

DEVELOPMENT OF CANVA APPLICATION-BASED ANIMATION VIDEO LEARNING MEDIA IN LEARNING SHORT STORY WRITING SKILLS FOR GRADE V STUDENTS OF UPT SD NEGERI 16, BINAMU DISTRICT, JENEPONTO REGENCY

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Abstract

This study aims to: (1) design a prototype of animation video media based on the Canva application to enhance short story writing skills among fifth-grade students at UPT SD Negeri 16 Binamu District, Jeneponto Regency; (2) develop a valid instructional media product; (3) produce a practically applicable learning media; and (4) analyze the effectiveness of the Canva-based animation video media. This research uses the Research and Development (R&D) method with the ADDIE development model. The sample consisted of 25 fifth-grade students selected using a saturated sampling technique. The data analysis techniques included both qualitative and quantitative data. The results showed: (1) the animation video media product was successfully developed; (2) it was declared highly valid with a feasibility score of 98; (3) it was considered highly practical based on a 100% implementation score by the class teacher; and (4) it was highly effective, with learning outcomes increasing from 64% in the first meeting to 84% in the third meeting. Therefore, the Canva-based animation video media is valid, practical, and effective for enhancing elementary students' short story writing skills.

Keywords: Animation Video Media, Canva Application, Short Story Writing Skills

Abstrak

Penelitian ini bertujuan untuk: (1) menyusun prototipe media video animasi berbasis aplikasi Canva dalam meningkatkan keterampilan menulis cerpen siswa kelas V UPT SD Negeri 16 Kecamatan Binamu Kabupaten Jeneponto; (2) mengembangkan media tersebut agar memenuhi kriteria validitas; (3) mengembangkan media yang praktis digunakan dalam pembelajaran; serta (4) menganalisis efektivitas media video animasi berbasis Canva dalam meningkatkan keterampilan menulis cerpen. Penelitian ini merupakan penelitian dan pengembangan (R&D) dengan model ADDIE. Sampel penelitian ini adalah seluruh siswa kelas V yang berjumlah 25 orang, menggunakan teknik sampling jenuh. Teknik analisis data meliputi data kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa: (1) media video animasi berbasis Canva berhasil dikembangkan sebagai produk pembelajaran; (2) media dinyatakan sangat valid dengan skor kelayakan 98; (3) media sangat praktis dengan skor keterlaksanaan pembelajaran 100 menurut guru kelas; dan (4) media sangat efektif dengan peningkatan hasil belajar dari 64% pada pertemuan pertama menjadi 84% pada pertemuan ketiga. Dengan demikian, media video animasi berbasis Canva layak digunakan dalam pembelajaran keterampilan menulis cerpen siswa sekolah dasar.

Kata kunci: Media Video Animasi, Aplikasi Canva, Keterampilan Menulis Cerpen

INTRODUCTION

Technology-based learning is now an integral part of the world of education. Along with the development of information and communication technology, the teaching and learning process has also transformed from a conventional system to a digital one. This change provides an opportunity for educators to innovate in creating learning that is engaging, effective, and in accordance with the needs of 21st-century students (Kristiawan, 2019). Technology is not only a complement, but has become the main tool in improving the quality of education. Law Number 20 of 2003 concerning the National Education System Article 3 emphasizes that education functions to develop abilities and form the character and civilization of a dignified nation. This aims to develop the potential of students to become human beings who have faith and piety, noble character, health, knowledge, capability, creativity, and responsibility. These values are in line with the teachings in QS. Al-'Alaq verses 1–5, which show the importance of reading and learning as the basis for the development of civilization and science. The success of the learning process is highly dependent on the role of teachers in designing learning that suits the characteristics of students. Teachers are expected to be able to create an active and creative learning atmosphere through the use of innovative learning media. Interesting learning media can increase students' motivation and interest in learning, especially in lessons that require thinking and creative skills, such as writing (Wahyuningtyas, 2020).

Unfortunately, based on the results of observations made on August 29, 2024, in class V UPT SD Negeri 16, Binamu District, Jeneponto Regency, it was found that the learning process of short story writing skills is still carried out conventionally. Teachers only use packaged books as the only learning resource, without utilizing learning media that support the process of developing students' creativity. As a result, students have difficulty expressing their ideas independently. Of the 25 students, only 12 (48%) managed to achieve the Minimum Completeness Criteria (KKM) score of 70, while the rest (52%) were still below the KKM.

One of the essential language skills that students need to master is writing short stories. This skill not only trains students to express their ideas and thoughts in written form but also helps sharpen their creativity, imagination, and critical thinking abilities. However, in reality, students' short story writing skills are still relatively low. This limitation is caused by various interrelated factors, both from teachers and students. In general, teachers still employ monotonous teaching methods that lack variety and tend to be lecture-based or one-way. As a result, students are less motivated to actively engage in the learning process. This condition impacts the development of students' imagination as well as their ability to produce complete and appealing literary works.

Teachers, as facilitators of learning, should be able to create a learning atmosphere that is enjoyable, engaging, and interactive. Unfortunately, many teachers have not yet utilized learning media that align with students' characteristics. In fact, creative and innovative learning media can provide a richer and more meaningful learning experience. A common issue that arises is teachers' reliance on textbooks and verbal explanations without

integrating visual, audio, or interactive elements. This often leads students to feel bored, as learning is conducted in a one-way manner, making their participation very low. Students play the role of passive listeners and are rarely given opportunities to independently create and express their ideas.

Such conditions certainly hinder the achievement of Indonesian language learning goals, particularly writing skills. Writing is different from other language skills such as reading or speaking. Writing requires more complex thinking skills, as students must be able to organize ideas, choose words, pay attention to sentence structures, and present storylines that are logical and engaging. Therefore, teaching writing cannot rely solely on lectures or assignments without proper guidance and supporting media. Students need to be facilitated with strategies and media that encourage active participation, spark curiosity, and foster motivation to write creatively.

One alternative medium that can be utilized to address these challenges is the use of animated videos created through the Canva application. Canva is an online graphic design platform that offers a wide variety of attractive and user-friendly templates. This application enables teachers to design learning media that combine text, images, animation, and sound, making the learning process more vivid and enjoyable. Through animated videos made in Canva, teachers can present short story writing materials with more visual, interactive, and communicative displays. This is in line with Tanjung (2019), who explained that Canva can assist teachers in creating effective learning media due to its appealing design features and ease of use.

Furthermore, research conducted by Hapsari and Zulherman (2021) revealed that Canva-based animated video media can improve student motivation and learning achievement. This indicates that the use of Canva does not only make learning more interesting but is also proven to be effective in encouraging active student participation and supporting better learning outcomes. Motivation is a crucial factor in the learning process, especially in short story writing, which demands creativity and effort. With the presence of attractive animated media, students are more encouraged to enthusiastically participate in the learning process, pay attention to the material, and engage in writing activities.

The use of Canva-based animated videos in teaching short story writing offers several advantages. First, this medium accommodates different learning styles. Some students understand more easily through text, others respond better to images, and some are more engaged with audio. By combining all three elements, animated videos can address diverse learning styles, allowing all students to better comprehend the material. Second, animated media creates contextual learning experiences. Teachers can design illustrated stories or short animations relevant to students' daily lives, making them feel more connected to the material. This facilitates students in expressing their personal experiences or creative ideas in written form.

Third, animated media stimulates students' imagination. The visual elements shown in animations can trigger new ideas for developing characters, plots, and settings. Students

no longer feel confused when asked to write because they already have a visual reference to inspire them. Thus, animated videos act as a bridge between visual experiences and writing skills. Fourth, Canva as an application is relatively easy to use and does not require advanced technological skills. Teachers can quickly create suitable learning videos, while students can also be involved in creating simple animations as part of the learning process. This involvement fosters a sense of ownership and increases students' motivation to write.

Moreover, integrating Canva-based animated videos into writing lessons aligns with 21st-century learning demands, which emphasize creativity, collaboration, communication, and the use of technology. Learning is no longer limited to knowledge transfer from teacher to student but also focuses on developing critical and creative thinking skills. Through animated media, students not only learn how to write short stories but also enhance their digital literacy skills—learning how to use technology to support learning. This is highly important, considering that today's generation lives in a digital era that requires adaptability to technological tools.

The implementation of Canva-based animated media in short story writing can be carried out in several ways. First, teachers can prepare examples of short stories presented in animation. For instance, a short video could illustrate characters, settings, and conflicts. After watching, students are asked to continue the story or create their own versions. Second, teachers can assign group projects where students create simple animations using Canva and then write short stories based on those animations. This activity not only develops writing skills but also encourages students to engage in creative processes using technology. Third, animations can be used as initial stimuli before writing. For example, showing animated scenes of daily life, natural events, or social phenomena familiar to students, followed by writing tasks based on the animation.

This strategy has been shown to increase student interest, motivation, and learning outcomes. Students who were previously passive become more active because they find learning more enjoyable and relevant to their world. They no longer merely listen to the teacher's explanations but are directly involved in creative activities. This approach aligns with constructivist learning theory, which positions students as active subjects who build their knowledge through experience. Teachers act as facilitators providing meaningful learning experiences, while students independently develop their skills and knowledge. In the context of short story writing, Canva-based animated media provides space for students to explore ideas, create, and learn writing in a more meaningful way.

In addition to improving writing skills, animated media also fosters students' confidence. Many students struggle or feel anxious when asked to write short stories because they worry their work will not be good enough. With the stimulus of engaging animations, students feel supported and inspired. This initial inspiration boosts their confidence to write. Confidence is vital, as it influences students' willingness to try, create, and

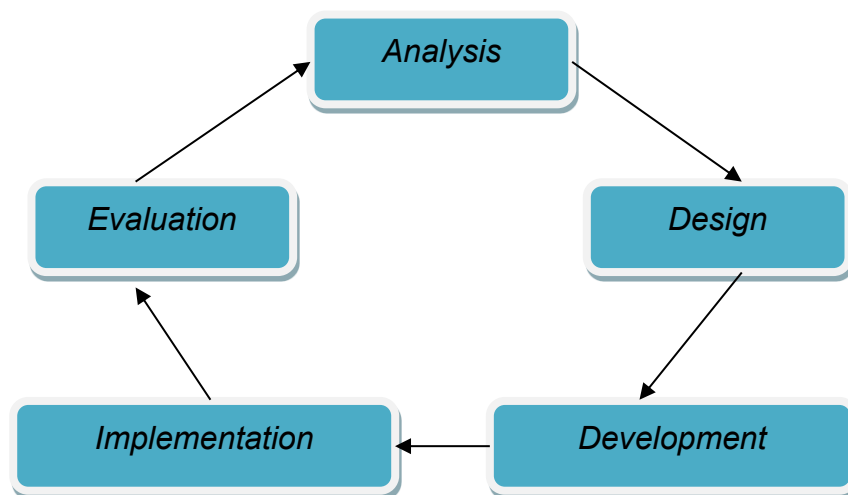
innovate. Without confidence, students tend to hesitate or even give up before attempting to write.

Based on the above discussion, it is evident that Canva-based animated video media holds great potential in improving students' short story writing skills. This medium addresses many existing problems, from low motivation, boredom, and limited participation, to a lack of creativity in writing. By integrating visual, text, and audio elements, the media can capture students' attention, motivate them, and facilitate active involvement in learning. Furthermore, Canva is highly relevant to the needs of 21st-century education, which emphasizes technological proficiency, creativity, and digital literacy. Therefore, teachers are encouraged to be more innovative in utilizing technology, one of which is Canva, so that the process of teaching short story writing becomes more effective, engaging, and meaningful.

METHOD

This research is a type of research and development (R&D) that aims to produce a learning media product in the form of an animated video based on *the Canva* application, as well as test the level of validity, practicality, and effectiveness in improving short story writing skills. The development model used is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which consists of five main and systematic stages. This model was chosen because it provides a comprehensive framework in the process of designing and evaluating learning products.

Figure 1. ADDIE Development Model Steps



Source: (Cahyadi, 2019)

The population in this study is all students of class V UPT SD Negeri 16, Binamu District, Jeneponto Regency, with a total of 25 students. Because the population is not large, a saturated sampling technique is used, where all members of the population are used as research samples. The sample consisted of 13 male students and 12 female students. Data was obtained from the implementation of development and implementation of animation video learning media in the class. The development procedure in this study follows the

ADDIE stages. The first stage is *analysis*, which is carried out by identifying problems in learning to write short stories through observation, interviews with teachers, and curriculum studies. This analysis includes media needs, learning objectives, user characteristics, and effective delivery systems. The second stage is *design*, which includes the preparation of learning outcomes, storyboard development, and planning of evaluation instruments. The initial prototype was compiled in the form of a storyboard and then turned into an animated video using *the Canva* app.

The third stage is *development*, which is the media production process based on the design that has been made. The media products that have been developed are then validated by two experts, namely material experts and media experts. This validation aims to assess the suitability of the content of the material, visual design, audio, and overall media function. Based on input from experts, formative revisions were carried out so that the media produced met the eligibility standards. Furthermore, the implementation stage was carried out, where the media was tested in two stages, namely a small group trial involving 6 students, and a field trial involving all grade V students as the main respondents. Teachers are involved as facilitators in the implementation of learning using animated video media.

The final stage is *evaluation*, which is carried out to assess the effectiveness of media based on student learning outcomes and responses to media use. This evaluation includes the collection of qualitative and quantitative data through instruments in the form of questionnaires, tests, and observation sheets. Validation instruments are given to experts to assess aspects of the appearance, design, content of the material, language, and audio-visual media. Meanwhile, a questionnaire was given to teachers and students to measure the attractiveness, ease of use, and benefits of media in learning. In addition, a short story writing skill test was also carried out before and after the use of media to assess the improvement of student learning outcomes. This research is a type of research and development (R&D) that aims to produce a learning media product in the form of an animated video based on *the Canva* application, as well as test the level of validity, practicality, and effectiveness in improving short story writing skills. The development model used is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which consists of five main and systematic stages. This model was chosen because it provides a comprehensive framework in the process of designing and evaluating learning products.

RESULTS AND DISCUSSION

This study aims to develop an animation video learning media based on *the Canva* application and measure the level of validity, practicality, and effectiveness in improving the short story writing skills of grade V students of SD Negeri 16, Binamu District, Jeneponto Regency. Data analysis was carried out based on four main aspects, namely prototype design, validity, practicality, and effectiveness of learning media.

1. Canva App-Based Animated Video Media Prototype

This animated video media, based on the Canva application, was developed using *Research and Development* (R&D) with the ADDIE model, which has 5 parts of the research process, including analysis, design, development, implementation, and evaluation. The stage of analyzing the needs of teachers and students, where students and teachers in learning to write short stories carried out in class V have not used any media, so that the skills of writing short stories in the class are still low. This is because (1) teachers have not used the right learning media where learning media is only displayed in the classroom so that students are less enthusiastic and less enthusiastic in learning to write short stories and make the learning results obtained by students low, (2) students are bored because the teacher only delivers material and then gives them assignments, (3) students feel like they want to quickly leave the classroom to play, (4) learning is still centered on the teacher so that student activities are low and do not develop. This is because teachers have not maximized and applied the right learning media so that students have difficulties in developing ideas and ideas, and in the end, students only emulate existing short stories. Design planning stage, at this stage, the researcher makes a design according to the material that has been modified by the researcher. It is continued at the development stage, where, after the animation video media is designed, it is followed by a validation test of materials, media, and language. If the presentation gets 81-100% results, the criteria obtained are very valid. Based on the presentation, it was found that the animated video media developed on the Canva application obtained very valid results.

The implementation stage of animated video media that has been developed and tested for validity is then tested to determine the validity value of animated video media and students' responses to animated video media. The trial was carried out in class V. The student response obtained showed students' interest in animation video media based on the Canva application, and it was also seen that students were enthusiastic when using animation video media. Filling out the student response questionnaire sheet, there were 12 statements about animation video media based on the Canva application, where the trial obtained a percentage of 97%. If the percentage is 81-100%, then the criteria obtained are very interesting. And it can be seen that the animated video media developed on the Canva application is an interesting medium and worth using. The evaluation stage of the explanation above, where the trial and validity test get very valid, feasible, and interesting scores for students, so that the animation video media based on the Canva application that has been developed can improve students' skills in short story writing skills in class V UPT SD Negeri 16, Binamu District, Jeneponto Regency. The benefits of using animated video media based on the Canva application, which has been developed based on student responses, include that students can be more active in learning, as evidenced by the positive feedback that occurs during the learning process.

2. The Validity of Canva App-Based Animated Video Media

The media produced in this study is an animation video media based on the Canva application developed on the Indonesian subject of short story writing skills in class V, UPT SD Negeri 16, Binamu District, Jeneponto Regency. Animated video media is

created on the Canva app. The validity test of the development of animated video media was obtained from the results of the validation of teaching modules, media, and materials.

a. Teaching Module Validation Results

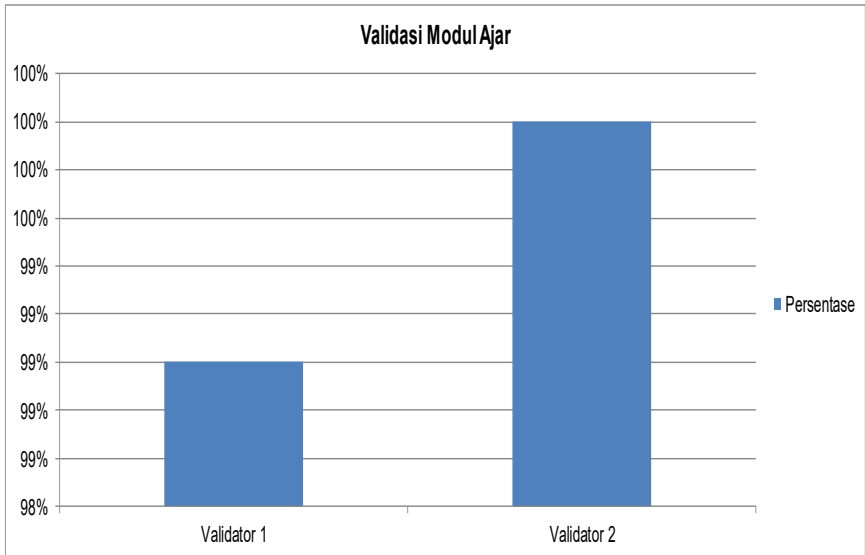
Validation of the teaching module obtained from the media expert validation questionnaire, containing indicators that refer to the validity and feasibility aspects of the media display developed. The animation video media based on the Canva application was validated by a lecturer at the University of Muhammadiyah Makassar. The media validation process was carried out in March 2025, together with 2 expert validators. The results of the validation of the teaching module can be seen in the following table:

Table 1. Teaching Module Validation Results

N O	VALIDATO R 1	INDICATO R NUMBER	TOTA L SCOR E	VALIDATO R 2	INDICATO R NUMBER	TOTA L SCOR E
1	Excellent	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1j, 1k, 1l, 1m, 1n, 1o, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 4a, 4b	108	Excellent	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 1n, 1o, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 4a, 4b	112
2	Good	1i	3	Good	-	-
3	Enough	-	-	Enough	-	-
4	Bad	-	-	Bad	-	-
TOTAL			111			112
PERCENTAGE			99%			100%
ASSESSMENT CRITERIA			Highly Worth It		Highly Worth It	

Source: Module Validation Results 2025

Figure 1. Validation of Teaching Modules



The results of the validation of the teaching module obtained a percentage of 99% for expert validator 1 with the very feasible category, and 100% for expert validator 2 with the very feasible category. It is known from the animation video media based on the Canva application in attracting students' attention, so that it can improve students' skills in short story writing in Indonesian subjects.

b. Media Validation Results

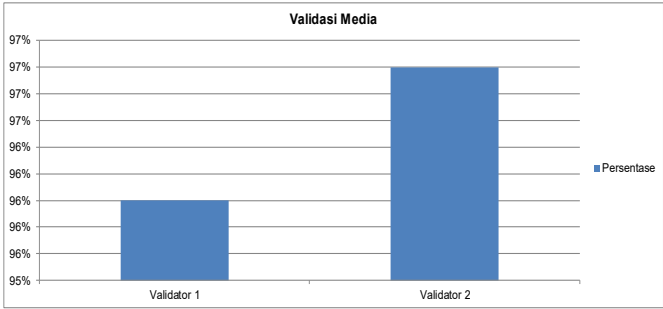
Media validation obtained from a media expert validation questionnaire containing indicators that refer to the validity and feasibility of the display of the developed media. The animation video media based on the Canva application was validated by a lecturer at the University of Muhammadiyah Makassar. The media validation process was carried out in March 2025, together with 2 expert validators. The results of media validation can be seen in the following table:

Table 2. Media Validation Results

N O	VALIDATO R 1	INDICATO R NUMBER	TOTA L SCOR E	VALIDATO R 2	INDICATO R NUMBER	TOTA L SCOR E
1	Excellent	1a, 1b, 1c, 2a, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4c, 5a, 5b	56	Excellent	1b, 1c, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 5a, 5b	60
2	Good	2b, 2c, 4b	9	Good	1a, 2c	6
3	Enough	-	-	Enough	-	-
4	Bad	-	-	Bad	-	-
TOTAL			65	66		
PERCENTAGE			96%	97%		
ASSESSMENT CRITERIA			Highly Worth It		Highly Worth It	

Source: Media Validation Results 2025

Figure 2. Media Validation



The results of the media validation obtained a percentage of 96% for expert validator 1 with the very feasible category, and 97% for expert validator 2 with the very feasible

category. It is known from the examples of explanations in the animation video media based on the Canva application that have been relevant to the competencies that must be mastered by students who have been in accordance with the curriculum.

d. A recapitulation of the percentage of the eligibility score for animated video media based on the Canva application

The recapitulation of the percentage of Canva-based animated video media eligibility score from module expert validators, media experts, and subject matter experts can be seen in the following table:

Table 4. Eligibility Aspect Score Percentage Recapitulation

NO	ASPECTS	VALIDATOR 1		VALIDATOR 2	
		Percentage Score	Information	Percentage Score	Information
1	Teaching Module	99%	Highly Worth It	100%	Highly Worth It
2	Media	96%	Highly Worth It	97%	Highly Worth It
3	Material	98%	Highly Worth It	96%	Highly Worth It
AVERAGE		98%	Highly Worth It	98%	Highly Worth It

Source: Results of the 2025 Eligibility Score Percentage Recapitulation

Based on the results of the recapitulation, it shows that the average percentage of the score of the feasibility aspect obtained a percentage of 98% from expert validator 1 with the very feasible category, and 98% of expert validator 2 with the very feasible category.

3. The practicality of Canva's App-Based Animated Video Media

The practicality test aims to measure the ease of use of *animated video media based on the Canva application*. This is measured using an observation instrument for the implementation of *animated video media based on the Canva application*.

a. Implementation observation using the Canva application-based animation video media

Observation of the implementation of learning using animation video media based on the Canva application for Indonesian subjects on the short story writing skills of grade V students of UPT SD Negeri 16, Binamu District, Jeneponto Regency, was observed by the teacher of class V. Observer observed the implementation of learning using the Gutman assessment scale namely the choice of Yes and No answers. Yes, if it is implemented, and No if it is not implemented, the scores and criteria obtained can be seen in the table below:

Table 5. Results of Observation of Learning Implementation

OBSERVER	SCORE	CRITERION
GRADE V TEACHER	$16/16 \times 100 = 100$	Highly Valid

Based on the results of observer observations in the table above, overall, the implementation of learning was declared very appropriate/very good. The results of the observer, who is a class V teacher, stated that the implementation of learning obtained a

score of 100. So, based on the scale of assessment of the qualifications, the implementation of learning is stated to be very practical.

b. Teacher's Response

The teacher's response to the practicality of using the Canva application-based animation video media on short story writing skills in the Indonesian subject class V UPT SD Negeri 16 Binamu District, Jeneponto Regency, was assessed by the teacher, who is a class V teacher. That is, the choice of answers is very practical, practical, impractical, and very impractical. The scores and criteria can be seen in the table below:

Table 6. Results of the Teacher's Response Practical Questionnaire

RESPOND	SCORE	CRITERION
GRADE V TEACHER	34/36 x 100 = 94	Very Practical

Based on the results of the teacher's response to the practicality of the Canva application-based animation video media in the table above, it can be seen that overall, the teacher's response to the practicality was stated to be very practical. The results obtained from grade V teachers stated that the animation video media based on the Canva application is very practical, with a score of 94.

4. The Effectiveness of Canva's App-Based Animated Video Media

The effectiveness test aims to find out the extent of the effectiveness of *the Canva application-based animation video media* on short story writing skills in Indonesian subjects class V, UPT SD Negeri 16, Binamu District, Jeneponto Regency, in its use.

a. Student Response

The student response questionnaire is needed to see the effectiveness of the use of animated video media based on the Canva application on short story writing skills in Indonesian subjects in class V, UPT SD Negeri 16, Binamu District, Jeneponto Regency. A total of 18 respondents were students from class V of UPT SD Negeri 16, Binamu District, Jeneponto Regency. The results of the students' responses can be seen in the table below:

Table 7. Student Response Survey Results

RESPOND	SCORE	CRITERION
GRADE V STUDENTS	1180/1200 x 100 = 98	Highly Effective

Based on the results of students' responses to the effectiveness of the use of animation video media based on the Canva application on short story writing skills in Indonesian subjects in class V, UPT SD Negeri 16, Binamu District, Jeneponto Regency in the table above, it can be seen that overall, students' responses to effectiveness were declared very effective. The results obtained from grade V students stated that the animation video media based on the Canva application was very effective in learning, with a score of 98.

b. Test Results

The Canva app-based animated video media trial aims to see the effectiveness of using Canva's app-based animated video media. The group trial was conducted on 25 students from class V. The results of the student trial can be seen in the table below:

Table 8. Results of Short Story Writing Skills Test

CLASS	PROCUREMENT		
	Meeting I	Meeting II	Meeting III
V	64%	80%	84%

Based on the table above, it can be seen that there was an increase in each meeting, where in meeting I, the score obtained was 64%, there was an increase in meeting II, where meeting II the score obtained was 80%, and the increase in meeting III the score obtained was 84%. So it can be concluded that the use of animated video media based on the Canva application in learning short story writing skills for grade V students of SD Negeri 16, Binamu District, Jeneponto Regency is very effective.

CONCLUSION

Based on the results of the research and development that has been carried out, it can be concluded that the animated video learning media based on *the Canva application* that has been developed has proven to be suitable for learning short story writing skills for grade V elementary school students. This media was declared very valid based on the results of the recapitulation of assessments from module, media, and material experts who showed an average score of 98%, thus meeting the qualification of "very feasible". In addition, this media was also stated to be very practical with the implementation of learning, reaching a maximum score of 100% based on the observation of the class teacher, and obtaining a practicality score of 94% according to the teacher's response. In terms of effectiveness, this animated video media was able to significantly improve students' short story writing skills, as evidenced by the students' response score of 98% and an increase in learning outcomes from 64% at the first meeting, to 80% at the second meeting, and again to 84% at the third meeting. As such, Canva's app-based animation video learning media *is* not only valid and practical, but also effective in improving the short story writing skills of elementary school students.

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