

OPTIMIZING THE SUCCESS OF LEARNING IN MEETING MANAGEMENT SUBJECTS THROUGH CANVA MEDIA IN VOCATIONAL SCHOOLS

Muhammad Alfian

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: Muhammadalfn731@gmail.com

Marsofiyati

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: marsofiyati@unj.ac.id.

Christian Wiradendi wolor

Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Email: christianwiradendi@unj.ac.id.

ABSTRACT

This study aims to develop canva-based learning media in the subject of Meeting Management Phase F Office Management (MP) Public Vocational High School 46 Jakarta. The research method used in this research is RnD (Research and Development). The population in this study amounted to 35 students of Phase F MP Public Vocational High School 46 Jakarta. The data analysis techniques used in this study are qualitative analysis and quantitative analysis. Qualitative techniques are used to analyze data in the form of notes, suggestions, or comments from the assessment of validation sheets or questionnaires from the assessment of validators and trial subjects. The results of this study are based on the results of validation tests from several experts, namely material experts, linguists, and media experts, that the canva-based learning media developed obtained an average percentage of 91% with a very feasible category.

Keyword: Canva media, Learning media, Audio visual media

ABSTRAK

Penelitian Ini bertujuan untuk pengembangan media pembelajaran berbasis canva pada mata Pelajaran Pengelolaan Rapat Fase F Manajemen Perkantoran (MP) SMK Negeri 46 Jakarta. Metode penelitian yang digunakan dalam penelitian ini adalah RnD (*Resarch and Development*). Populasi pada penelitian ini sejumlah 35 siswa Fase F MP SMK Negeri 46 Jakarta. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis kualitatif dan kuantitatif. Teknik kualitatif menganalisis data yang terdiri dari catatan, rekomendasi, dan komentar dari hasil penilaian lembar validasi atau angket penilaian validator dan subjek uji coba. Hasil dari penelitian ini berdasarkan hasil uji validasi dari beberapa ahli yakni ahli materi, ahli bahasa, dan ahli media, bahwa Media pembelajaran berbasis canva yang dikembangkan memperoleh rata-rata persentase sebesar 91% dengan kategori sangat layak.

Kata kunci: Media canva, Media pembelajaran, Media audio visual

INTRODUCTION

The development of technology to date has progressed. The main purpose of educational technology is to solve learning problems or facilitate learning and to improve performance. This is the importance of technology to always follow its development. These changes also occur in educational aspects, especially when utilizing educational media. According to Ramli, the utilization of learning media is an important element in the learning system, so that the effects of applying the media can affect student learning achievement (Rahmatullah et al., 2020), A passive classroom is often a challenge during the educational

process at school, where students tend to be less active or not directly involved in learning activities. The factors that lead to a passive classroom can vary, ranging from the use of less interactive learning media to teaching methods that do not provoke student participation.

A passive classroom is often a challenge in the learning process at school, where students tend to be less active or not directly involved in learning activities. The factors that lead to a passive classroom can vary, ranging from the use of less interactive learning media to teaching methods that do not provoke student participation. According to Ainina et al, the ability of educators is needed when implementing learning so that student learning outcomes get satisfactory results (Sumartiwi & Ujianti, 2022), Learning media can be devices, materials, or conditions used as intermediaries in carrying out the teaching and learning process. Rachman quoted Suhartono, who defined media in the context of learning activities as a tool that can deliver information and knowledge in the process of interaction between teachers and students (N. Dewi et al., 2018).

According to Iskandar, learning is an effort made by a person through interaction with the surrounding environment and changes the nature or behavior of a person (Nisa, 2015). The importance of learning is in changing behavior, not just in mastering the results of practice. Therefore, learning approaches that encourage direct experience and deep understanding can have a more significant impact in modifying student behavior. The purpose of the implementation of this learning is so that students or learners can achieve learning objectives in an effective and efficient way, which involves planning, implementation, and evaluation in a structured manner. According to Cooney's opinion, there are several factors that cause learning difficulties, which can be divided into physiological factors, social factors, psychiatric factors, intellectual factors, educational factors. Student learning difficulties can be related to the instability of educational institutions in general (Waruwu, 2020).

Educational media suffers from a number of obstacles that hinder its effectiveness. One of the main obstacles is the limited technological devices that cause limitations in the variety and interactivity of learning media. Based on studies (Rahmatullah et al., 2020), canva-based audio-visual learning media is very feasible to use in learning. Use is very effective for offline and online learning media. I developed canva-based learning media, the developed media is very appropriate for educators and learners in carrying out the learning process. According to Suparman, learning in the digital era requires tools or media that are used to make students more interested in learning (Zahwa & Syafi'i, 2022). Learning media is a message using a tool delivered by a teacher to students so that students can understand the material.

Researchers conducted a preliminary study with the aim of gathering initial information and perspectives from respondents, which could help further research. Questions were distributed as part of a survey procedure used for the initial investigation. The questionnaire was distributed online using google form. The participants in this pilot study were phase F students at SMK Negeri 46 Jakarta.

1. What can teachers do to overcome a passive class when using less interactive learning media?

35 jawaban

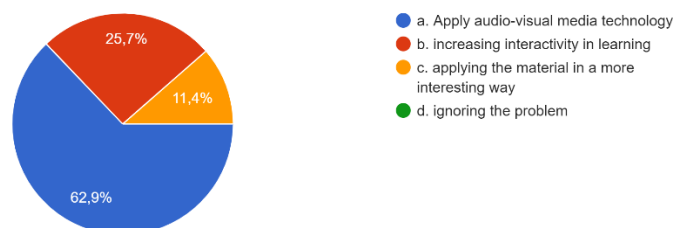


Figure 1. Pre-Research Result on How Teachers Overcome Passive Classes

Considering the outcomes of observations at SMK Negeri 46 Jakarta with a total of 35 students, researchers used a questionnaire, the occurrence of passive classes due to less interactive learning media. More students are interested in using audio-visual learning media. Meanwhile, some teachers still rely on print media and have not used audio-visual-based learning media in learning activities, including meeting management subjects. This causes most students to feel bored using print media because it is monotonous and difficult to understand. Thus, students can also lose enthusiasm and be passive during the teaching and learning process.

2. What are the obstacles in learning the subject of Meeting management?
35 jawaban

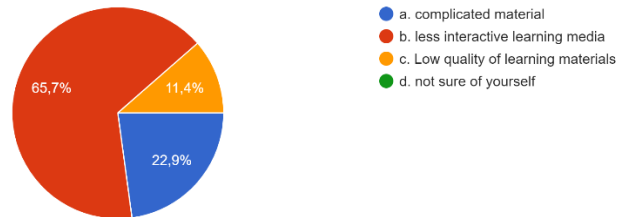


Figure 2. Pre-Research Results Regarding Obstacles in Meeting Management Subjects

Pre-research results at SMK Negeri 46 Jakarta with a total of 35 students, which showed that 75.7% of the obstacles in the meeting management subject were due to the lack of varied learning media used, provides a worrying picture in the context of instruction. When the majority of learning media tend to be monotonous and limited in variety, this can have a negative impact on the learning process, reducing the level of engagement and motivation of learners. Based on pre-research at SMK Negeri 46 Jakarta regarding student interest in learning media using the Canva application, researchers and previous researchers realized that not much development had been done in Canva-based learning media.

LITERATURE REVIEW

This research and development was conducted at SMK Negeri 46 Jakarta for class X MP (Office Management) students, precisely on Jl. B7 Cipinang Pulo, Kel. Cipinang Besar Utara, Kec. Jatinegara, East Jakarta Administrative City, DKI Jakarta province. The research was conducted with 35 students of Office Management Phase F. The time of this research and development was carried out in January 2023 until the research and development stage was completed and obtained the data needed by the researcher. The method used is the addie method According to (Cahyadi, 2019) the ADDIE instructional model is a commonly used learning approach, both in the context of traditional training development. There are five main stages, namely Analysis, Design, Development, Implementation, Evaluation.

Learning Media

Media is a device that plays a role in carrying information and knowledge in the context of interaction between the audience and the sender of the message. According to Gerlach, media includes individuals, equipment, materials, and activities used to create conditions in which the audience can receive information, knowledge, skills, attitudes, and materials delivered (Zahwa & Syafi'i, 2022). According to Suparman, learning in the digital era requires tools or media that are used to make students more interested in learning (Zahwa & Syafi'i, 2022). Learning media is a message using a tool delivered by a teacher to students so that students can understand the material. Information and communication technology utilization is intended to increase the effectiveness and efficiency of the learning process process. The

application of technology in education has changed the way material is delivered from the lecture method to using educational materials that can interact. According to Munir, the use of interactive learning media can support the understanding of material for students through an interesting, simple to understand, and fun presentation (Nadzif et al., 2022).

Audio Visual Media

Learning in today's digital era does not only require an understanding of the material, but requires the creativity of a student. To form the creativity of a student, interactive learning media is needed. Among the interactive educational resources is to use audio visual media. According to munadi in (Pagarra H & Syawaludin, 2022) Visual media refers to media that is visible.. For example, pictures, paintings, or photos in the form of an object. There are also diagrams in the form of relationships between concepts, organizations, or material structures. Visual media also includes maps that show the relationship between parts of the material, as well as graphs (Manshur & Ramdlani, 2020). Visual media, which include drawings, paintings, and photographs of objects, as well as diagrams that illustrate the relationship between concepts or the structure of the material, have an important role in conveying information effectively. Canva-based learning media research utilizes the power of this visual media by integrating various visual elements in an attractive and interactive video format, so as to increase the understanding and attractiveness of the material presented.

The audio-visual educational resources is very effective in the subject of Meeting Management for students. By using sound and images this media is able to attract the attention of learners more effectively than ordinary print media. Interesting visuals make learners more interested and help clarify difficult concepts and make Meeting Management material easier to understand. According to Riayana, audio-visual learning media has advantages and disadvantages. One of its advantages is its ability to help people understand and remember messages well, because it can combine sound and images that attract attention. In addition, the program can be tailored to the needs and is small in size so it is easy to store. However, its creation requires considerable time and cost, and sometimes the images presented are limited in their movements (Ifroh & Permana, 2021).

The benefits of audio-visual media have several benefits according to (Ifroh & Permana, 2021), namely that learning will attract students' attention, the material provided will be easier for students to understand, motivate students to understand the material more broadly, provide and foster learning motivation for students, and can provide new experiences for different students and conclude the essence of learning from a given video. The previous study titled 'Video-Based Learning Media Using Canva Application to Increase Students' Learning Interest' has shown that the use of Canva can significantly enhance students' learning interest. Based on these findings, the development of Canva-based learning media in the Meeting Management subject is expected not only to increase learning interest but also to strengthen students' understanding of the material presented through more engaging and interactive visualizations and presentations.

METHOD

This research uses a research and development approach using the ADDIE model. According to (Cahyadi, 2019) the ADDIE instructional model is a commonly used learning approach, both in the context of traditional training development. There are five main stages, namely Analysis, Design, Development, Implementation, Evaluation. These stages reflect a comprehensive guide in the development of training and performance improvement programs Branch schematizes the ADDIE model as a learning system design in the following manner (Figure 3).

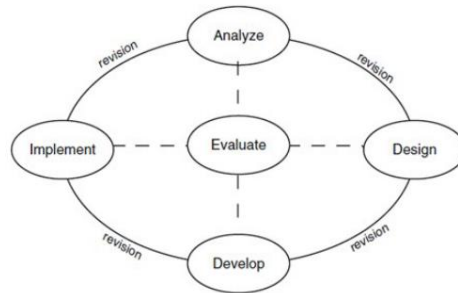


Figure 3. ADDIE Model Implementation Flow

Expert Researchers make a validation sheet with multiple statements on it. Next, using a Likert scale with five assessment scores, the validator completes the questionnaire by confirming the categories the researcher provided in the Table 1.

Table 1. Assessment Score

Information	Score
Very good	5
Good	4
pretty good	3
not good	2
very not good	1

The validation scores that have been specified in the validation sheet for learning material will be examined using the index algorithm. The information below comes from media linguists, material experts, and media experts. Furthermore, the results of the percentage can be interpreted to test the feasibility into classifications determined by the Table 2.

Table 2. Eligibility Criteria

Results	Category
81% - 100%	very worthy
61% - 80%	worthy
41% - 60%	quite decent
21% - 40%	not feasible
0% - 20%	very unworthy

Based on Table 2, it can be said that we know that the creation of instructional materials using Canva is said to be feasible if the feasibility percentage has reached 61%. According to Arikunto, learning videos are said to be feasible if they have reached a minimum percentage of 61% or in the feasible category. So that videos can be used as learning media (Ernawati, 2017).

RESULTS AND DISCUSSION

The result of this development research is Canva-based Learning Media for Meeting Management Subject for Phase F MP. This development uses the ADDIE method (Analyze, Design, Development, Implementation, and Evaluation). The results of each stage of the development procedure carried out are as follows.

Analyze

At this stage, researchers analyzed the needs of students in learning activities by examining aspects of learning problems. This analysis was carried out using a questionnaire involving Phase F Office Management students, to obtain information about the use of learning resources, as well as limitations and problems in learning activities.

The results of the analysis conducted by researchers, that the learning resources used in the subject of Meeting Management are only packet book learning media, and not all students have the bukupaket because students have to study independently. Thus, the knowledge gained by students who have a package book and students who do not have a package book is different. In addition, students use gadgets to find sources rather than reading printed books.

Design





After analyzing the researchers conducted the design of the learning media to be used. At that stage, researchers began designing the learning video to be developed, namely formulating the specified material and the design of the application. Researchers formulate meeting management material by adjusting to the material and determining product design. Researchers formulate material from Meeting Management and determine product design and compile a description of the material to be conveyed and displayed on the learning video.


Development

Making Learning Videos

After designing video-based learning media, the next stage is development. At this stage, the development of learning videos that have been designed using the Canva application is carried out. In this process, development is carried out by making the entire learning video, such as cover, content and cover. Furthermore, researchers also link images, videos that have been made through google form into video-based learning media at the development stage.

Table 3. Learning Video Display

No	Description	View
1.	Cover	
2.	Subject matter	
3.	material content	
4.	Meeting Simulation Video	

No	Description	View
5.	Closing	

Material expert validation test

The Material Expert Validation Test was conducted to assess the feasibility of the material that had been compiled in the Canva-based e-module in the subject of Meeting Management and the Scope of the Meeting. This material expert validation was carried out by the Meeting Management subject teacher at SMKN 46 Jakarta, namely Nuryeni Puspita Sari, S.Pd. The aspects assessed in this material validation are aspects of content or material and learning aspects.

To obtain conclusions from the results of the validation of language experts, calculations were carried out based on the table above using the formula:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{60}{70} \times 100\% = 85\%$$

Based on the above calculations, the results of the language validation test obtained a percentage of 85% which is included in the very feasible category. So, it can be concluded that the learning video developed is very feasible to use or can be tested on students in the learning process.

Language Expert Validation Test

The linguist validation test was conducted to assess the feasibility of the language used in the canva-based Learning Video on Meeting Management subjects. This linguist validation was carried out by an Indonesian language subject teacher at SMKN 46 Jakarta, namely Yulia Fatma, S.Pd. The aspects assessed in this language validation are straightforward, communicative, dialogical and interactive aspects, compatibility with learner development, conformity with language rules, and the use of terms, symbols, and icons.

To obtain conclusions from the results of linguist validation, calculations were made based on the table above using the formula:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{52}{55} \times 100\% = 94\%$$

Based on the above calculation, the results of the language validation test obtained a percentage of 94% which is included in the very feasible category. So, it can be concluded that the learning video developed is very feasible to use or can be tested on students in the learning process.

Media Expert Validation Test

The media expert validation test was conducted to assess the feasibility of media on canva-based Learning Videos in Meeting Management subjects. This media expert validation was carried out by lecturers of the S-1 Education Administration Education Study Program, State University of Jakarta who are experts in the field of media, namely Muhammad Ikhwan, S.Pd. M.Pd. The aspects assessed in this media validation are aspects of technical quality and design quality.

To obtain conclusions from the results of linguist validation, calculations were made based on the table above using the formula:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{70}{75} \times 100\% = 93\%$$

Based on the above calculations, the results of the media validation test obtained a percentage of 93% which is included in the very feasible category. So, it can be concluded that the Learning Media developed is very feasible to use or can be tested on students in the learning process.

Implementation

This research uses the development model used in this research, namely the Research and Development development model. According to Borg and Gall (Sugiyono, 2019), educational research and development is a process used to develop and validate educational products. The development of the ADDIE model is filled with product design activities in the product, namely teaching materials. Two important objectives that must be achieved in the process of developing teaching materials are creating or revising teaching materials that will be used to achieve the learning objectives that have been formulated and selecting the best teaching materials that will be used to achieve learning objectives. According to (Cahyadi, 2019) the ADDIE instructional model is a commonly used learning approach, both in the context of traditional training development. There are five main stages, namely Analysis, Design, Development, Implementation, Evaluation.

One to One Evaluation

To conduct a practicality test on the development of e-modules, the first stage carried out is an individual test or one-to-one test (one to one evaluation). Based on students with high ability, medium ability, and poor ability, three students from phase F did this one-on-one test. The findings of the questionnaire-based test, which the three students conducted, are as follows:

Table 4. Results of One to One Evaluation Data Analysis

Respondents	Score	Max	Percentage	Category
student 1	48	50	96%	very worthy
Student 2	48	50	96%	very worthy
Student 3	49	50	98%	very worthy
Amount	145	150	97%	very worthy

Considering the outcomes of the one to one evaluation data analysis above, a percentage of 97% was obtained which was included in the very practical category. So, it can be concluded that the Learning Video developed is very practical to use or can already be tested at the next stage, namely the small group trial. The comments and suggestions given are that the e-modules used are very effective for learning today, especially if learning using gadgets or other electronic devices. Thus, the Learning Video developed can be tested to the next stage without revision.

Small Group Trial

After conducting a one to one evaluation, The small group trial is the next action to take. Ten students who were selected at random, that is, without taking into account the population's strata, participated in the small group trial. Ten students used a questionnaire to conduct a small group trial, and the following are the results:

Table 5. Results of Small Group Trial Data Analysis

Respondents	Score	Maximum	Percentage	Category
Student 1	97	100	97%	very worthy
Student 2	95	100	95%	very worthy
Student 3	95	100	95%	very worthy
Student 4	94	100	94%	very worthy
Student 5	94	100	94%	very worthy
Student 6	90	100	90%	very worthy
Student 7	88	100	88%	very worthy
Student 8	92	100	92%	very worthy
Student 9	90	100	90%	very worthy
Student 10	90	100	90%	very worthy
Amount	925	1000	92%	very worthy

Considering the outcomes of the small group trial data analysis above, a percentage of 92% was obtained which was included in the Very Practical category. Thus, it may be said that the development of learning media is very practical to use or can already be tested at the next stage, namely the large group trial.

Large Group Trial

The next stage is to carry out a big group trial following the completion of a small group trial. All Office Management F students participated in the large group trial, with the exception of the 22 students who conducted the one-on-one assessments and small group trials. The big group trial's outcomes conducted by 22 students using a questionnaire are as follows:

Table 6. Results of Large Group Trial Data Analysis

Respondents	Score	Maximum	Percentage	Category
Student 1	50	50	100%	very worthy
Student 2	43	50	86%	very worthy
Student 3	44	50	88%	very worthy
Student 4	49	50	98%	very worthy
Student 5	50	50	100%	very worthy
Student 6	40	50	80%	very worthy
Student 7	50	50	100%	very worthy
Student 8	43	50	86%	very worthy
Student 9	50	50	100%	very worthy
Student 10	42	50	84%	very worthy
Student 11	44	50	88%	very worthy
Student 12	49	50	98%	very worthy
Student 13	44	50	88%	very worthy
Student 14	50	50	100%	very worthy
Student 15	50	50	100%	very worthy
Student 16	46	50	92%	very worthy
Student 17	47	50	97%	very worthy
Student 18	46	50	92%	very worthy
Student 19	49	50	98%	very worthy
Student 20	46	50	92%	very worthy
Student 21	47	50	94%	very worthy
Student 22	46	50	92%	very worthy
Amount	1.025	1.100	93%	Very Worthy

Considering the outcomes of the large group trial data analysis above, a percentage of 93% was obtained which was included in the very practical category. So, it can be concluded that the Teaching Video developed is very practical to use or can be used in learning activities.

Evaluation

After conducting a validation test to determine the feasibility and practicalization test to determine the practicality of the Learning Video developed, the next stage is the evaluation

stage. This stage determines the final results of the development of teaching materials made and developed by researchers. From the results of the validation test from three validators and the trial conducted on phase F Office Management students, it can be stated that the Learning Video developed is very feasible and very practical to use, and can be used for learning activities.

In addition, the Learning Video can be easily used by students and teachers in learning activities and can increase students' enthusiasm for learning. This is obtained from the results of the assessment of aspects and indicators that have been tested by validators and students. Although there are some revisions, researchers have improved the Learning Video so that it can meet the feasibility and practicality of the e-modules developed.

Discussion

In the current digital age, learning necessitates not just content comprehension but also a student's creativity. Students' creativity must be shaped by interactive learning materials. Using audiovisual media is one of the interactive instructional resources available. Munadi states in (Pagarra H & Syawaludin, 2022) that visible media is referred to as visual media. For instance, images in the shape of objects, such as paintings, pictures, or photos. Diagrams representing the connections between ideas, groups, or physical structures are also present. Graphs and maps that illustrate the connections between the material's components are also included in visual media (Ramadlani & Manshur, 2020).

The use of audio-visual instructional resources is particularly beneficial when teaching students about meeting management. This type of media is able to grab learners' attention more successfully than traditional print media since it uses music and graphics. Engaging images pique students' interest, aid in the understanding of complex ideas, and facilitate the learning of Meeting Management content. According to Riayana (Ifroh & Permana, 2021), audio-visual learning media has advantages and disadvantages. One of its advantages is its ability to help people understand and remember messages well, because it can combine sound and images that attract attention. In addition, the program can be tailored to the needs and is small in size so it is easy to store. However, its creation requires considerable time and cost, and sometimes the images presented are limited in their movements. The benefits of audio-visual media have several benefits according to (Ifroh & Permana, 2021), namely that learning will attract students' attention, the material provided will be easier for students to understand, motivate students to understand the material more broadly, provide and foster learning motivation for students, and can provide new experiences for different students and conclude the essence of learning from a given video.

Students can learn more interactively through presentations and simulations in meeting management courses thanks to audio-visual media. According to Suprianto, audio-visual media comes in a variety of forms. For example, because it combines visual and aural media, it may be effectively utilized in the learning process (Nurfadhillah et al., 2021). According to a prior study (Firdaus & Cahyani, 2022), using Canva can greatly increase students' enthusiasm in their studies. These results suggest that the creation of Canva-based learning resources for the Meeting Management course will likely boost students' interest in the subject matter while also improving their comprehension of it with the help of more dynamic and captivating presentations and visualizations.

CONCLUSION AND RECOMMEN DATION

Conclusion

Based on the results of the development of Canva-based Learning Media on Meeting Management Subjects at SMKN 46 Jakarta, it can be concluded Based on the results of validation tests from several experts, namely material experts, linguists, and media experts, that

the canva-based learning media developed obtained an average percentage of 91% with a very feasible category. Thus, Canva-based Learning Media in Meeting Management Subjects at SMKN 46 Jakarta is very feasible to use and test Based on the results of the practicalization test by 35 Phase F class students, who went through the one to one evaluation stage, small group trials, and large group trials, that the canva-based e-module developed obtained an average percentage of 94% with a very practical category. Thus, Canva-based Learning Media in Meeting Management Subjects at SMKN 46 Jakarta is very feasible to use for learning activities. and Based on the pilot test, the learning video application proved to be very feasible to use as a tool in the teaching and learning process. It not only significantly increased student engagement, but also improved their understanding of the subject matter. The use of visual and audio elements in the app succeeded in creating a more engaging and interactive learning environment, resulting in more motivated and focused students. In addition, the app's ease of access and use makes it a practical solution for both teachers and students. Thus, this learning video app can be relied upon to improve the overall quality of education.

Recommendation

In the implementation of the research and development carried out, researchers still have limitations that cause shortcomings in this study, namely the quality of the devices used by students varies. Inadequate devices can cause difficulties in accessing or watching learning videos properly. Students may have different learning preferences. Some students may prefer to learn in a more traditional way and be less responsive to learning videos. Recommendations or suggestions from future researchers (1) Research the effect of more interactive learning videos, such as those that integrate quizzes, live discussions and gamification elements, on student engagement and learning outcomes. (2) Develop learning media for a broader and more comprehensive range of material.

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