

Development of Social Studies Teaching Materials Assisted by Canva for Education at Junior High Schools in Bitung City

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ARTICLE INFO

Keywords: Teaching
Materials, Canva for
Education, Economic
Activities.

Received : 20, March

Revised : 25, April

Accepted: 15, May

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ABSTRACT

This study aims to: (1) develop Social Studies–Economics teaching materials on Economic Activities assisted by Canva for Education for junior high schools in Bitung City; (2) determine the assessments of material experts and media experts regarding the Canva for Education-assisted Social Studies–Economics teaching materials on Economic Activities for junior high schools in Bitung City; (3) determine students’ assessments of the Canva for Education-assisted Social Studies–Economics teaching materials on Economic Activities for junior high schools in Bitung City; and (4) determine the feasibility of the Canva for Education-assisted Social Studies–Economics teaching materials on Economic Activities for junior high schools in Bitung City.

The result of this research and development study is a product in the form of Social Studies–Economics teaching materials on Economic Activities assisted by Canva for Education for junior high schools in Bitung City. The stages carried out in developing the Canva for Education-assisted teaching materials were: (a) define stage; (b) design stage; (c) development stage; and (d) validation stage. Overall, the validation results from material experts and media experts indicated positive responses toward the development of Canva for Education-assisted Social Studies–Economics teaching materials on Economic Activities at junior high schools in Bitung City.

INTRODUCTION

Education is one of the most important aspects of human life. Every individual has the right to obtain proper education in order to achieve life goals and improve quality of life. Education also plays a strategic role in advancing the intellectual capacity of a nation and serves as an integral part of national development. Through education, the development of science and technology can be more easily adopted and implemented, enabling nations to progress in various fields.

Creating students who possess strong character, knowledge, and skills is a significant challenge for educational institutions, particularly at the junior high school level. Schools are expected to produce graduates with high-quality competencies that are relevant to the demands of the modern era. Therefore, teachers are required to have adequate professional competence because teachers' abilities directly influence students' learning achievement and motivation. In the learning process, teachers not only function as instructors but also as facilitators, mentors, and motivators who guide students in developing their potential into meaningful competencies and life skills.

In the current era of digital transformation, teachers are encouraged to continuously innovate in designing engaging and interactive learning experiences. Learning innovation is necessary to create a more enjoyable and meaningful learning environment for students. One form of innovation that can be implemented is the development of teaching materials assisted by Canva for Education. The use of innovative teaching materials is expected to overcome monotonous and teacher-centered learning practices that often cause students to lose interest during classroom activities.

Canva for Education is a digital design platform that provides various educational templates and multimedia features, such as educational presentations, worksheets, posters, videos, infographics, digital whiteboards, and classroom announcements. These features enable teachers to create visually attractive and interactive learning materials. However, based on preliminary observations conducted in several junior high schools in Bitung City, many teachers still rely on textbooks and whiteboards as the primary learning media. In addition, conventional teaching methods, particularly lecture-based instruction, are still widely applied in classroom learning activities. Such practices tend to limit student participation and reduce learning motivation.

The rapid development of information and communication technology has significantly influenced the educational sector. The utilization of technology in education allows learning activities to become more efficient, flexible, and interactive. Computer technology not only supports face-to-face learning but also enables distance learning and independent learning opportunities. Nevertheless, not all teachers possess adequate skills in developing technology-based teaching materials. Limited knowledge and competence in multimedia-based instructional development remain obstacles for teachers in implementing innovative learning strategies. One of the topics in Social Studies-Economics subjects at the junior high school level is Economic Activities. In practice, the learning process for this material is still dominated by conventional teaching

methods and printed textbooks, which often make students feel bored and passive during lessons. Observation results in several junior high schools in Bitung City, North Sulawesi, indicate that the lack of interactive teaching materials has reduced students' motivation and engagement in learning Economic Activities material. Students tend to act merely as recipients of information, with limited opportunities to express ideas, develop experiences, and actively participate in classroom discussions.

The use of interactive multimedia-based teaching materials can transform monotonous learning into more engaging and student-centered learning experiences. Multimedia learning media can encourage students to become more active participants in the learning process and increase their learning motivation. Furthermore, multimedia-based teaching materials provide opportunities for students to learn independently anytime and anywhere. Canva for Education offers considerable potential as a medium for developing innovative teaching materials. Through its diverse templates and collaborative features, Canva for Education allows teachers and students to create attractive learning content, including presentations, posters, infographics, and interactive assignments. The platform also encourages students' creativity and collaboration in expressing ideas and understanding learning materials.

The urgency of this research lies in the need to improve the quality of Social Studies-Economics learning in junior high schools, particularly in Economic Activities material, through the integration of digital technology in teaching materials. This research is important because many schools still experience limitations in utilizing interactive multimedia-based teaching materials, resulting in low student motivation and passive learning behavior. In addition, the development of Canva for Education-assisted teaching materials is expected to support teachers in implementing more innovative, interactive, and student-centered learning aligned with the demands of 21st-century education and digital transformation in schools.

Therefore, this study aims to develop Social Studies teaching materials assisted by Canva for Education for junior high schools in Bitung City. The developed teaching materials are expected to create more engaging learning experiences, increase students' motivation and participation, and support teachers in delivering Economic Activities material more effectively and innovatively.

LITERATURE REVIEW

Constructivism Learning Theory

Constructivism learning theory emphasizes that learning is an active process in which learners construct their own knowledge based on experiences and interactions with their environment. Constructivism views learning as a generative activity, meaning that learners create meaning from what they learn through reflection and active engagement. In this perspective, knowledge is not simply transferred from teachers to students; instead, students actively build their understanding individually and socially.

One of the most influential figures in constructivist theory is Jean Piaget, who introduced the theory of cognitive development. Piaget argued that children develop knowledge through stages of intellectual growth, beginning from infancy to adulthood. Each developmental stage is characterized by different cognitive abilities that influence how learners construct understanding. According to Piaget, knowledge is formed through two important cognitive processes: assimilation and accommodation. Assimilation refers to the process of incorporating new information into existing cognitive structures, while accommodation involves modifying existing cognitive structures to adapt to new experiences or information. Through these processes, learners continuously reorganize and develop their understanding of the world.

Constructivist theory also highlights the importance of learners' readiness and active participation in the learning process. Students are encouraged to explore, question, and discover concepts independently rather than passively receiving information from teachers. Therefore, the role of the teacher changes from being the sole source of knowledge to becoming a facilitator who supports students in constructing understanding through meaningful learning experiences.

Another important constructivist perspective was developed by Lev Vygotsky through the theory of social cognition. Vygotsky emphasized that social interaction and culture play crucial roles in cognitive development. According to this perspective, learning occurs through interaction with others, including teachers, peers, and the surrounding environment. Culture significantly influences how children think, learn, and develop knowledge. Vygotsky believed that students learn more effectively when they engage in collaborative activities and receive guidance from more knowledgeable individuals.

The principles of constructivism in teaching and learning can be summarized as follows:

1. Knowledge is actively constructed by students themselves.
2. Knowledge cannot simply be transferred from teachers to students without students' active involvement.
3. Students continuously reconstruct knowledge, resulting in conceptual change and deeper understanding.
4. Teachers act as facilitators who provide guidance and learning situations that support the construction of knowledge.
5. Learning should involve problems and situations relevant to students' real-life experiences.
6. Learning activities should focus on important concepts and inquiry-based questions.
7. Teachers should explore and appreciate students' opinions and perspectives.
8. The curriculum should be adapted to students' prior knowledge and understanding.

In the context of this study, constructivism theory is highly relevant to the development of Canva for Education-assisted teaching materials. Interactive and multimedia-based teaching materials allow students to actively engage in learning activities, explore concepts independently, and build understanding through visual and collaborative learning experiences. The use of Canva for Education also supports student-centered learning by encouraging creativity, participation, and interaction during the learning process. Therefore, constructivist theory serves as an important theoretical foundation for developing innovative teaching materials in Social Studies–Economics learning, particularly on Economic Activities material at junior high schools in Bitung City.

Teaching Materials Theory

Teaching materials are essential components in the learning process because they support teachers in delivering learning content effectively and assist students in understanding learning objectives. According to the National Center for Competency Based Training, teaching materials are all forms of materials used by teachers to facilitate learning activities in the classroom. These materials may include written and non-written resources designed to support instructional activities.

According to Paulina Pannen as cited in Prastowo (2011), teaching materials are systematically organized learning materials used by teachers and students during the learning process. Teaching materials contain subject matter in the form of ideas, facts, concepts, principles, procedures, and theories that are relevant to a particular field of study. In addition, teaching materials also include supporting information that helps students achieve learning competencies effectively.

Similarly, Pannen in Belawati et al. (2007) defines teaching materials as systematically arranged learning resources utilized by both teachers and students in instructional activities. Furthermore, Widodo and Jasmadi, cited in Lestari (2013), explain that teaching materials are a set of learning tools containing learning content, methods, limitations, and evaluation procedures that are systematically and attractively designed to achieve learning competencies and sub-competencies. Meanwhile, according to Prastowo (2011), teaching materials are systematically arranged instructional substances that present a complete set of competencies expected to be mastered by students during the learning process.

Based on the definitions above, teaching materials can be understood as all forms of instructional resources, including information, tools, texts, multimedia, and learning media, that are systematically and attractively designed to support the achievement of learning objectives. Teaching materials are intended to facilitate both teachers and students in conducting effective learning activities. Examples of teaching materials include textbooks, modules, handouts, worksheets, models, mock-ups, audio materials, and interactive multimedia-based teaching materials.

In the context of this study, teaching materials assisted by Canva for Education are categorized as interactive multimedia-based instructional

materials. These teaching materials integrate visual design, text, graphics, and digital features to create more engaging and meaningful learning experiences. The use of attractive and interactive teaching materials is expected to increase students' motivation, participation, and understanding of Social Studies–Economics material, particularly the topic of Economic Activities in junior high schools in Bitung City.

Concept of Canva for Education

Canva was launched in 2013 as an online graphic design and publishing platform with the mission of empowering people around the world to create and publish visual designs easily. Canva provides users with various ready-to-use templates and visual elements that can be modified according to their needs. Through its user-friendly interface, Canva enables users to create attractive visual materials such as presentations, posters, infographics, worksheets, videos, and other digital content efficiently and creatively.

Canva for Education is a free premium educational package specifically designed for educators, students, and educational staff from early childhood education to senior secondary education levels. This platform facilitates the creation, collaboration, and visual communication process in educational settings. Canva for Education offers premium features including millions of images, fonts, graphics, videos, animations, and templates that support innovative learning activities. In addition, the platform provides collaborative classroom spaces that enable teachers and students to work together interactively during the learning process.

The implementation of Canva for Education in learning activities offers several advantages. First, it helps educators and students explore and develop creativity in teaching and learning activities. Second, Canva for Education enables teachers to create attractive and interactive teaching materials that can improve students' learning outcomes and engagement. Third, collaborative learning features available in Canva encourage students to develop self-confidence, communication skills, and critical thinking abilities through group activities and collaborative projects. Fourth, the platform assists teachers in saving time when designing visual teaching materials because various templates and design elements are readily available. Finally, Canva for Education also supports educational staff in creating school promotional materials, educational reports, and other administrative visual content effectively.

In the context of this research, Canva for Education serves as a digital platform for developing Social Studies–Economics teaching materials on Economic Activities for junior high school students in Bitung City. The use of Canva for Education is expected to create more engaging, interactive, and student-centered learning experiences, thereby increasing students' motivation, participation, and understanding during the learning process.

METHODOLOGY

Research Design

This study employed a Research and Development (R&D) approach aimed at developing Social Studies–Economics teaching materials assisted by Canva for Education for junior high schools in Bitung City. The development process referred to the 4-D (Four-D) development model proposed by Thiagarajan, which consists of four stages: Define, Design, Develop, and Disseminate. However, this research was limited to the Develop stage in accordance with the objectives and scope of the study.

Research Design

The stages of the 4-D development model implemented in this study are described as follows:

1. **Define Stage.** The define stage aimed to identify and analyze the needs related to the development of teaching materials. Activities conducted at this stage included curriculum analysis, student characteristics analysis, material analysis, and analysis of learning problems encountered in Social Studies–Economics learning, particularly on the topic of Economic Activities in junior high schools in Bitung City.
2. **Design Stage.** The design stage focused on planning and designing the teaching materials assisted by Canva for Education. At this stage, the researcher prepared the learning content, selected appropriate learning media, designed visual layouts, and developed interactive learning components suitable for junior high school students.
3. **Develop Stage.** The develop stage involved the process of creating and validating the teaching materials. The developed product was evaluated by material experts and media experts to determine its feasibility, content accuracy, presentation quality, and visual attractiveness. After the validation process, revisions were made based on suggestions and feedback from the validators before the product was tested on students.

Data Collection Techniques

Data were collected using questionnaires distributed to material experts, media experts, and students. The questionnaires were designed to obtain information regarding the feasibility, attractiveness, clarity, and effectiveness of the developed teaching materials.

Data Analysis Technique

The data analysis technique used in this study was descriptive qualitative analysis supported by percentage calculations. The percentage scores obtained from questionnaires were used to determine the feasibility level of the developed teaching materials.

The formula used to calculate the percentage score for each subject was:

$$\text{Percentage} = \frac{\sum X}{\text{SMI}} \times 100\%$$

Where:

$\sum X$ = Total score obtained

SMI = Ideal maximum score

Selanjutnya, untuk menghitung presentase keseluruhan subjek, digunakan rumus:

$$\text{Percentage} = F/N$$

Where:

F = Total percentage score of all subjects

N = Number of subjects

RESEARCH RESULT

The initial stage of this research and development study began with problem identification and needs analysis related to the development of Canva for Education-assisted Social Studies–Economics teaching materials on the topic of Economic Activities. The define stage aimed to determine and identify the learning needs and problems encountered during the instructional process. At this stage, the researcher conducted a preliminary study through observations in several junior high schools in Bitung City. Data collection activities included interviews, questionnaire distribution, and Focus Group Discussions (FGD) involving students.

A total of twelve (12) students participated as research subjects and key informants in this study. The students came from diverse family, cultural, racial, and religious backgrounds. Since each student possesses different learning characteristics and learning styles, they were expected to express their experiences, preferences, and learning needs openly and comprehensively. In addition to serving as informants during the needs analysis stage, the students also acted as evaluators of the developed product, namely the Canva for Education-assisted Social Studies–Economics teaching materials on Economic Activities.

The results of the problem identification and needs analysis indicated several challenges in the learning process. Teachers still predominantly relied on textbooks and conventional teaching methods, while the utilization of interactive multimedia-based teaching materials remained limited. Consequently, students tended to feel bored and less motivated during classroom learning activities. Therefore, the development of Canva for Education-assisted teaching materials was considered necessary to create more engaging, interactive, and student-centered learning experiences.

The stages and results of the problem identification and needs analysis for the development of Canva for Education-assisted Social Studies–Economics teaching materials on Economic Activities are presented in the following table:

Table 1: Results of Problem Identification and Needs Analysis for Canva for Education-Assisted Social Studies–Economics Teaching Materials on Economic Activities

No.	Components of Problem Identification and Students' Needs Analysis	Students' Attitudes				
		STS	TS	N	S	SS
1.	Students can understand Economic Activities learning material only by reading textbooks and listening to teachers' explanations in class.	80 %	10%	0 %	10%	0%
2.	In the learning process, students do not need additional learning media to understand the material explained.	10%	90%	0%	0%	0%
3.	Students need learning media containing colorful and attractive images rather than merely black-and-white text in textbooks.	0%	0%	0%	20%	80%
4.	Social Studies–Economics learning material on Economic Activities developed using Canva for Education would be very interesting.	0%	0%	0%	0%	100%
5.	Students prefer Economic Activities material to be presented in the form of designs, slides, and videos assisted by Canva for Education.	0%	0%	0%	0%	100%
6.	Canva for Education-assisted learning media should include sound effects or background audio.	0%	0%	0%	0%	100%

Based on the results of the needs analysis, it can be concluded that students require more interactive and visually attractive teaching materials to support the learning process. Most students stated that learning activities relying solely on textbooks and teacher explanations were insufficient to enhance understanding of Economic Activities material. Students expressed strong interest in multimedia-based learning materials containing colorful visuals, designs, videos, and audio elements.

The findings also indicate that Canva for Education-assisted teaching materials are highly needed in Social Studies–Economics learning because they can create more engaging and innovative learning experiences. Therefore, the development of Canva for Education-assisted teaching materials is considered relevant to improve students’ motivation, participation, and comprehension in learning Economic Activities material at junior high schools in Bitung City.

DISCUSSION

Students’ Needs for Interactive Teaching Materials in Social Studies–Economics Learning

The findings of this study indicate that students in junior high schools in Bitung City require more innovative and interactive teaching materials in learning Social Studies–Economics, particularly on the topic of Economic Activities. The results of the needs analysis revealed that most students experienced difficulties understanding the material when learning activities relied solely on textbooks and verbal explanations from teachers. This condition demonstrates that conventional learning methods are no longer sufficient to meet students’ learning needs in the digital era.

The questionnaire results showed that 80% of students strongly disagreed with the statement that they could understand Economic Activities material only through textbooks and teacher explanations. In addition, 90% of students disagreed with the statement that additional learning media were unnecessary. These findings indicate that students need supporting learning media capable of presenting material in more attractive, visual, and interactive forms.

Furthermore, students expressed strong interest in multimedia-based teaching materials. A total of 80% of students strongly agreed that learning materials should include colorful and attractive visuals rather than merely black-and-white text. Moreover, all respondents strongly agreed that Economic Activities material developed through Canva for Education would be interesting and engaging. Students also preferred learning materials presented in the form of designs, slides, videos, and multimedia content accompanied by sound effects or background audio. These findings demonstrate that students are more motivated and interested in learning when instructional materials incorporate visual and multimedia elements. The use of Canva for Education-assisted teaching materials can therefore serve as an effective solution to overcome monotonous learning practices and increase student participation during classroom learning activities.

Discussion Based on Constructivism Learning Theory

The findings of this study are closely related to constructivism learning theory proposed by Jean Piaget and Lev Vygotsky. Constructivism emphasizes that students actively construct knowledge through experiences and interactions with their environment rather than passively receiving information from teachers. According to Piaget, learning occurs through assimilation and accommodation processes in which students integrate new information into existing cognitive structures and adjust their understanding based on learning experiences. In this study, Canva for Education-assisted teaching materials

provide opportunities for students to engage actively with learning content through visual, interactive, and multimedia-based activities. Such learning experiences support students in constructing understanding independently and meaningfully.

Vygotsky's social constructivism theory also supports the findings of this study. Vygotsky emphasized the importance of social interaction and collaborative learning in cognitive development. The collaborative features available in Canva for Education enable interaction among students and teachers during learning activities. Through collaborative learning experiences, students can exchange ideas, discuss concepts, and develop critical thinking skills. Therefore, the use of Canva for Education-assisted teaching materials supports student-centered learning aligned with constructivist principles.

The results of this study also reflect several key principles of constructivism, including active student participation, contextual learning experiences, and the teacher's role as a facilitator. Through interactive multimedia-based teaching materials, students become more involved in exploring concepts and developing understanding independently, while teachers guide and facilitate the learning process.

Discussion Based on Teaching Materials Theory

The findings of this study are consistent with teaching materials theory proposed by Paulina Pannen, which states that teaching materials are systematically organized learning resources used to support instructional activities. Effective teaching materials should not only contain learning content but also present materials attractively and systematically to facilitate students' understanding.

The Canva for Education-assisted teaching materials developed in this study fulfill the characteristics of effective teaching materials because they integrate visual design, multimedia elements, and interactive features into the learning process. The developed materials were designed systematically according to curriculum objectives and students' learning needs. In addition, the use of attractive visual layouts, images, videos, and sound effects increased students' interest and motivation during learning activities.

The findings also support the view of Widodo and Jasmadi that teaching materials should be designed systematically and attractively to achieve learning competencies effectively. The positive responses from students toward the developed teaching materials indicate that multimedia-based instructional resources can enhance learning engagement and facilitate understanding of Economic Activities material.

Discussion Based on the Concept of Canva for Education

The implementation of Canva for Education in this study demonstrates the important role of digital technology in supporting innovative learning practices. Canva for Education provides various educational templates and multimedia features that enable teachers to create visually engaging teaching materials

efficiently. The positive responses from students indicate that Canva for Education can improve the quality of classroom learning experiences.

The findings reveal that students prefer learning materials presented through visual designs, videos, slides, and multimedia content rather than conventional text-based materials. This result aligns with the concept of Canva for Education as a digital platform designed to encourage creativity, collaboration, and interactive learning.

In addition, the use of Canva for Education supports the development of 21st-century learning skills, including creativity, communication, collaboration, and digital literacy. Students become more actively involved in the learning process, while teachers gain opportunities to design innovative instructional materials that meet the characteristics of modern learners. Therefore, the development of Canva for Education-assisted teaching materials is considered relevant and beneficial for improving Social Studies–Economics learning in junior high schools, particularly on Economic Activities material in Bitung City.

CONCLUSIONS

Based on the results of this research and development study, it can be concluded that junior high school students in Bitung City experience learning difficulties due to the limited utilization of innovative teaching materials in Social Studies–Economics learning, particularly on the topic of Economic Activities. The findings of the needs analysis indicate that conventional learning methods relying mainly on textbooks and teacher explanations are insufficient to support students' understanding and learning motivation.

The study also revealed that students need interactive and multimedia-based teaching materials assisted by Canva for Education. The introduction and implementation of Canva for Education-assisted teaching materials successfully increased students' interest and motivation in learning. The developed teaching materials provided more attractive, visual, and engaging learning experiences, enabling students to learn more effectively anytime and anywhere. Furthermore, the validation results from material experts and media experts demonstrated that the developed teaching materials were categorized as feasible and appropriate for use in the learning process. Therefore, Canva for Education-assisted teaching materials can serve as an innovative learning resource to support Social Studies–Economics learning in junior high schools in Bitung City.

RECOMMENDATIONS

Based on the results of the needs analysis and the development process conducted in this study, it is recommended that further research be carried out using the Research and Development (R&D) approach to develop and improve Canva for Education-assisted teaching materials for Social Studies–Economics learning, particularly on Economic Activities material.

Teachers are also encouraged to utilize digital technology and multimedia-based learning media to create more interactive, creative, and student-centered learning experiences. Schools should support teachers by providing adequate facilities and training related to the development of technology-based teaching materials. In addition, future researchers are expected to expand the

implementation of Canva for Education-assisted teaching materials to other subjects and educational levels in order to examine their effectiveness in improving students' learning outcomes, motivation, creativity, and digital literacy skills.

ADVANCED RESEARCH

This study focused on the development of Canva for Education-assisted teaching materials for Social Studies–Economics learning on the topic of Economic Activities in junior high schools in Bitung City. Although the results indicate that the developed teaching materials are feasible and positively received by students, this research still has several limitations that open opportunities for further studies. Future research is recommended to continue the dissemination and implementation stages of the 4-D development model on a broader scale involving more schools and larger participant groups. Further studies may also examine the effectiveness of Canva for Education-assisted teaching materials in improving students' learning outcomes, critical thinking skills, creativity, collaboration skills, and digital literacy competencies through experimental or quasi-experimental research designs. In addition, future researchers are encouraged to integrate Canva for Education with other digital learning platforms and multimedia technologies to create more interactive and adaptive learning experiences. The incorporation of gamification elements, animation, augmented reality, or artificial intelligence-based learning features may provide new opportunities for enhancing student engagement and personalized learning.

ACKNOWLEDGMENT

The researcher would like to express sincere gratitude to all parties who have contributed to the completion of this research entitled "*Development of Social Studies Teaching Materials Assisted by Canva for Education at Junior High Schools in Bitung City.*" Special appreciation is addressed to the lecturers, supervisors, and academic staff who provided guidance, support, suggestions, and motivation throughout the research process. The researcher also extends gratitude to the principals, teachers, and students of the junior high schools in Bitung City who willingly participated and contributed valuable information during the data collection process. The researcher would also like to thank family members and colleagues for their continuous encouragement, prayers, and support during the completion of this study. Finally, the researcher hopes that this study will provide meaningful contributions to the development of innovative learning media and the improvement of educational quality, particularly in Social Studies–Economics learning.

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