

The Implementation of Canva-Based Animated Video Learning Media to Increase Students' Learning Interest in History Learning at SMA Negeri 7 Palu

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ABSTRACT

This study aims to describe the implementation process of Canva-based animated video learning media in History Education and to determine students' learning interest after using the media in Class XI 9 at SMA Negeri 7 Palu. This study is motivated by a learning process still dominated by printed textbooks and the lecture method, resulting in monotonous learning experiences that cause some students to become easily bored and less interested in participating in learning. This study used a qualitative descriptive approach, with students in Class XI 9 at SMA Negeri 7 Palu as the research participants. Data were collected through observation, interviews, documentation, and questionnaires, while data analysis was conducted through the stages of media design and development, learning implementation, and evaluation. The use of this media was able to create more engaging, interactive, and dynamic learning experiences. Students demonstrated increased attention, focus, interest, active participation, and enthusiasm during the learning process. The questionnaire results showed a positive response rate of 90%, consisting of 71% "Agree" and 19% "Strongly Agree" responses, while 9% selected "Disagree" and 1% selected "Strongly Disagree." These results indicate that the use of Canva-based animated videos can enhance students' interest, attention, focus, and active participation in history learning. Furthermore, the use of animated video learning media helps reduce boredom and facilitates students' understanding of the material presented. These questionnaire findings are reinforced by observation and interview results showing student enthusiasm throughout the learning process. Thus, the implementation of Canva-based animated video learning media can serve as an innovative alternative learning medium that

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1. Introduction

Education is one means of improving individuals' intellectual capacities and skills. Education is central to the development of a nation and state because the intelligence, abilities, and even character of a nation in the future will be greatly influenced by the education received today. Education serves as a foundation for developing individuals who possess competitiveness and the capacity to understand technology that can improve work efficiency. This indicates that the state of education within a society reflects the quality of human resources that support the acceleration of development in general.

Education plays a crucial role in ensuring the continuity of life and the development of a nation. According to Nurkholis (2013:25), education is a process required to achieve balance and fulfillment in the development of both individuals and society. Unlike instruction, education emphasizes the formation of awareness and personality in individuals and society, in addition to the transfer of knowledge and expertise. Through such a process, a nation or state can pass on religious values, culture, ideas, and expertise to subsequent generations, thereby ensuring that they are fully prepared to face a brighter future for the nation and state.

Based on this definition and function of education, it can be understood that the educational process is oriented not only toward the delivery of knowledge but also toward the comprehensive development of students' potential. Education is expected to create learning processes that are meaningful, active, and relevant to contemporary needs. Therefore, teachers play a highly strategic role as facilitators who are able to design and manage active learning and foster a strong interest in the material being studied.

Learning implementation needs to be directed toward creating learning processes that align with students' needs, potential, and characteristics. Learning should be designed not only to be teacher-centered but also to provide students with opportunities to actively engage in discovering and constructing their own knowledge. Thus, education can function optimally in developing individuals who are not only intellectually capable but also possess the skills, attitudes, and strong learning interest needed to address the challenges of an evolving era.

Preliminary observation conducted on January 28–30, 2026, at SMA Negeri 7 Palu showed that the learning process was still dominated by the use of learning media in the form of printed textbooks and teachers' application of the lecture method. During learning implementation, teachers delivered material verbally using textbooks as a guide, while students acted as listeners. This learning pattern tended to be one-way and involved limited active participation by students. As a result, some students were

less interested and easily experienced boredom during the learning process. This condition contributed to a decline in students' learning interest in history subjects because learning was perceived as monotonous, insufficiently varied, and not yet supported by innovative learning media in accordance with technological developments.

Innovation in learning media is needed to create a more engaging and interactive atmosphere. Along with the rapid development of information and communication technology, education is expected to adapt through the use of digital learning media. One application that offers an innovative solution for the learning process is Canva. Canva provides various design features that are easy for educators to use, including presentation templates, posters, infographics, and other visual media that can be adapted to learning needs.

According to Harida et al. (2023:404), Canva is an online application that provides attractive designs in the form of templates, features, and categories. Its diverse and appealing designs make the learning process less boring. By using Canva, teachers can teach knowledge, creativity, and skills to students; thus, this medium can also be used in various areas of life. Audiovisual learning media using Canva are highly suitable for learning.

Given the importance of students' learning interest, efforts are needed to improve it. This challenge can be addressed through the use of learning media that can attract students' attention and increase their engagement. Therefore, selecting appropriate learning media is important. One alternative learning medium is animated video, as it can present material visually and attractively, making it easier for students to understand.

According to Andrasari et al. (2022:79), animated video is a film-like video presentation consisting of images and sound that can be designed to make it more engaging. Animated video involves the movement from one frame to another, with each frame differing over a specified duration to create the impression of motion, accompanied by sounds that support the movement of the images, such as conversations or dialogue. In addition, animated video media are tools that can assist the teaching and learning process by stimulating students' thoughts, feelings, and motivation through illustrations of moving images accompanied by narrative audio. They function to clarify the meaning of the message being conveyed, thereby enabling learning objectives to be achieved more effectively and comprehensively.

Sapriyah (2019:471) states that learning media include physical tools used to convey instructional content, such as books, tape recorders, cassettes, videos, cameras, video recorders, slide films (framed images), photographs, pictures, graphs, television, and computers. According to Fauzan & Rahdiyanta (2017:83), learning media are anything that can be used to transmit messages from a sender to a recipient,

thereby stimulating students' thoughts, feelings, attention, and learning interest so that learning occurs. Implementation is the process of carrying out or putting a plan, method, or theory into concrete action to achieve predetermined objectives. In the Kamus Besar Bahasa Indonesia (KBBI), implementation is defined as the process, method, or act of applying something. This definition indicates that implementation is always associated with concrete activities undertaken to achieve particular objectives; thus, the success of a plan is largely determined by how the implementation process is carried out.

According to Nasution & Suyadi (2020:33), implementation is a method or practice undertaken by individuals or groups to achieve desired objectives. Miftakhu (2019:173) defines implementation as the process of carrying out an idea, process, or set of new activities, with the expectation that others will accept it and make adjustments within the bureaucratic structure to achieve an objective through a reliable network of implementers. Meanwhile, Malo et al. (2021:26) state that implementation culminates in activity, action, conduct, or the mechanism of a system. The term mechanism implies that implementation is not merely an activity but rather a planned activity carried out seriously on the basis of specific norms to achieve the objectives of the activity.

Learning interest is a tendency within students characterized by enjoyment, attention, and interest in learning activities, thereby encouraging them to participate actively in the learning process. Learning interest plays an important role in improving students' motivation, active participation, and learning outcomes. According to Sinaga et al. (2025:1550), learning interest can be understood as students' interest or desire to participate actively in the learning process. The relationship between learning interest and the achievement of learning objectives is close because students with high learning interest tend to be more motivated, active, and consistent in absorbing the material presented. Hidayah et al. (2023:4) state that interest is a strong tendency, enthusiasm, or great desire for something.

Based on the foregoing, the researchers selected animated video media as a learning tool because it was considered capable of presenting material in a more engaging, interactive, and easily understandable manner for students. This medium was combined with the topic of the Japanese Occupation of Indonesia because the topic is chronological and includes numerous historical events that are difficult to understand when presented only through the lecture method or text. Through animated videos, the sequence of events during the Japanese occupation can be visualized more concretely through moving images and voice narration, thereby helping students understand the course of events in a systematic

sequence. In addition, the use of animated videos for this topic is expected to enhance students' attention and learning interest in history learning, as the presentation of the material becomes more varied, less monotonous, and aligned with the characteristics of students, who tend to prefer audiovisual learning media.

This study will be conducted through a series of stages, including observation, interview, and other data collection activities involving teachers and students in the learning process. This study is expected to provide a clear overview of the process of implementing Canva-based learning media in history subjects. Through this study, the researchers expect to broaden understanding of the importance of using more engaging and innovative history learning media. Based on this background, the researchers consider it necessary to conduct a study entitled "Implementation of Canva-Based Animated Video Learning Media to Increase Students' Learning Interest in History Subjects at SMA Negeri 7 Palu."

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2. Methods

Research Design

This study uses a qualitative descriptive approach.

Qualitative research produces findings that cannot be obtained through statistical procedures or quantitative methods. Qualitative research uses an inquiry strategy that emphasizes the exploration of meanings, understandings, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon and presents them narratively (Umar Sidiq et al., 2019:3-4).

Research Location and Time

This study will be conducted at SMA Negeri 7 Palu, Jalan Baiya Raya No. 29, Baiya, Tawaeli District, Palu City, Central Sulawesi. The researcher selected this location because issues related to students' learning interest in history subjects were still evident at this school. In addition, SMA Negeri 7 Palu has adequate learning facilities and provides the researcher with convenient access for conducting the study; therefore, this location was considered appropriate for the study objectives. The study will be conducted from April to May 2026.

Research Participants

Research participants are individuals or groups who serve as data sources in a study, are directly involved in the object under investigation, and provide the information required to achieve the research objectives. Nabawi (2025:38) defines research participants as individuals, objects, or organisms that serve as sources of information needed for research data collection. Therefore, research participants are closely related to the sources from which research data are obtained. Any entity that embodies the problem to be investigated and from which research data are obtained becomes a research participant. The research participants in this study are students in Class XI 9 at SMA Negeri 7 Palu who are directly involved in the history learning process.

Data Sources

Data may be collected from primary and secondary sources to ensure greater accuracy.

Data Collection Techniques

Observation

Observation constitutes the initial stage of a study and is conducted to obtain a preliminary overview of the object to be investigated. In this study, observation will be conducted at SMA Negeri 7 Palu. The observation is intended to fulfill research procedures, as researchers need to carefully examine field conditions before determining the focus of the problem. The researcher will observe the learning media and learning methods used by the teacher, as well as students' involvement, attention, enthusiasm, and problems that arise during learning. The observation guidelines for this study are provided in Appendix 1.

Interview

The interview data collection technique will be used to obtain in-depth information regarding learning needs, media use, and students' learning interest in history

subjects. Interviews will be conducted with one history teacher, Mr. Abu Joko, S.Pd., MM, and eight students in Class XI 9 at SMA Negeri 7 Palu. The interview guidelines for this study are provided in Appendices 2 and 3.

Documentation

Documentation in this study will be used to collect data in the form of photographs of learning activities, learning materials, expert validation results, and other archives that support the research process. Documentation serves as evidence of the study's implementation and supports data validity. The researcher will use documentation consisting of photographs of learning activities, learning materials, the school profile, student enrollment data, the school organizational structure, and other relevant administrative documents to strengthen the completeness and validity of the study. The observation documentation is provided in Appendix 4.

Questionnaire

A questionnaire is a data collection technique that involves providing respondents with a set of written questions to obtain information related to the research variables. According to Syarifuddin (2021), a questionnaire is a data collection technique in which respondents are given a number of written questions or statements to answer. The questionnaire form is provided in Appendix 5.

Assessment Instruments

Instruments are tools used to collect the required data. In this study, the researcher used several instruments, including observation sheets, interview guidelines, and documentation. These instruments were used to facilitate the collection of data relevant to the research focus. The researcher developed observation and interview instruments, which can be found in Appendices 1, 2, 3, and 4.

Data Analysis Techniques

In qualitative research, researchers may conduct data analysis before entering the research site, during the study, and after the study has concluded. Data analysis began with the formulation and explanation of the main research problem before entering the field and continued throughout the process of writing the research findings. The data analysis techniques proposed by Muhajirin et al. (2024) and employed by the researcher are as follows:

Data Reduction

The collected data were subsequently organized into detailed written reports. At this stage, the data were reduced by summarizing them, selecting the main points, and focusing on information that was important and relevant to the research objectives. The data obtained were then classified according to similarities in concepts, themes, and specific categories, resulting in a more focused description and facilitating data retrieval when needed. In this study, data reduction focused on

history learning in Class XI 9 at SMA Negeri 7 Palu.

Data Display

The data obtained by the researcher were grouped according to the research questions and organized in matrix form, making it easier to identify patterns of relationships among the available data. In this study, the researcher presented data on the implementation of Canva-based animated video learning media to increase students' learning interest in history learning at SMA Negeri 7 Palu. The data presented were the reduced results of observations and interviews with the history teacher and students in Class XI 9 at SMA Negeri 7 Palu.

Data Verification/Conclusion Drawing

Drawing conclusions from the data is an activity that follows data reduction and data display. Conclusions obtained at the initial stage may lack clarity; subsequent stages were conducted to make them clearer and more definitive. Provisional conclusions required verification. This verification technique is referred to as testing the trustworthiness of the research. Testing the trustworthiness of qualitative research uses terminology different from that used in quantitative research. Data on the implementation of Canva-based animated video learning media to increase students' learning interest in history learning at SMA Negeri 7 Palu were presented in the data display and subsequently analyzed to obtain the final conclusion of the study.

3. Results and Discussion

This study was conducted at SMA Negeri 7 Palu, with students in Class XI 9 serving as the research participants. The study aimed to describe the implementation of Canva-based animated video learning media and to determine students' learning interest in history learning after using the media. Research data were obtained through observation, interviews, and the distribution of questionnaires to 30 students in Class XI 9.

The material used in implementing Canva-based animated video learning media was the Japanese Occupation of Indonesia. This material was selected based on the characteristics of historical content, which include a series of events, figures, policies, and the effects of the Japanese occupation that can be presented more concretely through a combination of text, images, illustrations, animation, and audio.

Implementation of Canva-Based Animated Video Learning Media in History Learning

Based on the observation and interview findings, the implementation of Canva-based animated video learning media was carried out through several stages: media design and development, classroom learning

implementation, and learning evaluation. Each stage was conducted by taking into account the learning objectives, the material presented, and student characteristics.

Learning Media Design and Development

Material Analysis

The first stage in developing the media was to analyze the learning material. The material used in this study was the Japanese Occupation of Indonesia. The material was then identified according to the main topics that needed to be presented to students.

The material was systematically organized, beginning with the background to Japan's arrival in Indonesia, followed by the process of the Japanese occupation, the policies implemented during the occupation, and the effects of the Japanese occupation on the lives of Indonesian people. The systematic organization of the material aimed to enable students to follow the chronology of historical events more easily.

Video Content Design

After the material was analyzed, the next stage was to design the video content. The organized material was then simplified into a communicative presentation by combining text, images, illustrations, animation, and audio.

The video content was organized according to the chronological sequence of events so that students could understand the relationships among events. Visual and audiovisual elements were used to provide a more concrete depiction of historical material that had previously been conveyed primarily through oral explanations and textbooks.

Media Development Using Canva

The next stage involved creating Canva-based animated videos. The prepared material was incorporated into the video design by selecting templates, images, illustrations, animated elements, fonts, and audio appropriate to the learning material.

Each section of the video was organized according to the sequence of the designed material. After all media components had been developed, the video was reviewed to ensure consistency among the material content, text, images, animations, audio, and presentation flow. This stage was conducted to ensure that the media could present the material systematically and in a manner that students could easily understand.

Learning Implementation in the Classroom

After the learning media had been prepared, the next stage was the implementation of animated videos in learning activities. Learning implementation consisted of introductory, core, and closing activities.

Introductory Activities

During the introductory activities, learning began with a greeting, checking student attendance, and preparing

students to participate in the lesson. The teacher then communicated the learning objectives and provided an apperception activity related to the topic of the Japanese Occupation of Indonesia.

The teacher then explained that the lesson would use Canva-based animated video learning media. Students were instructed to pay attention to the presentation and record important information contained in the video.

Presentation of Animated Videos

During the core activities, Canva-based animated videos were displayed using available classroom equipment, such as an infocus or projector, so that they could be viewed by all students.

The video presented material on the Japanese Occupation of Indonesia through a combination of text, images, illustrations, animation, and audio. The use of this media provided variation in learning because students received information not only through the teacher's explanations but also through visual and audiovisual presentations.

While the video was displayed, the teacher served as a facilitator and guided students to attend to important information. At certain points, the video could be paused to provide additional explanations and ensure students' understanding of the material.

Student Activities During Learning

Based on the observation results, the use of animated videos indicated students' interest in participating in learning. Students appeared to pay greater attention to the presentation because the material was delivered through varied visuals.

In addition to attending to the presentation, several students demonstrated engagement by asking questions and responding to the material presented. These findings indicate that the use of animated video media provided variation in the history learning process, which had previously been conducted primarily through direct explanation.

Learning Evaluation

An evaluation was conducted to determine students' responses to the use of Canva-based animated video learning media. After the learning activities were completed, the researcher distributed a questionnaire to students in Class XI 9.

The questionnaire consisted of 10 statements with four response options: Strongly Agree (SS), Agree (S), Somewhat Disagree (KS), and Disagree (TS). The questionnaire was used to identify students' responses regarding the attractiveness of the media, ease of understanding the material, attention, and student engagement during learning.

The questionnaire results were then analyzed descriptively and used as supporting data for the observation and interview results. Thus, the assessment of media implementation was based not only on

students' questionnaire responses but was also reinforced by observation and interview findings.

Supporting and Inhibiting Factors in Media Implementation

Based on the research findings, several factors supported the implementation of Canva-based animated video learning media. These factors included the availability of learning equipment, teacher support, student readiness, and the appeal of audiovisual media. The availability of laptops and infocus devices or projectors was an important factor because video media require equipment to be displayed to all students. In addition, teacher support was needed to guide students during the learning process.

The appeal of audiovisual media was also a supporting factor. Presenting material through images, text, animation, and audio provided variety so that learning was not centered solely on the teacher's explanations.

Meanwhile, the research findings indicated that no significant technical constraints were identified. The infocus device or projector, laptops, and network at SMA Negeri 7 Palu were in good condition, allowing the video presentation process to proceed without technical obstacles.

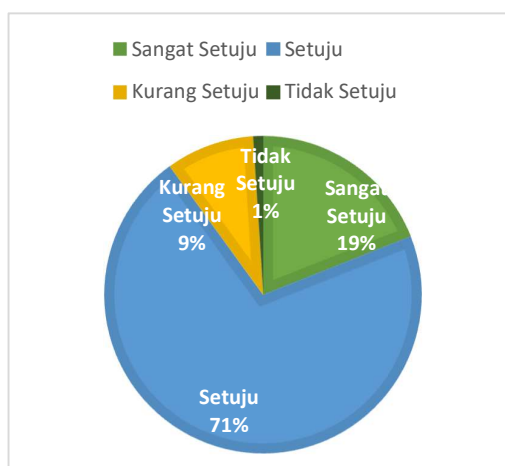
Nevertheless, several issues require attention, particularly differences in students' ability to understand the material. Not all students have the same level of attention or comprehension ability. Therefore, teachers need to provide additional explanations and conduct question-and-answer sessions after the video is presented.

In addition, limited learning time was an aspect that required attention. Video use had to be adjusted to the time allocation so that video presentation, material explanation, question-and-answer activities, and questionnaire completion could be carried out effectively.

Students' Learning Interest After Using Canva-Based Animated Video Learning Media

Based on data obtained by the researchers through the distribution of a questionnaire to Class XI 9 students at SMA Negeri 7 Palu, the implementation of Canva-based animated video learning media was found to have a positive impact on students' learning interest in history subjects. The questionnaire results indicated varying levels of students' learning interest across the assessment categories. The percentage of students' learning interest after participating in learning using animated videos is presented in the following diagram:

Percentage of Learning Interest in History Using Animated Video Learning Media Among Class XI 9 Students at SMA Negeri 7 Palu



The results above were obtained from data collected from 30 respondents using 10 statements. Each statement had four response options: Strongly Agree (SS), Agree (S), Somewhat Disagree (KS), and Disagree (TS). Based on the processed questionnaire data tabulation, a total of 300 student responses were obtained. Of these, 57 responses were Strongly Agree (SS), representing 19%; 213 responses were Agree (S), representing 71%; 27 responses were Somewhat Disagree (KS), representing 9%; and 3 responses were Disagree (TS), representing 1%.

The predominance of positive responses indicates that most students responded favorably to the use of Canva-based animated video learning media in history learning. These responses were reflected in students' interest in the media, attention while the video was displayed, and active participation in the learning process.

Interview Results with Teachers and Students

The questionnaire results were subsequently supported by interview data from the history teacher and students. Interviews were conducted to obtain more in-depth information regarding students' learning interest and their experiences during history learning.

Based on an interview with the Class XI 9 history teacher, Abu Joko, S.Pd., MM., on May 13, 2026, students' experiences during history learning were found to vary considerably. Some students actively paid attention and responded, whereas others paid less attention and became easily bored, particularly when learning sessions involved prolonged direct explanation.

This finding was supported by an interview with student Aisyah Nursakina on May 18, 2026, who stated that classroom conditions were not always the same. Some students paid attention and asked questions, whereas others sometimes lost focus, talked with friends, or engaged in other activities while the teacher was explaining.

These findings indicate that students' attention and learning interest in history learning remain diverse.

Furthermore, interviews concerning learning methods indicated that the method most frequently used by the teacher was the lecture method, followed by question-and-answer sessions and assignments. According to the teacher, this method remained one of the primary ways of delivering history material.

This information is consistent with the statement by the student Sulis, who noted that when learning was conducted solely through prolonged teacher explanations, students could become bored and less focused.

Based on these interview findings, the predominant use of the lecture method was one condition that may have caused some students to experience boredom during history learning.

The teacher had also implemented various strategies to maintain students' learning interest, including relating historical material to everyday life, providing easily understood examples, and giving students opportunities to ask questions and express their opinions.

Interviews with the students Alif and Aksel indicated that student involvement through asking questions and expressing opinions made learning more engaging. Students felt more focused when learning did not consist solely of teacher explanations but also involved them directly.

In addition, the teacher stated that one factor influencing students' low learning interest was the perception that history is a subject that requires extensive memorization, such as the names of figures, years, places, and historical events. Less varied presentation of material may also cause students to become bored quickly.

This statement is consistent with those of the students Andin and Aisyah Nursakina, who indicated that learning conducted solely through the lecture method for an extended period could lead to boredom, drowsiness, and reduced focus. Conversely, the use of media such as videos and images was considered more engaging and helpful for students' understanding of the material.

Based on the overall interview findings, students' learning interest before the use of animated video learning media was found to be diverse. Some students had demonstrated good attention and active participation, whereas others became easily bored and lost focus when learning was dominated by oral explanations.

The teacher had attempted to address these conditions through varied methods, the use of media, motivation, and opportunities for students to ask questions and express their opinions.

Implementation of Canva-Based Animated Videos in History Learning

The findings indicated that the implementation of Canva-based animated video learning media was carried out through systematic stages, including material analysis, content design, media design and development, learning implementation, and evaluation.

During the design stage, material on the Japanese Occupation of Indonesia was organized chronologically. This organization was important because historical material includes not only information such as names, places, and years but also the relationships among various events. Through animated videos, the material was presented using a combination of text, images, illustrations, animation, and audio.

During the implementation stage, the use of videos provided variety in the learning process. Students received information not only through teacher explanations but also through visual and audiovisual presentations. Based on the observation results, students appeared more interested in watching the videos, and several students demonstrated engagement by asking questions and responding to the material.

These findings indicate that animated video media may serve as an alternative for providing more varied learning experiences in history learning. The media did not replace the teacher's role but functioned as support that helped teachers present material in a more engaging and concrete manner.

Students' Learning Interest After Using Animated Videos

The questionnaire results indicated that students' responses to the use of Canva-based animated video learning media tended to be positive. Of the 300 responses, 213, or 71%, were in the Agree category, and 57, or 19%, were in the Strongly Agree category.

Thus, 90% of the responses fell into positive categories. Meanwhile, 9% were in the Less Agree category, and 1% were in the Disagree category.

The predominance of positive responses indicates that most students responded favorably to the use of animated videos in history learning. These positive responses were related to students' interest in the media, attention to the videos, and engagement in the learning process.

The questionnaire results were also supported by the interview findings. Students stated that the use of videos or images made them more interested and better able to sustain their attention than when learning was conducted solely through the teacher's oral explanations. The teacher also observed more positive responses when learning used animated video media. Students appeared more focused, actively provided responses, and participated in learning with greater enthusiasm.

The Relationship Between Animated Video Media and Learning Interest

Based on the results of observation, interviews, and the questionnaire, the use of Canva-based animated videos was associated with several aspects of students' learning interest, particularly attention, interest, and engagement.

Presenting material through a combination of images, text, illustrations, animation, and audio provided variety in the learning process. This variety may help reduce boredom that arises when learning is dominated solely by the lecture method.

The interview results indicated that students tended to be more interested when material was presented through videos or images. Students also stated that the media helped them understand the material because the information was not conveyed solely orally.

These findings were supported by questionnaire data showing 90% positive responses. Therefore, based on the research data obtained, the implementation of Canva-based animated video learning media showed a positive tendency toward increasing the learning interest of Class XI 9 students in history learning.

Nevertheless, the research results also showed that 10% of responses fell into the Less Agree and Disagree categories. This indicates that responses to learning media were not entirely uniform among students. These differences may be related to levels of attention, the ability to understand the material, and student characteristics in participating in learning.

Thus, the use of animated videos should not stand alone but should be combined with teacher explanations, question-and-answer sessions, discussions, and other learning activities. The teacher's role remains necessary to ensure that students understand the presented material and to provide guidance to students who require additional explanations.

Supporting and Inhibiting Factors in Media Implementation

The implementation of Canva-based animated video learning media at SMA Negeri 7 Palu was supported by the availability of learning equipment, adequate facilities, teacher support, and students' positive responses to audiovisual media.

The absence of technical problems with Infocus devices or projectors, laptops, and networks indicated that the available learning facilities could support the use of animated videos.

Nevertheless, media implementation continued to face several issues requiring attention, particularly differences in students' ability to understand the material and limited learning time. Therefore, the videos used need to be adjusted to the time allocation and students' ability levels.

Teachers also need to provide additional explanations and conduct question-and-answer sessions after the

video is shown. This is important to ensure that media use not only captures students' attention but also genuinely helps them understand the learning material.

Overall, the research results indicated that history learning conditions before the use of animated video media still faced issues related to differences in students' levels of attention and learning interest. Learning that relied too heavily on the lecture method caused some students to become easily bored and less focused.

After the implementation of Canva-based animated video learning media, the observation results showed students' interest and active participation during learning. The interview results also indicated that students responded more positively to learning that used visual and audiovisual media.

These findings were supported by questionnaire results showing 90% positive responses to the use of animated video learning media. Thus, based on the overall research data, Canva-based animated video learning media can be used as an alternative learning medium for history learning to help increase students' attention, interest, and active participation in the learning process. Nevertheless, the findings of this study should be understood within the scope of the research, namely, students in Class XI 9 at SMA Negeri 7 Palu studying the topic of the Japanese Occupation in Indonesia. Therefore, the findings describe the conditions of the research participants and context and cannot automatically be generalized to all students or schools without further research.

4. Conclusion

Based on the results of the study on the implementation of Canva-based animated video learning media to increase students' learning interest at SMA Negeri 7 Palu, it can be concluded that the implementation of Canva-based animated video learning media was able to create a more engaging, interactive, and enjoyable learning process. The use of Canva-based animated videos provided a more varied learning experience than learning that relied solely on printed textbooks, enabling students to understand the historical material presented by the teacher more easily.

The results of observations, interviews, and questionnaires indicated that Canva-based animated video learning media had a positive effect on students' learning interest. Students demonstrated greater enthusiasm during the learning process, actively paid attention to the teacher's explanations, were more willing to ask questions and express their opinions, and were more focused during teaching and learning activities. The visual displays, animations, images, and audio included in the learning media helped students understand historical material more concretely, so that learning did not feel monotonous or boring.

Based on the overall research findings, it can be concluded that the implementation of Canva-based animated video learning media was effective in increasing students' learning interest in history subjects in Class XI 9 at SMA Negeri 7 Palu. This was demonstrated by the results of observations, interviews, and questionnaires, which indicated that most students gave positive responses to the use of the learning media. Thus, Canva-based animated videos can be presented as an innovative alternative learning medium to improve the quality of the learning process in schools.

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