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Canva-Assisted Digital Storytelling Development on History Learning in Class X MAN 6 West Pasaman

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Abstract
This study aimed to develop a Canva-assisted digital storytelling learning media for History learning in Grade X of MAN 6 Pasaman Barat and to determine its validity, practicality, and effectiveness in improving students' learning outcomes. This research employed the Research and Development (R&D) method using the ADDIE development model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects were 30 Grade X students of MAN 6 Pasaman Barat. The research instruments included material, media, and language expert validation sheets, teacher and student practicality questionnaires, and learning achievement tests. The findings indicated that the Canva-assisted digital storytelling media was categorized as highly valid based on expert validation, highly practical according to teacher and student responses, and effective in improving students' learning outcomes in History learning. The integration of text, images, audio, animation, and video created a more engaging and interactive learning experience, enabling students to understand historical materials more effectively. Therefore, Canva-assisted digital storytelling is appropriate as an innovative learning media to enhance the quality of History learning and students' learning outcomes in Grade X of MAN 6 Pasaman Barat.

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1. INTRODUCTION

Education is a process aimed at developing students' potential, so they possess the knowledge, skills, attitudes, and character necessary for social life. According to Law Number 20 of 2003 concerning the National Education System, Education is a conscious and planned effort to create a learning atmosphere and process that allows students to actively develop their potential. In its implementation, the learning process needs to be supported by the use of innovative media to create meaningful learning experiences and improve student learning outcomes. One subject that requires innovation in material delivery is History, due to its material characteristics, which are rich in facts, concepts, events, figures, and chronology, which are often considered difficult and boring when delivered only through lecture methods.

According to Susanto (2016), history learning not only aims to provide knowledge about past events, but also to instill national values, build character, and develop students' critical thinking skills. Therefore, teachers are required to be able to choose learning strategies and media that can increase learning interest and facilitate students' understanding of historical material. In line with this opinion, Arsyad (2019) explains that learning media is anything that can be used to convey messages so as to stimulate students'

attention, interest, thoughts, and feelings in learning activities. The use of appropriate media can create more effective, engaging, and student-centered learning.

The development of information and communication technology has provided significant opportunities for teachers to develop digital-based learning media. One medium considered capable of increasing student engagement is *digital storytelling*. According to Robin (2008), Digital storytelling is a combination of the art of storytelling and digital technology, integrating various multimedia elements such as text, images, audio, video, animation, and narration, resulting in a more engaging and communicative presentation of material. The use of digital storytelling in history learning enables students to gain a more contextual learning experience because historical events can be visualized more realistically, making abstract concepts easier to understand.

In this study, digital storytelling media was developed using the Canva application as the primary platform. Canva is a graphic design application that provides various features for creating presentations, videos, animations, illustrations, and audio that are easy for teachers and students to use. Through Canva, historical material can be packaged into a more interactive and engaging learning medium, thereby increasing student attention and motivation. The use of digital media that is appropriate to student characteristics is also in line with the implementation of the Independent Curriculum, which emphasizes student-centered learning, the use of technology, and the development of creativity in the learning process.

Based on the results of observations and interviews conducted at MAN 6 West Pasaman, it is known that the history learning process is still dominated by textbooks, lecture methods, and simple presentation media, resulting in monotonous learning. This situation causes some students to be less active in learning, quickly become bored, and have difficulty understanding historical material that involves many concepts and chronologies of events. As a result, student learning outcomes are not optimal. This problem indicates the need to develop more innovative, interactive, and technologically advanced learning media to improve the quality of history learning.

Several previous studies have shown that digital storytelling has a positive impact on the learning process. Research by Cahyani and Suprijono (2025) showed that the use of the STAD cooperative learning method based on digital storytelling influenced students' historical analysis skills. Furthermore, research by Fitriyaningrum and Alrianingrum (2023) demonstrated that YouTube media based on digital storytelling can improve historical literacy in high school students. However, based on the literature review conducted by the researchers, no research has been found that specifically develops digital storytelling media *with* Canva assistance on student learning outcomes in history learning in class X MAN 6 West Pasaman. Thus, this research has novelty in the development of digital learning media designed according to the characteristics of students and the needs of history learning in the school.

Based on this description, this research aims to develop storytelling digital Canva-assisted learning media that is valid, practical, and effective for use in history learning in class X MAN 6 West Pasaman. The developed media is expected to improve the quality of the learning process, motivate students to learn more actively, and improve learning outcomes in history subjects.

2. METHODOLOGY

This research uses the method *Research and Development (R&D)* with the ADDIE development model *(Analysis, Design, Development, Implementation, Evaluation)*. The ADDIE model was chosen because it has systematic stages in developing learning products,

starting from needs analysis to product evaluation. At this stage, *analysis:* An analysis of the history learning needs, student characteristics, curriculum, materials, and learning media used at MAN 6 West Pasaman was conducted. This includes storyboarding, material selection, and digital storytelling media display design using Canva. Next, in the next stage, *development***,** The media is developed by integrating text, images, audio, animation, and video, then validated by material experts, media experts, and language expert's *implementation* was carried out through a trial of the use of media on class X students of MAN 6 West Pasaman, while the stage *evaluation* aims to assess the effectiveness of the media and make improvements based on the results of validation and trials.

The research was conducted at MAN 6 Pasaman Barat in the odd semester of the 2026 academic year with 30 class X students as research subjects. Data collection techniques included observation, questionnaires, and learning outcome tests. Observations were used to identify learning conditions before media implementation, while questionnaires were used to obtain media validity data from material experts, media experts, and language experts, as well as teacher and student responses to the practicality of the media. Tests were used to determine student learning outcomes after using the digital *storytelling media using* Canva. Validation and practicality data were analyzed using a Likert scale in percentage form to determine the level of media feasibility, while learning outcome data were analyzed descriptively to determine the effectiveness of the developed media in improving student learning outcomes in History.

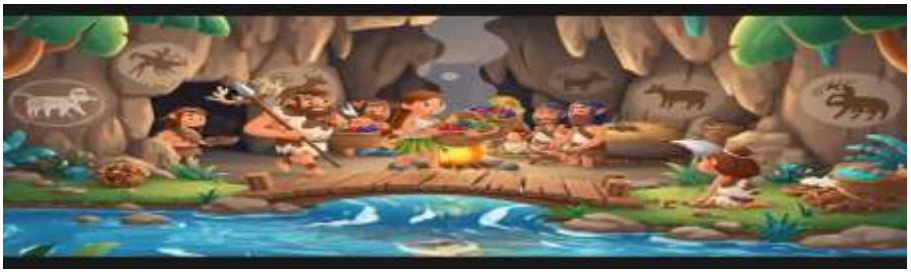
3. RESULTS AND DISCUSSION

This research resulted in a digital storytelling learning media assisted by Canva on the material *The Life of Ancient Humans in Prehistoric Times for* class X students of MAN 6 West Pasaman. Media development was carried out using the ADDIE model, which consists of five stages, namely *Analysis, Design, Development, Implementation,* and *Evaluation*.

At the *analysis level***,** Researchers identified the needs of history learning through observations and interviews with teachers. The analysis showed that the learning process was still dominated by lecture methods with simple media, resulting in students being less active and easily bored. Therefore, more innovative and interactive learning media are needed to increase student interest and learning outcomes. Furthermore, at the next stage, *design* is done by preparing a media design in the form of a storyboard, determining learning materials according to the Independent Curriculum, and designing the media display using the Canva application.

Level *development.* The media was developed by integrating various multimedia elements such as text, images, audio, animation, and video, presenting historical material in an engaging and easy-to-understand manner. The following is a picture of the learning media before and after the revision:

Before revision



After revision



Figure 1: The fix brings up text in the media slide from the image above, namely the fix or revision based on input from the validator, where the first image does not have any text; therefore, a revision was made to the second image by adding text to make it more attractive.

Before revision



After revision



Figure 2: The image above was revised based on input from the validator. The first image lacks the spelling of the words "making stone tools" and changes it to "making tools from stone." Therefore, the second image was revised by adding the simple word "and" to the second image.

Before revision



After revision



Figure 4: From the image above, improvements or revisions are based on input from the validator. The first image lacks image animation; therefore, revisions were made to the second image by adding image animation to make it look more attractive.

Table 10: Ahi validation results

No	Indicator	Score obtained	Percentage	Category
1	Material feasibility aspect	41	82%	Very valid
2	Aspects of media eligibility	44	88%	Very valid
	Amount	85	85%	Very valid

The completed product was then validated by validators consisting of material experts, media experts, and language experts to determine the level of media feasibility before being implemented in learning. The validation results showed that the media achieved a feasibility score of 85%, categorized as very feasible, consisting of material expert validation of 82% and media expert validation of 88%**.** These results indicate that the media has fulfilled the aspects of suitability of material, appearance, presentation, and use of language so that it is suitable for use in the history learning process.

Level of *implementation:* This was carried out through a media trial with 30 class X students at MAN 6 West Pasaman. At this stage, the teacher used digital storytelling media assisted by Canva in the history learning process. Then, students participated in the lesson, completed evaluations, and provided feedback on the media used. Based on the results of the practicality test, the media obtained **a percentage of** 86%. The results were positive for teachers and 90% of students, with an average of 88%, which is considered very practical. These results indicate that the media is easy to use, has an attractive appearance, helps teachers deliver material more effectively, and facilitates student understanding of history learning materials. Furthermore, the use of digital media can increase student attention, motivation, and engagement during the learning process.

The final stage is *evaluation*, which is done by evaluating the entire development process based on the results of validation and practicality tests.

Table 11. Practical Results for Teachers

No	Teacher's Name	Score obtained	Percentage	Category
1	Pungdatulloh, S.Pd,. Gr	43	86%	Very practical

(Source: Researcher Data Processing Results)

The table above shows that the assessment of the practicality aspect of the learning media for teachers falls into the very practical category. For data processing on the practicality of the media for teachers, see the appendix.

Table 12. Practical Results by Students

No	Trials	Score obtained	Percentage	Category
1	Student trial	315	90%	Very practical

(Source: processed researcher data)

From the table above, it can be seen that the assessment of the practicality aspect of learning media for students is in the very practical category.

The evaluation showed that Canva's digital storytelling tool met the criteria for a valid and practical learning tool, making it suitable for use in history lessons. The use of this tool also positively impacted the learning process by creating a more active, interactive, and enjoyable learning environment. Teachers found it easier to explain historical material, while students more easily grasped concepts and the sequence of historical events through engaging visual and audio presentations.

The results of this study align with constructivism theory, which serves as the foundation for media development. Constructivism theory views students as constructing their own knowledge through active learning experiences. The use of digital storytelling aided by Canva enables students to gain a more meaningful learning experience through a combination of text, images, audio, animation, and video, enabling them to connect new information with existing knowledge. Thus, learning is no longer teacher-centered, but rather emphasizes student activity and involvement in building an understanding of historical material.

The findings of this study also support Arsyad's (2019) opinion, which states that learning media serve as a means to convey learning messages, thereby increasing students' attention, interest, and motivation to learn. Furthermore, the results of this study support Robin's (2008) opinion that digital storytelling is a learning medium that combines various multimedia elements to make information delivery more engaging, communicative, and easy to understand. In this study, the integration of various multimedia elements in the developed media was proven to help students understand the material. *The Life of Ancient Humans in Prehistoric Times was more* systematically understood than learning that uses only the lecture method.

The results of this study are also in line with Maymunah and Harjono's research on the development of Canva-based digital storytelling, which concluded that digital storytelling media is suitable for use in the learning process and is able to improve student motivation and learning outcomes. Furthermore, the results of this study strengthen the research of Cahyani and Suprijono (2025), which shows that the use of digital storytelling has a positive influence on students' historical analysis skills, as well as the research of Fitriyaningrum and Alrianingrum (2023), which proves that digital storytelling media can improve students' historical literacy. The similarity of these research results shows that the use of digital media in history learning makes a positive contribution to the quality of learning, while the novelty of this study lies in the development of Canva-assisted digital storytelling media specifically designed for the material *The Life of Ancient Humans in Prehistoric Times for* class X students of MAN 6 West Pasaman.

4. CONCLUSION

This research succeeded in developing digital storytelling learning media assisted by Canva on the material *The Life of Ancient Humans in Prehistoric Times for* class X students of MAN 6 West Pasaman using the ADDIE development model, which includes the levels *Analysis, Design, Development, Implementation,* and *Evaluation.* The research results show that the media developed meets the criteria of being very suitable. Based on expert validation results with a percentage of 85%**,** and obtained a very practical, based on the results of the teacher practicality test of 86% and students of 90%**,** with an average practicality of 88%. The use of digital storytelling media assisted by Canva is able to create a more interesting, interactive, and student-centered history learning process through the use of text, images, audio, animation, and video. This media helps teachers in delivering material more effectively while increasing student interest, motivation, participation, and understanding of historical material. Thus, digital storytelling media assisted by Canva is suitable for use as an innovative learning medium to support improving the quality of the learning process and learning outcomes of history in class X MAN 6 West Pasaman.

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