



Canva and Capcut-Based Learning Media with the Theme of Environmental Awareness at RA Nurullah and PAUDQ Al-Kalam Cirebon Regency

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Abstract

This study aims to develop digital learning media based on Canva and Capcut with the theme of environmental love aimed at early childhood in Raudhotul Athfal Cirebon Regency which is motivated by the lack of development and utilization of innovative and interactive learning media based on technology. This type of development research uses the ADDEI model, Through the procedures of needs analysis and literature review, data collection, product design, design validation, design revision, small-scale trials, product revision, large-scale trials, product revisions, and production. The research results show that teachers and students are very positive about the Canva and Capcut -based learning media developed. These media have proven to be effective in engaging students' learning interests, facilitating understanding of environmental stewardship, and encouraging active student engagement in the learning process. Thus, this learning media is not only appropriate and interesting, but also effective in instilling environmental character values in early childhood.

Keywords: *Learning Media; Canva; Capcut; Environmental Awareness; Early Childhood.*

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INTRODUCTION

Children are an integral part of human survival within a nation and state. Given their crucial role, children's rights are expressly stated in the constitution, which guarantees every child the right to survival, growth, and development, as well as protection from violence and discrimination (Wadjo et al., 2020). The definition of early childhood is children aged 0-6 years (National Education System Law of 2003) and a number of child education experts provide a limit of 0-8 years (Maulana et al., 2018). According to the 2003 law on the national education system, it states that early childhood education is a development effort aimed at children from birth to 6 years of age carried out through providing educational stimulation to help the physical and spiritual growth and development of children so that children are ready to participate in further education. According to the National Association for the Education of Children (NAEYC), early childhood is a group of individuals aged 0-8 years (Dian Pertiwi et al., 2021). Referring to the 2003 National Education System Law, article 1 paragraph 14, development efforts aimed at children aged 0-6 years are carried out through Early Childhood Education (PAUD). Various non-formal early childhood education programs are divided into three groups: Child Care (TPA) for children aged 0-6 years; Playgroup (KB) for children aged 2-6 years; and SPS (School-Based Social Service) for children aged 0-6 years (Maulana et al., 2018). The purpose of early childhood research is to understand child development and the challenges faced by early childhood learners, and to help them better understand the learning process. By providing education to our children, we can make them productive, creative, and innovative (Etivali & Alaika M, 2019).

Learning media is an integral component of the learning system, meaning it cannot be separated from the learning process. Without learning media, the teaching and learning process cannot proceed properly. This review examines the theories underlying media development outlined in the literature review (Rohendi et al., 2023). Learning media is a tool that can assist the teaching and learning process so that the meaning of the message conveyed becomes clearer and educational or learning objectives can be achieved effectively and efficiently (Sugiantara et al., 2024). Learning media is a tool used to channel information in the form of learning materials in order to create interaction between teachers and students during the learning process (Tri Wulandari & Adam Mudinillah, 2022). Meanwhile, according to Sanaky (2013:4), learning media is a tool that functions and is used to convey learning messages. Learning is a communication process between learners, teachers, and teaching materials. The development of science and technology is increasingly sophisticated today. In today's era, information technology has become a part of everyday life, including in the field of education. Many applications are used that are appropriate and support learning media for the teaching and learning process so that they produce interactive teachers and students. The application is applied as a learning medium, learning media itself has many types, there are print media, audio media and audio-visual media. Media development also depends on needs, one of which is the development of computer-based media (Purnamasari, 2019). There are several rules that teachers must know regarding interactive digital learning. Article 1 Paragraph 1, in Law Number 20 of 2003 states that education is an effort to realize the learning process so that students actively develop the potential possessed by every human being, so that the advantages they have are in the form of spiritual religious strength, self-control, personality, intelligence, and noble morals, as well as the skills needed by themselves, society, nation and state, Canva

and Capcut are graphic design applications that allow users to create various types of visual media quickly and easily is a video editing application that allows users to edit videos with various interesting features (Mair et al., 2024).

Environmental love is one of the 18 values in character education. Environmental love can be interpreted as an attitude and action that can always prevent damage to the surrounding environment, and increase efforts to repair damage that has occurred to nature. Instilling environmental love in children can be taught through educational units, namely schools. Schools are one place as an example in providing the instillation of environmental love character values. Instilling character values can be done according to the developmental stage and age of the child. Environmental love character needs to involve the basic level of education through efforts to instill, understand, and be aware of the importance of maintaining environmental quality sustainability. The interaction of various events that occur in the environment includes elements such as learning in training or getting used to which will later affect the success of children (Jamhariani, 2019). This character ensures the sustainability of nature, the characteristics of humans who love the environment will act as they love their fellow humans. This love can be shown by humans by always maintaining the sustainability of their environment (Harlistyarintica et al., 2017). Children as the nation's young generation are made the main target to be given an understanding regarding matters relating to the environment, both simple terms, awareness of changes occurring around them, and how to deal with these changes, which basically all learning materials emphasize the concept of creative thinking (Firdaus, 2021).

Technological developments are currently occurring rapidly and impacting various aspects of life. One aspect of life that cannot be separated from technological developments is education. This technological advancement requires teachers not only to be professional but also to keep pace with and utilize technological developments in the learning process. Teachers must be able to change their teaching methods to be relevant to the times (Marliani Rahmania et al., 2023). Canva offers various features, such as image editing and layout management, templates for banners or book covers, and a large stock of photos. Furthermore, Canva also has a user- friendly interface that allows users to learn quickly. Among the benefits of Canva videos is that with the Canva application, teachers can create engaging learning videos for students and can accelerate the learning process because teachers are no longer required to write on a whiteboard. Canva can also increase student interest, motivation, and developmental achievements (Pokhrel, 2024).

Capcut application itself is a video editing application that is quite popular among beginners with a variety of easy-to-understand features. The Capcut application can create interesting and creative learning media, thereby increasing students' enthusiasm for learning. Furthermore, the Capcut application can help students express themselves during the learning process or create creative content (Ningrum et al., 2024). Digital media is an important component of learning. The current educational process utilizes digital technology that has been widely developed in the world of education. Therefore, technology is utilized to improve services and the quality of education, especially for early childhood. The golden age of 0-6 years is a crucial time for maximizing learning absorption, so the knowledge and education children receive during this period will significantly influence their future (Kurniasih, 2019). The use of varied media in making progress through students seeking and discovering ideas with or with the help of teachers allows students to be motivated to engage effectively with

developing experiences, gain direct insights, and have the option to construct their own insights. By utilizing fluctuating media, it is hoped that students will also be inspired and able to work on their learning, especially sociology (Shella Rhodinia et al., 2023).

A preliminary study through brief observations at RA Nurullah and PAUDQ Al-Kalam, has been conducted by researchers at RA and PAUDQ Cirebon Regency. Observations aimed at determining the use of learning media, it was found that in these institutions there were no digital media based on Canva and Capcut, however, children were very active when teachers used audio-visual media because audio-visual media could attract children's interest in learning by carrying out conversation, storytelling and question and answer activities. Because in these institutions the learning process that teachers convey to children was still based on textbooks only and did not use learning media. So children were less involved in the learning process in the sense that children were passively just receiving information.

Audio-visual media is a combination or blend of audio and visual. Of course, using this media will make learning more complete and optimal to support learning activities and the presentation of teaching materials to students. In addition, this media can, to some extent, replace the role and duties of teachers (Fitria, 2018). This media has a better type of capability, because it includes both characteristics. Furthermore, audio-visual media is divided into two, namely: a) Still audio-visual, namely media that displays sound and still images such as sound frame films (sound slides), and sound prints; b) moving audio-visual, namely media that can display sound elements and moving images such as sound films and video cassettes (Maghfiroh, 2023). Audio-visual media, namely a type of media that in addition to containing elements of sound and images that can be seen, such as video recordings, various film sizes, sound slides, and so on. The capabilities of this media are considered more interesting, because it contains both elements of the first and second types of media (Nurdiyanti, 2019). In today's industrial revolution, it's easier for educators to create media that can stimulate children's interest in learning, one example being audiovisual media, which combines the senses of sight and hearing. By utilizing modern learning media, educators can easily create media that can stimulate children's interest in learning. Furthermore, providing a visual experience related to the material being taught helps children quickly absorb what educators convey to their students (Maghfiroh, 2023).

Based on Based on these findings, the researcher then investigated how one of the methods used, digital learning media based on Canva and Capcut, was able to develop learning media at the institution. However, this study encountered problems regarding the use of learning media during the learning process. During teaching, teachers did not use learning media, either conventional or digital media; teachers only used books as learning resources due to limited facilities at the school. The researcher intended to conduct research on the development of digital learning media based on Canva and Capcut with the theme of environmental love. This animated video is a medium that combines audio and visual media to attract students' attention, is able to present objects in detail, and can help understand difficult lessons (Rahmawati et al., 2022).

research uses the research and development method . Development) is a research used to produce a specific product in completing the analysis of the needs of students in the learning process (Rahmawati et al., 2022). The purpose of this research is to develop interactive and effective learning media to increase environmental awareness in early childhood and improve

the quality of learning in RA Nurullah and PAUDQ Al-Kalam Cirebon Regency. In the ADDIE development model research, the first stage is to analyze the need for new product development (models, methods, media, teaching materials) and analyze the feasibility and requirements for product development. Development is a product that can be initiated by problems in existing/implemented products. Problems can arise and occur because the current or available product is no longer relevant to the target needs, learning environment, technology, student characteristics and so on (Ummah, 2019). The ADDIE model is known for using a systems approach, namely dividing the planning process into several steps and arranging each step into a logical sequence, then using the output of the previous step to then become input in the next step. The ADDIE model has five stages: Analysis , Design , Development , Implementation , and Evaluation (Rachma et al., 2023). The ADDIE model was chosen because it is frequently used and illustrates a systematic approach to instructional development (Sugihartini & Yudiana, 2018). This research is a type of development research. The accuracy of the selection of the development model will produce the right product. One characteristic of the accuracy of the results of the development product is that the product can be applied well and provide benefits to its users. One media that pays attention to the basic stages of media development design that is simple and easy to understand is the ADDIE model. This ADDIE model is used to describe a systematic approach to learning development. The developer chose the ADDIE research model because the product being developed is learning media, not software engineering, so the ADDIE method is suitable for the product development process (Purnamasari, 2019).

The use of technology in learning is also essential for designing, analyzing, evaluating, developing, and implementing materials in the learning process. The Canva application is also a medium that can support the visual learning process and train visual literacy skills for users in this digital era (Maulia, 2023). The use of the Canva application as a creative, innovative, and collaborative learning video medium can be seen from the results of a literature review of several previous studies. Most of the literature states that Canva is very effective for use as a learning video medium (Yuliana et al., 2023). In the current era of globalization, teachers are required to be creative, innovative, and productive in designing learning media so that students can be motivated to participate in the learning process, thereby improving student learning outcomes. One application that can attract students' attention is the use of the Cupcut application in the learning process. Through this application, teachers can create learning videos where teachers can repeat the material given by the teacher through learning videos (Saragih et al., 2023). Canva and Capcut as supporting media for the learning process. Digital literacy, including graphic design and videography, is an essential skill that supports creative learning processes while honing students' critical and innovative thinking in the digital age (Aisyah et al., 2025). One good way to make learning fun, engaging, and interactive in the classroom is to use animated video-based learning media. Therefore, the use of animated videos in learning can be the right step to improve the quality of learning. By creating a fun learning environment, positive responses from students, and validation from experts, the use of video-based learning media (Sulaiman et al., 2019). One solution is to develop learning media that can help teachers explain the material more concretely. In this learning content, many students still have not achieved the KKM (maximum completion criteria) set by the school. The use of learning media by teachers in the teaching and learning process is considered quite important, because in learning activities, teachers can convey unclear material by using media as an intermediary (Yulia Darniyanti et al., 2023).

The solution is to utilize technology as a tool in conveying academic ideas, which is very relevant in an increasingly digital-based world, both in academic and professional industrial contexts. Utilization of Capcut , with features such as cutting, transitions, text, and visual effects, gives students the skills to compose more structured and interactive videos, thereby increasing the appeal and effectiveness in conveying scientific messages (Ginting et al., 2024). Based on validation from experts, namely 2 media experts got a result of 97.00% said to be "Very Feasible" and got a result from 1 material expert 90.00% with the category of "Very Feasible". In conclusion, learning video media used with the Capcut application can be used as a learning medium that is suitable for use (Surani et al., 2024).

It can be concluded that Canva and Capcut are very useful tools for creating innovative and effective learning media. By utilizing these two tools, educators can make learning more interesting, interactive, and student-centered. In this study, the indicators of achievement in the development of science process skills of children aged 5-6 years that were observed were: observing, grouping/classifying, interpreting, predicting/predicting, asking questions, hypothesizing, using tools and materials, applying scientific concepts and communicating the process of scientific experiments (Maya, 2021). Science learning for early childhood is focused on learning related to oneself, the environment, and natural phenomena. The objectives of science learning for early childhood include: (1) helping children understand scientific concepts and their relevance to everyday life, (2) fostering early childhood interest in recognizing and studying objects and events in the surrounding environment, (3) helping children to be able to apply scientific concepts to explain natural phenomena and solve problems in everyday life, (4) helping early childhood to recognize and foster a love for the surrounding nature (Westhisi et al., 2019).

Observations of children aged 5-6 years at Arrasyid Kindergarten in April 2024 revealed that children's science skills were still relatively low, with observation, guessing, and classification skills still developing. This was evident during experimental activities, where children were less skilled and less active in participating in the learning process. They tended to remain silent and simply pay attention to the teacher's experiments. Teachers did not provide opportunities for every child, and only a few actively participated in the learning process. Furthermore, the learning model used did not fully enhance children's science process skills. Based on the analysis of the observation results, it was concluded that children's low science process skills were due to the learning model being applied not optimally training science process skills. Therefore, a learning model capable of empowering children's science process skills was needed (Hidayat & Mulyana, 2024).

Quoted from an international journal researched by Nurmaninah and Sianturi (2020:270) which shows the results of the study that the science process skills demonstrated by children aged 4-6 years are in the moderate category. Because of the 20 children observed, only 5 children had active science process skills and 12 children had moderate science skills, finally there were 3 children who were included in low science process skills. Data presentation, drawing conclusions and verification. According to Nugraha (2005:127) there are 12 components of science process skills, namely: observing, classifying, measuring, describing, explaining, asking questions, formulating hypotheses, designing research, designing experiments, collecting data, analyzing data and drawing conclusions. The science process allows children to explore objects, both living and non-living things that are around them.

Children will discover the symptoms of objects and symptoms of events around them. Science also trains children to use their five senses to recognize various symptoms of objects and symptoms of events. Children gain new knowledge about their interactions with various objects around them (Umi Ilhafa et al., 2023).

It can be concluded that each child's developmental milestones can vary. It is important for parents and educators to provide support and stimulation tailored to their interests and abilities. By the age of 5-6, children can conduct simple observations, measurements, and experiments.

RESEARCH METHOD

The type of research used, namely development research (R&D), is not classified as quantitative or qualitative research and is not a combination of the two (mixed). Although there are quantitative or qualitative work procedures in the product testing section, this does not mean that R&D is included in the quantitative or qualitative research approach (Amir Hamzah, 2020). Research and development (R&D) is conducted based on user needs, therefore there is no problem formulation (quantitative) or research focus (qualitative), but rather product specifications that are expected to address the problem. This means that if the product specifications being developed are deemed to meet user needs, then the research and development (R&D) is considered complete. Research and development is research used to produce a product and test its effectiveness. This research uses the ADDIE (Analyze-Design-Develop-Implement-Evaluate) approach model, a class-oriented development model. The development of the ADDIE approach model is identical to the development of learning systems (Amir Hamzah, 2020).

ADDIE Model This research uses the ADDIE approach model (*Analysis-Develop-Implement-Evaluate*) which is a class-oriented development. The development of the ADDIE approach model is identical to the development of a learning system. The development process is sequential but interactive, meaning the evaluation results of each stage can be used for the development of the next stage. This means that the final result of a stage is the initial product for the next stage. The cyclical process carried out develops over time and is continuous from all learning planning and its implementation process (Hamzah Amir., 2020). There are 5 stages in implementing the ADDIE model development as follows: *Analysis* , *Design* , *Development* , *Implementation* , *Evaluation* (evaluation/feedback) (Amir Hamzah, 2020).

Preliminary study, is the initial stage or preparation for the development and collection of information. At this stage two main activities are carried out, namely literature studies and information collection regarding the process of learning activities in the field. In this stage the researcher conducted interviews with 3 (three) teachers regarding the use of learning media in the development of *Canva* and *Capcut- based media* with the theme of environmental love in order to increase children's awareness of the environment at this stage 1 teacher from PAUDQ Al-Kalam and 2 teachers from RA Nurullah. This stage also includes activities to review literature and concepts relevant to the problem being studied.

There are five stages in implementing the ADDIE model development, as follows:

1. *Analysis*

Conduct a needs analysis, identify problems, and conduct a task analysis. The analysis stage is the process of identifying what students will learn. Therefore, the resulting

output will include characteristics or profiles of prospective students, needs identification, and a detailed task analysis based on these needs (Amir Hamzah, 2020).

2. Design (design / planning)

In the design stage, the steps taken are to formulate *specific, measurable, applicable, and realistic learning objectives*. Next, tests are developed based on the formulated learning objectives. Then, appropriate learning strategies and media are determined to achieve these objectives. Furthermore, other supporting resources are also considered, such as relevant learning resources, the appropriate learning environment, and so on. Overall, the challenge is presented in a clear and detailed *blueprint document (Amir Hamzah, 2020).*

3. Development

Development is the process of turning *a blueprint* or design into reality. For example, if a design requires multimedia learning *software*, then that multimedia must be developed. A crucial step in the development stage is testing before implementation. The testing phase also serves as evaluation material. During the development stage, there are two important goals to achieve: producing and revising the materials to achieve learning objectives, and selecting the best media or combination of media to achieve them (Amir Hamzah, 2020).

4. Implementation

Implementation is a concrete step to implement the learning system created. This means that at this stage everything that has been developed is arranged in such a way according to its role and function so that it can be implemented properly. The implementation of learning materials aims to: a. Guide students to achieve competencies, b. Ensure problem solving to overcome learning outcome gaps faced by students, c. Ensure that at the end of the learning program, students need to have the necessary competencies - knowledge, skills, and attitudes (Amir Hamzah, 2020).

5. Evaluation

Evaluation is the process of determining whether the learning system being developed is successful and meets initial expectations. The evaluation stage can occur in the previous four stages, called formative evaluation, because it aims to revise the program. Evaluation is conducted to assess the learning program and determine several things, namely: a. Student attitudes towards the overall learning activity. b. Improved student competency, which is the impact of participation in the learning program. c. Benefits experienced by the school due to increased student competency after participating in the learning program (Amir Hamzah, 2020).



Figure 1. ADDIE Model Process Flow Diagram (RUMAYANA, 2021)

The next step is to design the product, with the following steps:

1. Development Model (Product Design)

The next step was to compile and create digital media based on *Canva* and *CapCut* in the form of animated videos on the theme of environmental love and a learning model that included objectives, learning steps, and the teacher's role in the learning media. The researchers then consulted with the supervising lecturer before having the results validated by a team of media experts.

2. Design Validation

After consulting with the supervising lecturer, the next step was validation by a team of media experts and an assessment instrument for the development of environmental science. This validation was deemed crucial to ensure the media developed was of appropriate quality and was tested. Media validation was conducted using expert *judgment techniques*, where experts, consisting of media experts and teachers, provided their views on the feasibility of the developed model through the distributed instruments. At this stage, validation of the model design was carried out by digital media experts to develop environmental science in children aged 5-6 years, which is the fourth level of science (Analysis) according to Bloom's Taxonomy theory. The results of the expert validation were then reviewed to improve the model design before being tested. Before the instrument is used in the study, an analysis is necessary to obtain a valid instrument.

3. Design Revision

Design revisions are made based on the results of initial trials that have been carried out by revising deficiencies found during the trials, then these deficiencies are corrected and completed into a product for further trials.

4. Product Trial

Product trials are a crucial part of development research and development, conducted after the product design is finalized. The purpose of product trials is to determine whether the product is suitable for use. Furthermore, product trials are used to assess the extent to which the product achieves its objectives and is on target.

- a. Design Trials

The product that will be tested on students is a Canva and Capcut-based learning media with the theme of environmental love in the form of an animated video. In the animated video, there are three indicators (do not pick flowers, store shoes in the shoe rack & do not scribble on the walls).

- b. Test Subjects

At this stage, the trial subjects in this development are students and teachers as respondents at the PAUD group B level at the RA Nurullah & PAUDQ Al-Kalam institutions, these two places are the research subjects because of the similarity of problems faced in both institutions, namely the lack of use of digital media in implementing learning in their institutions, due to inadequate facilities, as well as inadequate human resources.

c. Data Types

In this development research, the data used will be qualitative and quantitative. The following is an explanation of the data to be obtained:

1) Qualitative

Qualitative data was obtained from a validation questionnaire containing comments and suggestions from media users, assessed by material and media validators. The results will be used to validate the product development, which will then be used to improve the product. Furthermore, the practicality of the product will be determined through large- and small-scale field tests.

2) Quantitative

Qualitative data acquisition, namely from the results of the assessment of media application to subjects in the form of emerging and non-emerging achievements, by material experts and media experts, practicality will be obtained from 2 institutions.

d. Data Collection Instruments

This research, which will develop a *Canva* and *CapCut* -based learning video to foster a love of the environment in children, uses observation, interviews, and documentation as data collection techniques. Instruments are used to test the feasibility of the developed media and products. Observations were carried out to find out students' responses to the learning media that would be developed. Observations were also carried out by researchers as observers when the media was used. Interviews are also a data collection technique used by researchers. They were also conducted during the preliminary study to identify learning deficiencies in the school and media needs. Interviews were conducted in both structured and unstructured formats. Documentation is a direct data collection technique that involves photographing research subjects. This is done to collect data in the form of photographs using media in large and small group tests.

e. Data Analysis Techniques

Data analysis in this study was conducted descriptively, quantitatively and qualitatively, in accordance with the stages in the ADDIE development model (*Analysis, Design, Development, Implementation, Evaluation*). The data analysis techniques used are explained as follows:

1) Expert Validation Data Analysis

Assessments from material experts and media experts were analyzed using quantitative descriptive techniques. The instrument used was a Likert scale questionnaire with four options (1 = Not Appropriate, 2 = Less Appropriate, 3 = Appropriate, 4 = Very Appropriate). The scores obtained were converted into percentages using the formula:

$$\text{Percentage} = (\text{Score obtained} / \text{Maximum score}) \times 100\%$$

The percentage results are categorized according to the following eligibility criteria according to the Likert scale assessment theory:

Tabel 1. Likert Scale

Percentage (%)	Category
0-20	Very Unworthy
21-40	Not feasible
41- 60	Quite Decent
61-80	Worthy
81-100	Very Worthy

2) Media Trial Data Analysis (Implementation)

Data from the learning media trials on students were analyzed using quantitative descriptive statistics using SPSS version 27 to calculate the mean, standard deviation, and percentage of assessments. This trial aimed to determine the initial response and effectiveness of the developed media.

3) Analysis of Teacher and Student Response Data

Teacher and student responses to the learning media were analyzed using quantitative (for the closed-ended questionnaire) and qualitative (for the open-ended comment section) descriptive techniques. The responses were used as evaluation material to revise the media during the *Evaluation stage* of the ADDIE model.

4) Qualitative Data Analysis

Qualitative data was obtained from suggestions, comments, and input from experts, teachers, and students. This data was analyzed by reducing, presenting, and drawing conclusions to improve and refine the learning media.

RESULTS AND DISCUSSION

Initial Product Results

Based on the results of field observations regarding the needs of students, data was obtained that children at the RA Nurullah and PAUDQ Al-Kalam institutions in Cirebon Regency had an initial condition in the institution that lacked digital media and inadequate human resources, therefore requiring more interesting learning media, such as digital-based learning media. Students tend to be more interested in interactive learning media, this is the main basis in the development of learning media by researchers.

Addressing this need, researchers developed a learning medium in the form of an educational animated video. This medium was designed using the *Canva app* to design the visual elements and animated characters, and the *Capcut app* to edit and assemble the complete video, adding narration, sound effects, and supporting transitions. These two applications were chosen because they are easy to use, flexible, and offer a wide range of features suitable for developing educational media for early childhood.

The animated learning videos developed are between 5 and 6 minutes long, an ideal length for maintaining the concentration and interest of preschool-age children. The video content covers learning about environmental stewardship, and is presented in an interactive and communicative manner, featuring animated children's characters relevant to the students' daily lives. It is hoped that through this media, the learning process will become more enjoyable, meaningful, and able to foster values of concern for the environment from an early age.

First Test Results

The first phase of small-scale testing was conducted on April 28–29, 2025, at the RA Nurullah Institute. This activity involved 14 children as research subjects. The purpose of this trial was to observe how students' initial responses to the developed learning media were, as well as to identify aspects that needed improvement before being implemented on a wider scale. During the trial process, researchers conducted direct observations of student interactions with the presented media, particularly in terms of attention, engagement, and understanding of the material. The media used was an animated video that raised the theme of environmental awareness, packaged with simple language, attractive colors, and animated characters close to the world of children.

Observations showed that the majority of children showed a high level of interest in the media. They appeared focused while watching the videos, displayed happy expressions, and even actively responded through spontaneous comments or body movements that reflected enthusiasm. Some children also repeated the stories from the videos verbally, indicating that they understood and remembered the content well. Furthermore, the media also encouraged positive behaviors, such as children's willingness to dispose of trash properly and showing curiosity about matters related to maintaining a clean environment. The accompanying teacher also provided positive feedback, stating that the media was very helpful in conveying learning values that are usually difficult for children to grasp if only conveyed verbally. Although the results showed positive responses, there were several points for improvement, such as the font size in the conversation section being considered too small, and the need to improve the visual quality of certain animations to make them more engaging and easily recognized by children. These findings provide an important basis for revisions before the media is used in a large-scale trial. Overall, this small-scale trial provides an encouraging initial picture of the effectiveness of the learning media and provides constructive feedback for improving the product's quality.

Descriptive Statistical Analysis

Descriptive statistical analysis was used to obtain an overview of the pretest and posttest results of students before and after using *Canva* and *Capcut-based learning media*. The number of students who took the pretest and posttest was 14 people. The average score (mean) of the pretest results was 4.21, while the average score of the posttest increased to 5.64. This indicates an increase in student understanding after using the developed learning media. The median score in the pretest was 4.00, while in the posttest it increased to 6.00. Similarly, the mode, from 5.00 in the pretest to 6.00 in the posttest, indicating the most frequently occurring score after learning was at the highest number. The standard deviation in the pretest was 0.97, indicating a more diverse distribution of scores compared to the posttest, which was only 0.50.

This indicates that after using the learning media, student scores became more evenly distributed. The pretest score range was 3.00 (from a minimum of 3 to a maximum of 6), while the posttest score was only 1.00 (from a value of 5 to 6), indicating a narrower range of student scores after the learning process. This indicates a more consistent improvement in learning outcomes. Overall, the descriptive statistical analysis results indicate an increase in scores from pretest to posttest after students used *Canva* and *Capcut*-based learning media with the theme of environmental stewardship.

Frequency Distribution of Pretest Results

The pretest score most often obtained by students was a score of 5, with a frequency of 5 students (35.7%). The second most frequent scores were scores of 3 and 4, each obtained by 4 students (28.6%). Meanwhile, the highest score, 6, was only obtained by 1 student (7.1%). The distribution of scores shows that most students obtained scores below 6, with a minimum score of 3 and a maximum score of 6. The cumulative percentage shows that 92.9% of students obtained a score of 5 or lower, which indicates that before the use of learning media, students' understanding of the material was still low to moderate. These results support the need to use *Canva* and *Capcut*-based learning media to improve student learning outcomes, which will then be further analyzed in the posttest results.

Frequency Distribution of Posttest Results

The majority of students (64.3%) obtained a perfect score of 6, namely 6, after using *Canva* and *Capcut*-based learning media. Meanwhile, 5 students (35.7%) obtained a score of 5. No students obtained a score below 5, indicating a significant improvement compared to the pretest results. In addition, the minimum score after learning increased to 5, while the maximum score remained at 6. This distribution indicates that the developed learning media is able to help students understand the material better and evenly. This result is in line with the decrease in standard deviation in the previous descriptive analysis, which indicates that the distribution of scores has become more uniform.

Pretest Frequency Distribution Graph

Based on Figure 4.1, it can be seen that the majority of students obtained scores between 3 and 5, with the highest frequency being 5 (5 students). The shape of the histogram tends to approach a normal distribution, although slightly skewed to the left (negatively skewed), indicating that some students still have varying understanding of the material before the learning treatment. The normal curve serves to show the distribution of ideal scores in the population, and in this case the average pretest score was 4.21 with a standard deviation of 0.975. This means that the pretest results were fairly evenly distributed, but not yet focused on high scores. This indicates that students' initial abilities still need to be improved, making digital media-based learning very relevant to implement.

Posttest Frequency Distribution Graph

Based on Figure 4.2, it appears that students' scores after learning are distributed between 5 and 6. A total of 9 students (64.3%) obtained a score of 6, while 5 students (35.7%) obtained

a score of 5. There were no scores below 5, indicating an overall improvement in learning performance. The normal curve displayed shows that the distribution of post-learning scores is more concentrated and approaches symmetry. The average posttest score is 5.64, higher than the pretest score of only 4.21. The standard deviation decreases to 0.497, indicating that learning outcomes are more evenly distributed or homogeneous among students. The increase in scores and the narrowing of the distribution indicate that *Canva* and *Capcut* -based learning media are effective in improving students' understanding of the material taught, especially on the theme of environmental love.

Product Revision

Following the first phase of testing, various feedback was obtained indicating that several aspects of the learning media still needed improvement. This revision was conducted as a follow-up to the evaluation results to improve the media's quality, both in terms of visual appearance and readability. First, the font size of the conversational text was enlarged to make it easier for users, especially children, to read. This is important to ensure that the message or material conveyed in the media is well understood. Second, the animated image of a child scribbling on a wall was further improved by changing the image to appear more realistic. This revision was carried out to increase visual appeal and strengthen the context of the story presented in the media. Third, the logos of three related institutions were added to the media. This addition aims to provide identity and legitimacy to the developed learning media, making it appear more credible and professional. With these three aspects of revision, it is hoped that the learning media will be more effective, engaging, and tailored to the needs and characteristics of the target users.

Tabel 2. Product Revision Table

No	Product Revision
1.	The conversation text on the font media is enlarged again so that it can be read clearly.
2.	Animated image of a child scribbling on a wall is modified to make it look more realistic.
3.	Add 3 agency logos to the media

Phase II Test Results

The results of the second phase of large-scale testing conducted in May 2025 at PAUDQ Al-Kalam and RA Nurullah with 35 children as research subjects. This testing aimed to determine the effectiveness of the learning media that had been developed, both in terms of visual appearance, material content, and its impact on student motivation and behavior. Based on the results of observations conducted by researchers and assessments from the educators involved, a very positive response was obtained from students to the learning media used. Children appeared enthusiastic and showed high interest throughout the learning process.

The animated video media was deemed highly engaging. Furthermore, it delivered educational messages effectively and engagingly. Children gained a greater understanding of the importance of maintaining cleanliness and caring for their surroundings. This was evident

in their behavioral changes, including adopting the habit of storing shoes on shelves or shoe racks, not scribbling on walls, and not picking flowers.

Thus, the results of the second phase of testing indicate that this learning medium is not only well-liked by students but also capable of encouraging more positive attitudinal changes. This provides a strong basis for the medium's continued development and widespread use in early childhood education institutions.

Descriptive Statistics Results of Pretest and Posttest

Descriptive analysis was conducted to obtain an overview of the *pretest* and *posttest* data from the 35 respondents who participated in the study. The following table shows descriptive statistics for each data item.

Mean The average *pretest* score was 4.31, while the *posttest* score increased to 5.57. This indicates an increase in the participants' abilities or understanding after the treatment/intervention was carried out.

Median and Mode The median and mode values in the *pretest* were 4, while in the *posttest* it was 6. This indicates that most participants experienced an increase in their scores after the treatment. The increase in the middle and most frequently occurring values indicates that the intervention effect was fairly even.

Standard Deviation and Variance The standard deviation and variance values in the *pretest* (0.83 and 0.692) were higher than those in the *posttest* (0.56 and 0.311). This means that the distribution of data in the *posttest* was more homogeneous, or that participants' scores were more concentrated on certain values (in this case, high values).

Range, Minimum, and Maximum The score range in the *pretest* was 3 (between 3 and 6), while in the *posttest* it was only 2 (between 4 and 6). This indicates that the *posttest* scores were narrower and tended to be at high values. The minimum score increased from 3 to 4, while the maximum score remained at 6. The total *pretest* score was 151 and increased to 195 on the *posttest*. This confirms an overall improvement in the participants' learning outcomes.

Frequency Distribution of Pretest Scores

A score of 4.00 was the highest score obtained by students in the pretest, namely 14 people (40%). A score of 5.00 was obtained by 13 people (37.1%), while a score of 3.00 was obtained by 6 people (17.1%). Only 2 people (5.7%) obtained the highest score of 6.00, and no participants obtained a score below 3 or above 6. From the cumulative data, it can be seen that 94.3% of participants obtained a score ≤ 5 , indicating that most participants had a level of initial mastery of the material that was still classified as moderate to low. This distribution indicates that before the treatment was given, most students still had not mastered the material well, because the majority of their scores were in the range of 3 to 5. This provides a strong basis for evaluating the effectiveness of the treatment through comparison with the posttest results.

Frequency Distribution of Posttest Scores

The highest score obtained by students in the posttest was 6.00, with 21 students (60%), indicating a significant improvement compared to the pretest, where only 2 students achieved this score. Thirteen students (37.1%) achieved a score of 5.00, while only 1 student (2.9%) achieved a score of 4.00. No students scored below 4, indicating that all participants experienced improved learning outcomes after the treatment. Compared to the distribution of

pretest scores, there was a shift in the distribution toward higher scores. The majority of students in the posttest were in the good score category (score 6), which indicates that the treatment or intervention provided during learning was effective in improving students' understanding of the material.

Visualization of Pretest Score Distribution

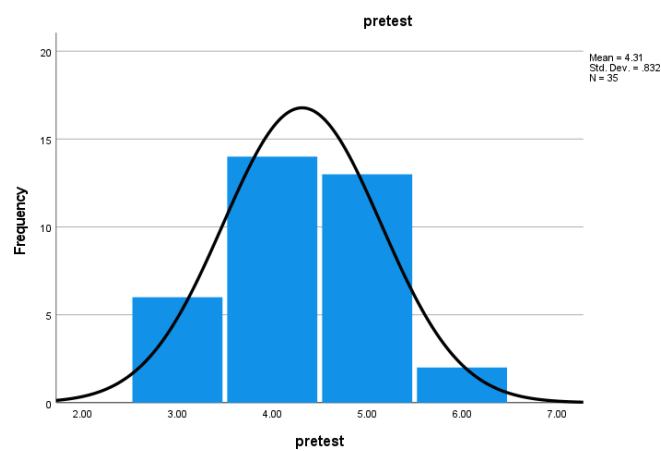


Figure 1. Product Revision Table

The figure shows the distribution of students' pretest scores, which resembles a normal curve (a mildly symmetrical distribution). The most frequently occurring score (mode) is 4.00, with a frequency of approximately 14 students. Most students scored between 4.00 and 5.00, as indicated by the height of the bars in that interval. Only 6 students scored 3.00, and only 2 students achieved the highest score of 6.00. The average pretest score was 4.31, with a standard deviation of 0.832, as shown on the right side of the graph. The shape of the curve indicates that most scores are concentrated in the middle of the distribution, but have not yet reached the maximum score. This graph reinforces the finding that before the treatment or intervention was implemented, students' mastery of the material was still at a moderate level, with most scores clustered in the middle of the distribution.

Visualization of Posttest Score Histogram

The X-axis (horizontal) shows the posttest scores, ranging from approximately 3.5 to 6.5. The Y-axis (vertical) shows the frequency or number of participants who obtained that score. Three bars of the histogram represent the score categories: 4.00 appears only once (very low frequency), 5.00 appears approximately 13 times, 6.00 appears approximately 21 times, making it the most dominant score. Distribution Characteristics: Positive distribution, meaning the data tends to be concentrated in high scores (5 and 6), with most students scoring close to the maximum. The added normal curve shows that although the shape of the distribution is slightly skewed to the left (mildly left-skewed), the data pattern still tends to be symmetrical and fairly evenly distributed. Statistics listed on the graph: Mean = 5.57 → fairly high average score. Std. Dev = 0.558 → indicates a fairly small spread of scores, the data is more homogeneous. N = 35 → corresponds to the total number of participants. The majority of participants were in the high-score category, with more than half (60%) achieving a perfect score of 6.00. The dense

frequency distribution at the right end reflects a significant improvement compared to pretest scores. This reinforces previous findings that the learning intervention was effective, both statistically and visually.

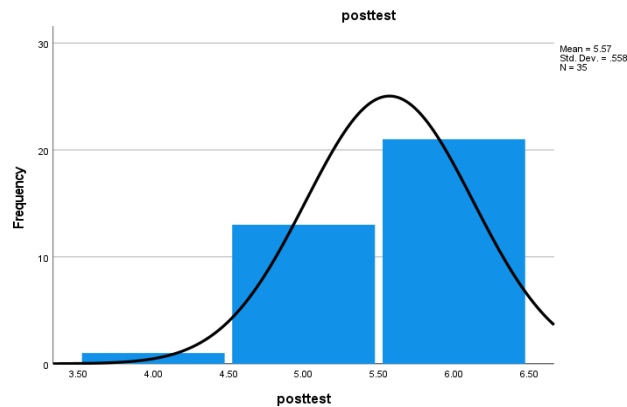


Figure 2. Histogram Visualization Image of Posttest Values

Product Improvement

Based on the results of the second phase of the trial, several improvements were made to the developed learning media. These improvements were made to enhance the quality of the media, including its appearance, information clarity, and visual appeal, to better suit the needs and characteristics of early childhood learners.

Font size changes One of the inputs from the previous trial was that the size of the conversation text was still too small, making it difficult for students to read or follow the storyline in the video. Therefore, improvements were made by increasing the font size in the conversation section. This aims to improve readability and student comfort when watching the learning video.

Animation changes to make it look more realistic The animation of a child scribbling on the wall was previously considered less realistic and less visually appealing. To address this, the animation in this section was changed with a more realistic design and closer to the representation of children's daily lives. The goal is to make it easier for students to understand the context of the story and connect more emotionally with the message being conveyed.

Adding logos from 3 institutions As a form of identity and legality of the learning media, the logos of the three institutions involved were added, namely the educational institution where the trial took place and the media development institution. The addition of these logos also gives a professional impression and demonstrates collaboration and institutional support for the developed media. With these improvements, the learning media is more optimal in terms of appearance, content, and function. It is hoped that the final results of this product can provide a better learning experience for students and support the achievement of learning objectives effectively.

Discussion

This animated video learning media, developed through systematic research, design, testing, and refinement based on the needs of early childhood learners at RA Nurullah and PAUDQ Al-Kalam in Cirebon Regency. The 5–6-minute animated video is designed to convey

environmental awareness in an engaging manner that aligns with the characteristics of early childhood learners. Capcut learning media *can* promote independent learning, increase learning interest, create a pleasant atmosphere, and improve learning outcomes and student abilities (Mulyana et al., 2023).

Media development used the *Canva application* for visual elements and *Capcut* for the video editing process. The selection of these two applications was based on ease of access and the application's ability to produce responsive, interactive, and engaging products. By creating a fun learning environment, positive responses from students, and validation from experts, the use of video-based learning media (Sulaiman et al., 2019). The rich visual design, characters familiar to children, and child-friendly narratives are the main strengths of this media. Therefore, this learning video using Capcut was created to help students in learning so that their understanding and interest increase and achieve good results in learning (Surani et al., 2024).

The results of the first (small-scale) and second (large-scale) trials showed that this media received a very positive response from students. Children showed high interest and enthusiasm when watching the video, and were able to understand the moral messages and values conveyed, such as not picking flowers, storing shoes in the shoe rack and not scribbling on walls, and caring for the environment. In addition to students, accompanying teachers also provided constructive feedback on technical aspects of the media, such as the font size being too small and animated visuals that needed to be improved to be more realistic.

Based on this feedback, product revisions and improvements were made, including: Enlarging the font size of the conversation to make it easier for children to read. Changing the animation design to make it appear more realistic and relevant to students' daily lives. Adding the logos of the three institutions involved, to strengthen identity, credibility, and cooperation between institutions. In terms of effectiveness, based on pre-test and post-test data from both trial stages, there was an increase in students' understanding of the material presented. This shows that the animated video media developed is not only visually appealing, but also able to convey learning messages effectively.

Learning media is crucial in the learning process. It helps educators convey messages to students. It can also clarify teacher explanations, especially for those with pronunciation difficulties, such as those struggling with sentences in a foreign language. Even the abstract nature of the material can be made more concrete by using media (Maula, 2018). Overall, this learning media has demonstrated significant potential as a tool for teaching environmental values in early childhood education institutions. This product not only provides a fun learning experience but also fosters positive behaviors that align with the goals of character education from an early age.

CONCLUSION

The process of developing learning media based on Canva and Capcut is carried out through systematic stages starting from needs analysis, design, development, small-scale trials, revisions, large-scale trials, and refinements. The developed learning media is suitable for use as a learning aid for early childhood, particularly in instilling environmental values. Validation results from subject matter experts, media experts, and user feedback indicate it meets the criteria of very suitable. Children and educators were very positive about the media developed. The children showed great enthusiasm, and there was an increase in understanding and a change

in attitudes toward environmentally conscious behavior. The effectiveness of the media was tested through a comparison of pre-test and post-test results which showed an increase in students' abilities after using the media.

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