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ANALYSIS OF THE SCIENCE LEARNING PROCESS USING CANVA MEDIA ON STUDENT LEARNING PARTICIPATION IN GRADE IV ELEMENTARY SCHOOL

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Abstract
This study aims to analyze the use of Canva digital learning media in improving student learning participation in science subjects for grade IV elementary school. The method used is Classroom Action Research with two cycles including the planning stage, action implementation, observation, and reflection. Data were obtained through observation and student learning participation questionnaires. The results of the study showed a significant increase in student learning participation after the implementation of Canva media, both in terms of physical and psychological participation. In cycle I, the average student participation reached 65%, and increased to 85% in cycle II. The use of Canva has been proven to facilitate the presentation of material visually, attractively, and interactively so that it can increase students' focus and learning motivation. The conclusion of this study is that Canva media is effective in science learning to improve student learning participation in grade IV elementary school.
Keywords*: Canva; Student learning participation; science learning; digital media; grade IV elementary school.*

Abstrak
Penelitian ini bertujuan untuk menganalisis penggunaan media pembelajaran digital Canva dalam meningkatkan Partisipasi belajar siswa pada mata pelajaran IPA kelas IV SD. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan dua siklus yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data diperoleh melalui observasi dan angket Partisipasi belajar siswa. Hasil penelitian menunjukkan adanya peningkatan signifikan Partisipasi belajar siswa setelah diterapkannya media Canva, baik dalam aspek Partisipasi fisik maupun psikis. Pada siklus I, rata-rata Partisipasi siswa mencapai 65%, dan meningkat menjadi 85% pada siklus II. Penggunaan Canva terbukti mempermudah penyajian materi secara visual, menarik, dan interaktif sehingga mampu meningkatkan fokus dan motivasi belajar siswa. Simpulan dari penelitian ini adalah media Canva efektif digunakan dalam pembelajaran IPA untuk meningkatkan Partisipasi belajar siswa di kelas IV SD.
Kata kunci*:* Canva; Student learning participation; science learning, media digital; Kelas IV SD.

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Introduction

The revolution in scientific and technological developments has provided opportunities for a variety of educational facilities. (Putra Pratama et al., n.d.)For example, the use of the Canva application, which facilitates educators in presenting various forms of engaging and interactive learning methods. The Canva application allows teachers to create various types of presentations and create teaching media (Supriyanto, 2021). According to Masitoh (2021), with several features that can be accessed for free, it provides teachers with the opportunity to be

more creative and innovative in designing learning media quickly and attractively (Dwi Ardana et al., n.d.). In this century, teachers must pay attention to the effects of attractive illustrations so that media can be used to convey messages to students (Mila et al., 2021).

The use of Canva in an educational context has shown potential to improve the quality of the learning process (Putra Pratama et al., n.d.). Furthermore, the Canva application can be an alternative for building interactions between teachers and students, thereby fostering good classroom engagement (Tahsinia et al., 2012). By using Canva's learning media, students can focus more on paying attention to more engaging lessons (Alivia Pramesti & Rahmanelli, 2023). Mahmuda (2018) stated that learning activities are said to be successful if students have a high understanding of learning, both individually and in groups, thereby increasing student enthusiasm for learning.

In the learning process, activity is one of the indicators in assessing success in the learning and teaching process (Selly Maharani et al., 2024). According to Wibowo (2016) student learning activity can be assessed from physical and non-physical activities (Putri & Susanto, 2023). Writing, listening, reading, and practicing several skills are included in physical activities while non-physical or psychological activities include attention, memory, mental, and student responses (Payon, et al., 2019). In a study conducted by Dwi Ardana et al., it was proven that there was a relationship between the influence of the use of Canva learning media on student learning activity in thematic learning for grade V of elementary school (Dwi Ardana et al., n.d.). This is because students are more interested and more focused on paying attention to learning. Teachers as facilitators are required to create ideal conditions in learning activities and are able to provide facilities that can make it easier for students to observe and process information so that they are able to find their own concepts to learn it, especially in science learning which emphasizes the creation of good interactions directly between students and the natural objects they are studying (Sholihah et al., n.d.). Arsyad (2017: 10) argues that learning media is anything that can be used to convey information or messages in the learning process so that it can stimulate students' interest and attention in learning. The learning media used is the Canva application.

Canva can make it easier for teachers and students to participate in technology-based learning activities, creativity, skills, and other benefits, this is because the design results using the Canva application can increase student interest in learning activities and increase student motivation by presenting teaching materials and materials in an interesting way (Triningsih, 2021). The use of media is an important basis for teachers in delivering learning, the use of appropriate learning media can increase student interest and attention and enable more concrete communication (Rinja Efendi et al., 2023). In addition, learning media is one of the determinants of the success of the teaching and learning process in the classroom to be able to produce effective and efficient teaching and learning activities (Fitriana et al., 2024). Some of the explanations above are the background for analyzing the science learning process using Canva media on the learning participation of fourth grade elementary school students which will be carried out at SDN Kadipaten VII.

Research Methods

This study uses a Classroom Action Research (CAR) approach aimed at improving student learning participation through the use of Canva media in science learning. According to O'Brien (2021), this method is used when a group of students can identify a problem, then the teacher and researcher will determine one action that is assumed to be able to address the problem (Mulyatiningsih, 2016). Classroom Action Research aims to develop the most efficient

and effective learning strategies in natural situations and not experiments. The data obtained will be analyzed descriptively qualitatively and quantitatively simply. Where qualitative data is the result of field notes and reflections and quantitative data is the percentage of student participation observed through observation sheets and questionnaires. To measure how much content students have absorbed, it is necessary to collect learning outcomes after the learning event (Susanti et al., 2025).

The CAR model used refers to the concept of Kemmis and McTaggart, which consists of four stages in each cycle: planning, acting, observing, and reflecting. Action and observation activities are combined at one time. The teacher and researcher both observe changes in student behavior during the learning process. The results of the observations are reflected as considerations in planning actions in the next stage. In general, actions in the second cycle are actions that improve on the results of the previous stage's reflection. This repetition is carried out to strengthen and convince researchers that the actions in the first cycle have or have not been successfully implemented.(Mulyatiningsih, 2016)

This research was conducted at SDN Kadipaten VII, with fourth-grade students in the even semester of the current academic year as the subjects. This class comprised 31 students. This study was designed using a classroom action research model carried out in two cycles. Each cycle consisted of four stages: planning, acting, observing, and reflecting.

In the planning stage, the researcher, together with the teacher, prepared a Lesson Plan (RPP) that integrated the use of Canva media in science learning. Learning materials and Canva-based media, such as interactive presentations and digital infographics, were also developed. In addition, the researcher compiled research instruments, including student participation observation sheets, teacher journals, and student questionnaires to measure engagement and gather responses from students.

The acting stage was implemented by the teacher in accordance with the prepared lesson plan. Canva media were used as the primary learning tools, presented in the form of interactive presentations or digital infographics designed to capture students' attention and facilitate the understanding of scientific concepts.

During the observation stage, the researcher and collaborators monitored the learning process using the student participation observation sheet, which covered both physical and psychological aspects. Student and teacher responses during the learning activities were also recorded as valuable data for evaluation.

Finally, in the reflection stage, the researcher analyzed the observation results to assess the success of the implemented actions. Any challenges or obstacles encountered during the learning process were identified, as well as the strengths that supported the achievement of learning objectives. The findings from this analysis were then used to formulate an improvement plan for the next cycle, ensuring that the learning process became more effective and aligned with the desired outcomes..

Results and Discussion

The research was conducted in two cycles of PTK, the implementation of the first cycle was carried out for two meetings using Canva media. The teacher as the researcher presented learning materials with interactive visual media designed using Canva. However, the results of observations still found some students who were passive and not optimally seen in the learning process. In the first cycle, it showed that only 45% were active in asking questions during the learning process. In addition, the results of observations showed that only about 51% of students

focused on paying attention to the learning media. To determine the results of student understanding, a competency test was conducted on the learning material and the results showed that the average class score was 68. This indicates that student competency in absorbing learning materials is still in the sufficient category.

The use of Canva media has indeed begun to attract students' attention, but student participation still needs to be improved. In the second cycle, the teacher improved the interactive features used and provided more interesting stimuli to spark student participation by refining Canva's interactive design by adding animations, short videos, and interactive quizzes. The teacher also provided opportunities for students to engage in group discussions and make presentations of their work. This stage showed an increase in student interaction and activeness. Nearly 78% of students actively asked and answered questions in class discussion sessions and 85% of students paid more attention to the learning media. In addition, in the competency test, students achieved a very significant score of 85, which is in the good category. In the second cycle, it showed that the use of interactive Canva media was able to increase student interest and enthusiasm in participating in learning, actively discussing and expressing opinions. Canva's features that support the use of multimodal learning media (combining text, audio, and video) are one of the factors that can improve student understanding of the material (Sari et al., 2023).

Table 1*Comparison Improvement Cycle*

Aspect	Cycle I	Cycle II	Improvement
Activity ask / answer	45%	78%	33%
Focus on paying attention	51%	85%	34%
Average competency test	68	85	17 points

According to Wibowo, student participation consists of physical participation (writing, reading, listening, asking, answering, and doing assignments) and non-physical or psychological participation (interest, motivation, and emotional response). This study shows that there is a significant increase in responses in the psychological aspects of students, namely almost 90% of students feel interested in learning if presented through Canva in cycle II, which previously only around 77% of students were interested in participating in learning. In cycle I, 77% of students felt happy to participate in learning and experienced an increase in cycle II where 95% of students felt happy during the learning process with more varied features combined with the presentation of interactive quizzes. Meanwhile, students' social relationships with their friends have increased, if previously only 74% of students felt they had active social relationships with their friends, there was an increase where 90% of students felt there was a good interaction relationship during cycle II. In addition, students' learning motivation has increased from previously in cycle I, only 70% had the motivation to learn, but it has increased in cycle II, namely 88% had the motivation to follow the next learning process. This is because the teacher uses Canva interactive media which can increase student interest. The interactive features presented through Canva really help students understand abstract concepts (Malau et al., 2025).

Canva-based interactive learning media is very feasible and effective for improving learning outcomes and engagement of elementary school students in science lessons. The design is attractive, technology-based, and meets the needs of the 21st century. This is also supported by several studies that have been conducted, such as the results of research conducted by Fithrotin Nisyaa, Suratno, & Susilo Tri Widodo in 2025 where there was a significant increase in learning outcomes with an N-Gain of 0.80 (*high category*) (Nisyaa et al., 2025). Analysis of six scientific works indicates that the use of Canva has a positive impact on increasing students'

learning motivation, academic performance, and creativity (Hananta Heraya et al., n.d.). The preponderance of the knowledge facet is fundamentally associated with the inculcation of character values within students. This is not isolated from other facets, specifically attitude and skills (Yonanda et al., 2023). The realm of moral education is profoundly intertwined with the aspects of knowledge, attitudes, and skills. Learning materials will be easy to remember and understand if presented with attractive visuals not only for abstract learning but can also be used in conceptual learning (Astuti & Susianti, n.d.). Canva and SAC-based interactive learning media are very feasible to use and effective in improving the reading comprehension skills of informational texts of third-grade elementary school students (Al Haq et al., 2024). In addition to helping students, the use of Canva media can help teachers to create project-based learning (PBL) and contextual learning, which are in accordance with the characteristics of the latest curriculum (Saputra et al., 2022).

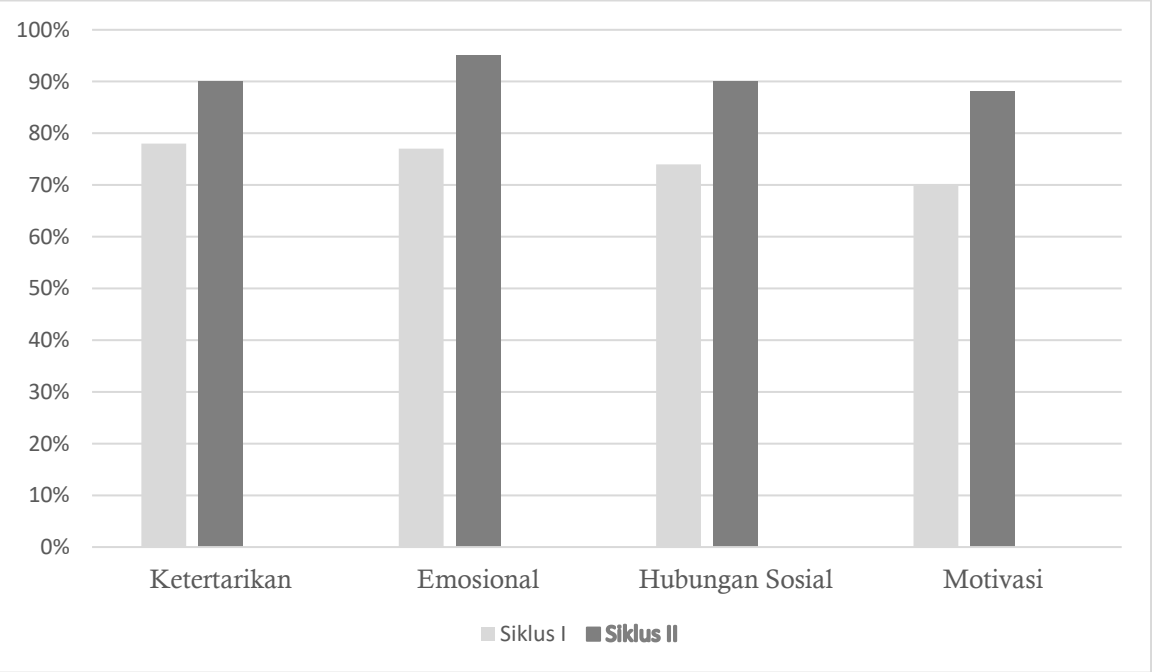

Figure 1*Activity Aspect Psychic Student*

Conclusion

Classroom action research conducted in two cycles showed that the use of Canva media in science learning can increase the learning participation of fourth grade students at SDN Kadipaten VII. In Cycle I, student participation began to improve compared to before the intervention. However, some students remained less active, particularly in terms of participating in discussions and expressing opinions. This served as the basis for improvements in Cycle II. In Cycle II, after improving the material delivery strategy and using more interactive Canva media, student participation increased significantly. Students became more active physically (answering questions, completing assignments, discussing) and mentally (paying attention, being enthusiastic, and showing a high level of interest in the material). Thus, it can be concluded that the use of Canva media in science learning can improve student learning participation comprehensively, both physically and psychologically. This media has been proven effective in creating a more enjoyable and interactive learning environment and motivating students to be more active in the learning process.

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