

Development of Animated Video-Based Learning Media Using the Canva and Capcut Applications for Introductory Geography Material for Class X of SMA Negeri 12 Kupang City

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Abstrak

Penelitian ini bertujuan untuk (1) Menentukan tingkat kelayakan media pembelajaran berbasis video animasi, dan (2) Menganalisis efektivitas media pembelajaran berbasis video animasi yang dibuat menggunakan aplikasi Canva dan CapCut. Jenis penelitian ini adalah Research and Development (R&D) dengan menggunakan model pengembangan ADDIE. Proses pengembangan media pembelajaran berbasis video animasi dimulai dari tahap analisis, dilanjutkan dengan tahap perancangan (design), kemudian masuk ke tahap pengembangan (development), tahap implementasi (implementation), dan terakhir tahap evaluasi (evaluation). Hasil validasi menunjukkan bahwa media ini memenuhi standar kualitas dari segi tampilan, isi, dan efektivitas dalam penyampaian materi pembelajaran. Hasil uji coba dengan siswa dan guru di SMA Negeri 12 Kota Kupang menunjukkan bahwa media pembelajaran yang dikembangkan efektif digunakan, serta siswa merasa lebih termotivasi dalam belajar dan memahami materi melalui media video. Disarankan agar guru mengombinasikan metode pengajaran mereka dengan media berbasis video agar pembelajaran menjadi lebih interaktif. Penelitian lanjutan penting dilakukan untuk mengeksplorasi sejauh mana penggunaan media ini berpengaruh terhadap siswa dalam jangka panjang.

Kata Kunci: Pengembangan Media, Video Animasi, Aplikasi Canva dan Capcut

Abstract

This study aims to (1) Determine the level of feasibility of animated video-based learning media and (2) Analyze the effectiveness of animated video-based learning media created using the Canva and Capcut applications. This type of research is Research and Development (R&D) using the ADDIE development model. The process of developing animated video-based learning media starts from the analysis stage, followed by the design stage and enters the development stage, then the implementation stage and finally the evaluation stage. The validation results show that this media meets quality standards in terms of appearance, content, and effectiveness in delivering learning materials. The results of trials with students and teachers at SMAN 12 Kupang City show that the developed learning media is effective to use and students feel more motivated in learning and understanding the material through video media. It is recommended that teachers combine their teaching methods with video-based media to be more interactive. Further research is important to explore the extent to which the use of this media affects students in the long term.

Keywords: Media Development, Animated Videos, Canva and Capcut Applications

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INTRODUCTION

Instructional Media is capable means support the learning process teach , with role main aiming convey message in a way more easy understood by the recipient . This is help in achievement objective learning in a way more effective and optimal (Kustandi , C., & Darmawan, 2020). The main objective is For make it easier delivery material learning as well as raise understanding participant educate . The term " learning media "consists of from two terms, namely "media" and " learning ". In general literally, "media" means intermediary or senses, while " learning " refers to the process of helping somebody in activity learning (Haptanti et al., 2024). Because there it is Lots very variations of learning media that can used for fulfil lots need educational. Media used in learning can become wrong, one how to create atmosphere more learning enthusiastic and easy educator in activity study is needed development of learning media for increase spirit study participant educate in learning.

The development of the digital world in the field education participate influence pattern interaction between educators and participants educate in a way significant. In connection with development technology use application canva and capcut in to design Instructional Media can support activity Study participant educate, to easy absorbed material delivered by educators. Because the application canva is a design platform that can utilized For to design presentations, posters, and various visual content used on social media (Komalasari et al., 2021) . Participants students who have ability literacy high technology usually more fast feel bored moment follow learning that is done with method conventional . Selection of adapted learning media with needs activity Study will support creating an appropriate and efficient learning process time , so that can more easy understood by participants educate. (Shalikhah, 2016) . The role of learning media in education and learning process teaching is very important For support development participant educated at school , so that knowledge and materials provided by educators can accepted with both by participants educate (Sapriyah, 2019) . Thus, the learning process will be more effective if interactive media is used.

Learning flow at school it really depends on the role important learning media, one of which is at the high school level (Ariyanto et al., 2018). Geography is one of field a very important study at high school level Because give understanding fundamental about concept underlying philosophy discipline knowledge Geography (Maharani & Nafarin, 2024). Subject This stimulate participant educate for think Analytical and reflective about various phenomenon Geography that allows they No only get information but also question and analyze it in a way critical. In addition , the eyes lesson This help participant educate know concepts the underlying basis geography, such as space, area, and environment, which is crucial for analysis More geography in-depth and comprehensive (Alfariet et al., 2022).

Based on observation to participant educate class X of State Senior High School 12 Kupang City on the subject lesson Geography use topic and time limited learning , found that participant educate often difficulty understand the material presented . Limitations time at the moment learning cause delivery sufficient material Lots become No effective. There is a number of problems also like use book as the only learning media that is claimed not enough effective in reach objective learning. In addition , educators Not yet utilizing animated videos as a learning medium, so learning feel not enough varies and tends to boring for participant educate. This is as challenge for educator Because they No Can give material in a way clear as well as comprehensive . On one class, ability participant education is very diverse, as the result No all participant educate Can understand material comprehensive (Sulistyosari et al., 2022). As a result, participants educate no capable reach core competencies that have been set and not fulfil standard minimum completion required .

Based on analysis need through distribution questionnaire to educators and participants educate, learning media needs at school, educators and participants educate agree for development of learning media with utilise application canva and capcut. Development of learning media

animated video based this can utilized good in a way independent and in a way in groups with involving educator as facilitator main . This is due to learning media animated video based emphasize understanding participant educate to material introduction geography .

This research using the ADDIE development model applied with approach based on example in making learning media. The ADDIE model was developed in 1996 by Dick and Carry, an example of ADDIE itself It means abbreviation from Analysis, Design, Development, Implementation and Evaluations. In accordance with research conducted by Puspasari & Suryaningsih, (2019), the ADDIE Model is a a common approach used in development learning. Approach This can applied For various type development products, such as learning models, learning strategies, methods learning, media, and teaching materials. In line with Hasdi, H., & Agustina, S. (2016). Mentioning that the ADDIE model is one of the a simple approach from aspect procedural in matter procedure. However its implementation done in a way structured and systematic. This model consists of of five stages main that is Analysis, Design, Development, Implementation, and Evaluation. While weakness in learning models This is in its development need quite a long time. (Nur, 2017). A educator expected capable moreover formerly evaluate two aspects ability student through two types analysis , namely analysis performance and analysis needs . Both analysis the own a very meaningful role Because will impact on the design process learning at the stage furthermore.

In accordance analysis need participant educate, known that During this, learning only utilizing print media similar book lessons and not yet Once using other learning media. Development of learning media must designed with innovative and varied ways. Monotonous learning can causing boredom among people participant educate (Sumual et al., 2024). With Thus, researchers interested For do research use title " Development of Learning Media" Animation Video Based Use Application Canva And Capcut In the Introductory Material Geography Class X of State Senior High School 12 Kupang City ". Several studies that have been conducted only use the Canva application, so in this study we tried to combine 2 applications, namely Canva and Capcut, so that the developed media is more interesting so that in the end it will increase students' learning motivation in introductory geography material.

RESEARCH METHODS

This research was conducted in October-November 2024, located at SMA Negeri 12 Kupang City. This type of research is research and development (research and development) is a research method used to produce certain products and test their effectiveness (Purnama, S, 2016). The development model used is the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This study uses validation from material experts and media experts. The trial subjects in this study were teachers and 20 class X students at SMA Negeri 12 Kupang City. The trial was conducted using small groups. The types of data used were primary data and secondary data. The instruments used in this study were questionnaires for the feasibility test of material experts and media experts and questionnaires for the effectiveness test for students. The data analysis technique used in this study was a quantitative data analysis technique to describe the validity and effectiveness of the developed learning media.

RESULTS AND DISCUSSION

The development of animated video-based learning media using the Canva and Capcut applications goes through several processes. The media development process uses the ADDIE model through five stages consisting of five stages, namely Analysis, Design, Development, Implementation and Evaluation. This is in accordance with the research of Rohimah & Astuti, 2023, entitled "Development of Animated Videos for Learning Hydrosphere Material in Geography Subjects in High Schools". This study developed an animated learning video for hydrosphere material in geography subjects for grade X using the ADDIE development model, this study went through the stages of analysis, design, development, implementation, and evaluation. This study aims to assess the feasibility of animated video learning media through

validation by material and media experts and measure the responses of subject teachers and students to the products developed and it is hoped that this learning media can provide understanding to students by presenting more interactive and easy-to-understand visualizations, namely animated video-based learning media on introductory geography material.

Eligibility of Learning Media Animation Video Based Use Application Canva and capcut In the Introductory Material Geography

The validity level aims to assess the suitability of the learning media to be used by students. This validation process is a crucial step in ensuring that the developed media is not only visually appealing but also has quality content that meets applicable learning standards. This is in accordance with research by Asnawati, Y., & Sutiah, S. (2023) entitled "Development of Animated Video Media Based on the Canva Application to Increase Student Learning Motivation." To assess the validity of the media, a validation process is first carried out by the validator.

In this study, validation was carried out by three validators with different expertise backgrounds to provide an objective and comprehensive assessment, including: 1) Mr. Andrinata, S.Pd., M.Pd. (Lecturer of the Geography Education Study Program) as a media expert who is responsible for evaluating the technical aspects and visual design of Canva-based learning media. 2) Mrs. Erry Ersani, S.Pd., M.Pd. (Lecturer of the Geography Education Study Program) as a lecturer material expert who assesses the suitability of the material and the clarity of the concepts presented. 3) Mr. Musmelson F. Laupada, S.Pd., Gr. (Geography subject teacher at SMA Negeri 12 Kupang City) as a geography subject teacher who provides a practical perspective regarding the application of media in the learning process in the classroom. Validation results are presented in the following table:

Table 1. Expert Validation Results

No	Expert	Amount	Score
1	Subject Matter Expert By Lecturer	51	72.8%
2	Geography Subject Teacher	68	97.1%
3	Media Expert By Lecturer	46	76.6%

Source : Data Analysis , 2025

$$\text{Validator Average} = \frac{\text{Average of all validators}}{\text{Number of Validators}}$$

$$= \frac{246,5}{3} = 82.16\%$$

These three validators assessing learning media in accordance a number of primary aspects , namely visual display as well media design (clarity) image, animation, selection hue, and layout), quality contents material (conformity) use material, clarity concept, as well as accuracy of information), effectiveness delivery gossip (convenience) understood by participants education, interactivity, and power media pull). in research this, the result evaluation from the validator, either for media aspects and material, shows score homogeneous-homogeneous as much as 82.16%, which is included in the very valid category or worthy used in learning . using criteria good from evaluation expert material, shows the importance of the validation process of the experts for ensure learning media No only interesting visually, but also have quality synchronous

content use standard applicable learning. with thus, the development of learning media animated video based use Canva software as well as capcut on material introduction geography stated worthy used in class X of School Senior High School 12 Kupang City .

Effectiveness of Learning Media Animation Video Based Use Application Canva and capcut In the Introductory Material geography

The effectiveness level of learning media aims to assess the extent to which the developed media is able to support the learning process and improve student understanding. Effective learning media is not only visually appealing, but also able to increase learning motivation and facilitate understanding of the concepts being taught. This is supported by research by Afrilia et al., 2022 entitled "The Effectiveness of Animated Video-Based Learning Media to Increase Learning Motivation of Fourth Grade Elementary School Students". In this study, the effectiveness test was conducted by distributing questionnaires given to two groups of respondents: Geography teachers at SMA Negeri 12 Kupang City to assess the effectiveness of the media from the teacher's perspective and grade X students who used animated video-based learning media with the Canva application to assess the effectiveness from the perspective of students as direct users.

A questionnaire was given to geography teachers at SMA Negeri 12 Kupang City to assess the effectiveness of learning media based on several main indicators, namely the suitability of the media to the applicable curriculum, ease of use and integration of media in learning, clarity of material delivery and student involvement in learning, the impact of media on students' understanding of concepts. The trial results data are presented in the following table:

a. Subject Teacher Response

Table 2. Subject Teacher Responses

No.	Statement											Amount	Score (%)	Category
	1	2	3	4	5	6	7	8	9	10	11			
1.	3	5	5	5	5	5	5	5	5	5	5	53	96.3%	Very Effective

$$\text{Percentage} : \Sigma = \frac{\text{skor yang diberikan validator}}{\text{skor maksimal}} \times 100\%$$

$$= \frac{53}{55} \times 100\% = 96.3\%$$

Based on the results of the responses by geography subject teachers, a score of 96.3% was obtained , which was categorized as very effective. This indicates that Canva and Capcut animated video-based learning media can be an effective tool in delivering introductory geography material.

b. Response Learners

Table 3. Response Learners

Number of Students	Research Components											Amount
	1	2	3	4	5	6	7	8	9	10	11	
20	100	94	95	99	99	96	96	95	96	93	97	1040

Source : Recapitulation Results Learners

Average effectiveness evaluation to learning media products , based on results test response group small that has presented in the table previously , can counted as following

$$M = (\sum x) / N \times 100\%$$

$$M = 1040 / 20 \times 100\%$$

$$M = 52 / 55 \times 100\% = 94.54\%$$

Information :

M : Mean (average)

$\sum x$: Total Overall Student Score

N : Number Learners

From the questionnaire results, student responses scored 94.54%, which is also categorized as very effective to use. This means that the majority of students feel that this media helps them understand the material better than conventional methods (Lyanda, D, 2023). With the high effectiveness response results from both teachers and students, this media has been proven to be usable as a tool in learning geography concepts in grade X. Teachers can more easily integrate this media in various learning models, including blended learning or online learning. In addition, Canva and Capcut animated video-based media help reduce boredom in learning, especially on abstract material. This is in accordance with the results of research by Mustari & Yuberti, 2024, 2024 with the title " Development of a Digital Magazine Based on a Contextual Approach Using the Canva Application on the Material of Vibrations, Waves and Sound" where students feel more interested in learning because this media provides interesting and interactive visualizations.

There are several obstacles experienced by researchers during the process of developing animated video-based learning media using the Canva application, including: 1) limited electronic devices owned by students such as cellphones and laptops in classroom learning so that when watching animated videos, some of the students have to take turns borrowing cellphones, 2) limited infrastructure such as LCDs in classrooms that can support the learning process, 3) inadequate availability of wifi so that when distributing questionnaires it must be done manually because students do not have an internet quota. For the sake of smooth research and development processes, researchers carry out several ways to ensure smooth research and development processes. From these obstacles, researchers hope that the media developed can be used and help students understand introductory geography material.

CONCLUSION

The development of animated video-based learning media was chosen as an alternative medium to help students understand geography, particularly introductory geography material. This animated video-based learning media, using the Canva and Capcut applications, contains material on the theme of "introduction to geography," developed by integrating various elements, such as video, images, audio, narration, animation, and other decorative elements. The development process refers to the stages in the ADDIE model: analysis, design, development, implementation, and evaluation. Validation results show that this media meets quality standards in terms of appearance, content, and effectiveness. Trial results showed a positive response and proved effective in increasing student understanding and engagement. Although there are still shortcomings in writing, appearance, and content, further research is needed for its development. Because students are not yet accustomed to video-based learning, teachers are advised to combine teaching methods with video media to make it more effective and interactive. The use of animated templates in Canva and Capcut can also make learning faster and more engaging.

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