

The Effectiveness of Canva-Based IPAS Learning Media on Elementary School Students' Learning Motivation

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Abstract. This study examined the effectiveness of Canva-based Natural and Social Sciences (IPAS) learning media in enhancing elementary school students' learning motivation. A pre-experimental one-group pretest-posttest design was implemented at SD Negeri Karangmalang involving 15 students selected through saturated sampling. Data were collected through observation, documentation, and a four-point Likert-scale learning motivation questionnaire. Descriptive statistics were used to summarize students' motivation scores, while inferential analysis included the Shapiro-Wilk normality test and paired-samples t-test. The mean motivation score increased from 63.87 in the pretest, categorized as sufficient, to 84.40 in the posttest, categorized as very good. The pretest and posttest scores were normally distributed, with p-values of 0.200 and 0.167, respectively. The paired-samples t-test indicated a statistically significant improvement in students' learning motivation after the implementation of Canva-based IPAS learning media, $t(14) = -11.284$, $p < 0.001$, with a large within-subject effect size (Cohen's $d_z = 2.91$). Classroom observations further indicated improvements in students' attention, enthusiasm, and participation during IPAS learning. These findings suggest that visually structured and interactive Canva-based media can support motivational engagement in elementary IPAS classrooms. However, because this study involved a small sample and did not include a control group, further research using a more rigorous comparative design is recommended.

Keywords: canva-based learning media; natural and social sciences; learning motivation; elementary school; digital learning

INTRODUCTION

The increasing integration of information and communication technology has reshaped instructional practice and expanded the ways teachers design learning experiences in contemporary classrooms. Technology-enhanced learning is no longer limited to technical support; it has become an instructional strategy for aligning classroom practice with the competencies required by 21st-century learners (Aeni & Rindaningsih, 2026). In this context, teachers are expected to develop learning environments that are creative, participatory, and intellectually engaging rather than relying solely on conventional delivery (Tristina et al., 2025). Digital learning media are therefore increasingly relevant because they allow teachers to represent concepts through interactive and multimodal formats (Sari et al., 2025).

At the elementary school level, the selection of instructional media is particularly consequential because young learners tend to respond more strongly to concrete, visual, and interactive learning experiences (Taufiq et al., 2025). Well-designed learning media can support students' comprehension while also strengthening their attention and enthusiasm during classroom activities (Sutinah & Suryaman, 2025). The

instructional value of media, however, depends on its alignment with students' developmental characteristics and the intended learning objectives (Rozaky et al., 2025).

Natural and Social Sciences (IPAS) is one elementary school subject that requires such alignment because it integrates concepts from natural sciences and social sciences in relation to everyday phenomena (Nurhamami, 2022). IPAS learning requires students not only to recall factual information but also to observe, compare, analyze, and interpret natural and social phenomena in their surrounding environment (Suwartiningsih, 2021). Consequently, IPAS instruction requires learning media that can transform abstract or broad subject matter into representations that are visually accessible and conceptually meaningful for elementary school students (Rosiyani et al., 2024).

In practice, however, IPAS learning in elementary schools often remains dominated by lecture-based instruction and limited media variation, which can reduce students' classroom engagement (Tri Wulandari & Adam Mudinillah, 2022). The breadth of IPAS content also creates difficulties for students when concepts are presented only through verbal explanation or textbook-based activities. These instructional conditions are closely related to students' low

motivation to participate actively in IPAS learning (Rosiyani et al., 2024).

The need for instructional innovation is also reflected in broader indicators of students' learning quality in Indonesia. The 2022 Programme for International Student Assessment (PISA) showed that Indonesian students' performance remained below the OECD average in mathematics, reading, and science, with mean scores of 366, 359, and 383, respectively (Yusmar & Fadilah, 2023). These results suggest that classroom learning needs to move beyond routine content delivery toward learning experiences that strengthen students' engagement, conceptual understanding, and motivation (Meyvita et al., 2024).

Learning motivation is a key affective factor influencing students' persistence and participation in classroom learning. It refers to the internal drive that stimulates students' interest, enthusiasm, and willingness to engage in learning activities and achieve instructional goals (Rezky et al., 2024). Students with stronger motivation tend to attend more closely to teacher explanations, participate more actively in classroom tasks, and demonstrate greater persistence in completing learning activities (Rozaky et al., 2025). Conversely, low motivation may be expressed through passivity, reduced enthusiasm, and limited interest in classroom learning (Ramadhan, 2026).

A similar motivational issue was identified in IPAS learning at SD Negeri Karangmalang. Initial observations showed that some students were less active during lessons, lost focus when the teacher explained the material, and demonstrated limited enthusiasm in classroom activities. The limited use of varied instructional media made learning relatively monotonous and reduced students' opportunities to interact meaningfully with the content. These conditions indicated the need for digital learning media that could increase students' attention, interest, and participation in IPAS learning.

Canva offers one possible response to this instructional need. As a digital graphic design platform, Canva provides features for developing presentations, educational videos, posters, infographics, worksheets, and other visual learning resources (Sari et al., 2025). Its accessible interface and creative templates enable teachers to organize learning materials into more engaging and interactive formats (Zulfiati et al., 2023). For IPAS learning, Canva-based media can help teachers present content through visual structures that are easier for students to process and

understand (Sukma & Erit, 2023). The incorporation of images, color, animation, and video may also create a more enjoyable classroom atmosphere that supports students' learning motivation (Nurdiansyah et al., 2025).

Despite this potential, Canva has not been fully optimized in elementary school learning. Some teachers continue to rely on conventional media and have not yet integrated digital technology systematically into classroom practice (Suteja et al., 2024). Previous studies have reported the usefulness of Canva for improving students' interest (Nurpiani et al., 2024), learning achievement in IPAS (Yuliana & Setiadi, 2024), and motivation in other subjects (Fitriana et al., 2024). However, empirical evidence focusing specifically on Canva-based IPAS media and elementary students' learning motivation remains limited, particularly in public elementary school contexts. Therefore, this study aimed to examine the effectiveness of Canva-based IPAS learning media in enhancing the learning motivation of elementary school students at SD Negeri Karangmalang.

METHODS

This study employed a quantitative pre-experimental design using a one-group pretest-posttest model. The design was selected to examine changes in students' learning motivation before and after the implementation of Canva-based IPAS learning media. Although this design allows the measurement of within-group change, it does not provide the same level of causal control as a design involving a comparison group.

The study was conducted at SD Negeri Karangmalang, Pekalongan City. The participants were 15 elementary school students selected using saturated sampling because the target class consisted of a small number of students. Thus, all students in the class were included as research participants.

The primary instrument was a student learning motivation questionnaire developed using a four-point Likert scale with the response options strongly agree, agree, disagree, and strongly disagree. The questionnaire indicators covered diligence in learning, enthusiasm during classroom activities, attention to learning materials, active involvement in learning, and interest in the subject matter. Prior to data collection, the instrument was tested for validity and reliability to ensure its appropriateness for measuring students' learning motivation.

Data were collected through questionnaire administration, classroom observation, and documentation. The questionnaire was administered before and after the use of Canva-based IPAS media to measure changes in students' learning motivation. Observation was used to record students' classroom behavior during the intervention, including attention, participation, and enthusiasm. Documentation provided supporting evidence in the form of photographs and records of learning activities.

The research procedure consisted of preparation, implementation, and analysis stages. During the preparation stage, the researchers developed the learning motivation questionnaire and designed Canva-based IPAS learning media for one selected IPAS topic. During the implementation stage, students completed the pretest, participated in IPAS learning using Canva-based media, and then completed the posttest. During the analysis stage, the pretest and posttest data were processed and interpreted.

Figure 1 summarizes the procedural sequence used in the study, from the initial classroom observation to the statistical analysis. The figure clarifies that the intervention was implemented after the baseline motivation measurement and that the posttest was administered after students had experienced Canva-based IPAS instruction.

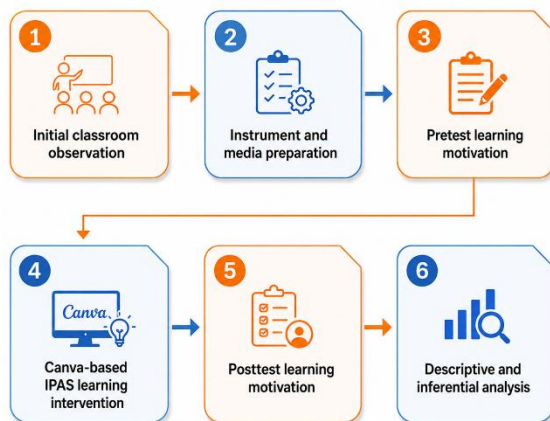


Figure 1. Research procedure

The data were analyzed using descriptive and inferential statistics. Descriptive statistics included the mean, minimum and maximum scores, and percentage categories of students' learning motivation. The Shapiro-Wilk test was used to examine data normality because the sample size was fewer than 50 students. After the data were found to be normally distributed, a paired-samples t-test was conducted to examine whether students' learning motivation differed significantly between the pretest and posttest. The

level of significance was set at 0.05. To strengthen the statistical interpretation, the within-subject effect size was calculated using Cohen's *dz*, obtained by dividing the *t*-value by the square root of the number of participants.

RESULTS AND DISCUSSION

The descriptive analysis showed an increase in students' learning motivation after the implementation of Canva-based IPAS learning media. Table 1 presents the pretest and posttest scores.

Table 1. Descriptive Statistics of Students' Learning Motivation

Variabel	N	Mean	Min-Max	Percentage
Pre Test	15	63.87	56-72	63.87
Post Test	15	84.40	76-93	84.40

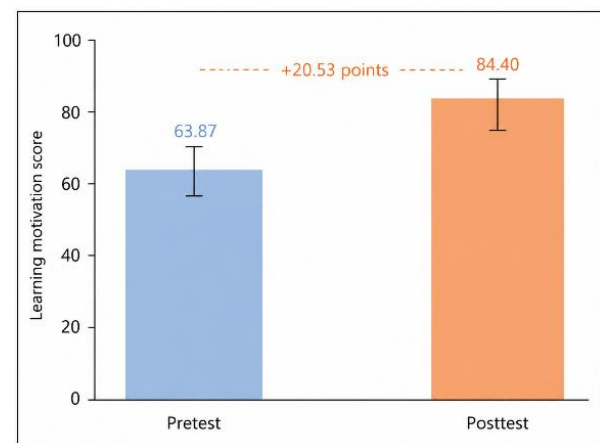


Figure 2. Pretest–posttest comparison of students' learning motivation scores. Error bars indicate the reported minimum–maximum range.

As shown in Table 1 and Figure 2, students' mean learning motivation score increased from 63.87 in the pretest to 84.40 in the posttest. The pretest scores ranged from 56 to 72 and were categorized as sufficient, whereas the posttest scores ranged from 76 to 93 and were categorized as very good. This descriptive pattern indicates a positive change in students' learning motivation after Canva-based IPAS media was incorporated into classroom learning.

Classroom observations supported the quantitative findings. Before the intervention, several students showed limited attention, were less responsive to teacher explanations, and participated minimally in classroom activities. After the implementation of Canva-based media,

students appeared more attentive to visual explanations, more willing to ask and answer questions, and more engaged in the learning process. These behavioral changes suggest that the visual and interactive characteristics of Canva-based media contributed to students' motivational engagement.

Before hypothesis testing, the normality of the pretest and posttest data was examined using the Shapiro-Wilk test. The results are presented in Table 2.

Table 2. Shapiro-Wilk normality test results

Variable	P value
Pre Test	0.200
Post Test	0.167

The Shapiro-Wilk results indicated that both the pretest and posttest data were normally distributed because the p-values were greater than 0.05. Therefore, the data met the assumption for paired-samples t-test analysis.

The paired-samples t-test was then conducted to determine whether the difference between pretest and posttest motivation scores was statistically significant. Table 3 presents the result.

Table 3. Paired-Samples t-Test Results for Students' Learning Motivation

Variable	Mean Difference	t	P value
Pre Test- Post Test	-20.533	-11.284	0.000

The paired-samples t-test showed a statistically significant difference between pretest and posttest motivation scores, $t(14) = -11.284$, $p < 0.001$. The negative mean difference reflects the order of comparison, in which the pretest score was subtracted from the posttest score. The magnitude of the difference indicates that students' learning motivation increased substantially after the intervention. The calculated effect size was very large (Cohen's $d_z = 2.91$), suggesting that the improvement was not only statistically significant but also educationally meaningful within the observed class context.

The findings indicate that Canva-based IPAS learning media contributed to a meaningful increase in students' learning motivation. The improvement from the sufficient category in the

pretest to the very good category in the posttest suggests that students responded positively to the integration of visual and interactive media in IPAS learning. This result supports the view that digital media can strengthen motivational aspects of learning when it is designed to match students' cognitive and affective characteristics.

The motivational improvement can be explained through the instructional affordances of Canva-based media. The use of visual design, images, color, and animation helped transform IPAS content into a more concrete and accessible form. For elementary learners, such representational support is important because visual media can reduce the cognitive burden associated with abstract concepts and make learning experiences more engaging (Kusumawati & Prastiwi, 2025). Similarly, learning media that include pictures and animations can help students understand the material more easily (Yuliana & Setiadi, 2024).

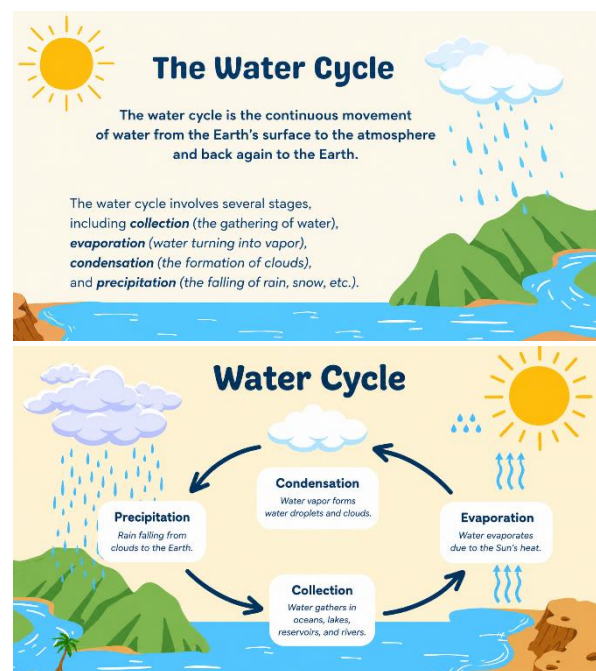


Figure 3. IPAS materials based on Canva

Figure 3 summarizes the IPAS learning material about the water cycle, made using Canva. The learning media developed presents the water cycle material through a combination of text and engaging visual illustrations. The material explains the process of water circulation in nature, which continuously occurs through the stages of collection, evaporation, condensation, and precipitation. The visual presentation aims to help students understand the water cycle concept more concretely, boost learning engagement, and make

it easier to grasp the processes that happen in this natural phenomenon.

The observed increase in classroom participation is also consistent with previous research showing that Canva-based learning media can create a more interactive and enjoyable learning atmosphere (Nurpiani et al., 2024). In this study, students became more responsive to questions, more attentive to teacher explanations, and more willing to participate in classroom activities. This pattern suggests that Canva-based media functioned not merely as a presentation tool but also as a motivational stimulus that encouraged students to engage more actively with the lesson.

The findings also align with studies reporting that Canva can strengthen students' learning engagement (Afifah et al., 2025). Engagement in this study was reflected in students' attention, enthusiasm, and willingness to participate in learning activities. Such engagement is important because students who are emotionally and behaviorally involved in classroom learning are more likely to sustain their motivation. This interpretation is consistent with the argument that attractive digital media can provide positive stimulation for students' involvement in learning (Indriani, 2024).

Furthermore, the improvement in motivation may be associated with the more enjoyable learning environment created through Canva-based instruction. Elementary school students generally prefer learning experiences that are visual, interactive, and less monotonous (Fitriana et al., 2024). Canva is therefore relevant for elementary classrooms because it allows teachers to present materials in formats that are attractive and easier to understand (Kurniawan et al., 2024). This relevance is particularly important for IPAS learning, where students must connect scientific and social concepts with real-world phenomena.

From the teacher's perspective, Canva also provides a practical medium for improving instructional delivery. Learning materials that might otherwise be presented primarily through verbal explanation can be reorganized into visual sequences, infographics, and interactive presentations. Such media can help increase students' attention and enthusiasm during learning (Khairunnisa & Apoko, 2023). The present study extends this line of evidence by showing that Canva-based IPAS media can improve learning motivation in a public elementary school context.

The findings are consistent with previous studies indicating that digital learning media can

increase students' learning motivation (Karim & Bahar, 2024). Digital media that incorporate visual and interactive elements can attract students' attention and create a more enjoyable learning experience. When students perceive learning as interesting and accessible, their enthusiasm and motivation to learn are more likely to increase (Ramadhan, 2026). Similar evidence has also been reported in studies on video animation as integrated learning media, which show that multimodal presentation can support elementary students' learning motivation (Nuraeni et al., 2023).

The proposed pedagogical pathway is illustrated in Figure 3. Canva-based media may enhance motivation by combining visual attractiveness with clearer content organization. These affordances can support attention and participation, which are central components of students' motivational engagement in elementary IPAS learning.

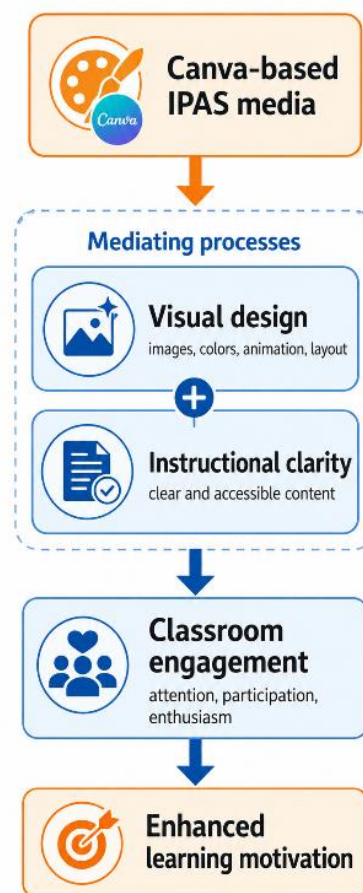


Figure 4. Conceptual pathway linking Canva-based IPAS learning media to students' learning motivation.

Nevertheless, the findings should be interpreted with methodological caution. The

study involved only 15 students and used a one-group pretest-posttest design without a control group. Therefore, the improvement in motivation cannot be attributed exclusively to Canva-based media with the same confidence as in a controlled experimental design. Future studies should involve larger samples, comparison groups, and longer intervention periods to examine whether the motivational effects remain stable across different schools, topics, and student characteristics.

CONCLUSION

This study found that Canva-based Natural and Social Sciences (IPAS) learning media significantly improved elementary school students' learning motivation at SD Negeri Karangmalang. The mean motivation score increased from 63.87 in the pretest to 84.40 in the posttest, and the paired-samples t-test confirmed a statistically significant difference, $t(14) = -11.284$, $p < 0.001$. The large effect size further indicates that the observed improvement was educationally meaningful within the study context.

The implementation of Canva-based media supported students' attention, enthusiasm, and participation by presenting IPAS content through visually engaging and interactive formats. These findings suggest that Canva can be used as an innovative instructional medium for designing more meaningful and motivating IPAS learning experiences in elementary classrooms. However, because this study was limited by its small sample size and absence of a control group, further research using a more rigorous experimental design is needed to confirm the effectiveness of Canva-based IPAS media across broader educational contexts.

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