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The impact of Canva-assisted project-based learning on IPAS learning results

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ABSTRACT

The Canva-assisted project-based learning model is an innovation for teachers to make learning interactive with the help of technology in the digital era of education. This model integrates Canva as a project of the learning process. This research was conducted because of the low learning outcomes of Natural and Social Sciences (IPAS) grade 5 SDN Jatibening 4 Bekasi on the material of the parts of the eye. This research was conducted through a quantitative experimental method with a quasi-experimental design involving an experimental class and a control class, both of which were given a pretest and a post-test. The findings of this study indicate that the project-based learning model assisted by Canva has a significant effect on the achievement of IPAS learning outcomes in grade 5 SDN Jatibening 4 Bekasi. The conclusion obtained is that the experimental class and control class have different average learning outcomes. The average value of the experimental class exceeds the average value of the control class, so it can be said that the Canva-assisted project-based learning Model is proven effective in the learning process in the classroom.

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ABSTRAK

Model project based learning berbantuan Canva ialah sebuah inovasi bagi guru untuk membuat pembelajaran menjadi interaktif dengan bantuan teknologi di pendidikan era digital. Model ini mengintegrasikan Canva sebagai proyek dari proses pembelajaran. Penelitian ini dilakukan karena rendahnya hasil belajar Ilmu Pengetahuan Alam dan Sosial (IPAS) kelas 5 SDN Jatibening 4 Bekasi pada materi bagian-bagian mata. Penelitian ini dilaksanakan melalui metode kuantitatif eksperimen dengan desain Quasi Experimental Design yang melibatkan kelas eksperimen dan kelas kontrol yang keduanya akan diberikan pretest dan post-test. Temuan dari penelitian ini mengindikasikan model project based learning berbantuan Canva memberikan pengaruh secara signifikan terhadap pencapaian hasil belajar IPAS kelas 5 SDN Jatibening 4 Bekasi. Kesimpulan yang didapatkan yaitu kelas eksperimen dan kelas kontrol mempunyai rata-rata hasil belajar yang berbeda. Nilai rata-rata kelas eksperimen melebihi nilai rata-rata kelas kontrol sehingga dapat dikatakan model project based learning berbantuan Canva terbukti efektif untuk diterapkan dalam proses pembelajaran di dalam kelas.

Kata Kunci: *Canva; hasil belajar; IPAS; project-based learning*

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INTRODUCTION

Natural Science Learning (IPA) essentially has four main elements, including: 1) curiosity, which is an attitude that shows interest in objects, living things, natural events, and causal relationships that lead to the latest issues that can be solved appropriately; 2) the process is the stages involved in using scientific concepts to solve problems such as developing a hypothesis, designing an experiment, evaluating or assessing it, and concluding; 3) products or results in the form of statements, theories, regulations, and principles; and 4) the application of scientific ideas into daily life (Chusni, 2022). In the element of the process, teachers are freed to design learning so that students can experience the appropriate stages in science learning. In learning, the Ministry of Education and Culture frees teachers to conduct project-based learning with the aim of making learning more active and adaptive (Suherman *et al*., 2024). Models, materials, and other teaching materials that teachers use to maximize teaching and meet learning goals are some of the variables that can affect how effectively learners learn (Afandi *et al*., 2024).

The learning process is indeed inseparable from problems, such as when teaching and learning activities of Natural and Social Sciences (IPAS) in elementary schools are found in students' low interest in learning materials. This is caused by learning materials that are not easy for students to understand, causing low student abilities as contained in student learning outcomes. There are several causes of low social studies learning outcomes, including teaching strategies that are centered on teachers only. The lack of learning outcomes of IPAS can also be caused by a combination of several external and internal variables, including the school environment, family, community, learning infrastructure, as well as students' interests, skills, and learning habits. This is often a problem when teaching social studies in elementary school. Therefore, a learning model that is in accordance with the characteristics of students and supports 21st-century skills is essential to be applied in schools (Ahyar, 2025). The right learning model will improve students' skills and overcome their difficulties in learning IPAS (Janul, 2024). This, of course, needs to be supported by the teacher's ability so that students feel interested in participating in learning (Adnan & Istiqomah, 2022).

The learning model with *a Science, Technology, Engineering, Arts, and Math* (STEAM) approach is a model that is relevant to the learning era of the digital age. STEAM can help children develop a variety of abilities, including reasoning, problem-solving, and team-based cooperation. In addition, it is said that STEAM is a form of renewal in education in Indonesia, which seeks to develop technology-based learning capacity, especially in the application of STEAM for teaching (Amelia & Marini, 2022). One of the technologies that can be used in learning is the Canva application. Its use can be in the form of creating various designs with animation elements, patterns, and various other interesting features that support the learning process to make it more interactive and fun. This allows teachers and students to be more creative and efficient in using their time when creating visually appealing media that can serve as presentation materials, such as *mind maps, slides*, and posters. This is due to a number of accessible features that make it easy for users to apply them, and the ability of learners to communicate during the design process so that they can work in groups (Janah *et al*., 2023).

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Previous research has shown that *the project-based learning* model has been proven to improve student learning outcomes (Kusuma *et al*., 2023). The *project-based learning* model integrated with Canva will help make the learning process more manageable, and teachers can use technology as a digital learning medium (Kurniawan *et al*., 2024). Canva applications are currently among the applications that are often used by many people, one of which is used for the learning process. There has been much research on Canva-assisted *project-based learning*, but it is still rare to directly involve elementary school students in creating digital poster projects using the Canva application. This research is important because it highlights problems in learning science at the elementary level, especially in grade 5 students, whose learning outcomes are still relatively low. The selection of grade 5 as the focus of the research is based on the consideration that at this age stage, students generally already have basic skills in using digital devices such as *smartphones* or tablets. In addition, their critical thinking and creativity skills began to develop, so it was considered appropriate to be involved in the project-based learning model. Therefore, this research is expected to be an alternative solution to the low learning outcomes of social studies and provide a more innovative learning approach in elementary schools.

The problem of low learning outcomes of social studies students related to the material on the anatomy of the eye was found by observations that had been made previously. Based on data provided by classroom teachers, the majority of students' social studies learning outcomes in the mid-semester evaluation did not meet the minimum completeness criteria (KKM). The reason for the low interaction in social studies learning in the classroom is teacher-centered learning and inadequate interaction between teachers and students. This situation makes the atmosphere unconducive in the classroom, and students feel bored while studying. The researcher sought to introduce *project-based learning* with the help of Canva. This model is in accordance with the needs of students as a solution to the problem of low learning achievement. Learners will gain hands-on experience and design projects that produce products, and therefore be able to play a direct role in the process; the experience they gain will be more meaningful. Referring to this presentation, the researcher intends to conduct research related to the influence of *Canva-assisted* project-based learning on the learning outcomes of 5th-grade elementary school students in Bekasi. This research aims to understand the influence of Canva-assisted project-based learning on the learning outcomes of 5th-grade elementary school students.

LITERATURE REVIEW

Project-Based Learning

A learning model is a framework or model that can be applied to create continuous learning strategies, create learning materials, and direct the learning process in the classroom (Albina *et al*., 2022). The learning model is a pattern used by teachers as effective learning, improving learning outcomes and provide instructions for compiling the curriculum, arranging materials to carry out learning in the classroom. A good understanding of various learning models is the key for teachers in implementing effective learning and improving student learning outcomes (Mirdad, 2020). Among the various models available, *project-based learning* is one of the alternatives that can be used. *Project-based learning* is an innovative model in which students actively participate in a full role to construct the knowledge they

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have in a group with their peers to complete projects that have been made by teachers (Nisah *et al*., 2021). *Project-based learning* models advance the growth of their cognitive abilities by allowing them to actively investigate information, ask questions, identify problems, create projects, and execute them (Azzahra *et al*., 2023).

The characteristics of *project-based learning* include: 1) Students experience the framework of the learning project for themselves with the guidance of the teacher, 2) Students are given tasks or challenges; 3) Students are looking for procedures or methods to solve problems; 4) Students are responsible for solving their problems; 5) Continuous learning evaluation; 6) students monitor the learning process; 7) results are evaluated and improved; and 8) the learning environment allows for errors and modifications during the learning process (Utomo *et al*., 2020). The application *of project-based learning* provides students with the opportunity to advance their high-level thinking skills optimally. Project-based learning attaches great importance to students' creativity and emphasizes the ability to solve problems collaboratively by creating a product (Khaningrum *et al*., 2023). The benefits *of project-based learning* are triggering motivation, the ability to solve problems, increasing student cooperation and cohesiveness, and improving students' ability to think critically and creatively (Fauzan *et al*., 2021).

The syntax of *the project-based learning* model includes: 1) identifying the central questions; 2) planning projects; 3) making *schedules*; 4) recording the success of students and *projects*; 5) measuring student achievements; and 6) evaluating student achievements. These stages emphasize that this learning model is not solely oriented towards the result, but also prioritizes a learning process that runs systematically and is well-structured. With detailed and directed steps, students are encouraged to develop critical thinking skills and take full responsibility for the projects they are working on. In addition, this model also makes it easier for teachers to monitor and assess student development in a comprehensive and sustainable manner (Devina & Damayanti, 2024). The author thinks that the syntax is very effective in creating a meaningful learning experience, because it covers various important aspects ranging from planning, implementation, to comprehensive evaluation. This is ultimately able to motivate students to be more active, directly involved, and have a deep understanding during the learning process.

Canva App

The Canva application is a technology-assisted application, especially in everyday products related to graphic design, including in the world of education. Canva provides many features that can serve as educational resources and tools in the classroom, for example, in creating learning materials such as posters, presentations, and infographics that are attractive and can help students understand the material better. One of the benefits of this app is its ability to create a variety of teaching tools by utilizing pre-provided designs. Teachers and students collaborate to create interesting works that serve as learning aids in the classroom (Harahap *et al*., 2022). Canva is an online design program that provides various features for teaching and learning activities, offices, entrepreneurship, and so on (Admelia *et al*., 2022). The advantages of Canva are that it has a diversity of *graphic designs*, *templates*, and animations to advance teachers' innovation in creating teaching aids with various features, image and video quality available, and flexible use without using a laptop, but still able to be used on

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smartphones. The downside to using Canva is that not all *templates* can be accessed for free (Hidayatullah *et al*., 2023).

The use of Canva in learning includes providing space for teachers to use various features in creating teaching materials or using them as teaching tools. Not only aimed at teachers, Canva can also be used by students to design learning materials or other assignments, so that the learning carried out can be applied in an interesting way. In addition to gaining knowledge, students also learn how to convey their knowledge in a creative way (Kharissidqi & Firmansyah, 2022). Teachers play a vital role in teaching and learning. Canva is present as a medium that teaches skills so that dynamic, imaginative, collaborative, and fun learning is created (Masitoh *et al*., 2023). Instructions for using a laptop or *smartphone* to use the Canva application are: 1) For *smartphone users, install* the Canva application from the Play Store; for laptop users, use Canva online from the web. 2) Make a Canva design according to the user's needs. Teachers can use the template that has been provided by Canva, download elements, and have many simple functions so that it does not burden consumers; 3) save the work made (Wulandari & Mudinillah, 2022).

IPAS Learning Outcomes

IPAS is a science that examines the relationship between humans and nature and has a methodical and logical approach to observing, collecting, and searching for new information (Devianti *et al*., 2023). In the previous curriculum, science was a separate lesson; in the independent curriculum, science was combined with social studies to form IPAS (Natural Sciences and Social Sciences). IPAS is aimed at developing students' inquiry skills by developing knowledge and concepts through learning, especially helping them understand themselves and the surrounding environment (Rahman *et al*., 2023). There are two words from the learning outcomes, namely learning and results. Learning outcomes are one of the indicators of the learning process (Syafe'i & Maryani, 2020). Meanwhile, learning outcomes in the form of changes in individual attitudes, including knowledge, emotional, and skill abilities, will be obtained after experiencing teaching and learning activities (Yandi *et al*., 2023). Learning outcomes as a result of the learning process are used as a standard to assess students' ability to understand the lessons given (Prananda *et al*., 2020). Learning outcomes are changes in individual behavior and attitudes, including adjustments in knowledge, abilities, skills, attitudes, habits, understanding, and mastery, all of which are deliberately carried out with long-term and constructive goals. Learning outcomes do not only show academic achievement, but also include character development, critical thinking skills, and individual readiness to face various life challenges (Rahmawati, 2023). Learning outcomes reflect a complete picture of students' intellectual and personal growth formed through a meaningful learning process.

The assessment of learning outcomes marks the end of instructional action from the teacher's point of view. From the perspective of the student, learning outcomes are the culmination of the learning process. Learning outcomes are grouped into three main domains, namely cognitive related to knowledge and thinking ability, affective related to attitudes and values, and psychomotor related to skills (Ekawati *et al*., 2021). There are internal and external factors that impact learning outcomes. The motivation, talents, interests, habits, attitudes, and intelligence of the students themselves are examples of internal influences. The family,

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school, and surrounding environment are forms of external influence (Astiti *et al*., 2021). Internal factors such as motivation and interest in learning affect how much effort students put into understanding the material. Students who are interested in a lesson tend to be more active in looking for additional learning resources, which has a positive impact on learning outcomes. On the other hand, external factors such as school and family support also play an important role. Adequate learning facilities and assistance from parents can increase the enthusiasm and activeness of students, which ultimately supports academic achievement. For example, high motivation makes students more active in learning, and adequate school facilities support comfort in the learning process. These two factors complement each other in creating an effective learning process.

METHODS

This research was carried out through an experimental quantitative method to determine, in controlled conditions, how one treatment affects another. The design of the study included two groups of samples: an experimental class that applied Canva-assisted project-based learning and a class without the application of a treatment, called a control class. The place of this research is SDN Jatibening 4, Bekasi, with a population of 60 grade 5 students, and the sample includes the entire population. Class 5C with 30 students became the experimental class, and Class 5B with 30 students became the control class. The Canva-assisted *project-based learning model* that will be implemented consists of six syntactics, namely: 1) setting basic questions related to the anatomy of the eye material; 2) teachers and students design projects such as determining the project, namely making digital posters of the anatomy of the eye using Canva and forming groups; 3) teachers and students schedule learning projects; 4) teachers supervise the development of student projects; 5) the teacher tested the results of the students' project with the results of the project in the form of digital posters presented by the students in front of the class; 6) the teacher assesses the results of the students' projects. The information collected in this study was collected through *pre-test* and *post-test instruments* in the IPAS material in the anatomy of the eye section of grade 5. Before learning, students do the *pre-test,* and after learning, students do the *post-test.* The data analysis tests carried out include normality and homogeneity testing, *the Independent sample t-test* hypothesis, and *Effect Size.*

RESULTS AND DISCUSSION

From this study, several data points were obtained that indicated that the learning outcomes of social studies for grade 5 students at SDN Jatibening 4, Bekasi, were influenced by *Canva-assisted* project-based learning**. Table 1** shows the specifics of the *pretest-post-test values of* the experimental group and the control group.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
*Pretest*_Kontrol	30	20	80	48	15.844
Postest_Kontrol	30	30	90	62.67	17.207

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	N	Minimum	Maximum	Mean	Std. Deviation
*Pretest*_Eksperimen	30	20	80	49	17.09
Postest_Eksperimen	30	50	100	75.33	11.366
Valid N (listwise)	30				

Source: Research 2025

Based on the exposure **of Table 1**, the control class had an average of 48 pretest IPAS, with the smallest value of 20 and the largest of 80, with a standard deviation of 15.844, and a post-test of 62.67, with the smallest value of 30 and the largest of 90, with a standard deviation of 17.207. Meanwhile, the experimental class had an average of 49 pretests, with the smallest score of 20 and the largest of 80, with a standard deviation of 17.09, and a post-test of 75.33, with the smallest value of 50 and the largest of 100, with a standard deviation of 11.366.

Normality Test and Homogeneity Test

The Shapiro-Wilk test at a significance level of 0.05 is a normality test applied in this research. The data is distributed normally if the significance value is greater than 0.05 and not distributed normally if the significance value is less than 0.05.

Table 2. Normality Test Results

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Result	*Control Pretest*	0.183	30	0.012	0.931	30	0.051
	Posttest Control	0.169	30	0.028	0.932	30	0.057
	Pretest Experiment	0.167	30	0.031	0.946	30	0.129
	Postest Experiment	0.181	30	0.014	0.939	30	0.085
a. Lilliefors Significance Correction							

Source: Research 2025

From the exposure **of Table 2** on the calculation of the normality test in Shapiro-Wilk, it shows the significance value of *the control* class pretest 0.051>050, *the control class posttest* 0.057 > 0.05, the experimental *pretest* 0.0129 > 0.05, and the experimental posttest 0.085> 0.05, which states that all data are typically distributed.

Table 3. Homogeneity Test Results

		Living Statistic	df1	df2	Sig.
Result	Based on Mean	2.337	3	116	0.077

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	Living Statistic	df1	df2	Sig.
Based on Median	1.942	3	116	0.127
Based on Median and with adjusted df	1.942	3	105.09	0.127
Based on the trimmed mean	2.381	3	116	0.073

Source: Research 2025

The results of the homogeneity test can be seen from **Table 3** in the *significance value based on the Mean, which shows 0.077 > 0.05,* so that the conclusion of the data is homogeneous.

Hypothesis Test

The hypothesis test in this study is *the Independent Sample T-Test,* which is a parametric statistical test. This test is aimed at determining the difference between the averages of the two sample groups. Referring to the arguments presented, the research hypothesis can be proposed in the form of:

Ho: *Project-Based Learning* Canva-assisted does not affect learning outcomes IPAS 5th-grade students of SDN Jatibening 4, Bekasi.

Ha: *Project-Based Learning* Canva-assisted on IPAS learning outcomes 5th-grade students of SDN Jatibening 4, Bekasi

Table 4. Independent Sample t-test results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	6.203	0.016	-3.364	58	0.001	-12.67	3.765	-20.2	-5.13
	Equal variances not assumed.			-3.364	50.26	0.001	-12.67	3.765	-20.23	-5.105

Source: Research 2025

Based on **Table 4**, a statistical test with *the Independent Sample T-Test* showed a significance value of 0.001<0.05, indicating that Ho was rejected and Ha was accepted. With the data obtained, it can be admitted that the learning outcomes of science in grade 5 of SDN Jatibening 4, Bekasi, are influenced by *the project-based learning* model assisted by Canva.

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Test *Effect Size*

The *Effect Size* test applied is D'Cohen's Formula. The *Effect Size test* is carried out to see the effect size or difference between two sample groups.

Table 5. Effect Size *Test Results*

Post test	Mean	Std. Deviation	D'Cohen
Control Class	62.67	17.207	0.868633
Experimental Classes	75.33	11.366	

Source: Research 2025

Based on the exposure of the *Effect Size calculation* that has been carried out in **Table 5**, *Cohen's* result is 0.868633, which is classified as having a medium effect. From this study, data can be obtained that *Canva-assisted project-based learning* has a moderate effect on the learning outcomes of 5th-grade students of SDN Jatibening 4, Bekasi.

Discussion

From this research, it was found that the data on the learning outcomes of grade 5 students of SDN Jatibening 4 Bekasi were significantly influenced by the application *of the project-based learning model* with the help of Canva. This is proven by the t-test, which has a value of 0.001<0.05, showing that there is a significant difference between the experimental class and the control class. The *Cohen Effect Size test* was used to calculate the difference between the two sample classes, resulting in a value of 0.868633, indicating that the resulting difference had a moderate effect. The learning outcomes of social studies increased significantly in the experimental class. The *pretest score of the* experimental class was 49; after the application of the model, *the post-test* score increased by 26.33 to 75.33. Although not as large as the experimental class, there was an increase in the control class without the treatment. After participating in the learning process without treatment, the average *pretest* score of 48 increased to 62.67 with an increase of 14.67. In the *post-test results*, it was seen that the value of the experimental class increased more than the control class, with an average difference of 12.67. Similar research indicates an increase in learning outcomes for grade 5 students (Kusuma *et al*., 2023).

The project applied in the learning of social studies in this model is for students to create a digital poster about the anatomy of the eye with the help of Canva. In making digital posters with the Canva application, learning will be interactive because students play an active role in applying their creativity and skills to learning. Students will be divided into several groups to complete the project. The findings of this study are relevant to previous studies that showed results that students' creativity and visual abilities can be improved by integrating Canva as an interactive and engaging learning medium as an alternative (Kurniawan *et al*., 2024). Based on the results of calculations and observations during the implementation of experimental activities, the author found that this learning model had a positive impact on all areas of learning outcomes, namely cognitive, psychomotor, and affective aspects. In the cognitive realm, this model gives students the flexibility to apply their knowledge through

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digital poster creation projects using the Canva platform. In the psychomotor aspect, this learning also develops students' technical skills in operating digital media independently. Meanwhile, in the affective realm, students showed an improvement in terms of positive attitudes such as responsibility, cooperation, and discipline during group activities.

Students' learning outcomes are also inseparable from the influence of internal factors, such as enthusiasm for learning and interest in the material, as well as external factors, such as the active role of teachers as mentors and the use of interactive learning media. These findings strengthen the relationship between the research results and the theoretical foundations that have been put forward previously regarding the effectiveness of *the project-based learning approach* in improving the quality of learning holistically. From the exposure to theory and the findings of previous studies, it is evident that the application *of Project-Based Learning* with Canva affects the learning outcomes of science in grade 5 of SDN Jatibening 4 through a structured learning process that involves students' ability to apply knowledge into projects, collaboration between teams, and a sense of responsibility. The obstacle during the implementation of this study is that some students are constrained in making digital posters due to limited image elements, and the time required by students to make digital posters is longer than scheduled, so it requires additional time. Some students also have difficulty using Canva, but this can be overcome with guidance from teachers who oversee the progress of the project from each group.

CONCLUSION

Based on the research data obtained, it can be seen that there is a difference in the learning outcomes of science between the experimental class and the control class. The improvement in learning outcomes in the experimental class showed that the implementation *of the project-based learning* model supported by the use of Canva had a significant positive impact on the learning of social studies of grade 5C students at SDN Jatibening 4, Bekasi City. Canva's integration in this learning model also makes the learning process more engaging and interactive through the use of digital technology. However, the application of this model requires careful preparation from both teachers and students. Some of the important aspects that need to be well-designed include choosing project topics that are relevant to the learning objectives, structuring the activity stages, proper time management, students' understanding of using Canva, and a grading system that includes the process and the final product. Optimal planning will support the effectiveness of project-based learning and encourage active engagement and deeper understanding of learners. Further research is suggested to test the application of Canva's *project-based learning* model to other levels or subjects to assess its effectiveness. In addition, comparisons with other digital media can be considered, as well as an in-depth assessment of aspects of collaboration, creativity, and learning motivation through *a mixed methods* approach. Evaluation of the long-term impact on students' memory and concept understanding also needs to be considered.

AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author confirms that the data and content of this article are free from plagiarism.

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