

Developing a Canva-Based Pocket Book to Enhance Learning Outcomes in Social Studies for Grade V Elementary School Students

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ARTICLE INFO

Keywords:

pocket book;
canva;
social studies;
learning outcomes

Article history:

Received 2025-03-14

Revised 2025-12-24

Accepted 2026-05-29

ABSTRACT

Social Studies learning in elementary schools often requires visual and concise instructional media to help students understand abstract geographical concepts. This study developed a Canva-based pocket book for Grade V students on Indonesia's geographical conditions. This study employed a Research and Development design using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The participants were Grade V students at SDN Purwoyoso 02, comprising six students in a small-scale trial and 16 students in a large-scale trial. Data were collected through expert validation sheets, teacher and student response questionnaires, and pre-test and post-test instruments. Data were analyzed using percentage scores for validity and practicality, while effectiveness was measured using the N-Gain formula. The validation results showed that the Canva-based pocket book was highly valid, with scores of 95% from the media expert and 93% from the material expert. Practicality results also indicated a very practical category, with student response scores of 87% in the small-scale trial and 90% in the large-scale trial, while the teacher response reached 99%. The effectiveness test showed improved learning outcomes, with N-Gain scores of 72% in the small-scale trial and 77% in the large-scale trial. These findings indicate that the Canva-based pocket book is valid, practical, and potentially effective for supporting Grade V Social Studies learning. Its concise content and visual design may help students understand Indonesia's geographical conditions more clearly. However, broader trials with larger samples are needed to strengthen the evidence of effectiveness.

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1. INTRODUCTION

Education can be understood as a deliberate and systematic effort aimed at supporting the holistic development of individuals, encompassing cognitive, affective, and psychomotor dimensions (Rosiyani et al., 2024). Through educational processes, learners are expected not only to acquire academic knowledge and practical skills but also to internalize values and attitudes aligned with societal norms and cultural contexts (Qurotu Aini & Prasetyaningtas, 2023). In the Indonesian context, education plays a strategic role in achieving national objectives, as mandated by Law Number 20 of 2003 Article 3, which

emphasizes the development of citizens who are faithful, knowledgeable, independent, and socially responsible.

The quality of learning activities in schools is strongly influenced by the availability and effectiveness of instructional media. Learning media function as intermediaries that facilitate communication between teachers and learners, allowing learning messages to be delivered more clearly and meaningfully (Rohima, 2023). Well-designed instructional media can attract students' attention, enhance learning motivation, and support deeper understanding of learning materials (Puspitasari & Primasatya, 2021). Therefore, the selection of learning media should be aligned with instructional objectives, subject characteristics, and learners' developmental stages (Wulandari et al., 2023). Conversely, inadequate media support often results in monotonous learning experiences, limited student engagement, and suboptimal learning outcomes (Zahwa & Syafi'i, 2022; Hasan et al., 2021).

At the elementary school level, Social Studies serves as a foundational subject aimed at developing social awareness, character formation, and civic responsibility among learners. Social Studies instruction is intended to equip students with the ability to understand social phenomena, develop sensitivity toward their environment, and participate constructively in social life (Munadi et al., 2024). To achieve these objectives, learning activities should be implemented in participatory and contextual ways, supported by instructional media that encourage meaningful and engaging learning experiences (Saridevita et al., 2020; Halawa et al., 2021; Sarwanto et al., 2024).

Despite its importance, the implementation of Social Studies learning at the elementary level continues to face challenges, particularly in delivering material related to Indonesia's geographical conditions. Preliminary observations and interviews with Grade V teachers at SD Negeri Purwoyoso 02 indicate that learning activities predominantly rely on textbooks, maps, and occasional video materials. Although these resources are commonly used, they have not fully met students' needs for integrated, visually engaging, and student-friendly learning media capable of representing abstract geographical concepts effectively (Riyadi et al., 2024). As a result, students often experience difficulties in understanding the material, while teacher-centered instructional practices contribute to limited student participation and reduced learning motivation (Syifa & Rizal, 2024). Furthermore, excessive reliance on textbooks restricts opportunities for students to actively engage in the learning process (Wandira et al., 2024).

In response to these conditions, the development of alternative instructional media is required to enhance students' interest and engagement in learning. One potential approach is the use of a pocket book, which is designed as a compact and practical learning resource that emphasizes concise content and visual clarity (Asma & Pariabti, 2024; Winarni et al., 2023). Previous studies have reported that pocket book-based learning media demonstrate strong levels of validity, practicality, and effectiveness, and are capable of supporting students' learning motivation, independent learning, and academic achievement in elementary Social Studies instruction (Pratiwi et al., 2021; Pas & Wardani, 2022; Prastin et al., 2022; Anjarwati et al., 2022; Ramadhan et al., 2024; Fitri et al., 2023).

Although research on pocket book-based learning media has increased, studies that specifically address instructional media for Indonesia's geographical conditions at the elementary school level remain limited. This gap highlights the need for learning media that are not only content-relevant but also visually engaging and aligned with students' learning characteristics. The integration of Canva as a design platform offers opportunities to develop visually structured and attractive learning media that can support students' understanding of geographical concepts more effectively.

Based on these considerations, this study focuses on the development of a Canva-based pocket book for Social Studies learning in Grade V elementary school. The purpose of this study is to examine the validity, practicality, and effectiveness of the developed Canva-based pocket book as a learning medium for teaching Indonesia's geographical conditions.

2. METHODS

This study adopted a Research and Development (R&D) approach using a mixed-methods design that integrates qualitative and quantitative data. The R&D approach was employed to emphasize product development and evaluation, particularly in examining the validity, practicality, and effectiveness of the developed learning media (Susanty et al., 2023).

The development process was conducted using the ADDIE instructional design model, which comprises five sequential stages: analysis, design, development, implementation, and evaluation (Sagita et al., 2023). This model was selected because it enables formative evaluation at each stage, allowing continuous refinement of the learning media before broader application (Astri et al., 2022; Waruwu, 2024).

Prior to data collection, ethical approval was obtained from the school authority. Research permission was granted by the Head of SD Negeri Purwoyoso 02 after the objectives, procedures, and potential benefits of the study were clearly explained. Ethical considerations were maintained throughout the research process, including voluntary participation, confidentiality of participant identities, and assurance that research activities did not disrupt regular teaching and learning processes.

Participants were selected using purposive sampling, a non-random technique based on criteria relevant to the research objectives (Lenaini, 2021). The selected students had previously learned material related to Indonesia's geographical conditions and represented the target users of the developed learning media. Due to the use of purposive sampling, the findings of this study are not intended for broad generalization.

The research was conducted over a two-month period, from January to February 2025, encompassing all stages from needs analysis to final product validation. The small-scale trial involved six Grade V students aged 10–11 years with diverse academic achievement levels, including high-, medium-, and low-performing students. The large-scale trial involved 16 Grade V students within the same age range. The inclusion of participants with varied academic backgrounds was intended to obtain comprehensive feedback on the learning media.

During the analysis stage, data were collected through classroom observations, teacher interviews, and student questionnaires to identify learning needs, learner characteristics, and curriculum alignment. The curriculum analysis indicated that SD Negeri Purwoyoso 02 implements the Merdeka Curriculum. Therefore, the learning material focused on IPAS Chapter 6, "My Indonesia Is Rich," particularly Topic A, "How My Indonesia Looks," which discusses Indonesia's geographical conditions.

At the design stage, a storyboard was developed to determine the structure, content sequence, and visual layout of the Canva-based pocket book. Design components included content organization, visual elements, typography, and layout adjustments aligned with learning objectives and students' characteristics. In addition, research instruments were prepared, including validation sheets for media and material experts and practicality questionnaires for teachers and students. A lesson plan integrating the Problem-Based Learning (PBL) model was also designed, with the pocket book positioned as the primary learning medium.

The development stage involved producing the initial version of the Canva-based pocket book and conducting expert validation. Media experts assessed aspects related to visual appearance, layout consistency, readability, and usability, while material experts evaluated content accuracy, conceptual clarity, and alignment with curriculum standards. Suggestions and feedback from expert validators were used to revise and improve the learning media prior to classroom implementation.

The implementation stage consisted of small-scale and large-scale trials. Before the learning intervention, students completed a pre-test to measure their initial understanding of the material. Learning activities were then conducted using the developed Canva-based pocket book, followed by a post-test to assess changes in students' learning outcomes after using the media (Pramesta, 2024).

Data collection employed both non-test and test techniques. Non-test methods included observations, interviews, and questionnaires to obtain data related to initial learning conditions, media

validity, and practicality based on expert, teacher, and student responses. Test methods consisted of pre-tests and post-tests comprising 20 multiple-choice questions designed to measure Higher Order Thinking Skills (HOTS) at cognitive levels C4–C6 (Gunartha et al., 2024). Prior to implementation, the test instruments were examined for validity and reliability.

Data analysis focused on three main aspects: validity, practicality, and effectiveness. Validity and practicality data were analyzed using a four-point Likert scale to reduce neutral responses and produce clearer evaluative outcomes. Percentage scores were calculated using the following formula:

$$NP = \frac{R}{M} \times 100\%$$

(Source: Purwanto in Ristiyah, 2023)

Description:

NP = Percentage score obtained

R = Raw score

SM = Maximum possible score

100% = Constant

The interpretation of validity and practicality scores was based on the criteria in Table 1.

Table 1. Score Interpretation Criteria

Percentage	Criteria	Description
86% - 100%	Very Valid/Very Practical	No Revision
76% - 85%	Valid/Practical	Slight Revision
60% - 75%	Reasonable/Quite Feasible	Many Revisions
55% - 59%	Less Valid/Less Practical	Not Feasible
0% - 54%	Not Valid/Not Practical	Not Feasible

(Source: Purwanto in Ristiyah, 2023)

The effectiveness of the learning media was determined using the N-Gain formula:

$$N\text{-Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}} \times 100\%$$

(Source: Hake in Kurniawan & Hidayah, 2020)

The resulting N-Gain values were interpreted based on the criteria shown in Table 2.

Table 2. N-Gain Classification Criteria

Value	Criteria
$g > 0,7$	High
$0,3 < g \leq 0,7$	Medium
$g \leq 0,3$	Less

(Source: Meltzer & David in Kurniawan & Hidayah, 2020)

Furthermore, N-Gain percentages were interpreted using the effectiveness categories presented in Table 3.

Table 3. Normalized Gain Criteria

Percentage (%)	Criteria
<40	Ineffective
40 – 55	Less Effective
56 – 75	Moderately Effective
>76	Effective

(Source: Hake in Dalimunthe, 2022)

3. FINDINGS AND DISCUSSION

3.1 Findings

This section presents the findings obtained from each stage of the ADDIE-based development process, including Analysis, Design, Development, Implementation, and Evaluation.

3.1.1 Analysis

The analysis stage served to examine existing learning conditions and identify the need for developing an instructional medium. Data were collected through classroom observations, interviews with Grade V teachers, and student questionnaires to obtain an overview of learning practices, instructional challenges, and students' responses to the media currently used in Social Studies lessons.

The findings indicated that learning media had not yet optimally supported students' understanding of Indonesia's geographical conditions. Although textbooks, maps, and instructional videos were available, their use remained fragmented and lacked integrated visual explanations, resulting in teacher-centered instruction and limited student engagement during learning activities.

Curriculum analysis confirmed that SD Negeri Purwoyoso 02 applies the Merdeka Curriculum. Accordingly, the learning content developed in this study was aligned with IPAS Chapter 6, "My Indonesia Is Rich," particularly Topic A, "How My Indonesia Looks," which focuses on Indonesia's geographical conditions. This alignment ensured the relevance of the developed media to curricular objectives for Grade V students.

An analysis of student characteristics showed that learners preferred instructional resources that were concise, visually appealing, and easy to understand. These findings, together with observations of classroom conditions, highlight the need for a compact and visually structured learning medium that can support clearer presentation of geographical concepts and encourage more active student participation.

3.1.2 Design

The design stage focused on translating the results of the needs analysis into a structured learning media plan. At this stage, the overall framework of the Canva-based pocket book was determined, including content organization, visual layout, and presentation flow to ensure alignment with learning objectives and student characteristics.

A storyboard was developed as a reference for arranging learning materials, illustrations, and supporting elements within the pocket book. The storyboard outlined the sequence of topics, visual components, and textual explanations to facilitate coherent content delivery. In addition, design specifications such as font selection, color schemes, and image placement were carefully considered to enhance readability and visual appeal for Grade V students.

During this stage, research instruments were also prepared to support subsequent evaluation processes. These instruments included validation sheets for media experts and material experts, as well as practicality questionnaires for teachers and students. Furthermore, a lesson plan integrating the Problem-Based Learning (PBL) model was designed, positioning the Canva-based pocket book as the primary instructional medium to support active learning activities.

Overall, the design stage resulted in a comprehensive media blueprint that served as the foundation for the development phase. This design ensured that the learning media would be pedagogically appropriate, visually engaging, and consistent with curriculum requirements and learners' needs.

3.1.3 Development

The development stage focused on producing the Canva-based pocket book based on the previously established design framework. At this stage, the initial version of the learning media was developed and prepared for expert evaluation to determine its feasibility prior to classroom use.

Media expert validation was conducted to evaluate aspects related to visual design, layout consistency, readability, and overall usability of the Canva-based pocket book. The results of the media expert evaluation are presented in Table 4.

Table 4. Media Expert Validation

Criteria	Assesment Score
Content Quality Aspects	12
Language Aspects	14
Implementability Aspect	15
Visual Display Aspect	20
Ease of Use Aspect	15
Total	76
Maximum Score	80
Average	95%
Category	Very Valid



Material expert validation aimed to assess the accuracy of content, conceptual clarity, and alignment of learning material with curriculum standards and learning objectives. The results of the material expert evaluation are presented in Table 5.








Table 5. Material Expert Validation

Criteria	Assesment Score
Content Quality Aspects	16
Language Aspects	15
Implementability Aspect	15
Visual Display Aspect	9
Ease of Use Aspect	12
Total	67
Maximum Score	72
Average	93%
Category	Very Valid

Following the expert validation process, revisions were implemented to address all identified issues and recommendations. The revision process focused on improving content organization, visual clarity, and instructional coherence of the learning media.

Table 6. Product Revisions

Before Revision	After Revision	Description
		Before revision, the front cover lacked class and subject details, and the identity section omitted the researcher's faculty. After revision, the cover included "IPAS Phase C/Class V Material on Indonesia's Geographical Conditions," and the identity section was updated with faculty information.

-		<p>Before revision, the media did not include the author's and supervisor's profile pages, so information about identity was not available. After revision, the profile page was added and equipped with the identity and personal data of the author and supervisor.</p>
		<p>Before revision, the learning objectives listed in the media had not reached the HOTS (High Order Thinking Skill) cognitive level, so they still focused on low-level thinking skills. After revision, the learning objectives have been refined to emphasize higher-level thinking skills in accordance with the HOTS concept.</p>
		<p>Before revision, the page on Indonesia's astronomical location featured a large people element that distracted the focus from the main material. After revision, the element was replaced with a map of Indonesia's astronomical location to be more in line with the content and help readers' understanding.</p>
		<p>Before revision, the image of the time division map was less prominent than the description, which risked diverting students' focus. After revision, the color of the description box is softened and the size of the map is enlarged to make it more dominant and easy to understand.</p>

After the revision process, the final design of the improved product consists of the introduction, content, and closing sections, as presented in Figures 1, 2, and 3.



Figure 1. Introduction of Canva-based Pocket Book





Figure 2. Contents of Canva-based Pocket Book



Figure 3. Closing of Canva-based Pocket Book

3.1.4 Implementation

During the implementation phase, the effectiveness of the Canva-based pocket book was examined through two types of trials: small-scale and large-scale trials. Participants for the small-scale trial were selected using purposive sampling, which is a non-probability technique based on predetermined criteria relevant to the research objectives, enabling the collection of data that appropriately addressed the research focus (Lenaini, 2021).

The small-scale trial involved six Grade V students representing different academic achievement levels, including two high-achieving students, two students with moderate achievement, and two students with lower academic performance. Subsequently, a large-scale trial was conducted with 16 Grade V students. Prior to the learning intervention, all participants completed a pre-test to identify their initial level of understanding. The learning activities were then carried out using the developed pocket book, after which a post-test was administered to measure students' understanding after the use of the learning media (Pramesta, 2024).

Pre-test and post-test scores were analyzed using the N-Gain formula to determine the extent of improvement in students' knowledge before and after the implementation of the learning media. The data analysis was performed using IBM SPSS Statistics 26 for Windows, and the results are presented in the following section.

Table 7. Small Scale N-Gain

Data	Pre-test	Post-test
Lowest Score	25	60
Highest Score	85	100
Average	53.33	84.17
Average Difference		30.83
N-Gain Score		0.7217
Category		High
N-Gain Percentage		72%
Interpretation		Effective Enough

Table 8. Large Scale N-Gain

Data	Pre-test	Post-test
Lowest Score	20	80
Highest Score	75	100
Average	50.31	88.13
Average Difference		3781

N-Gain Score	07669
Category	High
N-Gain Percentage	77%
Interpretation	Effective

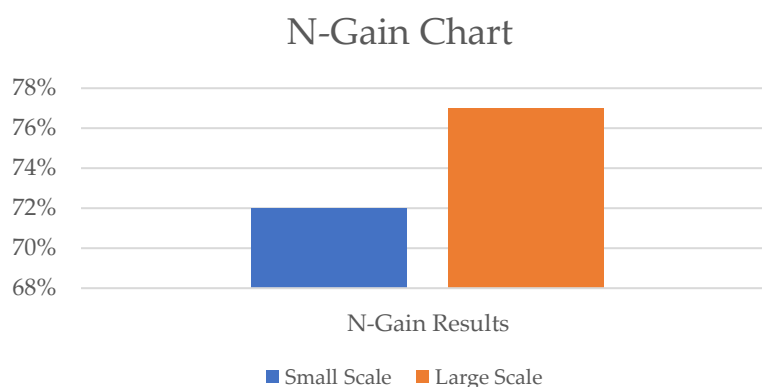


Figure 4. N-Gain Chart

The findings from both the small-scale and large-scale trials demonstrate a clear improvement in students’ learning outcomes, as reflected in the comparison between pre-test and post-test scores. In the small-scale trial, the mean pre-test score of 53.33 increased to 84.17 after the learning intervention. A similar pattern was observed in the large-scale trial, where the average pre-test score rose from 50.31 to 88.13 in the post-test.

Further analysis using the N-Gain formula shows that the small-scale trial produced an N-Gain value of 0.7217, corresponding to a gain percentage of 72%, which is classified within the “High” category. In the large-scale trial, the N-Gain value reached 0.7669, equivalent to a gain percentage of 77%, which also falls into the “High” category.

Referring to the Normalized Gain criteria, learning media with an N-Gain percentage ranging from 56% to 75% are categorized as “Moderately Effective,” while percentages above 75% indicate an “Effective” level. Based on these criteria, the Canva-based pocket book was categorized as “Moderately Effective” in the small-scale trial and “Effective” in the large-scale trial in supporting Social Studies learning on the topic of Indonesia’s geographical conditions.

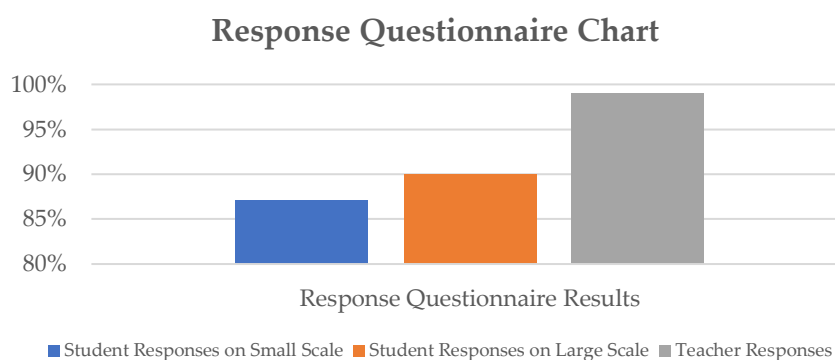
After the implementation stage, practicality data were collected through response questionnaires completed by both students and teachers. The evaluation emphasized three main aspects, namely content quality, visual attractiveness, and technical quality. A summary of the student and teacher responses to the practicality questionnaire is presented in the following table.

Table 9. Student Response Questionnaire

Criteria	Assessment Score	
	Small Scale	Large Scale
Content Quality Aspects	105	287
Visual Display Aspect	84	230
Technical Quality Aspects	125	345
Total	314	862
Maximum Score	360	960
Average	87%	90%
Category	Very Practical	Very Practical

Table 10. Teacher Response Questionnaire

Criteria	Assessment Score
Content Quality Aspects	28
Media Display Aspect	27
Technical Quality Aspects	24
Total	79
Maximum Score	80
Average	99%
Category	Very Practical

**Figure 5.** Response Questionnaire Chart

The analysis of student and teacher response questionnaires indicates that the developed learning media exhibits a very high level of practicality. In the small-scale trial, students obtained a total score of 314 out of a maximum score of 360, resulting in an average practicality percentage of 87%, which is categorized as “Very Practical.” In the large-scale trial, the total score reached 862 out of a maximum of 960, with an average practicality percentage of 90%, also classified as “Very Practical.”

Teacher responses further support these results. The teacher questionnaire produced a total score of 79 out of a maximum score of 80, corresponding to an average practicality percentage of 99%, which likewise falls within the “Very Practical” category.

Overall, these findings indicate that the Canva-based pocket book is feasible and practical for classroom use. The media is considered easy to operate, visually engaging, and capable of effectively supporting the learning process.

3.1.5 Evaluation

The evaluation stage focused on examining learning outcomes after the implementation of the Canva-based pocket book in classroom activities. This stage emphasized identifying changes in students’ understanding following the use of the developed instructional media.

Evaluation data were obtained through a comparison of students’ pre-test and post-test scores collected during the implementation phase. This comparison was used to examine the extent to which the learning media supported students’ comprehension of Indonesia’s geographical conditions.

The evaluation results show that students’ learning outcomes improved after the use of the Canva-based pocket book. These findings indicate that the developed learning media supports Social Studies learning by helping Grade V students develop a clearer understanding of geographical concepts.

3.2 Discussion

The findings of this study indicate that the Canva-based pocket book developed for Grade V Social Studies learning meets the criteria of validity, practicality, and effectiveness as an instructional

medium. The media expert validation score of 95% and material expert validation score of 93% show that the product is highly feasible in terms of visual design, readability, usability, content accuracy, and curriculum alignment. These results suggest that the development process successfully translated students' learning needs into an instructional product that is visually structured and pedagogically appropriate. This finding is consistent with the view that instructional media should be selected and designed based on learning objectives, subject characteristics, and students' developmental levels to ensure meaningful learning experiences (Wulandari et al., 2023). In the context of elementary Social Studies, the use of visual and concise media is especially important because students often need concrete representations to understand abstract geographical concepts.

The high validity of the Canva-based pocket book also reflects the relevance of combining compact printed or digital learning resources with attractive visual design. Pocket books are considered practical learning media because they present essential information in a concise, portable, and student-friendly format. Previous studies have shown that pocket book-based learning media can support students' motivation, independent learning, and conceptual understanding in elementary education (Pas & Wardani, 2022; Pratiwi et al., 2021). In this study, Canva contributed to the visual quality of the product by enabling the integration of maps, illustrations, organized layouts, and readable typography. Such visual features are important because well-designed multimedia learning materials can reduce cognitive load and help learners process verbal and visual information more effectively (Mayer, 2005).

The practicality results further strengthen the feasibility of the developed media. Student responses reached 87% in the small-scale trial and 90% in the large-scale trial, while the teacher response reached 99%, all of which fall into the "very practical" category. These findings indicate that the pocket book was easy to use, visually appealing, and suitable for classroom implementation. From the teacher's perspective, practical media are valuable when they can be integrated into lessons without creating excessive preparation demands. From the students' perspective, the concise content and visual presentation appear to support engagement and comprehension. This aligns with previous research emphasizing that instructional media can increase students' interest, attention, and participation when it is relevant to their needs and learning characteristics (Puspitasari & Primasatya, 2021; Rohima, 2023).

The effectiveness analysis showed that students' learning outcomes improved after using the Canva-based pocket book. In the small-scale trial, the average score increased from 53.33 to 84.17, with an N-Gain percentage of 72%. In the large-scale trial, the average score increased from 50.31 to 88.13, with an N-Gain percentage of 77%. These results indicate that the media contributed positively to students' understanding of Indonesia's geographical conditions. The improvement may be attributed to the pocket book's ability to present geographical information through structured visuals and concise explanations, making the material easier for students to understand. Similar findings have been reported in previous development studies, where pocket book media improved learning outcomes and supported students' comprehension of Social Studies content (Prastin et al., 2022; Ramadhan et al., 2024).

The integration of the Canva-based pocket book with the Problem-Based Learning model may also have contributed to students' improved learning outcomes. Problem-Based Learning encourages students to actively identify problems, discuss possible solutions, and connect learning material with real-life contexts. This approach is relevant to Social Studies learning because it allows students to understand geographical conditions not merely as factual knowledge, but as concepts related to their environment and social life. Previous studies have shown that problem-oriented learning can support higher-order thinking and meaningful learning when students are actively involved in constructing knowledge (Susanty et al., 2023). Therefore, the pocket book functioned not only as a source of information but also as a learning tool that supported active and contextual learning activities.

Nevertheless, the findings should be interpreted carefully. Although the N-Gain results indicate improvement, this study did not involve a control group, and the number of participants was limited to one school context. Therefore, the increase in students' scores cannot be attributed solely to the Canva-based pocket book with strong causal certainty. Other factors, such as teacher guidance,

repeated exposure to the test material, classroom interaction, or students' familiarity with the topic, may also have influenced the results. As an R&D study, the findings are more appropriately understood as evidence of initial feasibility and potential effectiveness rather than definitive proof of broad instructional impact.

Overall, the Canva-based pocket book has potential as an alternative instructional medium for Grade V Social Studies learning, particularly for the topic of Indonesia's geographical conditions. Its strengths lie in its visual clarity, concise content, practicality, and compatibility with active learning models. However, future studies should involve larger and more diverse samples, apply comparison or control-group designs, and include more rigorous statistical analysis to strengthen claims of effectiveness. Further development may also explore interactive digital features or integration with Learning Management Systems to increase scalability and long-term usability in blended learning environments. This revised discussion is based on the uploaded manuscript's reported findings and references.

4 CONCLUSION

This study concludes that the Canva-based pocket book developed for Grade V Social Studies learning is feasible for classroom use because it met the criteria of validity, practicality, and potential effectiveness. The validation results from media and material experts showed very high validity, while teacher and student responses indicated that the media was very practical, easy to use, visually engaging, and appropriate for supporting learning activities. The improvement in students' pre-test and post-test scores, reflected in the N-Gain results, suggests that the pocket book can help students better understand Indonesia's geographical conditions through concise explanations and structured visual presentation. However, this study was limited by the small number of participants, the use of only one school setting, and the absence of a control group, so the findings cannot be generalized broadly or interpreted as strong causal evidence of effectiveness. Future research should involve larger and more diverse samples, apply experimental or quasi-experimental designs with comparison groups, and include more rigorous statistical analysis to strengthen evidence of the media's impact on students' learning outcomes. Further development may also explore interactive digital features and integration with Learning Management Systems to support wider and more sustainable implementation.

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