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Canva Animated Video Media to Improve History Learning Activities of Class X Students of Bastren Nurussalam Vocational School

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Abstrak

Penelitian ini bertujuan untuk meningkatkan aktivitas belajar siswa kelas X PBS di SMK Bastren Nurussalam dalam pelajaran sejarah melalui penggunaan media video animasi berbasis Canva. Hasil observasi awal menunjukkan bahwa siswa menunjukkan keterlibatan belajar yang rendah, seperti kurangnya perhatian, partisipasi minimal dalam diskusi, dan kemampuan analisis yang lemah. Menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan selama dua siklus, media video animasi diimplementasikan sebagai inovasi pembelajaran. Hasilnya menunjukkan peningkatan yang signifikan dalam aktivitas belajar siswa, ditandai dengan antusiasme yang lebih besar, partisipasi aktif, dan pemahaman materi yang lebih baik. Video berbasis Canva terbukti efektif dalam menyajikan konten sejarah dengan cara yang lebih menarik dan kontekstual, selaras dengan karakteristik siswa masa kini yang sudah terbiasa dengan teknologi digital. Oleh karena itu, penggunaan media video animasi berbasis Canva direkomendasikan sebagai strategi yang efektif untuk meningkatkan kualitas pengajaran sejarah di sekolah.

Kata kunci: aktivitas belajar, video animasi canva, pembelajaran sejarah.

Abstract

This study aims to improve the learning activity of Grade X PBS students at SMK Bastren Nurussalam in history lessons through the use of Canva-based animated video media. Initial observations indicated that students showed low learning engagement, such as lack of attention, minimal participation in discussions, and weak analytical skills. Using Classroom Action Research (CAR) conducted over two cycles, animated video media was implemented as an instructional innovation. The results revealed a significant increase in students' learning activity, marked by greater enthusiasm, active participation, and improved understanding of the material. Canva-based videos proved effective in presenting historical content in a more engaging and contextual way, aligning with the digital-native characteristics of today's students. Therefore, the use of Canva-based animated video media is recommended as an effective strategy to enhance the quality of history teaching in schools.

***Keywords**: learning activity, canva animated video, history learning.*

INTRODUCTION

In the educational process, learning is the core of teaching and learning activities that aim to create positive changes in students' knowledge, attitudes, and skills. However, in practice, learning does not always go as expected. Various obstacles often arise from both students and teachers. Students have different learning styles, motivations, and backgrounds, which affect their level of understanding of the material. Meanwhile, teachers also face challenges such as limited mastery of media, inappropriate methods used, and inadequate facilities and infrastructure. (Vevy & Rahmania, 2015) emphasized that learning success is significantly influenced by the learning strategies implemented, teacher mastery of the material, the availability of learning media, and active

student participation in the learning process. According to (S. Winataputra, 2019), learning is an individual process to acquire competencies, skills, and attitudes through formal, non-formal, and informal education. Learning is an effort to increase the intensity and quality of student learning. The goal is to achieve improved learning outcomes, both in terms of thinking and behavior.

These problems can be addressed through the implementation of learning strategies and innovations that emphasize increasing student interest, motivation, and activeness. One key element that can support the learning process is the use of learning media. Etymologically, the word "media" comes from the Latin medius, meaning middle or intermediary. In the context of education, media is an intermediary tool that conveys messages from teachers to students (Arsyad, 2013) . The presence of learning media has transformed conventional approaches into more interactive and modern ones. (Saleh & Syahruddin, 2023) state that media is now not just a tool but also a link between technology, communication, and education to enrich the learning experience. In history learning in particular, learning media plays a very strategic role. Given that history is often considered a monotonous rote lesson, the use of creative and interactive media can make the material more interesting and meaningful. (Munadi, 2013) Audio-visual media is media that involves the sense of sight, such as pictures, paintings, photographs, diagrams, maps, and graphs that display objects or relationships between concepts in learning materials. (Manshur & Ramdlani, 2020) Visual media plays an important role in learning because it facilitates understanding, strengthens memory, fosters interest in learning, and connects material to the real world. To be effective, audio-visual media needs to be used in a meaningful context and interactively by students. (M. Hasan et al., 2021) The functions of learning media are divided into three, namely helping teachers deliver material effectively so that the learning process is more efficient, supporting students in understanding the material while stimulating psychological aspects such as memory, emotions, and thinking skills, and improving the quality of the teaching and learning process which has a positive impact on learning outcomes. (Fadilah et al., 2023) The main function of learning media is as a teaching aid that influences the learning climate and conditions, arouses student interest and motivation, clarifies the presentation of messages so that it is not verbalistic, overcomes limitations of space, time, and sensory abilities , and reduces student passivity. (Pagarra H & Syawaludin, 2022) Learning media functions to attract attention, motivate, facilitate understanding of concepts, align perceptions, and

encourage active participation and independent learning of students.

Observations in class X PBS SMK Bastren Nurussalam show that student learning activity in history is still relatively low. This is evident from the lack of student attention when the teacher delivers the material, low participation in class discussions, and the lack of student ability to analyze historical events. According to (Prasetyo & Abduh, 2021) , student learning activity can be observed through several indicators, including involvement in carrying out tasks, willingness to solve problems, the desire to ask questions when experiencing difficulties, efforts to seek relevant information, participation in group discussions, the ability to self-reflect, willingness to practice solving problems, and the application of knowledge in solving problems. According to (Nana Sudjana, 2014) , student participation in learning, both physically and spiritually, is a form of learning activities, such as listening, taking notes, asking questions, answering, and doing assignments. In other words, low student involvement in these activities indicates that the learning process is still not running effectively. In fact, history is a science that studies humans in the dimension of time and explains the cause-and-effect relationships of events (Kuntowijoyo, 2005) . Therefore, history learning must be packaged with a more contextual and engaging approach. History learning plays a crucial role in developing students' insight and awareness of the meaning of history, both for their personal and national lives. Achieving this goal requires a diverse approach, encompassing the cognitive, affective, and psychomotor domains as a whole. Thus, history learning is expected to produce students who are knowledgeable, able to internalize, and behave in accordance with historical values (Subkhi Mahmasani, 2020) . History is one of the oldest subjects in the social sciences, taught since the colonial era until now. History education serves as a foundation for social studies education, particularly in instilling the values of identity, empathy, tolerance, a sense of belonging, and solidarity that support the formation of national identity (H. Hasan, 2003) . Learning history provides meaningful experiences so that students learn from past mistakes and make wise decisions. History also fosters an appreciation for cultural heritage and the ability to compare the development of the nation with other nations (Ishaq, 2007) . One media that can be used to achieve these goals is audio-visual-based animated video media. (Ismail, M., E., 2017) stated that animated video media can attract students' attention and help them understand learning materials better. (Masitah, R., Pamungkasari, EP, & Suminah, 2020) stated that this media can simplify theoretical concepts into easy-to-

understand visuals and increase student engagement in the learning process. (Riyana, 2012) also states that "media" in "learning media" means an intermediary or medium, while "learning" refers to the conditions created for someone to engage in learning activities. Thus, learning media functions as a conduit for messages or information that conditions students to learn. This means that learning materials delivered through media can influence the effectiveness of the teaching and learning process.

A study conducted by Rahman Jaya (2016) aimed to improve student activity and learning outcomes through the Modified Power of Two learning model in physics. This study used a Classroom Action Research (CAR) approach implemented in two cycles with 21 students of class XI IPA MA Darul Muttaqin as subjects. The results showed a significant increase in both student activity and learning outcomes, where the average learning outcome increased from 64 in cycle I to 85 in cycle II. This model has proven effective in encouraging active student involvement through pair discussions, better understanding of concepts, and more cooperative learning.

Further research was conducted by Nidia Hidayati (2021) with a focus on the application of the Blended Learning model. Learning assisted by dismantling and assembling media on the compound nomenclature material at SMA Negeri 1 Bandar Baru. Using two cycles of CAR, this study involved students of class X IPA 3 with observation instruments, questionnaires, and learning outcome tests. The results showed a significant increase in teacher and student activity, with student activity increasing from 84.32% in cycle I to 93.21% in cycle II. In addition, the completeness of student learning outcomes also increased from 53.84% to 84.61%. This model has proven effective in increasing student active participation and helping understanding of abstract concepts through visual and kinesthetic learning.

Another previous study was conducted by Mita Utari Putri (2023), who analyzed student learning activities based on visual, auditory , and kinesthetic (VAK) learning styles in biology. This study used a qualitative descriptive method with 14 students of class XI IPA 2 at Madrasah Aliyah Raudlatus as subjects. Cause . The results of the study show that each type of learning style has a different activity tendency, such as visual students are more active in reading and writing activities, auditory students are dominant in listening and speaking activities, while kinesthetic students excel in motor activities. This finding confirms that understanding students' learning styles is very important for designing appropriate learning strategies so as to optimize student activities and learning outcomes.

This research is novel compared to previous studies. Rahman Jaya's (2016) study focused on the application of the Modified Power of Two learning model in physics, and it was proven to improve activity and learning outcomes through pairwork. Nidia Hidayati's (2021) study used the Blended Learning model. Learning with disassembly media in chemistry subjects, which showed a significant increase in student activity and learning outcomes. Meanwhile, Mita Utari Putri's (2023) research analyzed learning activities based on visual, auditory , and kinesthetic (VAK) learning styles in biology learning, without digital media intervention. Unlike the three studies, this study focuses on the use of Canva -based animated video media in history learning in vocational schools. The novelty of this research lies in the context of history subjects that are often considered monotonous, digital learning media in the form of Canva that has not been widely used in CAR, and a focus on increasing student learning activities through visual, oral, listening, writing, and thinking indicators. Thus, this research is expected to provide new contributions in developing history learning strategies that are more interactive, contextual, and in accordance with the characteristics of digital native students.

One platform that can be utilized to create animated video media is Canva. This platform was developed by Melanie Perkins in 2012 and offers various design features that can be used for free or paid. Canva allows users to create various types of creative designs, including animated videos relevant to the subject matter (Gehred, 2020). Furthermore, Canva has been used in more than 190 countries and supports more than 100 languages, making it an inclusive and easily accessible platform for everyone, including teachers (Kristanto, 2020) . By utilizing Canva, teachers can create learning videos that are contextual, engaging, and easy for students to understand. This media can also stimulate student learning activities, increase enthusiasm, and create meaningful and enjoyable learning experiences.

Based on this background, the formulation of the problem in this study is as follows: (1) What are the conditions of history learning in class X PBS SMK Bastren Nurussalam? (2) How is the implementation of Canva-based animated video media in history subjects in class X PBS SMK Bastren Nurussalam? (3) Can the use of Canva-based animated video media improve the learning activities of class X PBS students in history subjects at SMK Bastren Nurussalam in the 2024–2025 academic year?.

The purpose of this study is to describe the conditions of history learning in class X PBS SMK Bastren Nurussalam, explain the implementation of Canva-based animated video media in the history

learning process, and analyze the effectiveness of using this media in improving student learning activities. By achieving these objectives, it is hoped that the results of the study can be a positive contribution to the development of history learning strategies that are more interesting, interactive, and in accordance with the characteristics of today's students.

METHODS

This study uses the Classroom Action Research (CAR) method which aims to improve the quality of history learning in class X PBS SMK Bastren Nurussalam. CAR was chosen because it is able to answer concrete problems that occur in the classroom and provide direct solutions through continuous reflective action. In accordance with the view (Arikunto, 2007), this study adopts the Kemmis and McTaggart model which consists of four stages, namely planning, implementing actions (acting), observing, and reflecting. These four stages are implemented cyclically and repeatedly to produce optimal learning improvements. The approach used is qualitative and quantitative descriptive, so that the researcher not only explains the observed phenomena but also provides a numerical picture of the increase in student learning activities.

The subjects in this study were 33 students of grade X PBS SMK Bastren Nurussalam in the 2024/2025 academic year, consisting of 22 male students and 11 female students. In addition to students, this study also involved history teachers, homeroom teachers, and the principal as supporting informants, considering their crucial role in supporting the implementation of actions and evaluation of the learning process. The selection of these subjects was based on the problems identified in the background, particularly regarding the low level of student activity and participation in history learning.

The data collected in this study included observations during the learning process, interviews with teachers and students, and evaluation results in the form of individual and group tests. The primary data source came from tenth-grade PBS students, while supporting data sources came from history teachers, homeroom teachers, and the principal of SMK Bastren Nurussalam. The purpose of this data collection was to obtain a comprehensive picture of student activities before and after the implementation of Canva-based animated video media.

The research implementation procedure was divided into two cycles. Each cycle consisted of planning, implementation, observation, and reflection. In the first cycle, the researcher developed learning materials according to the basic competencies of the material "The Entry of Islam in the

Archipelago," prepared an animated video using Canva, and prepared observation and interview instruments. The learning implementation followed the steps outlined in the lesson plan, starting with conveying learning objectives, showing the animated video, conducting group discussions, giving assignments, and evaluating student learning outcomes. Observations were conducted to record student engagement, while reflection was conducted to evaluate the effectiveness of the actions and determine improvements to be made in the next cycle. The second cycle improved upon the first cycle by adjusting learning strategies, group approaches, and strengthening student motivation. The steps in the second cycle were similar to the first cycle, but with an emphasis on increasing student participation in discussions and reflection on the material presented through video media.

Data collection techniques in this study used observation, interviews, questionnaires, and documentation. Observations were used to observe student behavior during the learning process. Interviews were conducted to gain deeper information regarding teacher and student responses to the use of animated video media. Questionnaires were used to determine student perceptions and activity levels, using a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." Scores were calculated differently for positive and negative items to ensure data accuracy. Documentation was used to collect data in the form of notes, photos, learning videos, and student assignment documents related to the implementation of classroom actions.

Data analysis was conducted using both qualitative and quantitative descriptive methods. Qualitative analysis was used to interpret observation and interview data, while quantitative analysis was used to measure improvements in student learning activities based on questionnaire and observation scores.

Thus, this analysis provides a comprehensive overview of the effectiveness of using Canva-based animated video media in enhancing students' history learning activities. This research is expected to make a tangible contribution to innovative efforts to create more engaging and meaningful history learning for students.

RESULTS AND DISCUSSION

In the results of this study there are three results, namely: regarding the condition of history learning for class X PBS (Islamic banking) at SMK BASTREN NURUSSALAM, how is the implementation of canva-based animated videos in history learning for class X PBS (Islamic Banking) students, and whether using canva-based animated video media can improve the learning activities of class X PBS (Islamic Banking)

students. This classroom action research aims to improve the history learning activities of class X PBS (Islamic Banking) students with learning media in the form of canva-based animated videos where the learning activities to be improved are visual activities (seeing and observing), oral (speaking and discussing), listening (listening to explanations), writing (taking notes and making summaries), and thinking activities (analyzing and solving problems). This research is divided into two cycles, where in each cycle using the same learning methods and media as well as assignments and students are asked to discuss in a small group consisting of 4-5 students per group.

The condition of history learning in class X SMK BASTREN NURUSSALAM based on the results of observations, interviews, and needs analysis sheets is as follows. Based on the results of observations of 33 class X PBS students in the History subject, it is known that student learning activities are still relatively passive. This can be seen from the distribution of student answers to 10 observation indicators using the scale: Yes (3), Sometimes (2), and No (1). Several initial indicators such as "paying attention to the teacher's explanation" (Y.1) and "noting important points" (Y.2) show less than encouraging results. A total of 10 students (30.3%) stated that they did not pay attention to the teacher's explanation properly, and only about 12 students (36.4%) really paid attention. A similar thing happened to the indicator of noting important points, where only 8 students (24.2%) consistently did it, while the majority (45.5%) only did it occasionally. Activities that show active participation such as asking questions when not understanding (Y.3) or group discussions (Y.4) were also relatively low. A total of 12 students (36.4%) never asked questions when they didn't understand, and only 6 students (18.2%) actively participated in discussions. This indicates that student engagement in the learning process is still weak, and they tend to be passive recipients of information. However, a bright spot began to appear in indicators related to the use of visual media. For the indicator "showing enthusiasm when the teacher uses animated videos" (Y.6), 21 students (63.6%) stated they agreed, and not a single student answered "no." This indicates that the use of visual media can significantly create student interest and enthusiasm. The same thing was seen in the indicators "more focused when material is presented in visual form" (Y.7) and "more motivated by visual media" (Y.10), where 17 students (51.5%) and 16 students (48.5%) stated "yes," respectively. This fact supports the teacher's view in interviews that conventional media such as text and PowerPoint slides tend to bore students quickly, while animated videos are able to attract their attention and encourage

interaction such as asking questions and discussing. In a needs analysis conducted by researchers, it was found that student interest in history tends to be low, and the learning media used is inadequate to meet the learning needs of today's visual and digitally native students. Therefore, teachers greatly benefit from using Canva-based media, as it offers an engaging and easy-to-understand interface.

Cycle 1 Research

Planning

Planning activities in the first cycle were carried out by compiling learning materials that included a Lesson Implementation Plan (RPP), media, and evaluation instruments. One of the innovations designed in learning was the use of Canva-based animated video media as a visual aid to attract students' attention and facilitate conceptual understanding. The learning materials were adapted to the applicable curriculum at SMK BASTREN NURUSSALAM and aimed to increase student activity during the learning process. The instruments used in observation and evaluation consisted of a student activity observation sheet and a student perception questionnaire regarding the use of Canva-based animated video media in learning. The activities were designed to be carried out in one meeting with an allocation of 2 learning hours, involving 33 students who were the subjects of the study.

Implementation

The lesson was conducted according to a pre-planned scenario. The teacher delivered the material using an active approach, combined with the screening of Canva-based animated videos to capture students' attention from the beginning. The animated videos served as discussion starters and clarified the main material. The activity was then followed by group discussions and a question-and-answer session to deepen understanding. The teacher also motivated students to be more actively involved, both in taking notes, asking questions, and responding to questions. The learning process proceeded smoothly, although student engagement was still uneven across the class.

Observation

During the learning process, observations were made of student activities using 10 indicators, such as paying attention to teacher explanations, taking notes on important information, asking questions, and answering questions. Observed aspects also included the extent to which students were interested and engaged while watching Canva-based animated videos. The observations revealed that the majority of students (76%) demonstrated sufficient activity, 9% demonstrated good activity, and 15% demonstrated poor activity. No students achieved the excellent performance category. Furthermore, a questionnaire was

distributed to measure student responses. The questionnaire results showed that 42% of students responded in the good category, 12% in the adequate category, and 39% in the poor category, while only 6% responded very well to the use of media in learning.

Reflection

Based on observations and questionnaires, it was found that most students were not optimally engaged in the learning process Although the Canva-based animated video media helped capture the attention of some students, overall active student participation was still limited. Some students showed a lack of response to the learning method, particularly in terms of interaction and active participation in discussions. Therefore, improvements are needed in the next cycle, both in terms of media presentation, interactive learning strategies, and strengthening individual and group engagement in learning activities.

Cycle 1 Results

In the classroom action research conducted, researchers conducted observations and distributed questionnaires to students as part of the learning evaluation in the first cycle. The purpose of this activity was to determine the extent of student participation during the learning process and to obtain an overview of student responses to the applied learning methods. Observations were conducted on 33 students using ten indicators of student activity in class, such as paying attention to teacher explanations, taking notes on important information, asking questions when not understood, and answering questions. Each indicator was scored on a scale of 1 to 3, with a maximum total score of 30 points per student. The observation results were then converted into percentages and categorized into four levels: "Very Good," "Good," "Sufficient," and "Poor."

Based on the observation results, as many as 25 students (76%) were in the "Sufficient" category, 3 students (9%) were in the "Good" category, and 5 students (15%) were in the "Poor" category. No students achieved the "Very Good" category. This finding indicates that most students have demonstrated sufficient learning activity, but there are still some students whose participation levels are relatively low. Student activity in learning in the first cycle was not evenly distributed and still needs to be improved, especially for students who fall into the "Poor" category.

In addition to observations, researchers also distributed questionnaires to all students to determine their responses to the learning activities. The questionnaire consisted of ten statements that reflected students' attitudes, interests, and perceptions of the teaching and learning process. Each statement was

scored on a scale of 1 to 5, with a maximum total score of 50 points. From the recapitulation results, it was known that 2 students (6%) were in the "Very Good" category, 14 students (42%) were in the "Good" category, 4 students (12%) were in the "Sufficient" category, and 13 students (39%) were in the "Poor" category. There were no students in the "Very Poor" category.

The questionnaire results showed that although the majority of students responded positively to the learning process, 39% still felt that the learning process did not fully meet their expectations. This indicates that the learning approach used in the first cycle was not able to address all student needs and preferences. Nevertheless, the questionnaire data shows good potential for improvement in subsequent cycles.

Based on observation and questionnaire data, it can be concluded that the learning activities in the first cycle went quite well, although not optimally. Student activity in the learning process was generally quite active, and their responses to the learning process were mostly positive. However, improvements are still needed, especially in terms of student engagement and learning comfort. Therefore, follow-up actions in the next cycle will include implementing more interactive and collaborative learning methods, providing more varied stimuli to increase student engagement, and strengthening student reflection on the learning they have undergone. It is hoped that these steps will significantly improve the quality of learning and student participation in the next cycle.

Cycle 2 Research

Planning

In the second cycle, researchers revised the learning strategy, emphasizing a more interactive and engaging approach. One form of this revision was the increased use of Canva-based animated video media in a more systematic and integrated manner in the learning process. This media was designed to enhance the delivery of material and increase student interest in listening to teacher explanations. Furthermore, group discussions and question-and-answer methods were strengthened to encourage direct student engagement. The primary objective of this planning was to increase student participation and responsiveness, which had been relatively low in the previous cycle. Observation and questionnaire instruments were still used, but with technical improvements to more accurately capture changes that occurred during the learning process.

Implementation

The second cycle was conducted in the same classroom, with a two-hour learning time allocation and still involving 33

students. In this process, the teacher presented the material using a Canva-based animated video that was more visually and narratively engaging. The video was shown at the beginning of the lesson as a stimulus to attract attention and facilitate student understanding of the core material. After the video screening, the teacher actively engaged in two-way communication, giving students the opportunity to ask questions, answer questions, and express their opinions. Group discussions were more structured to accommodate all students' participation. In this more lively learning environment, students appeared much more enthusiastic and actively involved than in the previous cycle.

Observation

Observation results showed significant improvement compared to the first cycle. A total of 67% of students were in the good category, 30% in the adequate category, and 3% had reached the excellent category. No students were in the poor category. The use of Canva-based animated video media was one of the supporting factors for this improvement, where students appeared more focused, responsive, and enthusiastic when the material was presented in the form of visual animation. In addition to observations, the results of the distributed questionnaire also reflected excellent progress : 61% of students responded very well, 21% good, and 18% sufficient, and no students rated the learning as poor or very poor. Most students stated that the animated videos helped them understand the material more clearly and enjoyably.

Reflection

Reflections on the second cycle demonstrated that the implemented improvement strategies were effective. The use of Canva-based animated video media was proven to improve students' attention and understanding of the material. Students became more active, more comfortable, and responded positively to the learning process. They were also more engaged in discussions and appeared motivated when interacting with the visual content presented. This success indicates that the approach used in the second cycle is worthy of being maintained and can be used as a model for future learning. No further cycles are necessary because the learning success indicators have been achieved effectively and comprehensively.

Cycle 2 Results

During Cycle 2, researchers again observed student activities in class and distributed questionnaires to gauge their perceptions of the learning process. This aimed to assess the effectiveness of the follow-up actions implemented based on the results of Cycle 1 and to identify improvements in student participation and responsiveness.

Observations in Cycle 2 were conducted using the same indicators as before: ten aspects of student engagement during the learning process, such as paying attention to teacher explanations, noting important information, actively asking questions, and participating in discussions. Each indicator was scored on a scale of 1 to 4, with a maximum total score of 40 points per student. Observations showed significant improvement compared to Cycle 1.

Of the 33 students observed, 1 student (3%) was in the "Very Good" category, 22 students (67%) were in the "Good" category, and 10 students (30%) were in the "Fair" category. No students were classified as "Poor". This indicates that the majority of students have shown more active and consistent participation during the learning process. Compared to the results in the previous cycle, there was a significant increase in the "Good" category, from 9% to 67%, and there were no more students in the "Poor" category.

Furthermore, the results of the questionnaire given to students also showed quite striking improvements. The questionnaire consisted of ten statements that assessed students' perceptions of comfort, clarity of material, their engagement in learning, and satisfaction with the methods used by the teacher. Using a rating scale of 1 to 5, students provided honest assessments of their learning experiences during Cycle 2. From the recapitulation results, there were 20 students (61%) who fell into the "Very Good" category, 7 students (21%) in the "Good" category, and 6 students (18%) in the "Fair" category. There were no students who gave ratings in the "Poor" or "Very Poor" categories.

This improvement indicates that the improvement strategies implemented by the researchers between Cycle 1 and Cycle 2 have had a positive impact. Students not only demonstrated increased active engagement during learning but also experienced the benefits and enjoyment of the improved learning process. This indicates that learning has become more enjoyable, clear, and tailored to students' needs.

Based on the results of observations and questionnaires from Cycle 2, it can be concluded that the implementation of corrective actions has succeeded in increasing student participation and positive responses to learning. The absence of students in the "Poor" category in both observations and questionnaires indicates that all students have achieved a minimum level of engagement and satisfaction. These results indicate that the learning implemented is increasingly effective, participatory, and able to encourage students to be actively and reflectively involved.

Based on the results obtained in this cycle, the classroom action process

can be said to have significantly improved and is approaching the expected results. The researcher recommends maintaining the methods used in Cycle 2, with ongoing evaluation and adjustments to ensure continued improvement in learning quality and optimally accommodating the needs of all students.

Comparison of Pre-Cycle, Cycle 1 and Cycle 2

In the pre-cycle phase, student learning activities were suboptimal. Of the 33 students, only 7 (21%) were classified as active, while 14 (42%) were in the moderate category, and 12 (36%) were in the passive category. These data indicate that the majority of students have not demonstrated active involvement in the learning process. This indicates the need for interventions that can improve student engagement across the board.

Entering cycle I, after implementing learning improvement measures (for example, using animated video media or active learning methods), there was a significant increase. Students in the active or good category increased to 17 students (52%), consisting of 2 students (6%) with very good performance and 14 students (42%) with good performance. Meanwhile, 12 students (36%) were still in the sufficient category, and only 4 students (12%) were still classified as poor. These results indicate that the implemented learning strategies are starting to show a positive impact on increasing student learning activity, although this is not evenly distributed across all students.

In cycle II, the increase in student learning activity was very striking and significant. A total of 27 students (82%) had reached the active category, consisting of 20 students (61%) with excellent performance and 7 students (21%) with good performance. Only 6 students (18%) remained in the adequate category, and no students were in the poor or very poor categories. This proves that the actions taken during the learning process have successfully increased student motivation, participation, and overall engagement. The changes that occurred from pre-cycle to cycle II demonstrate the success of the corrective actions implemented in this study.

CONCLUSION

Based on the results of the classroom action research conducted over two cycles, it can be concluded that the use of Canva-based animated video media in history learning significantly increased the learning activities of tenth-grade PBS students at SMK Bastren Nurussalam. Initial conditions indicated that the majority of students were passive during conventional learning. However, after corrective actions were implemented through the use of engaging visual media, student engagement gradually increased.

In the first cycle, student activity was still considered adequate, with most students showing interest but not yet fully engaged in discussions and group activities. However, in the second cycle, significant improvements were observed, with students demonstrating high levels of enthusiasm, active participation, and positive responses to the learning process. Observations and questionnaires indicated that the Canva-based animated video media not only facilitated understanding of the material but also increased students' overall motivation, focus, and enthusiasm for learning.

Thus, Canva's animated video media has proven effective as a fun and relevant innovation in history learning, suited to the characteristics of today's students who are familiar with digital media.

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