

Research Article

## Validity Canva Video Media Integrated Thematic Learning Based On PBL Models In Elementary Schools

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### ABSTRACT

*Canva* is an online application that is used in the creation of learning media. The purpose of this study is to develop *Canva Video* media on integrated thematic learning based on the *Problem Based Learning (PBL)* model in grade IV of a valid elementary school. The type of research carried out is *Research and Development (R&D)* with a 4D development model, namely *Define, Design, Develop, and Disseminate*. This research was conducted in elementary schools by collecting data techniques using questionnaires from material experts, linguists, and media experts. The test subjects in this study were 32 grade IV students of SDN 19 Ambacang Anggang and SDN 11 Tanjung Alai. The results of the *Canva Video* Media development research developed obtained material validity test results of 91.6%, language validity test results of 87.5%, and media validity test results of 100%. Thus it can be concluded that *Canva Video* Media on integrated thematic learning in grade IV Elementary School has been validly used.

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## INTRODUCTION

Education plays an important role in ensuring the survival of the nation and the state, because education is one of the means to improve the quality of resources available in the future. According to Azlina and Zainil (2021) education is a place as a link between the conditions of the current era in preparing for the next era by producing potential sources of human energy. Education is a process in improving one's own abilities, optimizing skills, increasing knowledge and increasing spiritual spirit and forming a character that is suitable for the purpose of education itself. Along with the passage of time changes in the world of education that have been made, one of which is the update of the curriculum that is in accordance with the demands of the times (Zulkaida et al., 2007).

Education in industry 4.0 finds challenges in order to create graduates with globally competing skills, these skills are listed thinking skills such as cognitive skills, so to answer these challenges, it is necessary to replace education from conventional learning systems to modern learning systems (Arwin et al., 2019). According to (Monica & Zuardi, 2020, p. 69) the 2013 curriculum emphasizes the improvement and balance of *soft skills* and *hard skills* which include aspects of attitude, skills, and knowledge. In the 2013 curriculum, the material is packaged in a thematic-integrated form, teachers are not the only learning resource, classes are also not the only place for students to learn, the learning process is not limited to the relationship between teachers and students, but involves teachers, students, society, natural environment, learning resources, learning media (Sintya et al., 2020).

Integrated thematic learning is learning that relates several aspects both intra-subject and between subjects, with this mixing, students will gain knowledge and skills as a whole so that learning becomes more meaningful for students (Madona & Farida, 2020). This is strengthened according to the Ministry of Education and Culture 2014 (Reinita, 2020a) integrated thematic learning is a theme learning that is composed of a combination of learning subjects as learning activities. And according to (Siddiq & Reinita, 2019) Integrated thematic learning is the learning of the 2013 curriculum which starts from the development of students' self-knowledge.

According to (Nurseto, 2011) revealed that education has entered the world of media, where learning activities have reduced lecture methods and varied with the use of various media. Learning activities are more emphasized on process skills and active learning so that learning media has an important role. According to (Rohmah & Bukhori, 2020) that there are challenges that teachers have to integrate the use of information and communication technology in the learning process to create a more active learning atmosphere so that teachers do not only act as educators today. Ease of delivering the material is a benefit that will be felt by the teacher as a form of mastery of the technology in learning.

In learning, there is a process of communication between teachers and learners. The communication process of role delivery is the essence of the learning process. One of the intermediaries that can channel this is the media. This is in line with Tafonao in Hapsari & Zulherman (2021) Learning media is a place to channel the sender's message to the recipient,

and can stimulate the thoughts, feelings of attention and interest of students in learning. Learning media is the most important aspect in learning activities so that it can improve the quality of learning (Di & Dasar, 2018).

According to Sudjana and Rivai in Resmini, Satriani & Rafi (2021) who stated that the benefit of media is to foster student learning motivation so that teaching will attract the attention of these students. Then according to Yulianti in Rahmatullah, Innanna & Ampa (2020, p. 336) teachers are motivators and facilitators who are required to have competence to develop learning media so that they can foster the enthusiasm for learning students in understanding the lesson. For this reason, teachers must increase creativity in creating and developing a learning media and other teaching aids that function as improving the quality of learning. One of the media that can improve the quality of learning is technology and communication (ICT) based learning media.

This learning media is manifested in the form of learning *videos*. With learning *videos*, it is hoped that it will make it easier for teachers when learning and attract attention and provide motivation for students in learning. According to Daryono (2020) Learning *video* media is a medium that contains messages in the form of *audio* and *visual*, such as: concepts, principles, procedures for the application of knowledge so that it can help understanding the material to students. *Video* is the most effective medium in conveying information. In addition, the application of video in learning can provide a new experience.

Learners will become more interested in presentations that are shown in the form of *videos*. Teachers can use several applications that are presented in the form of *videos*, including: *videoscribe*, *canva*, *animaker*, *powtoon* and so on. The application can be used by teachers to make *videos* as a tool in the delivery of learning materials. By conveying a message, students will be more interested and easier to understand the lesson.

Based on the results of the study, *Canva* animation learning media can provide understanding to students and motivation in learning because it provides an illustration related to the material (Hapsari & Zulherman, 2021). From the various applications available, *the Canva* application can be an alternative for teachers in developing interesting learning

*video* media. According to (Rahmatullah et al., 2020) *Canva* is an online application that is used in making learning media.

With this *Canva* application, it can be used as an opportunity for teachers to create learning media in teaching learning materials so that learning becomes more interesting and the learning atmosphere is not monotonous. According to (Resmini' et al., 2021) *Canva* has the advantages of a variety of attractive designs, being able to increase the creativity of teachers and students, there are many interesting features available, saving time, practical and not having to use a laptop.

In the implementation of integrated thematic learning, students are invited to be active during the learning process. The activeness of students can be supported by using adequate infrastructure so that student learning outcomes increase. By using *video* media in learning, the learning outcomes of students will be easier to understand learning. Especially if *video* media can be used directly by students. Therefore, learning *video* media must be made as interactive as possible.

Based on preliminary studies conducted through observations and interviews with grade IV teachers of SD Negeri 11 Tanjung Alai, Pasaman Regency, on Monday, September 28, 29 and 30, 2021 in theme 2 subtheme 2 Learning 4. The researcher obtained the following information. (1) Learning at SDN 11 Tanjung Alai has used the 2013 curriculum. (2) there are facilities in the form of LCD projectors, speakers and laptops that can be used by teachers to display learning media, but are not used properly in the implementation of learning. (3) The delivery of messages and learning materials is less varied, namely by conveying the material orally and instructing students to understand the material in the theme book. (4) The learning media used is only in the form of pictures, namely pictures in the theme book, pictures displayed in class, pictures taken on the internet and pasted in front of the class. (5) Lack of teacher ability to use the technology that is developing at this time. (6) Wifi in schools is available and network access is smooth.

On February 3-4, 2022, researchers conducted observations and interviews at SDN 07 Padang Sarai, Pasaman Regency. In observation and interview activities at the school, it was found that (1) Learning had used the 2013 curriculum. (2) there are facilities in the form of

LCD projectors, speakers and laptops that can be used by teachers, and teachers have used infocus to display learning videos on certain materials (3) Message delivery and learning materials have begun to vary, namely by delivering material orally, instructing students to understand the material in the theme book, and using learning videos. (4) Teachers have begun to use learning media in the form of teaching aids in schools (5) The ability of teachers to use technology has begun to be seen, namely through Youtube and Google to assign students. (6) Internet network access is good and *wifi* is available in schools.

Furthermore, on February 3-4, 2022, researchers conducted observations and interviews at SDN 19 Ambacang Anggang, Pasaman Regency. In observation and interview activities at the school, it was found that (1) Learning at SDN 19 Ambacang Anggang had used the 2013 curriculum. (2) there are facilities in the form of LCD projectors, speakers and laptops that can be used by teachers to display learning media, but are not used properly in the implementation of learning. (3) The delivery of messages and learning materials is less varied, namely by conveying the material orally and instructing students to understand the material in the theme book. (4) The learning media used is only in the form of images, namely images in theme books and images displayed in class (5) The ability of teachers to use technology that is developing at this time is starting to be seen, namely by using laptops. (6) *Wifi* in the school is already there and the network is good and smooth.

Then on February 7-8, 2022, researchers conducted observations and interviews at SDN 31 Kampung Perawas, Pasaman Regency. In the observation and interview activities at the school, it was found that (1) Learning at SDN 31 Kampung Perawas had used the 2013 curriculum. (2) The unavailability of LCD projectors, speakers and laptops. (3) The delivery of messages and learning materials is less varied, namely by conveying the material orally and instructing students to understand the material in the theme book. (4) The learning media used is only in the form of images, namely images in theme books and images displayed in the classroom (5) Lack of teacher ability to use the technology that is developing at this time. (6) SDN 31 Kampung Perawas is located in the interior of the village, therefore it is difficult to reach the signal and even *wifi* in the school is not yet available.

Based on interviews the researchers conducted with the four homeroom teachers, it was found that integrated thematic learning using *canva video* had never been implemented

in the school. The use of new technology-based learning media to the stage of laptops and Google. After conducting observations and interviews, researchers identified that the application of learning using learning media has not been carried out optimally. The use of *canva video* media in integrated thematic learning has also never been carried out. Not only this, the characteristics of students and the experience gained in the learning process have also been considered. Therefore, researchers are interested in developing *canva video* media on this integrated thematic learning.

Previous research on *canva video* media has been carried out by Hapsari & Zulherman (2021) with the title "Development of Animation Video Media Based on the *Canva* Application to Increase Student Motivation and Learning Achievement". Research conducted (Deswita & Amini, n.d.) with the title "Development of Integrated Thematic Learning Media Using *Canva* For Grade III Elementary School Students".

The two studies above developed learning media using *canva* in the form of audio-visual media and in the third grade of elementary school. Meanwhile, the development of product media consisting of interesting audio-visual media is equipped with music that is pleasant to hear, interesting images, and good backgrounds to be displayed to students during learning.

The solution that researchers offer to overcome problems that occur and in accordance with the times, researchers will develop learning *video* media with a *software* application called *Canva*. This application is one of the software that can be used to create interesting learning videos. *Canva* is still commonly known and used by educators in learning. There is still little knowledge about this application even though this application is very helpful for educators in learning where it is easy to use and students will be more active and enthusiastic in learning because students can immediately see and hear about the learning material being studied.

In order to maximize the use of learning media, in their learning, researchers use learning models. The use of learning models in the learning process is useful for producing directed and fun learning so that students do not feel bored in learning and can be even more

excited. The 2013 curriculum uses models in learning to produce meaningful learning. Researchers use *the Problem Based Learning (PBL)* model.

The *Problem Based Learning (PBL)* model or problem-based learning model is a learning model that makes problems a trigger (Nanda & Zainil, 2021). Likewise, in learning, *PBL* can improve students' critical thinking skills in solving real problems in the lives of students, can increase the activeness of students looking for and digging for information to solve problems both individually and in groups. This is strengthened according to Marsali 2016 (Agam, 2020) the *PBL* model is a model that can foster students' enthusiasm for learning, motivation and self-confidence. In line with that, *PBL* is a problem provided by the teacher and then the teacher also provides an alternative to solving the problem, then students are asked to choose one of the alternative problem solving, if the student chooses the correct alternative answer, then the quality of the results of the problem solving carried out will be good (Farida, 2015).

The learning steps according to Hosnan (2014, p. 302) are: (1) student orientation to problems, (2) organizing students to learn, (3) guiding individual and group investigations, (4) developing and presenting work results, (5) analyzing and evaluating the problem-solving process.

According to Trianto (Taufik, 2011) positing the advantages of *Problem Based Learning (PBL)* are: 1) Realistic with the lives of students, 2) In accordance with the needs of students, 3) Improving the ability to find, 4) Improving memory of learning concepts, 5) Improving problem-solving skills. By combining *the PBL* model on *canva video* media, it can help students to learn student center and solve problems well.

Based on the problems that researchers found and previous research that supports it, researchers are interested in creating and developing learning media using the 4-D development model proposed by Thiagarajan in Sutarti, tatik & Irawan (2017, p. 12) with defining steps (define), design (design), development (develop), and disseminate (disseminate). The learning media developed in this study uses a 4-D development model with the title "**Validity *Canva Video* Media Integrated Thematic Learning Based on *PBL* Models in Elementary School**".

## RESEARCH METHODS

The type of research that researchers will do is development research or known as *Research and Development (R&D)*. According to Sutarti and Irawan (2017) development research is a process to develop and validate educational products.

The development model that the researcher will apply is a 4D model. the model was designed by Thiagarajan, and consists of a mepat stages (Sugiyono, 2015). The advantages of the 4D model according to Hamdani (2011) are: (1) it is faster to be applied as a basis for developing learning tools, (2) complete and systematic stages, and (3) expert considerations are involved in the development process, so that before field tests are carried out, the products developed are revised based on assessments, suggestions and expert opinions.

At this stage, the development of the design that has been made into the actual product is carried out. In other words, at the development stage is to produce learning media based on *the design* that has been made using *Canva software*. Development is carried out to produce a product that will later be assessed for validity. Validation in the development of learning media is intended to test and measure the feasibility or validity of the learning media developed. Then whether the learning media can be used as one of the good learning media or not. Based on the validation results, suggestions, and input provided, revisions and improvements will be made so that the learning media developed will be better and more valid. Validator's test subjects consisted of media experts, material experts, and linguistic experts.

Validation instruments are used to collect data and measure the level of validity of the developed learning media. The validation instrument that the researchers use is a questionnaire. According to Sugiyono (2015) questionnaire or questionnaire is data collection carried out by giving a set of statements or written questions to respondents to answer. He also said the provision of questionnaires would be efficient if researchers knew what would be measured and what could be expected from respondents.

The scale the researchers used was the Likert scale. The Likert scale is one of the research scales used to measure the attitudes, opinions, and perceptions of a person or group (Riduwan, 2007). The learning media validation instrument developed consists of:

1) Media expert validation questionnaire.

The media validation questionnaire is filled by media experts and is intended to assess or find out the feasibility of the product that the researcher developed, namely *the Canva Video* learning media.

2) Material expert validation questionnaire

This questionnaire is filled by material experts and is intended to find out the feasibility of the material on *the Canva Video* learning media that researchers develop. In other words, this questionnaire aims to validate the correctness of the concept and presentation of the material so that it can help the implementation of thematic learning.

3) Linguistic expert validation questionnaire

This questionnaire is filled by linguistic experts and is intended to determine the feasibility and suitability of language in *the Canva video* learning media that researchers developed.

Validity is a measure that shows the level of validity of the media being developed. The scoring in the learning media validity questionnaire using the Likert scale assessment category, can be seen in table 1. below.

**Table 1. Qualifications for the validity of learning media development**

Category	Score
Not Good (NG)	1
Less Good (LG)	2
Good Enough (GE)	3
Good (G)	4

Source : mod and Riduwan & Sunarto (2007, p. 21)

Furthermore, to measure the calculation and the final value of the validity results using the formula from Riduwan and Sunarto (2007, p. 38), which is as follows:

$$\bar{X} = \frac{\sum xi}{n} \times 100\%$$

Information:

$\bar{x}$  = Average

$\sum xi$  = Jumlah the value of each validator

n = Number of validators

**Table 2. Categories of validity of learning media development**

Range %	Category
81,26-100,00	Valid
62,51-81,25	Valid Enough
43,76-62,50	Less Valid
25,00-43,73	Invalid

Source : Modifications from Fauda

## RESEARCH RESULTS AND DISCUSSION

### Results

#### Results of the Design Stage (*Design*)

At this design stage, researchers designed an integrated thematic learning video media using the *Canva Application*. This learning media is designed as an optimization of the rapid development of technology and can help and facilitate teachers in presenting integrated thematic learning. This learning media is developed based on learning materials developed referring to the analysis of KI, KD and indicators that have been formulated. The learning media developed is in the form of *canva video* media which is displayed using an LCD projector. This learning media was created using the *Canva application*. The following is the design of learning media using the *Canva Application*:

### 1.) Media Initial Background Display

The initial appearance of the media was made using the one that illustrated the title of the material, namely Theme 8 Subtheme 1



**Figure 1 Media Initial Background View**

### 2.) Learning Media Identity Display

This display contains the identity of the learning media to be studied, namely integrated thematic learning theme 8 subthemes 1 learning 3 and 4.



**Figure 2 Learning Media Identity Display**

### 3.) Material Display



**Figure 3 Learning Material Display**

## Learning Media Validation

This validation stage was carried out after researchers designed and developed *canva video learning media*. Validation is carried out by 3 experts, namely material experts, linguists and media experts. Here are the names of validators that validate the developed learning medium.

**Table 3. Validator Roster**

No.	Name	Information
1.	Atri Waldi, S.Pd, M.Pd	Material Validators
2.	Ari Suriani, S.Pd, M.Pd	Language Validators
3.	Winanda Amilia, S.Pd, M.Pd.T	Media Validators

The validity test of the learning media that the researcher developed was carried out by a media expert validator, namely Mrs. Winanda Amilia, S.Pd, M.Pd.T as a lecturer in Curriculum and Educational Technology FIP UNP. this validation was carried out 2 times, the first validation was carried out on March 4, 2022 then continued with the second validation on March 15, 2022.

The validity test of learning materials in the media that the researcher developed was carried out by the material expert validator, namely Mr. Atri Waldi, S.Pd., M.Pd as a lecturer at PGSD FIP UNP. This validation was carried out 2 times, the first time it was carried out on March 6, 2022 and continued with the second validation on March 13, 2022.

The language validity test on the learning media that the researcher developed was carried out by a linguistic expert validator, namely Mrs. Ari Suriani, S.Pd, M.Pd as a lecturer at PGSD FIP UNP. This validation was carried out 2 times, the first validation was carried out on March 7, 2022, followed by the second validation on March 15, 2022.

## Revision of Learning Media

The validity of learning media is carried out by expert experts, based on the results of validator comments and suggestions, the learning media is then revised so that the media designed is suitable for research. The following details of the comments and input sara provided by the validator can be seen in table 4 below.

**Table of 4. comments and validation suggestions**

Validation	Suggestions and Improvements
Material Expert	List the sources of instruments used for this validation
	Add knowledge evaluation questions to 15-20 questions Not just at the C2 level all
Linguist	The selected reading text on the media should be replaced and adapted to the area where I live
	Fix EBI
Media Expert	Improve learning objective text layouts
	Improve image layout / layout & text on every page / text composition with images
	Add a video creator profile
	Add the name of the video creator displayed every 2 minutes

### Validation Data Analysis

#### a.) Media Expert

Mrs. Winanda Amilia, S.Pd, M.Pd as a lecturer in Curriculum and Education Technology FIP UNP is media validation lecturer. Media expert validation data collection was carried out for the first time on March 4, 2022, then continued with the second validation on March 15, 2022.

**Table 5. Media Validation Results on media design aspects before revision**

No.	Assessed Aspects	Assessment Score
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1.	Learning media can provide motivation and attraction	4
	. Invite students to learn	
	. Media skills can create a sense of student pleasure	4
	. The appearance of the picture makes students eager to learn	3
	l. Communicative writing style	3
2.	Learning media provide interaction (response)	
	. Support students to read	4
	2. Convey clear intentions and goals.	3
	The occurrence of communication between students and learning media.	4
	Create a sense of joy to learn.	4
3.	Visual communication	
	. The display used is attractive	2
	. The writing can be read well	3
	. Be creative in expressing ideas	4
	. Animations used are interesting	3
4.	Systematic order of presentation	4
	KI Dishes	
	KD feed and indicators	4
	3. Presentation of learning objectives	3
	Presentation of learning materials	4
5.	Attractive look design	2
	Media appeal	
	Suitability of background selection	3
	Conformity of color proportions	3
	Sharpness of images and animations	2
6.	Lay out or good layout	2
	Placement of images and captions does not interfere with understanding	
	Placement of activities as a background does not interfere with the title and text	4
	The placement of animations does not interfere with comprehension	3
	The placement of icons does not interfere with understanding	4

7. Clear pictures and photos	2
Overall number	81

Validation results are obtained by media experts with a percentage of 81% with the category "valid". The data is obtained from fauda's formula (2015:859) as follows:

$$\bar{x} = \frac{\sum xi}{n} \times 100 \%$$

$$\bar{x} = \frac{81}{100} \times 100 \%$$

$$\bar{x} = 81 \% \text{ ( valid)}$$

Next, researcher made revisions according to the advice of experts. The following are presented the results of the second validation by the expert after the revision.

**Table 6. Media validation results on media design aspects after revision**

No.	Assessed Aspects	Assessment Score
1.	Learning media can provide motivation and attraction	4
	Invite students to learn	
	Media skills can create a sense of student pleasure	
	The appearance of the picture makes students eager to learn	
2.	Communicative writing style	4
	Learning media provide interaction (response)	
	1. Support students to read	
	2. Convey clear intentions and goals.	
3.	3. The occurrence of communi-cation between students and learning media.	4
	4. Create a sense of joy to learn.	
	Visual communication	
	The display used is attractive	
4.	The writing can be read well	4
	Be creative in expressing ideas	
	The animations used are interesting	
	Systematic order of presentation	
KI Dish	KD feed and indicators	4
	Presentation of learning objectives	
	Presentation of learning materials	

5.	Attractive look design Media appeal	4
2.	Suitability of background selection	4
	Conformity of color proportions	4
	Sharpness of images and animations	4
6.	<i>Lay out</i> or good layout	4
	Placement of images and captions does not interfere with understanding	
	Placement of activities as a background does not interfere with the title and text	4
	The placement of animations does not interfere with comprehension	4
	The placement of icons does not interfere with understanding	4
7.	Clear pictures and photos	4
Overall number		100

Validation results are obtained by media experts with a percentage of 100% with the "valid" category. The data is obtained from fauda's formula (2015:859) as follows:

$$\bar{x} = \frac{\sum xi}{n} \times 100 \%$$

$$\bar{x} = \frac{100}{100} \times 100 \%$$

$$\bar{x} = 100 \% \text{ ( valid criteria)}$$

From the results of the second validation obtained, the expert stated that learning media products can already be used in the field.

## b.) Material Expert

Mr. Atri Waldi, S.Pd, M.Pd as a lecturer at PGSD FIP UNP is material validation lecturer. Data collection Material expert validation was carried out for the first time on March

6, 2022, then continued with the second validation on March 13, 2022. The following data analysis of aspects of learning media can be seen in table 7.

**Table 7. Material Feasibility before revision**

No.	Assessed Aspects	Assessment Score
1.	Referring to KI	
	KI.1 accepts, explains and appreciates the religious teachings it adheres to.	4
	KI.2 shows honest behavior, discipline, responsibility, courtesy, care, and confidence, in interacting with family, friends, teachers, and neighbors as well as love for the homeland.	4
	KI.3 understands conceptual, procedural and metacognitive factual knowledge at a basic level by observing, questioning it, trying based on curiosity about himself, God's creatures and his activities.	4
2.	KI.4 presents factual and conceptual knowledge in clear, systematic, logical, and critical language in the work, aesthetically, in movements that reflect healthy children and in actions that reflect the child's behavior and should be noble	4
	Formulation of Learning Indicators	4
	Formulation of indicators in accordance with basic competencies (KD)	
	Formulation of indicators containing operational verbs (KKO)	4
3.	The formulation of indicators includes aspects of knowledge.	3
	Formulation of indicators covering aspects of skills	3
	Clarity of learning objectives	3
	Formulation of goals using simple and easy-to-understand sentences.	
4.	Using measurable operational words	4
	The formulation of goals is not double-meaning	4
	There are audiences, behaviors, degrees, conditions in learning objectives	4
	The truth of the substance of the learning material theme 8 the area where I live subtheme 1 environment where I live learning 3	3
4.	Identify the types of occupations of residents based on their place of residence.	
	Determine the meaning of characters in fictional story texts.	3
	Finding individual characteristics in the family	3

Validation results are obtained by media experts with a percentage of 90% with **the category "valid"**. The data is obtained from fauda's formula (2015:859) as follows:

$$\bar{x} = \frac{\sum xi}{n} \times 100 \%$$

$$\bar{x} = \frac{54}{60} \times 100 \%$$

$$\bar{x} = 90 \% \text{ ( kriteria valid)}$$

From the validation results obtained, there are several notes, including catumlating the source of the instrument used for this validation, and adding knowledge evaluation questions to 15-20 questions and not only at the C2 level. So the researcher made revisions according to the advice of experts. The following are presented the results of the second validation by the expert after the revision.

**Table 8. Results of validation of learning media on material aspects after revision**

No.	Assessed Aspects	Assessment Score
1.	Referring to KI KI.1 accepts, explains and appreciates the religious teachings it adheres to.	4
	KI.2 shows honest behavior, discipline, responsibility, courtesy, care, and confidence, in interacting with family, friends, teachers, and neighbors as well as love for the homeland.	4
	KI.3 understands conceptual, procedural and metacognitive factual knowledge at a basic level by observing, questioning it, trying based on curiosity about himself, God's creatures and his activities.	4
	KI.4 presents factual and conceptual knowledge in clear, systematic, logical, and critical language in the work, aesthetically, in movements that reflect healthy children	4

	and in actions that reflect the child's behavior and should be noble	
2.	Formulation of Learning Indicators Formulation of indicators in accordance with basic competencies (KD)	4
	Formulation of indicators containing operational verbs (KKO)	4
	The formulation of indicators includes aspects of knowledge.	4
	Formulation of indicators covering aspects of skills	3
3.	Clarity of learning objectives Formulation of goals using simple and easy-to-understand sentences.	3
	Using measurable operational words	4
	The formulation of goals is not double-meaning	4
	There are audiences, behaviors, degrees, conditions in learning objectives	4
4.	The truth of the substance of the learning material theme 8 the area where I live subtheme 1 environment where I live learning 3 Identify the types of occupations of residents based on their place of residence.	3
	Determine the meaning of characters in fictional story texts.	3
	Finding individual characteristics in the family	3
Overall number		55

Based on the validation results that have been carried out, validation results are obtained by media experts with a percentage of 91.6% with the category of "valid". The data is obtained from fauda's formula (2015:859) as follows:

$$\bar{x} = \frac{\sum xi}{n} \times 100 \%$$

$$\bar{x} = \frac{55}{60} \times 100 \%$$

$$\bar{x} = 91,6 \% \text{ ( valid criteria)}$$

From the results of the second validation obtained, the expert stated that learning media products can already be used in the field.

### c.) Linguist

Mrs. Ari Suriani, S.Pd, M.Pd as a lecturer at PGSD FIP UNP is language validation. The collection of language expert validation data was carried out for the first time on March 7, 2022, then the second validation on March 15, 2022.

**Table 9. Results of validation of Learning Media on Linguistic Aspects before revision**

No.	Assessed Aspects	Assessment Score
1.	Readability of the text	3
	Interest in the text so that students are interested in reading	
	Ease of language	
	Rules of language used are good and correct	
	Conformity with the use of sentence words and paragraph arrangements	
2.	Effective and efficient use of language (clear and concise)	3
	Use of communicative language	
	Conformity of word and sentence structure	
	The chosen word is a short and straightforward word	
	Good and correct use of EBI	
Overall number		20

Validation results are obtained by media experts with a percentage of 62.5% with the category of **"quite valid"**. The data is obtained from fauda's formula (2015:859) as follows:

$$\bar{x} = \frac{\sum xi}{n} \times 100 \%$$

$$\bar{x} = \frac{20}{32} \times 100 \%$$

$$\bar{x} = 62,5 \% \text{ (criteria are quite valid)}$$

From the validation results obtained, there are several notes including that the reading text selected on the media must be replaced and adjusted to the area where I live. So the researcher made revisions according to the advice of experts.

**Table 10. Results of Validation of Learning Media on Linguistic Aspects after revision**

No.	Assessed Aspects	Assessment Score	
1.	Readability of the text	3	
	Interest in the text so that students are interested in reading		
	Ease of language		4
	Rules of language used are good and correct		3
2.	Conformity with the use of sentence words and paragraph arrangements	4	
	Effective and efficient use of language (clear and concise)	4	
	Use of communicative language		
	Conformity of word and sentence structure		3
	The chosen word is a short and straightforward word		4
Good and correct use of EBI	3		
Overall number		28	

Validation results are obtained by the material with a percentage of 87.5% with the category "valid". The data were obtained from fauda's (2015:859) formula as follows: The final data acquisition, analyzed by the formula :

$$\bar{X} = \frac{\sum xi}{n} \times 100 \%$$

$$\bar{X} = \frac{28}{32} \times 100 \%$$

$$\bar{X} = 87,5 \% \text{ ( valid criteria)}$$

From the results of the second validation obtained, the expert stated that learning media products can already be used in the field.

#### d.) Overall Validation Analysis Results

**Table 11. Expert Validation Test Results Before Revision**

Validators	Value	Category	Media Validation Learning
Material Expert	90 %	Valid	
Linguist	62,5%	Valid	<b>77.83 % Quite Valid</b>
Media Expert	81%	Valid	

The overall percentage of the validity of learning media using *canva* in the material for presenting data in grade IV elementary schools was obtained from the formula (Riduwan and Sunarto, 2015: 38) as follows:

$$\bar{X} = \frac{\sum xi}{n}$$

$$\bar{X} = \frac{(90+62,5+81)\%}{3}$$

$$\bar{X} = \frac{233,5}{3} \%$$

$$\bar{X} = 77,83\%$$

**Table 12. Expert Validation Test Results After Revision**

Validators	Value	Category	Media Validation Learning
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Material Expert	91,6 %	Valid	
Linguist	87,5%	Valid	<b>93.03 % Valid</b>
Media Expert	100%	Valid	

The overall percentage of the validity of learning media using *canva* in the material for presenting data in grade IV elementary schools was 93.03%. The results of the validation percentage are obtained from the formula (Riduwan and Sunarto, 2015: 38) as follows:

$$\bar{X} = \frac{\sum xi}{n}$$

$$\bar{X} = \frac{(91,6+87,5+100)\%}{3}$$

$$\bar{X} = \frac{279,1}{3} \%$$

$$\bar{X} = 93,03\%$$

## DISCUSSION

Some of the researches relevant to the development carried out include:

1. Amril, Wahdini & Adam (2022) conducted a study entitled "Utilization of Learning Videos Using *Canva* in Social Studies Learning Grade IV Elementary School". The results of this study showed that learning media using *canva* from teacher responses obtained a score of 90%, which was categorized as agreeing, then 90% of educators, and 83.4% of students expressed agreement.

The relevance of the research with Amril, Wahdini & Adam is the use of learning videos using *canva* in elementary school grade IV social studies learning, while the focus of researchers that researchers will do is to develop Animation Video media based on the *Canva* application on integrated thematic learning in grade IV elementary school.

2. Elmi Deswita & Risda Amini (2022) conducted a research entitled "Development of Integrated Thematic Learning Media Using *Canva* for Grade III Elementary School

Students". The results of this study showed that canva learning media from the results of the level of validity of integrated thematic learning media with an overall number of validation scores of 88.3% which was categorized as "Valid", teacher responses obtained a value of 96.8% with the category "Very Practical", and student responses obtained a value of 95.1% with the category "Very Practical".

The relevance of the research to Elmi Deswita & Risda Amini is the Development of Integrated Thematic Learning Media Using *Canva* For Grade III Elementary School Students. Therefore, researchers will develop an animated video media based on the canva application on integrated thematic learning in grade IV elementary school.

3. Gita Permata Puspita Hapsari & Zulherman (2021) conducted a research entitled "Development of Animation Video Media Based on *canva* applications to increase student motivation and learning achievement". The results of this study showed that learning media using canva from media experts obtained a score of 65.45% which was included in the "Valid" criteria, for the validation results of material experts and teachers obtained the "Very Valid" category with results of 86% and 85.57%, respectively, and student validation tests obtained results of 90% which were included in the "Excellent" criteria.

The relevance of the research with Gita Permata Puspita Hapsari & Zulherman is to develop Canva application-based Animation Video Media to increase student motivation and learning achievement, while the focus of researchers that researchers will do is to develop Canva application-based Animation Video media on integrated thematic learning in grade IV elementary school.

4. Gita Permata Puspita Hapsari & Zulherman (2021) conducted a research entitled "Analysis of the Needs of *Canva* Application-Based Animation Video Media Development in Science Learning". The results of this study showed that 90% of teachers stated that Canva-based animation video media was interesting, 90% of teachers stated that it was necessary and agreed to use Canva application-based animated video media in science learning. The results of the analysis on students showed that it was not far from the results of the analysis on teachers, namely 91.4% of students stated that the Canva application-based animated video

media was interesting and 83.4% of students stated that they needed to use the Canva application video media in science learning.

The relevance of the research with Gita Permata Puspita Hapsari & Zulherman is to develop Canva application-based Animation Video Media on science learning, while the focus of researchers that researchers will do is to develop Canva application-based Animation Video media on integrated thematic learning in grade IV elementary school.

5. Rahmatullah, Inanna & Ampa (2020) conducted a research entitled "Canva Application-Based Audio Visual Learning Media". The results of this study showed that learning media using Canva from media experts obtained a score of 82.28% with a very decent category, while from students obtained a score of 86.73% with a very decent category. From the results of expert and student assessments, it shows that canva application-based audio-visual learning media is suitable for use in trial schools.

The relevance of the research to Rahmatullah, Inanna &Ampa is to develop audio-visual learning media based on the Canva application. therefore, researchers will develop an animated video media based on the canva application on integrated thematic learning in grade IV elementary school.

6. Riono & Fauzi (2022) conducted a research entitled "Development of PAI-BP Learning Media in Elementary Schools Based on the Canva Application". The results of this study showed that learning media using canva from media experts obtained a value of 78.75% which was categorized as "Valid", from the responses of students obtained a value of 86.37%, then the results of pretests and posttes showed the effectiveness of canva application-based development media with the results of 100% increased even though 13.6% had not been completed.

The relevance of the research with Riono & Fauzi is the Development of PAI-BP Learning Media in Elementary Schools Based on the Canva Application. Therefore, researchers will develop an animated video media based on the canva application on integrated thematic learning in grade IV elementary school.

## CONCLUSION AND SUGGESTION

## Conclusion

Developing *canva video* media on integrated thematic learning based on a *valid PBL* model in class IV with a percentage of validity of 93.03% which is categorized as "valid". For all parties who want to develop further products, they can add material that is in accordance with learning, so that the resulting product is more comprehensive, because this product only contains material on integrated thematic learning in class IV Theme 8 Subtheme 1 Learning 3&4. The products developed are not only used when face-to-face learning takes place, but can be developed with an online system, namely by accessing videos via Youtube, so that students can access learning media through Youtube. Namu still has to consider the characteristics and needs that exist in students.

## Suggestion

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