Validity of The Use of *Canva* Video Media in Integrated Thematic Learning Based On *Problem Based Learning* Models In Elementary Schools

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Abstract

This research began when researchers made observations in the field, that teachers had not developed integrated thematic learning media by utilizing existing technology. The sophistication of technology is found in the Canva application software and is supported by adequate facilities and infrastructure from schools that can be used as 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. Canva is one of the online software used to create interesting learning videos. 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 schools has been used validly.

Keywords: canva video, integrated thematic, problem based learning (PBL)

Abstrak

Penelitian ini bermula ketika peneliti melakukan pengamatan di lapangan, bahwa guru belum mengembangkan media pembelajaran tematik terpadu dengan memanfaatkan teknologi yang ada. Kecanggihan teknologi terdapat pada *perangkat lunak* aplikasi *Canva* dan didukung dengan sarana dan prasarana yang memadai dari sekolah yang dapat digunakan sebagai media pembelajaran. Tujuan dari penelitian ini adalah untuk mengembangkan media *Canva Video* tentang pembelajaran tematik terpadu berdasarkan model *Problem Based Learning (PBL)* di kelas IV sekolah dasar yang valid. Jenis penelitian yang dilakukan adalah *Research and Development (R&D)* dengan model pengembangan 4D yaitu *Define, Design, Develop,* dan *Disseminate.* Penelitian ini dilakukan di sekolah dasar dengan mengumpulkan teknik data menggunakan kuesioner dari ahli materi, ahli bahasa, dan ahli media. *Canva* merupakan salah satu perangkat lunak online yang digunakan untuk membuat video pembelajaran yang menarik. Hasil penelitian pengembangan *Canva Video* Media yang dikembangkan memperoleh hasil uji validitas material sebesar 91,6%, hasil uji validitas bahasa sebesar 87,5%, dan hasil uji validitas media sebesar 100%. Dengan demikian dapat disimpulkan bahwa *Media Video Canva* tentang pembelajaran tematik terpadu di SD kelas IV telah digunakan secara valid.

Kata Kunci: *canva video*, integrated thematic, *problem based learning (PBL)*

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.

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, 2020) 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.

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 (Reinita, 2020).

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 a*udio* 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* 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 technology-based learning media used only laptops and Google. After conducting observations and interviews, researchers identified that the application of learning using learning media has not been carried outoptimally. 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.

The solution that researchers offer to overcome the problems described above is the Canva application, 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 Leaning (PBL) model or problem-based learning model is a learning model that makes problems as triggers (Nanda & Zainil, 2021). Likewise in learning, PBL can improve students' critical thinking skills in solving real problems in students' lives, can increase student activity in finding and digging information to solve problems both individually and in groups. Reinforced according to (Farida, 2015) based on observations in elementary schools, the problems in social studies learning include (1) learning social science concepts has not been linked to real life or students' daily experiences so that it is difficult for students to understand (2) teachers do not provide facilities for students. students to develop problem strategies according to their respective ways (3) in social studies learning the teacher does not get used to interacting with students and students with students (4) students experience boredom in social studies learning because the material is based on books only (5) students are less able to socialize with the environment. In line with that, according to Huda, et al (2022) the results of the analysis of the needs of educators on animated video media using the Canva application state that the applications most often used when learning online or online are WhatsApp, Zoom, and Google Classroom. During social studies learning, educators use learning aids as a support during learning, one of which is using video and power points. Almost all educators now use technology-based learning aids. Then in general, teachers get more technology-based media, namely by making their own, provided by the school and downloading from the internet. However, most teachers get videos by downloading them from the internet because they are easier and don't

take much time. Therefore, the Canva application can be used in welcoming learning activities, so that it can make the quality of education even more advanced, the creativity of educators will also be more visible, and save more time during the process of making the media.

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 Develop *canva video* media on integrated thematic learning based on *a valid Problem Based Learning (PBL)* model in class IV.

METHOD

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 requirement to become a media validation expert is a lecturer who is an expert in technology and education at least a master's degree. 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. 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.

2) Material expert validation questionnaire
The requirement to become a material validation expert is a lecturer who is an expert in the field of learning studies that will be used during research and at least master's education. 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. 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.

3) Linguistic expert validation questionnaire
The requirement to become a language validation expert is a lecturer who is an expert in the field of language and education at least a master's degree. 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. 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.

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:

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

Information:
$\bar{x}$ = Average
$\sum xi$ = Jumalah 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

FINDINGS AND DISCUSSION

A.) Learning Media Validation
a. Revision of Learning Media

Table of 3. Comments and Validation Suggestions

Validation	Suggestions and Improvements
Material Expert	List the sources of instruments used for this valaidation
Linguist	Add knowledge evaluation questions to 15-20 questions Not just at the C2 level all The selected reading text on the media should be replaced and adapted to the area where I live
Media Expert	Fix EBI 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 4. Media Validation Results on Media Design Aspects Before Revision

No.	Assessed Aspects	Assessment Score I	Assessment Score II
1.	Learning media can provide motivation and attraction 1. Invite students to learn	4	4
	2. Media skills can create a sense of student pleasure	4	4
	3. The appearance of the picture makes students eager to learn	4	3
	4.Communicative writing style	4	3
2.	Learning media provide interaction (response) 1. Support students to read	4	4

	2. Convey clear intentions and goals.	4	3
	3. The occurrence of communication between students and learning media.	4	4
	4. Create a sense of joy to learn.	4	4
3.	Visual communication 1. The display used is attractive	4	2
	2. The writing can be read well	4	3
	3. Be creative in expressing ideas	4	4
	4. Animations used are interesting	4	3
4.	Systematic order of presentation 1. KI Dishes	4	4
	2.KD feed and indicators	4	4
	3. Presentation of learning objectives	4	3
	4. Presentation of learning materials	4	4
5.	Attractive look design 1. Media appeal	4	2
	2. Suitability of background selection	4	3
	3. Conformity of color proportions	4	3
	4. Sharpness of images and animations	4	2
6.	*Lay out* or good layout 1. Placement of images and captions does not interfere with understanding	4	2
	2. Placement of activities as a background does not interfere with the title and text	4	4
	3. The placement of animations does not interfere with comprehension	4	3
	4. The placement of icons does not interfere with understanding	4	4
7.	Clear pictures and photos	4	2
	Overall number	81	100

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:

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

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

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

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. 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:

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

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

$\bar{x} = 100\%$ **(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 10.

Table 5. Material Feasibility Before Revision

No.	Assessed Aspects	Assessment Score I	Assessment Score II
1.	Referring to KI KI.1 accepts, explains and appreciates the religious teachings it adheres to.	4	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	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	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 and in actions that reflect the child's behavior and should be noble	4	4
2.	Formulation of Learning Indicators a. Formulation of indicators in accordance with basic competencies (KD)	4	4
	b. Formulation of indicators containing operational verbs (KKO)	4	4
	c. The formulation of indicators includes aspects of knowledge.	4	3
	d. Formulation of indicators covering aspects of skills	3	3
3.	Clarity of learning objectives a. Formulation of goals using simple and easy-to-understand sentences.	3	3
	b. Using measurable operational words	4	4
	c. The formulation of goals is not double-meaning	4	4
	d. There are audiences, behaviors, degrees, conditions in learning objectives	4	4

No.	Assessed Aspects	Score I	Score II
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 a. Identify the types of occupations of residents based on their place of residence.	3	3
	b. Determine the meaning of characters in fictional story texts.	3	3
	c. Finding individual characteristics in the family	3	3
	Overall number	54	55

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:

$$\bar{x} = \frac{\sum xi}{n} \text{ x 100 \%}$$
$$\bar{x} = \frac{54}{60} \text{ x 100 \%}$$

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

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:

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

$$\bar{x} = \frac{55}{60} \text{ x 100 \%}$$
$$\bar{x} = 91,6 \text{ \% (valid criteria)}$$

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 6. Results of validation of Learning Media on Linguistic Aspects before revision

No.	Assessed Aspects	Assessment Score I	Assessment Score II
1.	Readability of the text a. Interest in the text so that students are interested in reading	3	3
	b. Ease of language	4	3
	c. Rules of language used are good and correct	3	2

d. Conformity with the use of sentence words and paragraph arrangements	4	2
2. Effective and efficient use of language (clear and concise) a. Use of communicative language	4	3
b. Conformity of word and sentence structure	3	3
c. The chosen word is a short and straightforward word	4	2
d. Good and correct use of EBI	3	2
Overall number	20	28

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:

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

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

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

So the researcher made revisions according to the advice of experts. 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 :

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

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

$\bar{X} = 87,5 \text{ %}$ **(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 7. Expert Validation Test Results After Revision

Validators	Value	Category	Media Validation Learning
Material Expert	91,6 %	Valid	
Linguist	87,5%	Valid	**93.03 % Valid**
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:

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

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

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

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

The development of *canva video* media on Theme 8 Of My Area Of Residence Subtheme 1 Environment Where I Live Learning 3 and 4 has been very good based on the results of validity tests that have been carried out. The stages of development using the 4D model have been well structured, namely through the stages of define, design, develop.

The results of the material expert validity test obtained a result of 91.6% with a very valid category. The results of the media expert validity test obtained a result of 100% with a very valid category. The results of the validity test of the happiness expert obtained 87.5% with a valid category. Based on the results of the validity test, the *canva video* media has been declared feasible to be tested in learning with an average of 93.03%. Based on the results of the validity test, the *canva video* media has been validly used in learning Theme 8 Area where I Live Subtheme 1 Environment Where I Live Learning 3 and 4.

In the development research that has been carried out, it was concluded that the development of *canva video* media on learning Theme 8 Area where I Live Subtheme 1 Environment Where I Live Learning 3 and 4 in grade IV Elementary School proved valid for use. This shows that *canva video* media is very good and worthy of being used as one of the innovations of learning media at the elementary school level. This is supported by 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. 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. In line with this agreement, Rahmatullah et al, (2020) argue that *canva* is an online application that is used in making learning media.

The research conducted by Gita Permata Puspita Hapsari & Zulherman (2021) with the title Development of Animation Video Media Based on *the Canva* Application to Increase Student Motivation and Learning Achievement also supports this. Based on the research that has been carried out, results were obtained from material expert validators 86%, media expert validators 65.45%. The results of the practicality test of the teacher response questionnaire were 85.57% and the student response questionnaire was 90%. The relevance of the research carried out by researchers with this research is that they both use *Canva* as software in making learning media and the methods used using the 4D model. thus, the use of *canva video* media is easier for students to understand in the learning process.

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. but still have to pay attention to the characteristics and needs that exist in students.

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