# Development of Interactive Media Let's Learn "KENALAN" Using Canva for IPAS Grade III Elementary School

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# Development of Interactive Media Let's Learn "KENALAN" Using *Canva* for IPAS Grade III Elementary School

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**ABSTRACT**

Interactive media using *Canva* in IPAS learning is still rarely used, which results in decreased student learning outcomes. This study aims to develop Let's Learn "KENALAN" (Kenampakan Alam dan Buatan) or in English is natural and artificial appearances, an interactive learning media using *Canva*, and test its effectiveness and feasibility in learning IPAS in third-grade elementary school. This research uses the Research and Development (R&D) method with the ADDIE model, which includes five stages of development. The validation results show that the Let's Learn "KENALAN" media is included in the very feasible category, with a validation score of 98.3% material experts, 92.3% media experts, 93.4% teachers, and 92.7% students, so that the overall average is 94.1%. In terms of effectiveness, the *N-Gain* test showed an increase in learning outcomes, with a score of 73.4% on a small scale (feasible enough category) and 79% on a large scale (feasible category). Thus, Interactive media Let's Learn "KENALAN" is proven to be feasible and effective to be used to improve the learning outcomes of third grade students of Patemon 02 elementary school.



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## 1. INTRODUCTION

The development of science has a significant role in the field of education, which continues to undergo rapid changes. One of the factors that support this change is technological advances that aim to enhance educational attainment. Therefore, teachers are required to make innovations in developing learning media (Afifah et al., 2022). One of the important lessons taught along with the development of science is IPAS, which was developed by experts through a scientific process (Maula et al., 2024). IPAS (Ilmu Pengetahuan Alam dan Sosial) or Natural and Social Sciences comes from an update on science and social studies lessons which are combined and enforced since the independent curriculum (Dyaning Wijayanti & Ekantini, 2023), the purpose of combining IPAS subjects is to develop skills in finding a

problem, understanding oneself and the environment and expanding knowledge of ideas on learning that has been done.

In light of the conclusion of the "Minister of Education, Culture, Research and Technology No. 162 of 2021", IPAS learning began to be implemented in phase B at the elementary school level (Suhelayanti et al., 2023: 2). IPAS learning in elementary schools is designed to develop skills in understanding natural and social sciences simultaneously (Muntamah et al., 2023). By integrating science and social studies, students are encouraged to think comprehensively about nature and society, so as to find a complete and integrated understanding, in line with strengthening the Pancasila learner profile (Rusvayana in Hayudinna & Muzkiyah, 2024).

IPAS is a science that focuses on living and non-living things in nature that are related to each other. Of course, learning about individual life in humans as social creatures by incorporating other knowledge that is structured (Alfatonah et al., 2023). In IPAS learning, students can learn independently through group projects, and teachers can engage students in learning activities that are not boring and fun by developing learning materials (Viqri et al., 2024). In addition to developing materials, according to Rossiyani et al. (2024), most students in IPAS classes experience boredom due to the limited use of learning media by teachers, which causes them to become passive while studying. According to Nurrita (2018), students might be piqued in studying new subjects and have an easier time grasping complex concepts with the usage of media.

The evolution of science and the rise of independent curriculum are both complemented by interactive media. Emphasizing student-centered learning, the independent curriculum, with the teacher serving as a facilitator and encourages meaningful, fun, relevant learning so that students can be active, reason critically, creatively and also independently. Interactive media is designed to get students actively involved in learning (Rihani et al., 2022). Using interactive media, makes the learning process run according to what is expected (Ayu Masfufah et al., 2022). Learning will be innovative, creative, effective and efficient (Izhar et al., 2023). Interactive media is a combination of elements in a medium consisting of text, clear visuals, images, audio, video and animation (Indra Sukma et al., 2022). Therefore, interactive media can support students in enhancing their learning outcomes, help make decisions and experience learning (Majid & Kawuryana, 2024).

One form of interactive media is assisted media with the *Canva* application. Posters, presentations, flyers, and invitation cards are just some of the many graphic design choices offered by the internet design platform *Canva* (Rahma in Wulandari & Mudinillah, 2022). Teachers and students alike can benefit from *Canva's* streamlined instructional process because the visual appeal of student-created designs has the power to pique their interest in class projects (Triningsih in Wulandari & Mudinillah, 2022). In addition to the advantages possessed by the *Canva* application, the disadvantages of this application are that when using it you must be connected to the internet and some templates in Canva are not free, and must pay to use the template (Annisa & Wikarya, 2022). It can be concluded from these various statements that the *Canva* application is highly efficient when it comes to education (Pelangi et al., 2020).

It has been proven in previous studies that media developed using the *Canva* application have proven efficient in raising the quality of student education. In study conducted by Aluintany V. G., & Bektiningsih, K. (2024) with the title "Interactive Game Learning Media Based on Canva on Five Sensory Materials for Grade IV Elementary School" got *N-Gain* test results of 0.5779 which showed that *Canva* media was effective to use. Another study conducted by Riono & Fauzi (2022) with the title "Pengembangan Media Pembelajaran PAI-BP di SD Berbasis Aplikasi Canva" showed that the *pretest-posttest* learning results, only 3 students out of 22 students were not complete, but 100% experienced an increase in *posttest* results. The use of media created in *Canva* has the potential to inspire students, which in turn improves their academic performance.

The use of media in IPAS learning is very important, considering that there are still around 50% of teachers who use conventional methods in teaching IPAS. This leads to low student engagement, which has an impact on decreasing their learning outcomes (Setya Putri & Ahmadi, 2024). This problem still occurs today. Based on the results obtained from observations and interviews in class third grade of

Patemon 02 elementary school, students have difficulty understanding IPAS lessons. The lack of widely utilized instructional media, such as *Canva*, is a major factor contributing to this problem. Even with *Canva*, most presentations just have text and photos; teachers still frequently rely on old-fashioned approaches like lectures, which are dull for students.

For this reason, interactive learning media using *Canva* is needed to increase student knowledge. Based on field observations and previous research, the researcher raised the research title "Development of Interactive Media Let's Learn 'KENALAN' Using *Canva* for IPAS Grade III Elementary School". This study is focused on the material of natural and artificial appearances. The developed product includes material about natural and artificial appearances, learning videos, and is equipped with quizzes to test student understanding. This study aimed to identify the development process, the level of feasibility and effectiveness of interactive media Let's Learn "KENALAN" using *Canva*.

## 2. METHODS

Research and development (RnD) is the methodology used in this study. The purpose of research and development (R&D) is to create and test the effectiveness of the product (Rahayu & Irawan, 2021). The model chosen in this research is ADDIE, chosen because it consists of five simple stages, so it is easy to understand and apply to develop development products. The five stages consist of: "analysis, design, development, implementation and evaluation" (Firda & Nurhadi, 2023).

This research was carried out at Patemon 02 elementary school Semarang City, the subjects taken for research were third grade students of Patemon 02 elementary school Semarang City with a total of 20 students in even semester of 2024/2025 school year. Afterwards, they were divided into two groups, one with six students and the other with fourteen.

In collecting data, this study used two methods, namely test and non-test techniques (Kristiyawati, 2024). Pre- and post-test learning results were assessed using multiple-choice questions. Using the amount by which students' learning outcomes improve as a measure of the efficacy of learning media, multiple-choice tests are beneficial (Ponza in Hapsari & Zulherman, 2021). For non-test techniques obtained from observation, interviews, documentation and questionnaires. Media feasibility assessment (with input from instructors and students via a survey) and expert validation are prerequisites for establishing the learning media's practicability, then calculated using the following formula: (Aulia et al., 2021)

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

Description:
NP: Score result in percent
R : Score earned
SM: Maximum score

**Table 1**. Media Feasibility Criteria

| Percentage | Criteria |
|---|---|
| 86% - 100% | Very Feasible |
| 76% - 85% | Feasible |
| 60%-75% | Feasible Enough |
| 55%-59% | Less Feasible |
| 0%-54% | Not Feasible |

Source : Aulia et al., 2021

In addition to measuring its feasibility, effectiveness of media is also measured through test techniques derived from the calculation of the results of multiple choice *pretest* and *posttest* totaling 20 items, the results are calculated using the *N-Gain* test. The *N-Gain* test is conducted by calculating the

difference between the *posttest* and *pretest* scores, then dividing it by the difference between the maximum score and the *pretest* score (Oktavia in Ramadani & Nurharini 2024). The *N-Gain* results obtained are then classified based on the below categories :

**Table 2.** Category of *N-Gain* Test

| N-Gain Value | Category |
|---|---|
| g > 0,7 | High |
| 0,3 ≤ g ≤ 0,7 | Medium |
| g < 0,3 | Low |

Source : Ramadani & Nurharini, 2024

The following is a percent category, useful for knowing the percentage of learning media effectiveness.

**Table 3** Category of *N-Gain* Test in percent

| Percentage (%) | Category |
|---|---|
| < 40% | Not Effective |
| 40% - 55% | Less Effective |
| 56% - 75% | Effective Enough |
| >76% | Effective |

**Source :** Sevtia et al., 2022

## 3. FINDINGS AND DISCUSSION

### *Findings*

This research generates interactive media pieces created with the *Canva* application. This study seeks to ascertain the procedures for creating and developing, as well as evaluating the practicality and efficacy of media for teaching IPAS in third-grade elementary school, utilizing the ADDIE development model.

### *3.1. Stages of the ADDIE Model*

The development stages of the ADDIE model and the results of each stage are described as follows:

#### 3.1.1 Analyze

In the first stage is analysis, this stage researchers collect data through observations and interviews. Researchers have shown that educators frequently employ traditional approaches, specifically lectures, which lead to instructor dominance in the learning process and result in diminished student engagement. Educators hardly employ *Canva* media; its application remains limited to slides with only text and photos, resulting in pupil disengagement. This indicates that innovation in learning media is constrained. Supplementary data was acquired via a questionnaire disseminated to educators and students to ascertain the requirements in the learning process. The findings indicate that 75% of students struggle to comprehend and retain IPAS information due to insufficient utilization of learning media. In addition, most students expressed their interest in learning that involves text, video, music, pictures, and allows them to actively participate. From these findings it is clear that IPAS learning requires the development of interactive media that includes text, images, music, video and animation. Based on this, the researcher decided to use *Canva*-based interactive learning media that can integrate all five elements, a choice that is also supported.

### 3.1.2 Design

The second stage, after analyzing and collecting data, is the design stage. Researchers began by compiling learning tools, such as teaching modules, teaching materials, LKPD, and evaluation questions. After that, researchers designed learning media with attractive designs and pleasant layouts to make students more enthusiastic about learning. This media consists of several pages, such as the main menu, instructions for use, learning objectives, videos, materials with text and images, quizzes, and developer profiles. This interactive media is also equipped with navigation buttons, such as the start button, return to menu, previous page, next page, and material choices, facilitating student utilization. The material raised based on the results of the interview is "kenampakan alam dan buatan", which is abbreviated as "KENALAN" (Kenampakan Alam dan Buatan) or in english is natural and artificial appearances. Thus, the researcher gave the name of the media developed, namely Let's Learn "KENALAN".

### 3.1.3 Development

The third stage is development, which is carried out after the design process. At this stage, researchers began to make learning media in accordance with the plans that had been made previously. This is an image of the produced media.

1. *Front page*

   On the front page of the media there is an agency logo, media title, learning material, phase and class as well as a start navigation button that is used to start to the next page.


**Figure 1.** Media front page

2. *Main menu page*

   In the "main menu", there are various menus available in this media. These menus include the developer profile, user guide, learning outcomes and objectives, videos, materials, and quiz.


**Figure 2.** Main Menu Page

3. *Media usage instructions page*
   The instructions page contains an explanation of the function of each button in the learning media.

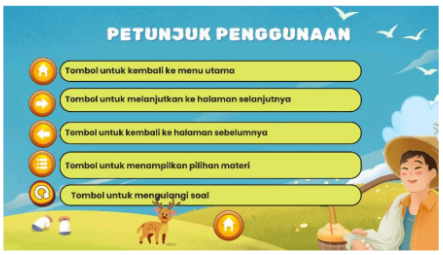


**Figure 3.** Instructions for use page

4. *CP and Learning Objectives page*
   This article includes learning outcomes and objectives pertaining to the subject of natural and artificial looks.


**Figure 4.** Learning Outcomes and Objectives

5. *Video Page*
   On this page, it contains an animated video about a trip to school, the video tells a student going to school through natural appearances such as mountains and rivers and artificial appearances such as rice fields and roads. Thus, students can understand the shape of natural and artificial appearances in real life.


6. *Material Page*
   This page presents a selection of materials about natural and artificial appearances. Students can choose the material they want to learn first. Each material is presented with a combination of text, images and music


**Figure 6.** Material Page

7. *Quiz Page*

This page has a quiz in the form of multiple choice questions, students can answer according to the specified time of 30 seconds.


**Figure 7.** Quiz page

After the development of the media, researchers conducted validation of experts to determine the feasibility of learning media, the results are known as follows.

**Table 4.** Recapitulation of Expert Validation Results

| | Material Expert | Media Expert |
|---|---|---|
| Score | 59 | 85 |
| Max score | 60 | 92 |
| **Percentage** | 98,3% | 92,3 % |
| **Criteria** | Very feasible | Very feasible |

### 3.1.4 Implementation

The fourth stage is implementation, the results of expert validation indicate high feasibility, hence the media is ready for testing. At this stage, researchers first gave *pretest* questions to students, then implemented the media that had been produced and had gone through the revision process, then ended with giving *posttest* questions and student response questionnaires. At this stage, it is divided into 2 scales, namely small and large scales. The selection of small-scale samples uses *Purposive sampling* technique, which is a non-random sampling method in which researchers select samples with certain considerations based on special characteristics that are in accordance with the research objectives, so that it is expected to provide relevant answers to research problems (Lenaini, 2021). In the small-scale trial, researchers selected six students as samples. The sample comprised two students with the highest

scores, two students with average scores, and two students with the lowest marks from the IPAS midterm examination. The subsequent outcomes of the limited experiment are presented.

**Table 5.** Average Learning Outcomes and Small Scale N-Gain Test Scores

| **Data** | ***Pretest*** | ***Posttest*** |
|---|---|---|
| Average | 47,5 | 80 |
| Highest score | 65 | 95 |
| Lowest score | 30 | 65 |
| Average difference | 32,5 | |
| *N-Gain* | 0,734 | |
| Category | High | |
| *N-Gain* % | 73,4 % | |
| Interpretation | Effective Enough | |

Based on table 5, the average learning outcomes increased by 32.5. The data analysis conducted with SPSS version 28 reveals an *N-Gain* calculation of 0.734, corresponding to a percentage score of 73.4%, classified within the high category with a fairly effective interpretation. This is further supported by the student response questionnaire results, which indicate a score of 92.29%, falling within the very feasible criteria. Based on these results, this educational media is deemed suitable for large-scale testing involving 14 students who did not partake in the initial small-scale assessment. With the following results.

**Tabel 6.** Average Learning Outcomes and Large Scale *N-Gain* Test Scores

| **Data** | ***Pretest*** | ***Posttest*** |
|---|---|---|
| Average | 46,4 | 87,8 |
| Highest score | 65 | 100 |
| Lowest score | 20 | 70 |
| Average difference | 41,4 | |
| *N-Gain* | 0,7908 | |
| Category | High | |
| *N-Gain* % | 79,08 % | |
| Interpretation | Effective | |

The large-scale test results showed an average increase in learning outcomes of 41.4. The *N-Gain* value attained 0.7908, categorizing it as high, which corresponds to 79.08%, so indicating the media's effectiveness. The findings of the student response questionnaire, which yielded a score of 93.30%, further substantiate the highly feasible criteria. The results demonstrate that the Interactive Media Let's Learn "KENALAN," created with the Canva program, is very viable and successful in improving student learning outcomes.

### 3.1.5 Evaluation

At this stage the third grade teacher evaluates the feasibility and effectiveness of using the interactive media Let's Learn "KENALAN" in class III Patemon 02 elementary school, following the results of the scores obtained.

**Tabel 6.** Teacher Response Results

| | Small Scale | Large Scale |
|---|---|---|
| Total score | 85 | 87 |
| Max score | 92 | 92 |
| Percentagee | 92,3% | 94,5% |
| Criteria | Very feasible | Very feasible |

***Discussion***

The use of interactive media Let's Learn "KENALAN" using *Canva* proved to show success in learning IPAS, especially on the material of natural and artificial appearances. This succes is supported by media design customized to meet teachers' and students' needs based on questionnaire feedback, so that it is declared feasible to use. Product validity based on material expert assessment reached 98.3%, classified as very feasible. In addition, adjusting the media to the needs of students contributed to improving their learning outcomes. This finding is in line with the research of Aluintany V. G. & Bektiningsih, K. (2024), which showed that *Canva*-based interactive media can make learning more interesting and improve student interest and learning outcomes. In the study, this media obtained a material expert validation score of 83.75%, which is included in the category worth using.

Implementation of interactive media Let's Learn "KENALAN" has been proven to enhance students' understanding of the material, making the learning process easier (A. Suryanti et al., 2021). This media promotes critical thinking and enhances students' enthusiasm for studying (Nur Majid & Rasid, 2020). According to evaluations by media specialists, this program is very viable for educational purposes, achieving a validity score of 92.3%. This indicates that the design, material composition, and utilization of interactive medium using *Canva* are appropriate for IPAS learning. Material presentation is packaged in the form of images, music, text, bright colors, animations, videos, and navigation buttons contributes greatly to facilitating student understanding (Arsita et al., 2022). In addition, this media is also equipped with a quiz feature that serves to motivate students and increase their involvement in learning, to enhance critical thinking abilities (Andini & Qomariyah, 2022).

One of the main advantages of Ayo Belajar "KENALAN" interactive media is its ease of use in learning. Developed using the *Canva* application, this media can be accessed online via a link, allowing students and teachers to use it on various devices (Kamila & Kowiyah, 2022). The product's practicality was evaluated based on material quality, content, and media usability, receiving favorable responses from educators and learners. Educators assigned a score of 92.3% on a short scale and 94.5% on a large scale, whereas students awarded a score of 92.29% on a small scale trial and 93.30% on a large size trial. The results indicate that this interactive media is highly appropriate for IPAS learning, particularly for the content of natural and artificial appearances.

Engaging media Let's Learn "KENALAN" demonstrated efficacy in enhancing educational outcomes. The pretest and posttest findings indicate a substantial increase. The *N-gain* test yielded a score of 0.734 on a small scale and 0.7908 on a big scale, both classified as high. Furthermore, there exists a disparity in the mean pretest and posttest scores of 32.5 points on a small scale and 41.4 points on a large one. The efficacy of learning is affected by the medium employed, student motivation, and the teacher's role. (Nurfadhillah et al., 2021). Without the right media and teacher involvement, student motivation can decrease, so learning outcomes are not optimal. With effectiveness proven through *N-Gain* scores of 73.4% on a small scale (moderately effective) and 79.08% on a large scale (effective), this interactive media is a very useful learning tool.

## 4. CONCLUSION

Based on data analysis results, Interactive media Let's Learn "KENALAN" using *Canva* is declared feasible and effective for IPAS learning. The feasibility assessment conducted by two professional validators yielded highly favorable results, with an average score of 94.1%. Simultaneously, students' reactions to this media were highly favorable, achieving a score of 92.29% on a small scale and 93.30% on a big one. Teacher replies exhibited comparable outcomes, specifically 92.3% on a small scale and 94.5% on a big scale, thus affirming the media's high feasibility for application. This media achieved an effectiveness score of 73.4% on a small scale and 79.08% on a large scale, both classified as high. Consequently, the interactive media Let's Learn "KENALAN" demonstrated feasibility and efficacy in enhancing IPAS learning results, particularly with the content of Natural and Artificial Appearances.

The utilization of interactive media Let's Learn "KENALAN" using *Canva* can be used as an alternate solution for enhancing the quality of IPAS education in third grade. Teachers need to hone their skills in developing learning media, including interactive media using *Canva*, and innovate to make learning more interesting and student learning outcomes increase. In addition, teachers are advised to guide students in using this media so that their understanding is more optimal. Future research can develop this media with more interesting designs and content for other subjects, so that its effectiveness in learning is increased.

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# Development of Interactive Media Let's Learn "KENALAN" Using Canva for IPAS Grade III Elementary School

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