with the involvement of almost all students in learning.

REFERENCES

Abbas, E. W. (2021). *21st-Century Skills And Social Studies Education*. 2(March), 82–92. Https://Doi.Org/10.20527/Iis.V2i2.3066

Afni, N., Wahid, A., Hastati, S., Jumrah, A. M., & Mursidin, M. (2021). Pengembangan Model Pembelajaran Abad 21 Di SD Negeri 126 Borong Kecamatan Herlang Kabupaten Bulukumba. *Madaniya*, 2(2), 137–142. Https://Doi.Org/10.53696/27214834.66

Danish, J. A., Johnson, H., Nicholas, C., Cross Francis, D., Hmelo-Silver, C. E., Park Rogers, M., Askew, R., Gerber, A., & Enyedy, N. (2021). Situating Video As Context For Teacher Learning. *Learning, Culture And Social Interaction*, 30(PA), 100542. Https://Doi.Org/10.1016/J.Lcsi.2021.100542

Fitri, M., Yuanita, P., & Maimunah, M. (2020). Pengembangan Perangkat Pembelajaran Matematika Terintegrasi Keterampilan Abad 21 Melalui Penerapan Model Problem Based Learning (PBL). *Jurnal Gantang*, 5(1), 77–85. Https://Doi.Org/10.31629/Jg.V5i1.1609

Foroushani, Z. J.-A., Mahini, F., & Yousefy, A. R. (2012). Moral Education As Learner's Need In 21 Century: Kant Ideas On Education. *Procedia - Social And Behavioral Sciences*, 47, 244–249. Https://Doi.Org/10.1016/J.Sbspro.2012.06.646

Garris Pelangi. (2020). Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia. *Jurnal Sasindo Unpam*, Vol 8, No 2, Desember 2020 Pemanfaatan, 8(2), 79–96. Https://Doi.Org/10.32493/Sasindo.V8i2.79-96

Haug, B. S., & Mork, S. M. (2021). Taking 21st Century Skills From Vision To Classroom : What Teachers Highlight As Supportive Professional Development In The Light Of

New Demands From Educational Reforms. *Teaching And Teacher Education*, 100, 103286. Https://Doi.Org/10.1016/J.Tate.2021.103286

Hoang, T. M., & Zhou, J. (2021). Recent Trending On Learning Based Video Compression: A Survey. *Cognitive Robotics*, 1(July), 145–158. Https://Doi.Org/10.1016/J.Cogr.2021.08.003

Lestari, Karunia Eka dan Mokhammad Ridwan Yudhanegara. (2017). *Peneltian Pendidikan Matematika*. Bandung: Refika Aditama

Peña-Ayala, A. (2021). A Learning Design Cooperative Framework To Instill 21st Century Education. *Telematics And Informatics*, 62(May), 1–16. Https://Doi.Org/10.1016/J.Tele.2021.101632

Prasela, N., Witarsa, R., & Ahmadi, D. (2020). Kajian Literatur Tentang Hasil Belajar Kognitif Menggunakan Model Pembelajaran Langsung Siswa Sekolah Dasar. *Jurnal Review Pendidikan Dan Pengajaran*, 3(2), 209–216. Https://Doi.Org/10.31004/Jrpp.V3i2.1218

Risky, S. M. (2019). Analisis Penggunaan Media Video Pada Mata Pelajaran IPA Di Sekolah Dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 28(2), 73–79. Https://Doi.Org/10.17977/Um009v28i22019p073

Rusdiana, R. Y., Putri, W. K., & Sari, V. K. (2021). *Pelatihan Pembuatan Media Pembelajaran Menggunakan Canva Bagi Guru SMPN 1 Tegalampel Bondowoso*. Https://Doi.Org/10.29303/Jpmpi.V3i2.952

Salam, M. Y., & Mudinillah, A. (2021). *Canva Application Development For Distance Learning On Arabic Language Learning In Mts Thawalib Tanjung Limau Tanah Datar*. 23(2), 101–111. Https://Doi.Org/10.21009/Jtp.V23i2.20650

Suryandari K.C., Rokhmaniyah, W. (2021). *European Journal Of Educational Research*. 10(3), 1329–1340. Https://Doi.Org/10.12973/Eu-Jer.10.3.1329

Teo, P. (2019). *Learning , Culture And Social Interaction Teaching For The 21st Century : A Case For Dialogic Pedagogy.* 21(January), 170–178. Https://Doi.Org/10.1016/J.Lcsi.2019.03.009

Triningsih, D. E., Karangploso, S. M. P. N., & Malang, K. (2021). *Penerapan Aplikasi Canva Untuk Meningkatkan Kemampuan Menyajikan Teks Tanggapan Kritis Melalui Pembelajaran Berbasis Proyek.* 15(1), 128–144. Https://Doi.Org/10.30957/Cendekia.V15i1.667

Wenda, D. D. N. (2016). Pengembangan Bahan Ajar Multimedia Untuk Pembelajaran Ipa Sd. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 3(1), 39–50. Https://Doi.Org/10.31316/Esjurnal.V3i1.366

Winarni, S., Kumalasari, A., Marlina, & Rohati. (2021). *Efektivitas Video Pembelajaran Matematika Untuk Mendukung Kemampuan Literasi Numerasi Dan Digital Siswa Pendidikan Matematika , Universitas Jambi , Kota Jambi , Indonesia E-Mail : Abstrak Pendahuluan Penggunaan Media Pembelajaran Di Era Digital Sangat Dib*. 0(2), 574–583. Https://Doi.Org/10.24127/Ajpm.V10i2.3345

Yoon, M., Lee, J., & Jo, I. H. (2021). Video Learning Analytics: Investigating Behavioral Patterns And Learner Clusters In Video-Based Online Learning. *Internet And Higher Education*, 50(April), 100806. Https://Doi.Org/10.1016/J.Iheduc.2021.100806

Yunianto, T., Suyadi, S., & Suherman, S. (2020). Pembelajaran Abad 21: Pengaruhnya Terhadap Pembentukan Karakter Akhlak Melalui Pembelajaran STAD Dan PBL Dalam Kurikulum 2013. Premiere Educandum : *Jurnal Pendidikan Dasar Dan Pembelajaran,* 10(2), 203. Https://Doi.Org/10.25273/Pe.V10i2.6339

Zulherman, H. G. P. P. (2021). *Analysis Of The Needs Of Animated Video Media Based On The Canva Application In Science.* 6(April), 22–29. Https://Doi.Org/10.24905/Psej.V6i1.43

Canva Aplication. Https://Www.Canva.Com/Id_Id.