

Development of Canva-Based Online Comic Learning Media on the Material of the Proclamation of Independence of the Republic of Indonesia

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Abstract

This research is motivated by several factors, including teacher-centered learning, which makes students less active and often passive. The teachers have not yet utilized diverse learning media to engage students effectively. Additionally, students show low enthusiasm for participating in lessons and have limited interest in reading. The teaching and learning process is further constrained by limited material due to inadequate use of time, media, and infrastructure. Lastly, the potential of comic-based learning media remains underdeveloped. The aim of this research is to determine the need for Canva-based online comic learning media during the proclamation of independence of the Republic of Indonesia for students in class XI TKJB SMK Nurul Islam. The research model used is the ADDIE research and development model (Analysis, Design, Development, Implementation, Evaluation). The subjects of this research were 34 students of class XI TKJB SMK Nurul Islam. Based on the responses of teachers and students to the development of Canva-based online comics based on material from the event of the proclamation of independence of the Republic of Indonesia. Based on user responses during small group trials consisting of 4 students, the average rating percentage was 83%, including in the "Very Interesting" category. In the field trial with 34 students, the average percentage of assessment results was 90%, including the "Very Interesting" category. Meanwhile, teachers' responses to the development of Canva-based online comics at the proclamation of independence for the Republic of Indonesia received an average percentage rating of 90%, including in the "Very Interesting" category. Hence, Canva-based online comic development product is based on material from the event of the proclamation of independence of the Republic of Indonesia.

Keywords: Canva, Online Comic, Learning Media, Proclamation Event

1. Introduction

Education is a deliberate and organized effort to enhance the quality of life or advancement. The root of the word education can be traced back to the Latin term '*educatum*', consisting of '*E*' and '*Duco*', implying growth from within or progression from a small scale to a grand scale. '*Duco*' indicates evolution or progression. In essence, education is synonymous with the development of one's inner talents and individual strengths. The concept of education is sometimes linked with '*Educere*' (Latin) which denotes a drive from within. This involves imparting knowledge through adjustments achieved through training or application. Consequently, education is defined as a catalyst for transforming individuals into more resilient beings.

Plato believed that education is a continuous journey that begins at birth and continues until death. Further, He emphasized the importance of education in shaping individuals into ideal citizens who understand the principles of leadership and obedience. Additionally, Plato viewed education as a means of instilling not only knowledge and skills, but also values, instincts, and correct behavior and



attitudes (Khairiyah & Putri, 2024; Pasaribu et al., 2024). True education has the most potential to shape individuals into cultured and compassionate members of society, improving their interactions with the community and those who rely on its support. It is this definition of education that has become the direction on which other definitions of education are based, especially in the West.

Teaching involves a deliberate action by a teacher to guide their students by facilitating their engagement with various learning materials, ultimately aiming to fulfill the teacher's objectives (Li & Zhang, 2024). Learning is a process that involves both teachers and students interacting through effective communication to achieve predetermined goals. Media is one of the resources available to students for learning purposes (Suhada et al., 2019). Graphic media is a powerful tool for conveying ideas and realities by blending words and pictures together. This suggests that media plays an integral role in the exchange of knowledge between teachers and students during the learning process.

Comics can also be used as one of the good learning media for students to pay attention to, because it has advantages compared to other graphic media, namely in addition to comic media can utilize illustrated storylines, interesting and as the main key contains high elements of humor, because comic media can be re-read when students want to repeat understanding the material contained in the comic media. Creating educational materials in the form of comic books based on the Indonesian republic's declaration of independence is highly suitable. The researchers aim to design graphic media presenting this important historical event through comic strips. This media will showcase the proclamation of independence in Indonesia in a narrative format within the world of comics. The media can be utilized in learning the proclamation of independence of the Republic of Indonesia in class XI TKJB students of SMK Nurul Islam. The comic media for the proclamation of independence of the Republic of Indonesia that will be developed contains a series of instructions that will make it easier for students to understand the proclamation of independence of the Republic of Indonesia.

Based on the results of observations made by researchers in January 2023 at SMK Nurul Islam South Lampung that there are still several problems, namely in Indonesian History learning activities carried out by teachers are still less varied in terms of media, learning that is more centered on teachers so that students are less involved in the teaching and learning process, learning activities are dominated by teachers while students tend to be inactive or passive, teachers have prepared learning media in the teaching and learning process, but the facilities and infrastructure are not fully available, such as the absence of a projector which should today be a facility and pre-equipment that can be used during the teaching and learning process to facilitate teachers in providing material to students, and the application of learning media that is fairly interactive and varied so that it refers to the difficulty of students in receiving material provided by teachers during the learning and teaching process, things that teachers do at SMK Nurul Islam South Lampung only ask students to understand the material in the book, many students are less attentive as seen from the reaction when asked to answer questions, students do not respond.

During the teaching and learning process, which does not stimulate curiosity in terms of learning material because there is no learning media developed, and comic learning media has not been developed to make it easier for students to understand material in history subjects. So that the learning motivation of students is not awakened, thus it is necessary to realize something new in the teaching and learning process that is comic learning media which is included in effective learning media so that students are more motivated to learn and understand learning material properly and optimally. In an effort to stimulate thoughts in the imagination of students can be done in various ways, such as presenting media presented in the form of learning media in the form of comic media. From the background above, this paper seeks to determine the need for Canva-based online comic learning media

during the proclamation of independence of the Republic of Indonesia, especially for students in class XI TKJB SMK Nurul Islam.

2. Literature Review

2.1. Learning Media

Media for learning can be defined narrowly as the physical tools and materials used in the educational process. However, in a broader sense, it encompasses the effective integration of all resources available within the learning system to successfully meet specific educational objectives. According to Daryanto (2013), the term "media" originates from the Latin word for "medium" in its plural form. The constraints on what is considered "media" are extensive, but for the purposes of this discussion, we will focus solely on educational media. This refers to any media utilized as instruments and resources for educational endeavors. Since education is essentially a form of communication that occurs within a structured system, learning media holds a crucial role as an integral component of the learning process.

According to Gafur (2007) learning media is very helpful and interesting in the teaching and learning process, because the media can be used to enlarge the small and shrink the large, simplify the complex, speed up the process or slow down the process and so on, furthermore the learning media makes education capable of being high-powered, productive, simultaneous, evenly distributed, actual and interesting. According to Arsyad (2011) the word media comes from Latin *medius* which literally means 'middle', 'intermediary' or 'introducer', in the sense of conveying messages from the sender to the recipient of the message. Gerlach et al. (1971) say that media in a broad sense refers to individuals, resources, or occurrences that create circumstances enabling students to gain knowledge, expertise, or viewpoints. Additionally, a mediator can signify the concept that any educational mechanism that serves as an intermediary, whether it be teachers or advanced technology, can be classified as media. In essence, media is a means of transmitting or disseminating educational information.

Thus, the definition of learning media according to researchers can briefly be stated as an effort to deliver messages to message recipients through predetermined components and elements in the form of learning tools or materials, which facilitate the teaching and learning process in a more effective way.

2.2. Learning Objectives

Learning objectives are aspects that need to be considered in planning a learning process, because everything related to learning activities on the achievement of these goals. According to Robert F. Mager (in a(Ananda & Amiruddin, 2019) learning objectives are the behavior that will be achieved or done by students in the conditions and level of competence in the learning process. With the goals in learning, the process of learning activities will be well directed. Learning objectives according to researchers are something that is expected to be successful in the learning process itself, where the process must be directed so that later it is able to achieve aspects and become guidelines and targets to be achieved in the learning.

2.3. Online Comics

2.3.1. Definition of Online Comics

Styaningsih (2016) stated that digital comic learning media uses a digital format to easily access it using electronic equipment such as cellphones, laptops, and so on. Thus, it can be said that digital comics are a type of illustrated story with certain characters that use electronic media to convey

information or messages. Because digital comics are very easy to access, they make comic stories more interesting. According to Rasiman & Agnita (2014), digital comics are comics with illustrations of certain stories and plots that are presented digitally on electronic devices and serve as educational materials for students.²⁵ Meanwhile, according to Nurinayati in Styaningsih (2016) the fact that the format of printed comics has been changed to digital so that it can be read using certain electronic equipment, such as LCDs that are already available in schools, is the main differentiator between printed comics and digital comics. Digital comic learning media uses a digital format to easily access it using electronic equipment such as cellphones, laptops, and so on.

Daryanto (2013) describes comics as a form of story presentation with a series of funny pictures. Comics are loved by people of all ages because they offer straightforward narratives that are easy to comprehend and enjoy. According to Syamsul & Romli (2012) online media is also called cyber media because the pattern of work and access to this mode of information always uses internet media (computers). Through online media, viewers have the freedom to consume created content without limitations of location or time constraints, bypassing traditional broadcasting protocols. Even during live events, information can be easily accessed by the audience.

In summary, the definition of online comics according to researchers is a collection of color pictures containing characters who act out a story. Comics are accompanied by supporting text to clarify the storyline so that the comics are easy to understand the contents of the story. Online comics can be accessed anytime and anywhere, and can be used as an effective reading material.

2.3.2. Advantages and disadvantages of online comics

Comics as a learning resource have several advantages as expressed by Daryanto (2013), comics can increase students' reading skills and mastery of vocabulary which is far more than students who do not like comics. Another advantage of comics is that the presentation contains visual elements and strong stories so that readers can be emotionally involved when reading comics. It is from this tendency that comics are made with subject matter so that students prefer to read and learn. Compared to textbooks that are not illustrated and do not contain interesting illustrations, comics are expected to arouse students' interest to study more diligently so that their learning outcomes can improve.

According to Soejono Trimono as quoted by Kurniawan (2012), the advantages of comics include, comics can increase vocabulary. After reading comics, students have a good vocabulary, because, from the Educational comics developed here, there are terms that exist in the subject matter. In addition, comics also help students to develop their interest in reading. Comics that contain images along with supporting text can make students more interested in reading, so that comics can develop students' imagination through the images in the comics. So, the subject matter in the comic story will be more embedded in students.

2.4. Canva

According to Resmini et al. (2021), Canva is a recently introduced app in the fast-paced realm of technology. This online design program offers a selection of templates that are commonly utilized in producing educational materials. Further, Wulandari & Mudinillah (2022) note that Canva is highly favored by teachers for creating educational materials. Its diverse range of templates allows for the development of visually appealing learning resources that engage students more effectively. By utilizing Canva's features creatively, teachers can enhance the communication and visual appeal of their educational content.

Therefore, the definition of canva according to researchers is a design application that is much loved to be used in several ways, such as creating learning media. The canva application can help

teachers to create learning media that is easy to access anywhere and anytime by students, making the learning process easier.

2.4.1. Pros and cons of Canva

According to Raaihani (2021), the advantages of the Canva application include its ability to be used as a learning media creation tool. Pelangi & Syarif (2020) underscores that there are several disadvantages to the Canva application when used for creating learning media, including the following: The Canva application requires a stable internet connection. If the device used is not connected to the internet, the application cannot be used for processing or creating designs. Canva offers both paid and free templates. However, this is not a significant issue, as many interesting templates can be accessed for free within the Canva application, which can be used to create learning media. It is important to note that some users of the Canva application may need to rely on their creative skills to design or create engaging learning media using the platform.

2.5. Review of Relevant Research

Research conducted by Wulandari & Mudinillah (2022) showed that the teacher plays a supportive role in educational tasks, hence, it is essential for them to be capable of offering educational tools to aid students in their learning process. Developing educational tools should be aligned with study materials, student traits, and educational objectives that need to be achieved.

Creating educational materials can be achieved through the use of a variety of design tools, with Canva being one such option. Canva is a user-friendly online design platform that is available for free. By utilizing Canva to develop learning materials, students can enhance their comprehension of complex scientific concepts. This approach can prevent reliance on verbal communication among students and address constraints related to physical space, time, and energy during the learning process. Additionally, it can foster students' engagement and enthusiasm for both online and traditional learning environments. Research conducted by Kholil Mudlafar entitled "Development of Timed History Comic Learning Media (Komik Ratu) as an Alternative Learning". The results showed that Komik Ratu in learning history used a demonstration method with a picture and picture model.

Time is emphasized in the Ratu Comic through symbols, considering that time is an important part of the "nature of history". In making the image as an element of forming comics, it is made as well as possible, to make it more interesting and minimize the boredom of students.

The process of preparing the Ratu Comic media starts from the preliminary study stage, the media development stage, the implementation stage, and the final evaluation stage. The preliminary study stage found problems experienced by grade 5 elementary school students related to theme 7 subtheme 2 learning about national events around independence, as well as literacy about media development and the materials that will be displayed in the media. The media development stage succeeded in making the media in accordance with the theoretical standards and revisions from the expert team with a final score range that showed feasible.

The implementation stage showed an increase in the value experienced by students of SDN Sidomulyo 2 towards learning history. While the final evaluation stage produces the final product of the Ratu Comic media after undergoing several improvements. Research conducted by Muhammad Aditya Wisnu Wardana entitled "Development of Canva Application-Based Learning Media with Microblogging Model as Learning Procedure Text at Junior High Level". The results showed that the use of digital technology-based learning media using the Canva application with the concept of microblogging in language learning on procedure text is one of the efforts in creating renewable learning media in the world of education that can provide a level of understanding to students.

The purpose of writing this article is to offer suggestions for teachers who are resistant to change to adapt their teaching methods in response to technological advancements. This will help students become more engaged and participative in learning activities.

3. Methods

3.1. Development Model

The ADDIE research and development model is utilized in this study, focusing on Analysis, Design, Development, Implementation, and Evaluation in a structured manner for optimal outcomes. This model is crucial for creating high-quality products efficiently.

3.2. Research and Development Procedures

The research and development process utilizes a framework created by Robert Maribe Branch, which is grounded in educational philosophy. When applying ADDIE, the focus should be on the students, fostering innovation, authenticity, and inspiration. The different stages within the ADDIE model are interconnected, thus necessitating a systematic and comprehensive approach to ensure the effectiveness of the learning outcome. Following the procedure set forth by Robert Maribe Branch, the development will involve five key steps. These steps include: Analysis, design, development, implementation, and evaluation. By breaking down these steps further, it becomes clearer and more digestible, as outlined below:

3.2.1. Analysis

The evaluation phase includes two parts: performance analysis and requirement analysis. During the performance analysis phase, schools assess and categorize issues encountered with current learning materials, followed by the creation of solutions through enhancement or development of new learning materials. The second part, requirement analysis, aims to identify the necessary learning materials for students to enhance the overall quality of learning and student performance.

3.2.2. Design

The next task involves creating a design, similar to how a blueprint is necessary before constructing a building. When developing this educational tool, the focus is on the design, materials, and language used. Only after this step will the learning media move on to the next phase of development.

3.2.3. Development

The third step involves creating educational materials based on the initial design. The process followed by researchers in the development of online comic learning materials using Canva includes:

1. Creation of learning materials using Canva. The development of online comic learning materials focuses on design, content, and language elements that distinguish it from traditional school materials.
2. Validation of learning materials by a team of media specialists, content experts, and language experts.
3. Refinement of the learning materials based on feedback from the team of experts to compare the initial version with the revised version.

3.2.4. Implementation

The objective is to incorporate educational materials into the school curriculum. Testing will be carried out with students to gauge their interest in using Canva-based online comic learning materials.

3.2.5. Evaluation

The canva-based inline comic must undergo evaluation during the implementation phase. Feedback from students provided during implementation will inform any necessary revisions during the evaluation stage.

4. Results and Discussion

4.1. Online Comics Initial Product Development Results

Based on the results of observations that have been made, teaching materials on learning the proclamation of independence of the Republic of Indonesia in schools are still inadequate so that the learning process using only student books is less than optimal, where in the learning process still dominantly uses the lecture method where the lecture method tends to make students bored coupled with assignments that always refer to existing books. Due to the lack of learning media used, especially in learning the proclamation of independence of the Republic of Indonesia, so researchers want to develop a canva-based online comic learning media product, because through canva-based online comic learning media, researchers hope that there will be a new impetus for the learning process of the proclamation of independence of the Republic of Indonesia at school and researchers hope that through canva-based online comic learning media it can make it easier for teachers in an effort to provide understanding to students, especially in learning the proclamation of independence of the Republic of Indonesia at school. By applying canva-based online comic learning media, it is hoped that students will enjoy learning and discovering new knowledge with the learning media they use.

Researchers developed a canva-based online comic learning media on the material of the proclamation of independence of the Republic of Indonesia for class XI TKJB students of SMK Nurul Islam in the 2023/2024 academic year, using the ADDIE research model which has the following research steps:

4.1.1. Analysis Stage

Based on the results of pre-research in class XI TKJB of SMK Nurul Islam, the results of the analysis that has been carried out as a guideline that will be used in preparing learning media in the form of canva-based online comics. The analysis carried out includes performance analysis and needs analysis.

Performance analysis is carried out to find out and clarify the problems faced at school which are also related to the presence or absence of the use of learning media at school. After conducting a performance analysis, it is known that there is no learning media used to support the teaching and learning process so far in class XI TKJB of SMK Nurul Islam. The absence of learning media can reflect the challenges in delivering material. Limited media can hinder interactive and visualization of concepts, affecting student understanding. Limitations in providing variety and interactivity of learning can result in boredom and lack of student involvement. Students tend to have difficulty in understanding concepts thoroughly without visual or interactive assistance. Hence, the analysis of classroom performance without learning media emphasizes the importance of technology integration and creative approaches to teaching to enhance student participation, concept understanding, and development of relevant skills.

4.1.2. Design Stage

The online comic design process through the Canva application with A4 dimensions on the comic page is divided into two. Comics are designed with full color, and include images of characters and dialog between the characters. Comics use the Comic Sans CS font. Comics are made with several stages starting from manual sketches using paper, then the comic cover design stage, determining character images, adjusting backgrounds adjusting colors, writing alursecara manually, writing storylines in the form of dialogues, and the editing process. as for the steps in designing Comic are as follows:

1. Using the canva application for product design.
2. The comic material used is the material of the proclamation of independence of the Indonesian republic.
3. Comics contain components such as pictures of characters, dialog between characters / comic stories and moral values contained in the story and character bios,
4. Comics are designed in Full Color using Biski Semibold font.
5. Using language that is easily understood by students.

The canva-based comics developed will be designed in accordance with the steps described above. The steps to design this comic are canva-based online comics on the material of the proclamation of independence of the Republic of Indonesia for class XI TKJB students of SMK Nurul Islam in the 2023/2024 academic year, the comics developed refer to and are in accordance with the material of the proclamation of independence of the Republic of Indonesia. Comic design in the form of canva, using the Comic Sans CS type, Comics are made with several stages starting from manual sketches using paper, then the comic cover design stage, determining character images, adjusting backgrounds adjusting colors, writing alursecara manually, writing storylines in the form of dialogues, and editing processes.

4.1.3. Development Stage

At this stage, researchers make online comics based on Canva in accordance with a predetermined design. After the product has been developed, the next feasibility test will be carried out by the validator. The validators include 3 validation experts, namely material experts, design experts, and linguists. In the validation test, the experts will provide an assessment of the comics that have been developed according to the eligibility items on the research instrument provided by the researcher. In the research instrument there will be a suggestion box that experts can provide to improve the comics that will be developed before the field test. And the validation expert will make a decision whether the comics developed are worth testing or not worth testing. Therefore, this needs to be done to get the validity value of the comics developed.

After obtaining the results of the assessment from material experts, design experts, and linguists, it can be described with an assessment comparison chart as follows:

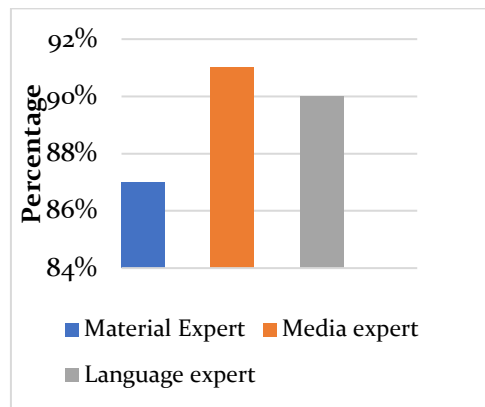


Figure 1. Material, media and language expert validation results

Based on the results of validation by language experts for the feasibility of canva-based comic learning media, it is known that the material expert validation obtained the following values: assessment on the straightforward aspect obtained a percentage value of 86%, on the dialogical and Interactive aspect obtained a percentage value of 93%, on the aspect of conformity with Language Rules obtained a percentage value of 90%. Where the validity results obtained 90% are included in the category worthy of being tested in the field with revision.

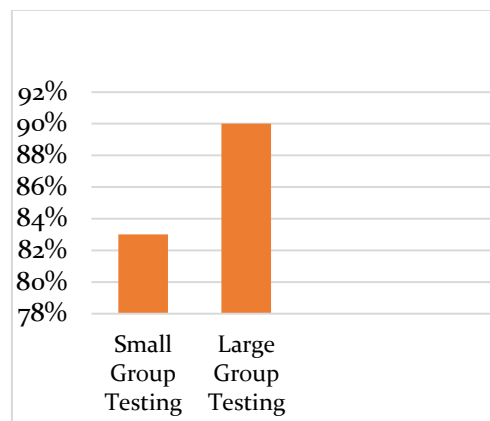


Figure 2. Small and large group testing results

After knowing the results of small group and field tests (large group), a comparison of assessments from small groups and field tests (large group) will be found. The comparison can be seen from the following figure:

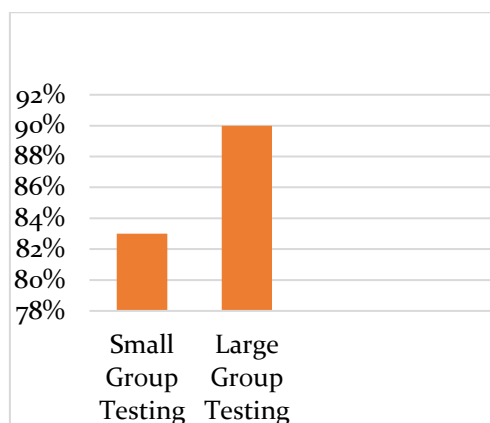


Figure 3. Product Trial Results

Based on the results of the students' responses (small group and field trials) and the results of the teachers' responses, it can be seen from the assessment comparison chart in the following figure:

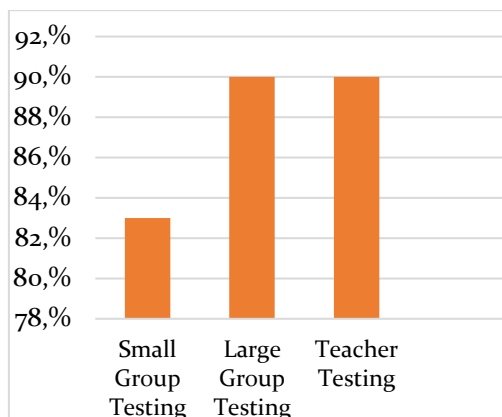


Figure 4. Results of Small Group Test, Large Group Test and Response of Teachers

Based on the validation by each validator, the assessment is obtained, namely for the feasibility aspect of canva-based online comic teaching materials on the material of the proclamation of independence of the Republic of Indonesia, the average percentage value of the material expert validation is 87%, included in the "Very Feasible" category, the design expert validation obtained 91% with the "Very Feasible" category, and the language expert validation obtained 90%, included in the "Very Feasible" category. So that the online comic teaching based on Canva on the material of the proclamation of independence of the Republic of Indonesia which was developed is feasible to be tested in the field.

5. Conclusion

Based on the results of research and development of canva-based online comics on the material of the proclamation of independence of the Republic of Indonesia for class XI TKJB students of SMK Nurul Islam in the academic year of 2023/2024, it can be concluded that based on the validation by each validator, the assessment is obtained, namely for the feasibility aspect of canva-based online comic teaching materials on the material of the proclamation of independence of the Republic of Indonesia, the average percentage value of the material expert validation is 87%, included in the "Very Feasible" category, the design expert validation obtained 91% with the "Very Feasible" category, and the language expert validation obtained 90%, included in the "Very Feasible" category. As such, the canva-based online comic teaching on the material of the proclamation of independence of the Republic of Indonesia developed is feasible to be tested in the field.

Based on the responses of teachers and students to the development of canva-based online comics on the material of the proclamation of independence of the Republic of Indonesia. According to the response from users during the small group trial consisting of 4 students, the average percentage assessment was 83%, including in the "Very Interesting" category. In the field trial consisting of 34 students, the average percentage assessment of 90% was obtained, including the "Very Interesting" category. As for the teacher's response to the development of Canva-based online comics on the material of the proclamation of independence of the Republic of Indonesia, the average percentage assessment is 90%, including the "Very Interesting" category. So, the product development of canva-based online comics on the material of the proclamation of independence of the Republic of Indonesia.

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