



Analysis of the Validity of Canva Animated Video Media in Pancasila Education Learning Elements of Bhinneka Tunggal Ika in Class V of Elementary School

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ABSTRACT

The lack of use of varied learning media and according to the needs of students in Bhinneka Tunggal Ika material causes low interest and understanding of diversity values. This study aims to analyze the validity of Canva-based animation video media in learning Pancasila Education elements of Bhinneka Tunggal Ika in grade V of elementary school. This research is a type of research and development (R&D) with the ADDIE model which consists of: (1) analysis, (2) design, (3) development, (4) implementation and (5) evaluation. The data collection instrument is in the form of a validation questionnaire given to media experts, material experts, and linguists. The results of the validity analysis showed that Canva's animated video media was in the very valid category, with a validation score of 89% from media experts, 96% from subject matter experts, and 98% from linguists, resulting in an overall average of 94.3%. Based on these findings, the media developed was declared valid to be used to support the learning of Pancasila Education in the Bhinneka Tunggal Ika element in grade V of elementary school.

1. Introduction

Education is a major factor in the progress of a country (Gusmida & Islami, 2017). Education is required to be a means of answering various problems faced by society (Ladiva, Putera, and Anita, 2018). Therefore, the education system must continue to be updated, especially in the aspect of the curriculum, in order to be able to produce creative and innovative ideas that are relevant to the times. Yufani, Riwanto, and Umyah (2023) stating that curriculum changes can have a positive

impact on the quality of education. The Merdeka Curriculum which is currently being implemented is a new approach in curriculum preparation in Indonesia. Along with its implementation, the use of technology is increasingly important to support effective and enjoyable learning. Fitria and Reinita (2022) emphasized that technological advances in the field of education have had a great influence on the interaction between teachers and students. One of the important subjects in the Merdeka Curriculum is Pancasila Education. Pancasila education at the elementary school level has an important role in shaping national character and instilling multicultural values from an early age. Ikhsan, Anita, Wulandari, and Reinita (2025) emphasized that Pancasila Education Learning needs to be designed by considering the characteristics of students, the meaning of learning must be conveyed in a relevant and contextual manner. One of the important elements in this subject is *Bhinneka Tunggal Ika*, which teaches the values of tolerance, unity in diversity, and an open attitude towards differences.

Along with the development of technology and curriculum adjustments, the delivery of Pancasila Education materials is required to be more adaptive and innovative, one of which is through the use of digital media in the learning process. Learning media is now an essential part of the learning process (Nor et al., 2021). Conveying diversity values through a dynamic visual approach can help form a more open and tolerant social attitude in children (Yuanta et al., 2024). However, in reality, Pancasila Education learning in elementary schools is still dominated by conventional and textual approaches. The learning media used is generally limited to printed books and lecture methods. Anugrah and Deden (2022) stating that the lack of variety of learning media is one of the causes of low student participation in this subject.

Previously, the researcher had conducted observations and interviews at three schools that would be the location of the research. found several main problems: (1) the use of technology is not optimal, (2) the learning media is less varied, and (3) the animation video media using Canva has never been used in the learning process. These problems have an impact on the low quality of learning, including: (1) students have difficulty absorbing knowledge in depth, (2) lack of active involvement of students in the learning process, (3) low cognitive stimulation of students in understanding the material, and (4) decreased interest in learning which causes learning to be less effective in achieving the expected goals. This situation shows the need for the development of learning media that is innovative, interesting, and able to increase students' enthusiasm for learning. The media developed must be in harmony with the characteristics of students and the learning context, and effective in conveying diversity values. One of the solutions offered is the development of animated video media using Canva.

Canva is an easy-to-use graphic design platform that allows the integration of visual, sound, and animation elements (Diniyati & Mastoah, 2025). The Canva application can be used by teachers as an opportunity to design learning media in delivering material, so that the learning process becomes more interesting and the learning atmosphere does not feel monotonous (Alwi Dalimunthe & Reinita, 2022).

The use of animated videos created using Canva helps students understand the meaning of *Bhinneka Tunggal Ika* visually and contextually, thus supporting the creation of more fun and meaningful learning

Animated video media has proven to be effective in improving understanding of abstract concepts, encouraging learning motivation, and creating an interactive learning atmosphere. Previous research conducted by Perangin-Angin and Suciawati (2024) proving that Canva-based animation video media for unity and unity materials have a very high level of validity, namely 98.3% of media assessors and 100% of material assessors. Meanwhile, this research presents a novelty in the aspect of media validity that is specifically designed for the *Bhinneka Tunggal Ika*, taking into account the characteristics and needs of elementary school students. The validity test process is carried out comprehensively, including visual aspects, content suitability, and language clarity, so as to produce validation instruments that are more systematic and relevant to real learning conditions in grade V of elementary school. Based on the various problems found, the researcher aims to develop animation video media in learning Pancasila Education on the elements of *Bhinneka Tunggal Ika* in grade V of elementary school which is expected to increase students' understanding and learning participation, as well as provide innovative solutions in more interesting and meaningful learning.

2. Methodology

This research was carried out in three elementary schools that were selected based on predetermined criteria. This research included in the type of research *Research and Development* (R&D) with ADDIE's development model consisting of five stages, namely Analysis (*analysis*), planning (*design*), development (*development*), implementation (*implementation*) and evaluation (*evaluation*). In the analysis stage, the researcher identifies learning needs through field observation, curriculum analysis, and interviews with classroom teachers. The main focus of the analysis is to examine the problem of low interest and understanding of students in *Bhinneka Tunggal Ika* material, as well as identify the limitations of the learning media that have been used. In addition, the researcher analyzes student characteristics, basic competencies, learning indicators, and instructional goals to be achieved, so that the media developed is truly in accordance with the needs of students. The design stage is carried out by designing Canva-based animated video media according to the results of the needs analysis. At this stage, the researcher compiles a storyboard, visual scenario, font and color selection, as well as character designs and illustrations relevant to diversity materials. The researcher also established the structure of the presentation of the material in the video, starting from the introduction to the concept of *Bhinneka Tunggal Ika*, examples of diversity in daily life, to the moral message that wants to be instilled. In addition, the researcher designed a validation instrument in the form of an assessment sheet that was adjusted to the feasibility aspects of media, materials, and language. The development stage is the stage of realization of the design into an initial product. At this stage, researchers began to create animated videos based on Canva by

combining visual, audio, text, and narrative elements based on the storyboard that had been compiled. This process includes creating animations, setting the tempo of the presentation, selecting background music, and recording the narrator's voice so that the message can be conveyed clearly. The initial finished product was then validated by three experts, namely media experts, material experts, and linguists, using a validated questionnaire that had been designed. The results of the experts' assessments are used as a basis for revisions before the media is implemented on students. Development research is an approach that aims to design and improve a product to become an alternative solution to problems in the learning process (Tegeh et al., 2014). The instrument used was in the form of a validation questionnaire given to three experts, namely media experts, material experts, and linguists.

The data collection technique is carried out through the distribution of validation questionnaires that are submitted to experts as validators. The validation process includes three main aspects, namely the content or material aspect, the learning media aspect, and the linguistic aspect. The assessment is carried out through filling in the validation instrument that has been prepared beforehand. Each validator assesses based on certain aspects outlined in the table format. The instrument uses a Likert Scale with five alternative answers, which are adjusted to the indicators in each question item. The score of each answer choice is used as the basis for the validity analysis process. The scoring conditions for each option can be seen in table 1.

Table 1. Validation Assessment Score

Eligibility Categories	Score
Excellent	5
Good	4
Pretty Good	3
Not Good	2
Very Bad	1

Sources: Modifications of (Riduwan & Sunarto 2015:21)

The validity level of the animated video is analyzed using a formula that has been modified based on a method developed by Purba et al. (2022), with the following formulation.

$$Np = \frac{R}{Sm} \times 100\%$$

- Np : The average value in percent (%) given
 R : Scores obtained from each aspect
 Sm : Maximum score of all aspects

To obtain the final value of the validation results provided by all validators, a modified formula based on the approach proposed by the validator is used. Snoop Dogg and Snoop Dogg (2015), as shown in the following formula.

$$\bar{X} = \frac{\sum xi}{n}$$

\bar{X} : Average (Red)
 $\sum xi$: Total Score
 n : Number of Appraisers

Table 2. Categories of Expert Validity Scoring

Interval	Categories
86-100%	Very valid
76-85%	Valid
60-75%	Quite Valid
55-59%	Less Valid
00-54%	Invalid

Sources: Modifications of (Purwanto 2013:103)



3. Results and Discussion

The results of this study were obtained from filling out a questionnaire in the form of a Likert Scale by three groups of experts, namely material experts, media experts, and linguists. The assessment is carried out based on indicators that have been compiled in the validation sheet instrument. This study is focused on evaluating the validity of learning media in the form of animated videos designed through Canva in the subject of Pancasila Education in grade V of elementary school.

A. Results of Data Analysis of Media Expert Validity Test

As part of the learning media development process, validation is carried out by media experts to assess the feasibility of the animated video media developed. This validation aims to obtain input related to visual aspects, graphic design, layout, colors, and the suitability of media displays with the characteristics of students. The validation results are not only presented in the form of assessment scores, but are also realized through a comparison of media displays before and after revisions based on the suggestions of media experts. The comparison is presented in Table 3.

Table 3. Media Expert Validation Results

Views Before Revision	Post-Revision View
	

Based on the comparison of the appearance before and after the revision in Table 3, there is a significant improvement in the visual aspect of animated video media.

The revisions carried out include improving the illustration design, adjusting the color composition, and improving the neatness of the layout so that the media display becomes more attractive and communicative. These changes show that suggestions and inputs from media experts have been well accommodated, so that animated video media has become more suitable for use as a learning medium.

Table 4. Media Validity Test Results

Aspects assessed	Score	Categories
Visual Display		
The colors used in the animated videos are interesting and in accordance with the characteristics of elementary school students	4	Good
Illustrations in animated videos help students understand the concepts conveyed	4	Good
Compatibility of visual elements with the background	5	Excellent
Customization of image layouts with animations	5	Excellent
Alignment between images and learning topics	4	Good
Animation effects on writing clarify content and attract interest	4	Good
Graphic Design		
Videos have a clear view	5	Excellent
Audio and Narrative Clarity		
The harmony of background audio and narrator voice sounds harmonious	5	Excellent
Audio sounds clear and easy to understand	4	
Sound and animation are displayed in sync	5	Excellent
Contents		
Video content is presented in a structured and topic-relevant manner	4	Good
Scores Obtained	49	
Maximum Score	55	Highly Valid
Percentage	89%	

The results of the validity level of the media validity test obtained a score of 89% with the category "Very Valid". The assessment is reviewed based on overall aspects including visual appearance, graphic design, audio and narrative clarity, and content feasibility. Therefore, the animated video media developed is declared suitable for use in learning because it meets eligibility standards, so it is appropriate to be used to support the teaching and learning process at the elementary education level

B. Results of Data Analysis of the Validity Test of Subject Matter Experts

Validation of material experts is carried out to ensure the suitability of the content of the animation video media with the competencies that must be achieved and the correctness of the concept of the material presented. The assessment is focused on the accuracy of the substance of the material, the completeness of the information, and the suitability of the examples with the learning context. The results of the validation of the subject matter experts were also followed up with media improvements, which were shown through a comparison of the display before and after the revision. The comparison is presented in Table 5.

Table 5. Material Expert Validation Results



Based on Table 5, the improvements made after the validation of subject matter experts show an improvement in the quality of content presentation in animated video media. Revisions are carried out by adjusting information to be more accurate, adding relevant explanations, and aligning visuals with the material presented. This aims to make the learning message more clearly received by students and reduce the potential for misconception in understanding the material of Indonesia's cultural diversity.

Table 6. Results of the Material Validity Test

Aspects assessed	Score	Categories
Content Eligibility		
The material in the animated video is in accordance with the learning outcomes in learning Pancasila Education	5	Excellent
The concept of Bhinneka Tunggal Ika is clearly explained and in accordance with the understanding of grade V elementary school students	5	Excellent
Animated videos present real, relevant examples to help learners understand the values of diversity and unity	5	Excellent
The material presented in the video is according to the level of cognitive development of elementary school students	4	Good
The video supports the learning of Pancasila Education by presenting the values of tolerance and diversity	5	Excellent
Visual Design Feasibility		
The colors, illustrations, and animations used in the video are interesting and in accordance with the characteristics of elementary school students	5	Excellent
Visual elements in the video support students' understanding of the material presented	5	Excellent
The text in the video is clear, readable, and not too small or excessive	5	Excellent
The use of transition effects and animations in videos does not interfere with students' focus on understanding the material	5	Excellent
The graphic elements in the video are in keeping with the theme of diversity	5	Excellent
Language Qualifications		
The language used in the video is according to the level of comprehension of grade V elementary school students	5	Excellent
The sentences in the animated video are well composed and easy for students to understand	5	Excellent
The terms and vocabulary in the video are simple and appropriate to the language development of elementary school students	4	Good
The video presents a communicative and engaging language style for students	5	Excellent

There are no words or terms that have the potential to cause misunderstandings for students	5	Excellent
Presentation Eligibility		
Animated videos have a clear structure, starting from the introduction of the material, explanations, to conclusions	5	Excellent
The flow of material delivery in the video is systematic and easy for students to follow	4	Good
The duration of the video is according to the concentration of elementary school students and is not too long	5	Excellent
Illustrations and examples in the video are relevant to students' daily lives, making it easier to understand	4	Good
The video provides a summary or conclusion that helps learners recall the material they have learned	5	Excellent
Scores Obtained	96	
Maximum Score	100	Highly Valid
Percentage	96%	

The results of the material validity test showed that the animation video media obtained a validity score of 96% and was included in the 'Very Valid' category. The assessment was obtained through a questionnaire filled out by subject matter experts, with indicators including content feasibility, visual design, language use, and presentation in videos. These findings indicate that the material has been designed according to the principles of effective educational communication, so that it has the potential to support students' understanding of concepts to the maximum.

C. Results of Data Analysis of Linguist Validity Test

The validation of linguists aims to assess the feasibility of using language in animated video media, including linguistic aspects, readability, sentence clarity, and suitability of the use of terms with the level of development of students. Input from linguists is used as a basis for revising the text, narrative, and information contained in the media. A comparison of the views before and after the revision of linguist validation results is presented in Table 7.

Table 7. Linguist Validation Results



Based on the comparison in Table 7, the revisions made show improvements in the use of language in animated video media. Sentences that were previously less effective have been simplified, terms clarified, and writing errors corrected to be more in line with the rules of good and correct Indonesian. Thus, animated video

media becomes easier to understand and is able to support the learning process optimally.

Table 8. Language Validity Test Results

Aspects assessed	Score	Categories
Language Clarity		
The language used in the video is according to the level of comprehension of grade V elementary school students	5	Excellent
The sentences in the video are arranged simply and clearly to make it easier for students to understand	5	Excellent
There are no terms or words that are difficult for students to understand in the animated video	5	Excellent
The language used in the video is communicative and engaging for learners	5	Excellent
The video uses language that is in accordance with the learning context of Pancasila Education and the values of Bhinneka Tunggal Ika	5	Excellent
Compatibility with EYD		
All text in the animated video has used spelling in accordance with the EYD rules	4	Good
The use of punctuation in the displayed text is in accordance with the correct grammar rules	4	Good
The grammar used in the video does not contain any spelling or word usage errors	5	Excellent
The sentences in the text and narrative are well arranged and in accordance with the correct Indonesian structure	5	Excellent
Animated videos do not contain spelling errors or the use of terms that may confuse learners	5	Excellent
Language Harmony with Audiovisual		
The narration in the video is in accordance with the visuals displayed so that students can understand the material well	5	Excellent
The text displayed conveys the content of the video narrative in the same way	5	Excellent
Synchronization between sound and visual display in a video runs well without lags or inconsistencies	5	Excellent
Animated videos feature text or subtitles that are in harmony with the narration being read	5	Excellent
The illustrations or images used in the video support students' understanding of the narrative conveyed	5	Excellent
The Effectiveness of Language in Delivering Material		
The language in the video is direct to the core of the material and is not long-winded in its delivery	5	Excellent
The narration in the video helps the teacher in explaining to students about the material	5	Excellent
The sentences in the video are not very long and are delivered with an easy-to-understand structure	5	Excellent
The language used in the video is appropriate to the learning context	5	Excellent
The use of language in videos is effective in conveying the concept of Bhinneka Tunggal Ika to students	5	Excellent
Scores Obtained	98	
Maximum Score	100	
Percentage	98%	Highly Valid

The validation score showed that the use of language in video media obtained a score of 98% with the category 'Very Valid'. The assessment includes sentence

clarity, conformity with EYD rules, language and visual integration, and the effectiveness of content delivery. The sentence structure is well structured, diction is chosen appropriately, and the rules of the standard language are applied consistently. In addition, the word choices in Canva videos are easy for learners to understand, and their concise delivery supports efficient comprehension.

D. Overall Results of the Expert Validity Test

Based on the results of validation conducted by Subject Matter Experts, Linguists, and Media Experts, the overall validity test data presented in table 9 was obtained.

Table 9. Overall Validity Test Results

Yes	Validator	Percentage	Remarks
1	Media Member	89%	Highly Valid
2	Material Expert	96%	Highly Valid
3	Linguist	98%	Highly Valid
	Overall Average	94,3%	Highly Valid

Based on the results of the overall validity test, it shows that the animated video media developed is in accordance with the characteristics of elementary school grade V students and has a very high level of validity, with a final average of 94.3%, which is included in the "Very Valid" category. These findings indicate that Canva's animated video media is considered suitable for learning, both in terms of content, language, and visual appearance. The high level of validity reflects that the content of the material is in accordance with the learning objectives, the language used is easy for students to understand, and the media display is designed in an attractive and functional manner

This study discusses the validity of animated video media developed through Canva to support the learning of Pancasila Education on the elements of Bhinneka Tunggal Ika in grade V of elementary school. According to Hapsari and Zulherman (2021), The Canva app allows you to display images and videos, so you can create illustrations of everyday life in the form of animated videos. In line with what was conveyed by Nastiti and Abdu (2020), Canva allows educators to create animated videos that can increase student engagement in the learning process. The development is carried out based on input from the results of the validity test by media experts, material experts, and linguists.

The results of the media validity test, the validity level obtained a score of 89% with the category "Very Valid". The assessment is reviewed based on overall aspects including visual appearance, graphic design, audio and narrative clarity, and content feasibility. The duration of the video has been adjusted to the attention span of elementary school age children, which is about 5-7 minutes. This short span of time is designed to maintain the focus of the students without creating a sense of boredom. (Nugroho et al., 2025).

Based on the results of the validity test on the content of the material, it shows that the animation video media obtained a score of 96%, which is classified as 'Very Valid'. This assessment is carried out through a questionnaire instrument filled out by material experts. The assessment criteria include the feasibility of content, visual appearance, use of language, and the way the material is presented in the video. These findings indicate that the material has been prepared by paying attention to the principles of good educational communication, so as to be able to help students understand the concept to the maximum

The results of the validation test from linguists resulted in a score of 98%, also in the 'Very Valid' category. Assessments include clarity of language use, adherence to EYD rules, alignment between language and audiovisual displays, and effectiveness in conveying learning messages. This is reflected in the regular sentence structure, the selection of appropriate diction, and the use of words that are familiar to students. The language used in Canva's video media is also straightforward and wordless, supporting efficient comprehension.

4. Conclusion

The Canva animation video media developed in this study was declared suitable for use as a supporting media in learning Pancasila Education, especially in the Bhinneka Tunggal Ika element in grade V of elementary school. This eligibility is based on the results of expert assessments that state that the linguistic elements, content, and media display have met the appropriate learning criteria. The media not only conveys content that is relevant to learning outcomes, but is also designed in an attractive and communicative manner, so as to facilitate students' understanding more optimally.

This media not only functions as a means of conveying information, but is also designed to support students' understanding of concepts more optimally through a combination of visuals and narratives that are clearly arranged. The use of simple but communicative language, as well as adjusting the length of the video to the student's attention span, helps maintain the effectiveness of learning without causing boredom. Overall, this animated video media has been designed in accordance with educational and interesting learning principles, and has the potential to increase active participation and understanding of students during the learning process in the classroom.

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students. Hopefully this collaboration will be a foothold for the development of more creative and relevant learning media in the future.

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