

Increasing Interest in Learning Through Canva-Based Interactive Media at Madrasah Ibtidaiyah Negeri 4 Tebo

¹⁾ Putri Nur Dewi, ²⁾ Soni Yuda Ariyanto, ³⁾ Muttaqin

^{1) 2) 3)} Yasni Bungo Islamic University Jambi, Indonesia

Email: putrinurdewi91@gmail.com, soniyuda05@gmail.com, muttaqinmaq@gmail.com

Correspondence author: putrinurdewi91@gmail.com

Article Info

Keywords:

Canva; IPAS;
Madrasah
Ibtidaiyah;
interactive media;
Interest in
Learning.

ABSTRACT

This research is motivated by the low interest in learning of grade IV students in the science course at Madrasah Ibtidaiyah Negeri 4 Tebo which can be seen from the lack of attention, interest, feelings of pleasure, and active involvement of students in the learning process, while learning still tends to be centered on teachers and relies on package books as the main learning resource. This research aims to increase students' interest in learning through the application of Canva-based interactive media in learning IPAS. The method used was the Kemmis and McTaggart class action model research which included the stages of planning, implementation of actions, observation, and reflection, with the research subjects of 20 students in grade IV of MIN 4 Tebo. Data collection techniques are carried out through observation, interviews, questionnaires, and documentation, while data analysis uses qualitative and quantitative descriptive. The results showed that the average student learning interest gradually increased from 36.25 in the pre-cycle to 53.75 and 64 in the first cycle, then increased to 74 and 86.25 in the second cycle. Thus, Canva-based interactive media has proven to be effective in increasing students' interest in learning social studies at madrasah ibtidaiyah

Informasi Artikel

Kata Kunci:

Canva; IPAS;
madrasah
ibtidaiyah; media
interaktif; minat
belajar.

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya minat belajar siswa kelas IV pada mata pelajaran IPAS di Madrasah Ibtidaiyah Negeri 4 Tebo yang tampak dari kurangnya perhatian, ketertarikan, perasaan senang, dan keterlibatan aktif siswa dalam proses pembelajaran, sementara pembelajaran masih cenderung berpusat pada guru dan bertumpu pada buku paket sebagai sumber belajar utama. Penelitian ini bertujuan untuk meningkatkan minat belajar siswa melalui penerapan media interaktif berbasis Canva pada pembelajaran IPAS. Metode yang digunakan adalah penelitian tindakan kelas model Kemmis dan McTaggart yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi, dengan subjek penelitian 20 siswa kelas IV MIN 4 Tebo. Teknik pengumpulan data dilakukan melalui observasi, wawancara, angket, dan dokumentasi, sedangkan analisis data menggunakan deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa rata-rata minat belajar siswa meningkat secara bertahap dari 36,25 pada pra-siklus menjadi 53,75 dan 64 pada siklus I, lalu meningkat menjadi 74 dan 86,25 pada siklus II. Dengan demikian, media interaktif berbasis Canva terbukti efektif dalam meningkatkan minat belajar siswa pada pembelajaran IPAS di madrasah ibtidaiyah

Article History

Received : 25/05/2026

Revised : 10/06/2026

Accepted : 10/07/2026

✉ Corresponding Author: (1)¹⁾ Putri Nur Dewi (2) Yasni Bungo Islamic University, (3) Jambi, Indonesia, (4) Email: corresp-author@mail.com

1. Introduction

Basic education plays a strategic role in the formation of students' cognitive, affective, and psychomotor competencies, so that the quality of learning at this level determines the ability of the younger generation to face social and academic challenges. At Madrasah Ibtidaiyah, efforts to improve the quality of learning must consider student characteristics, curriculum demands, and the use of relevant and innovative learning resources. Common problems found in learning practices in many primary education units are low student interest in learning which has an impact on engagement, attention, and learning outcomes; This condition is often influenced by teacher-centered learning methods and monotonous media use [1]. In line with the principles of the independent curriculum that demands more contextual, creative, and participatory learning, the use of simple technology that is easily accessible can be an alternative to enrich the learning process [2]. Therefore, the development of interesting interactive learning media is an important step in encouraging students' interest and motivation to learn at the madrasah ibtidaiyah level.

Learning interest is an affective indicator that affects students' attention, perseverance, and involvement in the learning process; high interest in learning is positively correlated with increased intrinsic motivation, active participation, and competency achievement. In the context of learning Natural and Social Sciences (IPAS) in elementary school, students' ability to observe, ask questions, and experiment requires media that is able to stimulate curiosity and present concepts visually and interactively [3]. Interactive media can change the role of students from passive recipients to active actors in the process of knowledge construction, so that learning activities become more meaningful and oriented to learning experiences [4]. However, the effectiveness of media use is highly dependent on pedagogical design, material suitability, ease of access, and teachers' skills in facilitating the use of such media [5]. Therefore, research that explores the use of interactive media that is easy for madrasah teachers to operate and relevant to IPAS materials is important to bridge the gap between curriculum goals and classroom practice.

Canva as a web-based graphic design platform has evolved into a tool that allows the creation of interactive teaching materials such as multimodal slides, infographics, short videos, and visual-based quizzes with a high level of ease of use [6]. Various secondary and elementary education studies and practices report that the use of Canva increases the appeal of learning materials, facilitates the representation of concepts, and facilitates collaborative activities and formative assessments through its interactive features [7]. In a madrasah setting, the use of Canva offers the potential to integrate the content of local wisdom and religious values into an engaging learning display, without the need for heavy software or large budgets [8]. However, Canva's adoption in madrasahs still faces obstacles

such as teachers' digital literacy, device availability, and classroom context readiness. Therefore, an empirical study examining the direct impact of the use of Canva-based interactive media on students' learning interests at a specific grade level will provide practical evidence for policymakers and educators.

Initial observations at Madrasah Ibtidaiyah Negeri 4 Tebo showed indications of low interest in learning students in science subjects; These symptoms are seen through low levels of attention, lack of questioning initiative, and limited involvement in conventional learning activities. This condition is also strengthened by learning practices that tend to be teacher-centered and the dominance of package books as the main source of information, so that learning activities are less varied and less conducive to students' affective involvement. In addition, teachers face challenges in designing visually appealing and interactive media due to time and resource constraints. This situation raises the need for pragmatic and sustainable interventions to increase student motivation and involvement in science learning. Thus, the implementation of Canva-based interactive media, which is relatively easy to develop and can be customized, is a relevant intervention option to be tested in the context of Madrasah Ibtidaiyah Negeri 4 Tebo.

Classroom action research applying Canva-based interactive media to social studies learning offers an evidence-based approach to assess the extent to which the intervention is able to improve indicators of learning interest such as students' feelings of pleasure, interest, attention, and engagement [9]. Reflective action models that involve cycles of planning, implementation, observation, and reflection allow for continuous improvement so that media design and instructional strategies can be adapted to student responses and classroom conditions. In addition to the pedagogical aspect, the evaluation also needs to pay attention to practical aspects such as the teacher's ease of operating Canva, the availability of infrastructure, and the students' acceptance of the interactive format presented [10]. The results of this study are expected to provide not only quantitative data on changes in learning interest but also qualitative insights on the mechanisms of how interactive media affect learning dynamics in madrasahs. Thus, this research has the potential to present a practical alternative for madrasah teachers who want to improve the quality of science learning through media innovation.

While previous studies have shown that Canva-based learning media can improve students' interest and learning outcomes in a variety of subjects, most research has focused on testing the effectiveness of media in general. These studies have not examined how the use of Canva media affects each specific indicator of learning interest, namely students' feelings of enjoyment, interest, attention, and engagement during the learning process. In addition, the implementation of Canva media in social studies learning at Madrasah Ibtidaiyah through the Classroom Action Research (PTK) approach which emphasizes the process of continuous learning improvement in

each cycle is still relatively limited. Thus, there is still a research gap regarding the mechanism of increasing students' interest in learning through Canva-based interactive media which is systematically studied based on the development of affective indicators during the implementation of the action.

The novelty of this research does not solely lie in the location of the study at Madrasah Ibtidaiyah Negeri 4 Tebo, but in the way the research analyzes the gradual increase in students' learning interest through four affective indicators, namely feelings of pleasure, interest, attention, and involvement, in each cycle of classroom action research. In addition, the study offers a clear mechanism of action through the implementation of Canva-based interactive media that integrates interactive slides, learning videos, visual quizzes, and collaborative activities, and is then reflexively refined at the end of each cycle. Thus, the main contribution of this research lies in the explanation of the process, not just the results, namely how Canva's media implementation strategy works in the context of social studies learning in madrasah ibtidaiyah. This focus makes this research relevant as a model for improving continuous learning that can be replicated in religious elementary classes, especially when teachers combine affective evaluation with action reflection to strengthen student involvement systematically and contextually.

This study aims to find out and describe the extent to which the application of Canva-based interactive learning media can increase the learning interest of grade IV students in science subjects at Madrasah Ibtidaiyah Negeri 4 Tebo through a series of cyclical actions (planning, implementation, observation, and reflection) and identify the necessary pedagogical and implementation improvements; The formulation of the research problem is formulated as follows: (1) What is the initial condition of the learning interest of grade IV students in the science subject at MIN 4 Tebo before the implementation of Canva-based interactive media, (2) How does the application of Canva-based interactive media affect changes in the indicators of students' feelings of pleasure, interest, attention, and involvement during the IPAS learning process, and (3) What factors affect the success or constraints of the implementation of Canva's media in context of the madrasah so that contextual practice recommendations can be prepared.

2. Method

This research uses the Kemmis and McTaggart model of Classroom Action Research approach because it is oriented towards improving the learning process as well as increasing students' interest in learning through the application of Canva-based interactive media in science subjects. The research subjects amounted to 20 students in grade IV of Madrasah Ibtidaiyah Negeri 4 Tebo consisting of male and female students with heterogeneous academic abilities, and were selected purposively based on the results of initial observations that showed low attention, interest, activeness in questioning, ability to answer questions, and involvement in learning activities. Operationally, the focus of action is directed at using Canva as

a medium for presenting materials, organizing learning activities, and sparking student participation in classroom learning. Thus, the design of this PTK was chosen because it is suitable for testing changes in learning interests in the context of real learning that require gradual, reflective, and continuous improvement. This approach also allows researchers to systematically link pedagogical actions to students' affective responses in the classroom.

The research was carried out in two cycles, and each cycle consisted of two meetings with a duration of 70 minutes according to the allocation of IPAS learning time in grade IV. In each meeting, actions follow four stages, namely planning, implementation of actions, observation, and reflection; In the planning stage, the researcher prepares teaching modules, Canva media, student worksheets, and research instruments, while in the implementation stage, media is applied to present material and direct student learning activities. The learning materials are arranged operationally per session, namely roots in Cycle I Meeting 1, stems in Cycle I Meeting 2, leaves in Cycle II Meeting 1, and flowers and fruits in Cycle II Meeting 2. All material on the topic of Plant Body Parts is presented through interactive slides, images, animations, short videos, and visual quizzes to gradually increase student engagement and help teachers build more interesting, structured, contextual, and active participatory learning.

Research data was collected through observation, learning interest questionnaires, interviews, and documentation so that the process and results of actions were comprehensively described. The observation instrument was used to assess teacher activities and student involvement, while the questionnaire measured four indicators of learning interest, namely feelings of pleasure, interest, attention, and active involvement. In this study, grade IV teachers acted as collaborators who observed the implementation of actions at each meeting, recorded student responses, verified field findings, and together with researchers conducted reflections to formulate improvements in the next cycle. Data analysis was carried out in a simple qualitative and quantitative descriptive manner through the comparison of pre-cycle, cycle I, and cycle II results. The criteria for the success of the action were set from the beginning, namely the average learning interest reached at least 80 in the good category and each indicator showed a consistent increase in each cycle; Interviews with teachers and documentation of student work are used to confirm the interpretation of the data and ensure that the evaluation of actions takes place systematically and continuously.

3. Results and discussion

Learning interest is a psychological tendency that causes students' attention, pleasure, and active involvement in learning activities [11]. From a basic education perspective, interest in learning is an important foundation because it affects the intensity of student participation, perseverance in completing tasks, and readiness to receive new knowledge. Students who

have a high interest in learning tend to have an easier time concentrating, showing curiosity, and enjoying the learning process [12]. On the other hand, low interest in learning often has implications for passive attitudes, lack of enthusiasm, and minimal interaction during learning activities. At the madrasah ibtidaiyah level, learning interests need to be developed through learning strategies that are in accordance with the characteristics of the child's age, namely concrete, visual, and fun [13]. Therefore, teachers are required to present a learning experience that is able to arouse students' interest emotionally and intellectually. Thus, interest in learning is not only an intermediate goal, but also a prerequisite for achieving meaningful, active, and effective social studies learning.

Canva-based interactive media is understood as a digital learning tool designed to present material visually, communicatively, and participatively through a combination of text, images, animations, audio, and other interactive elements [14]. In the context of learning IPAS in madrasah ibtidaiyah, this media has the advantage of being able to simplify abstract concepts into more concrete and interesting for elementary school students. Canva allows teachers to create teaching materials that are responsive to the needs of students without the need for complex technical skills, making them relatively practical in classroom learning. Pedagogically, interactive media functions as a stimulus that can increase attention, strengthen understanding of concepts, and encourage student involvement in learning activities [4].

The learning theory that underlies the use of this media emphasizing that the learning process will be more optimal if students receive visual stimulation and meaningful interactive experiences [15]. Thus, the use of Canva-based interactive media is very relevant to increase students' interest in learning IPAS at Madrasah Ibtidaiyah Negeri 4 Tebo. The criteria for the success of the action were established from the beginning of the study. The research was declared successful if the average student learning interest reached at least 80% in the good category, and all indicators of learning interest including feelings of pleasure, interest, attention, and involvement increased in each cycle compared to pre-cycle conditions. If these criteria have not been achieved, the action will be continued in the next cycle through improvement based on the results of reflection.

The main instruments used in this study were observation sheets and student learning interest questionnaires. The preparation of the instrument refers to four indicators of learning interest, namely feelings of pleasure, student interest, student attention, and student involvement. Each indicator is described into three observation points so that the total number of instrument items is twelve items. Indicators of happiness include students' enthusiasm in the learning process, responsibility in completing assignments, and seriousness during learning. Indicators of student interest include readiness to follow lessons, enthusiasm in following the learning process, and focus on

paying attention to the teacher's explanations. Indicators of student attention include enjoyment of participating in lessons, enthusiasm in doing assignments, and habits of recording the material delivered by the teacher. Meanwhile, indicators of student involvement include the activeness of asking questions to the teacher, the activeness of answering questions, and participation in group discussions.

The assessment of each item uses a three-level scale, namely a score of 3 (good), a score of 2 (adequate), and a score of 1 (poor). Each student's score is summed up, then converted into a percentage to find out the level of interest in learning in each indicator. Furthermore, the percentage of each indicator is averaged to obtain the level of student learning interest in the pre-cycle, cycle I, and cycle II stages. To ensure the quality of measurement, the research instrument was prepared based on a theoretical study of learning interests and consulted with supervisors and grade IV teachers as expert judgement to obtain the validity of the content. The validation results were used to improve the suitability of indicators, language clarity, and feasibility of each instrument item before being used in the study. The reliability of the instrument is maintained through the use of the same scoring indicators and guidelines in each cycle, as well as the implementation of observations by classroom teachers as collaborators so that measurement results are obtained more consistently and objectively.

Results

This class action research was carried out in two cycles. Each cycle consists of the stages of planning, implementation of actions, observation, and reflection. The research was conducted to increase the learning interest of grade IV students in science subjects through the use of Canva-based interactive media. The indicators of research success are determined based on the increase in students' interest in learning which includes students' feelings of pleasure, interest, attention, and involvement in the learning process.

Pre-Cycle

Based on the results of the initial observation (pre-cycle) to determine the condition of students' learning interest before the implementation of Canva-based interactive media. Based on the results of observations, it is known that students' interest in learning is still relatively low. This can be seen from the lack of student attention when the teacher explains the learning material. Some students seem to lack focus, talk to classmates, and are less active in asking and answering teachers' questions. In addition, students also seem less enthusiastic in following the learning process because learning is still teacher-centered and only uses package books as the main learning resource. Out of the 20 students, only a few students showed good interest in learning, while most of the students were still passive in learning activities. This condition causes the learning process to be less effective so that the learning objectives have not been achieved optimally. The results of the observation of students' learning interests in the pre-cycle stage can be seen in the following table.

Table 3. Analysis of Pre-Cycle Students' Learning Interests

No	Indicator	Percentage
1	Feeling good	40%
2	Student Interest	35%
3	Student Attention	38%
4	Student Engagement	32%
	Quantity	145%
	Average	36,25%

Based on the table above, it can be seen that the average student learning interest in the pre-cycle stage is 36.25% and is in the category of very lacking. Therefore, the researcher applied Canva-based interactive media to increase students' interest in learning in science subjects.

Results of Cycle I

Meeting 1 The implementation of actions in the first cycle of meeting 1 was carried out in accordance with the stages of the PTK model of Kemmis and McTaggart which consisted of the stages of planning, implementation of actions, observation, and reflection. At this stage, the researcher began to apply Canva-based interactive media to the "Plant Parts" material. Canva's media is interactive slides that contain plant images, simple animations, and short videos related to learning materials. The use of this media makes students begin to be interested in participating in learning [16].

Based on the observation results, it can be seen that students began to pay attention to the teacher's explanation and showed enthusiasm when Canva media was displayed. However, there are still some students who are less focused and have not been active in discussion activities and have not dared to express their opinions.

Table 4. Results of Observation of Student Learning Interest Cycle I meeting 1

No	Indicator	Percentage
1	Feeling good	55%
2	Student Interest	58%
3	Student Attention	52%
4	Student Engagement	50%
	Quantity	215%
	Average	53,75%

Based on the table above, the average student learning interest in the first cycle of meeting 1 was 53.75% and was still in the poor category. Therefore, the researcher reflects and plans learning improvements at the next meeting by increasing student engagement in the use of Canva media.

Cycle I Meeting 2

In the first cycle of meeting 2, the researcher improved the learning process by adding interactive quizzes and group activities using Canva media. Teachers also provide more opportunities for students to ask questions and express opinions.

The results of the observation showed an increase in students' interest in learning compared to the previous meeting.

Most students start to actively answer questions and focus more on learning.

No	Indicator	Percentage
1	Feeling good	65%
2	Student Interest	68%
3	Student Attention	63%
4	Student Engagement	60%
	Quantity	256%
	Average	64%

Based on the table, the average student interest in learning increased to 64% and was in the sufficient category. Despite the increase, there are still some students who lack confidence in expressing their opinions, so the research is continued in cycle II.

Results of Cycle II

Meeting 1

In the second cycle of meeting 1, the researcher again made learning improvements by maximizing the use of Canva-based interactive media. Teachers provide more engaging learning through animated videos, educational games, and group discussions [17].

The results of the observation showed that students looked more active and enthusiastic during the learning process. Most students have begun to dare to ask questions and answer the teacher's questions.

Table 5. Results of Observation of Student Learning Interest Cycle II Meeting 1

No	Indicator	Percentage
1	Feeling good	75%
2	Student Interest	78%
3	Student Attention	73%
4	Student Engagement	70%
	Quantity	296%
	Average	74%

Based on the table above, the average student learning interest in the second cycle of meeting 1 increased to 74% and was in the category of good enough.

Cycle II Meeting 2

In the second cycle of meeting 2, teachers were more actively involved in the use of Canva media through group presentations and interactive quizzes. Learning takes place more fun so that students look more focused, active, and confident.

The results of the observation showed that students' interest in learning increased significantly. Almost all students actively participate in learning and are able to work together in groups.

No	Indicator	Percentage
1	Feeling good	88%
2	Student Interest	90%
3	Student Attention	85%

4	Student Engagement	82%
	Quantity	345%
	Average	86,25%

Based on the table above, the average student learning interest reached 86.25% and was in the good category. Thus, the indicators of research success have been achieved so that the research was stopped in cycle II.

Table 6. Increased Student Learning Interest from Pre-Cycle, Cycle I, and Cycle II

Stages	Completion Percentage
Pre-Cycle	36,25%
Cycle I meeting 1	53,75%
Cycle I meeting 2	64%
Cycle II meeting 1	74
Cycle II meeting 2	86,25%

Based on the table, it can be seen that the use of Canva-based interactive media is able to increase the learning interest of grade IV students in science subjects gradually from pre-cycle to cycle II.

Table 7. A recapitulation of the percentage of students' interest in learning for each indicator.

Indicator	Pre-Cycle	Cycle I Pert. 1	Cycle I Pert. 2	Cycle II Pert. 1	Cycle II Pert. 2
Feeling Happy	40%	55%	65%	75%	88%
Student Interest	35%	58%	68%	78%	90%
Student Attention	38%	52%	63%	73%	85%
Student Engagement	32%	50%	60%	70%	82%
Average	36,25 %	53,75 %	64%	74%	86,25 %

Based on Table 7, the results of the study show that there is a gradual increase in students' interest in learning starting from pre-cycle to cycle II. In the pre-cycle condition, learning is still dominated by lecture methods so that students tend to be passive, pay less attention to the teacher's explanations, and have not shown optimal involvement in the learning process. This condition is reflected in the average interest in learning which only reaches 36.25%. After the actions in Cycle I of Meeting 1 using Canva-based interactive media, the average interest in learning increased to 53.75%. This improvement shows that the presentation of more engaging material through images, colors, and animations is starting to attract students' attention, although some students still need guidance to actively participate during learning. In Cycle I Meeting 2, the average interest in learning again increased to 64%. Despite the improvement compared to the previous meeting, the observation results showed that there were still some students who lacked confidence to ask questions,

were not active in group discussions, and still relied on the teacher's direction. The results of reflection with collaborators show that the Canva media used is still dominated by the delivery of material, so it needs to be improved by adding more interactive activities so that students have the opportunity to participate directly.

Based on the results of this reflection, the actions in Cycle II were improved by presenting Canva media that was more interactive through the addition of contextual images, short videos, triggering questions, simple quizzes, and giving students a wider opportunity to discuss and present their work. Teachers also provide reinforcement and rewards to active students so that the learning atmosphere becomes more fun and participatory. The improvement of these actions has a positive impact on increasing students' interest in learning. In Cycle II Meeting 1, the average interest in learning increased to 74%, while in Cycle II Meeting 2 it increased to 86.25% and has met the indicators of research success. The increase shows that the modification of actions carried out based on the results of reflection is able to overcome the weaknesses of the previous cycle. Thus, the increase in students' interest in learning is not only influenced by the use of Canva-based interactive media, but also by the process of reflection and refinement of actions that are carried out continuously in each PTK cycle.

The initial condition of learning interest of grade IV students in science subjects at Madrasah Ibtidaiyah Negeri 4 Tebo shows a tendency that was still low before the implementation of Canva-based interactive media. This situation can be seen from uneven student involvement, easily distracted attention, and passive learning responses during the learning process. In the pre-cycle stage, learning tends to be dominated by teacher explanations and limited use of learning resources, so students have not gained a learning experience that is interesting enough to arouse curiosity. In the context of basic education, this condition is common when learning has not been supported by media that is in accordance with the characteristics of child development [18]. Therefore, the initial picture confirms the need for learning innovations that are able to change the classroom atmosphere to be more interactive, visual, and meaningful. These findings are also an important basis for the implementation of Canva media as an effort to increase students' interest in learning gradually and measurably.

The low interest in learning in the initial condition can be understood as a result of the lack of optimal use of learning media that can stimulate students' attention and participation. At elementary school age, students are generally more easily attracted to presentations that are concrete, colorful, and involve strong visual elements [19]. However, social studies learning in the early stages is still dominated by conventional approaches that place students as recipients of information, not as active subjects in the learning process. As a result, learning interactions become less lively and students' opportunities to show interest in the material are also limited. From the perspective of learning

interest theory, this state shows that the aspects of attention, pleasure, and involvement have not been optimally developed. These initial conditions are particularly relevant to the findings of classroom action research that placed grade IV students as subjects with more interesting learning stimulation needs [20]. Thus, low interest in learning is not only a problem of learning behavior, but also an indicator that learning strategies need to be improved through more innovative and contextual media.

Empirically, the initial condition of students' interest in learning is an important foothold for determining the direction of action in the next cycle. Low pre-cycle scores indicate that students have not fully experienced a fun and challenging learning experience [21]. This shows that social studies learning has not succeeded in adequately activating the affective dimension of students. In fact, in learning at madrasah ibtidaiyah, learning interests have a strategic function because they are directly related to students' readiness to follow the material, answer questions, and participate in class activities. If this initial condition is left unchecked, the learning process has the potential to run mechanically and has less impact on the development of positive learning attitudes. Therefore, the results of the identification of these initial conditions are very important in this study, because it confirms that the use of Canva-based interactive media is not just a methodological choice, but a pedagogical need. In other words, preliminary data shows that there is a gap between the expectation of active learning and the reality of learning that is still monotonous.

The initial condition of low interest in learning also shows that students need a learning approach that is able to connect science materials with learning experiences that are closer to their world. When learning is not presented in an engaging way, students tend to place IPAS as difficult, boring, or less relevant subjects. This kind of perception can hinder student engagement from the beginning and affect the quality of interaction during the learning process. In this framework, Canva-based interactive media is important because it can present a more attractive, simple, and easy-to-understand look. With strong visual support, students have a greater opportunity to focus, pay attention to the teacher's explanations, and follow the flow of learning more enthusiastically [22]. Therefore, the results of observations in the early stages not only describe the factual conditions of learning interests, but also confirm the urgency of learning interventions based on digital media. This situation shows that increasing interest in learning must start from improving the strategy of presenting material in accordance with the characteristics of elementary school students.

Based on this description, it can be emphasized that the initial condition of learning interest of grade IV students in the science subject at MIN 4 Tebo is in the category that is not optimal and requires appropriate pedagogical handling. Low interest in learning is seen through students' lack of attention, engagement, and enthusiasm in conventional learning. This is in line with the need for Canva-based interactive media

development designed to create a more fun, visual, and participatory learning environment [23]. Thus, the answer to the formulation of the first problem shows that before the action is given, students' interest in learning is still weak and does not support the creation of active science learning. These findings have important implications for teachers, as they show that learning success is greatly influenced by teachers' ability to choose media that suits students' needs. Therefore, the application of Canva media in this study is very relevant as a solution to overcome the initial conditions that are not conducive to the achievement of high and sustainable learning interest.

The application of Canva-based interactive media has a real influence on changes in student learning interest indicators in social studies learning in grade IV of Madrasah Ibtidaiyah Negeri 4 Tebo. After the action is given, the learning atmosphere becomes more lively because the presentation of the material no longer depends on verbal explanations alone, but is supported by an attractive, concise, and easy-to-understand visual display. Canva media allows teachers to display more structured images, colors, animations, and information structures so that students' attention can be more focused on the material. In the context of elementary school learning, this change is important because students at that age tend to respond strongly to visual stimuli and varied learning activities [24]. The results of the action show that the media is able to create a more fun and not boring learning atmosphere. Thus, the influence of Canva-based interactive media is not only seen in the technical aspects of the presentation of the material, but also in the change in the learning attitude of students who become more enthusiastic and actively involved in the learning process.

Changes in the mood for happiness indicators are one of the most prominent impacts of the use of Canva-based interactive media [25]. Students show a more positive response when IPAS materials are presented through a colorful, informative, and appropriate display for the child's world. This feeling of pleasure is important because it is the starting door to a stronger interest in learning. When students feel comfortable and enjoy the learning process, they tend to accept the teacher's explanations more easily and are more prepared to follow the activities given. Canva helps teachers design non-monotonous learning so that students have a learning experience that is different from conventional methods. This situation shows that learning media is not just a tool, but an important part in creating a conducive learning climate [26]. In this study, the increase in students' feelings of happiness shows that interactive media is able to answer the emotional needs of students at the madrasah ibtidaiyah level. Therefore, this affective aspect is the first proof that the implementation of Canva is effective in improving the quality of student learning engagement across the board.

In addition to increasing feelings of happiness, Canva-based interactive media also affects students' interest in IPAS materials. This interest is seen when students pay more serious attention to the appearance of the material, follow the teacher's

explanations more focusedly, and show curiosity about the content of learning. In social studies learning, students' interest is very important because the material studied often requires visualization to make the concepts easier to understand. Canva facilitates this need through simple yet engaging material presentations, so that students not only hear the explanation, but also see visual representations that support understanding [24]. This condition is in line with learning media theory which emphasizes that visual appeal can strengthen attention and deepen students' cognitive engagement. At the action stage, the increased interest of students shows that interactive media is capable of being a bridge between abstract material and concrete learning experiences. In other words, Canva has successfully transformed IPAS material from something passive to a learning experience that is more engaging and positive student responses in the classroom.

Students' attention has also increased after the implementation of Canva-based interactive media. Attention is an important indicator of interest in learning because without adequate concentration, students will find it difficult to follow the learning flow in its entirety. In this study, students' attention was more stable when teachers used media that had a clear visual appearance and systematic presentation of material. Students are less likely to be distracted because the material is presented gradually and packaged in a more attractive form than a whiteboard or long text alone. This shows that Canva's media can function as a stimulus that directs students to focus on the core of learning. At the madrasah ibtidaiyah level, the ability to maintain attention greatly determines the success of students in understanding social studies material, especially because the characteristics of students are still greatly influenced by visual stimuli and concrete activities. Therefore, the increased attention of students is proof that Canva-based interactive media not only beautifies the appearance of learning, but also strengthens the concentration of learning which is the foundation for the formation of better understanding.

The student engagement indicator shows significant changes after learning using Canva-based interactive media. This involvement can be seen in the willingness of students to answer questions, follow the teacher's instructions, pay attention to explanations, and participate in class activities. When students are actively involved, the learning process becomes more interactive and no longer dominated by teachers alone. Canva provides a space for teachers to present material in a more communicative form so that students are encouraged to respond directly. In science learning, active engagement is essential because it helps students build understanding through a more participatory learning experience [27]. The results of the action showed that students were more courageous and more enthusiastic in participating in learning activities after the media was applied. This shows that Canva has successfully facilitated the shift in learning patterns from passive to active. Thus, increasing student engagement is one of the strongest evidence

that Canva-based interactive media is effective in strengthening learning interest in class IV MIN 4 Tebo.

The improvement in all four learning interest indicators shows that Canva-based interactive media works simultaneously to build more meaningful learning experiences. Feelings of pleasure generate interest, interest reinforces attention, and attention encourages active engagement in learning. This chain of change suggests a mutually reinforcing relationship between media design and student learning responses. In the context of classroom action research, these changes are the result of a process of improvement that is carried out gradually through the learning cycle. Teachers not only use media as a presentation tool, but also as a means to create more intense interactions with students. These results confirm that learning interests do not arise spontaneously, but can be formed through appropriate learning strategies. Canva in this case serves as a medium that bridges IPAS material with the learning characteristics of elementary school students who need visual stimulation, novelty, and a fun learning atmosphere [28].

Therefore, the influence of this media is pedagogical as well as psychological.

Based on the results of this study, the application of Canva-based interactive media during the implementation of class actions showed an increase in the indicators of student learning interest, namely feelings of pleasure, interest, attention, and involvement in social studies learning in grade IV of MIN 4 Tebo. These findings suggest that the use of Canva-based interactive media contributes to the creation of more engaging learning in the context of this study. However, because the study used a Classroom Action Research (PTK) design in one classroom without a comparison group, the results of this study were limited to the context of the implementation of the action in the classroom being studied and were not intended to be generalized widely to all learning conditions. Thus, the answer to the second problem formulation confirms that Canva is not just a technical tool, but an effective pedagogical strategy in increasing students' interest in learning. The application of this media deserves to be considered as a relevant, contextual, and sustainable learning alternative to support the quality of learning in elementary grades.

The success of the implementation of Canva-based interactive media in increasing the learning interest of grade IV students in science subjects is determined not only by the quality of the media design, but also by the readiness of teachers to manage learning in an adaptive manner [29]. Teachers act as designers as well as facilitators who ensure that the media used is in accordance with learning objectives, student characteristics, and available time allocation. In this study, the success of the implementation was seen when teachers were able to adapt the use of Canva to a simple, communicative, and easy-to-follow learning flow for students. The suitability between the media and the delivery strategy is an important factor because madrasah ibtidaiyah students tend to need a concrete, visual, and fun learning experience. Thus, the ability of teachers to integrate digital media into learning is one of the main determinants of the

effectiveness of actions. This shows that Canva-based interactive media will be more successful if it is supported by teachers' pedagogical competence in designing, implementing, and evaluating learning consistently and oriented to the needs of students.

In addition to teacher readiness, another supporting factor that determines the success of the implementation is the practical, flexible, and visually appealing characteristics of Canva's media. Canva allows teachers to organize learning materials in the form of interactive presentations that proportionally blend text, images, colors, and other visual elements [30]. This advantage makes it easier for students to understand IPAS material, which often requires concrete explanations and illustrations that are close to everyday experience. In the context of basic learning, media that is too complex can actually hinder students' understanding, so simplicity and clarity of design are very important aspects. Canva is also relatively easy to operate, so it can be used by teachers with varying levels of digital literacy. Thus, the success of this media implementation is greatly influenced by the teacher's ability to choose templates, arrange material flows, and adjust the content to the needs of the class. This factor shows that Canva-based interactive media is not only visually appealing, but also effective because it supports the delivery of material that is more systematic, efficient, and in accordance with the learning characteristics of elementary school students.

The constraints of implementing Canva-based interactive media are mainly related to technical limitations and the readiness of the learning environment. Not all elementary schools or madrasahs have adequate digital infrastructure, such as projector devices, stable internet access, and the availability of other supporting devices. This condition can affect the smooth use of media if it is not anticipated from the planning stage. In addition, some teachers still need to improve their skills in developing digital media that is attractive but still simple and in accordance with the needs of IPAS learning. Other obstacles can also arise on the student side, such as limited experience using digital media or easy attention to be distracted if the media display is too crowded [31]. Therefore, Canva's implementation needs to be done proportionately by taking into account the real conditions of the class and the available facilities. In this study, these obstacles can be overcome through careful planning, selection of appropriate materials, and continuous observation of student responses. Thus, the success of media implementation is highly dependent on the ability to balance digital innovation with the reality of learning in madrasah ibtidaiyah.

Another factor that affects the success of the implementation is the suitability of the media with the characteristics of the IPAS material and the development stage of the students. Social studies materials at the elementary school level require concrete, contextual, and easy-to-understand presentation so that students can build meaning gradually. Canva supports this need by allowing teachers to display concepts in simple, communicative

visuals. When the material is attractively packaged, students find it easier to understand the relationship between the text, images, and the teacher's explanation. In addition, the success of implementation is also influenced by the classroom atmosphere that supports active participation [32]. Students who feel comfortable tend to respond more easily to the media, ask questions, and participate in learning activities with enthusiasm. In this study, the positive response of students showed that age-appropriate media was able to strengthen learning interest more effectively. Therefore, the success factor does not only lie in the technology used, but also in the pedagogical suitability between the media, materials, and psychological needs of students at the madrasah ibtidaiyah level.

Based on the results of the research, it can be emphasized that the success of Canva-based interactive media in increasing students' interest in learning is influenced by the synergy between teacher readiness, media suitability, facility support, and student characteristics. On the contrary, implementation obstacles arise when one of these elements has not been optimally met. Therefore, practical recommendations that can be drawn from this study are the need to strengthen teachers' digital competence, provide adequate learning facilities, and design media that remains simple, interesting, and relevant to IPAS material. These findings show that Canva media can be an effective alternative when implemented with good planning and continuous reflection through the classroom action cycle. Thus, the answer to the formulation of the third problem emphasizes that the success of media implementation does not stand alone, but is influenced by various pedagogical and technical factors that are interrelated. This also strengthens the urgency of learning innovations that are contextual, adaptive, and oriented towards increasing students' interest in learning in a sustainable manner.

Analytically, the increase in students' interest in learning through Canva-based interactive media shows that learning success is greatly influenced by the quality of the learning experience design provided to students. In the context of grade IV of Madrasah Ibtidaiyah Negeri 4 Tebo, Canva media functions not only as a tool for delivering IPAS materials, but also as a pedagogical instrument that is able to build student attention, interest, and involvement simultaneously. The findings of the study show that interest in learning does not grow automatically, but through visual stimulation, clarity of material, and a pleasant learning atmosphere. This analysis confirms that the change from conventional learning to interactive media-based learning is a strategic step to answer the needs of elementary school students who tend to be responsive to concrete and varied displays. Thus, Canva has a strong functional value because it is able to bridge the learning objectives of IPAS with the characteristics of students' affective development, so that the learning process becomes more meaningful, active, and easy to understand in the context of madrasah ibtidaiyah.

From a methodological perspective, this class-action study shows that a cyclical approach is effective for testing and refining the implementation of Canva-based interactive media in stages [33]. The results of pre-cycle, cycle I, and cycle II show a consistent pattern of improvement, so it can be analyzed that the effectiveness of the media is not only determined by its existence, but also by the process of implementation, reflection, and continuous improvement. The analysis of these results corroborates the theory that students' learning interests are formed through the interaction between internal and external factors, where learning media becomes an external stimulus that affects students' affective conditions. In addition, the findings of the study confirm the importance of compatibility between media, science materials, and teachers' readiness in managing the classroom. In other words, Canva is effective because it does not stand alone as a technology, but rather is present in a pedagogically designed learning ecosystem. Thus, the results of this analysis show that Canva-based media innovation deserves to be recommended as an adaptive, contextual, and learning-oriented learning strategy that is oriented towards increasing students' interest in learning in a sustainable manner.

4. Conclusion

This class action research showed that the application of Canva-based interactive media in social studies learning in grade IV of Madrasah Ibtidaiyah Negeri 4 Tebo was followed by an increase in students' interest in learning during the implementation of the action. The increase was seen in the indicators of students' feelings of pleasure, interest, attention, and involvement from the pre-cycle stage to cycle II. In the context of this study, the use of Canva-based interactive media helped create a more engaging learning atmosphere and encouraged active student participation. However, the results of this study only apply to the context of the class being studied because it uses a Classroom Action Research design with one class without a comparison group. Therefore, these findings can be a practical reference for teachers in developing learning, but they still require further research with a broader design and subject to obtain generalizable findings.

5. Acknowledgments

Thank you to the head of Madrasah Ibtidaiyah Negeri 4 Tebo who has given permission and support for the implementation of this research. Appreciation was also given to grade IV teachers who have played an active role in the process of planning, implementing actions, observation, and reflection during the research. A big thank you is conveyed to all grade IV students who have participated well so that this research can be carried out optimally. Awards were also given to the university, supervisors, and all parties who have provided direction, motivation, and technical and academic assistance. This support is very meaningful in completing this research until the preparation of a complete and systematic scientific manuscript.

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