



The Effect of Using Canva-Based Poster Media on Students' Learning Outcomes in The Topic of Honoring Parents Among Third-Grade Students at SDN 2 Sembawa

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ABSTRACT	ARTICLE INFO
<i>The purpose of this study was to evaluate the effect of Canva-based posters on students' learning outcomes in the third grade at SDN 2 Sembawa on the theme of "Respecting Parents." Initial observations showed that the use of visual media in Islamic Religious Education (PAI) learning was still limited, while teaching methods tended to be one-way, resulting in only approximately 30% of the 18 students achieving the minimum learning standard. This study employed a quantitative approach with a one-group pretest-posttest design, with all third-grade students serving as the sample. Data were collected through pretests and posttests and analyzed using normality testing and a paired-samples t-test. The findings showed an increase in the mean score from 64 on the pretest to 87.00 on the posttest. The paired-samples t-test showed a significance value of 0.000 (<0.05), indicating that Canva-based posters had a significant effect on students' learning outcomes.</i> © 2026 Jurnal Pedagogik Pendidikan Dasar 	Article History: Submitted/Received 06 Jun 2026 First Revised 29 Jul 2026 Accepted 10 Aug 2026 First Available online 31 Aug 2026 Publication Date 01 Nov 2026 Keywords: Canva-Baed Posters; Visual Media; Learning Outcomes; Elementary School Students

1. INTRODUCTION

Islamic Religious Education at the elementary school level is an important subject for students' development, helping them build faith, piety, and moral principles that can be applied in everyday life. However, Islamic Religious Education in elementary schools is still often teacher-centered, resulting in less interactive learning methods and limited understanding of the moral values being taught. According to [Abd Rahman et al. \(2022\)](#), the elementary school level is a crucial period for instilling students' character. In line with this perspective, [Qomariyah et al. \(2024\)](#) emphasize that learning processes that do not actively involve students may reduce the effectiveness of character-value instruction.

The characteristics of elementary school students in the concrete operational stage are closely related to the use of instructional aids that can present learning content visually, attractively, and in an easily understandable manner. Posters are an appropriate instructional medium because they combine images and text, thereby supporting students in understanding learning content more concretely. This is particularly important when teaching the topic of Respecting Parents, which contains values and norms related to respecting, loving, helping, and obeying parents. If the material is presented only verbally, students may understand it merely as definitions or memorized information without gaining a concrete understanding of behaviors that can be applied in everyday life. Therefore, visual media are needed to help transform normative material into more concrete and easily understandable content for students. According to [Wulandari et al., \(2023\)](#) posters can attract students' attention and strengthen their retention of learning material. This finding is consistent with the study by [\(Mulfajril et al., 2023\)](#) which showed that visual aids can improve students' attention, motivation, and understanding, as well as the findings of [\(Selamet, 2020\)](#) and [\(Amanda, 2024\)](#) which demonstrated that the use of visual media has a positive impact on students' learning outcomes at the elementary school level.

The development of digital technology has provided greater opportunities to promote innovation in teaching and learning, including through the use of Canva, which offers various features for creating attractive and creative educational posters. Rahman et al., (2024) revealed that the use of Canva-based posters contributes to improving students' learning outcomes by presenting learning materials through engaging combinations of images and text. In this regard, [\(Nurfitriyani et al., 2025\)](#) demonstrated that creative learning media make a significant contribution to improving students' learning outcomes in Islamic Religious Education. Furthermore, [\(Setiawan et al., 2024\)](#) noted that posters created using Canva can stimulate students' creativity and digital literacy skills. This perspective is further supported by [\(Agustiyani et al., 2024\)](#) and [\(Meilisia, 2024\)](#) who stated that Canva can create a more engaging learning environment, encourage students' learning motivation, and facilitate their understanding of learning materials.

Several previous studies have shown that the use of Canva-based posters contributes to improving students' learning outcomes. However, this medium has not been widely studied in the context of Islamic Religious Education, particularly in teaching the topic of Respecting Parents at the elementary school level. This topic differs from materials that primarily emphasize conceptual mastery because it contains values and norms that need to be understood through concrete examples of behavior. When presented solely through verbal explanations, normative content may be understood only theoretically and may be less engaging for students. Therefore, learning media are needed to visualize examples of respecting, loving, helping, and obeying parents so that students can relate the learning material to their everyday experiences. In this context, Canva-based posters are considered

an alternative learning medium that can present the material in a concise, visual, and concrete manner.

Observations and interviews conducted in the third-grade class at SDN 2 Sembawa showed that Islamic Religious Education instruction still relies heavily on conventional lecture methods, while the use of visual media remains limited. This condition results in one-way learning and reduces students' involvement in the learning process. In the topic of Respecting Parents, this condition also causes students to experience difficulties in connecting verbally presented material with concrete examples of behavior in everyday life. As a result, only approximately 30% of the 18 third-grade students met the minimum mastery criteria for the topic of Respecting Parents. This highlights the importance of selecting learning media that are appropriate to students' characteristics and the nature of the learning material in order to increase their engagement and learning outcomes. Based on these findings, posters designed using Canva were selected as an alternative learning medium because they can present images, text, and examples of behavior in a more concrete manner, thereby expected to improve students' understanding and learning outcomes.

Within this context, this study aims to analyze the effect of using Canva-based poster media on students' learning outcomes in the topic of Respecting Parents among third-grade students at SDN 2 Sembawa. The findings of this study are expected to provide an alternative for teachers to improve the quality of Islamic Religious Education and serve as a reference for future research on the use of Canva-based learning resources at the elementary school level.

2. RESEARCH METHODOLOGY

This study employed a quantitative method using a pre-experimental approach with a one-group pretest-posttest design. The study was conducted at SDN 2 Sembawa, Kuningan Regency, during the 2025/2026 academic year. The sampling technique used was saturated sampling, as all students in the population were included in the sample.

The study population consisted of 18 third-grade students at SDN 2 Sembawa, all of whom were included in the research sample. Before the intervention, the students were given a pretest to determine their initial abilities. Subsequently, the learning material was delivered using posters designed with Canva, followed by a posttest to measure changes in students' learning outcomes after the intervention.

Data collection was conducted using three techniques: tests, observation, and documentation. The test instrument consisted of multiple-choice questions administered before and after the treatment to assess students' learning achievement on the topic of "Respecting Parents." Observation was used to monitor students' learning activities, while documentation served as supporting data throughout the research process. Before being administered, the test instrument underwent expert validation involving Islamic Religious Education lecturers and teachers to assess its suitability for the learning material and the characteristics of the students. Subsequently, the instrument was tested to determine the validity, reliability, difficulty level, and discriminating power of each item.

All collected data were processed and analyzed using IBM SPSS Statistics software. The analysis began with a normality test as an initial prerequisite, followed by a paired-samples t-test to evaluate the effect of using Canva-based posters on students' learning outcomes. The decision criterion was based on a significance level of 0.05.

All collected data were processed and analyzed using IBM SPSS Statistics version 26. Data analysis began with normality and homogeneity tests. Subsequently, a Paired-Samples t-Test was used to determine differences in students' learning outcomes before and after the use

of Canva-based posters, while N-Gain analysis was conducted to determine the level of improvement in students' learning outcomes. Hypothesis testing decisions were based on a significance level of 0.05.

3. RESULTS AND DISCUSSION

3.1. Pre-test and Post-test Results

The pre-test was administered before the learning session using Canva-designed posters to assess students' initial knowledge of the topic of "Respecting Parents." After the learning process using Canva-based posters was completed, the students took a post-test to evaluate their learning outcomes after the lesson. A summary of the pre-test and post-test results is presented in Table 1.

Tabel 1 Hasil Pretest dan Posttest

Tes	N	Rata-rata
Pretest	18	64
Posttest	18	87,00

Table 1 shows that the students' mean pre-test score was 64, while the mean post-test score increased to 87.00. This difference in mean scores indicates an improvement in students' learning outcomes after receiving instruction using Canva-based posters.

3.2. Normality Test

The normality test was conducted to determine whether the pre-test and post-test data were normally distributed. Since the sample size was less than 50 students, the Shapiro-Wilk test was used to assess the normality of the data. The data were considered normally distributed if the significance value (Sig.) was greater than 0.05

Tabel 2. Uji Normalitas

Data	Sig	Kriteria
Pretest	0,093	Normal
Posttest	0,159	Normal

Table 2 shows that the significance values of the Shapiro-Wilk test were 0.093 for the pre-test and 0.159 for the post-test. Both values were greater than 0.05, indicating that the pre-test and post-test data were normally distributed. With the normality assumption fulfilled, the research data met one of the prerequisites for further statistical analysis.

3.3. Homogeneity Test

The homogeneity test was conducted to determine whether the variance in students' learning outcomes was similar between the pre-test and post-test. This analysis was performed using Levene's test with the assistance of SPSS version 26. The data were considered homogeneous if the significance value was greater than 0.05 (Handayani & Subakti, 2020).

Based on the results of the homogeneity test, the significance value obtained was 0.197 (>0.05). This result indicates that the variance of students' learning outcomes was homogeneous between the pre-test and post-test, thereby meeting the prerequisite for further statistical analysis.

3.4. Hypothesis Testing (Paired Sample t-Test)

Hypothesis testing was conducted to evaluate whether there was a difference in students' learning outcomes before and after the implementation of Canva-based posters. The analysis was performed using a paired-samples t-test with the assistance of SPSS version 26. The decision was based on the two-tailed significance level: if the significance value was less than 0.05, H_0 was rejected and H_1 was accepted.

The results of the paired-samples t-test showed a significance value of 0.000 (<0.05). Based on these results, H_0 was rejected and H_1 was accepted, indicating that the use of Canva-based posters had a significant effect on students' learning outcomes in Islamic Religious Education on the topic of "Respecting Parents" among third-grade students at SDN 2 Sembawa.

3.5. N-Gain Analysis

N-Gain analysis was conducted to determine the level of improvement in students' learning outcomes after the use of Canva-based poster media. Based on the calculation results, the mean N-Gain Score was 0.6478, which falls into the medium category. Meanwhile, the mean N-Gain Percentage was 64.7764%, indicating that the improvement in students' learning outcomes after the use of Canva-based poster media was categorized as moderately effective. These results indicate that Canva-based poster media not only resulted in a significant difference in students' learning outcomes but also improved their learning outcomes with a moderate level of effectiveness.

3.6. Discussion

Based on the research findings, the use of Canva-designed posters had a positive effect on students' learning outcomes in Islamic Religious Education, particularly on the topic of Respecting Parents among third-grade students at SDN 2 Sembawa. This was demonstrated by the increase in the students' mean score from 64 on the pre-test to 87.00 on the post-test. This improvement indicates that the use of Canva-based posters contributed to improving students' learning outcomes on the learning material.

In addition to demonstrating a significant effect, the N-Gain analysis showed that the mean N-Gain Score of 0.6478 fell into the medium category, while the N-Gain Percentage of 64.7764% was categorized as moderately effective. These findings indicate that the use of Canva-based posters resulted in a moderately effective improvement in students' learning outcomes after they received instruction on the topic of Respecting Parents. Thus, the use of Canva-based poster media not only resulted in a significant difference between the pre-test and post-test scores but also demonstrated a moderately effective level of improvement in students' learning outcomes.

Before the implementation of the media, students' learning outcomes tended to be low because the learning process was largely teacher-centered and the use of varied learning media was still limited. This condition resulted in students' limited active participation in the learning process and difficulties in understanding the topic of Respecting Parents. After learning using Canva-based posters was implemented, an improvement in students' learning outcomes was observed. This improvement was supported by the presentation of learning materials through a combination of images, colors, and text arranged systematically, which could attract students' attention and help them understand the material more effectively. In addition, the appealing presentation of the posters could help students process information more easily, particularly at the elementary school level, where students are still developing concrete thinking abilities.

The findings of this study are consistent with [Hasan et al. \(2021\)](#), who explained that learning media serve as tools for delivering messages or information that can improve students'

focus, interest, and learning activities. These findings are further supported by Safa'at et al. (2024), who found that Canva-based learning media can improve students' conceptual understanding and learning achievement by presenting learning content in a more dynamic, engaging, and easily understandable manner.

The use of Canva-based posters also offers advantages over conventional posters created manually, particularly in terms of ease of arranging layouts, combining images, text, and visual elements, and modifying designs according to learning needs. The features available in Canva allow the topic of Respecting Parents to be presented in a more structured and engaging manner without requiring a manual production process, which is relatively more limited in terms of editing flexibility. Although this study did not directly compare Canva-based posters with conventional posters, these characteristics indicate that Canva has the potential to support a more flexible presentation of learning materials that is appropriate to the characteristics of elementary school students.

In the same context, (Febiana, 2026) explained that the implementation of digital learning media using Canva facilitates students' understanding of learning materials through engaging and interactive visuals that are appropriate to their cognitive development, thereby contributing to improving the quality of learning at the elementary school level. In addition, a study by (Sari et al., 2026) showed that Canva-designed digital posters received positive responses from students because of their attractive and user-friendly designs, which could strengthen students' focus and learning motivation during the learning process.

Overall, the findings of this study indicate that the use of Canva-designed posters has a positive effect on students' learning outcomes. The media not only plays a role in presenting learning materials in a clearer, more structured, and engaging manner but also supports a more active and interactive learning process. These findings suggest that Canva-based posters can serve as an alternative learning medium to support the improvement of elementary school students' learning outcomes, particularly in Islamic Religious Education on the topic of Respecting Parents. Furthermore, Canva-based poster media have the potential to be applied to other learning materials to support the improvement of the quality of learning in elementary schools.

4. CONCLUSION

The use of Canva-based posters had a positive effect on students' learning outcomes in Islamic Religious Education on the topic of "Respecting Parents" among third-grade students at SDN 2 Sembawa. This finding was demonstrated by the increase in the students' mean score from 64 on the pre-test to 87.00 on the post-test, as well as the results of the paired-samples t-test, which yielded a significance value of 0.000 ($p < 0.05$).

The use of Canva-based posters can create a more engaging and interactive learning environment and actively involve students in the learning process, thereby potentially improving their focus, active participation, and understanding at each stage of learning. Based on the findings of this study, the use of Canva-based visual media has been shown to contribute positively to improving students' learning outcomes in Islamic Religious Education at the elementary school level.

Therefore, Canva-designed posters can be considered an effective alternative learning medium for Islamic Religious Education at the elementary school level. Furthermore, the findings of this study are expected to serve as a reference for educators in developing innovative learning materials and as a foundation for future research involving different topics, educational levels, or research approaches.

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