

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tahapan perancangan media pembelajaran video animasi berbasis *Artificial Intelligence* berbantuan aplikasi Canva serta mengetahui pengaruh penggunaannya dalam mengembangkan keterampilan kognitif peserta didik pada materi proses pembentukan, jenis, dan persebaran tanah di Indonesia di kelas X MAN 3 Tasikmalaya. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model pengembangan ADDIE yang meliputi tahap *analysis*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Subjek penelitian adalah peserta didik kelas X.4 yang berjumlah 27 peserta didik mengikuti seluruh rangkaian tes penelitian. Pengumpulan data dilakukan melalui validasi ahli, angket kepraktisan guru dan peserta didik, serta tes hasil belajar berupa *pretest* dan *posttest*. Analisis data menggunakan uji *N-Gain* dan uji *paired sample t-test*. Hasil penelitian menunjukkan bahwa media pembelajaran yang dikembangkan sangat layak digunakan berdasarkan hasil validasi ahli media dan ahli materi pada kategori sangat valid. Uji kepraktisan menunjukkan bahwa media termasuk dalam kategori sangat praktis berdasarkan penilaian guru dan peserta didik. Hasil analisis menunjukkan peningkatan hasil belajar peserta didik dengan nilai *N-Gain* sebesar 0,48 yang berada pada kategori sedang. Hasil uji *paired sample t-test* menunjukkan nilai signifikansi 0,000 ($<0,05$) sehingga hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Dengan demikian, media pembelajaran video animasi berbasis *Artificial Intelligence* berbantuan aplikasi Canva berpengaruh terhadap pengembangan keterampilan kognitif peserta didik.

Kata kunci: *Artificial Intelligence*, Canva, keterampilan kognitif, media pembelajaran, video animasi

ABSTRACT

This study aims to determine the stages of designing an Artificial Intelligence-based animated video learning media assisted by the Canva application, as well as to examine its effect on developing students' cognitive skills on the topic of soil formation processes, types, and distribution in Indonesia in class X of MAN 3 Tasikmalaya. This study employed a Research and Development (R&D) method using the ADDIE development model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation. The subjects of this study were 27 students of class X.4 who participated in the entire series of research tests. Data collection was carried out through expert validation, practicality questionnaires for teachers and students, and learning outcome tests in the form of pretest and posttest, while data analysis was conducted using the N-Gain test and paired sample t-test. The results showed that the developed learning media was highly feasible to use, based on the validation results from media experts and material experts, which were categorized as very valid, and the practicality test indicated that the media was classified as very practical based on the assessments of teachers and students. The analysis results revealed an improvement in students' learning outcomes with an N-Gain score of 0.48, which falls into the medium category, and the paired sample t-test results showed a significance value of 0.000 (<0.05), indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Therefore, the Artificial Intelligence-based animated video learning media assisted by the Canva application has a significant effect on the development of students' cognitive skills.

Keywords: Artificial Intelligence, Canva, animated video, cognitive skills, learning media