



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Development of Canva Interactive Media in Pancasila Education Learning Using Problem Based Learning (PBL) Model for Grade V Elementary Schools

Anggun Kurnia*, Reinita , Atri Waldi , Sahrun Nisa

Primary School Teacher Education, Padang State University, 25132, Indonesia

ARTICLE INFO

Article history:

Received: 24 April 2025

Revised: 10 May 2025

Accepted: 17 May 2025

Published online: 24 May 2025

Keywords:

Canva,
Interactive Media,
Pancasila Education,
Problem Based Learning (PBL)

* Corresponding author:

E-mail: anggunkurnia612@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.9.3.p.1535-1545>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

This research was motivated by the low use of technology-based interactive media in Pancasila Education at elementary schools, especially in Cluster 1 of Lubuk Suhiung District. The media used is still limited to images and internet videos, and the use of Canva is not optimal. This study aims to develop interactive media using Canva based on the Problem Based Learning (PBL) model that is valid, practical, and effective. The research method used is Research and Development (R&D) with the 4D model from Thiagarajan, including Define, Design, Develop, and Disseminate stages. Trial subjects involved material experts, media experts, language experts, two teachers, and fifth grade students from two schools. Instruments used were validation questionnaires, practicality questionnaires, and learning outcome tests. The results showed the media developed obtained a validity score of 86% from material experts, 85% from teachers, and 90% from students, categorized as "Very Valid". Practicality scores reached 96.8% from teachers and 95.1% from students. The media was declared effective based on learning outcomes, with 100% of students achieving mastery in both trial schools. Thus, this Canva-based PBL interactive media is suitable for improving the effectiveness and quality of Pancasila Education learning.

1. Introduction

Education plays an important role in ensuring the continuity of the nation and state. Education is the main means to improve the quality of human resources in the future. According to Reinita & Afrianda (2022) Education is a link between current conditions and the future through the development of human potential. As time goes by, the world of education continues to experience changes, one of which is through curriculum updates to adapt to the demands of the times. In the era of industry 4.0, education faces the challenge of producing graduates with global competitiveness Harto (2018). Cognitive skills are the key that needs to be developed through changes in technology-based learning systems Reinita (2020). In addition to the

2013 curriculum, the independent curriculum is now being implemented, which focuses more on student needs. This curriculum gives students the freedom to understand the material, while teachers act as companions Magdalena et al. (2022).

The development of the era demands changes in learning methods, no longer relying solely on lectures. According to Sespén (2024) learning media is now an important means of delivering material more actively Sespén (2024). Mastery of information technology by teachers provides ease in delivering materials. Teachers now play a role not only as educators, but also as facilitators of media-based learning. The learning process is a communication between teachers and students that can be supported through learning media. Learning media, according to Tafonao in Firgiawan et al. (2024) can stimulate students' thoughts, feelings, attention, and interests Reinita & El Fitri (2019) added that media is an important aspect to improve the quality of learning. With the right media, learning becomes more effective and interesting.

Learning media also functions to foster students' learning motivation Afriana & Prastowo (2022) stated that good media is able to attract students' attention Reinita & Fitri (2022) emphasizes the importance of the teacher's role as a motivator and facilitator. Teachers must be creative in developing learning media so that students are more enthusiastic about understanding the material. One form of effective learning media is learning videos. According to Yuanta (2020) video media combines audio and visual messages to help understand the material. Video is an effective medium for conveying information and providing new experiences for students Melati et al. (2023). With videos, the learning process becomes more interesting and easier to understand.

In research Hapsari & Zulherman (2021) the use of Canva animation media has been proven to improve students' understanding and learning motivation. Canva is a practical alternative for teachers to develop video-based learning media. Rahmatullah et al (2020) explained that Canva is an online application that is easy to use in creating learning media. Teachers can use Canva to create media that is interesting and in accordance with students' needs. Canva offers various advantages, such as design diversity, interesting features, and ease of use. Canva also saves time and increases the creativity of teachers and students. In the independent curriculum, the use of video media helps students be more active and understand the material easily. Therefore, learning videos should be designed as interactive as possible to increase learning effectiveness.

Based on the results of observations in several schools in Pasaman Regency, it was found that the independence curriculum has been implemented, but the use of Canva-based learning media is not optimal. Generally, teachers only use image media from the internet and videos from YouTube. Facilities such as LCD projectors and internet access are already available in schools, but teachers' creativity in creating media is still limited. This shows the need for innovation in the use of technology-based learning media. Through interviews and observations in the five elementary schools, it can be concluded that Canva-based learning has not been implemented. The majority of teachers are still limited in using technology

only to display videos available on the internet. Therefore, the author feels the need to develop Canva-based video media to support independent curriculum learning. Previous research by Hapsari & Zulherman (2021) also proves the effectiveness of using Canva in increasing student motivation and learning achievement.

In developing media, it is necessary to pay attention to the principles of effectiveness, creativity, and affordability. Canva provides convenience because it is available for free and can be accessed through various devices, such as laptops and mobile phones. In addition, the media developed must be in accordance with the characteristics and needs of students in the era of the independent curriculum. In line with the opinion Reinita (2017) The right media will strengthen students' learning experiences and accelerate the achievement of learning objectives. The development of Canva-based learning videos also trains teachers to think creatively and innovatively. Teachers do not only rely on printed materials, but also create multimedia-based learning experiences. The results of previous studies have shown that animated video-based learning can significantly improve student learning outcomes. With the training on using Canva, it is hoped that teachers will be able to produce varied and interesting learning media.

The use of Canva-based learning videos in the Merdeka curriculum strengthens the principle of differentiated learning. Students can learn in a way that is more in line with their respective learning styles, whether visual, auditory, or kinesthetic. With video media, students can also repeat the material independently at home. This is in accordance with the spirit of the Merdeka curriculum which encourages students' independence and creativity in learning. Based on these needs, the development of Canva-based learning video media is considered very important to support the implementation of the independent curriculum. Interesting and interactive media can increase student motivation, understanding, and involvement in learning. This research is expected to be a real contribution in developing technology-based learning media innovations. Thus, education at the elementary school level can be more adaptive to the development of the times.

2. Methodology

This research is a research and development (R&D) that aims to produce a product in the form of learning media using the Canva application and test its validity and practicality. The development model used is the 4D model (Define, Design, Develop, Disseminate) developed by Thiagarajan, Semmel, and Semmel. At the Define stage, initial analysis, student analysis, concept analysis, task analysis, and formulation of learning objectives are carried out. The Design stage focuses on designing attractive Canva video media that are in accordance with Pancasila Education materials. The Develop stage includes validation and practicality trials, while the Disseminate stage is the distribution of media to a wider scale.

The development procedure in this study consists of defining learning problems, designing media, developing products, and distributing them. At the development stage, validation was carried out by material experts, media experts, and language

experts, as well as practical trials on teachers and students. The data collected were qualitative and quantitative data. Qualitative data were in the form of validator suggestions and comments, while quantitative data were in the form of scores from validation and practicality results. The instruments used included validation questionnaires, teacher and student practicality questionnaires, and learning outcome test questions to measure media effectiveness.

Data analysis techniques were carried out qualitatively and quantitatively. Qualitative data were analyzed by summarizing and improving the media based on validator comments. Quantitative data were analyzed using percentage calculation techniques to determine the level of validity and practicality. Scores from the validation and practicality questionnaires were analyzed using a Likert scale. For the validity and practicality categories, the value ranges were set as follows:

Table 1. Percentage Scale of Validity and Practicality

Percentage Range	Category
81% – 100%	Very Good
61% – 80%	Good
41% – 60%	Enough
21% – 40%	Less
0% – 20%	Very Less

Source : Nurhidayah et al. (2022)

The results of this calculation are then used to determine the qualification of learning media. Media is declared feasible if it reaches a minimum category of "Good" both in terms of validity and practicality. For data analysis of effectiveness using data analysis assisted by the SPSS version 22 application

3. Result and Discussion

A. Trial Data Presentation

This research was conducted using Canva video media in Pancasila Education learning with the Problem Based Learning (PBL) Model approach for fifth grade students at elementary school cluster 1, Lubuk Sikaping District. The trial was conducted involving 50 students from two schools: SDN 02 Jambak (30 people) and SDN 11 Tanjung Alai (20 people). This research was conducted through four stages: Define, Design, Development, and Disseminate.

a. Define Phase Results (Define)

At this stage, an analysis of the problems faced in learning was carried out, namely the delivery of less interesting material, minimal use of learning media, and the dominance of lecture methods. Analysis of students showed that they were in the age range of 7-12 years, who began to think abstractly and were able to identify problem variables. The main concepts analyzed included learning objectives that focused on understanding the history of Pancasila, as well as developing an attitude of respect for the struggles of the heroes.

b. Results of the Design Stage (Design)

At the design stage, researchers developed learning video media using the Canva application. This video is designed to make it easier for teachers to present Pancasila Education materials more interestingly and in accordance with technological developments. This video is designed with a presentation template that combines text and audio visuals that support student understanding.

To open the video in Figure 1, choose a dynamic and cheerful opening visual—for example, an illustration of a group of elementary school students enthusiastically raising their hands while wearing red and white uniforms, against a brightly colored circle-graphic background. The modern cartoon style will immediately catch children's attention and spark their curiosity.



Figure 1. Elementary school students enthusiastically raise their hands against a brightly colored graphic background.

On the next slide, display an image that represents the pride of the Indonesian nation, such as a Gedung Sate and the Monas monument. Combine iconic elements so that students can feel the spirit of love for their homeland before entering the material "My Country, Indonesia." Like as can be seen in Figure 2.

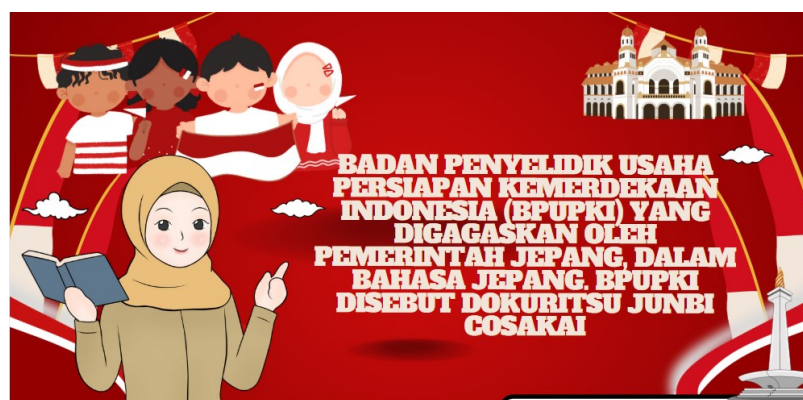


Figure 2. Illustration depicting the wisdom of Indonesian

c. Development Phase Results (Development)

The development stage includes validation of learning media by three experts: material, media, and language experts. Validation was carried out in two rounds. Based on suggestions from the validators, the learning media underwent several revisions to improve the suitability of the material to the learning objectives and a more professional presentation format. Media trials were conducted on students in two schools to measure its practicality and effectiveness. To facilitate access and utilization of the products resulting from the development of this learning media, we provide an access link that can be used by educators and students. The link contains the final version of the learning media that has gone through a validation and trial process, so that it is ready to be used as an effective and practical learning resource. Please click the following link to download or access the product directly. https://drive.google.com/drive/folders/1sLAODKzPdXZmvuN4MlP_zPbts6W4BlIx?usp=sharing

d. Results of the Dissemination Stage (Disseminate)

This development model refers to the 4-D model according to Thiagarajan in Trianto (2012), which consists of four stages: define, design, development, and disseminate. At this stage, the researcher carried out the distribution of learning media after conducting trials at SDN 02 Jambak and SDN 11 Tanjung Alai. This distribution was carried out using learning media in the form of Canva videos that had been saved in the form of a flash disk. The researcher then distributed it to two other schools in the same cluster as SDN 02 Jambak and SDN 11 Tanjung Alai. The distribution of this learning media aims to make it easier for teachers to deliver learning materials that have been distributed by the researcher, with the hope of increasing the effectiveness of learning in these schools.

B. Validation and Revision of Learning Media

The validity test was conducted by three experts, namely material experts, media experts, and language experts. The results of the material validity test showed that the Canva video media obtained an average score of 97%, which is included in the "Very Good" category. Material experts assessed that the content in the video media was in accordance with the learning objectives and the information conveyed was very relevant to the Pancasila Education material. The media validity test was conducted by media experts, who gave an average score of 92.5%, assessing that the design and presentation of the media were quite interesting and suitable for use in learning. Meanwhile, language experts gave a score of 100% for language validity, indicating that the language used in the video was in accordance with correct Indonesian language rules. Overall, the Canva video media received an average validity of 96.5%, indicating that this media is very suitable for use in Pancasila Education learning.

C. Practicality Trial

The Canva video media trial was conducted in two schools, namely SDN 02 Jambak and SDN 11 Tanjung Alai. In the practicality trial stage, teachers gave a very positive response. The teacher's assessment of this video media showed a score of 4 for each question, with a total score of 24 indicating 100% practicality. Teachers observed the use of media in learning and assessed that this media was easy to use and effective in attracting students' attention. On the other hand, the trial on students showed very good results. At SDN 02 Jambak, students gave a score of 95.2% for the practicality of the media, while at SDN 11 Tanjung Alai, the score obtained was 93%. Student responses showed that they were interested in the attractive video design and the use of fun animations, which could increase their enthusiasm for learning. Based on the results of this trial, Canva video media has proven to be very practical for use in learning.

D. Effectiveness

To determine the effectiveness of the treatment given in this study, a series of data analyses were carried out, starting with a normality test to determine whether the data was normally distributed so that it met the requirements for conducting a parametric test, namely the t-test.

Table 2. Normality Test Results

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	,155	38	,200*	,939	38	,277
Posts	,201	38	,054	,878	38	,074

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test presented in Table 2, it is known that the significance value (Sig.) of the Shapiro-Wilk test for the pretest data is 0.277 and for the posttest data is 0.074. Both values are greater than $\alpha = 0.05$, so it can be concluded that the pretest and posttest data are normally distributed. Therefore, the t-test can be used to test the effectiveness of the treatment given.

Table 3. T-Test Results

	One Sample Test					
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	15,810	38	,000	70,55556	61,1399	79,9712
Posts	30,149	38	,000	87,22222	81,1185	93,3260

Based on both pretest and posttest, the results of the One-Sample t-Test showed that both mean values were significantly different from zero (with $p < 0.05$). The

difference between pretest and posttest was also quite clear, with a higher mean in the posttest (87.22222) compared to the pretest (70.55556). This shows that the treatment given has a significant positive effect on the posttest results.

E. Data analysis

The results of the analysis of the validity data of Canva-based learning media showed a very good assessment from three experts, namely material experts, media experts, and language experts. From the material expert's side, this media received a score of 97%, which indicates that the material presented is in accordance with learning objectives, a clear flow, and good conceptual sequence. The media expert's assessment also recorded a score of 92.5%, indicating that the media design is quite attractive and easy to use. The language aspect received a perfect score of 100%, which means that the use of language in this media is in accordance with EYD and is easy for students to understand. Overall, the validity results show that this media is very suitable for use with an average validity value of 96.5%.

In terms of practicality, Canva-based learning media shows very satisfying results for both teachers and students. Teachers gave a 100% rating in the "Very Practical" category, because this media makes it easier to deliver material and helps the teaching process become more organized. Teachers also appreciate the ease of use and attractive media design, making learning more effective. Likewise with students, they gave positive responses, felt interested, and found it easier to understand the learning material delivered using this media. The use of interactive media and attractive visuals has succeeded in increasing students' interest and motivation to learn.

Based on the results of the normality test and t-test, it can be concluded that the treatment given is effective. The normality test shows that the pretest data is normally distributed, while the posttest data tends not to be normally distributed after treatment. However, the results of the t-test for both groups (pretest and posttest) show a significant difference between the two averages ($p < 0.05$), with a higher posttest average (87.22) than the pretest (70.56). This shows that the treatment given has a significant positive effect on improving the results on the posttest.

Discussion

The development of Canva video media for Pancasila Education learning in grade V of elementary school showed very good results based on the validity, practicality, and effectiveness tests carried out. The process of developing this media follows the 4D model consisting of the stages of definition, design, development, and distribution. Media validity was carried out by material, media, and language experts, with very good results. The material validity score reached 97%, media validity 92.5%, and language validity 100%, resulting in an average score of 96.5%, indicating that this media is very suitable for use in learning. According to experts, this learning video media that uses an interactive and attractive design is very suitable for attracting students' attention and increasing their involvement in

learning, in accordance with the theory expressed by Nursolehah et al. (2024) in multimedia theory which states that visual media that supports text will accelerate understanding of concepts.

Furthermore, the practicality test was conducted at SDN 02 Jambak and SDN 11 Tanjung Alai. The results of the trial on teachers showed a score of 100% for the practicality of using Canva video media, both at SDN 02 Jambak and SDN 11 Tanjung Alai. Likewise with the response of students, who showed enthusiasm and pleasure in learning using this media, with a score of 95.2% at SDN 02 Jambak and 93% at SDN 11 Tanjung Alai. This media is considered interesting thanks to its interactive design and audio visuals that support the learning process. According to Wardani et al. (2024) media that is interesting and in accordance with student characteristics can increase learning motivation, and this is reflected in the results of observations of student responses which are very positive towards this video media.

Finally, an effectiveness test was conducted to measure the success of the learning process. Evaluation of learning outcomes showed that Canva video media was effective in improving students' understanding of Pancasila Education material. The use of the Problem Based Learning (PBL) model with this media makes students more active, enthusiastic, and understands the material well. According to the opinion Istofany et al. (2024) revision, the use of technology in contextual and problem-based learning helps students not only to understand the material cognitively, but also to develop critical and creative thinking skills. Thus, Canva video media has proven to be effective and feasible to use in learning in grade V of elementary school.

4. Conclusion

Innovative and engaging learning media are essential for enhancing the effectiveness of the teaching and learning process, particularly in Pancasila Education. One promising tool is video-based content created with Canva. In this study, a Canva-based video was developed to support the “My Country Indonesia” unit for fifth-grade students. Expert review confirmed that the video’s content and design met the highest standards of validity, earning a rating that places it well within the “very good” category.

Field trials at two elementary schools demonstrated its practicality: teachers found it exceptionally easy to implement, and students responded enthusiastically, reporting that the video helped them understand the material more clearly. Moreover, the introduction of this media led to a marked improvement in student performance on subsequent assessments, underlining its effectiveness in promoting deeper learning. Taken together, these findings indicate that Canva-based videos offer a highly suitable and impactful resource for Pancasila Education.

References

- Afriana, S., & Prastowo, A. (2022). Penggunaan media pembelajaran e-comic dalam menumbuhkan motivasi dan antusiasme belajar peserta didik sekolah dasar. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 22(1), 41–56. <https://doi.org/10.30651/didaktis.v22i1.11089>
- Hapsari, G. P. P., & Zulherman, Z. (2021). Pengembangan media video animasi berbasis aplikasi canva untuk meningkatkan motivasi dan prestasi belajar siswa. *Jurnal Basicedu*, 5(4), 2384–2394. <https://doi.org/10.31004/basicedu.v5i4.1237>
- Harto, K. (2018). Tantangan dosen ptki di era industri 4.0. *Jurnal Tatsqif*, 16(1), 1–15. <https://doi.org/10.20414/jtq.v16i1.159>
- Istofany, M. A. B., Negara, H. R. P., & Santosa, F. H. (2024). Analisis Penggunaan Teknologi dalam Pembelajaran Matematika untuk Meningkatkan Keterampilan Berpikir Kritis pada Mahasiswa. *Jurnal Ulul Albab*, 28(1), 1. <https://doi.org/10.31764/jua.v28i1.23325>
- Magdalena, I., Fadillah, Y., Maharani, R., Ariq, M., & N, G. K. (2022). Pengembangan Media Pembelajaran Articulate Storyline Menggunakan Model Think Pair Share di Kelas IV SDN Karang Tengah 07. *Anwarul*, 2(1), 38–53. <https://doi.org/10.58578/anwarul.v2i1.206>
- Melati, E., Fayola, A. D., Hita, I., Saputra, A. M. A., Zamzami, Z., & Ninasari, A. (2023). Pemanfaatan animasi sebagai media pembelajaran berbasis teknologi untuk meningkatkan motivasi belajar. *Journal on Education*, 6(1), 732–741. <https://doi.org/10.31004/joe.v6i1.2988>
- Nurhidayah, L., Siregar, H., & Octariani, D. (2022). Pengembangan media pembelajaran berbasis open-ended berbantuan smart apps creator untuk meningkatkan hasil belajar siswa di MTS PP Mawaridussalam. *Jurnal Pembelajaran Dan Matematika Sigma (JPMS)*, 8(2). <https://doi.org/10.36987/jpms.v8i2.3278>
- Nursolehah, S., Rasminah, S., Rokmah, S., & Najiyah, S. (2024). Efektivitas Pembelajaran Visual dalam Meningkatkan Pemahaman Siswa terhadap Sejarah Islam di MI Miftahul Huda. *EduSpirit: Jurnal Pendidikan Kolaboratif*, 1(3), 414–419.
- Reinita, & Afrianda, G. (2022). Pengembangan Multimedia Interaktif Articulate Storyline 3 Berbasis Pendekatan (Ctl) Pada Pembelajaran Tematik Terpadu Di Kelas Iv Sd. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 11(1), 201–212. : <https://doi.org/10.24036/e-jipsd.v11i1.14447>
- Reinita, & Fitria, A. (2022). Pengembangan Media Pembelajaran Vidio. *Paedagoria : Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 13(2), 98–101. <https://doi.org/10.31764/paedagoria.v13i2.9021>
- Reinita, R. (2017). Pengaruh Penggunaan Model Kooperatif Tipe Think Pair Share (TPS) Dalam Pembelajaran PKn Di Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 1(2). <https://doi.org/10.24036/02017128615-0-00>
- Reinita, R. (2020). Pengaruh Penerapan Model Discovery Learning Terhadap Hasil Belajar Siswa Pada Pembelajaran Pkn di Kelas V SDN 02 Aur Kuning Bukittinggi. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, 3(2), 13. <https://doi.org/10.24036/jippsd.v3i2.107405>
-

-
- Reinita, R., & El Fitri, A. (2019). *The Effect of Cooperative Two Stay Two Stray Model on Civics Learning Outcomes of Primary School Students*. 382(Icet), 433–437. <https://doi.org/10.2991/icet-19.2019.109>
- Sespen, A. P. (2024). Inovasi Media Pembelajaran Menggunakan Book Creator Di Sdn Percobaan Padang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(04), 122–134. <https://doi.org/10.36989/didaktik.v10i04.4491>
- Wardani, N. W., Kusumaningsih, W., & Kusniati, S. (2024). Analisis Penggunaan Media Pembelajaran terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 134–140. <https://doi.org/10.54371/jiepp.v4i1.389>
- Yuanta, F. (2020). Pengembangan media video pembelajaran ilmu pengetahuan sosial pada siswa sekolah dasar. *Trapsila: Jurnal Pendidikan Dasar*, 1(02), 91–100. <http://dx.doi.org/10.30742/tpd.v1i02.816>

How to cite this article:

Kurnia, A., Reinita., Walidi, A., & Nisa, S. (2025). Development of Canva Interactive Media in Pancasila Education Learning Using Problem Based Learning (PBL) Model for Grade V Elementary Schools. *Journal of Educational Sciences*, 9(3), 1535-1545.
