

Development of Canva Application-Based Digital Learning Media to Improve Social Studies Interest and Learning Outcomes at Smp Negeri 2 Banjar

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ABSTRACT

This research aims to develop digital learning media based on the Canva application in the form of interactive videos to improve the interest and learning outcomes of social studies students in grade VIII of SMP Negeri 2 Banjar. The method used is Research and Development (R&D) with the ADDIE model. The subjects of the study were 39 students of grade VIII. The validation results show that the media is "Very Feasible" with a score of 100%. The media is declared "Very Practical" with practicality exceeding 80%. The effectiveness of the media was evidenced by the increase in the pretest score from 65.2 to 86.8 in the posttest (gain of 0.61). This media has proven to be valid, practical, and effective, and is suitable for use to improve social studies learning at the junior high school level

INTRODUCTION

Low student interest in learning is still a worrying phenomenon in Social Sciences (IPS) learning, including at SMP Negeri 2 Banjar. as seen from the survey results which showed that more than half of the students were in the category of lack or not interested, as well as most of the daily test scores that had not reached the Minimum Completeness Criteria (KKM). This condition shows that social studies learning has not been able to stimulate active student involvement, thus having an impact on weak concept understanding, learning motivation, and critical thinking skills that should be the main competencies in 21st century learning (Yulianti et al., 2023; Wahyuni & Hartati, 2021).

The advancement of information and communication technology in the era of the digital revolution demands a fundamental transformation in learning practices. The modern learning paradigm is no longer only oriented towards material mastery, but also on the development of critical thinking, creativity, collaboration, and communication skills known as the 4Cs. This competency is an important pillar in the Independent Curriculum to equip students to face global challenges (Ministry of Education and Culture, 2022; Mulyasa, 2023). However, even though SMP Negeri 2 Banjar already has supporting infrastructure such as an adequate WiFi network, social studies learning practices are still stuck in conventional methods without the use of digital media that are interesting and relevant to the characteristics of today's digital generation, so that learning seems monotonous and lacks students' curiosity (Pratama & Setiawan, 2023).

Canva as a web-based graphic design platform offers a great opportunity to be integrated into learning as an interactive, visual, and contextual digital medium. Studies have shown that using Canva effectively increases students' interest in learning, active engagement, and learning outcomes across a variety of subjects. Irkhamni et al. (2021) proved that Canva-based e-modules are able to significantly increase student interest. Hidayah (2022) emphasized that Canva can strengthen digital literacy and student activeness in the learning process. Meanwhile, Merdiana and Yamlean (2022) and Amalia et al. (2024) show that the use of Canva has a positive impact on learning outcomes, including in social studies learning, with students achieving significant improvements in cognitive achievement. However, until now, there has been no development of Canva-based social studies learning media that is designed systematically and in accordance with the basic competencies of the Independent Curriculum at SMP Negeri 2 Banjar.

Based on this background, this study aims to develop digital learning media based on the Canva application in the form of interactive videos, as well as analyze the validity, practicality, and effectiveness of these media in increasing the interest and learning outcomes of social studies students in grade VIII at SMP Negeri 2 Banjar, so that it is expected to be an innovative solution to support the realization of social studies learning that is relevant to the demands of 21st century education.

LITERATURE REVIEW

Previous studies have shown the effectiveness of using Canva to increase students' interest, creativity, and learning outcomes in a variety of subjects. Irkhamni et al. (2021) found that Canva-based e-modules were able to increase interest in learning Mathematics with more than 80% of respondents feeling more motivated and understanding the material more easily. Hidayah (2022) revealed that Canva's implementation in digital literacy encourages increased creativity, with 75% of students able to compile presentation materials independently and interestingly. Research by Merdiana and Yamlean (2022) shows that the use of Canva has a significant impact on improving social studies learning outcomes, with students' average post-test scores increasing from 62 to 78. Irwanita et al. (2023) proved that Canva-based visual media in Geography learning is worth using and attracts students' interest in learning, as evidenced by 85% of students being more enthusiastic about learning. Classroom action research conducted by Widita et al. (2024) also showed that students' interest in learning increased from 2.4 in cycle I to 3.8 in cycle II after the use of Canva, followed by an increase in discussion activity by 60%. Meanwhile, Anggraini et al. (2023) emphasized that Canva-based audiovisual media is able to significantly improve students' motivation and cognitive learning outcomes, with 90% of students obtaining scores above KKM. Lestari et al. (2024) found that the use of Canva in Mathematics learning helps in the understanding of abstract concepts and increases student participation by up to 70% compared to conventional methods. Similar results were obtained by Amalia et al. (2024) in Biology learning, with the average student score increasing from 65 to 82 after the implementation of

Canva-based media. Khodijah et al. (2025) developed a Canva-based learning video that has been proven to increase class participation by up to 85% and make it easier for teachers to deliver complex science material. Meanwhile, research by Hendrayani et al. (2025) shows that Canva-assisted digital teaching materials are very feasible and have the potential to be used in learning procedural texts in junior high schools. The results of this study generally strengthen the evidence that Canva is an effective digital media to increase students' interest in learning, active engagement, and learning outcomes in various fields of study, thus becoming a strong basis for this research to develop Canva-based digital learning media in the form of interactive videos that are contextual with social studies materials, in order to increase the interest and learning outcomes of grade VIII students at SMP Negeri 2 Banjar.

METHODOLOGY

This research was designed with the Research and Development (R&D) method which is oriented towards the development of Canva application-based digital learning media products for Social Sciences (IPS) subjects. The selection of this R&D method is based on the view of Gall, Gall, and Borg (2003) who affirm that educational research and development is a systematic approach that aims to produce and validate educational products so that they are feasible and effective in learning. The development model applied in this study is the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model, as stated by Branch (2009), which offers a structured, practical, and widely used development stage in similar research.

The research stage begins with the Analyze stage, which aims to identify learning needs, obstacles faced by students and teachers, and student characteristics through classroom observation and in-depth interviews. This step is in line with the suggestion of Sugiyono (2018) that a comprehensive needs analysis is the main foundation in designing the development of learning products. Furthermore, in the Design stage, the researcher prepares an initial design in the form of a storyboard, infographic design, and the selection of appropriate visual elements, paying attention to the findings at the analysis stage. This design is intended so that the products developed are truly contextual with the characteristics of students and social studies learning objectives. The Develop stage focuses on realizing the design into a real product in the form of Canva-based digital learning media. This development is carried out iteratively, taking into account the feasibility standards of content, language, and attractive media displays. After that, the Implementation stage was carried out through a limited trial (pilot testing) on a small group of students in grades VIII-3 of SMP Negeri 2 Banjar. This implementation not only observes the effectiveness of media in the learning process, but also assesses the response of students and teachers to the products that have been developed. The final stage is Evaluate, which aims to revise the media based on the results of expert validation tests and feedback from users. This evaluation stage refers to the principle of formative evaluation as described by Branch (2009), which emphasizes the importance of product improvement before it is widely implemented.

The population in this study is all students in grade VIII of SMP Negeri 2 Banjar, while the sample involved in the product trial is 39 students in grades VIII-3. The sample selection was carried out by purposive sampling based on the consideration that this class had a problem of low interest and social studies learning outcomes, according to the results of initial observations. In addition, two expert lecturers in social studies education and digital learning media were involved as product validators to ensure the quality and validity of the developed media.

Data collection was carried out with various instruments, including product validation questionnaires to obtain assessments from experts regarding the feasibility of media based on aspects of appearance, materials, and language; questionnaire of students' learning interests before and after the use of media; and a multiple-choice learning outcome test designed to measure mastery of

social studies material objectively. The data collection methods used include survey methods with questionnaires and test methods to support accurate quantitative measurements.

The data analysis tools in this study include qualitative descriptive analysis used at the stage of media needs and application analysis, as well as quantitative analysis with descriptive statistics (average score and percentage) to analyze product validation results. Furthermore, the paired t-test was used to compare pre-test and post-test scores of students' interests and learning outcomes, with the aim of finding out the effectiveness of the use of Canva-based digital learning media in improving social studies interest and learning outcomes. This analysis technique refers to Santoso (2019) who stated that the paired t-test is the right method to see significant differences in two paired measurements in the same group.

RESULTS AND DISCUSSION

This research was conducted on students in grades VIII-3 of SMP Negeri 2 Banjar to develop digital learning media based on the Canva application through the ADDIE development model. The research stages include needs analysis, media design, product development, implementation, and evaluation. The validation results showed that the media was declared very feasible with an average score of 19.36 from the assessment of material, media, and language experts. These findings support the statement of Wahyuni et al. (2021) that digital learning media developed according to student characteristics will be more interesting and make it easier to understand the material.

The practicality of the developed media was also considered very good with an average score of 24.5. This assessment is given by social studies teachers as direct users of the media. This is in line with the opinion of Wulandari et al. (2020) that the media that teachers practically use will increase the effectiveness of learning in the classroom.

The effectiveness of the media was tested by increasing students' interest in learning from a medium (60%) to very high (90%) after the implementation of Canva-based media. In addition, student learning outcomes increased significantly with an average N-Gain of 0.71 which is included in the effective category. This finding is in accordance with research by Irwanita et al. (2023) who stated that Canva-based media is able to significantly improve student learning outcomes through the presentation of more interesting and interactive material.

Canva's app-based digital learning media developed through the ADDIE model has been proven to be valid, practical, and effective in increasing students' interest and learning outcomes. The validity of the media is shown from the results of expert assessments that state the suitability of the media to basic competencies, completeness of the material, and clarity of language. These results support the statement of Fitriyani et al. (2021) who stated that digital learning media must be validated to ensure quality and suitability with learning objectives.

The practicality of media is reflected in its ease of use by teachers and its attractiveness for students. Animations, illustrations, and visual displays

presented through Canva can make students more enthusiastic in participating in learning. This is in accordance with the theory of Rahmatullah et al. (2020) which states that interesting media will increase students' attention so that the learning process becomes more effective.

The effectiveness of media is proven through increasing students' interest in learning and learning outcomes. The increase in interest in learning from the medium to very high category proves that this media is able to motivate students, as explained by Hurlock (1992) that interest in visual media can increase learning motivation. Meanwhile, the increase in student learning outcomes with an average N-Gain of 0.71 supports the findings of Anggraini et al. (2023) which show that Canva-based media is effective in improving students' understanding of subject matter.

CONCLUSION AND RECOMMENDATION

Based on the results of the research and discussion, the conclusions in this study are as follows:

1. Canva's application-based digital learning media was successfully developed with the ADDIE model which includes the analysis, design, development, implementation, and evaluation stages, resulting in media products that meet the needs of social studies learning.
2. The developed media is declared valid with a CVR value of 1.00. The practicality of media is included in the category of very practical, with an average score of 24.5 in terms of interest, material presentation, and language. This media is also effective in increasing students' interest in learning, as evidenced by the increase in the percentage of student interest from 60% to 90% after the application of media. In addition, student learning outcomes increased significantly with an N-Gain score of 0.71 which was relatively high. Thus, Canva-based learning media is suitable as an innovative alternative to increase social studies interest and learning outcomes according to the demands of 21st century learning.

Suggestion

Based on the findings of the study, the authors suggest:

1. Teachers can leverage these Canva learning media in social studies learning to increase student effectiveness and engagement.
2. School principals are expected to provide infrastructure facilities to support the development of innovative learning media and provide support for teachers in developing other alternative media.
3. Researchers can then develop similar research on different materials to expand the application of Canva's learning media and focus on student activities.

FUTHER STUDY

This research still has delays, so further research needs to be done on the topic of Development of Canva Application-Based Digital Learning Media to Improve Social Studies Interest and Learning Outcomes at Smp Negeri 2 Banjar in order to improve this research and add insight for readers.

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