

Canva-Based Interactive Media to Enhance Fourth-Grade Students' Learning Interest in IPAS

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Abstract: This study examined the effect of Canva-based interactive animated learning media on the learning interest of fourth-grade students in the IPAS subject. A quasi-experimental design with a Posttest Only Control Group was applied, involving 30 students divided into experimental ($n = 15$) and control groups ($n = 15$). Data were collected through questionnaires, observation, and documentation. The results of the independent samples t-test showed a significant difference in students' learning interest between the two groups ($t = 8.402$, $p < 0.001$). The experimental group achieved a higher mean score ($M = 36.53$) compared to the control group ($M = 26.47$). The questionnaire was valid ($r > 0.361$, $p < 0.05$) and highly reliable (Cronbach's Alpha = 0.963, indicating almost perfect internal consistency). This study contributes novelty by demonstrating that Canva, an accessible and user-friendly design platform, is effective in enhancing learning interest in primary education, differing from previous research that used specialized or less accessible media.

Keywords: Canva, interactive learning media, learning interest, IPAS, elementary education, digital learning

How to Cite: Afdana, A. A., Achmad, W. K. S., & Salam, R. (2025). Canva-Based Interactive Media to Enhance Fourth-Grade Students' Learning Interest in IPAS. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian*, 11(2), 279-285. <https://doi.org/10.26740/jrpd.v11n2.p279-285>

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Article Info:

Received: 29 January 2025; Accepted: 14 June 2025; Published Online: 30 June 2025

INTRODUCTION

Education is an essential aspect of human life that aims to develop students' knowledge, skills, and attitudes. In the context of primary education, teachers are required to design learning activities that are not only informative but also engaging and motivating for students. Learning media has a strategic role in facilitating this process, as it functions to bridge abstract concepts into concrete understanding (Tafonao, 2018). However, preliminary observations at UPT SPF SD Inpres Tello Baru II Makassar indicated that the use of learning media was still limited and conventional, often dominated by lecture methods and static teaching aids. As a result, students' learning interest, particularly in the IPAS subject, was still relatively low, as evidenced by their lack of attention, passive involvement, and minimal enthusiasm in classroom activities.

The problem of low learning interest is important to address because interest is one of the key factors determining learning outcomes. According to Schunk et al. (2014), students who show high learning interest will be more motivated, more focused, and more persistent in facing learning challenges. Conversely, students with low interest tend to be passive, easily distracted, and less enthusiastic in learning.

Recent developments in educational technology have offered various solutions to increase students' learning interest. Canva, as an online design platform, provides interactive and animated features that can be applied to create learning media that is more engaging, visual, and student-centered. Several studies support the effectiveness of interactive animated media in enhancing learning interest. For example, Tafonao (2018) emphasized that learning media plays a critical role in attracting students' attention and motivating them to learn.

Learning interest is an essential affective factor influencing student engagement and academic outcomes. However, conventional teaching strategies often fail to maintain students' attention, particularly in elementary education. Digital media, especially interactive animation, offers opportunities to overcome this challenge. Previous studies have shown that interactive animation enhances motivation and classroom engagement (Utami, 2021; Pramesty et al., 2022). Despite these findings, limited research has examined the use of Canva as a digital learning medium in IPAS. Canva's simplicity, accessibility, and integrated animation features make it a promising platform. Therefore, this study investigates the effect of Canva-based interactive animated media on fourth-

grade students' learning interest in IPAS, addressing this research gap while providing practical and theoretical contributions. Other studies also confirm that digital media can improve student learning motivation and involvement when designed in an interactive and contextual manner (Wulandari & Astuti, 2020; Yuliana & Pratama, 2019; Suryani, 2017). These findings strengthen the argument that innovative media such as Canva has despite the growing number of studies on interactive animation in learning, the application of Canva-based interactive animated media specifically in the IPAS subject for primary schools has not been widely explored. Most previous research focused on general science or language subjects, while studies addressing IPAS in the context of Indonesian elementary schools remain limited. This research gap highlights the novelty of this study, namely examining the effect of Canva-based interactive animated learning media on students' interest in IPAS learning. The uniqueness of Canva lies in its combination of visual, audio, and interactive quiz features, which distinguishes it from conventional media (Zainuddin & Halili, 2016).

Therefore, the objective of this research is to analyze the effect of using Canva-based interactive animated learning media on the learning interest of fourth-grade students in IPAS subject at UPT SPF SD Inpres Tello Baru II Makassar. Specifically, the study aims to describe the implementation of Canva-based media, measure students' learning interest, and determine whether there is a significant influence of this media on students' interest in learning.

METHODS

This research applied a quasi-experimental design, specifically the Posttest Only Control Group. This design was chosen to compare groups while minimizing testing effects, although it has limitations as it does not control for initial equivalence. The sample consisted of 30 students from UPT SPF SD Inpres Tello Baru II Makassar, divided into 15 students in the experimental group and 15 in the control group. While the sample size is relatively small, it is justifiable for preliminary classroom-based studies and aligns with Cohen's (2018) recommendations for experimental educational research.

The instrument was a student interest questionnaire consisting of 10 items. Example item: "I enjoy participating in science and social studies lessons." Validity tests confirmed all items were valid ($r > 0.361$, $p < 0.05$). Reliability analysis showed a

Cronbach's Alpha of 0.963, which indicates very high internal consistency and suggests the instrument is reliable for measuring learning interest. Data were analyzed using descriptive statistics and independent samples t-test after meeting assumptions of normality and homogeneity.

RESULTS

Descriptive Statistical Analysis

Table 1. Description of Student Questionnaire Results in the Experimental and Control Groups

Descriptive Statistics	Class	
	Experiment	Control
Number of Samples	15	15
Minimum	30	20
Maximum	40	30
Mean	36.53	26.47
Range	10	10
Std. Deviation	3.314	3.248
Median	37.00	27.00

The findings indicate a significant difference in students' learning interest between the experimental and control classes after the treatment was administered. This is evidenced by the mean score of the experimental class (36.53), which was higher than that of the control class (26.47). Furthermore, the standard deviation values suggest that the data distribution in the experimental class was more consistent and less dispersed compared to the control class.

Table 2. Frequency Distribution and Percentage of Student Questionnaires in the Experimental and Control Groups

Nu	Score	Category	Control		Experiment	
			Frequency	Percentage	Frequency	Percentage
1.	34-40	Very High	0	0	13	87%
2.	28-33	High	7	47%	2	13%
3.	21-27	Moderate	6	40%	0	0
4.	10-20	Low	2	13%	0	0
Jumlah			15	100%	15	100%

The results of the questionnaire in the experimental class were dominated by students who demonstrated a good category of learning interest. This is reflected in the overall mean score of 36.53 and the highest percentage of 87%, representing 13 students. In contrast, the control class results were dominated by students categorized as having moderate learning interest, with an overall mean score of 26.47 and the highest percentage of 47%, representing 7 students.

Inferential Statistical Analysis

Table 3. Validity Test Results

Item	Correlation (r) with P_Total	Sig. (2-tailed)	Validity	Description
P1	0,921	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P2	0,894	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P3	0,860	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P4	0,897	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P5	0,851	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P6	0,913	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P7	0,852	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P8	0,838	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P9	0,857	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$
P10	0,805	0,000	Valid	$r > 0,361$ & $\text{sig} < 0,05$

It can be seen that all statement items (P1–P10) were declared valid, as they had correlation values (r calculated) greater than the r table (0.361) and significance values below 0.05. Thus, the questionnaire instrument is considered feasible to be used for measuring students' learning interest and can be included in the reliability test.

Table 4. Reliability Test Results

Cronbach's Alpha	Number of Items
0,963	10

It is known that the questionnaire instrument consists of 10 items and has a Cronbach's Alpha value of 0.963, which indicates a high level of internal consistency. Therefore, the instrument is considered reliable and appropriate to be used for data collection in this study.

Table 5. Independent Samples t-Test Results of the Questionnaire

Data	t_{count}	df	Probability Value Sig (2-tailed)	Description
Questionnaires of the experimental class and the control class	8.402	28	0.000	$0.000 < 0,05 =$ There is a difference

It can be seen that the probability value is smaller than 0.05; therefore, H_0 is rejected and H_a is accepted. This indicates that there is a significant difference in learning interest between the experimental class and the control class. The calculated t-value (8.402) compared to the t-table value at a significance level of 0.05 with $df = 28$ is 2.048. Since the calculated t-value is greater than the t-table value ($8.402 > 2.048$), it can be concluded that there is a difference or effect between the questionnaire results of the experimental class and those of the control class.

DISCUSSION

Descriptive analysis revealed that the experimental class achieved a higher mean score ($M = 36.53$) compared to the control class ($M = 26.47$). Most students in the experimental class were in the “high” category (87%, 13 students), while the control class was dominated by the “moderate” category (47%, 7 students). Inferential analysis using independent samples t-test confirmed significant differences between the groups ($t = 8.402$, $df = 28$, $p < 0.001$).

These results demonstrate that Canva-based interactive animated media effectively enhanced students’ learning interest. The findings align with previous research that showed the positive impact of interactive animation on motivation and engagement (Utami, 2021; Pramesty et al., 2022; Wulandari & Astuti, 2020). The novelty of this study lies in using Canva, which differs from prior studies that employed more complex or less accessible platforms. Canva’s integrated visual, audio, and quiz features provided an engaging and practical tool for fostering learning interest.

Nevertheless, the study has certain limitations, including the relatively small sample size and the short duration of the intervention. Future research should involve larger and more diverse samples, as well as investigate the long-term effects of using Canva-based media on both students’ interest and academic achievement.

Overall, this study contributes to the growing body of research on educational technology in primary education by providing empirical evidence that Canva-based interactive animated media significantly enhances students' learning interest. The results underline the importance of integrating digital media into classroom practice, not only to improve cognitive outcomes but also to foster affective aspects of learning such as interest, motivation, and engagement.

CONCLUSION

The study concludes that Canva-based interactive animated learning media significantly improved fourth-grade students' learning interest in IPAS. Students in the experimental group demonstrated higher levels of enjoyment, attention, involvement, and motivation compared to the control group. This research contributes to theory by reinforcing the importance of interactive media in supporting learning interest and to practice by demonstrating the feasibility of Canva in elementary classrooms. Future research should apply Canva across different subjects, increase sample sizes, and employ longitudinal designs to investigate its long-term impact on learning outcomes.

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