
The Development of Interactive Media Using Canva Application to Improve English Learning Outcomes of Fifth Grade Students

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Abstract

This study aims to develop interactive media using the Canva application for English instruction, targeting the enhancement of learning outcomes for fifth grade students at SD Negeri 050771 Pangkalan Susu. The background of this research highlights the need for effective educational tools to improve students engagement and performance in English. Employing a Research and Development (R&D) approach, the study utilized the ADDIE development model, which encompasses five stages: Analysis, Desain, Development, Implementation, and Evaluation. The research was conducted with 28 fifth grade students, consisting of 15 boys and 13 girls. Data collection methods included observation, interviews, tests, and documentation to assess the effectiveness of the developed media. Expert evaluations indicated that the interactive media received scores of 82% from material experts, 80% from language experts, and 82% from media experts, all categorized as “feasible”. The results showed a significant improvement in students performance, during the pre test, only 42% of students achieved completion, with 12 passing and 16 not completing the test. In contrast, the post test results revealed an increase in the completing rate to 82%, with 23 students successfully finishing the test and only 5 not completing it. In conclusion, the findings suggest that the interactive media developed using the Canva application for the English subject has effectively improved the learning outcomes of fifth grade students at SD Negeri 050771 Pangkalan Susu.

INTRODUCTION

In today's digital age, incorporating interactive media into language learning has become crucial, particularly in elementary education. Young learners often struggle with vocabulary retention due to the abstract nature of words and the lack of stimulating media. According to Rahmah et al (2021), digital media tools significantly increase engagement comprehension among elementary school students.

Canva is a user friendly application that allows teachers to design media learning materials, such as interactive vocabulary cards, animated explanations, and self-paced quizzes. Its effectiveness in education has been supported by studies like Sari & Hidayat (2023), who found Canva -based materials improve students' learning outcomes and motivation in English learning contexts. This

study focuses on creating interactive media using Canva that is specially designed to meet the vocabulary learning needs of fifth grade students. The primary aim is to enhance their vocabulary mastery by providing engaging, user-friendly, and impactful digital materials.

According to the *Garis Pelangi* journal (2020), although Canva has become one of the most popular graphic design platforms due to its ease of use, there are several drawbacks that need to be considered. One of the main limitations is its reliance on a stable and up-to-date internet connection. Without adequate internet access, Canva cannot be used optimally and may experience disruptions or become completely unusable during the design process whether on a computer, tablet, or mobile device. In addition, while Canva offers a wide selection of templates, icons, illustrations, and fonts—many of which are available for free some elements are only accessible through purchase or a paid subscription. This is not necessarily a significant issue, as there are also many high-quality free elements that users can utilize. However, this condition requires users to be more creative and selective in choosing and arranging design components, rather than relying solely on ready-made options. Another concern raised in the journal is the potential for similarity between users' designs. Because Canva relies on shared templates that are used by a large number of people, it is not uncommon for different users' work to look alike in terms of layout, colors, or illustrations. Nevertheless, this similarity is not always a major problem, as ultimately, the quality and originality of the design depend on each user's creativity and unique thinking. Thus, although Canva significantly facilitates the design process, users are still expected to be thoughtful and creative to produce designs that are not only practical but also have their own distinctive character

Based on an interview with the fifth grade homeroom teacher at SD Negeri 050771 Pangkalan Susu, it was found that the most commonly used method in teaching English is the assignment based approach. Although the teacher utilizes technology based media sourced from internet, many students struggle to understand the language used in the materials. As a result, their comprehension of English lessons remains low, which affects their learning outcomes, falling short of the minimum standard score 75. According to the data, only 13 out of 28 students achieved scores above the KKTP (Learning Objective Achievement Criteria), meaning that 53% of these students still scored below the required standard. Given the challenges identified at SD Negeri 050771 Pangkalan Susu, it is essential to develop interactive media through the Canva application to boost students' performance in English.

According to Sugiyanto (2019), interactive media consists of a blend of different media components, including text, images, audio, video, and animations, all presented in a digital format that enables users to engage directly with the content.

According to expert perspectives, interactive media can be described as a technology that combines different forms of media, including text, images, audio, video, and animation. Delivered digitally through electronic devices. This technology enables users to actively engage with the content through buttons, choices, or other interactive actions. Such interactions allow users to access information more deeply and increase their involvement in the learning process. In other words, interactive media gives users controls over their learning experience and supports more effective knowledge acquisition.

METHOD

SD Negeri 050771 Pangkalan Susu, located on Jalan Pelabuhan No.03, Beras Basah Village, Pangkalan Susu District, Langkat, served as the research site for this study, which was conducted during the even semester of the 2024/2025 academic year. The subjects of this study were fifth-grade students of SD Negeri 050771 Pangkalan Susu, consisting of 28 students 15 boys and 13 girls. The object of this research was interactive media using the Canva application. This sample was selected purposively because Grade V students had already been introduced to basic English materials and

were in a developmental stage appropriate for media learning interventions. In addition, their cognitive and digital literacy levels were considered suitable for testing digital learning media.

To ensure comprehensive and effective testing, this research employed two stages of trials: a small-scale trial and a large-scale trial. The small-scale trial was conducted to identify initial errors and receive early feedback regarding the functionality, clarity, and appeal of the interactive media. The large-scale trial, on the other hand, was carried out to measure the broader effectiveness and usability of the media in a more representative group of users. This two-stage validation process helps increase the reliability of the findings and ensures that the media can be applied on a larger scale.

Several instruments were used in this study to collect relevant data:

1. Interview guides for teachers and students were used to identify their learning needs and expectations before developing the media.
2. Validation sheets were distributed to media experts and content experts to assess the feasibility.

The validation indicators used by the experts included:

- For media experts: technical quality, layout design, typography, color harmony, navigation flow, and compatibility across devices.
 - For content experts: accuracy of material, relevance to the curriculum, clarity of instructions, language use, and the alignment of content with learning objectives.
3. Student response questionnaires were used to determine students' attitudes and perceptions regarding the use of the Canva-based interactive multimedia in learning.
 4. Pre-test and post-test instruments were used to assess students' English learning outcomes before and after the use of the developed media.

Data analysis procedures

The development of learning media follows the ADDIE model, which includes five phases: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. To assess the improvement in learning outcomes, the data from the pre-test and post-test were analyzed using gain score calculations, while qualitative data from validation results and student feedback were examined descriptively. A Likert scale was employed during the validation phase to evaluate the effectiveness and quality of the media created.

The scores from the expert validation questionnaires will be averaged to assess the feasibility of the developed product or media. Based on these calculations, the percentage range and qualitative criteria for the feasibility assessment are outlined as follows.

Table: 1 Interactive Media Validity Analysis Criteria

| Level of Achievement | Description |
|----------------------|-----------------|
| 85%-100% | Very Valid |
| 75%-85% | Valid |
| 60%-75% | Quite Valid |
| 50%-60% | Less Valid |
| < 50, 00 % | Very less Valid |

Source (Utomo, 2018)

The validation analysis above shows that interactive media is said to be valid if the results of the assessment from the experts reach a validity level that is in the range of 75% - 85%. After analyzing individual and overall learning completeness, pre-tests and post-tests are calculated using N-Gain. N-Gain or gain score is the normality of the increase resulting from the comparison of pre-test and post-test, the calculation of the average N-Gain serves to assess how much student learning improvement is, Sugma & Azhar (2021). To see the improvement and effectiveness of Interactive Media in English Subjects before and after using interactive media, it is calculated using the following parameterized N-Gain formula:

$$G = \frac{S_{post} - S_{pretest}}{100\% - S_{pretest}}$$

Table: 2 Classification of N-Gain Interpretation

| Value Range | Interpretation |
|----------------|----------------|
| 0,7 < gs ≤ 1 | High |
| 0,3 < gs ≤ 0,7 | Medium |
| 0 < gs < 0,3 | Low |

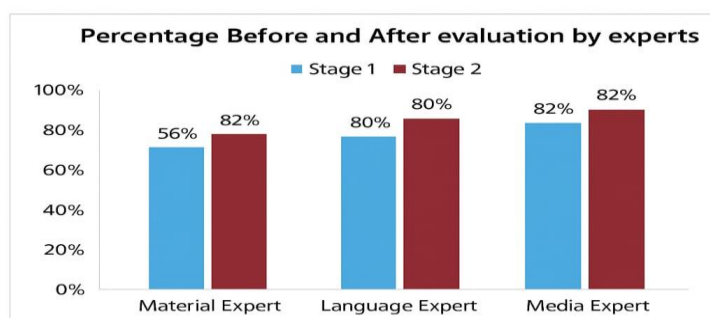
FINDINGS

1. Feasibility of interactive media

Product validation aims to assess the feasibility of the products that have been developed. At this stage, there are three groups of experts involved in the assessment process. Each expert has a different assessment. The first is the material expert, giving value to the suitability of the content of the material used, the second is the linguist, assessing the use of language in the media, and finally the media expert, assessing the visual aspects and animation applied.

By considering the results of the evaluation from the experts, the percentage obtained can be seen in the following diagram:

Figure: 1 Percentage before and after evaluation by experts



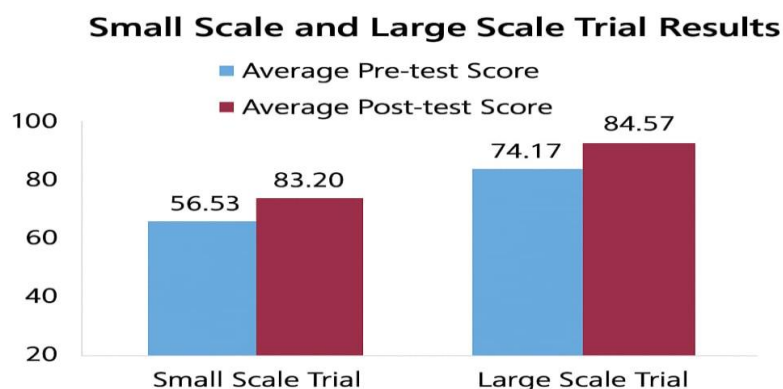
Based on the description and percentage results obtained from the experts, the conclusion is that the product developed by the researcher is suitable for use.

2. Effectiveness of interactive media

After completing the validation and revision of the product, the researcher carried out the fourth stage, namely implementing by testing the product using a pre-test and post-test to fifth grade

students with a small scale of 15 people and a large scale of 28 people. The test consisted of 15 multiple choice questions. The test results are presented in the diagram below:

Figure: 2 Percentage students pre test and post test



Based on this diagram, the product developed by the researcher is effective for use. The final phase of the research utilizing the ADDIE model is evaluation. In this study, evaluation consists of feedback and recommendations at each stage of the interactive media development process using the Canva application. Based on the research data collected, it can be concluded that the developed product has the potential to enhance the learning outcomes of fifth-grade students at SDN 050771 Pangkalan Susu.

These results indicate that interactive media developed using Canva is effective in improving students' English learning outcomes. One possible reason for this effectiveness is Canva's visually engaging and interactive design, which aligns with Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2021). According to this theory, learners understand and retain information better when it is presented using both visual and verbal materials.

This findings is consistent with previous studies, such as Sari & Yuliani (2022), who also found that Canva-based media significantly improved students' motivation and vocabulary mastery in EFL contexts. However, the generalizability of these findings may be limited due to the small sample size and the fact that the trial was conducted in a single school; without long-term follow-up data.

DISCUSSION

This interactive media has been validated by three experts, and the validation results indicate that it received favorable evaluations from each expert: material experts rated it at 82%, language experts at 80%, and media experts at 82%. Therefore, the interactive media developed using the Canva application is deemed suitable for use in teaching and learning activities.

The researchers conducted pre-test and post-test activities, revealing that the percentage of student completeness in the small-scale test was 40% in the pre-test and increased to 80% in the post-test. In the large-scale test, the percentage of student completeness was 42% during the pre-test and rose to 82% in the post-test.

The expert validation showed that the media was suitable in terms of content, language, and visual design. This comprehensive assessment ensure the product's feasibility in classroom settings, furthermore, the effectiveness trials demonstrated statistically significant improvements in students outcomes across both small and large groups, indicating its scalability.

This findings suggest that Canva based interactive media can be an effective tool for primary EFL education, especially in enhancing engagement and retention. Teachers and curriculum

developers can adopt similar digital tools to support student learning. However, the study's limitations, such as the absence of longitudinal data the reliance on a single school, must be acknowledged.

CONCLUSION

In conclusion, the Canva-based interactive media demonstrated a statistically significant improvement in students' English learning outcomes. This suggests its strong potential for use in primary EFL contexts. Educators should consider integrating similar digital media in curriculum design to promote more engaging and effective learning experiences. Futute studies should explore its application in other subjects and grade levels, and include longitudinal evaluation to assess long-term impacts.

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