

**DEVELOPMENT OF A LEARNING VIDEO TOOL USING THE CANVA  
APPLICATION ON ETHNIC AND RELIGIOUS DIVERSITY IN MY COUNTRY  
SUB-THEME AT GRADE IV ELEMENTARY STUDENTS**

**Nur Alifia Ananda<sup>1</sup>, Ratih Purnamasari<sup>2</sup>, Resyi A. Gani<sup>3\*</sup>**

<sup>1,2,3</sup> Universitas Pakuan, Bogor, Indonesia,

<sup>1</sup>[alf.ananda54@gmail.com](mailto:alf.ananda54@gmail.com), <sup>2</sup>[ratihp656@gmail.com](mailto:ratihp656@gmail.com), <sup>3</sup>[resyi@unpak.ac.id](mailto:resyi@unpak.ac.id)

**PENGEMBANGAN MEDIA VIDEO PEMBELAJARAN MENGGUNAKAN  
APLIKASI CANVA PADA SUBTEMA KEBERAGAMAN SUKU BANGSA DAN  
AGAMA DI NEGERIKU PADA SISWA KELAS IV SEKOLAH DASAR**

**ARTICLE HISTORY**

**Submitted:**  
11 Mei 2023  
11<sup>th</sup> May 2023

**Accepted:**  
12 Juli 2023  
12<sup>th</sup> July 2023

**Published:**  
25 Agustus 2023  
25<sup>th</sup> August 2023

**ABSTRACT**

**Abstract:** This paper discusses the development of learning videos based on Canva in order to be suitable use as varied, creative, and innovative learning videos on theme 7 of sub-theme 1 learning 1 regarding ethnic and religious diversity in my country in class IV-B SDIT Assalamah. With the development of this learning video, the students become more interested and enthusiastic to learn in class. The research method used by the author is Research and Development (R&D) using the ADDIE methodology (Analysis, Design, Development, Implementation, Evaluation). Learning video media uses the Canva app, which was designed and tested by linguists with a 100% rating. It is categorized as feasible, 94% of the material expert reviews are rated feasible, and the media review test is rated 100% as very feasible. The small group test indicates an average score of 73.33% with a feasible category and the large group test implies an average score of 95.06% with a very feasible category. The results of the pretest and posttest are also produced with N-gain at 0.72, which means that the students can follow and complete the learning process properly. Thus, it can be concluded that the developed learning video media is suitable to be used by teachers and students in the learning process at SDIT Assalamah Depok.

**Keywords:** learning video, canva, ethnic and religious diversity

**Abstrak:** Artikel ini membahas pengembangan media video pembelajaran berbasis *canva* agar layak digunakan sebagai media video pembelajaran yang bervariasi, kreatif, dan inovatif pada tema 7 subtema 1 pembelajaran 1 keberagaman suku bangsa dan agama di negeriku di kelas IV-B SDIT Assalamah. Dengan adanya pengembangan media video pembelajaran ini membuat peserta didik lebih tertarik dan aktif dalam pembelajaran di dalam kelas. Metode penelitian yang dilakukan oleh penulis yaitu dengan menggunakan *Research and Development* (R&D) dengan menggunakan penelitian dan pengembangan dengan metode ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Media video pembelajaran menggunakan aplikasi *canva* yang telah dikembangkan dan diujikan melalui validasi ahli bahasa dengan penilaian sebesar 100%. Itu dikategorikan sangat layak, validasi ahli materi dengan penilaian sebesar 94% dikategorikan sangat layak, uji validasi ahli media dengan penilaian sebesar 100% dikategorikan sangat layak. Uji coba kelompok kecil dengan rata-rata penilaian sebesar 73,33% yang dinyatakan layak dan uji coba kelompok besar yang diperoleh penilaian rata-rata sebesar 95,06% yang dikategorikan sangat layak. Hasil dari *pretest* dan *posttest* juga dihasilkan nilai rata-rata *N-gain* sebesar 0,72 yang artinya peserta didik dapat mengikuti dan menyelesaikan proses pembelajaran dengan baik. Sehingga dapat disimpulkan bahwa melalui media video pembelajaran yang telah dikembangkan tersebut layak digunakan baik oleh guru maupun peserta didik dalam proses pembelajaran di kelas IV-B SDIT Assalamah Depok.

**Kata kunci:** video pembelajaran, *canva*, keberagaman suku bangsa dan agama

**CITATION**

Ananda, N. A., Purnamasari, R., & Gani, R. A. (2023). Development Of A Learning Video

## INTRODUCTION

Developments are currently affecting various sectors. Field of study is one of them. This is in line with (Yuant's research, 2019) which states that technological developments have an impact on the world of education. Especially props used in the learning process. In this modern era, teachers are required to innovate. Always be aware of the study aids used. Learning materials are tools, materials, or techniques used in the learning process so that interactions between teachers and students can take place properly (Khuluqo, 2017) (Yanta, 2019). According to (Asyhari, 2016), knowledge learning through media is an important part of the learning system. (Tafonao, 2018) explains that the role of media in learning is very important for teachers and students. Therefore, teaching materials are one of the success factors in the student learning process. and with the help of media students can participate actively so that they are motivated to learn (Fadhli, 2018)

Teaching materials are an important element in the learning process that can attract students' attention and motivation to learn and provide interesting, meaningful, and fun learning so that students not only learn but also learn. only listening to the teacher's teaching methods. But also participation. In the development of independent learning knowledge through the teaching materials used

Theme learning is blended learning that uses themes to connect topics. and provide meaningful experiences for students (Jamila, 2018) Subject-specific learning in elementary schools requires media development. One of them is videos. Video media is media that you can listen to and watch. This media uses the senses of hearing and sight as its channels, such as multimedia photos, pictures, cartoons, posters, magazines, books, miniatures, props,

etc. Video media is media that contains audio and visual elements. Such as videos, slides, sound, etc. Video is a medium that can attract students' attention to the learning process.

With the development of technology, teachers do not only use printed teaching materials. However, non-printed educational materials can also be used in the learning process, for example in electronic form. E-learning materials are easily accessible with networked IT equipment. Computer network technology makes it easier for teachers to use teaching materials such as the use of innovative and creative teaching videos.

Digital media is learning that has changed significantly. The availability of digital media has led to many innovations in education. Replacing traditional learning that is monotonous and rigid with digital learning that is practical, flexible, and not bound by space and time.

According to an interview on 30 November 2022 with Ms. Devi Astuti, Associate Professor at SDIT Assalamah Depok, mis. Devi Astuti said that in the teaching and learning process, teachers often use teaching methods in the form of lectures, discussions, questions and answers, and demonstrations. The most widely used media is PowerPoint. Class IV-B SDIT Asalamah has 32 students. The learning outcomes of students who use media are quite good, especially students who are strong, but students who have a low level of knowledge accept words. Introduction. Analysis of subject matter One of the deliverables concerns the fact that teaching styles and methods are monotonous. so that it feels tedious and boring which results in low student achievement

Observations show that video tutorials are never used. This proves that online content, such as video tutorials, was not designed using

the Canva app

Video tutorials with the Canva app can be used as teaching materials for elementary school students. Because this video is interesting, fun, and suitable for elementary school children. and can convey meaning. Opinions of animation experts are as follows: Animation is a series of images put together. If the sequence is fast enough There seems to be some movement. Researchers have developed a video tutorial using the Canva app for elementary school students. These animated videos tell a fun and colorful story that elementary school students will love. The child's world is full of play and learning through play. The purpose of this educational video is to make elementary school students happy and better understand the material they are learning (Ariani and Ujianti, 2021).

The advantages of animated video content include: 1) Unique characters are easier to remember, 2) Effective because they appeal to the intended audience, 3) Effectively allows high frequency, 4) Very versatile. 5) can be made at any time 6) can be used in conjunction with live performances and 7) various color displays.

The success of the educational process is also indicated by the student's score which is higher than the KKM (Minimum Competency Criteria) is a numerical performance procedure. The lowest or lowest criterion indicates that the learner has achieved completeness. In calculating the Minimum Maturity Criteria (KKM), several aspects must be considered, such as: On Topic 7, Subtopic 1, Lesson 1, the number 75 defines racial and religious diversity in my country. That is, students who score 75 or more will be declared passed. If a student scores less than 75 on the exam, that student will be disqualified for that subject, and corrective action will be taken.

## **THEORETICAL SUPPORT**

### **Average**

According to (Sanjaya in Haryono, 2015), media consists of two elements, namely

hardware as a tool to convey information and software that carries that information. In contrast (Hamidjojo in Arsyad, 2014) who defines media as all forms of the medium used by people to spread ideas or convey information and ideas so that the recipient of the information can accept the ideas and concepts conveyed by expert opinion. In conclusion, media is something that teachers can use to attract attention. Encourage students to actively participate in collaboration and interaction with their environment. So that learning can support students' knowledge accumulation activities or material provision.

According to (Sujana and Rivai 2018), there are several functions of using media in the learning process as follows: (1) students pay more attention to increasing their learning motivation in the learning process (2) learning media becomes more important in order to facilitate understanding of information and enable students to achieve goals learning (3) the teaching methods used by the teacher will also be more varied and not limited to communication. so students don't get bored. And teachers don't have to spend a lot of time on teaching materials. Especially when the teacher teaches each subject (4) students engage in various learning activities to gain hands-on experience by observing, doing, demonstrating, etc. (Daryanto, 2018).

Teachers need to understand the principles or factors in the selection of media. The principles of media selection are: (a) the selection of media must be based on the learning objectives and educational materials provided (b) the selection of media must be in accordance with the level of development of students. (c) the selection of media must be adjusted to the teacher's ability to receive and use it. I. In choosing media, it is necessary to understand the nature of the media itself (Sumantri, 2009) with only personal losses or entertainment and ignoring its usefulness and relevance to the content and character of students b. The choice of means must be adjusted to the program under study. Because

some media cannot be used in all programs. The conditions and conditions for selecting the media must be adjusted. The teaching conditions are technical characteristics, such as the readiness of support operations before use. Effectiveness and efficiency in the use

### **Video Lessons**

To make video a learning tool, there are several conditions that must be considered: First, human resources or human resources who are capable of designing and producing videos. Second, adequate equipment for making videos. and thirdly Scripts designed to make videos (Personal 2017). The purpose of this research is to investigate the learning process using video media. Video training is a medium that has audio and visual elements. As an educational tool, videos play an important role in conveying information from teachers to students (Hadi, 2017).

Video material for the educational process is very useful and quite useful in the learning process. You can see that the video can replace the process. Having tutorial videos that are difficult to understand can be made easier. can repeat if students still don't understand. This aims to continue to strengthen and increase student learning motivation through the use of video tutorials (Arsyad, 2018). Video training aims to make it easier for students to understand the contents of the training.

Video as a learning tool certainly has its pros and cons. To see whether the video can be called good or not. First, you need to know the criteria for a good video.

### **Canva Application**

Canva is an easy-to-use online graphic design tool for creating all kinds of designs. Canva is an online graphic design application. Canva also offers poster designs, profile photos, banners, and more. Using Canvas tutorials, teachers can: Develop tutorials more easily, save time, and make it easier for teachers to explain course material. Canva

materials also help students understand lessons. Because this media can display text, video, animation, audio, images, graphics, etc. with the desired appearance. And its attractive appearance can make students concentrate in class (Wuryanti & Cartowa Giran, 2019).

Presentation types available on Canva include Creative, Educational, Business, Technology Presentations, and more. In education, Canva can help teachers and students facilitate learning through technology, skills, and creativity. and other benefits. This can be done if we can attract attention and interest in learning through the presentation of interesting educational materials or media (Junaadi, 2021).

Canva accounts or websites certify that Canva is owned or used for educational purposes. This also ensures that Canva is a creative and collaborative tool for any classroom. The only design platform needed in class. Foster creativity and teamwork by making visual learning and communication fun and easy. Canva is a graphic design tool designed to help users create attractive and creative designs. Canva offers so much more than templates. eight thousand designs even in the free version and growing in popularity in the latest version Ease of use is also a key strength of Canva (Rahmatullah et al., 2020).

Using Canva guides makes it easier for teachers to develop lessons, saves time, and makes it easy for teachers to explain educational content. Hopefully, the Canva app will be another way for teachers to create engaging animated videos. I am interested in topic 7, sub-topic 1, learning 1 (Hapsari & Zulherman, 2021)

### **Ethnic And Religious Diversity In My Country**

Subject-specific learning also uses PAKEM learning principles, namely active, creative, effective, and fun learning. There are four types of blended learning: holistic, substantive, authentic, and proactive. In Lesson 7 Title, Subtopic 1, Lesson 1 has two



topics, namely Indonesian and Natural Sciences.

The subtopic "The Beauty of the Binnecacus" is one of the subtopics presented by class IV students, as well as the 7th subtopic "The Beauty of the Binnecacus" in that semester.

Quote from (Arya 2018) Bhinneka Tunggal Ika is the motto or motto of the Indonesian nation. Bhineka Tunggal Ika shows that Indonesia is a different country. It is a diverse country in terms of religion, culture, race and ethnicity. Indonesia's diversity is both a wealth and a challenge for Indonesia. This wealth or potential is evident. from Indonesian culture, the diversity of tribes, tribes and languages spread across 33 provinces has transformed into a beauty that can attract tourists.

The diversity that exists in Indonesia is also a big problem for the Indonesian people because it is very difficult to unite different communities, therefore solidarity between communities, nations and countries is needed.

The diversity of Indonesia is due to the large number of Indonesian ethnic groups spread throughout Indonesia. Every tribe in Indonesia has different characteristics and characteristics. This diversity is also reflected in the culture that is unique to each region. Because every region in Indonesia has different languages, dances and songs. Diversity in Indonesia is also reflected in the diversity of religions in Indonesia. Religions in Indonesia include Islam, Christianity, Catholicism, Hinduism, Buddhism and Confucianism.

## **METHOD**

### **Types Of Research Methodology**

This research is an educational video development research using research and development (R&D) methods. This research and development (R&D) method is a research method used to make certain products and to test the feasibility of these products. To be able to use the product and pay in the form of video

tutorials.

before producing a product the researcher will first conduct a preliminary study such as a field study. The goal is to use analytical studies to find which service providers or products to develop. The product developed by the researcher is a Video Tutorial Using the Canva Application for Topic 7, Sub Topic 1, Learning 1, Class IV-B at SDIT Asalamah Depok.

### **Search Process**

This research phase uses the ADDIE development model (Analyze, Design, Develop, Implement, Assessment). This development model is a systematic workflow. This means that each completed step is related to the previous processing step. This process is necessary to produce an effective product. In addition to the product development stage, there are also environmental development steps to achieve research objectives. The growth model used in this study is the ADDIE growth model.

### **Development Stage**

After the final product is ready, activities are carried out at this development stage, such as: B.: Collecting media from various relevant sources. look for illustrations of the necessary charts and graphs as well as preparation of video lessons Product reviews also include media reviews. linguistics Examination and inspection of materials The explanation of the three experts is as follows: (a) materials experts, namely checking the feasibility of materials. The selection of content experts is based on individuals who play a role in classroom learning and are experienced in teaching, subject-specific learning materials. Class IV teachers are experts in developing instructional videos. (b) Linguistics. For example, check the integrity and clarity of the language used in instructional videos. Linguists provide their opinions and suggestions on usage and grammar in video tutorials. Media experts

provide feedback and suggestions for viewing educational videos.

### **Data Collection Technology**

Methods of data collection in the form of interviews and observations, questionnaires, written tests, and documentation. This questionnaire is designed to check the results of expert evaluations and student responses. While interviews and observations are used in the needs analysis stage. Methods of data collection in the development study of the use of educational video media include: (a) Research tools: questionnaires or questionnaires collected by researchers from the conclusions of the theory used. It is then prepared and evaluated by a linguist, content experts, media experts and interviewers to test the capabilities of multimedia video learning products powered by the Canva app. This study describes quantitative and qualitative data. The video media test provides information from a questionnaire prepared by a linguist, material experts, media experts and interviews with IV-B students of SDIT Asalamah Depok. An open-ended evaluation questionnaire collects information for reviews, suggestions, ideas, and improvements. The results of this descriptive analysis are used to develop video tutorials that are more interesting and easy for students to understand.

### **RESULTS AND DISCUSSION**

The result of this research is an educational video product developed using the Canva application with a subsection about ethnic and religious diversity in my country. The study was reviewed by three experts: a linguist; a content expert and a media expert. When a linguist reviewed materials with

subtitles about ethnic and religious diversity in my country, the percentage of results was 100%, so it can be said that the educational support videos provided were very valuable. The expert review on the National and Religious Diversity subsection in my country scores 94%, so that's pretty reasonable. and expert media reviews on the subsection on National and Religious Diversity in my country. The state gives a percentage of 100%, so you can say it's very possible.

Video tutorials are one of the things that can be used in the learning process. Whether it's information about educational materials or products. The presence of this educational video tool can help students understand the material they are studying and achieve their learning goals. And teachers can facilitate students to communicate learning content.

From the results of observations and interviews, it was found that there were obstacles that hindered the learning process, for example, a lack of innovation or progress in teaching video media used in the learning process. make students lose interest in learning and misunderstand students in this subject. Therefore, it is necessary to develop or improve the video teaching materials used by teachers and students to make them more attractive to students. they more easily understand what they learn, it is fun to learn, and can help students improve their expected academic performance. This program specifically addresses the sub-topic of ethnic and religious diversity in my country in class IV-B SDIT Asalamah.

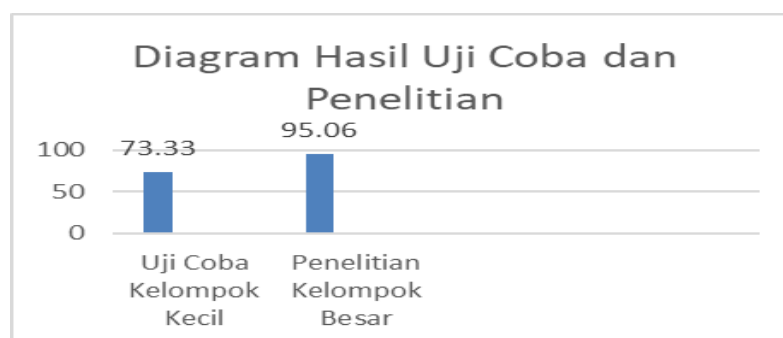
The results of this survey, it can be taken from the response values of IV-B students as follows in Table 1.

**Table 1. Summarizes The Results of the Large Study Group.**

Number	Evaluation	Sk or Max	Before ah no
1	video lessons	800	759
2	educational material	800	762
	sum	1600	1521
	speed (%)		<b>95.06</b>

From these results can be calculated using the percentage. Based on the scores obtained from student answers. We can say that educational videos with sub-topics

about ethnic and religious diversity are very suitable for use in the educational process in my country with a rate of 95.06%.



**Figure 1. Percentage Chart**

Using the N-Gain formula, the two can be calculated as:

$$N\text{-Gain} = \frac{95,06 - 73,33}{100 - 73,33} = 0,81$$

In the *N-Gain* formula, a score of 0.81 is thus classified as a high criterion for students to be able to speak and evaluate after learning with educational videos developed that development of educational videos with value-based sub-topics with ethnic and religious diversity. in my country. The value of success in conveying a topic through educational videos.

### Discussion

The result of this search is a product in the form of a video tutorial created with

Canva, subtitled “Ethnic and Religious Diversity in My Country”. The research was reviewed by three experts, namely linguists, materials scientists and media experts. When the linguists checked the content with the subtitle “ethnic and religious diversity in my country”, the match rate was 100%, so the educational video produced can be considered very valuable. Expert acceptance of the sub-theme “Ethnic and religious diversity in my country” was 94%, so it can be described as very likely, and media expert acceptance of the sub-theme “Ethnic and religious diversity in my country” reached a percentage of 100%, so we can say: very likely.

Instructional video content is anything that can be used in the learning process, be it in the form of instructional content or product information. The presence of video teaching aids can help students understand the subject

matter and achieve their educational goals, and can make it easier for teachers to provide study materials to students.

Based on the results of observations and interviews, it was found that there are barriers to the learning process, especially lack of innovation or progress in the video teaching tools used in the learning process. This results in students not being interested in learning and misunderstanding the material. Therefore, there is a need to develop or innovate educational video material that can be used by teachers and students. The students are more interested, understand the topic more easily and enjoy swimming.

One of the apps that can be used to create video tutorials is the Canva app. is an application website that covers the field of graphic design and branding and is one of the most popular websites and applications today. Canva makes it easy for anyone to create their own designs using the Canva app. Educators can creatively create educational video content based on their subject and creativity. The Canva app offers various features or templates for its users to use. Thus, this program is one that enhances students' learning experience and allows them to actively participate in their studies.

Research into creating instructional video materials with Canva used the ADDIE model of analysis, design, development, implementation, and evaluation. Analysis is the first step in development. In this phase, observations and interviews are conducted to find out the needs and problems that arise in the learning process in Class IV-B SDIT Assalamah Depok. This interview was conducted as a source of information that will later be needed to develop the product according to the requirements. During the interviews conducted, it was found that the students did not understand the material, which was related to ineffective learning and the use of teaching materials specified in the students' subject textbooks.

Based on research on the development of video teaching media, this development should be done in a way that students can learn

positively and in line with the current curriculum, and this development should be based on information technology. A video tutorial created in the Canva app can be viewed anywhere, anytime. The next level is design or planning. In this phase, the researcher prepares the first draft of the training video and decides on the look and feel of the training video. The design created was adapted to the needs and content of the sub-topic ethnic and religious diversity in my country. The features of the Canva app were chosen based on the desires and the design was adapted to the hardware requirements.

In the development or development phase, ready-made video training materials are developed. The result of this phase is the development of educational video content with thematic content related to ethnic and religious diversity in my country. Later, these training videos are presented to linguists, content experts, and media specialists to assess whether the training videos are appropriate for teachers and students to use during their learning .

This video tutorial by linguist Ainya Ekwati, MSc Psychology, performed very well, scoring 100% with no improvement. The results for the "Very True" category were reviewed by Subject Matter Expert, Ms. Devi Astuti, SP, with a score of 94% in the "Very True" category and a correction of lowercase letters at the beginning of many sentences. According to media expert Ms. Dayan Kartika Attami, Mr. Kom received a very fair rating of 100%, with no improvement in the "very feasible" category.

implementation or testing phase. At this point, the training video produced will be tested on large groups of 32 Class IV-B SDIT Assalamah Depok students. At that time, researchers, with the support of SDIT Assalamah Depok teachers and Class IV-B students, conducted research experiments on video media studies using Canva on the sub-theme of ethnic and religious diversity in my country. The students were then asked to fill out a questionnaire to collect student responses to educational video media using the Canva



program used. In the meantime, the students have also responded well with a total score of 95.06%.

**Assessment Phase** This phase analyzes students' responses after using Canva-based learning materials on the sub-topic Ethnic and Religious Diversity in My Country. Based on the analysis, it appears that the video designed and created by the Canva application on the sub-theme "Ethnic and Religious Diversity in My Country" was considered successful as indicated by the score obtained. That is 95.06% with very good quality.

An educational video made with Canva and subtitled "Ethnic and Religious Diversity in My Country" is not without its pros and cons. The advantage of this teaching material is that this material can be used anywhere, anytime, is relevant to the subtopic of ethnic diversity and religion in my country, and supports and facilitates learning for students. There are pictures or illustrations to understand the content. The weaknesses of the tutorial itself are the very deep voice and incorrect capitalization of sentences, both of which have been corrected.

This video tutorial covers a broad category of language validators, content experts, and media experts. The video tutorial was well received, as shown by the 95.06% response rate to the student questionnaire in the "very good" category.

The results of this study are related to the study "Development of Canva-based Animation Video Media to Increase Motivation and Academic Achievement of Class IV SD Students". Based on teacher ratings of these learning aids, the average overall score is 85.57% and the average score is higher than the average student response, which can be as high as 90%. During the development of the Canva Animation Video software, implementation tests were also carried out on younger and older students, the percentages of which were classified as "very feasible". Gita Permata Puspita Hapsari and Zulherman (2021) differs from previous studies with this researcher, i.e. it makes the researcher's research results more

comprehensive and relevant to the learning process.

## **CONCLUSIONS AND RECOMMENDATIONS**

The process of research and development of educational videos with additional material on ethnic and religious diversity in my country has been completed and discussed. from the design results, test results and research results In conclusion, the development of an educational video with sub-topics about ethnic and religious diversity in my country for class IV-B SDIT Asalamah Depok students can be achieved as follows:

1. Educational Video Material Using the Canva Application, Various Tribes and Religions in My Country for Class IV-B Students developed by SDIT Assalamah Depok. Tested with an average score of 100% on the linguistic test questionnaire and rated "very appropriate", the questionnaire review material with an average score of 94% was considered very feasible. And the media exposure questionnaire with an average score of 100% was considered very successful.
2. The average test is conducted with small groups of 15 students on a subtopic. "Religious and ethnic diversity in my country" after submitting and filling out the questionnaire. obtaining an average score of 73.33% which is considered appropriate to carry out the process of research and development of large group learning videos. A total of 32 Class IV-B participants at SDIT Asalamah Depok obtained an average score of 95.06% which was considered very efficient. Therefore, supporting training videos that were created and developed proved to be very effective.
3. Using engaging and creative video tutorials in the Canva app can make it easier for students to understand topics and create a fun learning environment.
4. Developed by a team of experts and used for quizzes. Instructional videos can help students improve their expected performance. Most of the students scored

higher than the required KKM so it can be said that students studied the subject thoroughly. Especially the section on ethnic and religious diversity in my country in class IV-B SDIT Asalamah Depok.

### CASE

The results of teaching subjective video materials about racial and religious diversity in my country in class IV-B SDIT Asalamah lead researchers to several propositions:

1. Educators hope to be able to use educational videos for class IV-B SDIT Asalamah Depok using the Canva application with the sub-theme "Religious and Ethnic Diversity in My Country".
2. Students can use learning materials in Canva to better understand the material. and create a more enjoyable teaching and learning environment.
3. for future researchers. This can encourage researchers to develop educational materials using the Canva application using its capabilities.

### REFERENCES

- Afridzal, A., Bina, S., & Getsempena, B. (2018). Perbedaan Hasil Belajar Menggunakan Media Gambar Dan Video Animasi Pada Materi Karangan Deskripsi Di Kelas Iii Sd Negeri 28 Banda Aceh. *Jurnal Tunas Bangsa*, 5(2), 231.
- Ali, M. (2019). Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. In *Jurnal Pendidikan Akuntansi Indonesia*. [Http://Staff.Uny.Ac.Id/Sites/Default/Files/Penelitian/Ali-Muhson-Mpd/Ali-Muhson-2010-Pengembangan-Media.Pdf](http://Staff.Uny.Ac.Id/Sites/Default/Files/Penelitian/Ali-Muhson-Mpd/Ali-Muhson-2010-Pengembangan-Media.Pdf)
- Andriani, R., & Rasto, R. (2019). Motivasi Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 80.
- <https://doi.org/10.17509/Jpm.V4i1.14958>
- Daryono, R. W. (2019). Pengembangan Media Pembelajaran Berbasis Video Animasi Penggunaan Total Station Untuk Pengukuran Stake Out Lengkungan Jalan Pada Mata Kuliah Praktikum Geomatika Ii Di Jurusan Pendidikan Teknik Sipil Dan Perencanaan. *Nuevos Sistemas De Comunicación E Información*, 1974, 2013–2015.
- Dewi, F. F., & Handayani, S. L. (2021). Pengembangan Media Pembelajaran Video Animasi En-Alter Sources Berbasis Aplikasi Powtoon Materi Sumber Energi Alternatif Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2530–2540.
- [Http://Jbasic.Org/Index.Php/Basicedu/Article/View/1229](http://Jbasic.Org/Index.Php/Basicedu/Article/View/1229)
- Elementary, J. (2023). Pengaruh Media Ular Tangga Terhadap Hasil Belajar Tema 7 Indahnya Keragaman Di Negeriku. 6(1), 78–83.
- Elsa Savrina Putri, Sandi Budiana, R. A. G. (2023). Pengembangan Bahan Ajar Menggunakan Canva Pada Subtema Keberagaman Budaya Bangsa. *Jurnal Elementary*, 6(1), 104–108.
- Hapsari, G. P. P., & Zulherman, Z. (2021). Pengembangan Media Video Animasi Berbasis Aplikasi Canva Untuk Meningkatkan Motivasi Dan Prestasi Belajar Siswa. *Jurnal Basicedu*, 5(4), 2384–2394.
- <https://Jbasic.Org/Index.Php/Basicedu/Article/View/1237>
- Junaedi, S. (2021). Aplikasi Canva Sebagai Media Pembelajaran Daring Untuk Meningkatkan Kemampuan Kreatifitas Mahasiswa Pada Mata Kuliah English For Information Communication And Technology. *Bangun Rekaprima*, 7(2),

80–89.

[https://Jurnal.Polines.Ac.Id/Index.Php/Bangun\\_Rekaprima/Article/View/3000/107647](https://Jurnal.Polines.Ac.Id/Index.Php/Bangun_Rekaprima/Article/View/3000/107647)

Monoarfa, M., & Haling, A. (2021). Pengembangan Media Pembelajaran Canva Dalam Meningkatkan Kompetensi Guru. Seminar Nasional Hasil Pengabdian 2021, 1085–1092. <https://Ojs.Unm.Ac.Id/Semnaslpm/Article/View/26259>

Munir, R. (2014). “Diktat Kuliah If3051 Strategi Algoritma” ,Bandung : Institut Teknologi Bandung, 2009, Hal 41-84, 171 - 188. 11–26.

Noviyanto, T. S. H., Juanengsih, N., & Rosyidatun, E. S. (2015). Penggunaan Media Video Animasi Sistem Pernapasan Manusia Untuk Meningkatkan Hasil Belajar Biologi. *Edusains*, 7(1), 57–63. <https://Doi.Org/10.15408/Es.V7i1.1215>

Rahmatullah, R., Inanna, I., & Ampa, A. T. (2020). Media Pembelajaran Audio Visual Berbasis Aplikasi Canva. *Jurnal Pendidikan Ekonomi Undiksha*, 12(2), 317–327. <https://Www.Kompasiana.Com/Sitijamilahhh/584abbc18223bd0e303baf71/Artikel-Pembelajaran-Tematik>