



THE EFFECTIVENESS OF LEARNING VIDEOS USING CANVA MEDIA ON ELEMENTARY SCHOOL STUDENTS' MOTIVATION TO LEARN SCIENCE

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Abstract

Modernization of peLearning in industry 4.0, or the 21st century, is required to follow the development of science and technological progress, with the aim of being able to present a fun learning atmosphere and in accordance with technological progress. This study aims to determine the effectiveness of learning videos using Canva media on the motivation of learning science in grade 5 students at Sabilina Kranggan Islamic Elementary School, Bekasi, both variables between learning videos based on Canva media on student learning motivation before being given a pre-test on learning outcomes of Science, before treatment with Canva media-based video media shows the lowest value obtained at 50. While after using treatment with Canva media-based video on student learning motivation after being given a post-test, the results of learning science can increase from an average value of 100, for the post-test value it proves that no students get a score below the KKM of 70 after being given treatment. This research is declared effective by proving the results of the student instrument with a sample size of 26 with a t-test greater than the t-table, namely -1.99 with -1.67, then H_0 is rejected and H_a is accepted, meaning there is an effectiveness of learning videos using Canva media on the motivation to learn science in grade 5 students at Sabilina Kranggan Islamic Elementary School, Bekasi Jatisampurna.

Keywords: Canva Learning Videos, Learning Motivation.

Abstrak

Modernisasi pembelajaran pada industry 4.0, atau abad 21 ini, dituntut untuk mengikuti perkembangan ilmu pengetahuan dan kemajuan teknologi, dengan tujuan agar mampu menghadirkan suasana belajar yang menyenangkan dan sesuai dengan kemajuan teknologi. Penelitian ini bertujuan untuk mengetahui efektifitas vidio pembelajaran dengan menggunakan media canva terhadap motivasi belajar IPAS siswa kelas 5 di sekolah dasar islam sabilina kranggan Bekasi, kedua variabel antara vidio pembelajaran berbasis media canva terhadap motivasi belajar siswa sebelum diberikan pre-test hasil belajar IPAS, sebelum perlakuan dengan media video berbasis media canva menunjukkan nilai terendah yang diperoleh sebesar 50. Sedangkan sesudah menggunakan perlakuan dengan vidio berbasis media canva terhadap motivasi belajar siswa setelah diberikan post-test hasil belajar IPAS dapat meningkat dari nilai rata-rata sebesar 100, untuk nilai post-test hal tersebut membuktikan bahwa tidak ada siswa yang memperoleh nilai dibawah KKM 70 setelah diberikan perlakuan. Penelitian ini dinyatakan efektif dengan membuktikan dari hasil instrumen siswa dengan jumlah sampel sebanyak 26 dengan uji t_{hitung} lebih besar dari t_{tabel} yaitu -1,99 dengan -1,67 maka H_0 ditolak dan H_a diterima berarti terdapat efektifitas vidio pembelajaran dengan menggunakan media canva terhadap motivasi belajar IPAS siswa kelas 5 di sekolah dasar islam sabilina kranggan bekasi Jatisampurna. Kata Kunci: Vidio Pembelajaran Canva, Motivasi Belajar.



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INTRODUCTION

Advances in science and technology have brought about changes in various aspects of human life. These changes have also occurred in education, particularly in the use of learning media.¹ Learning media is anything that can be used to convey a message from the sender to the recipient, so that it can stimulate the thoughts, feelings, attention and interests of students.² In line with what Ruth Lautfer said, 'learning media is a teaching aid for teachers to convey learning materials, increase student creativity and increase student attention in the learning process.'³ With media, students will be more motivated to learn, encouraging students to write, speak, and imagine, and are increasingly stimulated in expressing opinions. Thus, through learning media, the teaching and learning process can be made more effective and efficient and a good relationship is established between teachers and students. In addition, media can play a role in overcoming boredom in learning in the classroom. Therefore, teachers are required to provide motivation to students through the use of media that are not only in the classroom, but also those that are outside the classroom. If it is utilized, the learning objectives will be achieved. So what happens, if learning media is not available, what happens is that there are difficulties in teaching, the material becomes monotonous and students feel bored with what is taught by educators. Thus, ICT learning media can be used to improve the quality of effective learning.

The effectiveness of learning videos is a technological medium that makes it easier for people to achieve their desired goals and can increase the effectiveness of learning activities using Canva's interactive media. One aspect is changes in learning patterns and changes in the education sector to increase student learning motivation. Furthermore, learning videos are very effective for students to use anytime, anywhere, individually and can be played at any time. Students can play the video repeatedly until they truly understand the material.

This change also occurs in the educational aspect, especially in the use of learning media.⁴ Learning media is anything that can be used to convey a message from the sender to the recipient, to increase children's interest in learning.

The development of learning media is still considered low, with teachers relying heavily on textbooks or existing teaching materials, making learning less engaging. Low student learning motivation is the primary motivation that can stimulate students' enthusiasm for learning within a

¹ Ira Restu Kurnia and Titin Sunaryati, "Canva Application-Based Video Learning Media to Increase Student Learning Interest," *Jurnal Educatio* 9, no. 3 (2023).

² Talizaro Tafonao, "The Role of Learning Media in Increasing Students' Interest in Learning," *Journal of Educational Communication* 2, no. 2 (2018).

³ Tafonao.

⁴ Dewi Fatimahwati, Finanta Okmayura, and Ahmad Khaidir, "Use of Canva-Based Learning Media in an Effort to Increase Interest in Learning Informatics on Algorithm and Programming Materials in Grade X Students at SMAN 1 Pekanbaru," *Journal of Community Service Science and Technology* 3, no. 1 (March 10, 2024), <https://doi.org/10.58169/jpmsaintek.v3i1.356>.

specific timeframe.⁵ The tool used to create educational videos is Canva. Canva is an online application for creating presentations, posters, brochures, and more. Canva also allows users to develop documents, including creating educational videos.⁶ Video is a learning medium that can be used to support learning. The use of learning media is one factor that supports the achievement of learning objectives. With video learning media

Canva media can be designed by teachers themselves or done by editing experts or editors, the Canva application has more interesting editing features to create interesting learning media in the form of images, PowerPoint, videos or text.^{7,8} Student learning motivation greatly influences the achievement of learning outcomes.⁹ In line with Darmawati DM's opinion in the *Al-Qalam* journal, learning videos are not only effective teaching tools but also have great potential in shaping students' character.¹⁰

Media can stimulate students' thoughts, feelings, attention, motivation, and focus, enabling the learning process to occur. One way to address students' lack of interest and enthusiasm for learning and strengthen their acceptance of learning content is through the use of media.¹¹ Conducting research on teachers who use media during learning. The research shows that using media can facilitate student understanding of subject matter, resulting in satisfactory learning outcomes.¹²

The Canva media application can be a very useful tool in increasing the effectiveness of interactive learning in creating interesting learning materials, making Canva enable teachers to create visual and interesting learning materials.¹³ This includes creating presentation slides,

⁵ Sunarti Rahman, *The Importance of Learning Motivation in Improving Learning Outcomes* (Proceedings of the National Seminar on Postgraduate Studies at Gorontalo State University, 2021).

⁶ Juanaedi, "Workshop on Making Creative Learning Videos for Junior High School Mathematics Teachers in Mataram City," *Jurnal Current Archives Submission* 1, no. 2 (2021).

⁷ Denis Agustiyani et al., "Using Canva Media as a Learning Medium in Elementary Schools," *MIDA: Journal of Islamic Elementary Education* 7, no. 2 (July 9, 2024), <https://doi.org/10.52166/mida.v7i2.6915>.

⁸ Yuyun Asnawati, and Sutiah Sutiah, "Development of Animated Video Media Based on the Canva Application to Increase Student Learning Motivation," *Journal of Islamic Education* 9, no. 1 (2023): 64–72, <https://doi.org/10.18860/jie.v9i1.22809>.

⁹ DM Darmawati et al., "Training on Creating Interactive Learning Media Using Canva Through the Service Learning Method for Elementary School Teachers," *Ta'awun Journal: Community Service* 4, no. 2 (2024).

¹⁰ DM Darmawati et al., "Development of Character Value-Based Skills Learning Videos for Elementary School Students," *Journal of Religious and Social Sciences* 18, no. 5 (2024).

¹¹ A Irawan and S Napitupulu, "The Effect of Canva Videos on Student Learning Outcomes with a Constructivist Approach at Nurul Ikhwan Integrated Islamic Private Elementary School, Pantai Cermin District," *EduGlobal: Journal of Educational Research* 01, no. 01 (2022): 180–88.

¹² Amrina Amrina, Adam Mudinillah, and Roja Siti Fadhillah, "Using Canva Application in Making Arabic Learning Videos in Class X MAN 1 Padang Panjang," *Loghat Arabi: Journal of Arabic Language and Arabic Language Education* 3, no. 1 (2022): 1, <https://doi.org/10.36915/la.v3i1.34>.

¹³ Idawati et al., "Utilizing Canva as a Science Learning Media for Elementary School Students," *Journal of Education and Counseling* 4, no. 4 (2022): 745–51.

infographics, posters, and more. With an engaging design, students are more likely to engage and understand the material presented visually. Using illustrations and graphics, the Canva app offers a wide selection of illustrations, graphics, and icons that can be used to explain concepts in learning materials more visually. Canva also offers interactive media editing features that allow teachers to integrate images, graphics, text, and sound into learning videos.¹⁴

RESEARCH METHODS

This research uses a combination of methods, combining a mixed methods approach (qualitative and quantitative). Combining qualitative and quantitative methods in the same study is an important approach to consider to ensure data is broadly confirmed, valid, and highly reliable.¹⁵ Although theoretically the philosophical basis of these two research techniques is different, qualitative and quantitative can be implemented in one complete research framework in the Mix Method if first; the two methods can be combined but used alternately, second; research methods cannot be combined at the same time, but only data collection techniques can be combined.¹⁶ So in Creswell 2011, several Mix Method designs were formed to explain the differences between quantitative and qualitative phases (or vice versa).¹⁷ In this study, the design used is Exploratory Sequential Design which has 2 phases, the first phase begins with qualitative techniques which are the main interpretation priority, the second phase is continued by quantitative techniques as confirmation.¹⁸

This model is designed in a programmed manner with a systematic series of activities in an effort to solve learning problems related to learning resources that are appropriate to the needs and characteristics of learners in evaluating learning outcomes.

¹⁴ Dewi Wahyu Utami, "The Effectiveness of Canva Learning Videos for Identifying Intrinsic Elements of Short Story Texts in Junior High Schools," 2022, 12–25.

¹⁵ Greg Guest and Paul J Fleming, *Mixed Methods Research*, Emerald Insight, 2019, <https://doi.org/10.1002/9781119410867.ch12>.

¹⁶ Sugiono, *Quantitative, Qualitative and Mixed Methods Research Methods* (Bandung: Alfabeta, 2018).

¹⁷ Guest and Fleming, *Mixed Methods Research*.

¹⁸ Elizabeth Berman, "An Exploratory Sequential Mixed Methods Approach to Understanding Researchers' Data Management Practices at UVM: Integrated Findings to Develop Research Data Services," *Journal of eScience Librarianship* 6, no. 1 (2017): e1104, <https://doi.org/10.7191/jeslib.2017.1104>.

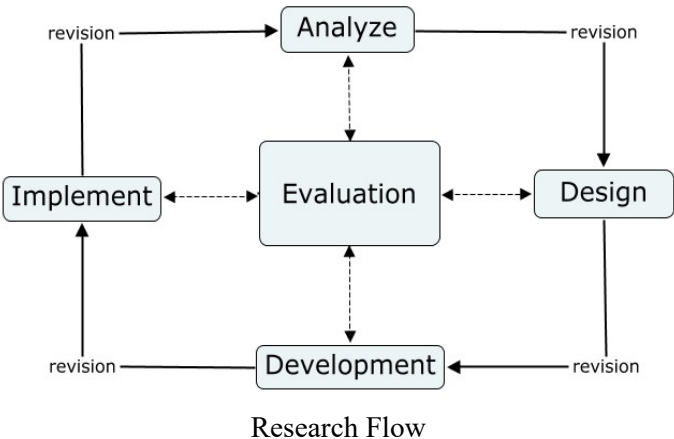


Table 1
Stages of Video Learning Based on Canva Media.¹⁹

| No | Stage | Activities |
|----|--------------------|--|
| 1 | Analysis (analyze) | 1. Needs Analysis 2. Environmental/Facility Analysis 3. Subject Analysis |
| 2 | Design | 1. Setting Up Software 2. Designing a Development Flowchart 3. Designing Skills Learning Scripts |
| 3. | Development | 1. Production 2. Editing 3. Finishing |
| 4. | Implementation | Implementation of learning video products with Canva media |
| 5. | Evaluation | 1. Formative Evaluation 2. Summative Evaluation |

The research object in this study is the fifth grade students at Sabilina Islamic Elementary School. The research object includes students who will be the research subjects and the main focus in evaluating the effectiveness of using Canva media on the learning outcomes of Science. Fifth Grade Students of Sabilina Islamic Elementary School, Kranggan, Bekasi.

The research design used in this study is a one-group pre-test post-test design. This research design can be written in Table 2 below:

¹⁹ Koiriyah, “Stages of Developing Canva Application Learning Media Using the Four-D Model in Distance Learning,” *Inspiration: Journal of Social Sciences* 19, no. 2 (2022).

Table 2; research design

| <i>Pre-Test</i> | <i>Treatment</i> | <i>Post-test</i> |
|-----------------|------------------|------------------|
| O1 | X | O2 |

Information :

O1 : Test before treatment

X : Treatment

O2 : Test given after treatment

The population in this study was all 5th grade students in Islamic elementary schools. Sabalina Kranggan Bekasi, with 26 students, studying science and science, using the independent curriculum. The sampling technique used was purposive sampling. The instruments and data collection techniques in this study consisted of a multiple-choice test containing 10 questions, accompanied by image analysis of documentation.

Data analysis techniques provide a description or depiction of data from which conclusions can be drawn. Learning outcome data is used to determine the effectiveness of implementing Canva-based learning videos. The results of these achievements can be described in the following scoring criteria in table 8;

Table 3. Scoring Criteria

| Score | Category |
|--------|-----------|
| 90-100 | Very high |
| 80-89 | Tall |
| 70-79 | Currently |
| 60-69 | Low |
| 0-59 | Very Low |

Data collection methods used interviews, FCD (Forum Group Discussion), document review, observation, questionnaires, and vocational skills performance tests. Analytical tests of the validity of the material substance with craftsmen/business actors. Observations using observation guide instruments on activities during the operational test and pre-experiment process. Questionnaires and performance assessments were used in the operational test and model validation test stages.

Data analysis of research on the effectiveness of learning using Canva media on student learning motivation outcomes, both before (pre-test) and after the model test (post-test). The results of the validation test by educational research and evaluation experts showed that the overall instrument had an average score of 4.3, in the very good/adequate category.²⁰ To test the reliability of the instrument using Grounlund and Waugh's suggestion, namely by comparing the results of the

²⁰ Febrianawati Yusup, "Validity and Reliability Test of Quantitative Research Instruments," Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan 7, no. 1 (2018).

study of the vocational skills of the students showed a high correlation coefficient value (the correlation coefficient of cycle I was 0.888, cycle 2 was 0.652, and pre-experiment was 0.768 which also means the instrument is reliable. Furthermore, the data was analyzed using quantitative descriptive techniques and the t-test (paired sample t-test).

RESULTS AND DISCUSSION

Based on results of observations of learning activities at Sabilina Kranggan Jatisampurna Bekasi Islamic Elementary School, with a total of 26 students, in class V. The results of research data: The effectiveness of learning using Canva media on students' learning motivation results

Based on the research problem, what is the effectiveness of learning videos using Canva media on the motivation to learn science in grade 5 students at Sabilina Islamic Elementary School, Kranggan, Bekasi?²¹ The novelty of this research Yang we developed by developing learning videos using canva media, the development findings were carried out at the beginning before learning with the canva method by conducting an analytical test of the experimental group Pre-test. The results obtained based on the evaluation before using the canva media obtained the average results in the Pre-test before the treatment obtained an average count of (X) 62.85, the standard deviation of the pre-test (SD) was 18.05. The pre-test variance was (S²) of 325.80.

Results of the analysis of the distribution of pre-test questionnaires to grade 5 students

Based on the results of the research analysis using descriptive statistics used to process data in the form of information from questionnaire distribution data to 5th grade students of Sabilina Islamic Elementary School, the results have been obtained, the following is a table of student pre-test statistical data.

Table: 4. Statistical Data *pre-test* student

| Descriptive Statistics | Statistical Value |
|------------------------|-------------------|
| Number of samples | 26 |
| Lowest value | 50 |
| The highest score | 68 |
| Range | 15 |
| Number of classes (F) | 5 |
| Class length (F) | 3 |

Based on table 4, it states that the average class on the pre-test score is with the number of classes for the frequency table value obtained at 5 percent of the population of 26 students. While

²¹ Darmawati et al., "Training on Creating Interactive Learning Media Using Canva Through the Service Learning Method for Elementary School Teachers."

the lowest value is 50, and the highest value is 68, while the range of values from the highest to the lowest (range) is 15. The length of the class obtained as a frequency is 3 percent. The percentage of pre-test results and frequency distribution with interval classes can be seen in table 10 below:

Table 5. Pre-test frequency distribution

| K. Interval | Frequency |
|-------------|-----------|
| 50-53 | 3 |
| 54-57 | 5 |
| 58-61 | 7 |
| 62-65 | 11 |
| 66-69 | 0 |
| Total | 26 |

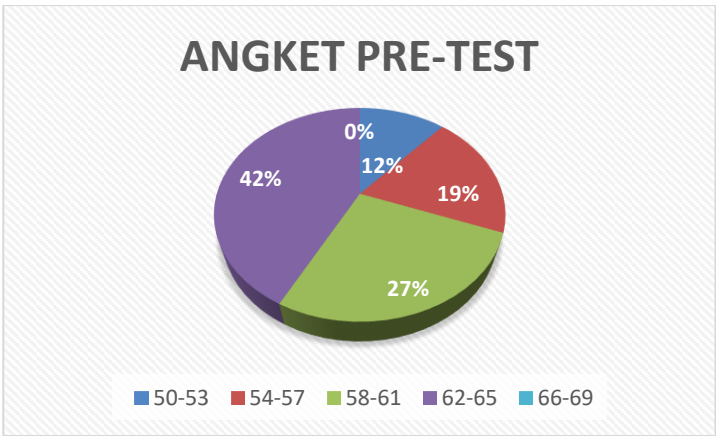


Figure 1:
Instagram graph of pre-test questionnaire results

Results of the analysis of the distribution of post-test questionnaires to grade 5 students

Results dPost-test data on the distribution of questionnaires after treatment is carried out by distributing questionnaires (instruments) to measure how muchThe effectiveness of learning after using Canva media-based videos on the learning motivation of 5th grade elementary school students

Scoring criteria

Table 6. Scoring Criteria

| Score | Category |
|--------|-----------|
| 90-100 | Very high |
| 80-89 | Tall |
| 70-79 | Currently |
| 60-69 | Low |
| 0-59 | Very low |

This research analysis uses descriptive statistics used to process data in the form of information from questionnaire distribution data after administering treatment to 5th grade students that has been obtained, the following is a table of student post-test statistical data.

Table : 7
Statistical Data *post-test* student

| Descriptive Statistics | Statistical Value |
|------------------------|-------------------|
| Number of samples | 26 |
| The highest score | 100 |
| Lowest value | 50 |
| Range | 50 |
| Class average (F) | 5 |
| Class length (F) | 10 |

Table 7 shows that the class average post-test score is based on a population of 26 students. The highest score is 100 and the lowest is 50, with a range of class average scores and a frequency of 5 percent. The class length obtained as a frequency is 10 percent. The percentage of post-test results and the frequency distribution by class interval can be seen in the following table:

Table 8. Post-test frequency distribution

| K. Interval | Frequency |
|-------------|-----------|
| 50-60 | 1 |
| 61-71 | 0 |
| 72-82 | 10 |
| 83-93 | 10 |
| 94-104 | 5 |
| Total | 26 |

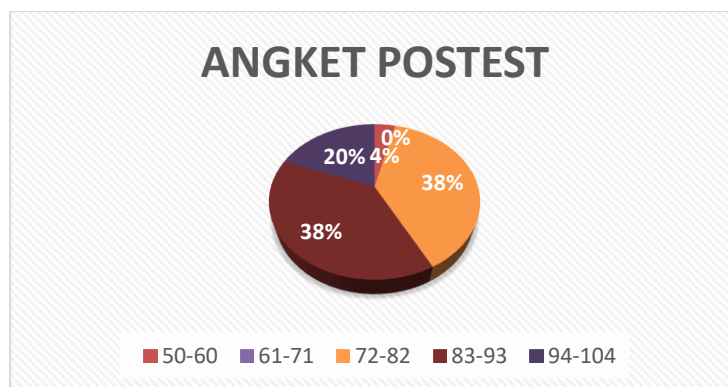


Figure 2:
Frequency distribution diagram and percentage of pre-test results

The results of the learning analysis using Canva-based videos showed that the motivation of fifth-grade students increased based on the results of the scores and questionnaire distribution,

with the average after the post-test significantly increasing above the Minimum Completion Minimum (KKM). This is due to a new breakthrough implemented by researchers as an effort to increase student learning motivation through the application of Canva-based learning videos.

The results of the research on data analysis showed that there was a significant difference in student learning outcomes before and after being given treatment using multiple-choice tests in the form of pre-test and post-test. This was due to the difference in treatment, namely during the learning process before the treatment, video media was not included as an illustration of the learning, after being given treatment, namely explaining the material accompanied by videos with Canva media, the average student score increased from the previous results.

Teachers considered Canva-based video learning media to be highly efficient for application to the Ecosystem Balance topic. The interaction between researchers and students was more interactive during the learning process using Canva-based videos. The implementation of this learning media is highly suitable for subsequent learning because students can view it anytime and anywhere. Canva-based video media significantly helps students develop critical thinking skills in examining material that appears to be real.

The implementation of learning videos as an intermediary in conveying messages or materials, in learning and can also shape students' independent character because it can be studied and watched with repetition when previous learning has not been understood.

The use of Canva-based learning videos is highly effective in motivating students to acquire knowledge, as evidenced by increased student enthusiasm during the learning process. This improvement is supported by Taqiyah et al., who stated that there was an increase in student learning outcomes through the implementation of an integrated learning model assisted by animated videos. Therefore, it can be concluded that the use of Canva-based learning videos is highly effective for fifth-grade students at Sabilina Islamic Elementary School.

The purpose of the evaluation is to The post-test is a test administered after treatment using Canva-based learning videos to determine the extent to which students have mastered the material. Post-tests certainly have many uses, particularly in assessing learning success.

The following are the functions of the post test. (1) To determine the level of mastery of the students regarding the competencies that have been determined in the school, both individually and in groups. This can be determined by comparing the results of the pre-test and post-test that were done by the students. (2). To determine the competencies and objectives that can be mastered and those that have not been mastered by the students. In relation to these competencies and objectives that have not been mastered, if the majority have not mastered them, it is necessary to say that relearning (remedial teaching) is necessary. (3). To determine how many students need to take part in remedial activities, and students who need to take part in enrichment activities, as well

as to determine the level of difficulty in working on the module (learning difficulties). (4). As a reference material for making improvements to the module components and the learning process that has been carried out, both in terms of planning, implementation, and evaluation of the learning program.

The results obtained based on the evaluation after using Canva media The average result of the post-test analysis test after the treatment was obtained, the calculated average was (X) 86.15. The post-test standard deviation (S21) = 54.44. The post-test variance was (S2) 2963. Correlation $r = 0.0002$, Tcount value = -1.99 Ttable value = -1.67. There is a research formulation hypothesis test,

$H_0 : \mu_1 = \mu_2$. H_0 : there is no difference in the effectiveness of learning videos using Canva media on learning motivation

$H_a : \mu_1 < \mu_2$. H_a : There is a difference in the effectiveness of learning videos using Canva media on learning motivation.

Real level: $\alpha = 5\%$ dk = $n_1 + n_2 - 2 = 26 + 26 - 2 = 50$, so the t table obtained is = -1.67

Based on the results of the t-test, which is greater than the t-table, which is -1.99 with -1.67, H_0 is rejected and H_a can be accepted, meaning that there is an effectiveness of learning videos using Canva media which is very effective and can motivate students to learn in the Science subject of students in grade 5 of Sabilina Islamic Elementary School, Kranggan, Bekasi.

With the use of learning media, students can engage in more learning activities because they not only listen to the teacher's explanation, but also actively participate in observing, discussing, and demonstrating learning using learning models. Learning sessions were held twice using the Canva video-based learning media application. The effectiveness of learning using Canva video-based media increased student motivation to learn.²² This is in line with Levie and Lentz's opinion that the function of using learning media is very effective in attracting students' interest in learning.²³ Learning media is one of the components that supports the teaching and learning process.²⁴ The visual image displayed on Canva media is clearer, and the appearance is very attractive.

²² Darmawati Desak Made, "The Effectiveness of Social Enterprise during the Covid-19 Pandemic," Jurnal HUMANIORA: Jurnal Ilmu Sosial, Ekonomi dan Hukum 5, no. 2 (2021).

²³ Ramli Abdullah, "Learning from the Perspective of Teacher Creativity in the Utilization of Learning Media," Lantanida Journal 4, no. 1 (2016).

²⁴ Nurul Azizah Muhtar, Akhmad Nugraha, and Rosarina Giyartini, "Development of Science Learning Media Based on Information Communication and Technology (ICT)," PEDADIDAKTIKA: Scientific Journal of Elementary School Teacher Education 7, no. 4 (December 5, 2020), <https://doi.org/10.17509/pedadidaktika.v7i4.26455>.

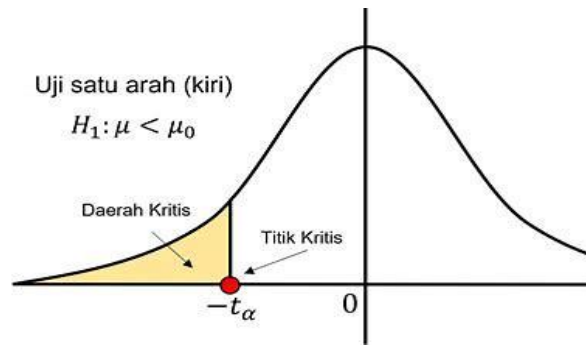


Figure 3: K2-sided test reteria
Source of Researcher Analysis Results

If the left side, If $t_{hitung} < t_{tabel}$, then H_0 is rejected and H_a is accepted
The calculated t value = -1.99

CONCLUSION

The effectiveness of learning videos using Canva media on the motivation to learn science in grade 5 students at Sabilina Kranggan Islamic Elementary School, Bekasi, can be concluded that the two variables between learning media before using treatment with Canva media-based video media show the lowest value obtained at 50. Meanwhile, after using Canva media on student learning motivation after being given a post-test, the results of learning science can increase from an average value of 100, for the post-test value this proves that no students get a score below the KKM of 70 after being given treatment.

This research is declared effective by proving the results of the student instrument with a sample size of 26 with a t -test greater than the t -table, namely -1.99 with -1.67, then H_0 is rejected and H_a is accepted, meaning there is an effectiveness of learning videos using Canva media on the motivation to learn science in grade 5 students at Sabilina Kranggan Islamic Elementary School, Bekasi Jatisampurna.

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