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The Effectiveness of Canva Media on the Learning Outcomes of Class V Students of Madrasah Ibtidaiyah Norm Material in Life

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Abstract

Purpose: This study investigates the effectiveness of Canva as a learning medium for teaching the "norms in life" topic within Pancasila Education to fifth-grade students at Madrasah Ibtidaiyah Sudirman Ceplukan, with the goal of determining whether digital visual tools can enhance comprehension and retention compared to conventional instruction.
Methodology: A quasi-experimental quantitative design was employed, involving two intact classes: Class V A (control) received traditional lecture-and-discussion lessons, while Class V B (experimental) engaged with Canva-based presentations, infographics, and interactive exercises. Researchers validated a multiple-choice test for reliability and then administered pretests and posttests. Data analysis included checks for normality and homogeneity, descriptive statistics, independent-samples t-testing to compare posttest means, and normalized gain (N-gain) calculations to assess learning gains.
Results: The control class achieved an average posttest score of 71.20, whereas the experimental class scored 85.40. The independent-samples t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a statistically significant improvement in the Canva group. Moreover, the experimental class's N-gain of 0.604 (60.46%) falls into the "quite effective" category, demonstrating that Canva media substantially boosted student learning outcomes over traditional methods.
Applications/Originality/Value: By providing empirical evidence of the impact of visually rich, digitally interactive content on student achievement, this study offers a practical model for Pancasila Education and other social-studies subjects. Educators can leverage Canva to craft engaging materials that cater to diverse learning styles and foster deeper conceptual understanding. These findings advocate for integrating accessible design tools into elementary curricula to promote higher engagement and learning efficacy.

Introduction

The world of education is greatly influenced by the rapid development of information technology in the current era of globalization. In encouraging the improvement of the quality of education, the world of education must continue to adapt to technological advances, especially in terms of the use of technology for a more efficient and effective learning process. In addition to making knowledge more accessible, technology can encourage increased student participation and interaction for learning activities (Z. Fauziyah et al., 2022). The use of technology and information in learning is how technology and information are beneficial to users. They can utilize various applications for various activities and make the teaching and learning process easier. With technology and information, it is hoped that learning activities can be carried out effectively and efficiently (Purba & Yando, 2020). In learning activities, the use of technology as a medium to convey messages or information has a very important role, technology used as a means of learning can be an effective tool to convey material more effectively and easily understood by students, so that it can stimulate understanding and have an impact on learning outcomes (Rahmayanti & Jaya, 2020). The increasing development and utilization of technology must be balanced with the improvement of the digital literacy skills of teachers and students (Harmawati et al., 2024). The use of technology in teaching that is carried out in a planned manner and with clear goals will have a better learning impact (Hall & Lundin, 2024). The use of learning media that can be used as the main reference at the stages of teaching and learning activities, is an effective, good, and in accordance with technological advances. Learning media not only makes the material delivered in a more interactive and interesting way, but also helps students in understanding difficult material (Tri Wulandari & Adam Mudinillah, 2022). Learning media helps the educational process and helps teachers convey information to students with visual, audio, and audiovisual support. This encourages learning more effectively and makes it easier for students to understand the teaching materials so that it affects their learning outcomes (An'navi & Sukartono, 2023).

Learning media has the function of being a tool in learning activities that help improve students' thoughts, feelings, abilities, and activeness at the learning stage. Learning media can be in the form of technology tools or books (Geubrina, 2021). In learning activities, learning media functions as a means to deliver learning materials. The selection of learning media based on the needs of students is very important because it can help students to understand the concept of teaching materials from the learning provided by the teacher. To ensure that learning activities run clearly, well, and structured so

that the chosen learning media must be able to optimize the learning process (Anitasari & Utami, 2022). Learning media functions to facilitate the dissemination of knowledge information, learning media will facilitate teaching and learning activities and classroom interactions, so that it can help the learning process effectively and better (N. Fauziyah et al., 2021). According to a number of experts, it can be concluded that learning media includes all instruments, methods, and strategies used during the learning stage, becoming a liaison or intermediary for teachers and students. Learning media is very important for teachers in supporting students to have an understanding of the subjects being delivered and to support them to communicate knowledge. The goal is for students to achieve a deeper insight into the material they are studying. All types of interactive, visual, audio, audiovisual, and digital learning media are designed to make learning more effective, engaging, and fun.

However, there are still teachers who have not fully implemented and used technology for the learning process. This is due to various reasons, including the lack of knowledge or skills of teachers in using digital tools (Wardinur & Mutawally, 2019). Teachers must be able to use existing technological media, especially in today's digital era. One of the lessons that requires media development in learning is the learning of Pancasila Education with normative materials in life that play a very important role in instilling humanitarian principles that are the basis of the ideas of global citizens (Mutia et al., 2022). In the material of norms in life, it discusses the types of norms, namely legal norms, religion, politeness, and morality (Dewi & Nuvitalia, 2024). However, many students have difficulty distinguishing between these different types of norms. In addition, teachers need to be careful in choosing learning media that can encourage students to understand the teaching materials from the learning delivered. By implementing appropriate learning processes, teachers can help improve students' understanding of the material in a clear, structured manner, improve their academics, and integrate a number of normative values into daily life (Iwan, 2023). To make learning materials easy for students to understand, teachers need to take advantage of innovative, effective and interactive learning media. One of the applications that can help in this is the canva learning media which is one of the many learning applications (Fauziah et al., 2022).

Canva is an online visual design platform that provides a variety of tools for compiling resumes, presentations, flyers, brochures, infographics, posters, banners, bookmarks, newsletters, and more (Alfian et al., 2022). Canva can be used in a variety of presentations, including educational presentations as a medium of instruction (Resmini et al., 2021). Canva provides educational templates such as presentations, posters, and learning videos that feature engaging images and animations. By using canva learning media, image-based presentation design and various animations, able to attract students' attention, students are able to actively participate and easier to understand the learning material (Sunarso & Herdianto, 2024).

Canva is one of the learning media applications that can support teachers and create subject matter. By utilizing canva, teachers can create learning materials more easily and efficiently., so that the time needed to design materials becomes shorter. This allows teachers to focus more on teaching strategies without having to spend a lot of time creating interactive and engaging media. One of the advantages of canva is its flexibility in providing a variety of designs, such as power points, animations, graphics, and videos, that can be tailored to learning needs, so teachers have the freedom to adjust the display of the media according to their desired learning style and goals (Rizanta & Arsanti, 2022). The Canva application is an interactive learning tool that can support in encouraging the improvement of students' understanding and learning outcomes According to studies (Sulistiyowati et al., 2023) Being a learning medium, Canva has an attractive display that can significantly increase interest and learning outcomes. As their interest and learning outcomes increase, they are more actively participating in the learning process. The goal of using canva as a learning tool in the classroom is to make the material more interactive and visually appealing. Teachers can build educational materials that are both entertaining and educational by utilizing all the features in Canva. Examples include creative presentations, infographics that explain data or processes, and educational posters that enhance the learning message.

Canva media can be used as a tool in learning activities, one of which is in learning Pancasila Education, normative material in life. Using canva media for interactive learning can improve understanding which has a positive impact on student learning outcomes and increase the effectiveness and efficiency of teaching (Ferdiansa et al., 2023). Learning outcomes are outcomes that students can achieve during the learning stages, these findings can include an increase in knowledge, values, or changes in attitudes (Budiwati et al., 2022). The abilities that students have at the time of the learning stages and learning experiences are known as learning outcomes. There are three main components that can be used in measuring student capabilities, namely cognitive, affective, and psychomotor. These three components serve as the main measure in measuring how well students understand, internalize, and implement the lessons learned (Sunarso & Herdianto, 2024). There are various factors that can affect the quality of learning outcomes achieved by students, one of which comes from external factors in the form of learning materials, competent teachers, learning models, infrastructure facilities and learning media (Suratno et al., 2023). Learning outcomes can be seen as a reflection of the efforts made by students at the learning stage. The greater the effort that students make to learn, the higher the likelihood that they will achieve maximum learning outcomes (Yandi et al., 2023). Learning outcomes are considered successful if learners show improvement and development in their behavior in accordance with the learning objectives that have been formulated. Teachers' assessment of student evaluation results such as tests or exams can indicate this success

According to some of these experts, learning outcomes are changes experienced by students during learning activities. Learning outcomes can include all aspects of the knowledge, attitudes, and skills that students learn and show how far learning goals can be achieved. The measured learning outcomes provide a basis for teachers to improve their media and

learning strategies. In the study carried out by Fauziyah (Fauziah et al., 2022),The use of canva as an interactive learning medium can have a positive effect on student learning outcomes. This improvement can include more knowledge, better academic grades, and changes in students' attitudes. Research conducted by (Hapsari & Zulherman, 2021) The Canva application can be used at the learning stage to encourage increased student motivation and achievement. Also, this application can be used throughout learning activities to clarify concepts and support students to understand teaching materials better. Different types of interactive media, such as visual, audio, audiovisual, and digital, are designed to make the learning experience more engaging and enjoyable. Previous research that has been carried out by Ardana (Ardana et al., 2022), By utilizing Canva learning media that has a positive impact on student learning activities and becomes an effective media for teachers and students, with an attractive display of Canva media, students will focus more on learning materials, Canva can also make it easier for teachers to deliver learning materials.

Based on observations made at Madrasah Ibtidaiyah Sudirman Ceplukan, there are several teachers who have not used Canva technology well in learning, one of which is in the subject of Pancasila Education. Students feel bored because the learning process is not varied. In addition, the lack of facilities and infrastructure at school can cause the learning atmosphere to become monotonous and reduce interest in learning. The limited use of learning media is a significant factor that affects this problem. Teachers often rely on limited and incomplete learning media, making the learning process less attractive to students. As a result, students tend to be less active in following the learning process, which negatively affects their learning outcomes (Nuviandani et al., 2024). The limitations of the use of this learning media also have an impact on the focus and understanding of the learning teaching materials provided. When the media used is not interesting or does not support the delivery of the material, students become less focused and have difficulty understanding the information or message provided by the teacher. This of course hinders the learning process of students and can reduce their academic achievement. In addition, due to the lack of training and skills of teachers in using adequate technology, it is difficult to integrate technology in learning (Aulia et al., 2024). So, in an effort to build a more fun and effective learning atmosphere, teachers need to continue to innovate through the use of a variety of learning media that are more diverse and interactive. Through this approach, it is hoped that learning outcomes and students' understanding of the material studied can be improved (Said, 2023).

Related to these problems, the purpose of the study was to identify the effectiveness of the use of Canva learning media compared to conventional learning methods to encourage an increase in students' knowledge of normative materials in life. It is hoped that technology-based learning media such as the Canva application can be a reference for teachers in implementing better, more effective learning methods, and have a positive effect on student learning outcomes.

Method

Research methods are scientific techniques used in collecting data to achieve a goal. Danuri & Maisaroh (Danuri & Maisaroh, 2019), Describe the research method, namely the steps that can be taken in determining the topic and title of the research. In addition, the application of appropriate research methods also plays an important role in ensuring the validity of the data obtained. This study uses a quantitative method that has the purpose of evaluating and measuring the influence of a treatment (Purwanza et al., 2022). This study uses a Quasi Experimental design, which is a type of study that has the purpose of identifying the impact of a treatment on a certain object (SugiyonoMetode Penelitian Kualitatif, Kuantitatif, 2019). In the study, testing is carried out in looking at the impact between one variable on another, through involving hypotheses that contain a cause-and-effect relationship.

The experimental class received treatment using Canva learning media, while the control class received treatment using conventional learning methods. The study was carried out at Madrasah Ibtidaiyah Sudirman Ceplukan whose student population was Class V. The research sample was class V A became the control class and class V B became the experimental class, where each class selected 25 students. This research focuses on the topic of Pancasila education, norm material in life. Data was collected using test instruments consisting of 20 multiple-choice questions that went through a validity and reliability test process. The purpose of validity testing is to identify whether each test item is in accordance with the purpose of measurement, while the purpose of reliability testing is to measure the consistency of test results. Data analysis was carried out using the IBM SPSS statistical program. The normality test is used to identify whether the collected data follows a normal distribution, while the homogeneity test is designed to identify whether the variance of the two categories is the same. In addition, an independent t test was also carried out to compare the average test results of the experimental class and the control class. The effectiveness of the use of canva learning media in encouraging the improvement of student learning outcomes is also measured by the N-gain score test. Before the learning process begins, students will be given a pretest to measure their initial capabilities. After that, learning with different treatments will be carried out, the control class will use conventional learning, while the experimental class will use canva learning media. The test for both classes will use the same material. After learning is complete, the researcher will provide a posttest as the final test. The results of this test will be analyzed to reach the conclusion desired by the researcher.

Results and Discussion

Result

The research was carried out at Madrasah Ibtidaiyah Sudriman Ceplukan during the odd semester of the 2024/2025 school year, from September to October 2024. The goal is to identify and measure the effectiveness of the use of canva learning media on student learning outcomes in Pancasila Education, especially regarding norm materials in life. This study uses a quasi-experimental design and involves two classes, namely class V A becomes a control class that accepts learning using conventional methods, while class V B plays the role of an experimental class that applies canva learning media. Before the treatment was carried out, both classes had been given a pretest to assess the students' initial capacity related to norm material in life. After the pretest, the learning process in the experimental class was carried out using canva media. This media is used as a visual aid to convey material, such as norm illustrations, learning videos related to norm mate-rials, and interactive explanations. Meanwhile, in the control class, the same ma-terial was delivered using the lecture and discussion method without the help of Canva media. After all learning sessions were completed, the two groups of students were again given a posttest in measuring learning outcomes after treatment. Pretest and posttest data were analyzed through descriptive analysis. Next, nor-mality and homogeneity tests are carried out. This stage is intended to test the distribution and similarity of variance data on student learning outcomes. This is important to ensure that the data is eligible for further statistical testing. The re-sults of statistical analysis indicate that the distribution of student learning out-come data is normal and homogeneous. Therefore, the next step is to test the hy-pothesis. The indepndet t test and the N-gain score test will be used to identify whether there is a significant difference in student learning outcomes in the ex-perimental class and the control class. Beyond that, this analysis has the goal of understanding how effective Canva learning media is to encourage improved student learning outcomes. Thus, this analysis provides a more comprehensive picture of the effectiveness of Canva learning media when compared to conven-tional learning approaches. The following results of the data analysis presented provide empirical evidence related to the findings of the study carried out.

Validity Test

Validity tests are used to determine the validity of the instrument in adjusting the variables studied. Instruments with high validity will produce accurate data and are in line with the research objectives (SugiyonoMetode Penelitian Kualitatif, Kuantitatif, 2019). The multiple-choice question validity test aims to evaluate whether each question item is able to accurately measure the element to be meas-ured so that the results are accurate and reliable. This validity ensures that the instruments used have accuracy and suitability in measuring the abilities of stu-dents who are the target of the research. The SPSS application is used to test the validity of the research. The question is considered valid if the significance value (sig.) is below 0.05. This value indicates that each question item has a significant correlation with the total score, which reflects the level of validity. In addition, if the r-count value is greater than the r-table value at a certain level of significance, then the problem is also considered valid. The results of the validity test that have been carried out show that of the 20 multiple-choice questions tested, all of them are said to be valid. Thus, these questions can be used in studies to accurately and accurately measure students' abilities. This instrument with high validity will provide support to researchers in obtaining objective and relevant data for research purposes.

Reliability Test

The purpose of the reliability test is to ensure that the measuring instrument is reliable and produces stable and consistent results during repeated use (Slamet & Wahyuningsih, 2022). In this study, multiple-choice questions are used to determine the extent to which each question item in the question is related to each other and produce a consistent and stable result every time it is used to measure the same. The reliability test of the instrument was carried out using Cronbach Alpha. Sugiyono (SugiyonoMetode Penelitian Kualitatif, Kuantitatif, 2019) explained that the instrument tested can be considered reliable if it gets a value equal to or greater than 0.60. On the other hand, if the value is below 0.60, so the variable is considered unreliable. In the study carried out, the reliability coefficient used was 0.60. The results of the data are displayed in Table 1.

Table 1. Reality test results.

Reliability Statistics	
Cronbach's Alpha	N of Items
.756	21

Based on the output of SPSS, a Cronbach's Alpha value of 0.756 was obtained. The value is above 0.60. The questions are considered reliable to measure students' abilities due to the excellent consistency of the question items.

Descriptive Analysis

This descriptive analysis is very important to understand whether there is a fundamental difference between the control class and the experimental class, both before and after treatment. And also this analysis is also useful in identifying the extent of the difference in results that arise after using Canva learning media. The pretest was conducted to measure students' initial ability regarding norm material in life. The results of the pretest revealed the level of understanding of students before receiving treatment, both using Canva media in the experimental class and conventional methods in the control class. This pretest data provides important information about how much the initial ability difference between the two groups is. After the learning process with each method is completed, students are given a posttest to identify the learning outcomes after being given actions. Posttest data is used to evaluate learning improvements between classes with different media. By comparing pretest and posttest scores, researchers can determine if the experimental class using Canva media shows better performance than the control class with conventional methods, providing evidence of Canva's effectiveness in enhancing learning outcomes.The results of the average score of the control class are displayed in Table 2.

Table 2. The average score of the pre-test of the control class and the experimental class

Class	Average grade
Control	63,60
Experiment	63,00

The pretest table indicates that the experimental class's average score was 63.00, whereas the control class's average score was 63.60. These numbers represent the student's starting proficiency prior to the start of the learning process. The two classes' average pretest scores the experimental class and the control class provide a comparison of their starting skill levels. The following displays a breakdown of the two classes' average pretest scores. Table 3

Table 3. The average post-test score of the control class and the experimental class

Class	Average grade
Control	71,20
Experiment	85,40

The experimental class obtained an average score of 85.40 on the posttest, while the average score of the control class was 71.20, as seen in the table of average posttest results. This shows that the experimental class using Canva learning materials obtained a higher posttest score than the control group using conventional techniques. The findings of the descriptive analysis indicate that the use of canva as an interactive and visual learning tool provides a positive participation in improving student learning outcomes. Canva makes it easier for students to understand the various concepts of norms that exist in life, this is reflected in the higher average score of the posttest in the experimental class. In contrast, conventional learning approaches implemented in control classrooms only result in lower levels of achievement of learning outcomes. These results indicate that conventional methods are less effective in delivering material that requires a deep understanding of concepts, such as material about norms in life.

Normality Test

The normality test is conducted to determine whether the sample comes from a normally distributed population. Normal distribution is crucial as it is a key assumption for parametric statistical tests, which require normally distributed data to yield valid results. A significance value above 0.05 indicates that the data is normally distributed, meaning there are no significant deviations from normality. Before further analysis, a normality test was performed on both the control and experimental groups using the Shapiro-Wilk test in SPSS to ensure the data in both groups followed a normal distribution.The normality results are shown in. Table 4.

Table 4. The results of the normality test.

Tests of Normality							
	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Mr.	Statistic	df	Mr.
Result	Pre-test control class	.201	25	.011	.948	25	.226
	Post test control class	.156	25	.121	.936	25	.122
	Pre-test kelas experiments	.138	25	.200*	.960	25	.423
	Post test of the experimental class	.198	25	.013	.953	25	.286

With a significance level above 0.05, both the experimental and control class data showed a normal distribution, as indicated by the Shapiro-Wilk normality test. The control class pretest had a significance value of 0.226, the experimental class posttest was 0.423, and the control class posttest was 0.286.

Homogeneity Test

Finding similarities in the variance of the examined samples is the aim of the homogeneity test. Using the SPSS program, this procedure is applied to the research's pretest and posttest data. The criteria for hypothesis testing are used to determine the test results. The data is homogenous or has the same variant if the significance value (sig) is greater than 0.05. The data is not homogeneous or contains various versions if the significance value is less than 0.05. To make sure that the control class and the experimental class have the same variance in pretest and posttest outcomes, the homogeneity test is crucial**.** The results of the data homogeneity test are shown in Table 5.

Table 5. Homogeneity test results.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Mr.
Pretest	Based on Mean	.035	1	48	.853
	Based on Median	.123	1	48	.727
	Based on Median and with adjusted df	.123	1	47.951	.727
	Based on trimmed mean	.042	1	48	.838
Posttest	Based on Mean	.109	1	48	.743
	Based on Median	.084	1	48	.773
	Based on Median and with adjusted df	.084	1	47.998	.773
	Based on trimmed mean	.115	1	48	.736

The experimental and control classes' pretest results showed a significance value of 0.853, according to the homogeneity test table, while the posttest results showed a significance value of 0.743. Indicating whether the pretest and posttest results of the control and experimental classes have the same or homogenous variant, both values are over 0.05. As a result, it is possible to compare the learning outcomes of the experimental and control classes in a more legitimate and equitable manner. The importance of this homogeneity is to ensure that the likelihood of differences in posttest results is more due to the treatment given, rather than due to differences in basic abilities between the two groups. It can be concluded that pretest and posttest data have homogeneous properties, namely data that have the same variance.

Hypothesis Test

The two unpaired sample groups' average learning results were compared using the hypothesis test. Because the experimental class and the control class are two distinct groups that are unrelated to one another, this approach is used. When using the independent t test, there are a few fundamental requirements that must be fulfilled in order for the test findings to be deemed legitimate. Specifically, the data must be homogeneous and normally distributedThe findings of the initial analysis showed that the pre-test and post-test scores of the control group and the experimental group met the assumptions of normal and homogeneous distribution. As a result, all the conditions needed to continue the analysis using the independent t-test have been met. The independent t-test was used in this study to determine whether the learning outcomes of students in class V A who were placed in the control group with conventional learning and students in class V B who were placed in the experimental group using Canva learning materials were significantly different**.**

This test provides an opportunity for researchers to evaluate the effectiveness of using Canva learning media compared to conventional learning methods. In the implementation of the study carried out, the independent t test was carried out on posttest data taken from the experimental class and the control class. The posttest data from the experimental class reflects the learning results after the application of the Canva learning media, while the posttest data from the control class shows the learning results after the application of conventional learning methods. The results of this test calculation produce average scores, average differences, and significance values, which can provide empirical evidence about the effectiveness of Canva based learning when compared to conventional learning methods. The calculation findings from this test will be presented in Table 6.

Table 6. Results of the independent t test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Mr	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equai variances assumed	.109	.743	-6.875	48	.000	-14.20000	2.06559	-18.35315	-10.04685
	Equal variance not assumed			-6.875	47.966	.000	-14.20000	2.06559	-18.35323	-10.04677

The Sig. (2-tailed) value shows a figure of 0.000 below 0.05 based on the collected results. This shows that the average learning outcomes of students who use Canva media are significantly different from students who use traditional learning methods. Thus, the use of Canva learning materials has a greater influence than the use of conventional teaching techniques. The average values for the pretest and posttest are displayed in the data.Table 7.

Table 7. The results of the average pre-test and post-test scores of the control class and the experimental class.

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Student learning outcomes	Post test control class	25	71.2000	7.39932	1.47986
	Post test of the experimental class	25	85.4000	7.20532	1.44106

As can be observed, the experimental class obtained an average score of 85.40 on the posttest, while the average score of the control class was 71.20. This shows that the average score of the experimental class is higher than the control class. This finding indicates that the use of Canva learning media on normative material in life significantly improves student learning outcomes. According to the hypothesis results, the experimental class using Canva learning materials achieved an average learning outcome of 85.40, while the control class using conventional learning techniques only managed to achieve 71.20.

N-Gain Score Test

The N-Gain score test is used to measure the effectiveness of improving student learning outcomes after receiving certain treatment in the learning process. This increase was measured by comparing the pretest scores obtained by students before the treatment with the posttest scores after the treatment was applied. The N-Gain test was applied to an experimental class that utilized Canva learning media and to a control class that did not receive this treatment. Therefore, the difference in N-Gain scores between the two classes will reflect the level of effectiveness of the treatment in improving student learning outcomes. The results of the N-gain score test are displayed in Table 8.

Table 8. N-Gain score test results**.**

N-Gain score	Class	Descriptive	Statistic	Std.error
	Control	Mean	17.72	5.004
		Min	40	
		Max	45	
	Experiment	Mean	60.46	3.977
		Min	0	
		Max	100	

Based on the results of the N-gain score calculation, the control class has an average value of 17.72, which indicates that this class is included in the ineffective group. In contrast, the experimental class was able to obtain an average N-gain score of 60.46, which shows the effectiveness of the Canva learning platform. This means that students who use Canva learning resources perform better than students who use conventional classroom teaching. Therefore, the use of Canva media can be said to be more successful in encouraging the growth of students' understanding of Pancasila Education subjects, especially those related to life norms material.

Discussion

The research carried out has the purpose of identifying the effectiveness of the use of canva learning media on the learning outcomes of grade V students at Madrasah Ibtidaiyah Sudirman Ceplukan, especially in the subject of Pancasila Education which focuses on normative materials in life. In the study carried out, two groups of students were found, namely

the control class and the experimental class, each class consisted of 25 students, so that the total number of participating students reached 50 students. Before learning begins, both classes do a pretest to evaluate students' initial abilities in the topic to be studied. After knowing the initial level of understanding, the two classes were given different treatment. The experimental class used Canva learning materials, while the control group used conventional teaching methodology. The posttest results were used to determine how much difference the learning outcomes of the two classes were after the learning process ended. This study aims to determine whether the use of Canva can improve student learning outcomes and how digital learning resources can help students understand the material of norms in life.

The findings of the analysis show that the distribution of pretest and posttest scores of the experimental and control classes. This is evident from the significant value (sig.) achieved, which is greater than 0.05 (sig. > 0.05) for the pretest and posttest of the control class, which are 0.226 and 0.122 respectively. This shows that the results of the pretest and posttest of the control class follow a normal distribution. The data in the experimental class are also normally distributed, as seen from the sig values for the pretest and posttest, which are 0.423 and 0.286 respectively, and both are greater than 0.05. In addition, the results of the homogeneity test showed that both classes, namely the experimental class and the control class, had homogeneous variances. The homogeneity test carried out on the pretest values of the control class and the experimental class produced a sig. 0.853, which indicates that the data from the two classes can be considered homogeneous. Similar results were found in the homogeneity test of posttest values, with a value of sig. of 0.743, which is greater than 0.05, shows that the variance of the data in the posttest is also homogeneous. Thus, the data obtained in these two classes meet the basic assumptions to be continued with further statistical tests, such as the independent t test to compare the differences in learning outcomes between the two groups.

There is a striking difference between classes with conventional learning and classes using Canva learning media, in terms of student learning outcomes on the material of norms in life. Students in the experimental class using Canva obtained an average posttest score of 85.40, compared to 71.20 in the control class using traditional learning methods. This shows that students using Canva media outperform students using conventional teaching techniques. The significant difference between the two groups is indicated by the findings of the independent t-test which shows a significance value (Sig.) of 0.000 less than 0.05. In addition, the results of the N-gain test showed that the control class had an average score of 17.72, which indicates that the class was included in the ineffective category, while the experimental class had an average score of 60.46, indicating that the class was quite effective. Compared to conventional learning methods, the use of canva has proven to be very effective in improving students' understanding of daily life materials. Therefore, technology-based learning media such as canva can be a useful alternative to improve students' understanding of the subject matter.

The difference in learning outcomes between the two classes can be explained by the difference in treatment received during the learning process. The experimental class uses canva as a learning medium, which allows for a more interactive and creative approach. Meanwhile, the control class applies conventional learning methods consisting of lectures and assignments, which tend to be more one-way. Thus, these differences in approaches contribute to the differences in learning outcomes obtained by each group. These differences in treatment have a significant impact on the results of posttest scores in each class. Based on this explanation, it is clear that the canva learning media is quite effective and has a positive impact on student learning outcomes on normative material in life in class V of Madrasah Ibtidaiyah Sudriman Ceplukan.

Canva is an educational tool that encourages students to actively participate in the learning process and helps them understand the concepts taught more thoroughly. By using canva learning media, students can complete tasks more interactively, organize information, and create engaging visualizations. In line with the research conducted Darwis (Darwis et al., 2024) that the Canva application media is quite effective in improving cognitive learning outcomes in economic learning. In line with research Tri Wulandari and Adam Mudinillah (Tri Wulandari & Adam Mudinillah, 2022), Ardana et al (Ardana et al., 2022), which states that Canva Learning Media provides various templates that make it easier for teachers to design creative and effective learning designs. With a variety of attractive templates, teachers can easily customize the subject matter to make it more visual and interactive. This not only makes the material more engaging for students, but it can also encourage them to be more active in learning. Learning with canva media can be more fun and immersive. So that it has the potential to significantly improve students' understanding and learning outcomes. Overall, students in class V B or experimental classes at Madrasah Ibtidaiyah showed a good influence on learning outcomes after using Canva learning media for normative materials in life. This canva learning medium not only enriches the way of delivering material but also makes learning more fun and meaningful for students (Alfian et al., 2022). Technology such as canva media can make learning more innovative and dynamic, so that it suits the needs of today's students who are more familiar with the digital world. In order for technology like this to be used properly in learning, it is very important to improve the ability of teachers so that this media can be used as best as possible in the learning process. Canva learning media leverages technology to structure effective learning activities and processes. Using canva, teachers can present learning materials visually and auditorily, through a combination of sound and images that attract students' attention (Adrianik, 2023).

Conclusion

Based on the results and discussion of the research, it can be concluded that the use of Canva learning media is proven to have good effectiveness in increasing the achievement of student learning outcomes. This is shown by the significant difference between the posttest scores in the subject of Pancasila Education, especially in the norm material in life. The

results showed that the experimental class that used the canva treatment obtained better learning outcomes compared to the control class. In the control class that applied conventional learning methods, the average posttest score was recorded at 71.20, while in the experimental class that used canva media, the average posttest score reached 85.40. In addition, the N-gain score test also shows the effectiveness of using canva media. The average N-gain value for the control class was 17.72, which indicates that the learning outcomes with conventional methods are considered ineffective, while the N-gain value for the experimental class is 60.46, which indicates that the learning outcomes with canva learning are considered quite effective. At Madrasah Ibtidaiyah Sudirman Ceplukan, student learning outcomes in grade V have improved significantly thanks to the use of canva media. Therefore, canva media can be an excellent alternative for learning, especially if teachers want to make learning more engaging and interactive. Learning using canva media can increase student activity and motivation, as well as overcome boredom that often arises in conventional learning. However, keep in mind that the success of education does not solely depend on the media used, but also on the creativity and perseverance of teachers in guiding the learning process as a whole

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