

The Application of Canva Media in Improving Student Learning Outcomes on the Uniqueness of My Residence in Grade IV of Al Washliyah 01 Medan Elementary School

Haliza luthfia¹, Nurjannah²

Universitas Muslim Nusantara Al-Washliyah^{1,2}

*E-mail: Haliza.luthfia123@gmail.com

Abstract

Engaging and interactive learning media are essential to enhance students' participation and understanding in the learning process. This study aims to improve students' learning outcomes through the implementation of Canva media in classroom instruction. The subjects of this study were 15 fourth-grade elementary school students. The method used was Classroom Action Research (CAR), conducted in two cycles. The instruments included observation sheets and learning outcome tests. The results showed an improvement in students' learning outcomes from Cycle I to Cycle II. In Cycle I, the percentage of students achieving mastery was 60%, which increased to 86.67% in Cycle II. This improvement indicates that the use of Canva media helps teachers deliver material in a visual, engaging, and interactive way, thereby enhancing students' understanding. Thus, Canva media is effective as an instructional aid to improve students' learning outcomes.

Keywords: Canva Media, Learning Outcomes, Classroom Action Research



Licensees may copy, distribute, display and perform the work and make derivative works and remixes based on it only if they give the author or licensor the credits (attribution) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purposes.

Introduction

In this increasingly advanced era and the development of science and technology, efforts to improve the quality of education have become a paramount issue. Education is a human life process aimed at acquiring useful knowledge for the future and supporting life in this evolving era (Munirom, 2021).

Learning media serve as a medium for messages, from sender to recipient (Harahap et al., 2021). When implemented effectively, learning media can help address teacher weaknesses and deficiencies in teaching, both in mastery of material and learning methodology, particularly within the current curriculum. Based on this, learning media can be interpreted as a tool used by educators to support the success of the learning process and stimulate student interest in learning (Hasan, 2021).

According to Demarest (in Lam'ah & Fitrah Dwi, 2022), Canva is a free design platform that can easily help users create professional-looking designs. Canva is an online design application that provides a variety of graphic designs, such as infographics, PowerPoint presentations, resumes, pamphlets, posters, and more (Tanjung & Faiza, 2019).

Canva is highly useful in supporting interactive and engaging learning media. With a variety of available templates, such as presentations, infographics, and posters, Canva enables teachers to create learning materials that are more visual and easier for students to understand. Rasmito & Riniati (2024) stated that learning outcomes are an important indicator in the educational process, as they reflect the extent to which learning objectives have been achieved.

Based on observations at the research site regarding the learning process, students often chatted with their friends during learning activities, and some even played in their desks and ignored teacher explanations (Mufliva & Permana, 2024). Students also rarely participated in expressing their opinions during learning activities and were less active in responding to the learning process (Astuti & Fujiyati, 2024).

Some students feel unmotivated during the learning process because teachers still use conventional learning, namely one-way or teacher-centered learning, which provides little opportunity for students to express their opinions, thus making them less interested in the learning process (Nurunnajmi & Darwis, 2023). Consequently, students prefer to sit alone at their desks and share stories with their friends. Learning activities also lack a variety of learning models (Sutikno et al., 2015).

Selecting the right learning model aims to design a more engaging learning process, thus generating student interest and enthusiasm, or a reciprocal response between the teacher and students during the learning process (Annisa et al., 2024).

During the learning process, student learning engagement can be observed through activity indicators as needed (Rusidik et al., 2023). Student engagement plays a crucial role in learning; learning is considered effective if students actively participate in the learning process (Anggraini & Wulandari, 2021). Active student engagement in learning activities emphasizes student understanding of the problems they face. Student engagement in learning activities is also crucial for successful learning (Nababan & Sipayung, 2023). Learning activities require students to actively participate, beginning with the use of a variety of innovative learning models.

This indicates low student engagement in the learning process, as evidenced by students' lack of active response during the learning process. Some students remain silent when asked about the material being studied (Rusidik et al., 2023). Teachers often use lecture methods, and the use of science and technology is also seen to be underutilized. Low student engagement in the learning process makes it difficult for teachers to determine whether students understand the material being taught, resulting in suboptimal learning outcomes (Rusidik et al., 2023).

Low student engagement can be seen from observations conducted by researchers during learning activities. Many students fail to provide feedback during the learning process, and their lack of confidence in expressing opinions leads to passive learning. Teachers fail to implement a variety of learning models, creating a classroom atmosphere characterized by a spectator-like atmosphere.

Methods

This study is a Classroom Action Research (CAR) model based on the Kemmis and McTaggart model, consisting of three cycles. Each cycle includes four stages: planning, action implementation, observation, and reflection. The subjects were fourth-grade students at Al Washliyah 01 Elementary School, Medan.

The instruments used in this study included observation sheets, learning outcome evaluation sheets, and documentation. This study aims to improve student learning outcomes on the topic "The Uniqueness of My Home Area" through the application of Canva media. Data were analyzed descriptively using quantitative and qualitative methods to determine improvements in student learning outcomes in each cycle.

Results and Discussions

1. Results

Researchers conducted observations to determine the learning outcomes of fourth-grade students. The results of the observations can be seen in the image below.

Tabel 1

Tabel Hasil Belajar Siswa pada Observasi Awal

No	Nama	Nilai	Keterangan	
			Tuntas	Tidak Tuntas
1	Aldi	70		Tidak Tuntas
2	Arif	50		Tidak Tuntas
3	Arman	85	Tuntas	
4	Bastian	50		Tidak Tuntas
5	Bilqis	50	Tuntas	
6	Dafa	65	Tuntas	
7	Fawwas	78		Tidak Tuntas
8	Gibran	85	Tuntas	
9	M. Rivky Vian	50		Tidak Tuntas
10	Munzir	85		Tidak Tuntas
11	Nadia	50		Tidak Tuntas
12	Nadzifah	65		Tidak Tuntas
13	Naufal	70		Tidak Tuntas
14	Habib	50		Tidak Tuntas
15	Wazzai Ziraska	50		Tidak Tuntas
Total		953	4	11
Presentase		26,67%.		

Figure 1 Observation Results

Based on Figure 1, it is known that the learning outcomes of fourth-grade students at Al Washliyah 01 Elementary School, Medan, during the initial observation showed a mastery level of 26.67%. Of the 15 students sampled in this cycle, only 4 students achieved the Minimum Mastery Criteria (KKM), while the other 11 students had not achieved learning mastery. This percentage reflects that before the implementation of Canva media in the learning process, students' level of understanding of the material "The Uniqueness of My Home Area" was still relatively low.

a. Cycle I Implementation

Cycle I implementation took place in two meetings, on May 14 and 15, 2025. All fourth-grade students participated in the cycle I implementation process. The implementation steps consisted of three stages: initial activities, core activities, and final activities. This can be seen in Figure 2 below:



Figure 2 Core activities of cycle 1 meeting 1

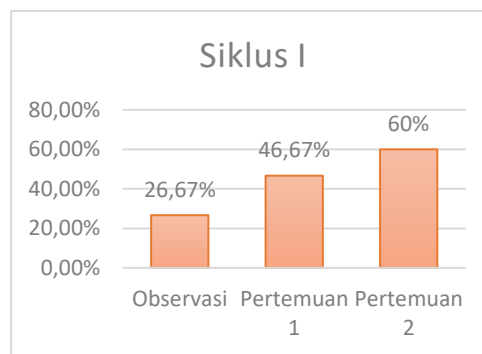
Figure 2 shows the core learning activities in the first meeting of cycle I. In this image, students begin to carry out learning activities that focus on understanding the material.



Figure 3 Core activities of cycle 1 meeting 2

Figure 3 shows documentation of core activities in the second meeting of Cycle I. The image shows the researcher displaying Canva media during the learning process. Students began to show better responses compared to the previous meeting.

Cycle I was conducted in 2 meetings. The comparison of learning outcomes between the observation stage, the first meeting of cycle I, and the second meeting of cycle I can be seen in the following diagram:



Graph 1 Student Learning Outcomes in Cycle I

Graph 3, a diagram of student learning outcomes in Cycle I, shows an increase from the observation phase to the second meeting. In the observation phase, the student completion rate was 26.67%, increasing to 46.67% in the first meeting, and reaching 60% in the second meeting. This increase reflects the initial impact of Canva's implementation as a learning aid, although its implementation is still in the adaptation phase by teachers and students.

b. Implementation of Cycle II

The implementation of Cycle II was conducted in two meetings, on May 19 and 20, 2025. All fourth-grade students participated in the implementation process. The implementation steps consisted of three stages: initial activities, core activities, and final activities.

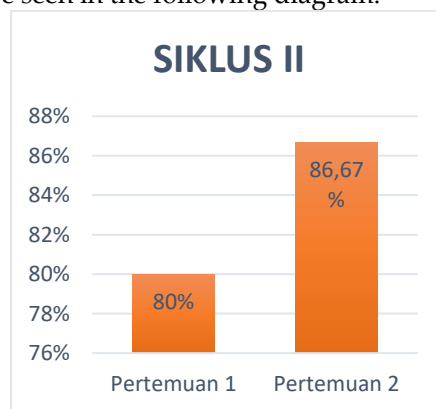


Figure 4 Core activities of cycle 2 meeting 1.

Figure 4 shows the core learning activities. Students are seen to be more active in participating in the learning process, both in discussions and completing assignments. The teacher also appears to be providing closer guidance. The teacher reinforces the material and guides

students to solve problems with better understanding. This activity also serves as reinforcement and a final evaluation of the entire learning process.

The comparison of learning outcomes between the observation stage, cycle II first meeting, and cycle II second meeting can be seen in the following diagram:



Graph 2 Student Learning Outcomes in Cycle II

Based on Figure 6, the results of the evaluation of fourth-grade elementary school students using Canva media, there is a visible increase in the percentage of learning completion from the first meeting to the second. In the first meeting, 80% of students achieved completion, while in the second meeting, this figure increased to 86.67%. This means there was a 6.67% increase in the number of students who completed the learning.

2. Discussions

This study aimed to determine the effect of Canva on improving student learning outcomes on the topic "The Uniqueness of My Hometown" in fourth-grade students at Al Washliyah 01 Elementary School, Medan. Based on the results obtained in each cycle, it was clear that the use of Canva had a positive impact on student understanding and achievement. This media provides engaging and interactive visualizations, thus enhancing student focus and engagement in learning.

In the first meeting of cycle I, student learning outcomes were still relatively low. Of the 15 students, only 7 achieved the Minimum Competency (KKM). This indicates that students are still adapting to the use of Canva as a learning tool. Although the media was being used, the approach was still preliminary and had not been fully utilized by both the teacher and students. Teachers were also still adjusting to strategies for effective Canva utilization.

After improvements were made in the second meeting of cycle I, learning outcomes improved, with the number of students completing the learning process increasing to 9. Teachers began to adapt Canva's use more appropriately, such as presenting infographics, maps, and other visual elements that support students' understanding of the uniqueness of their hometown. This helps students understand the material more concretely because they can see visual representations of the concepts being taught.

Canva has been proven to support thematic learning, such as the topic "The Uniqueness of My Home Region," which requires illustrations of culture, customs, traditional clothing, and the local environment. In conventional learning, this material can feel abstract and unengaging. However, with Canva, teachers can make the material more lively, making it easier for students to relate it to their experiences and surroundings.

The main factor contributing to the low learning outcomes in the first meeting is suspected to have been the lack of active student engagement during the learning process. Image documentation shows that the classroom atmosphere was still dominated by the teacher, while students appeared passive. Furthermore, the methods used may not have been appropriate for the characteristics and understanding levels of the students.

In the second meeting of cycle I, improvements were made to the learning strategy. The teacher began evaluating the approach used and adjusting it to be more student-centered. The results showed an improvement: 9 students were declared to have completed the task and 6 students were not. Although not significant, this improvement indicates that the improvements taken are starting to have a positive impact on student understanding.

These improvements likely include the use of more engaging media, a more communicative approach, and increased two-way interaction between the teacher and students. Teachers may also provide more individualized guidance to students who have not yet grasped the material. This helps some students achieve learning mastery.

In the first meeting of Cycle II, improvements in student learning outcomes were increasingly evident. Twelve out of 15 students were declared to have completed the material, leaving only three students incomplete. This indicates that the learning process was significantly more effective than in the previous cycle. Student-centered learning appears to improve student understanding and participation across the board.

A key factor influencing this success is likely the teacher's consistency in improving the learning process. Teachers increasingly understand students' learning needs and are able to create a conducive classroom atmosphere. Furthermore, active student involvement in core activities, such as discussions or group work, appears to contribute significantly to improved learning outcomes.

The core activities in the second meeting of Cycle II serve as reinforcement of the material. At this stage, teachers provide opportunities for students to review and deepen their understanding. This way, students are not only memorizing but also better able to understand and apply the concepts taught.

The improvement in student learning outcomes from cycle to cycle demonstrates the importance of teacher reflection on the learning process. Continuous evaluation can identify weaknesses and guide appropriate improvements. This demonstrates that classroom action is systematic and sustainable.

The learning model used in this study has been proven to improve student learning outcomes. This success is demonstrated by the increase in average class grades and the increase in the number of students completing each cycle. This demonstrates that the teacher's interventions to improve learning methods are effective.

Careful learning planning, targeted implementation, and ongoing reflection are key to improving student learning outcomes.

Conclusion

Based on the research results obtained, it was concluded that this study successfully found that the application of Canva media in learning the material Uniqueness of My Home Region in grade IV of Al Washliyah Elementary School Medan ran well and effectively. Canva media was used as a tool that was able to present material visually and attractively so that it made the learning process more interactive and easier for students to understand. Student responses to the use of Canva media were very positive. Students felt more interested and enthusiastic in participating in learning because Canva's colorful and varied visual display was able to adapt to their learning styles, especially the dominant visual learning style in elementary school-aged children. This means that Canva Media was proven to be able to help students understand the concept of the material uniqueness of their home region more concretely and deeply. With clear visualizations in the form of images, maps, and infographics, students can relate the material to real experiences in their surroundings, so that understanding the concept becomes easier and learning outcomes improve. Canva media makes a positive contribution in improving the quality of learning and student understanding of the material uniqueness of the region, so it is suitable for use as a learning medium in grade IV of Al Washliyah Elementary School Medan.

References

- Anggraini, P. D., & Wulandari, S. S. (2021). Analisis penggunaan model pembelajaran project based learning dalam peningkatan keaktifan siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 9(2), 292-299.
- Annisa, N., Nurmairina, Dewi, I. S., Fridani, N., & Sari, W. P. (2024). Penerapan Model Pembelajaran Pbl Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran Pendidikan Pancasila Kelas IV. *De Journal (Dharmas Education Journal)*, 3(2), 315–323.
- Astuti, R. I., & Fujiyati, I. (2024). Penerapan Program Market Day Untuk Meningkatkan Kreativitas Dan Jiwa Kewirausahaan Siswa Di Sdn Ujungrusi 04. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 09(03), 259–268.
- Harahap, O. F. M., Pd, M., Mastiur Napitupulu, S. K. M., & Batubara, N. S. (2022). *Media pembelajaran: teori dan perspektif penggunaan media pembelajaran dalam pembelajaran bahasa inggris*. CV. Azka Pustaka.
- Hasan M., Dkk. 2021. *Media Pembelajaran*. Klaten: Tahta Media Group.
- Lam'ah, & Fitrah Dwi, D. (2022). Penerapan Model Investigasi Kelomok Meningkatkan Hasil Belajar Siswa pada Tema Indahnya Keragaman di Negeriku Kelas IV SD. *Jurnal Pendidikan Dan Pembelajaran Terpadu*, 04(01), 83–93.
- Mufliva, R., & Permana, J. (2024). Teknologi Digital dalam Pembelajaran di Sekolah Dasar sebagai Isu Prioritas dalam Upaya Membangun Masyarakat Masa Depan. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 12(1), 234–242. <https://doi.org/10.20961/jkc.v12i1.83127>
- Munirom, A. (2021). Manajemen Peningkatan Mutu Pendidikan. *Jurnal An-Nur: Kajian Ilmu-Ilmu Pendidikan Dan Keislaman*, 7(01), 154-174.
- Nurunnajmi, & Darwis, U. (2023). Penerapan Model Pembelajaran Problem Based Learning Dengan Media Puzzle Untuk Meningkatkan Hasil Belajar Siswa Pada Tema Benda di Sekitarku di Kelas III SD Abdi Sukma Kota Medan. *EduGlobal: Jurnal Penelitian Pendidikan*, 02(3), 284–297.
- Nababan, D., & Sipayung, C. A. (2023). Pemahaman Model Pembelajaran Kontekstual Dalam Model Pembelajaran (CTL). *Jurnal Pendidikan Sosial Dan Humaniora*, 2(2), 825-837.
- Rahmasari, E. A. (2021). Kajian Usability Aplikasi Canva: Studi Kasus Penggunaan Mahasiswa Desain. *Jurnal Desain Komunikasi Visual dan Multimedia*, Vol 7, No. 01.
- Rasmito, R., & Riniati, W. O. (2024). Meningkatkan Hasil Belajar Siswa Melalui Model Pembelajaran Contextual Teaching and Learning Pelajaran IPA Kelas V Sekolah Dasar. *Prosa: Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 2(2), 674-680.
- Rusidik, R. P., Mulyawati, Y., & Nugraha, A. (2023). Penerapan Model Problem Based Learning Untuk Meningkatkan Hasil Belajar Peserta Didik Kelas IV Pada Tema Daerah Tempat Tinggalku. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 9(1), 941–950. <https://doi.org/10.36989/didaktik.v9i1.679>.
- Sutikno, Muhari, & Subroto, W. T. (2015). Penerapan Model Problem Based Learning Untuk Meningkatkan Hasil Belajar IPS Pada Materi Masalah Sosial Siswa Kelas IV SDN Pandu Cerme Gresik. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 1(1), 14–19.
- Tanjung, R. E., & Faiza, D. (2019). Canva sebagai media pembelajaran pada mata pelajaran dasar listrik dan elektronika. *Voteteknika (Vocational Teknik Elektronika Dan Informatika)*, 7(2), 79-85.