

**THE DEVELOPMENT OF CANVA TO ENHANCE LEARNING OUTCOMES AND
CHARACTER OF GRADE 1 IN ACCORDANCE WITH
THE NATURE OF THE TIME**

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ABSTRACT

Observations carried out in Class 1 at Bakalrejo 2 State Primary School indicate that the teaching methods employed still tend to lack variety. The existing teaching is limited to the use of learning media, which has an impact on the low learning outcomes and character development of students. One solution to overcome this is to utilise Canva learning media. The aim of this study is to develop, test the feasibility of, and assess the effectiveness of Canva learning media on the learning outcomes and character of students in Class 1 of Bakalrejo 2 State Primary School, in line with the demands of the times. This study employed a research and development (R&D) methodology using the Borg and Gall model. Based on the research findings, the implementation of Canva media achieved a feasibility percentage of 95% and 90% following evaluation by subject matter and media experts. According to the effectiveness test using the t-test, significant values of 0.001 and 0.000 were obtained on the small and large scales, respectively. Meanwhile, the N-Gain calculation yielded a figure of 0.7737 in the small-scale trial and 0.7683 in the large-scale trial, both falling into the 'high' category. Based on these findings, it can be concluded that the use of Canva is effective in enhancing both academic achievement and moral character among students in the subject of Pancasila Education, particularly regarding the topic of rules within the home.

Keywords: Canva, Character education, Learning resources, Learning outcomes, The nature of the times

ABSTRAK

Observasi yang dilakukan di Kelas 1 SD Negeri Bakalrejo 2 menunjukkan bahwa pembelajaran yang diterapkan masih cenderung kurang bervariasi. Pembelajaran yang ada terbatas pada pemanfaatan media pembelajaran, yang berdampak pada rendahnya hasil belajar dan perkembangan budi pekerti siswa. Salah satu solusi untuk mengatasi hal tersebut adalah dengan memanfaatkan media pembelajaran Canva. Tujuan dari penelitian ini adalah untuk mengembangkan, menguji kelayakan, dan menguji keefektifan media pembelajaran Canva terhadap hasil

belajar dan budi pekerti siswa di kelas 1 SD Negeri Bakalrejo 2, sesuai dengan tuntutan zaman. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) dengan model Borg and Gall. Berdasarkan hasil penelitian, penerapan media Canva memperoleh persentase kelayakan sebesar 95% dan 90% setelah diuji oleh ahli materi dan media. Menurut hasil uji keefektifan dengan uji-t menghasilkan nilai signifikan sebesar 0,001 dan 0,000 pada skala kecil dan besar. Sementara itu, hasil perhitungan N-Gain menunjukkan angka 0,7737 pada uji coba skala kecil dan 0,7683 pada uji coba skala besar dengan kategori "tinggi". Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa penerapan media Canva efektif dalam meningkatkan hasil belajar serta budi pekerti siswa pada mata pelajaran Pendidikan Pancasila, khususnya materi aturan di dalam rumah.

Kata Kunci: Budi Pekerti, Canva, Hasil Belajar, Kodrat Zaman, Media pembelajaran

A. Introduction

Education is the foundation that enables people to achieve their aspirations and goals. A good education helps to produce high calibre individuals (Lestari & Sunarso, 2024) which can improve the quality of life (Septiyani & Setiawan, 2024). Not only that, but education can also improve the quality of human resources (Dewi & Muhtar, 2022; Parinduri et al., 2022). Education is also defined as a form of development of abilities and character that upholds dignity.

Through education, we will nurture children of strong character, critical thinkers, and intelligent individuals, thereby shaping a future generation of the nation who possess noble values and fine moral character (Aprillionita, 2024; Hakim & Dewi, 2022). The implementation of moral values based on national educational

objectives cannot be separated from the conditions prevailing in the community, particularly amongst the younger generation (Kurnia et al., 2023). The primary focus of moral education in character building is in line with the philosophy of Ki Hadjar Dewantara (Suwahyu, 2018). Pendidikan budi pekerti menjadikan siswa memiliki sikap dalam aspek sikap dipercaya, disiplin, kerjasama yang baik (Zainuddin, 2021). The development of good moral values and character is central to the current curriculum.

With a curriculum in place, education will be delivered in line with the desired learning objectives. The curriculum is structured around a range of subject areas and is studied by every students to acquire knowledge and understanding. The current curriculum, known as the "Merdeka curriculum",

focuses on developing students who are critical thinkers, independent, innovative, self-directed learners, and creative, and who embrace independent learning (Daga, 2021). In the “Merdeka curriculum,” which focuses on character building and moral values, character education and the development of independent learning are key priorities in primary education, particularly in Indonesia, where the challenges of character education remain a significant issue (Setiawan, 2013). For primary school students, a subject on Pancasila education is required. According to the definition, Pancasila education encompasses Indonesia’s state ideology, aimed at fostering citizens with positive qualities, ranging from the importance of understanding civic rights and responsibilities, love for the homeland, and a sense of national identity (Hakim & Dewi, 2022; Raudhatul Fitriyah et al., 2024). Education in Pancasila begins at an early age, starting in primary school. In fact, it is a compulsory subject taught from primary school right through to university. In teaching activities for primary school students, Pancasila education must incorporate new innovations in teaching methods. This

means that teaching models and resources must be innovative and interactive, making use of modern technology, so that students do not become bored with the material presented.

The rapid advancement of technology, particularly in relation to digitalisation, is now having an impact on a wide range of sectors, including banking, retail, transport, education, publishing, media, and healthcare (Buck et al., 2023). Digitalisation, which has had a highly positive impact on the field of education, is closely linked to the development of 21st-century digital technology (Hidayat et al., 2023). As technology advances at an ever-increasing pace, information can spread rapidly (Aeni et al., 2022) and helps students expand their knowledge (Ahmed et al., 2021). Given these factors, there is a need for education that makes use of technology in both the learning process and assessment (Herman et al., 2022).

As experts in training future teachers, we must facilitate education using 21st-century teaching models that are tailored to the interests of Generation Alpha and based on digital technology. The aim is to enable students to grasp the subject matter

more easily. This includes providing teaching materials through visual and audiovisual learning resources that are aligned with the learning objectives, thereby ensuring an optimal learning experience. Teaching materials can also help combat boredom during lessons (Mulyanto & Mustadi, 2023). Media plays a vital role in the learning process, particularly for primary school students. According to (Nurhidayati et al., 2023) Learning materials are resources that can help teachers enrich students cognitive development, combat boredom during lessons, and enhance critical thinking and a love of learning (Anggraeni et al., 2023). Learning materials can also improve learning outcomes (Kolopita et al., 2022).

The teaching of Pancasila at Bakalrejo 2 State Primary School has been carried out quite effectively. On observation, the school still appears to follow a teacher centred approach, unlike newer approaches, such as student centred learning (Bilad & Prayogi, 2021; Haristiani & Rifa'i, 2020)

There is a need for teaching methods that can deliver effective and efficient learning through the use of appropriate teaching strategies and models (Al Husaeni et al., 2024;

Maryanti et al., 2021; Solehuddin & Muktiarni, 2022). One way to improve creative thinking skills is to create an enjoyable learning environment, which is a crucial factor (Nurulaini Jaafar & Ahmad Qushairi Mohamad, 2022; Siti Rohani Mohd Nor et al., 2022; Solehuddin & Muktiarni, 2022; Zainal et al., 2021).

Findings from observations and interviews with Class 1 teachers at Bakalrejo 2 State Primary School in Demak Regency indicate that the learning process still faces several challenges. Some of the obstacles faced by students include their inability to engage with the learning process, which results in their failure to absorb or understand the subject matter, particularly in the subject of Pancasila Education, which is considered suboptimal. Several factors contribute to this problem: students lack interest in learning and do not receive support from their parents or themselves. In addition to these factors, teachers use learning media that are still relatively limited in conveying the learning material. The use of media, such as images, causes students to lose interest in the learning process, and this affects suboptimal learning

outcomes as well as character development, which is perceived to be still low, particularly in the subject of Pancasila Education.

This study is consistent with several previous studies by (Andi Dewi Riang Tati et al., 2023), which found that the use of reading cards can improve the reading skills of Class 2 students. There is also research conducted by (Mahya & Setiawan, 2024) which found that the use of chatbot media can improve students' learning outcomes, with an NGain score of 0.6641, classified as moderate. The application of character education according to the teachings of Ki Hadjar Dewantara in primary schools in the digital age was examined in a study by (Suryana & Muhtar, 2022). There is also the implementation of education in accordance with the nature of the environment and the times within the independent curriculum, as demonstrated by the research (Irianti, 2023).

Against this background, the research title "The Development Of Canva to Enhance Learning Outcomes and Character Of Grade 1 In Accordance With The Nature Of The Time" served as the inspiration for the

researcher to test the Canva learning platform, which enhances students engagement and learning.

B. METHODOLOGY

Research and development (R&D) employs a "research and development" approach to create products and evaluate their effectiveness (Sugiyono, 2016). According to the Borg and Gall model, research and development is the process of developing and validating educational products. This research and development utilises a model modified by Borg and Gall, comprising eight stages: potential and problems, data collection, product design, product validation, design revision, small-scale trial, large-scale trial, and product revision (Zulaichah et al., 2021). The following is a flowchart for the Borg and Gall model

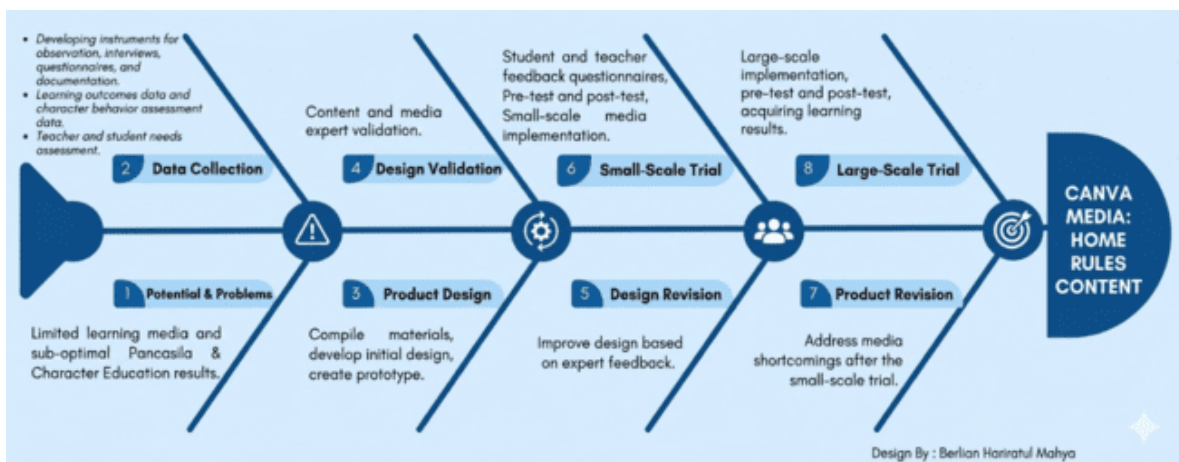


Figure 1: Steps in the Borg and Gall Development Model

In this study, data was collected through interviews, observation, the distribution of questionnaires, and documentation. The research was conducted between Maret and April 2026, using a one-group pre- and post-test study design. This one-group pre-test and post-test experimental design aimed to compare conditions before and after the media intervention. The following is a diagram of the pre-test post-test group learning design :

Tabel 1 One-Group Pre-test Post-test Design

<i>Before Media Application</i>	<i>Learning Materials</i>	<i>After the media test</i>
O_1	X	O_2

Sumber: (Dantes, 2017)

Information:

- O_1 : Pre-treatment scores for the Canva learning resource on house rules.
- O_2 : Final marks following the use of the Canva learning resource on house rules.
- X : Use of Canva as a learning tool for teaching rules within the home.

Data analysis techniques using descriptive methods. The suitability of the Canva learning material on household rules was analysed in accordance with the results of validation tests conducted by media experts and subject matter experts.

The formula used is as follows :

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

(Purwanto, 2013: 102 di Wardani & Syofyan, 2018)

Note:

NP : The percentage value sought or expected

R : The raw score obtained by the student

SM : The ideal maximum score for the test in question

The data was then categorised by percentage according to criteria including highly suitable, suitable, reasonably suitable, less suitable and unsuitable.

Table 2. Product suitability assessment criteria

<i>Percentage</i>	<i>Criteria</i>
86% - 100%	Very suitable
71% - 85%	Suitable
56% - 70%	Quite suitable
41% - 55%	Less suitable
25% - 40%	Not suitable

Data analysis was conducted to evaluate the impact of using Canva as a learning tool for teaching rules within the home, designed to improve students learning outcomes and moral values. Measurements were taken via pre-tests and post-tests, with calculations based on the N-gain index (Lestari & Yudhanegara, 2017).

$$N - Gain = \frac{\text{Skor posttest} - \text{skor pretest}}{\text{Skor maks} - \text{pretest}}$$

The results of these calculations were then classified according to the N-Gain scoring criteria as follows.

Table 3. N-Gain score categories

<i>Criteria Scores</i>	<i>Criteria</i>
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

In this study, the independent variable examined was the use of Canva as a learning tool for teaching rules within the home, whilst the dependent variable was the improvement in learning outcomes in Pancasila education and character education among Class 1 at Bakalrejo State Primary School.

C. Results and Discussion

The product resulting from this research and development is a Canva presentation containing material on house rules. This presentation was created using the Canva website, which can be accessed via both laptops and Android devices. The design is engaging and tailored to the needs of students and the curriculum taught in primary schools. Furthermore, this resource includes several images and videos that aid understanding of the rules within the home. The language used in this resource is also communicative and easy for students to understand.

The first step taken by the researcher was to gather information regarding the potential and existing

issues at Bakalrejo 2 State Primary School, Demak Regency. Information was gathered through observation, interviews, the distribution of questionnaires, and documentation. Based on the results of the data collection, several issues were identified, including the fact that, in Pancasila education, teachers had not yet fully developed and implemented teaching materials. Furthermore, the available materials were still limited, which affected students learning outcomes in Pancasila education and character building, which tended to be low.

During this data collection phase, the researchers gathered a range of information relating to product development, so that the resulting product could address the issues at Bakalrejo 2 State Primary School and meet the needs of both teachers and students. The product was designed based on an analysis of questionnaires regarding the media needs of teachers and students. In this stage, the researcher designed learning materials with an attractive layout, combining appropriate colours, and featuring images and videos illustrating the rules within the home. This material places greater emphasis on the application of

rules in daily life, particularly within the home environment. An example is the importance of tidying up toys after use. Furthermore, the researcher also explained the importance of following the rules at home, supported by simple, practical videos. The following is an illustration of the learning material design created by the researcher:



Figure 2 : Canva learning resources

During the product validation stage, the researchers conducted a trial of the Canva media containing material on household rules. This trial involved assessments by media experts and subject matter experts. Based on the assessments by the

media experts and subject matter experts, the following results were obtained.

Table 4. Product Validation Results

Validator	Score	Criteria
Material	95	Very suitable
Media	90	Very suitable
Average	92,5	Very suitable

The results of the assessment indicate that the teaching materials developed have been deemed 'highly suitable' for use in the learning process. However, there are several shortcomings that require attention, such as the font style in the guidebook, which is still not particularly appealing. Furthermore, there are issues regarding the adaptation of the teaching modules to lessons delivered twice, as well as their alignment with the learning objectives and pedagogical approach.

To address these shortcomings, the researchers took steps to develop a more suitable product. They then conducted a conceptual understanding test by administering pre-test and post-test questions to Year 1 students. Both tests comprised the same number of questions: 40 multiple-choice questions. The pre-test was administered before the educational

media intervention, whilst the post-test was administered after the intervention.

A small-scale product trial was conducted with a number of students in Year 1 at Bakalrejo 2 State Primary School, Demak Regency, to demonstrate the effectiveness of the product developed. The effectiveness was assessed using a specialised assessment tool, thereby yielding comprehensive data on the product's implementation. This data will be used as a basis for refining the Canva resource on household rules to ensure it effectively meets the applicable standards.

At this stage, six students were selected—two from the top tier, two from the middle tier, and two from the bottom tier to ensure that the small-scale trial was conducted in a fair and balanced manner. The results of the small-scale trial showed a 100% score, indicating that the Canva platform performed very well and that no criticism or suggestions were received. Consequently, the product was deemed ready for testing on a larger scale.

A study to assess the suitability and effectiveness of Canva-based educational media, focusing on rules

for behaviour at home, was conducted at Bakalrejo 2 State Primary School in Demak Regency, involving 25 Year 1 students. The findings revealed that 2 out of the 25 students, or approximately 5%, stated that the design presented was not sufficiently engaging.

Table 4. Results of the Small-Scale Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistik	Df	Sig.	Statistik	Df	Sig.
Pre Test	.236	6	.200*	.898	6	.361
Post Test	.197	6	.200*	.963	6	.841

Table 5. Results of the Large-Scale Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistik	Df	Sig.	Statistik	Df	Sig.
Pre Test	.092	25	.200*	.933	25	.102
Post Test	.161	25	.093	.921	25	.055

Next, normality tests were conducted on both scales, small and large. Based on the table, the significance values for the pre-test and post-test on the small scale were 0.361 and 0.841 respectively, both of which were greater than 0.05. It can therefore be concluded that the pre-test and post-test data on the small scale are normally distributed. For the large scale, the significance values for the pre-test and post-test were recorded as 0.102 and 0.055, which were also

greater than 0.05. This indicates that the pre-test and post-test data on the large scale are also normally distributed. The results of these normality tests show that both scales, small and large, have normally distributed data. The following is a practical guide to using Canva :



Figure 2 : Practical use of Canva

Next, a t-test analysis will be conducted to assess the effectiveness of the Canva learning material on household rules by examining the average pre-test and post-test scores. The following are the results of the t-test for both small scale and large scale analyses.

Table 7. Results of the Small Scale and Large Scale T-tests

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Paired Samples Test		
					Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1	pretest- posttest	-26.50000	10.09455	4.12108	-37.09358	-15.90642	-6.430	5	.001
Pair 1	pretest- posttest	-28.10000	10.06645	2.01329	- 32.25522	- 23.94478	- 13.957	24	.000

The table shows that the sig (2-tailed) value of 0.001 is less than 0.05 and the sig (2-tailed) value of 0.000 is less than 0.05, indicating that there is a significant difference between the pre-test and post-test results in both the small and large groups.

Next, a test was conducted to examine the increase in the average score (N-gain) by comparing the difference between the pre-test and post-test scores, calculated using gain index analysis. The results of the study are as follows.

Table 8. Small-scale and large-scale N-gain tests

	N	Min	Maks	Mean	Standard Deviation
NGain Valid N (listwise)	6	.59	1.00	.7737	.16921
NGain Valid N (listwise)	25	.33	1.00	.7683	.18467

Based on Table 8, it can be concluded that the students' average scores showed a significant improvement, in both the small-scale and large-scale trials, achieving a 'high' category following the implementation of the Canva learning resource for the material on rules within the home. The teacher feedback questionnaire showed a 100% satisfaction rate, with no revisions or suggestions from the class teachers regarding the Canva learning resource developed,

which proved effective following the small-scale and large-scale trial phases. In addition to being assessed based on students' learning outcomes, the success of this learning material was also evaluated based on the results of the teacher and student feedback questionnaires. This indicates that the Canva learning material successfully helped students understand the Pancasila education material, particularly regarding rules within the home.

D. CONCLUSION

The results of the research and discussion regarding the development of a Canva-based learning resource for lessons on house rules, aimed at improving students learning outcomes and character development in Year 1 at Bakalrejo 2 State Primary School, indicate that this learning resource has been found to be valid, practical and effective. The validity of the developed learning resource achieved an average score of 92.5. The results of the effectiveness test showed values of 0.001 0.05 and 0.000 0.05, in both small-scale and large-scale trials, indicating a significant difference between the pre-test and post-test results. Furthermore, in the average gain test, an N-gain value of 0.7737 was obtained in the small-scale trial and 0.7683 in the large-scale trial, both falling within the high category. For future research, it is recommended that the font used in the learning materials be adapted to the characteristics of the learners. Future recommendations for the group include providing training on how to make optimal use of Canva, including how to design learning content relevant to educational objectives. Materials developed using Canva must be aligned with the

national curriculum to ensure they meet the expected learning outcomes.

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