

ANIMATION CANVA-BASED PP-SDA PLATFORM: SYNERGY OF ISLAMIC EDUCATION AND SCIENCE IN IPAS LEARNING IN MI/SD

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Abstract

Learning Natural and Social Sciences (IPAS) in elementary schools requires instructional media that can contextually explain the interrelationships between scientific concepts, social phenomena, and the values of Islamic Primary Education. However, classroom practices are still predominantly dominated by conventional and static media, which inadequately support student engagement and understanding. This study aims to develop the PP-SDA Platform based on Canva Animation as an interactive and visual IPAS learning medium integrated with Islamic values in the topic of Natural Resource Management. The research employed a Research and Development (R&D) approach using the 4D model, which includes the stages of defining, designing, and developing. The defining stage involved curriculum analysis, review of learning outcomes, initial observations, and communication with teachers to identify media needs and learner characteristics. The designing stage produced content concepts, presentation flow, and storyboard-based visual designs, which were developed into a PowerPoint-based prototype using Canva Animation. The development stage included prototype production and limited trials conducted with fourth-grade students of MI Salafiyah Sidorejo using student and teacher response questionnaires as research instruments. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed thematically. The results indicate that the PP-SDA Platform demonstrates high levels of attractiveness, clarity of content, integration of Islamic values, and usefulness, with average scores of 89.60% from students and 91.60% from teachers. The media also enhances students' attention, understanding, and ability to relate scientific concepts to Islamic moral values. Therefore, the PP-SDA Platform is feasible to be used as an innovative learning medium in IPAS instruction.

Keywords: PP-SDA, Canva Animation, Islamic Education, Science, IPAS



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INTRODUCTION

The development of education this century demands learning that emphasizes not only mastery of content, but also the ability to think critically, collaboratively, and digitally.¹ Data from various national assessments show that the science literacy of students at the elementary school level is still in the developing category, especially in understanding the relationship between concepts and phenomena of daily life.² This condition hints at the need for learning media that is able to present a learning experience that is more contextual, interactive, and close to students' reality, so that learning does not stop at memorizing concepts, but develops in the ability to integrate knowledge with the surrounding environment.

On the other hand, IPAS learning applied in the Independent Curriculum demands a thematic-integrative approach where students are invited to see the relationship between science and human social aspects.³ However, learning practices in the field still tend to be separate between science materials and religious values, even though the two have the potential to reinforce each other. The integration of Islamic Basic Education values in science learning can be a means of instilling character, environmental concern, and spiritual values that are relevant to daily life.⁴ This kind of approach has not been optimized much because of the limitations of media that are able to bridge this need.

Several previous studies have also shown the potential of digital media in increasing student interactivity and learning motivation. Research by Alfina Raiha, et al. found that Canva Animation media provides a significant improvement in understanding basic science concepts because the visuals are attractive and easy for teachers to use.⁵ Another study by Sutini reported that the integration of Islamic educational values in thematic learning can increase students' positive attitudes towards science and the environment.⁶ Both studies confirm that interactive digital media

¹ Reni Dyah Kaeksi Setianingrum et al., "Improving Educators' Competence in Digital Literacy for Facing The Challenges of 21st Century Learning," *Social, Humanities, and Educational Studies* 7, no. 3 (2024), <https://doi.org/https://doi.org/10.20961/shes.v7i3.92113>.

² Siti Hamidah, "Pengembangan Program Literasi Sains Untuk Meningkatkan Pemahaman Konsep Sains Siswa SD," *Karimah Tauhid* 4 (2025), <https://doi.org/10.30997/karimahtauhid.v3i4.13025.1>.

³ Rohmani and Ayu Wulandari, "Implementasi Kurikulum Merdeka Pada Pembelajaran Ilmu Pengetahuan Alam Dan Sosial Di Kelas IV Sekolah Dasar Negeri Kesumadadi Kecamatan Bekri Kabupaten Limpung Tengah," *Jurnal Griya Cendikia* 10, no. 2 (2025).

⁴ Amril, "Nilainisasi Pembelajaran Sains (Upaya Pembelajaran Integrasi-Interkoneksi Agama Dan Sains)," *JNSI: Journal of Natural Science and Integration* 1, no. 2 (2018), <https://doi.org/https://doi.org/10.24014/JNSI.V1I2.6593>.

⁵ Alfina Fariha et al., "Pemanfaatan Media Video Animasi Berbasis Aplikasi Canva Untuk Meningkatkan Motivasi Dan Prestasi Belajar Siswa," *Rukasi: Jurnal Ilmiah Perkembangan Pendidikan Dan Pembelajaran* 02, no. 03 (2025), <https://doi.org/https://doi.org/10.70294/mta99h51>.

⁶ Sutini, "Implementasi Nilai-Nilai Islam Dalam Metode Eksperimen Untuk Meningkatkan Hasil Belajar Siswa Materi Pencemaran Lingkungan," *Jurnal TAUJIH* 4, no. 02 (2022), <https://doi.org/https://doi.org/10.53649/taujih.v4i2.157>.

and integrative approaches have a strong influence on learning, although there has been no research that specifically combines the two in the context of Canva Animation-based IPAS.

Based on these gaps, this research developed the Canva Animation-based PP-SDA Platform as a learning medium that integrates science and social concepts in IPAS with the values of Islamic Basic Education. This media is designed to help teachers deliver material in a more engaging, interactive, and character-worthy way, while being relevant to the context of students' daily lives in elementary school. In addition, this medium provides an alternative for teachers who need easy-to-use digital teaching materials without requiring complex design skills.

This research aims to produce a Canva Animation-based learning media that is suitable for use by educators and has the potential to improve students' understanding of the concept of IPAS which is integrated with the values of Islamic Basic Education. This research is expected to contribute to the teaching practice of science and science, enrich the choice of digital learning media, and encourage the strengthening of character and spirituality through an integrative approach that is relevant to current basic education needs.

RESEARCH METHODS

This research uses a *4D Research and Development* model design, consisting of *Define, Design, Develop, and Disseminate* stages.⁷ This research aims to develop the Canva Animation-based PP-SDA Platform, which is a learning media in the form of PowerPoint slides that are redesigned and animated through Canva to be more interactive in social studies learning and contain the integration of Islamic Education values.

The *Define* stage begins with a needs analysis through curriculum review, IPAS learning outcomes on Natural Resource Management materials, and identification of relevant Islamic Education values.⁸ This analysis is complemented by initial observation of the learning process and informal communication with teachers to identify obstacles, student characteristics, and needs for supporting media. The results of the analysis at this stage are used as the basis for the preparation of material content, visual appearance, and necessary animation elements.

⁷ Tri Ajeng Rahmawati et al., "Pengembangan Media Pembelajaran Interaktif Berbasis Video Dengan Model POE (Predict Observe Explain) Untuk Melatihkan Keterampilan Proses IPA Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 1 (2022), <https://doi.org/https://doi.org/10.31004/basicedu.v6i1.2267>.

⁸ Dhea Alya Danu and Izza Rohman, "Integrasi Nilai Keislaman Pada Materi Pelestarian Kekayaan Sumber Daya Alam Di Indonesia Dalam Pembelajaran Tematik Di Sekolah Dasar," *Jurnal Basicedu* 6, no. 5 (2022), <https://doi.org/https://doi.org/10.31004/basicedu.v6i5.3821>.

The *Design stage* is focused on the preparation of media designs.⁹ The researcher prepares a material framework in the form of a concept of slide content, then develops a *storyboard* in Canva by paying attention to the flow of presentation, placement of illustrations, integration of Islamic Education values, and the use of relevant animations to support the understanding of concepts. This stage resulted in the initial design of the Canva Animation-based PP-SDA Platform.

The *Develop stage* includes the production process of media prototypes according to the design that has been prepared, then continued with limited trials to students.¹⁰ The data collection instrument is in the form of a questionnaire of student and teacher responses which includes an assessment of the attractiveness of appearance, clarity of information, suitability of Islamic value integration, ease of understanding, and the usefulness of media in learning IPAS. Quantitative data was analyzed using descriptive statistics to determine the percentage of responses, while qualitative data was analyzed thematically based on user comments and input. The results of the trial are used to improve and improve the media until it obtains its final form.

The *Disseminate stage* is carried out after the media has been revised.¹¹ Media is shared in the form of a Canva Animation-based PowerPoint file so that it can be used by other educators outside of the classroom where the research is being conducted. This dissemination aims to provide opportunities for teachers to apply the media more widely in science learning.

The data analysis process in this study combines quantitative and qualitative approaches. Quantitative data from the response questionnaire was processed descriptively to see the level of media acceptance, while qualitative data was used to understand the user experience and identify aspects that needed improvement. The combination of the two provides a comprehensive overview of the quality, feasibility, and potential of the initial implementation of the Canva Animation-based PP-SDA Platform in science learning.

RESULTS AND DISCUSSION

Define Stage Results

The definition stage is carried out to identify the needs of learning media in Natural Resources Management materials and determine the value of Islamic Education that can be integrated in harmony. Curriculum studies show the need for visual media that is able to explain

⁹ Wan Ridwan Husen et al., "Tahap Perencanaan Media Pembelajaran Komik Strip Abah Umis Pada Materi Kausa Materialis Pancasila," *Naturalistic: Jurnal Kajian Penelitian Dan Pendidikan Dan Pembelajaran* 5, no. 1 (2020), <https://doi.org/https://doi.org/10.35568/naturalistic.v5i1.975>.

¹⁰ M. Arrasikh Hidayatullah, "Pengembangan Media Pembelajaran Berbasis Komputer Pada Materi Kekongruenan Dan Kesebangunan Kelas IX SMP," *Asimtot* 2, no. 2 (2020), <https://doi.org/https://doi.org/10.30822/asimtot.v2i2.767>.

¹¹ Zamsiswaya, "Model Pengembangan 4D (Define , Design , Develop , Dan Disseminate) Dalam Pembelajaran Pendidikan Islam," *Journal of Islamic Education Rl Madani* 4, no. 1 (2024), <https://doi.org/https://doi.org/10.55438/jiee.v4i1.135>.

the relationship between natural, social, and sustainability phenomena. The identification of Islamic values emphasizes the importance of integrating gratitude, trust, and environmental responsibility into the presentation of the material.

Initial observations show that learning is still taking place conventionally and relies on the delivery of informative material without dynamic visual support, so it is less able to maintain students' focus and understanding. The teacher also conveyed the need for a practical media that is able to help connect IPAS material with Islamic values in a coherent manner. The analysis of students' characteristics shows a tendency to learn visuals and the need for concrete representations, so that animated media is considered appropriate as a solution. A summary of the results of the definition level analysis is presented in the following table.

Table 1. Summary of Define Level Results

No	Observed Aspects	Observational Findings	Impact on Learning
1	Learning Methods	Teachers still use simple lecture and question and answer methods	Less active students, low participation
2	Learning Media	The media used is limited to package books and whiteboards	Learning is less engaging and not interactive
3	Student Engagement	Students tend to be passive, only a few ask or answer	The achievement of learning objectives is not optimal
4	Variety of Learning Activities	No project-based, simulation, or multimedia activities	Students get bored quickly and are less motivated
5	Technology Integration	No use of digital media or learning applications	The utilization of technological potential has not been implemented
6	Concept Understanding	Some students still have difficulty understanding the concept of natural resource management material in its entirety	Need visual media to clarify abstract concepts

Design Stage Results

The *design stage* is focused on the preparation of the initial design of the Canva Animation-based PP-SDA Platform as a learning medium that integrates IPAS materials with Islamic Education values. The design began by compiling a framework for the content of the slides based on the learning outcomes of IPAS in Natural Resources Management material. This framework is used to determine the order of concepts, the needs of visual displays, and the parts that are the place to integrate the values of Islamic Education. The formulation of the framework was carried out

taking into account the characteristics of elementary school students who require concrete visuals and uncomplicated learning flows.

Based on this framework, the researchers developed an initial design using Canva. This stage includes the selection of educational templates, consistent colors, supporting illustrations, and animation elements that serve to clarify the concept. Animation is not used excessively, but is placed on parts that really help visualization, such as the process of utilizing natural resources or examples of natural phenomena related to daily life. In addition, the integration of Islamic Education values is designed contextually, for example by placing verses, moral messages, or religious values in the appropriate material sections. This approach ensures that the integration of values does not interfere with the flow of IPAS concept explanations.

The resulting initial design design is shown in Figure 1, which shows the visual structure and main components of the medium. At this stage, the researcher ensures that each slide has a clear instructional function, a concise view, and is supported by relevant animations so that it is ready to be used in learning.



Figure 1. Developed Media Design

After the slide design is completed, the researcher compiles a thorough media presentation flow. The presentation flow is arranged starting from the introduction, the triggering of the phenomenon, the delivery of core concepts, the integration of Islamic Education values, the provision of applicable examples, to the closing in the form of a summary and reflection as well as the developer profile. The preparation of this flow aims to make the media not only visually appealing, but also have a logical continuity that helps students understand the relationship between science concepts, social phenomena, and Islamic values. The structure of the presentation flow is briefly illustrated in Figure 2.



Figure 2. PP-SDA Media Presentation Flow

This design design and presentation flow became the basis for the next stage of development. The results of the design stage show that the media has been systematically arranged, the visuals are consistent, and the content is directed so that it is ready to be tested at the *Development Stage*.

Develop Stage Results

The *Develop* stage was carried out to produce a *prototype of Canva Animation-based PP-SDA media* as well as conduct a limited trial to obtain initial feasibility data. The *prototype* that has been designed at the *Design stage* is then tested on Grade IV students of MI Salafiyah Sidorejo and a teacher of science subjects. The trial aims to assess the quality of media in terms of attractiveness, clarity of information, integration of Islamic Education values, ease of understanding, and usefulness in learning.

The instrument in the form of student and teacher response questionnaires was analyzed using descriptive statistics to obtain the percentage of assessment of each aspect. The results were then deepened with qualitative comments to find out the strengths and aspects that needed to be improved. The following are presented the results of the systematic analysis.

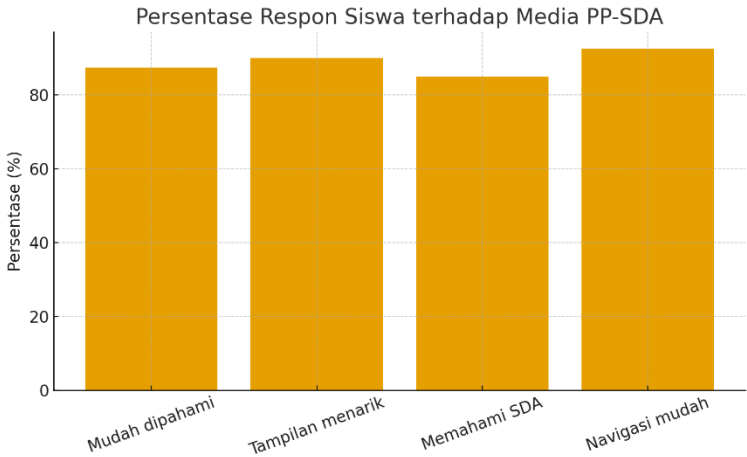
1. Limited Trial Results (Student Response)

The students' responses showed that the PP-SDA media was very well received, especially in the aspects of attractiveness of appearance and usefulness of the material. Details of the results of student assessments can be seen in Table 2.

Table 2. Limited Trial Results (Grade IV Student Response)

No	Assessment Aspects	Percentage	Categories
1	Attractiveness of the look	92%	Excellent
2	Clarity of information	88%	Excellent
3	Integration of Islamic Education values	90%	Excellent
4	Ease of understanding	85%	Good
5	The usefulness of media in learning	93%	Excellent
Overall average		89,60%	Excellent

The results in Table 2 illustrate that all aspects are rated good to very good. To reinforce this interpretation, the visualization of student responses is presented through the following Graph 1.



Graph 1. Student Response Percentage Chart)

The graph shows a consistent trend that the media is receiving positively, where all aspects are in the range above 85%. This shows that animations, illustrations, and media presentation flows are very helpful for students to understand Natural Resource Management material.

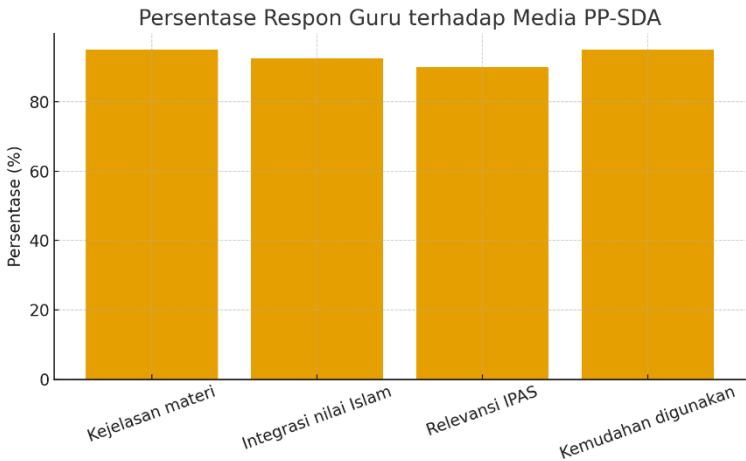
2. Limited Trial Results (Teacher Response)

In addition to students, IPAS teachers also gave an assessment of the media prototype. Teachers assessed that PP-SDA media is very suitable for learning needs and student characteristics. The complete results of the teacher's assessment are presented in Table 3.

Table 3. Limited Trial Results (Teacher Response)

No	Assessment Aspects	Percentage	Categories
1	Material suitability	95%	Excellent
2	Precision integration of Islamic values	90%	Excellent
3	Display and animation quality	92%	Excellent
4	Conformity with the characteristics of the learner	88%	Excellent
5	Eligibility for use in learning	93%	Excellent
Overall average		91,60%	Excellent

As shown in Table 3, all aspects obtained high scores. To support the interpretation of the data, the following Graph 2 shows a visualization of teachers' responses to PP-SDA media.



Graph 2. Teacher Response Percentage Chart

The graph shows that the overall assessment aspect is in a very good range, thus confirming that the media is suitable for use in learning and has met pedagogical and integrative standards.

Integration of Islamic Basic Education Values in Canva-Based Animation PP-SDA Platform Media

The integration of Islamic Basic Education values into the Canva Animation-based PP-SDA Platform shows that the animated visual approach is able to facilitate the insertion of religious concepts more naturally in the flow of IPAS material. The results of the test show that students not only understand the material about natural resource management, but are also able to relate it to

moral values such as gratitude, trust, and responsibility. These findings indicate that animated media helps students see the relationship between scientific concepts and religious values through a more immersive learning experience. In the context of MI Salafiyah Sidorejo, this integration becomes relevant because religious learning is an important part of the student learning culture so that the visualization of Islamic values in the media becomes easier to understand and accept.

When viewed from the theory of multimodal learning, media with moving visual stimuli are able to strengthen information processing through a combination of text, images, and narratives.¹² This theory explains why students respond positively to the display and clarity of information in PP-SDA media. The animations displayed not only serve as aesthetics, but also as concept markers that direct students' attention to cause-and-effect relationships in natural resource management. This supports Mayer's view of *multimedia learning* which emphasizes that visual and verbal integration can improve conceptual understanding.¹³ Thus, the integration of Islamic Education values through animation not only enriches students' spirituality but also strengthens their cognition of IPAS material.

Previous research has also shown a similar trend. For example, a study by Andi Prasetyo emphasized that interactive digital media is able to increase students' motivation and understanding of basic science learning.¹⁴ Another study by Arwan Wiratman found that the integration of Islamic values in visual-based learning media helps students connect science concepts with daily religious practices.¹⁵ When compared to the research, the Canva Animation-based PP-SDA Platform has a distinguishing characteristic, namely the use of animated storyboards that explicitly unite natural phenomena and Islamic values in one narrative flow. This approach not only attaches religious values as "additional information", but includes them as an inherent part of the IPAS material. This is the distinguishing point of this research.

From an implementation perspective, PP-SDA media also has positive implications for teachers. The high response of teachers to the ease of use shows that this media can be a solution for educators who have been struggling to integrate religious values into IPAS systematically. This medium provides a ready-to-use structure but remains flexible to be further developed according to

¹² Ulil Himmah et al., "Pemanfaatan E-Modul Berbasis Multimodal Sebagai Media Pembelajaran Menulis Berita," *Jurnal Ilmiah Ilmu Pendidikan* 7 (2024), <https://doi.org/https://doi.org/10.54371/jiip.v7i2.3342>.

¹³ Nukke Deliany et al., "Penerapan Multimedia Interaktif Untuk Meningkatkan Pemahaman Konsep IPA Peserta Didik Di Sekolah Dasar," *EDUCARE: Jurnal Pendidikan Dan Pembelajaran* 17, no. 2 (2019), <https://doi.org/https://doi.org/10.36555/EDUCARE.V17I2.247>.

¹⁴ Andi Prasetyo et al., "Pengaruh Media Pembelajaran Interaktif Terhadap Motivasi Belajar Siswa," *Central Publisher* 1 (2023), <https://doi.org/https://doi.org/10.60145/jcp.v1i11.238>.

¹⁵ Arwan Wiratman and Nadila Widiyanti, "Modul Android Berbasis Keterampilan Proses Sains Terintegrasi Nilai-Nilai Islam Untuk Siswa Sekolah Dasar Modul Android Berbasis Keterampilan Proses Sains Terintegrasi Nilai-Nilai Islam Untuk Siswa Sekolah Dasar," *JRIP: Jurnal Riset Dan Inovasi Pembelajaran* 5, no. 1 (2025), <https://doi.org/https://doi.org/10.51574/jrip.v5i1.2510>.

learning needs. This implication is important because the success of integrating religious values in learning does not only depend on the material, but also on the readiness of teachers to convey a meaningful learning process.

Overall, the integration of Islamic Basic Education values in Canva Animation-based PP-SDA media not only enriches the learning content, but also strengthens the coherence between science concepts and spiritual values. This media emphasizes that social studies learning can be a harmonious space between scientific knowledge and religious character through functional animated visual design. These findings put the research in a relevant and contributing position, especially in the development of media models that support integrative thematic learning in madrasah ibtidaiyah.

Implications of the PP-SDA Platform on Student Understanding and Engagement

The results of the trial showed that the use of the Canva Animation-based PP-SDA Platform had a real influence on improving students' understanding of natural resource management concepts. Students seem to have an easier time following the flow of the material because the visual and animated displays help them build a concrete picture of natural processes. This increase in understanding is in line with *the dual coding* learning theory which explains that information presented through a combination of text and visuals will be easier to process and remember.¹⁶ In this context, PP-SDA media acts as a bridge that connects abstract concepts with visual representations that are easier for elementary school students to digest.

In addition to improving understanding, this media also has significant implications for student engagement during learning. The high response of students to the attractiveness of the display and ease of navigation shows that Canva's dynamic animations and design are able to keep them focused and interested in learning. Previously conventional learning became more interactive as students were involved in observing visual transitions, connecting information between slides, and discussing the phenomena displayed. This phenomenon supports the view of ARCS motivational theory which emphasizes that attention and visual interest are important factors in increasing learning engagement.

The findings of this study are also in line with previous research. For example, a study by Sri Pajriyah & Agus Budiman found that animated media can increase student participation and strengthen understanding of basic science concepts.¹⁷ Similarly, research by Amelia states that the

¹⁶ Citra Kurniawan et al., "Improving Language Teaching and Learning Process with Dual Coding Theory Approaches," *Jurnal Pendidikan*, no. 2018 (2022), <https://doi.org/https://doi.org/10.17977/jptpp.v7i8.15313>.

¹⁷ Sri Pajriah and Agus Budiman, "Pengaruh Penerapan Model Pembelajaran Dual Coding Terhadap Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Sejarah (Studi Penelitian Kuasi Eksperimen Pada Siswa Kelas Xi Di Sma Informatika Ciamis)," *Jurnal Artefak* 4, no. 1 (2017), <https://doi.org/https://doi.org/10.25157/ja.v4i1.737>.

use of interactive digital media is able to create a more conducive learning atmosphere and facilitate class discussions.¹⁸ When compared to these findings, the advantage of the PP-SDA platform lies in its ability to combine the visualization of natural phenomena with the values of Islamic Basic Education, thus providing a learning experience that is not only cognitive but also affective.

Another important implication is the creation of more meaningful learning. Through integrating Islamic values into IPAS materials, students not only understand the concept of natural resources, but also interpret their role as environmental guardians according to the value of trust and responsibility. Thus, learning does not stop at cognitive understanding, but develops on ethical and religious awareness relevant to their lives. Learning that combines cognitive and affective aspects like this has great potential to comprehensively shape students' character.

Overall, the implications of using the Canva Animation-based PP-SDA Platform include increased conceptual understanding, increased learning motivation, increased engagement, and the formation of value awareness. This media is not only effective as a teaching aid, but also as a means of building an integrated learning experience that supports the learning outcomes of IPAS and strengthens Islamic character education. These findings provide an idea that the use of value-rich animated media can be a relevant and sustainable learning strategy for madrasah ibtidaiyah.

Differentiation and Differentiating Factors for the Success of Canva-Based PP-SDA Platform Animation

The advantages and distinctions of the Canva Animation-based PP-SDA Platform become more apparent when compared to other digital learning media that teachers are currently commonly used by teachers, such as learning videos, aesthetic presentation slides, or interactive quiz applications. When the three types of media basically support information visualization, the results of the study show that the PP-SDA Platform has unique characteristics that are not found in its entirety in other media.

The difference mainly lies in how this media combines structured presentation flows, educational animations, and the integration of Islamic Basic Education values in one complete and synchronous format. In other words, other media may excel in one aspect (e.g. video is strong in audio-visual, Wordwall is strong in interactivity), but the PP-SDA Platform combines these strengths in a form that is lighter, easier for teachers to operate, and still adaptive to the needs of MI students.

Therefore, the distinction of success of the PP-SDA Platform can be mapped more objectively when the comparison is the digital media that is now used by teachers, not conventional media. Details of these differentiating factors are shown in the following table.

¹⁸ Amelia et al., "Strategi Penggunaan Media Pembelajaran Interaktif Dalam Proses Belajar Mengajar Di Kelas," *Cemara Jurnal* 4092, no. III (2024).

Table 4. Differentiation and Differentiating Factors of the Success of the Animation Canva-Based PP-SDA Platform Compared to Other Digital Learning Media

Aspects	Other Digital Media (Aesthetic PPT / Video / Wordwall)	Canva Animation- Based PP-SDA Platform	Key Distinctions / Differentiators
Presentation Structure	Tends to be linear, monotonous, or not always segmented	Arranged in a flowway (<i>storytelling</i>), there is a transition of meaning between scenes	Facilitates gradual understanding and logical thinking
Integration of Islamic Education Values	Usually separate (delivered orally by the teacher)	Directly integrated in visuals, narrative, and animation examples	Islamic values are present naturally, not patches
Aesthetics and Animation	Aesthetic PPT without complex animations; Animated videos but difficult to edit	Lightweight, flexible, and easily modifiable educational animations	Modern aesthetics with high flexibility
Flexibility of Use	Videos are difficult to revise; Wordwall format limited; Static PPT	Editable, customizable by the teacher, plus quizzes, plus illustrations	Easy to redevelop as per class needs
Student Engagement	Videos make students passive; Wordwall is active but separate from the material	Engagement occurs in the material itself (moving visuals + storyline)	Engagement is inseparable from the learning process
Cognitive Load	Information-dense videos; PPT is often textual; Quizzes require prior understanding	Animations are segmented, simple, and focus on core concepts	Reduces cognitive load and facilitates retention
Relevance to IPAS Science Content	Generic media, not always contextual	Custom-made according to the needs of Natural Resources Management materials	The media is really according to the needs of the curriculum
The Role of the Teacher	Still relying on the teacher's explanation	Teachers as facilitators, the media provides conceptual visualization	Supports active and exploratory learning
Ease of Access and Operation	Video needs a stable connection; Certain apps require login	Accessible offline and online; lightly opened	More practical use in limited class facilities
Revision and Development Capabilities	Video revision is time-consuming; PPT needs redesign	Instantly change elements in Canva	Adaptive for long-term learning

CONCLUSION

Based on the results of the analysis and discussion above, it can be concluded that the development of the Canva Animation-based PP-SDA Platform is able to make a significant contribution to improving the quality of IPAS learning, especially in Natural Resources Management material in class IV MI Salafiyah Sidorejo. This media has succeeded in integrating the concept of science with the values of Islamic Basic Education in harmony through a flowing presentation flow, animated visualization, and a flexible and easy-to-use design for teachers. Limited trials showed that students responded to the media with enthusiasm, understood abstract concepts more concretely, and were able to relate natural phenomena to religious values naturally. Compared to other digital media, the PP-SDA Platform is distinguished by editing flexibility, integration of inherent religious values, and the effectiveness of animated visuals that reduce students' cognitive load. In the future, this media can be further developed by expanding the scope of the material, adding interactive features, and conducting trials on a wider population so that its effectiveness is more tested and relevant in various learning contexts.

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