VIDEO-BASED INTERACTIVE MEDIA IN FIQIH LEARNING IN ZAKAT CHAPTER FOR GRADE IX STUDENTS USING CANVA APPLICATION

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Abstract

The existence of media is very much needed in learning activities so that it does not tend to be monotonous and theoretical, so that it can increase students' motivation to learn and apply it in everyday life. This study aims to develop learning media by utilizing the Canva application. This study uses the Research and Development (R&D) method. The media developed is based on the zakat material for grade IX odd semester in student textbooks containing moving images, animated text, audio, visuals and soft backgrounds to create a 2-3 minute video. The validation test data on the validation test sheet concluded that the percentage obtained from the validation of material expert 1 was 80%, the percentage obtained from the validation of material expert 2 was 90%, the percentage obtained from the validation of media expert 1 was 91%, the percentage obtained from the validation of media expert 2 was 85% with high intensity score criteria. Based on the results of the validation test, it can be concluded that the learning video on the zakat material for grade IX students in the odd semester is suitable for use.
Keywords: Learning Media, Learning Videos, R&D, Canva, Zakat

Abstrak

Keberadaan media sangat dibutuhkan dalam kegiatan pembelajaran agar tidak cenderung monoton dan teoritis, sehingga dapat meningkatkan motivasi siswa untuk belajar dan menerapkannya dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk mengembangkan media pembelajaran dengan memanfaatkan aplikasi canva. Penelitian ini menggunakan metode Research and Development (R&D). Media yang dikembangkan berdasarkan materi zakat kelas IXsemester ganjil pada buku ajar siswa yang memuat gambar bergerak, teks animasi, audio, visual dan soft background sehingga menciptakan sebuah video berdurasi 2-3 menit. Data uji validasi pada lembar uji validasi menyimpulkan bahwa persentase yang didapatkan dari validasi ahli materi 1 sebanyak 80%, persentase yang didapatkan dari validasi ahli materi 2 sebanyak 90%, persentase yang didapatkan dari validasi ahli media 1 sebanyak 91%, persentase yang didapatkan dari validasi ahli media 2 sebanyak 85% dengan kriteria skor intensitas tinggi. Berdasarkan hasil uji validasi dapat disimpulkan bahwa video pembelajaran pada materi zakat siswa kelas IX semester ganjil layak digunakan.
Keywords: Media Pembelajaran, Video Pembelajaran, R&D, Canva, Zakat

INTRODUCTION

Learning is basically a process of adding new knowledge and skills. When a teacher thinks about the information and skills that students need to have, the teacher should consider the right strategy so that the goals are achieved effectively and efficiently.[1] If teachers can direct learning in an interesting and not boring way, students will feel happy in learning, and can produce satisfactory learning achievements.[2]

Etymologically, "Fiqh" means deep understanding. In Zakiah Daradjat's book, this term is defined as "understand" or "know". The terms "know" and "understand" in the context above refer to an understanding of religious issues. As it developed, this understanding experienced a narrowing of meaning. As explained by Prof. Quraish Shihab, "Fiqh was originally interpreted as broad and comprehensive knowledge of religion, covering aspects of law, faith, morals, the Qur'an, and hadith." However, the term fiqh was later more often used specifically to refer to knowledge of religious law alone. Meanwhile, according to the definition given by fiqh experts (fuqaha), fiqh is a science that discusses Islamic sharia laws based on detailed evidence.[3] Fiqh learning is a fairly complicated and complex learning. Especially on the material about zakat, students' understanding of it must be improved, because it will affect the implementation of zakat in society later.[4] Fiqh learning currently still tends to rely on the lecture method. However, the lecture method is indeed an inseparable part, but if only this method is used, its effectiveness becomes limited. Usually makes students tend to be less enthusiastic in paying attention and receiving learning. This condition certainly has a negative impact on achieving learning goals at school.[5] This problem cannot be allowed to continue, because it will make it difficult for students to understand the learning material, thus affecting less than optimal learning outcomes.[6] Therefore, changes are needed in learning. Students should not only be seen as objects in learning, but should be given an active role and treated as partners in learning. So there must be something that makes students enthusiastic, able and willing to receive learning well, one of which is by using the help of learning

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[1] Annisaul Khairat, "Penerapan Strategi Pembelajaran Peningkatan Kemampuan Berpikir pada Mata Pelajaran Fikih Materi Zakat di Madrasah Tsanawiyah Negeri Batusangkar Kabupaten Tanah Datar," 2017.

[2] Sri Hapsari Wijayanti et al., "Pembuatan Video Pembelajaran Menggunakan Aplikasi Canva untuk Menunjang Pembelajaran Siswa Sekolah Dasar," *Jurnal Widya Laksana*, 2024.

[3] Abdur Rouf, "Peningkatan Hasil Belajar Peserta Didik Melalui Model Problem Based Learning Pada Mata Pelajaran Fiqih Bab Zakat di Kelas VIII MTs Darul Hikam Semester 1 Tahun Pelajaran 2020/202" 1, no. 4 (2020).

[4] Muhammad Khafidz Akhsin Murtadlo et al., "Pengembangan Media Pembelajaran Interaktif Powtoon dalam Meningkatkan Pemahaman Pembagian Kadar Wajib Zakat Binatang Ternak Mata Pelajaran Fiqih Siswa Kelas X," *Jurnal Basicedu* 7, no. 6 (December 4, 2023): 3457–65, https://doi.org/10.31004/basicedu.v7i6.5353.

[5] Khairat, "Penerapan Strategi Pembelajaran Peningkatan Kemampuan Berpikir pada Mata Pelajaran Fikih Materi Zakat di Madrasah Tsanawiyah Negeri Batusangkar Kabupaten Tanah Datar."

[6] Wijayanti et al., "Pembuatan Video Pembelajaran Menggunakan Aplikasi Canva untuk Menunjang Pembelajaran Siswa Sekolah Dasar."

media.[7]

The use of appropriate learning media can increase students' interest and motivation, so that they become more active in following the learning process. In addition, the use of appropriate media can deepen students' understanding and make the learning process more effective and efficient in delivering material.[8] Therefore, the selection of media must be adjusted to the learning objectives to be achieved. There are three main components that need to be considered: 1) Quality of content and objectives, which include the suitability of the media to the material, student characteristics, and learning conditions; 2) Instructional quality, which assesses the extent to which the media facilitates operation and supports the learning process for students and teachers; 3) Technical quality, which includes the visual appearance and appeal of the media. The right media is media that is able to stimulate creativity, involvement, and make learning fun, which ultimately improves the overall quality of learning.[9]

Based on the research results conducted by Taufik (2016), it was stated that student learning outcomes using learning videos were higher than conventional learning.[10] According to Dwyer, audio visual media received through the senses of sight and hearing can attract human attention up to 94%. One of the advantages of learning using videos is that students have the flexibility of time to learn. In addition, videos are easily accessible and can be played repeatedly as needed.[11] In addition, humans can generally remember at least 50% of the information they see and hear. The use of video in learning allows us to overcome various limitations in the real world while exploring the opportunities offered by the digital space. The ability of video to effectively visualize material is very useful for conveying concepts or information that is dynamic. Video has the ability to transform abstract concepts into more concrete ones by showing accelerated or slowed down movements, as well as presenting details that allow students to observe them more easily.[12] Learning videos have characteristics that are liked by students, especially because they involve moving images and sound. If learning videos are designed attractively, using appropriate animation

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[7] Devi Rosalina et al., "Pengembangan Media Interaktif Menggunakan Linktree, Canva dan Quizizz pada Materi Zakat di MA Darul Amin Palangka Raya" 2 (2024).

[8] Hetty J Tumurang, Juliana M Sumilat, and Verent L S Pulisir, "Pengembangan media pembelajaran video untuk meningkatkan hasil belajar materi geometri bangun datar kelas IV," *Jurnal Konseling dan Pendidikan* 10, no. 2 (June 30, 2022): 344, https://doi.org/10.29210/178900.

[9] Firdayu Fitri and Ardipal Ardipal, "Pengembangan Video Pembelajaran Menggunakan Aplikasi Kinemaster pada Pembelajaran Tematik di Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (December 1, 2021): 6330–38, https://doi.org/10.31004/basicedu.v5i6.1387.

[10] Aulya Ilsa, Farida F, and Mardiah Harun, "Pengembangan Video Pembelajaran dengan Menggunakan Aplikasi Powerdirector 18 di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (December 15, 2020): 288–300, https://doi.org/10.31004/basicedu.v5i1.643.

[11] Nanda Lailatul Qadriani, Sri Hartati, and Anitasa Dewi, "Pemanfaatan Youtube dan Edpuzzle sebagai Media Pembelajaran Daring Berbasis Video Interaktif," *Jurnal Pemberdayaan Masyarakat Universitas Al Azhar Indonesia* 4, no. 1 (December 31, 2021): 1, https://doi.org/10.36722/jpm.v4i1.841.

[12] Syarifah Hafizah, "Penggunaan dan Pengembangan Video dalam Pembelajaran Fisika," *Jurnal Pendidikan Fisika* 8, no. 2 (September 30, 2020): 225, https://doi.org/10.24127/jpf.v8i2.2656

and sound elements, then this media can not only improve students' memory, but can also trigger their interest and motivation to learn. In this way, learning videos become a fun and effective means of supporting a more interesting and interactive learning process.[13] Good learning videos are designed to engage students multisensory, namely through hearing, sight, and even active action.

One of the applications for creating learning media is Canva. Canva is a free online design application that can be accessed by anyone, anytime and anywhere.[14] Canva, as one of the design technology products, has helped many people in completing various jobs more easily and efficiently.[15] Canva is an online design platform that offers a variety of tools for creating presentations, resumes, posters, brochures, banners, flyers, newsletters, infographics, Instagram posts, and more.[16] Canva, as a relatively new application, has been widely used by teachers to create learning media. This is due to its very practical convenience, with ready-to-use templates that only require a little modification. In addition, Canva also provides various features, such as graphics, photos, videos, animations, texts, and others, which support the creation of interesting learning content.[17] With well-integrated audio and visual elements, students can listen to explanations, see illustrations or animations, and follow the steps shown in the video.[18] This allows students to not only receive information passively, but also encourages them to work actively and find concepts or solutions independently. This kind of learning supports deeper engagement, thus helping students understand the material in a more comprehensive way and improving their retention.[19] With this video-based media, learning will become easier to understand and comprehend by students, because the explanation of zakat will be packaged well and there will be examples of images that are easy for students to accept. And various colors that make learning videos more interesting and enjoyable.

Based on the explanation above, this study aims to develop interactive video-based learning media using the Canva application that can describe the concept of zakat effectively and

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[13] Eka Fia Amali and Danang Tandyonomanu, "Pengembangan Media Video Pembelajaran pada Mata Pelajaran Seni Budaya Kompetensi Dasar Mengidentifikasi Jenis Musik Tradisi dan Modern Nusantara untuk Meningkatkan Hasil Belajar Siswa Kelas XI di SMA Negeri 1 Menganti," n.d.

[14] Farida Rahmawati and Idam Ragil Widianto Atmojo, "Analisis Media Digital Video Pembelajaran Abad 21 Menggunakan Aplikasi Canva Pada Pembelajaran IPA," *Jurnal Basicedu* 5, no. 6 (December 1, 2021): 6271–79, https://doi.org/10.31004/basicedu.v5i6.1717.

[15] Savio Adi Wijaksono and Fani Keprila Prima, "Pengembangan Media Pembelajaran Berbasis Canva pada Mata Kuliah Praktek Kerja Kayu," *Educativo: Jurnal Pendidikan* 1, no. 2 (December 1, 2022): 621–29, https://doi.org/10.56248/educativo.v1i2.81.

[16] Mega Susanti and Adam Mudinillah, "Pemanfaatan Canva pada Siswa Kelas III Pembelajaran Pendidikan Jasmani dan Rohani MI/SD 03 Paninjauan," n.d.

[17] Nofamataro Zebua, "Potensi Aplikasi Canva Sebagai Media Pembelajaran Praktis Bagi Guru Dan Peserta Didik," 2023.

[18] Koko Hari Pramono, "Pengembangan Media Video Pembelajaran untuk Meningkatkan Motivasi Belajar pada Matakuliah Metode Penelitian Teater Menggunakan Model R&D," *TONIL: Jurnal Kajian Sastra, Teater dan Sinema* 19, no. 1 (April 18, 2022): 9–16, https://doi.org/10.24821/tnl.v19i1.6949.

[19] Ainur Rofiqoh and Ismi Khairani, "Peran Media Interaktif Dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran SKI di Madrasah Ibtidaiyah," n.d.

interestingly for students of SMP Muhammadiyah 18 Surabaya. Thus, it is hoped that students will better understand the importance of zakat, increase awareness and be motivated to implement zakat earlier.

RESEARCH METHODS

Research and development, known in English as Research and Development (R&D), is a research method that is widely used in the academic world today to design and test the effectiveness of a product. This method aims to produce a product through a series of processes, such as identifying potential problems, designing, and developing a product as the best solution. This study uses the Research and Development (R&D) method, which aims to produce a product and then perfect it through testing or validating its effectiveness. This research process is carried out through several structured stages, one of which is by using the 4D model, which includes four main steps: a) Define, b) Design, c) Develop, and d) Dissemination.[20] This model began to develop in the early 1970s as a result of the development of existing steps at that time, namely analysis, design, and evaluation. This model was designed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974.[21]

Define Stage, this stage is known as the needs analysis stage. Needs analysis is done by reviewing previous research and conducting literature reviews to identify the needs that underlie the development of products or solutions.[22] In this study, the researcher conducted an analysis of grade IX students in the odd semester at SMP Muhammadiyah 18 Surabaya in learning fiqh chapter zakat, with a focus on three main aspects: analysis of learning materials, characteristics of students, learning media used.

In the Design stage, researchers use the Canva application to create learning videos. The first step is to find several video references and images on several web browsers and YouTube. Researchers use backgrounds with soft colors, female characters wearing hijabs, and also several moving images so that the learning videos do not look monotonous and can attract students' attention. Researchers use their own voice overs which are done independently through cellphone recordings. Researchers also add text and several animated images to support learning materials to make the video more interesting.

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[20] A. Dwianto et al., "The Development of Science Domain Based Learning Media Which Is Integrated with Local Potention to Improve Science Process Skill and Scientific Attitude," *Jurnal Pendidikan IPA Indonesia* 6, no. 1 (April 30, 2017), https://doi.org/10.15294/jpii.v6i1.7205.

[21] Sivasailam Thiagarajan, Dorothy I Semmel, and Melvyn I Semmel, "Instructional Development for Training Teachers of Exceptional Children: A Sourcebook," *Journal of School Psychology* 14 (1974).

[22] Marinu Waruwu, "Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (May 17, 2024): 1220–30, https://doi.org/10.29303/jipp.v9i2.2141.

Development Stage (Develop), This stage is the stage to produce a development product or model. The process includes two main steps: first, assessment by experts accompanied by revisions based on the input provided, and second, product or model trials to ensure its effectiveness before being applied more widely.[23] At this stage, the researcher conducted testing or validation with 4 examiners, namely 2 material expert examiners and 2 media expert examiners.[24] The results of the learning video validation assessment are presented in the formula:

$$AP = \frac{skor\ aktual}{skor\ ideal} \times 100\% =$$

AP	: Percentage Amount
Actual Score	: Score obtained from tester validation
Ideal Score	: The score obtained from the sum of the scores for each aspect

Table 1.

Validation Test Category

Score	Criteria
81 - 100%	High Intensity
61 - 80%	Tall
41 - 60%	Enough
21 - 40%	Not enough
0 - 20%	Intensity Less

In the validation assessment, if the score is ≤ 60%, then the learning video will enter the revision stage according to the recommendations given by the material examiner and media examiner. This study did not enter the dissemination stage due to a lack of researchers. The advantage of research with the R&D method is its emphasis on the process of product or model innovation that is continuous and has a high durability value. This allows the production of products or models that are not only relevant to current needs but also able to survive for a longer period of time. With this approach, R&D research is expected to continue to present effective solutions and in accordance with the demands of the times. The disadvantage of research with the R&D method is that the development process or research and development usually takes a relatively long time. This is because the procedures that must be carried out tend to be complex, involving various stages such as needs analysis, design, testing, and evaluation that require in-depth attention and

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[23] Waruwu.

[24] Prajna Angger Kusuma and Gamaliel Septian Airlanda, "Pengembangan Video Klip Lagu Materi Sistem Pernapasan Manusia untuk Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 5 (July 20, 2022): 8675–85, https://doi.org/10.31004/basicedu.v6i5.3899.

considerable resources.[25]

RESULTS AND DISCUSSION

      Product development results are the final stage that shows the output of the research and development process.[26] This research produces a product in the form of learning media by utilizing the Canva application as a medium for creating content, materials, materials that can be integrated with images, animations, audio and video to provide an understanding of zakat material so that learning is more fun and more meaningful. The reason for making this learning video is made using the Canva application because it is easy to use, can be used on gadgets, laptops, or computers, can be accessed by several accounts at once, and also refutes the author's opinion that the application that the author usually uses to make posters, banners and the like, can also be used to make videos even though in the author's opinion the results are less smooth. This learning video takes zakat material from class IX odd semester of SMP Muhammadiyah 18 Surabaya.
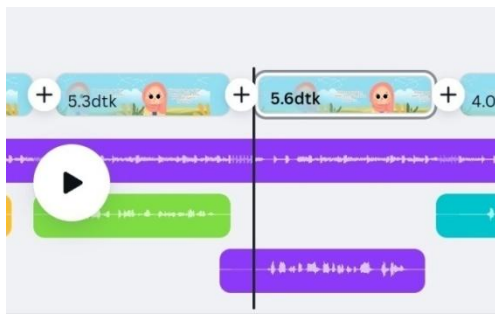

Figure 1.

The process of making learning videos using the Canva application

The following are the results of the learning video which consists of:

Figure 2.

Open the learning video by saying hello

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[25] Okpatrioka Okpatrioka, "Research And Development (R&D) Penelitian Yang Inovatif Dalam Pendidikan," *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya* 1, no. 1 (March 30, 2023): 86–100, https://doi.org/10.47861/jdan.v1i1.154.

[26] Nida Aulia Hasanah, Hamidillah Ajie, and M. Ficky Duskarnaen, "Pengembangan Video Media Pembelajaran Mata Kuliah Perancangan Jaringan Komputer Program Studi Pendidikan Informatika Universitas Negeri Jakarta," *PINTER : Jurnal Pendidikan Teknik Informatika dan Komputer* 5, no. 1 (June 1, 2021): 63–67, https://doi.org/10.21009/pinter.5.1.8.

Figure 3.

Explaining the meaning of zakat, that zakat is an obligation for Muslims

Figure 4.

Explaining the distribution of zakat, zakat is divided into 2, namely zakat fitrah and zakat mal

Figure 5.

Explaining the definition of zakat fitrah and zakat mal in order to understand the meaning of each.

Figure 6.

Explaining the classification of those entitled to receive zakat, divided into 8 groups called asnaf

Figure 7.

Explaining the functions of zakat to better understand why we have to pay zakat.

Figure 8.

The reasons for paying zakat are explained in QS At Taubah verse 103 and QS An Nisa verse 77

Figure 9.

Closing the learning video, hopefully the video makes it easier to understand and provides benefits to those who enjoy the video.

For a more complete video, please click the link below:

https://drive.google.com/drive/folders/1wvuJJRzgob1BwXhLk7yCwsPz4i8ALkT_

The products that have been made then undergo testing by experts, both material experts and media experts. This testing aims to evaluate the feasibility of the product and identify whether improvements or adjustments are still needed before the product is tested on respondents. At this stage, validation/testing was carried out by four teachers from SMP Muhammadiyah 18 Surabaya, consisting of two material experts and two media experts.

For video validation there are 18 aspects from 2 indicators.

Table 2.

Material validator 1

Aspect	Score Ideal	Actual Score
1. Video Content	50	40
2. Video View	40	32
Total Score	90	72

$$AP = \frac{72}{90} \times 100\% = 80\%$$

Based on the table calculated based on the score, it can be concluded that this video-based learning media obtained a feasibility percentage of 80%. This percentage is in the "high" criteria category according to table 2 of the validator of material 1.

Table 3.

Material validator 2

Aspect	Score Ideal	Actual Score
1. Video Content	50	45
2. Video View	40	36
Total Score	**90**	**81**

$$AP = \frac{81}{90} \text{ x } 100\% = 90\%$$

Based on the table calculated based on the score, it can be concluded that this video-based learning media obtained a feasibility percentage of 90%. This percentage is in the category of "high intensity" criteria according to table 3 of material validator 2.

Table 4.

Media validator 1

Aspect	Score Ideal	Actual Score
1. Video Content	50	43
2. Video View	40	39
Total Score	**90**	**82**

$$AP = \frac{82}{90} \text{ x } 100\% = 91\%$$

Based on the table calculated based on the score, it can be concluded that this video-based learning media obtained a feasibility percentage of 91%. This percentage is in the category of "high intensity" criteria according to table 4 of the validator of material 1.

Table 5.

Media validator 2

Aspect	Score Ideal	Actual Score
1. Video Content	50	45
2. Video View	40	32
Total Score	**90**	**77**

$$AP = \frac{77}{90} \text{ x } 100\% = 85\%$$

Based on the table calculated based on the score, it can be concluded that this video-based learning media obtained a feasibility percentage of 85%. This percentage is in the "high" criteria category according to table 5 of media validator 2.

In the fourth validation, the validator obtained the percentage results: validator material 1 as much as 80%, validator material 2 as much as 90%, validator media 1 as much as 91%, validator media 2 as much as 85%. The percentage of the four examiners showed high intensity criteria, related to 2 aspects, namely the video content aspect and the video display aspect, in this learning it was evaluated based on 18 indicators.

Video content aspects : clarity of learning objectives, suitability of learning indicators with the level of student development, videos contain stimuli for students to respond to the video (videos encourage students to be active, such as preparing stationery, listening to materials, or answering questions), the problems presented are authentic problems, the material presented is in accordance with the subject matter, the systematic presentation of the material in the video is in accordance with the curriculum, the suitability of the content of the material with the learning objectives, the suitability of the illustrations presented with the material, the explanation of the material in the video is displayed clearly, the language used is in accordance with Indonesian language rules and is easy to understand.

Video Display Aspects : attractive display of learning videos, fostering students' interest in learning, appropriateness in choosing the size and shape of letters, accuracy of music or songs accompanying learning videos, readability of text on videos, layout of text on videos, quality of images and videos, quality of sound on videos.

Each indicator is assessed on a scale of 1 to 5, where the highest value is 5 (very good) and the lowest value is 1 (very poor). This assessment is used to evaluate the effectiveness of the learning video, and the evaluation results can be used to improve and perfect the developed learning media.

After the validation test was carried out by the material validator and media validator. Then the next stage was to make improvements according to the suggestions given by the examiner in the validation test sheet. From the examiner of material 1, suggestions were given to add learning objectives for zakat, add a concept map/topic to be delivered, add trigger questions to attract students' attention. From the examiner of material 2, suggestions were given to improve the sound quality to make it clearer. From the examiner of media 1, suggestions were given to provide RPP/teaching modules as comparative material with videos, improve the letters/spacing to be wider and the writing is not too fast, add trigger questions to create 2-way interaction, add learning objectives at the beginning and a short profile of the video maker. From the examiner of media 2, suggestions were given to explain amil zakat, ibnu sabil and others.

The following are the results of improvements to the zakat learning video that the author has made:

Figure 10.

Explaining the learning objectives, why do we have to learn zakat?

Figure 11.

Explaining the main topic of learning, so that the learning material runs according to the learning objectives

Figure 12.

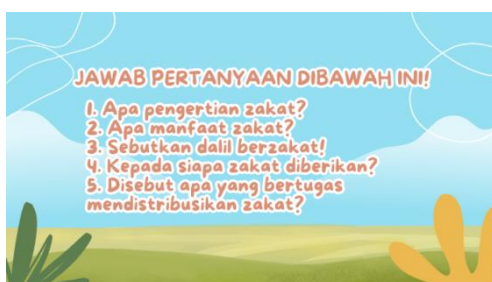Explains the zakat recipient groups which consist of 8 groups

Figure 13.

There are several questions that must be answered after listening to the explanation of the learning material.

From the data that has been obtained, it can be concluded that the video-based learning media about the zakat material for grade IX odd semester is suitable for use in learning activities. This learning video can be accessed via mobile phones, laptops, computers and can be played without an internet connection anytime and anywhere, but must be downloaded first using an internet network.

CONCLUSION

This study produced a video of learning media for fiqh chapter on zakat for grade IX students at SMP Muhammadiyah 18 Surabaya. Based on the results and discussions that have been presented, it can be concluded that video-based learning media utilizing the Canva application is one of the effective and efficient innovations in the development of technology in this century. The available designs vary and vary according to the creativity of the user in creating and developing a learning video. The learning video that has been created and validated by four examiners from material experts and media experts obtained the following percentages: validation of material expert 1 obtained a percentage of 80% indicating a high score, validation of material expert 2 obtained a percentage of 90% indicating a high intensity score, validation of media expert 1 obtained a percentage of 91% indicating a high intensity score, validation of media expert 2 obtained a percentage of 85% indicating a high intensity score. So it can be concluded from the validation test of the four validators that the learning video is considered very suitable for use in learning activities.

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