

The Application of Ai-Based Audio-Visual Learning Media To Student Learning Interest In The Subject of Islamic Cultural History In Madrasah Ibtidaiyah

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ABSTRACT

In the digital era the learning process is directed to computerization such as the application of Competency-Based National Assessment (ANBK) all schools have implemented computerization as well as MI Azizan Palembang has started the learning process and assessment using computer media, the purpose of this study was carried out to determine the Application of Interactive Video Learning Media at Madrasah Ibtidaiyah Azizan, the Effect of Application of Interactive Video on Student Learning Interest, the research method in this study used an experimental method with a pre-test post test design, data collection techniques in this study using questionnaires, interviews and documentation, data analysis techniques carried out with simple linear regression. The research uses validity, reliability, and hypothesis testing, the results of the study, the learning process at MI Azizan has been running properly, from the results of the calculation of the simple regression test shows the significance value of $0.000 < 0.05$. so it can be concluded that the media used has a significant effect in developing students' learning interest. meaning that H_a which reads "audio-visual media has an effect on developing students' learning interest" has been proven. And from the output the R Square value is 0.915. This means that the effect of audio-visual media in developing students' interest in learning at MI Azizan Palembang is 91.5% and 8.5% is influenced by other variables not examined in this study.

Keywords: Interest, Learning Media, Islamic Education

A. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have knowledge, emotional and spiritual intelligence (Hidayah et al., 2020). A good learning process needs to begin with careful and thorough planning. The planning can be seen from the aspects of strategies, methods, teaching materials, learning media, or other aspects that support the learning process (Nyoman Parwati, 2018). Learning media is an important factor in the learning process as well as a learning resource that can help teachers broaden students' horizons through various types of learning media. The use of interesting learning media can foster students' interest in learning new things, so that learning can be more easily understood (Hidayah & Ulva, 2017).

Knowledge in the field of computer-based information is currently growing rapidly. The utilization of information technology in education can be used as educational media, information sources, and learning systems (Zaini et al., 2021). One example of the utilization of technology is the use of video media that can help educators simplify, encourage, and accelerate learning. Teaching materials that are easy to understand will make students more interested, happy and can increase student interest in the learning process (Hamzah et al., 2021). The existence of media or learning aids has been recognized as having a positive contribution to children's education. As a result, it is important that media is created based on their needs, and one of the basic objectives of education is to lay the foundations of intelligence, knowledge, noble character, character, and skills for independent living (Handayani et al., 2021).

In general, Religion lessons are often considered boring lessons that are ultimately considered unimportant by students. What often happens is that teachers teach in a conventional/traditional way where the teacher only lectures according to the contents of the package book then gives assignments to students. Students in this process are only passively listening and there is almost no dialog, ideally the lesson should be fun which means that learning should be interesting for students and students are challenged to follow a series of lessons (Muhamad Afandi et al., 2020). Aspects contained in PAI lessons, exemplary attitudes of outstanding Islamic figures which can be related to social and cultural life, politics, economics, science and technology (Razi Salim, 2014).

Based on the results of interviews and observations at MI Azizan Palembang, it was found that in the teaching and learning process in the classroom, teachers were accustomed to not using

technology-based learning media. In this age of technological development, of course, the use of technology-based media should be applied in teaching and learning activities, especially lessons with historical content which are in fact difficult to absorb by students. The role of video learning media is considered capable of helping educators in achieving learning objectives in the classroom. Teachers must be able to innovate learning along with changes and developments in technology both in terms of hardware, software and other technologies in planning learning media (Riska et al., 2019). One of the video learning media that can be developed by an educator is the use of Canva application. Canva is an online design program that provides various tools such as presentations, resumes, posters, brochures, booklets, graphics, infographics, banners, bookmarks, newsletters, by providing a variety of attractive features, as well as creating efficiency in the learning process (Garris Pelangi, 2020). As a technology-based application, Canva provides a learning space for every teacher and student to complete a lesson. Canva offers many interesting templates to engage students in the learning process, both as presentations, posters, and educational videos that are useful for increasing understanding in learning for students in Islamic Education Knowledge subjects in elementary schools. the use of this canva application is intended to develop video media that can help teachers at SD Negeri 184 Palembang in providing learning to students in the Let's Perform Pray material in class IV.

B. LITERATURE REVIEW

1. Learning Media

2. Media is anything that can be used to be able to channel messages from the sender to the receiver so that it can stimulate the thoughts, feelings, interests and attention of students in such a way that the learning process occurs. Media is all physical senses that can be used to present messages and stimulate students to learn. In the context of communication, media is a component of a learning strategy that is an introduction to learning messages (Hasan, 2021).

The use of learning media in the teaching process must be based on the right selection. So that it can increase the benefits of the learning media in supporting learning activities. Learning media can also be said to be a distributor of messages or information that can stimulate the minds and interests of students in the learning process. Utilizing learning media

properly not only benefits students, but also educators because the teaching process can take place optimally (Mudlofir & Rusydiyah, 2016).

Based on the explanation of the definition above, it can be concluded that media is a tool to convey technology-based instructions or information. One of the uses of media today is as learning media. Learning media is everything that is used or provided by educators whose use has been integrated into learning objectives and content so that it can help improve the quality of learning activities, make the learning process more effective and efficient, and improve students' learning abilities.

3. Pros and Cons of Learning Media

The benefits and advantages of using learning media in the classroom are as follows (Arsyad, 2015):

- a. Learning will be more interesting for students so that it can increase learning motivation.
- b. Learning materials will be clearer in meaning so that they can be better understood by students and enable them to master and achieve learning objectives.
- c. The teaching method will be more varied, not merely verbal communication through the spoken words of the educator, so that students are not bored.

According to Kustandi and Sutjipto, quoted by Hardianti, explained that video-based learning media has several disadvantages, namely as follows (Hardianti & Asri, 2017):

- a. Video media procurement is expensive and time-consuming.
- b. During video playback the image and sound will continue to run
- c. Not all students are able to follow the information conveyed through video media.

4. Benefits of Learning Media

The use of learning media can make the learning process more interesting so as to increase student learning motivation, can clarify learning material so that students can easily understand the material and enable students to master learning objectives, and can make the learning process more varied because the material is not only delivered orally. Another benefit of having learning media is that it can make students less bored and more active in learning activities such as observing, doing, and demonstrating (Sulasteri et al., 2018).

According to Sudjana and Rivai, the benefits that can be felt for students with learning media are as follows (Susanto, 2019):

- a. Making the learning process more interesting for students so that it can increase learning motivation in students.
- b. Students more easily understand and master the learning materials provided, because the existence of learning media makes the delivery of the meaning of teaching materials clearer and maximized.
- c. The learning process will be more interesting because the methods used vary so that students are not easily bored when the presentation of the material takes place.
- d. Students not only pay attention to the explanation given, but students can also carry out other activities such as doing, demonstrating, and acting

5. Video

Video media is part of audiovisual media which means that it can be seen and heard, making it easier to convey information. Meanwhile, Ramli defines that (Ramli, 2008):

"Audiovisual media is a set of media that can simultaneously display images and sounds at the same time the media contains messages that will be conveyed during the learning process. This learning media has more than one component so that it is an integration of several elements so that it can display sound and moving images simultaneously and has been planned carefully, systematically and logically according to the objectives and level of readiness of the students who receive it."

Video media has several functions, among others, attentional functionality means that video media can attract attention and attract viewers' attention to video material. Emotional function means that video media can arouse the emotions and attitudes of the audience. Cognitive functions can facilitate the learning objectives of understanding and remembering messages and information contained in images or icons. The compensatory function is to provide context for audiences with weaker abilities to organize and remember the information they receive (Nurwahidah et al., 2021).

6. Canva App and Video-based Learning

Canva is an online design program that includes various editing tools or tools for creating different graphic designs. Canva Media program can increase educators' creativity in preparing

media and simplify the process of providing learning materials. This media also helps students better understand the delivery of messages and learning materials in text and video formats. In addition, learning media using Canva can help students focus on learning and be able to attract attention because of its unique and diverse appearance (Nurhalisa, 2022).

According to Garris Pelangi in his journal, Canva is an online design program that provides various tools such as presentations, resumes, posters, brochures, booklets, graphics, infographics, banners, bookmarks, newsletters provided by the Canva application. The types of presentations available on Canva include creative, educational, business, advertising, and technology presentations. The advantages of the Canva application include, among others, having many attractive design templates, can increase the creativity of educators and students because the Canva application provides a variety of interesting features, and creates efficiency in the learning process (Pelangi, 2020).

Canva provides a learning space for every teacher and student to complete a lesson. Canva offers many interesting templates to engage students in the learning process, whether as presentations, posters, or educational video templates. Canva app supports the creation of interesting patterns, colors, images, fonts and more to make learning presentations made by teachers more interesting (Idawati et al., 2022). Students can also collaborate in the design process so that students can work in groups (Wulandari & Mudinillah, 2022).

Canva app can be used to design visual video-based learning media. Canva application can be accessed online through the website www.canva.com. Learning with visual video content looks more interesting than presentations, but making this media requires skills in media design. Visual video media can awaken learners in developing language and expressing their thoughts. The advantages of visual video media are its ability to present oral and written messages clearly, its ability to overcome spatial, temporal and sensory limitations, and its ability to be used for tutorial learning (Rahmatullah, Inanna, & Ampa, 2020).

The use of Canva can be done in various versions such as web, Android, and iPhone. Canva design program can also be used for free and paid (pro). The advantages of the paid Canva application (pro) include users being able to access more graphic templates, photos, audio tracks, graphic elements, graphic videos, cloud storage, font styles, animation effects, and unlimited folders. As for the disadvantages of paid Canva (pro) such as its use requires a fairly expensive fee (Damian, 2022).

C. METHOD

The method used is quantitative with the type of research Quasi Experiment (Pseudo experiment) According to Sugiyono, pseudo experiment is research that is close to real experimentation (Sugiyono, 2015:114). This study aims to directly test the effect of a variable on another variable and test the hypothesis of a cause-and-effect relationship. The research design used is Nonequivalent Control Group Design. This research was conducted by comparing experimental classes between classes taught using AR-based video utilization and classes that did not use AR-based video development. Before studying the two classes, a pre-test was conducted to see the students' interest in learning at the beginning, then students followed the learning that took place according to the competencies possessed by the teacher of each class, after teaching and learning activities students returned to fill out a post test regarding the learning videos that were applied, along with students' interest in learning. Then the data is processed and the results are compared. The population in this study were all fourth grade students of Madrasah Ibtidaiyah Azizan Palembang consisting of 63 students. The sampling technique used was saturated sampling because the sample determination used the entire population. This is in line with the opinion of Suharsimi Arikunto (2006:104) which states that if the population is less than 100 people, then the sample is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% of the population can be taken. The data collection technique is by using questionnaires, interviews and documentation. Data analysis techniques are normality test, linearity test and simple regression test. The normality test is used to determine whether the data follows a normal distribution or not. To find out whether the data follows a normal distribution, testing is carried out using the Kalmogrov Smirnov method, using SPSS 23. Linearity test is used to see the relationship of the two variables that have been studied whether there is a linear and significant relationship using the anova table. And simple regression test to see the effect between variable X (Learning Video) on variable Y (Learning Interest) using the summary table.

D. RESULTS AND DISCUSSION

Results

1. Validation of AI-based Audio-Visual Media

The results of validation are useful to see whether the media that is used is valid so that it is feasible to be used by students in Madrasah Ibtidaiyah, the following are the results of the

Audio Visual Media Validity test that will be used, the questionnaire used totals 40 items with 20 media items that will be used and 20 items of learning interest of students in Madrasah Ibtidaiyah Azizan Palembang, to determine the validity in this research, based on the validity test, which used a Likert scale to measure the validity questionnaire of the Learning Video content of Islamic Cultural History material based on Artificial Intelligence, to determine the validity to consult the product moment table based on the 5% significance level with $N = 33$, $df = N$, said to be valid if r count is smaller than r table then said to be invalid

Table 1. AI-based Audio Visual Validity Table

No	r count	r table	Description
1	0,699	0,344	Valid
2	0,741	0,344	Valid
3	0,384	0,344	Valid
4	0,442	0,344	Valid
5	0,639	0,344	Valid
6	0,543	0,344	Valid
7	0,653	0,344	Valid
8	0,472	0,344	Valid
9	0,625	0,344	Valid
10	0,552	0,344	Valid
11	0,402	0,344	Valid
12	0,427	0,344	Valid
13	0,558	0,344	Valid
14	0,362	0,344	Valid
15	0,652	0,344	Valid
16	0,432	0,344	Valid
17	0,555	0,344	Valid
18	0,482	0,344	Valid
19	0,466	0,344	Valid
20	0,631	0,344	Valid

Table 2. Validity of Students' Learning Interest in SKI Subjects

No	r count	r table	Description
1	0,743	0,344	Valid
2	0,521	0,344	Valid
3	0,441	0,344	Valid
4	0,523	0,344	Valid
5	0,398	0,344	Valid
6	0,554	0,344	Valid
7	0,682	0,344	Valid
8	0,524	0,344	Valid

9	0,572	0,344	Valid
10	0,442	0,344	Valid
11	0,581	0,344	Valid
12	0,449	0,344	Valid
13	0,442	0,344	Valid
14	0,388	0,344	Valid
15	0,629	0,344	Valid
16	0,582	0,344	Valid
17	0,751	0,344	Valid
18	0,766	0,344	Valid
19	0,524	0,344	Valid
20	0,527	0,344	Valid

a. Reliability

The results of the reliability test on the Likert scale for the AI-based Audio Visual Media questionnaire and the students' Learning Mint in the Islamic Cultural History subject with a total of 40 items resulted in a Cronbach's Alpha of 0.863 for the AI-based audio visual media scale, so it can be concluded that the question items presented meet the reliability requirements in other words the level of reliability of this questionnaire as a research instrument that can be used in research.

Table 3. Reliability Test of AI-based Audio Visual Media

Reliability Statistics	
Cronbach's Alpha	N of Item
.863	20

Table 4. Reliability test of students' learning interest

Reliability Statistics	
Cronbach's Alpha	N of Item
.881	20

b. Normality Test

This test uses the Kolmogorov-Smirnov test. The results of the normality assessment can be seen from the resulting probability value, namely if the probability > 0.05 then the research model or construct has met the assumption of normality, but otherwise if the data has a probability value < 0.05 (significant 5%), then the research model or construct does not

meet the assumption of normality. Based on the results of the calculation on Kolmogorov Smirnov, it shows that the probability value is $0.200 > 0.05$ so it can be said that the data is normally distributed. Thus, the requirements or assumptions of normality in the sample t test have been met.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	.57669754
	Most Extreme Differences	
	Absolute	.096
	Positive	.091
	Negative	-.096
Test Statistic		.096
Asymp. Sig. (2-tailed)		.200 ^{c,d}

c. Linearity Test

The linearity test aims to determine whether two variables have a linear relationship or not significantly. Good data should have a linear relationship between the AI-based Audio-Visual Learning Media variable (X) and the Student Learning Interest variable (Y). A test carried out must be guided by the basis for decision making in the linearity test, namely if the significance value is <0.05 , then the conclusion is that there is a linear relationship between the AI-Based Learning Media variable (X) and the learning interest variable (Y), otherwise, if the significance value is > 0.05 , then the conclusion is that there is no linear relationship between Audio Visual Media (X) and the learning interest variable (Y). Based on the results of the linearity test (Table Anova Test) in table 4.11 shows that the Sig value. Linearity value of $0.000 < 0.05$, it can be concluded that there is a linear relationship between AI-based Audio-Visual Media and students' interest in learning at MI Azizan Palembang.

Table 6. Linearity Test

ANOVA Table							
			Sum of Squar es	D f	Mea n Squa re	F	Sig .
Students' Interest	Between	(Combined)	116.8	9	12.9	34.6	.00
	Groups		98		89	70	0
		Linearity	114.8	1	114.	306.	.00
			73		873	623	0
		Deviation from Linearity	2.026	8	.253	.676	.70 8
	Within Groups		8.617	2	.375		
				3			
	Total		125.5	3			
				15	2		

Discussion

Video learning media using the Canva application Let's Perform Prayers in class IV at Madrasah Ibitidaiyah is categorized as valid

a. Learner Interest

The form of students' interest in learning is obtained from a pretest conducted before learning is given with the aim of seeing students' interest in learning at the beginning. Then given a posttest to see students' interest in learning after treatment with the use of AI-based audio-visual learning media, by obtaining the following results;

Table 7. Interest in Learning Before and After Teacher Treatments

Learning Interest	Experiment Class		Control Class	
	Before	After	Before	After
	70,8	90,09	72,1	80,23

From the results obtained in the table above, it can be concluded that in the experimental class given treatment using audio-visual media, there was an increase in students' interest in learning from 70.8 to 90.9. Meanwhile, the control class which was given treatment without using audio-visual media also experienced an increase in students' interest in learning from 72.1 to 80.23. It can be concluded that the increase in students' interest in learning in the experimental class is more significant than the control class.

This form of student interest in learning is obtained from the questionnaire distribution item so that it can be concluded that the form of student interest in learning is that students have an interest in paying attention to audio visuals, paying attention to audio visual media when implemented, enthusiastic about learning if the teacher uses varied learning media, likes to work with teams or groups, likes learning activities that are practical, really likes it when the material presented is audio visual based and in accordance with the material being studied, active and brave in giving opinions in class. Thus, students' interest in learning will increase if the media used is varied in teaching and learning activities. This has been proven from the increase in the results of students' interest in learning, which began with a value of 70.81 increasing to 90.09. This research is in line with Rike's research (2021) which states that the form of students' interest in learning consists of feeling happy when learning, students are enthusiastic about learning, students always pay attention to learning, and students' scores are increasing.

c. The Effect of Audio-Visual Media on Student Learning Interest in MI Azizan Palembang

As for knowing whether there is an effect of utilizing audio-visual media in developing the learning interest of class V students. researchers gave a Posttest to 33 students in the experimental class with a simple regression test "t test" to see the effect. From the following simple regression test table;

Table 8. Simple Regression Test

Coefficients ^a						
Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	34.755	3.028		11.476	.000
	Students	.584	.032	.957	18.292	.000

a. Dependent Variable: Learning Interest

From the data obtained, the following regression equation is produced. the constant result of unstandardized (a) is 34,755. This number is a constant number which means that if there was no influence of AI-based audio visual media (X), then students' learning interest (Y) would be 34,755 (rounded to 34.7). The regression coefficient (b) value is 0.584. This figure means that for every 1% addition of audio-visual media the student's interest in learning is 0.584.

Because the regression coefficient value is (+) positive, it can be said that AI-based audio-visual learning media (X) has a positive effect in developing students' interest in learning. so the regression equation is $Y = 34.7 + 0.584X$ So it can be concluded that audio-visual learning media has a significant influence in developing students' interest in learning. means H_a which reads "The Application of Audio Visual Media Has an Influence in Developing Students' Interest in Learning at Madrasah Ibtidaiyah Azizan Palembang". This is in line with Imam Machali's theory which explains that the probability number in the sig column. namely $0.000 < 0.05$ variable X has an effect on variable Y (Imam Machali, 2021:192).

Meanwhile, to find out the magnitude of audio visual media based on artificial intelligence (X) in developing students' interest in learning (Y) in a simple linear regression analysis, you can be guided by the R Square or R^2 value contained in the SPSS output summary section. The following is the output summary.

Table 9. Model Summary

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957 ^a	.915	.912	.586
a. Predictors: (Constant), Audio Visual Media				
b. Dependent Variable: Learning Interest				

The coefficient of determination (R²) test is intended to determine the best level of accuracy in regression analysis, this is indicated by the magnitude of the coefficient of determination (R²) between 0 (zero) to 1 (one). If the coefficient of determination is zero, it means that the independent variable has absolutely no effect on the dependent variable. Because there are 2 variables in this study, the coefficient of determination used is Adjusted R Square. From the output above, it is known that the R Square value is 0.915. This value means that the influence of AI-based Audio Visual Media in developing students' interest in learning is 91.5% while it is 8.5%.

The conclusion that can be drawn here is based on the results of the statistical tests above, the results of simple regression test calculations show a significance value of $0.000 < 0.05$. So it can be concluded that AI-based Audio Visual Learning Media has a significant influence in developing students' interest in learning. The meaning of H_a which reads "Audio-visual learning media has an influence in developing students' interest in learning at Madrasah Ibtidaiyah Azizan Palembang" has been proven. And from the output the R Square value is 0.915. This means that AI-based Audio Visual Learning Media in developing the learning interest of class V students at Madrasah Ibtidaiyah Azizan Palembang is 91.5% and 8.5% is influenced by other variables not examined in this research.

These findings indicate that to achieve good interest in learning, all aspects must be involved, one of which is learning media that is applied according to the needs of students, and is supported by devices/facilities that are used according to needs and teachers who teach understand the needs of students. This is in line with the assessment concept presented, one of

which is diagnostic assessment, this is to see the learning type of students so that they can adapt to the material that will be presented.

E. CONCLUSION

MI Azizan Palembang students' interest in learning is very good, the audio visual media presented is easy to understand. Class V students' interest in learning during learning takes place in the form of paying attention to the video while it is being played, being enthusiastic about learning if the teacher uses a variety of learning media, enjoying working with teams or groups, liking practical learning activities after the video is finished in boys, really likes it when the media presented is in accordance with the material being studied, is active and brave in giving opinions in class. So if students are interested in learning, it can influence learning outcomes or student achievement.

The influence of Audio Visual Media in developing students' interest in learning at MI Azizan Palembang, from the results of simple regression test calculations shows a significance value of $0.000 < 0.05$. So it can be concluded that the media used has a significant influence in developing students' interest in learning. H_a means that "audio-visual media has an influence in developing students' interest in learning" has been proven. And from the output the R Square value is 0.915. This means that the influence of audio visual media in developing students' interest in learning at MI Azizan Palembang is 91.5% and 8.5% is influenced by other variables not examined in this research. Contains conclusions and suggestions.

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