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The Use Of The Canva App To Improve Student Learning Outcomes In The IPAS Subject In Third Grade At UPTD SD Negeri 076112 Hilimbaruzo

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Abstract: This study was motivated by the low student achievement in the IPAS subject in third grade at UPTD SD Negeri 076112 Hilimbaruzo, as well as the suboptimal use of technology-based learning media. Instruction that remains dominated by the use of textbooks and conventional methods causes students to tend to be passive, unfocused, and disengaged from the learning process. This study aims to determine improvements in student learning outcomes through the use of the *Canva* application and to describe the implementation of instruction using the *Canva* application in the IPAS subject for third-grade students at UPTD SD Negeri 076112 Hilimbaruzo. This study employed Classroom Action Research (CAR), conducted in two cycles, with each cycle consisting of the planning, implementation, observation, and reflection stages. The research subjects were 23 third-grade students at UPTD SD Negeri 076112 Hilimbaruzo. Data collection was conducted through observation and learning achievement tests. The research results showed that teacher engagement increased from 66.66% in Cycle I to 85.83% in Cycle II, while student engagement increased from 64.80% to 81.09%. Student learning outcomes also improved, as evidenced by the class average score rising from 65.65 in Cycle I to 76.95 in Cycle II. The percentage of students meeting the mastery criteria increased from 47.82% in Cycle I to 86.95% in Cycle II, with the number of students meeting the criteria rising from 11 to 20. These results indicate that the use of the *Canva* app can improve student learning outcomes and make the IPAS learning process more active, engaging, and interactive. Thus, the use of Canva as a learning medium in the implementation of classroom action research in Grade III at UPTD SD Negeri 076112 Hilimbaruzo showed an improvement in students' learning outcomes in the IPAS subject

Keywords: *Canva* App, Instructional Media, Learning Outcomes, IPAS, Classroom Action Research

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INTRODUCTION

Education in the 21st century is closely linked to developments in information and communication technology. The availability of digital technology provides opportunities for teachers to use learning media that are more visual, interactive, and relevant to students' characteristics. Technology-based media can help teachers present

learning materials more clearly and can support student motivation and participation in classroom learning activities (Banarsari et al, 2023; Ani et al., 2023) Digital learning media are also considered beneficial for increasing student motivation and supporting interaction during the learning process (Jediut et al., 2021)

In elementary education, instructional media play a crucial role because many concepts need to be presented through concrete examples and visual representations. This is particularly relevant to IPAS, which integrates science and social studies and connects learning materials to students' everyday environments. In this study, the focus is on the social studies (IPS) component of IPAS, specifically the material on landscapes and human adaptation. This topic is contextual because students can relate the material to conditions such as highlands, lowlands, coastal areas, and flood-prone environments.

Canva is a technology-based application that teachers can use to prepare instructional presentations. This application provides templates, images, illustrations, icons, animations, and other visual elements that can be arranged according to learning objectives. Previous research has reported that Canva can support the development of engaging instructional media and help teachers present material in a more visual and organized manner (Putri & Mudinillah, 2021; Wulandari et al., 2022; Tegar et al., 2022). Canva has also been linked to increased student interest, motivation, and engagement in learning (Dwanda et al., 2024; Fitriana et al., 2025). Further research on Canva as an interactive medium reports positive impacts on learning outcomes in the context of elementary schools (Kurniawan et al., 2024; Nurhosen et al., 2024).

Although digital media is increasingly available, its use in elementary school classrooms is not always optimal. Initial observations at UPTD SD Negeri 076112 Hilimbaruzo found that learning in third grade is still largely supported by textbooks and conventional teaching methods. Technology-based media has not been optimally utilized, even though classroom facilities support the use of digital presentations. These conditions result in less engaging learning activities, limited student participation, and learning outcomes that have not reached the expected level. Classroom teachers also indicated that students find it easier to understand learning materials when those materials are supported by visual and concrete media.

Given these conditions, improvements to the learning process are necessary. Classroom Action Research (CAR) was chosen because it provides a systematic process for enhancing classroom teaching practices through a repeated cycle of planning, action, observation, and reflection (Arif & Oktafiana, 2025; Utomo et al., 2024). In this study, Canva was utilized as a learning medium presented by the teacher, not as a design activity for students. The teacher/researcher used Canva to present IPAS material through images, illustrations, and structured slides, while students participated by observing, discussing, answering questions, completing worksheets, and presenting their work.

Previous research has provided evidence of Canva's usefulness in learning; however, this study specifically examines its application in third-grade IPAS instruction, with an emphasis on the social studies (IPS) aspects of the material regarding human adaptation to various environments. Therefore, this study aims (1) to improve third-grade students' learning outcomes through the use of Canva in IPAS instruction and (2) to describe the implementation of instruction using Canva at UPTD SD Negeri 076112 Hilimbaruzo.

METHODE

This study employed the Classroom Action Research (CAR) method, conducted in two cycles. Each cycle consisted of four stages: planning, implementation of actions, observation, and reflection. The study involved 23 third-grade students at UPTD SD Negeri 076112 Hilimbaruzo. During the study, the researcher acted as the action implementer, while the classroom teacher served as an observer. The researcher was responsible for planning and conducting lessons using the Canva application as a learning medium, while the classroom teacher observed the learning process and student activities using an observation sheet.

Data collection was conducted through observation and achievement tests. Observations were used to monitor the researcher's activities and student activities during the learning process. Indicators of the researcher's activities included the appropriateness of using Canva with the material, interaction with students, implementation of learning activities, and classroom management. Meanwhile, student activities were observed through their engagement in listening to the material presented via Canva, following the lesson, participating in discussions, completing assignments, and presenting the results of their activities. Learning outcome data were obtained through a test consisting of five questions to measure cognitive abilities at levels C1–C3.

Before being used in the research, the observation sheets and learning achievement tests were validated by one IPAS teacher and one lecturer. The validation focused on the suitability of the instruments with the learning objectives, learning materials, indicators, and the clarity of each observation item and test question. The observation sheets were used in each meeting of Cycle I and Cycle II to observe the activities of the researcher and students. The learning achievement test was administered at the end of each cycle and consisted of five essay questions covering cognitive levels C1–C3. Each question had a maximum score of 4, resulting in a maximum total score of 20. The final score was calculated by dividing the score obtained by 20 and multiplying it by 100. The validation results were used to revise and improve the instruments before they were used in the research.

The implementation of actions in each cycle was carried out in four stages. In the planning stage, the researcher prepared learning resources, materials presented using Canva, worksheets, observation sheets, and test instruments. In the implementation stage, the researcher conducted the learning activities according to the plan that had been formulated. During the observation stage, the classroom teacher observed the activities of the researcher and the students throughout the lesson. Next, during the reflection stage, the researcher and the classroom teacher analyzed the observation results and learning outcomes to identify shortcomings from the previous cycle and determine improvements for the next cycle. Cycle II was implemented by refining the teaching process based on the reflections from Cycle I.

Learning outcomes were assessed using the Learning Objective Achievement Criteria (KKTP) with a passing score of 65. Students were considered to have achieved the learning objectives if they obtained a score of ≥65. The success of the study at the classroom level was determined based on the criterion that at least 80% of the students obtained scores that met or exceeded the KKTP (Firmansyah et al, 2023). Observation data were analyzed by calculating the percentage of scores obtained compared to the ideal score, while learning outcomes were analyzed based on the class average score and the percentage of students who met the learning criteria at the class level. Through

this procedure, improvements in learning activities and student learning outcomes in each cycle could be identified.

RESULT AND DISCUSSION

Result

The research was conducted in two cycles. Improvements were made in Cycle II based on the reflection of Cycle I, particularly in the presentation of Canva materials, student involvement in discussion, classroom management, and the organization of learning activities. The main results are summarized in Table 1.

No	Indikator	Siklus I	Siklus II
1	Researcher activity	66,66%	85,83%
2	Student activity	64,80%	81,09%
3	Class average	65,65	76,95
4	Classical mastery	47,82%	86,95%
5	Students achieving mastery	11	20

Table 1. Summary of Research Results

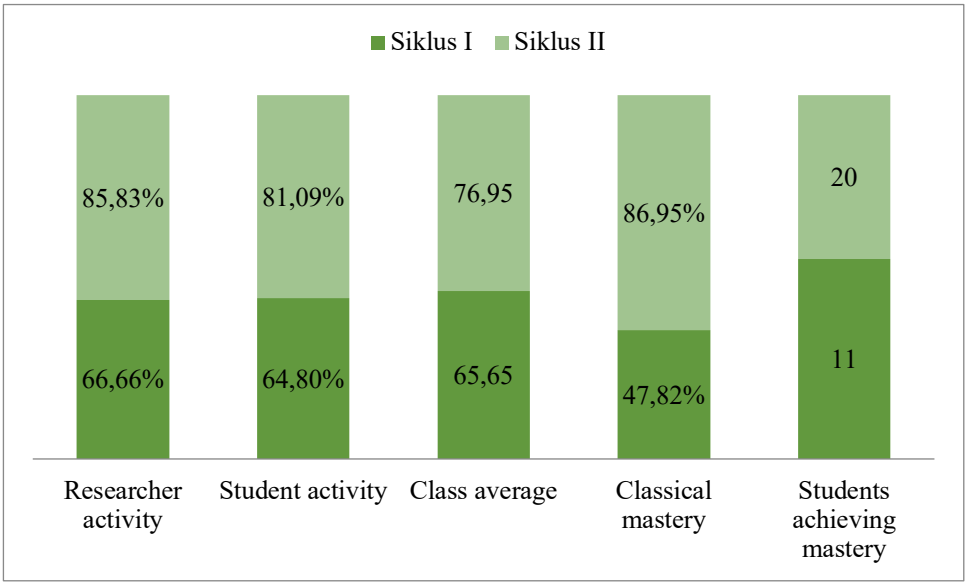


Figure 1. Comparison of Student Outcomes in Cycle I and Cycle II

In Cycle I, researcher activity reached 66.66%, while student activity reached 64.80%. The learning achievement test produced a class average of 65.65. Eleven of 23 students reached the mastery criterion, equivalent to 47.82%, while 12 students had not yet reached the criterion. Thus, the classical mastery target of at least 80% had not been achieved.

Reflection after Cycle I showed that the learning process still required improvement. In Cycle II, the learning presentation through Canva was optimized and student involvement was increased through more focused observation, discussion, worksheet activities, and presentation. As a result, researcher activity increased to 85.83% and student activity increased to 81.0%. The class average increased to 76.95,

and 20 of 23 students reached the mastery criterion. Classical mastery therefore reached 86.95%, exceeding the 80% success indicator.

Discussion

The findings indicate that the utilization of Canva supported improvements in both the learning process and student learning outcomes. The increase in researcher activity from 66.66% to 85.83% shows that the learning implementation became more organized after reflection and improvement. At the same time, the increase in student activity from 64.80% to 81.09% indicates greater involvement in observing materials, responding to questions, discussing, completing tasks, and participating in presentations.

The improvement from Cycle I to Cycle II was related to the learning process that was refined based on the reflection results. In Cycle I, some students were still less active in discussions and needed more guidance to understand the material presented through the learning media. Therefore, in Cycle II, the presentation of Canva materials was improved by using clearer pictures, illustrations, colors, and examples that were closely related to students' daily experiences. Student involvement was also strengthened through more focused group discussions, worksheets, question-and-answer activities, and presentations. These improvements provided students with more opportunities to observe, discuss, respond to questions, and express their understanding of the material. The increased student involvement was accompanied by an improvement in learning outcomes, as shown by the increase in the class average from 65.65 in Cycle I to 76.95 in Cycle II and the increase in classical mastery from 47.82% to 86.95%. Thus, the improvement in learning outcomes was associated not only with the use of Canva, but also with the improvements made to the learning process based on reflection in Cycle I.

This finding is consistent with studies reporting that Canva can help teachers present learning materials through attractive visual elements and structured media. (Putri & Mudinillah, 2021) found that Canva can be used in social science learning to support visual presentation of materials. (Andriani et al., 2022) also reported the effectiveness of Canva as a learning medium for elementary science learning. Tegar et al., (2022) emphasized that Canva provides useful features for developing effective learning media. These findings support the present result that visual presentation through Canva can make classroom learning more engaging.

The improvement in student activity is also in line with findings related to digital learning media. Jediut et al., (2021) explained that digital learning media can contribute to student learning motivation. Dwanda et al., (2024) reported that the use of Canva as learning media can increase student interest, while Fitriana et al., (2025) found that Canva-based learning media can increase learning motivation. These findings are relevant to the present study because increased attention and participation during learning were followed by better learning achievement.

The learning outcomes also showed a clear improvement. The class average increased from 65.65 in Cycle I to 76.95 in Cycle II, while classical mastery increased from 47.82% to 86.95%. The number of students who reached the mastery criterion increased from 11 to 20 students. This result is consistent with Kurniawan et al., 2024), who reported positive effects of interactive Canva media on IPAS learning outcomes in elementary school. Nurhosen et al., (2024) similarly reported an improvement associated with Canva-based learning media in elementary learning. These studies

strengthen the interpretation that appropriate visual media can help students understand learning materials and support better learning outcomes.

The improvement can also be understood from the characteristics of the learning material. The topic of adaptation to different landscapes is closely related to students' everyday experiences. When concepts such as highland, lowland, cold conditions, flood-prone areas, clothing, houses, and other forms of adaptation are presented through pictures and visual examples, students can connect abstract explanations with concrete situations. This makes the learning material easier to observe and discuss. The use of Canva therefore functioned not simply as decoration, but as a medium for organizing and visualizing the concepts being taught.

The results should nevertheless be interpreted within the scope of this classroom action research. The study involved one third-grade class with 23 students and was conducted on one learning topic. Differences in students' prior knowledge, responses, and learning pace may influence the magnitude of improvement. In addition, the effective use of Canva depends on supporting facilities such as a laptop, LCD projector, and adequate electricity. Therefore, the findings provide evidence of improvement in the studied classroom rather than a claim that Canva alone caused all changes in learning outcomes.

Overall, the results demonstrate that Canva can be a practical alternative for teachers who need to present IPAS materials in a more visual and engaging way. The use of Canva is particularly useful when the learning content contains concepts that can be connected to pictures and students everyday environments. Its use should remain aligned with learning objectives and be accompanied by discussion, worksheets, feedback, and assessment so that visual media support meaningful learning rather than becoming the focus of the lesson itself.

CONCLUSION

The utilization of Canva as a learning medium in third-grade IPAS at UPTD SD Negeri 076112 Hilimbaruzo was implemented well and improved from Cycle I to Cycle II. Researcher activity increased from 66.66% to 85.83%, while student activity increased from 64.80% to 81.09%. Student learning outcomes also improved, with the class average increasing from 65.65 to 76.95 and classical mastery increasing from 47.82% to 86.95%. The number of students achieving the mastery criterion increased from 11 to 20 students. Therefore, within the context of this classroom action research, the use of Canva supported more active and engaging IPAS learning and was accompanied by improved student learning outcomes. Future research may examine Canva use with different topics, grade levels, or learning models.

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CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the conduct or publication of this research.

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