

Using Canva Videos as an Alternative Learning Bank Lesson from Indonesia

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ABSTRACT: The use of ICT in the learning process is a problem and challenge for educators, especially since the use of this technology must be collaborated with the application of learning models. This research aims to produce a product in the form of a Canva learning video based on the Discovery Learning learning model that is suitable for use and provides effectiveness for student learning outcomes. The method used is the Research and Development (R&D) method with the Borg and Gall development model, which includes seven stages, namely: 1) Preliminary Study, 2) Planning, 3) Initial product manufacture, 4) Preliminary field test, 5) Main product revision, 6) Main field trial, 7) Operational product revision. The method of analyzing qualitative and quantitative descriptive data is a linker scale and N-Gain value test. Based on the results of the study, it was found that the feasibility of Canva learning video media by media experts was 100% with the criteria of "very good," the level of presentation of the feasibility of lecturer material experts was 77.75% with the criteria of "Good" and the validation of the teaching teacher material was 86.66% with "perfect" criteria. The results of the student responses were 88.17% with the criteria of "Very good," and the results of the N-Gain value test obtained results of 0.55, which were included in the "medium" category. Based on the results of these studies, it can be concluded that the development of Canva learning media based on the Discover Learning model in class 10 students of SMA Al-Muflihun is feasible and effective for the learning process at school.

Keywords: ICT, Learning Videos, Canva, Discovery Learning, Economics.



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INTRODUCTION

The era of the Industrial Revolution 4.0 has brought about changes in all aspects of life; this is marked by the convergence of aspects, including digital, biological, and physical technology and education, which demands changes in the learning system, skills, and knowledge of students who depend on ICT (Peña-Ayala, 2021). In line with this, the aspect that cannot be separated from the modernization of the education system is the application of technology that can provide rules and

increase the professional potential that can be specialized in the future (Zabiyeva et al., 2021). This is in line with Pang's statement (2021), which states that the application of technology in education provides great benefits to students, namely that students can gain more experience.

Law Number 11 of 2003(2019)Article 15 has regulated the affirmation of the implementation of Science and Technology in education applied to prepare the quality of human resources and community service facilities. In line with these regulations, Marta(2018)in his research stated that educators can utilize the application of science in education as input to support the learning process online and offline. Therefore, the role of teachers as facilitators in delivering knowledge to students is very important. Teachers have an essential role in creating visionary and knowledgeable students, so teachers must have the skills to manage classes and innovate and expertise in applying technology to create effective learning(Ninlawan, 2015).

Information and communication technology (ICT) based learning combines traditional learning with technology as a tool, learning media, and learning resource to improve professionalism and learning outcomes (Nasrulloh & Ismail, 2018). ICT in education can benefit and support the teaching and learning process more easily, creating a new atmosphere between teachers and students in solving complex problems (Tedla, 2012). Badran, (1995) also said something similar in his research; he stated that the use of ICT can provide valuable contributions to education, especially in terms of access because it allows the learning process to be carried out anywhere and anytime. ICT can improve teaching materials, create a more complete learning process, attract students' interest, and create an interactive atmosphere. (Comi et al., 2017). However, other research shows that the use of ICT will not provide positive results if teachers and students do not have the skills to use ICT effectively (De Witte & Rogge, 2014). On the other hand, using ICT still requires support from external factors, including infrastructure, internet access, institutional support, and training provided to teacher educators. (Isaacs et al., 2018).

In several previous studies on the use of ICT that several researchers have carried out, for example, Comi(2017) and Tarigan(2015), his research only focused on the effectiveness of the use of ICT in the learning process on student understanding and achievement. Research conducted by Sapitri(2020) and Amen(2021) is only focused on producing learning media products based on the use of ICT that suits the needs of teachers. Research conducted by Nasrulloh(2018)only reveals the needs analysis in the ICT-based learning process. Therefore, based on several studies, it has not been found that using ICT-based learning media as an alternative learning method collaborated with the application of learning models.

Supporting the use of ICT in learning. This study uses a research and development approach by (Donna et al., 2021) about using ICT in learning videos. The use of video media is chosen because video media has proven to be effective in improving student learning outcomes, and it displays elements such as audio and visuals whose purpose is to stimulate the involvement of the senses of sight and hearing and spur motivation and actual actions of students which are poured into concrete forms (Suci Lestari & Sujana, 2021). In addition, Ribawati(2015), in his research, also stated that the use of learning video media has been proven to increase student motivation and learning outcomes compared to teachers who only use learning media in printed books. Seeing the

importance of using learning video media, therefore Canva video media was chosen because it was considered appropriate to the needs of teachers and students. Selection of Canva video media According to Hapsari(2021), Canva is a media in the form of an application or website that can be used to create several media, including posters, photos, videos, animations, etc., and already contains templates that are ready to use, so that Canva can create interesting and easy-to-apply media and help the role of teachers in implementing learning. In line with this statement, Amini(2021) in his research also stated that Canva learning media is a media used to design videos and images that can be accessed online or offline, which provides effective and efficient media results, simple but interesting and results that are worthy of being applied to learning the main material of consumer household economics. The use of Canva media, according to Pelangi(2020), facilitates teachers and students in implementing learning processes based on skills, technology, and creativity.

Besides using Canva learning media, the key to success in other learning processes is determined by choosing the right and appropriate learning model. (Wahjudi, 2015). So, in this study, Canva Media collaborated with the Discovery Learning learning model. Putrayasa (2014) states that **Click or tap here to enter text**. Discovery Learning is an active learning method. It has a process orientation, namely directing students to develop their knowledge through experiments and seeking principles resulting from experiments. In addition, the Discovery Learning learning model emphasizes that students understand concepts, meanings, and relationships with an intuitive process, and in the end, each student can find conclusions. (Wahjudi, 2015). In line with this, the characteristics of the Discovery Learning learning model are: (1) it can stimulate students to explore, solve problems, and develop their abilities; (2) the learning process is centered on students; (3) it is an activity that combines existing knowledge with new knowledge (Fajri, 2019). According to Salmi(2019), The selection of the Discovery learning model has several advantages, including (a) Teachers can use the Discovery Learning Model to improve skills in the cognitive process of students; (b) in this model, students can gain reinforcement of understanding, memory, and transfer because in the learning process the knowledge obtained is very personal and powerful; (c) students can solve problems; (d) students' mastery of concepts is getting better because students have more confidence in working together; (e) able to encourage students to play an active role and think intuitively so that they can formulate their hypotheses.

Based on the results of initial observations conducted at SMA Al-Muflihun Malang, which is a school at the Ulya level salafiyah Islamic boarding school (PKPPS), namely a salafiyah Islamic boarding school with a high school level equivalency education program. The observation results showed that teachers in the learning process of class 10 economics subjects still use the lecture method, and learning media only uses textbooks and modules. This condition impacts the interest of class 10 students in following the learning process, as seen from the number of students attending class. Especially when economics, especially the material on financial services institutions, requires understanding concepts and student involvement. On the other hand, the facilities at SMA Al-Muflihun are fairly inadequate, as evidenced by the availability of LCD projectors, audio sound systems, laptops, and whiteboards in the classroom. However, the available facilities can already support using ICT in learning. From the results of the observations carried out, the researcher then carried out the process needs analysis, and the results obtained showed that what is needed by teachers in the learning process is learning media for economic

subjects that contain elements of learning models. So this study aims to produce a Canva learning video media product based on the Discovery learning model on financial services institutions that is feasible and effective to use.

METHOD

The method used in this research is the R&D (Research & Development) method, which uses the Borg and Gall development model. (Sukmadinata, 2015). The use of the Borg and Gall development model is based on characteristics similar to those of the research conducted by Tarigan. (2015) and Yasa (2019), namely the development of video-based learning media. In the Borg and Gall study, there are 10 steps. Still, this study only used seven modified steps, including preliminary research, planning, initial product creation, preliminary field trials, primary product revision, main field trials, and operational product revision.

Preliminary research.

In the preliminary research stage, the researcher first conducted a literature study by reviewing previous research, followed by identifying needs, determining competency standards, and developing learning models. After that, the researcher conducted a pre-test on 10th-grade students to determine the level of students' understanding of the material on financial services institutions in the economy.

1. Planning

The planning stage involves determining the product design and conducting a product analysis linked to financial service institutions' learning materials. Furthermore, researchers create a script or material map, formulate the objectives of making learning media, core competencies, and basic competencies, and create evaluation instruments in the form of expert validation sheets and questionnaires.

2. Initial product creation

In the initial product creation stage, the researcher first creates a flowchart and storyboard, then continues by collecting images, animations, and supporting audio obtained through the recording process and using audio on the internet, then the editing process is carried out. The product is packaged in the form of a prototype which is used for preliminary field trials.

3. Preliminary field test

The preliminary field test stage was carried out by implementing a validation test by material experts, namely teachers in charge of economics subjects and lecturers who are experts in banking and non-bank financial institutions, and validation by learning media experts by educational technology lecturers.

4. Major product revision

At this stage, the researcher makes product improvements according to the suggestions and input of experts from the preliminary field trial process. This revision is based on analyzing validation questionnaire data and input from material and media experts.

5. Main field trial

After revising the main product, the researcher conducted a Canva learning media product trial with the Discovery learning model for 10th-grade students of SMA Al-Muflihun Malang. After

that, it was continued with a test of the product's effectiveness using a questionnaire sheet and conducting a post-test for students.

6. Operational product revision.

Operational product revision is carried out by analyzing data from the results of field trials and continuing with product revision based on those results. The operational product revision process is intended to further refine the media products that have been developed.

Data was collected through a semi-structured questionnaire for media validation, a video material validation form, and a pre-test and post-test for students to test their competency in using media that researchers had developed. The aspects measured in the validation questionnaire by material and media experts were ease of use, attractiveness of appearance, clarity of information presented, completeness of messages, and ease of understanding the sequence of messages presented. (Kustiawan et al., 2020).

Data analysis in the study used qualitative and quantitative data based on percentages. The data analysis stage was carried out in two for qualitative data carried out to analyze qualitative data collected from experts. Quantitative data uses the percentage obtained from the results of expert validation and data obtained from field trials conducted on 21 grade 10 students. The technique used in analyzing the data uses quantitative descriptive analysis with a measuring instrument using a Likert scale of 1 to 5. Then, the results are averaged to assess the quality of the Canva media product.

$$X = \frac{R}{N} \times 100\%$$

Where :

X = Expected value

R = Total score from items or questions answered correctly

N = Maximum score of the test

The following assessment criteria are written in Table 1 below:

Table 1. Assessment criteria

Mark	Criteria	Presentation
A	Very good	$81\% \leq X \leq 100\%$
B	Good	$61\% \leq X < 80\%$
C	Currently	$41\% \leq X < 60\%$
D	Not good	$21\% \leq X < 40\%$
E	Very Poor	$0\% \leq X < 20\%$

X = Empirical Score (Tarigan & Siagian, 2015)

To test the effectiveness of using Canva video learning media, pretest and posttest questions were used, and the results obtained were tested with the N-Gain Test.

$$N - Gain = \frac{Skor Posttest - Skor Pretest}{Skor Maksimal - Skor Pretest}$$

Table 2. Assessment criteria

Presentation	Criteria
$-1.00 < g < 0.00$	Decrease
$g = 0.00$	Stable
$0.00 < g < 0.03$	Low
$0.03 < g < 0.70$	Currently
$0.07 < g < 1.00$	Tall

(Hapsari & Zulherman, 2021)

RESULTS AND DISCUSSION

The results obtained from the study entitled "Using Canva Videos as an Alternative for Banking Learning: Lessons from Indonesia," which uses the Research and Development (R&D) research method with the Borg and Gall development model in the form of Canva learning video media, are the resulting product.

Feasibility Results for Canva Video Learning Media

In this study, validity tests were carried out on experts. Media and material experts. The validation process is carried out to test the product's feasibility while experienced experts in their fields carry out the validation process. The validation process is carried out to determine the feasibility and weaknesses of the Canva video learning media development product. The following are the results of the presentation of expert validation data analysis.

a. Media Expert Validation

Table 3. Media Expert Validation Results

Aspect	Indicator	Item No.	Average Presentation	Criteria
Media Layout	Attractive color combination	1	100%	Very good
	The suitability of the presentation of images and the material discussed	2		
	Using the Indonesian language following the Enhanced Spelling (EYD)	3		
	Suitability of language to students' level of thinking	4		
	Politeness in the use of language	5		
	Accuracy of dialogue/text with story/material	6		
	The image design gives a positive impression and attracts interest in learning.	7		
	The font used is clear and legible.	8		
	Matching display and background colors	9		

	Attractive image presentation	10		
	Animation/video related to the material.	11		
	The video sound used is clear	12		
	Between animation/video and sound	13		
Presentation	The presentation of video media supports students to engage in learning.	14	100%	Very good
	Between animation/video and sound	15		
Average			100%	Very good

Table 3. shows the results of media expert validation conducted by lecturers from the Educational Technology Department; the average overall percentage was 100% and showed the criteria of "very good." The media expert's criticism and suggestions were to add an element of the sign of the use of learning media intended for whom in the corner of the video. Furthermore, the researcher followed up on the media expert's input.

b. Subject Matter Expert Validation

Validation of material experts was carried out by two validators: the class X economics subject teacher and a material expert lecturer in banking and non-bank financial institutions.

Table 4. Teacher Material Expert Validation Results

Aspect	Indicator	Item No.	Average Presentation	Criteria
Content Eligibility	Completeness of materials reviewed from KD	1	86.66%	Very good
	Suitability of materials to learning objectives	2		
	Depth of material reviewed from KD	3		
	Accuracy of concept	4		
	Accuracy of problems and examples	5		
	Accuracy of drawings, diagrams, and illustrations	6		
	Use of illustrations of problems related to everyday life	7		
	Use of pictures and illustrations related to everyday life	8		
	Materials can increase students' interest in learning	9		
	Encourage curiosity	10		
	The learning methods presented clarify the material.	11		

	The method of delivering material in Canva videos can be effective in learning	12		
Presentation	Systematic presentation of material	13	80%	Very good
	Availability of sample questions and conclusions	14		
	The success of video learning media as the primary media in learning that is carried out	15		
	Availability of bibliography	16		
	Linkages between learning activities/sub-learning activities/paragraphs	17		
Language	Correctness of sentence structure	18	80%	Very good
	Ease of presentation of material for students to understand	19		
	Compliance with students' intellectual development	20		
	Correct grammar, spelling, and usage of terms	21		
Evaluation	Suitability of evaluation tools with KD	22	100%	Very good
	Suitability of evaluation tools with indicators	23		
	The question instructions are clear and easy to understand	24		
Average			86.66	Very good

Table 4. shows the results of expert validation of material conducted by the teacher of economics subject of class X, who obtained the average result of the overall percentage of 86.66%, which shows the criteria of "very good." The criticism and suggestions given by the media expert are to add real case examples in the deposit community and pictures of how to use financial instruments. Furthermore, input from the media expert is followed up by the researcher.

Table 5. Expert Validation Results of Expert Lecturer Material

Aspect	Indicator	Item No.	Average Presentation	Criteria
Content Eligibility	Completeness of materials reviewed from KD	1	75%	Good
	Suitability of materials to learning objectives	2		
	Depth of material reviewed from KD	3		
	Accuracy of concept	4		
	Accuracy of problems and examples	5		

	Accuracy of drawings, diagrams, and illustrations	6		
	Use of illustrations of problems related to everyday life	7		
	Use of pictures and illustrations related to everyday life	8		
	Materials can increase students' interest in learning	9		
	Encourage curiosity	10		
	The learning methods presented clarify the material.	11		
	The method of delivering material in Canva videos can be effective in learning	12		
Presentation	Systematic presentation of material	13	76%	Good
	Availability of sample questions and conclusions	14		
	The success of video learning media as the primary media in learning that is carried out	15		
	Availability of bibliography	16		
	Linkages between learning activities/sub-learning activities/paragraphs	17		
Language	Correctness of sentence structure	18	80%	Very good
	Ease of presentation of material for students to understand	19		
	Compliance with students' intellectual development	20		
	Correct grammar, spelling, and usage of terms	21		
Evaluation	Suitability of evaluation tools with KD	22	80%	Very good
	Suitability of evaluation tools with indicators	23		
	The question instructions are clear and easy to understand	24		
Average			77.75%	Good

Table 5. shows the results of expert validation of material conducted by expert lecturers in the field of bank and non-bank financial institutions, and an average overall percentage of 77.75% was obtained, which shows the criteria of "good." The criticism and suggestions given by the expert lecturer of the material are that the sub-section of the title be given a different frame or color, the discussion section be made more relevant to current economic conditions, the tempo of the voice-over should be accelerated, the display of the OJK explanation should be improved to be more attractive, the discussion command should be clarified. Furthermore, input from the material expert will be followed up by the researcher.

Product Trial Results

Field trials were conducted on class Table 6, which consisted of 21 students. At the field trial stage, data was produced that was used to measure the feasibility of the product developed by the researcher and assess the benefits generated by the product for its users. The results of the field test conducted by the researcher can be seen in Table 6.

Table 6. Student Response Validation Results

Aspect	Indicator	Item No.	Average Presentation	Criteria
Video View	The background display on the video has the appropriate color	1	85.85%	Very good
	Images and animations already represent the material	2		
	Clarity of images and animations	3		
	The font used is clear	4		
	The accuracy of the font size used	5		
	Narrator's voice	6		
	Sound of Music	7		
Interest	Canva media makes learning economics fun	8	89.81%	Very good
	The content on the video doesn't bore me	9		
	The content in the video is easy to understand	10		
	I paid close attention to the material in the video.	11		
	It's easier for me to understand the material if it's made like this	12		
	The content of the video makes it very interesting	13		
	I mastered the material after following the learning with Canva videos	14		
	I can answer the questions that are being asked.			
	The time used to understand the material is much faster if you use videos.			
	The material in the video refers to the book.			
Average			88.17%	Very good

Table 6. shows the results of student response validation on the video display aspect and the interesting aspect of the Canva video learning media obtained from the results of field trials. The overall average percentage was 88.17% and showed the "Very Good" criteria.

Effectiveness of Canva's Learning Video Media Products

To determine the effectiveness of using Canva video learning media for class X IPS students, questions were given at a pretest and a multiple-choice posttest of 10 questions. The technicalities of giving pretest questions were conducted before the trial learning process using Canva video learning media. Furthermore, after providing stimulation and showing learning videos, case studies were continued, which were found at the end of the video and followed up by students with the groups formed. At the end of the learning process, the researcher gave post-test questions to students. The results of the pretest and post-test trial learning can be seen in Table 7.

Table 7. Student Learning Outcomes Pretest-Posttest Trial

No	Name	Mark		N-Gain Value	Criteria
		Pretest	Posttest		
1	AFR	30	80	0.71	Tall
2	ADM	50	80	0.6	Currently
3	ADS	40	100	1	Tall
4	WHAT	50	70	0.4	Currently
5	ATA	50	70	0.4	Currently
6	ASPJP	70	80	0.33	Currently
7	BON	50	70	0.4	Currently
8	DFP	40	80	0.66	Currently
9	EOY	50	70	0.4	Currently
10	FRF	50	80	0.6	Currently
11	FDR	60	80	0.5	Currently
12	MA	50	80	0.6	Currently
13	MAYBE	70	80	0.33	Currently
14	MRA	60	80	0.5	Currently
15	RR	50	90	0.8	Tall
16	RDP	20	80	0.75	Tall
17	SA	40	70	0.5	Currently
18	SABS	40	80	0.66	Currently
19	SIC	50	70	0.4	Currently
20	TSY	40	80	0.66	Currently
21	VABB	50	70	0.4	Currently
Average				0.55	Currently

Table 6. shows the results of student learning in the pretest-posttest trial, with an overall average score of 0.55% and the "Moderate" criteria.

The product of development produced in this study is a Canva video learning media based on the Discovery Learning learning model used in the material on financial services institutions in the economy of class X of SMA Al-Muflihun Malang. The learning video developed is designed to help students think critically and exploratively and conclude the scientific actions taken; this follows the main objective of the Discovery Learning learning model. (Fajri, 2019). The elements in the learning video contain images, illustrations, audio narration, and back sound, and they are supported by examples of everyday cases related to financial services institutions. The selection of the Borg and Gall model was made because the model is systematic and follows the conditions of

the subject and the field. The Borg and Gall model contains steps that aim to create products with eligibility standards and following student conditions. (Yasa, 2019). In line with that, Marta(2018)also revealed that the Borg and Gall development model has a systematic system that can be modified to create flexibility in the model's application according to the selection of needed media and development.

The Borg and Gall model used has been modified into seven stages: 1) preliminary study, in the form of identifying needs, determining competency standards, learning models, and Pre-test, 2) planning, in the form of determining product design, conducting product analysis related to financial services institution learning materials, 3) initial product creation, carried out by creating a storyboard and narrative script then continued by collecting supporting images, videos and audio and then the editing process is carried out, 4) preliminary field testing, carried out by carrying out validation by economics subject teachers and media expert lecturers and material expert lecturers, 5) primary product revision, this stage is a follow-up to the input provided by the validator on the media being developed, 6) main field trial, after a series of validation and revision processes carried out then continued by conducting a field trial to 21 grade X students of Al-Muflihun High School and at the end of the trial process, student response questionnaires and Post-test questions were given, 7) final product revision, the results of the entire series of field trial processes were then analyzed and followed up by researchers in order to perfect the product being developed.

The Borg and Gall model, as expressed by the custodian(2020), successfully developed media that has the advantages of being attractive, flexible, and easy to apply to students. Tarigan(2015) also expressed that using the Borg and Gall development model produces interactive learning media and provides opportunities for students to play an active role in the learning process. Utami(2015)also explained that using the Borg and Gall development model can produce innovative, effective, collaborative learning media products. In line with that, the use of the Borg and Gall model is considered to be following the learning model applied to the learning video media, namely the Discovery Learning model, which emphasizes students play an active, creative, collaborative role and can link concepts, meanings, and relationships into a conclusion. (Wahjudi, 2015). In addition, the Discovery learning model also increases student effectiveness in the learning process, thereby increasing student learning outcomes. (Ana, 2019). Salmi also expressed the same thing(2019)that the Discovery learning model is a learning model that requires students to be actively involved in discovering concepts or principles that they do not yet know.

The next aspect is the media validation results by media experts on the Canva video learning media based on the learning model. *Discovery learning for financial services institution material shows the validity of the feasibility of the media aspect in the form of video display and presentation, obtained a percentage of 100%, and showed the criteria of "very good."* The results obtained mean that the media developed in this study have met the requirements in the aspect of media quality in the form of the use of color, images/animation, language, audio, and fonts, as well as the presentation aspect in the form of student involvement and media appearance and all of these aspects are worthy of being taught to students. The revision was to provide writing on the use and material on the display in the side corner of the learning video media.

ResultsValidation by material experts was carried out by the subject teacher of economics for grade 10 at the high school studied and expert lecturers in the field of material on banking and non-

banking financial institutions. In the review carried out by the subject teacher, the results of the material validity were 86.66% and showed the criteria of "very good." The revisions must include real case examples in the deposit community and images of how to use financial instruments. While the results of the validation of expert material, expert lecturers get the results of the material validity of 77.75% and show the criteria of "good." The revisions that must be made are in the sub-title section to be given a different frame or color, in the discussion section to be made more relevant to the current economic conditions, the tempo of the voice-over should be accelerated, the display of the OJK explanation should be improved to be more attractive, the discussion command should be clarified. Furthermore, input in the form of criticism and suggestions from material experts is followed up by researchers to improve the media before being tested. The results of the validation by material experts have meant that the Canva video learning media for financial services institution materials has met the requirements for the aspect of content suitability in the form of the suitability of the material in the video with the book, presentation aspects, language aspects and evaluation aspects contained in the learning video.

A learning media is said to be effective and suitable for use if it can provide stimulation to students; this is to improve student learning outcomes (Kustiawan et al., 2020). This follows the results of the research conducted at the stage field trials conducted on 10th-grade students with 21 students. A student response questionnaire (student responses) was given regarding media use, and the validity results were 88.17%, which showed outstanding criteria. Obtaining these results means that the video display aspect and the media interest aspect for students have demonstrated that it is feasible for students to use in the learning process.

Meanwhile, to test the effectiveness of using Canva video learning media, a Pre-test and Post-test were conducted on 21 students, and then the Pre-test and Post-test results were tested using the N-Gain Value Test. The N-Gain Value Test measures an increase in students' understanding of concepts. (Hafsah et al., 2016). According to Wahyuni (2016), the N-Gain value test was carried out to test the differences in learning outcomes before and after the use of the learning model. Based on the results carried out at the N-Gain test stage, data was obtained with an average student score of 0.55, which is included in the "Moderate" category, so from the results, it can be said that the use of Canva video learning media based on the Discovery Learning model for financial services institution material can improve student learning outcomes and achievements. The results of this study align with research conducted by Ponza (2018), which revealed that the use of animated video learning media significantly influences student learning outcomes. Other research conducted by Hapsari (2021) shows the effectiveness of using Canva-based learning media can increase student motivation and learning. Similar things were also expressed by Suci Lestari & Sujana (2021), who stated that using learning videos based on the Discovery Learning model is suitable for the learning process.

Overall, the results obtained in this study show that the Canva video learning media for the subject of economics of financial services institutions is feasible for teachers to apply in the learning process. In addition, the use of this media has also proven effective in improving student learning outcomes compared to only using PowerPoint media or learning books.

CONCLUSION

The accuracy of media selection and learning models can affect students' interest in following the learning process. The final result of this study is the product of the development of Canva video learning media based on the Discovery Learning model validated by media experts, lecturer material experts, and teacher material experts, as well as the results of student response validation and N-Gain value tests. The development results indicate that the media is feasible and effective in the economics of financial services institutions for class 10 of Al-Muflihun High School. This is based on the results of the validation evaluation: media experts gave a score of 100% (outstanding), lecturer material experts gave a score of 77.75% (good), teacher material experts gave a score of 86.66% (incredible), student response validation results of 88.17% (outstanding), and the results of the N-Gain value test used to measure the effectiveness of media use were 0.55 (moderate).

Based on the development results, it is recommended that Canva video learning media based on the Discovery Learning learning model be disseminated and utilized by teachers and schools in the learning process. However, despite this, there are limitations to this study, namely the scope of the research, which was only conducted at Al-Muflihun High School, which other researchers can follow up to conduct studies and improvements to the products developed by researchers in the future.

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