Development of Power Point Learning Media Based on Canva Application in History Subjects in Senior High School

Eka Rita Permata Patricia[1*]; L. R. Retno Susanti[2]

[1,2]*History Education, Universitas Sriwijaya, Indonesia*
[1*]*Corresponding Email: ritapp142@gmail.com, Phone Number: 0857 xxxx xxxx*

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Abstract: The study's formulation of the problem is how to develop valid Canva application-based PowerPoint learning media and have a practical impact on the history learning outcomes of class X Senior High School students. This project aims to produce useful Canva application-based PowerPoint learning media and determine its effectiveness on the history learning outcomes of high school X-grade students. The ADDIE model is a guide for creating learning media in this study. Media professionals and material experts tested the learning media the researcher made. Media validity is 4.73, which is in the highly valid category, while material validity is 3.86, which is in the valid category. The findings demonstrated a considerable difference between the student's pre- and post-test average scores. Compared to the pre-test, the post-test has a higher average value. After utilizing Canva application-based PowerPoint learning materials, learning outcomes increased by 44.84%, resulting in a Ngain of 0.75 with a high criterion (very effective). Thus, class X high school students' historical learning results can be significantly enhanced using Canva application-based PowerPoint learning materials in their learning sessions.

Abstrak: Rumus masalah dalam penelitian ini adalah bagaimana mengembangkan media pembelajaran Power Point berbasis aplikasi Canva yang valid dan memiliki dampak efektivitas terhadap hasil belajar sejarah peserta didik kelas X Sekolah Menengah Atas. Tujuan dari penelitian ini adalah menghasilkan media pembelajaran Power Point berbasis aplikasi Canva yang valid dan mengetahui efektivitasnya terhadap hasil belajar sejarah peserta didik kelas X Sekolah Menengah Atas. Studi ini menggunakan model ADDIE sebagai acuan untuk mengembangkan media pembelajaran. Baik ahli materi maupun ahli media menguji media pembelajaran yang dikembangkan peneliti. Nilai kevalidan materi adalah 3,86, yang masuk dalam kategori valid, dan nilai kevalidan media adalah 4,73, masuk dalam kategori sangat valid. Hasil penelitian menunjukkan bahwa nilai rata-rata peserta didik pada pre-test dan di post-test berbeda secara signifikan. Nilai rata-rata post-test lebih tinggi daripada nilai rata-rata pre-test. Hasil belajar telah meningkat sebesar 44,84% setelah menggunakan media pembelajaran Power Point berbasis aplikasi Canva sehingga Ngain yang diperoleh sebesar 0,75 dengan kriteria tinggi (sangat efektif). Dengan demikian, penggunaan media pembelajaran Power Point berbasis aplikasi Canva dalam kegiatan pembelajaran secara efektif dapat meningkatkan hasil belajar sejarah peserta didik kelas X Sekolah Menengah Atas.

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A. Introduction

Education is crucial to providing competent human resources to build a state and a nation. Progress in science and technology is accompanied by changes and growth in a more complex direction. Education is Indonesia's top priority as a developing country. Education is essential to building a prosperous and respected nation (Jaenudin et al., 2020). One way the government can improve the standard of education is by perfecting and enhancing the curriculum. Schools use curricula as a basis for providing high-quality teaching. Good learning is the basis of quality education, and good teachers in choosing techniques, models, tactics, procedures, and learning materials (Wijayanti, 2016).

Learning media is one way to support a good learning process. According to Nurfadhillah et al (2017), learning media is anything that can convey messages through various channels and can stimulate the thoughts, feelings, and desires of students, encourage the formation of the learning process, and provide new information to students so that learning objectives can be adequately achieved. Learning media is essential in increasing students' motivation; students can make direct observations, and the information presented can be repeated. Media can also help educators convey information. Learning objectives can be achieved well, and the learning process can occur effectively using appropriate media (Ulfa & Nasryah, 2020).

Media should not be separated from talking about the learning system as a whole. Teachers should place learning media at the center of every learning activity. In reality, the use of learning media is still neglected for various reasons, such as lack of time to prepare for teaching, difficulty in choosing suitable media, and lack of costs (Adianti et al., 2021).

Media is essential in the learning system. Learning activities as a communication process cannot run optimally without media. In addition, communication between teachers and students cannot occur properly (Arifina, 2021). Learning media can improve students' thinking skills and make learning exciting and enjoyable (Saadah & Hasanah, 2023). As a result, an educator must be able to design learning activities using various appropriate media and learning resources so that the learning process runs effectively and efficiently (Jailani & Hamid, 2016). Using learning media not only shows that learning is carried out by keeping up with the times but is also used as a support for the learning system at the educational level (Susilo & Sofiarini, 2021).

At Senior High School 3 Pagar Alam, several learning media have been used in history classes. However, because learning focuses on LKS and verbal content delivery, using media in learning activities is still rare. The high presentation of textbooks in learning activities can be a consideration to add other learning resources, such as learning media, to help students understand the lesson more efficiently, especially if the learning media is attractively designed, increasing students' motivation to learn.

PowerPoint is a suitable medium for delivering historical material, especially local history. According to Muthoharoh (2019), PowerPoint is a presentation application integrated with Microsoft Office that allows users to create presentations that can be used as learning media. This program can assist teachers in improving learning, especially on

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material with a lot of theory and explanation (Mira & Putri, 2022). PowerPoint can also combine various media elements, such as text, images, animations, and even videos, to make learning media more interesting (Anyan et al., 2020).

PowerPoint has several advantages as a learning media, such as an attractive appearance with a combination of colors, letters, and animation, both text animation and image animation, stimulating students to find out more about the material presented, making it easier for teachers to explain teaching materials, can be reproduced and used repeatedly, can be stored in the form of optical or magnetic data (CD / Diskette / Flasdisk), making it practical to carry everywhere (Daulay, et al., 2022). In addition to the advantages of Power, Point also has disadvantages, such as the procurement of expensive tools. Not all schools require LCDs to project messages, careful and time-consuming preparation, and unique skills to pour good ideas into PowerPoint designs so they can be easily understood (Ziveria & Purwandari, 2020). PowerPoint templates must also be designed attractively to arouse students' interest in learning.

Now, PowerPoint is not only designed using Microsoft PowerPoint, but various applications have been developed that can be used to design PowerPoint to make it more attractive. Canva is a graphic design application used for various purposes, such as flyers, posters, infographics, banners, and presentations. This application can be accessed online with a wide selection of attractive images, fonts, and template designs (Purwati & Perdanawanti, 2019). This application can be used to design logos, posters, and social media content and its various features; teachers can use it as a learning medium by creating fun lessons according to their creativity (Amalia et al., 2023).

Some advantages of the Canva application are: (1) it allows users to design according to their needs, such as making posters, certificates, infographics, videos, presentations, and others; (2). It provides a variety of attractive templates that make it easy for users because they only need to adjust to their needs, and it provides a wide selection of fonts, colors, sizes, images, and so on (3). It is easy to reach because it can only be operated via Android or iPhone by downloading the application. If using a laptop, users only need to access the Canva web without downloading the application. The disadvantages of the Canva application are: (1). Requires a sufficient and stable internet network, (2). Some templates, stickers, illustrations, and fonts are paid for. However, many templates can still be accessed for free, so users can design interestingly and creatively (3). The chosen design sometimes has similarities with other users (Pelangi, 2020). To create a PowerPoint presentation, users must open the Canva app, search for "search," and click "Presentation." It automatically displays a variety of diverse and exciting presentations. Templates can be downloaded and transferred to PowerPoint after designing is complete (Idawati et al., 2022).

By using PowerPoint, students can be more motivated to learn because they can listen to the teacher's explanation and see historical relics. As a result, students will better understand the material taught (Elpira in Khaerunnisa, et al., 2018).

Research related to the development of PowerPoint learning media has been conducted by Andriani & Wahyudi (2016) with the title "Pengembangan Media

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Pembelajaran Power Point Interaktif Melalui Pendekatan Saintifik Untuk Pembelajaran Tematik Integratif Siswa Kelas 2 SDN Bergas Kidul 03 Kabupaten Semarang" and Arifina (2021) with the title "Pengembangan Media Pembelajaran Berbasis Aplikasi Power Point 2019 Tehadap Hasil Belajar Siswa Pada Sifat-Sifat Segi Banyak Beraturan Dan Segi Banyak Tidak Peraturan Di Kelas IV Sekolah Dasar". Previous research differs from this study in the material, subject, and application used to create PowerPoint media; in this study, the Canva application was used. Therefore, this research aims to create valid PowerPoint media using the Canva application and effectively impact students' history learning outcomes in Class X Senior High School. In addition, another goal is to increase students' understanding of prehistoric sites in Pagar Alam City and efforts to preserve these sites.

B. Method

This study uses the research and development method. This method seeks to create a product and test how effective the product is. According to Borg and Gall, "research and development" refers to developing and validating educational products (Purnama, 2016). Analysis, design, development, implementation, and evaluation are the five steps in the ADDIE model used in this study (Rustandi, 2021).

SMA Negeri 3 Pagar Alam is located on Jalan Merdeka Bumi Agung, Bumi Agung Village, North Dempo District, Pagar Alam City, South Sumatra is the location of the research, and the population of this study consists of 31 students from class X6. The data collection included interviews, questionnaires, documentation, and learning outcome tests. Data analysis consisted of Walkthrough analysis and learning outcome tests.

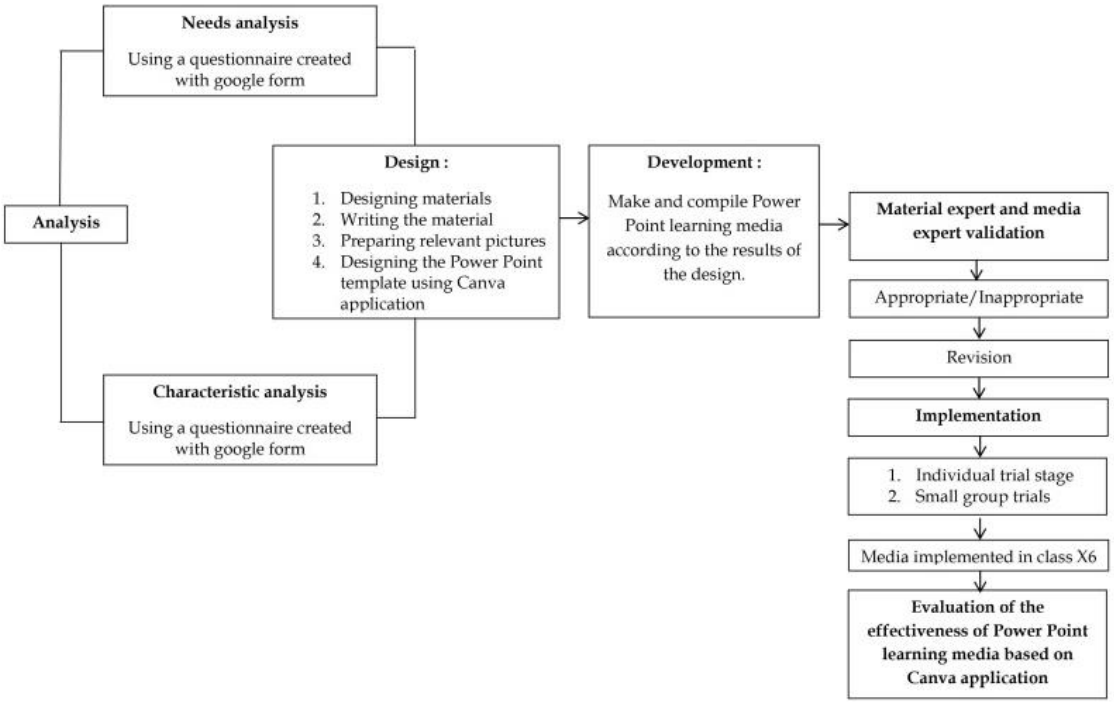

Figure 1. PowerPoint Media Development Stages

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First, researchers conducted an analysis stage to find problems in the learning process (Wahyuni et al., 2021). This information was obtained through a questionnaire created using Google Forms, which asked about the needs and characteristics of students.

In the design stage, researchers create a storyboard for developing the product's design. To make the resulting product attractive and meet the objectives, several things must be done, namely, making the material design using the concept map, paying attention to the use of language and sources when writing material, using images that match the material, and using the Canva application to create a PowerPoint template design. The product design that has been made is then realized at the development stage into a product ready to be implemented (Rawe, 2022).

Products that have been developed must go through an expert review stage or expert validation. Design validation aims to obtain assessments, suggestions, and comments on previous designs to determine their effectiveness (Pertiwi et al., 2023). To determine the validity of the developed media, researchers calculated the score and assessment results using the following formula:

$$R = \frac{\Sigma vi}{n}$$

Description : R = Average score
vi = Assessment result score
n = Number of data

The assessment results are then classified based on the following criteria.

Table 1. Interpretation of Validity Score

Average Answer Score	Validity Criteria
>4,21 s/d 5,00	Very Valid
>3,41 s/d 4,20	Valid
>2,61 s/d 3,40	Less Valid
>1,81 s/d 2,60	Not Valid
>1.00 s/d 1,80	Very Invalid

(Sugiyono in Yoto & Wiyoko, 2015)

Media and content experts validated the product. The validation questionnaire was rated 1-5 on a Likert scale to test the validity. Value 1 represents significantly less feasible, value 2 represents less feasible, value 3 represents sufficient, value 4 represents feasible, and value 5 represents very feasible. The material expert validation questionnaire assesses content, presentation feasibility, and language. The media expert validation questionnaire assessed the appearance, presentation mode, text, images, accuracy of Canva-based PowerPoint features, distance, software, and functionality.

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Table 2. Content Validation Instrument

Assessment Aspect	Assessment Indicator	Assessment Item	Assessment Score				
			5	4	3	2	1
Content eligibility	Suitability of material with essential competencies	1. Completeness of content					
		2. breadth of content					
		3. Depth of content					
		4. Accuracy of concepts and definitions					
		5. Accuracy of facts and data					
		6. Accuracy of images obtained					
	Supporting learning material	7. Reasoning					
		8. Relevance					
		9. Application					
		10. Interestingness of the material					
		11. Encourages to seek further information					
	Material usefulness	12. Suitability of material to students					
		13. Images presented can encourage learners' perceptions					
Presentation feasibility	Presentation technique	14. Consistency of systematic presentation in learning activities					
		15. Orderliness of presentation					
	Completeness of presentation	16. Introduction section					
		17. Contents section					
Language Assessment	Straightforward	18. Sentence structure correctness					
		19. Sentence effectiveness					
	Communicative	20. Appropriateness of the use of language methods					
	Dialogical and interactive	21. Ability to motivate the message or information					
		22. Ability to encourage critical thinking					
	Use of terms and symbols	23. Consistency in the use of terms and symbols					

Table 3. Media Validation Instrument

Assessment Aspect	Assessment Item	Assessment Score				
		5	4	3	2	1
View	1. All PowerPoint content appears clearly					
Presentation Mode	2. Information display on PowerPoint is easy and clear					
Text Display	3. The text used is clear/easy to read					

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Assessment Aspect	Assessment Item	Assessment Score				
		5	4	3	2	1
	4. Accuracy of font type selection					
	5. Proportion of text on the page					
Image	6. Images are visible					
	7. The use of images is by the material					
Accuracy of Canva-based PowerPoint features	8. Feature completeness					
	9. Clarity of feature usage					
	10. Accuracy of feature selection					
	11. feature positioning					
Distance	12. Canva-based PowerPoint does not limit distance and can be used anywhere and anytime					
Software	13. Can be used on a computer					
	14. can be used on smartphones					
Functional	15. Media can be used interactively					

The product was then declared valid through individual trials on three students and small group trials on eight students. Both trials were conducted similarly by giving a questionnaire containing 12 questions with an assessment column with values from 1 to 5. A score of 1 represents very disagree, two represents disagree, 3 represents moderate, 4 represents agree, and 5 represents very agree. Learners made observations on the product before giving an assessment.

Table 4. Individual Trial and Small Group Trial Questionnaires

Question	Score				
	5	4	3	2	1
1. The PowerPoint design used is attractive					
2. The use of PowerPoint is straightforward					
3. The instructions for using PowerPoint are clear					
4. The material presented in PowerPoint is easy to understand					
5. The language used in PowerPoint is easy to understand					
6. Images and illustrations on PowerPoint support a better understanding of the material					
7. The quality of the images in this PowerPoint is good					
8. The size and layout of the images on the PowerPoint are appropriate					
9. The animation on this PowerPoint is appropriate					
10. The type and size of the font used is simple and easy to read					
11. This PowerPoint media can increase learning motivation, especially in history subjects					
12. The presentation of the material in this PowerPoint helps you to answer the questions					

In both individual and small group trials, learners also provided feedback. After that, the researcher improved based on the learners' feedback and recommendations. However, in this revision, the researcher still considered the validator's input and recommendations

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to stay consistent with the previous improvements. The modified product was also used on 31 students in class X6. The developed product was applied to the actual situation during implementation (Syahputra, 2020). Pre-tests and post-tests are conducted to determine how effectively the product has been developed. It can use the normalized gain formula to know how effective Canva-based PowerPoint learning media is. Ngain assesses the increase in cognitive learning outcomes between before and after learning (Nismalasari, et al., 2016).

$$N - gain = \frac{Spost - Spre}{Smax - Spre}$$

Description :
N-gain = *Normalized Gain (normalized gain)*
Spre = Pre-test score
Spost = Post-test score
Smax = Maximum score

The criteria for high and low gain can be seen in the following table.

Table 5. Interpretation of Standard Gain Value (g)

Value of g	Criteria
≥ 0,7	High (Highly Effective)
0,7 > g ≥ 0,3	Medium (Effective)
g < 0,3	Low (Ineffective)

(Hake in Alyspa et al., 2022)

C. Result and Discussion

Result

a. Analysis

At the analysis stage, 31 students of class X6 were given a questionnaire. The results showed that 51.6% of students had never learned about local history, and 54.8% had never visited prehistoric sites. This shows that local history material is still unfamiliar because, in high school, it is not explicitly explained. However, if educators incorporate local history material into history learning, students can learn about it.

90.3% of students believe that media learning activities can increase interest in learning. However, the use of media is still rare. This is shown by the high percentage of textbooks in learning activities. The results of the characteristic analysis show that the media is presented in an exciting and easy-to-understand format, making it attractive to students. 93.5% of students said that PowerPoint media helped them understand the teacher's material, and 83% of learners were interested in learning using PowerPoint media.

The dominance of textbooks in learning activities and students' high interest in using media can be a consideration for adding other learning resources, such as learning media, as an intermediary to convey material so that learning is not fixated on textbooks. Therefore,

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Canva application-based PowerPoint learning media can be a novelty in delivering local history material to students. Teachers can use PowerPoint to learn history and display images or videos about prehistoric heritage sites in Pagar Alam City. Thus, students listen to the teacher's description and observe through the displayed media.

b. Design

Designing the product to be developed is the second stage of this research. The meaning of this stage is to design learning media that can be used to achieve the objectives set. At this stage, researchers create storyboards, design learning materials, write materials by considering the language, sources, and images to be used, and use the Canva application to create PowerPoint templates.

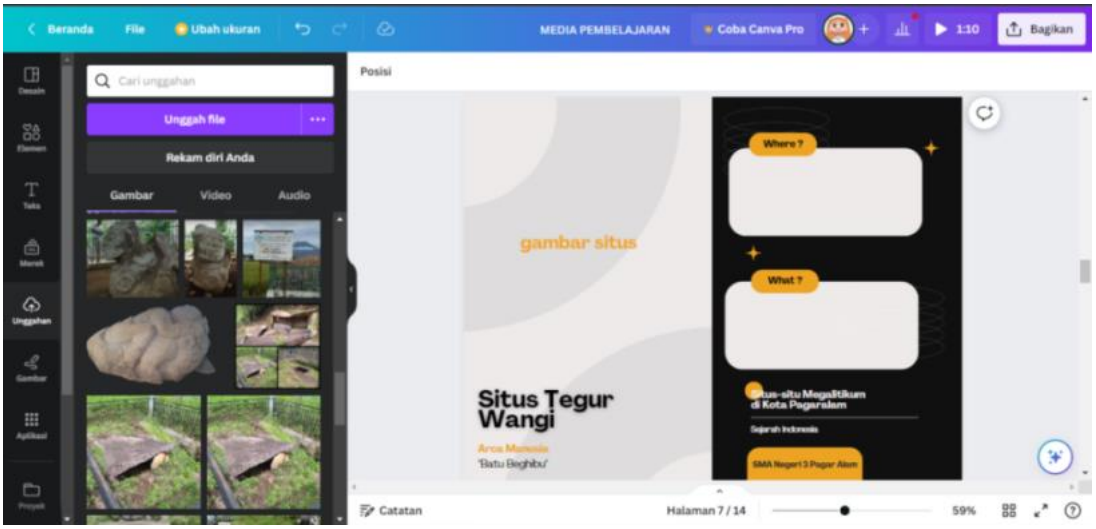

Figure 2. Designing Powerpoint Templates using the Web-Accessed Canva Application

c. Development

The product design that has been made is realized into a product that is ready to be implemented. In the development stage, relevant materials and images are put together on the PowerPoint template design that has been made using the Canva application. A template is a pre-designed display that makes it easier for researchers to arrange the layout of text and images displayed on PowerPoint learning media.

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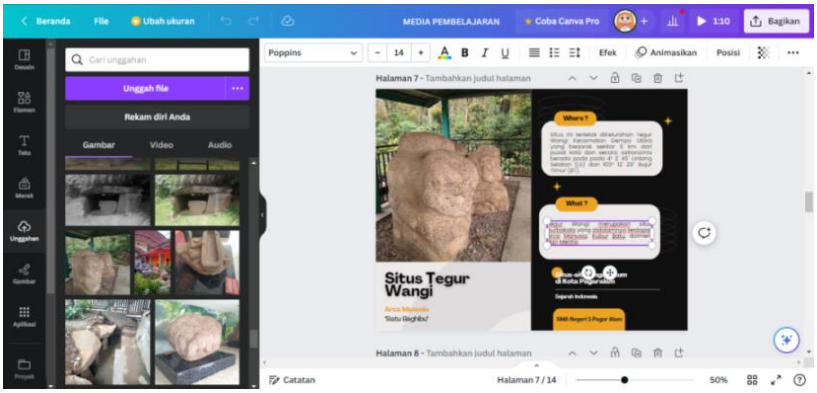

Figure 3. Putting Text and Images Together on a Powerpoint Template Using the Web-Accessed Canva Application

This stage produces an initial design design of PowerPoint learning media based on the Canva application. The PowerPoint learning media designed by researchers has a sequence: the opening page totaling one slide, the introduction page totaling three slides, the material page totaling 11 slides, and the closing page totaling one slide.

Opening Page

Introduction page

Material Page

Closing Page

Figure 4. The Initial Design of the Canva App-Based Powerpoint Learning Media

The product that has been developed then goes through the validity test stage. This stage is carried out to obtain suggestions and input from experts regarding product deficiencies. The content aspect was validated by a lecturer from Sriwijaya University's History Education Study Program, Dr. Hudaidah, M.Pd, and the media aspect was

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validated by a lecturer from Sriwijaya University's Educational Technology Postgraduate Program, Dr. Erna Retna Safitri, M.Pd.

Table 6. Assessment Results of Material Experts and Media Experts at the Validation Stage

Aspect	Average	Criteria
Content	3,86	Valid
Media	4,73	Very Valid

Based on the results of the validity test conducted by material experts and media experts, the Canva-based PowerPoint learning media obtained a score of 3.86 on the content aspect, which indicates that it meets the valid criteria, and the media aspect obtained a score of 4.73, which indicates that it meets the very valid criteria. In addition, the validators provided feedback and recommendations as revisions to the learning media that had been created.

Table 7. Content Validator Comments and Improvements

Display Before Improvement	Display After Improvement
	
Description: It was adding sources to each paragraph and correcting words that needed to be standardized.	**Description:** Correct words that are not standardized and add sources to each paragraph.

Table 8. Media Validator Comments and Improvements

Display Before Improvement	Display After Improvement
	

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Comment:

- Formulation of essential competencies using operational verbs.
- KD is detailed, so only one competency is expected in 1 basic competency formulation.

Description:
The narrative displayed was changed to describe three indicators of competency achievement using operational verbs by the validator's suggestions and improvements to the learning design.

3.3.1 Identifying prehistoric heritage sites in Pagar Alam City

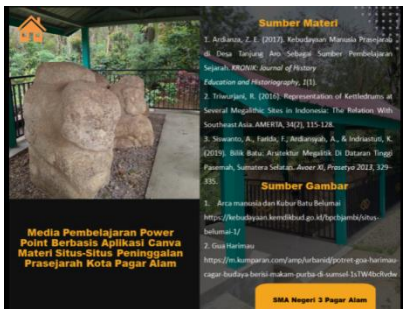
3.3.2 Analyzing prehistoric relics of Pagar Alam City

4.4.1 Make a written report on the results of the culture contained in the Prehistoric sites of Pagar Alam City.

Comments:
It has added features of media usage instructions, subject identity, target users, source, developer name, and evaluation features.

Description:
Added media usage instructions feature

Description:
It has added an information feature about the media that contains the subject's identity, target users, and developer's identity, as suggested by the validator.



Description:
Added source feature

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Comments:
The evaluation feature allows students to provide feedback so that the media becomes more interactive.

Description:
Adding an evaluation feature by displaying three questions so students can provide feedback so that the media becomes more interactive.

d. Implementation

Individual, small group and field trials were conducted at the implementation stage. The following table shows the average scores of Canva-based PowerPoint media for individual trials and small-group trials:

Table 9. Recapitulation of Individual Trials Average Score

No	Name	Score Result	Average
1.	FAD	51	4,25
2.	AKT	55	4,58
3.	IP	47	3,91
Total Average Score			**4,24 (Very valid)**

Table 10. Small Group Mean Score

No	Name	Score Result	Average
1.	SM	52	4,33
2.	B	51	4,25
3.	RNA	52	4,33
4.	SK	53	4,41
5.	ARP	48	4,0
6.	RN	58	4,83
7.	S	55	4,23
8.	ID	48	4,08
Total Average Score			**4,30 (Very valid)**

From the table above, the individual trial scored 4.24 with very valid criteria, and the small group trial obtained a total average of 4.30 with very valid criteria. This questionnaire shows that the developed product can be used in the classroom. One of the inputs students gave was the procedure for using animation and font size in PowerPoint learning media made using Canva.

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Thirty-one students of class X6 were involved in the field trial. Before learning begins using PowerPoint learning media made with the Canva application, a pre-test with ten multiple-choice questions is conducted. The purpose of the pre-test is to measure students' initial ability to learn the material to be presented, namely prehistoric heritage sites in Pagar Alam City.

Because the KKM score in history subjects is 75, while the highest score of students at the pre-test stage was 50, no students got the KKM score. After the pre-test, researchers used Canva-based PowerPoint media to explain the material of prehistoric heritage sites in Pagar Alam City.

Figure 5. Implementation of the Learning Process

After the learning process, the researcher held a post-test of 10 multiple-choice questions. This test aims to determine how well students understand the material after learning by using the learning media developed by the researcher. A total of 29 students met the Minimum Completeness Criteria (KKM), and two students showed an increase in learning outcomes even though they had not met the KKM.

Table 11. Comparison Details of Pre-Test and Post-Test Score

No.	Name	Score Acquisition			
		Pre-Test	Criteria	Post-Test	Criteria
1.	AZD	50	Incomplete	90	Completed
2.	ARP	40	Incomplete	80	Completed
3.	AKT	20	Incomplete	80	Completed
4.	B	40	Incomplete	80	Completed
5.	BKR	40	Incomplete	90	Completed
6.	CA	30	Incomplete	80	Completed
7.	DAA	40	Incomplete	70	Incomplete
8.	EF	50	Incomplete	100	Completed
9.	EW	30	Incomplete	70	Incomplete
10.	FAD	40	Incomplete	100	Completed
11.	G	40	Incomplete	90	Completed
12.	ID	40	Incomplete	80	Completed
13.	IP	30	Incomplete	80	Completed
14.	J	50	Incomplete	100	Completed

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15.	JR	50	Incomplete	90	Completed
16.	L	50	Incomplete	80	Completed
17.	MRS	40	Incomplete	90	Completed
18.	MDZ	30	Incomplete	80	Completed
19.	NAY	40	Incomplete	80	Completed
20.	NSB	40	Incomplete	80	Completed
21.	NA	40	Incomplete	80	Completed
22.	NA	40	Incomplete	80	Completed
23.	P	50	Incomplete	90	Completed
24.	RNA	50	Incomplete	90	Completed
25.	RN	50	Incomplete	100	Completed
26.	RAP	50	Incomplete	80	Completed
27.	S	50	Incomplete	90	Completed
28.	S	30	Incomplete	80	Completed
29.	S	40	Incomplete	80	Completed
30.	SK	40	Incomplete	100	Completed
31.	SM	40	Incomplete	100	Completed
Highest Score			**60**	**100**	
Lowest Score			**20**	**70**	
Average			**40,96**	**85,80**	

e. Evaluation

Students' learning outcomes increased, with an average pre-test score of 40.96 and an average post-test score of 85.80. To determine how effective Canva-based PowerPoint learning media is on history learning outcomes, the following Ngain formula can be used.

$$N - gain = \frac{Spost - Spre}{Smax - Spre} = \frac{85{,}80 - 40{,}96}{100 - 40{,}96} = \frac{44{,}84}{59{,}4} = 0{,}75$$

Discussion

The use of PowerPoint is categorized as good if the post-test score is higher than the pre-test score (Masrinawatie et al., 2016). In this study, the average pre-test score was 40.96, and the average post-test score was 85.80. Student learning outcomes increased by 44.84% (85.80-40.96 x 100%), which resulted in a Ngain value of 0.75. Students' learning outcomes improved after using PowerPoint media, which shows that the learning process went well.

Interaction occurred between students and researchers during the learning process. To present the material about prehistoric heritage sites in Pagar Alam City, the researcher used Canva-based PowerPoint media. Animations, images/illustrations, text, and color and font processing can make students more interested in learning. This is shown by the

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enthusiasm of students during the learning process. Learners listened well to the material presented by the researcher and actively asked and answered questions about the prehistoric sites of Pagar Alam City. They also understood the material through the Canva-based PowerPoint learning media, which helped them answer the exercise questions. The pre-test and post-test values differ; the post-test value is higher than the pre-test. Therefore, the product developed by the researchers effectively affects student learning outcomes.

In line with the findings of this study, Andriani & Wahyudi (2016) conducted a study entitled "Pengembangan Media Pembelajaran Power Point Interaktif Melalui Pendekatan Saintifik Untuk Pembelajaran Tematik Integratif Siswa Kelas 2 SDN Bergas Kidul 03 Kabupaten Semarang" and Arifina (2021) conducted a study entitled "Pengembangan Media Pembelajaran Berbasis Aplikasi Power Point 2019 Tehadap Hasil Belajar Siswa Pada Sifat-Sifat Segi Banyak Beraturan Dan Segi Banyak Tidak Peraturan Di Kelas IV Sekolah Dasar". Field tests showed that the presentation of learning completeness increased by 100% after using PowerPoint, indicating that PowerPoint is a very effective learning medium.

D. Conclusion

The results of validity tests carried out by Content experts and media experts showed that the Canva-based PowerPoint learning media has a value of 3.86 for valid criteria for material aspects and a score of 4.73 for highly valid criteria for media aspects. Pre-test and post-test results show that PowerPoint learning media can improve student learning outcomes by 44.84%, with a Ngain score of 0.75, which belongs to the high category (Highly Effective).

Pre-test and post-test results show that students can learn better using a Canva-based PowerPoint learning medium. At the pre-test stage, all students still need to reach the KKM. After carrying out the learning process using the Canva application-based PowerPoint learning media, as many as 29 students reached the KKM at the post-test stage. In comparison, two students experienced increased learning outcomes but did not reach the KKM. In addition, learners show high enthusiasm during learning activities. Learners argue that learning local history can increase their understanding of prehistoric sites and create a sense of pride in Pagar Alam City, which has much historical potential.

The researchers in this study suggested that teachers remain creative in learning, especially in terms of the use of media. Media is an essential component of an indelible learning system. Media use can increase students' desire to learn and help students better understand what a teacher teaches. Therefore, media use should be a priority in any learning activity. Schools should continue to provide facilities for teachers and students to achieve learning goals well.

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