Teaching and General Education Studies
E-ISSN 3123-495X
Doi xxx-xxx
Vol 2 No 1 2026

THE USE OF CANVA-BASED INTERACTIVE LEARNING MEDIA TO IMPROVE LEARNING OUTCOMES IN SCIENCE FOR JUNIOR HIGH SCHOOL STUDENTS

Sasmia Fitriyah, Mareta Widiya
Biology Education Study Program, PGRI Silampari University
sasmiaf@gmail.com, maretawidiya@gmail.com

Abstract: This study aims to determine the feasibility of using Canva-based interactive learning media in science subjects for junior high school students. The problem addressed in this study is the decline in students' understanding, motivation, and interest in learning, which leads to low learning outcomes. Therefore, innovation in the learning process is needed through the use of interactive learning media based on Canva. This study employed a descriptive qualitative method using a literature study technique by reviewing five relevant journals. The results show that Canva-based interactive learning media increases students' motivation, learning interest, and learning outcomes. The media is proven to be valid, practical, and effective in enhancing student engagement and facilitating understanding.

Keywords: Interactive Media, Instructional Media, Science

INTRODUCTION

Science (IPA) subjects at the junior high school (SMP) level currently face significant challenges in improving students' understanding of scientific concepts. This condition is consistent with Gaba (2024), who states that enhancing scientific literacy among junior high school students remains a major challenge in education, particularly in science learning. One of the contributing factors is the continued reliance on monotonous and conventional teaching methods, such as lectures and the use of textbooks and student worksheets (LKS). These approaches often fail to accommodate students' diverse learning styles, resulting in low learning outcomes and limited student engagement in the science learning process. Susanti (2024) further explains that the lack of variety in learning media can hinder students' understanding of science material, as it provides

insufficient stimulation and fails to sustain students' interest, ultimately leading to decreased learning outcomes.

Learning media therefore plays a crucial role in improving the quality of learning in schools. Diana (2022) highlights that appropriate learning media can help teachers present abstract scientific concepts in a more concrete, visual, and engaging manner, making them easier for students to understand. The use of varied and innovative learning media has also been shown to improve students' motivation and learning outcomes, while fostering an active, creative, and enjoyable learning environment (Nuraini, 2021). One innovative form of learning media that has gained attention is Canva-based interactive learning media. The use of Canva represents a positive step in integrating technology into the learning process to enhance learning outcomes (Hayya, 2023). Interactive learning media supported by Canva enables direct interaction between teachers and students, as well as between students and learning materials, thereby encouraging active participation (Munawir et al., 2024).

Several studies have demonstrated that Canva-based interactive learning media can effectively improve learning outcomes in science subjects for junior high school students. Therefore, research on the use of Canva-based interactive learning media is essential to examine its feasibility and benefits in the learning process. The findings of this study are expected to contribute to the improvement of science learning quality at the junior high school level through the effective integration of interactive digital media.

METHOD

This study employed a descriptive qualitative research method using a literature review as the data collection technique. A literature review involves collecting data through systematic reading, note-taking, and analysis of relevant sources to obtain research information (Putri et al., 2020). In this study, five relevant journals and scholarly articles related to the use of Canva-based interactive learning media to improve science learning outcomes for junior high school students were identified. These sources were then reviewed, analyzed in depth, and described systematically to draw meaningful conclusions regarding the effectiveness of the media.

RESULTS AND DISCUSSION

Result

After conducting a literature review, the researchers identified five relevant journal sources and articles discussing the use of Canva-based interactive learning media to improve science learning outcomes for junior high school students. The results of the analysis of these nine journal sources and articles are presented in Table 1 below:

Tabel 1. Analysis Results

No.	Title	Results
1	Development of Canva-Based Learning Media to Improve Science Learning Outcomes for Junior High School Students.	The results of this study indicate that Canva-based interactive learning media can improve science learning outcomes for students. This is evident in the improvement in student learning outcomes, with students receiving a complete score. Furthermore, this media is highly valid, with an average validation score of 87.5% and a student response rate of 92%.
2	The Use of Canva-Based Interactive Learning Media to Improve Science Learning Outcomes of Grade VII Students at Tambora Islamic Middle School.	The research results show that the implementation of Canva-based interactive media in science at Tambora Islamic Middle School was successful and enjoyable. Students became more interactive in their learning, and the learning process became more focused, improving student learning outcomes. Based on student responses, 85.7% agreed that using Canva as an interactive media made learning more engaging.

3	Development of Canva-Based Interactive Media in Middle School Science Learning on Plant Parts and Functions	The results of the study show that Canva-based learning media is considered a valid and practical method for teaching material about plant parts and functions to junior high school students, and is able to improve their learning outcomes.
4	Development of Interactive Learning Media Assisted by the Canva Application for Science Subjects in Class VIII of Junior High School/Islamic Junior High School.	The interactive learning media product assisted by the Canva application in the science subject of class VIII SMP/MTS is suitable for use in the learning process and there is an increase in student learning outcomes after using the media. Judging from the results of the assessment of media validator 1, an average value of 4.95 was obtained in the very valid category, media validator 2 obtained 4.84 with a very valid category, the material validator obtained 4.80 in the very valid category, and the practicality test obtained 4.45 in the practical category.
5	Development of Canva-Based Interactive Learning Media on Learning Outcomes in Excretory System Material for Grade VIII Junior High School.	The results of the study indicate that Canva-based interactive learning media for the excretory system is feasible to use because it can improve student learning outcomes. Based on expert assessments, the percentage was 88.89%, with a very feasible criterion. Furthermore, the interactive learning media for the excretory system was empirically feasible, based on positive student responses of 84.83%, with a very feasible criterion, and the indicator achievement results obtained a completion percentage of 91.11% (Complete).

The use of Canva-based interactive learning media for junior high school students shows very positive results. This is evident from several aspects, including the high levels of media validity and its practicality in classroom implementation. Interactive learning media has been proven to effectively improve learning outcomes through the integration of technology, interactive videos, and simulations. In addition, the analysis indicates that interactive learning media has a significant impact on enhancing students' learning outcomes. This finding is consistent with Zai (2024), who states that the use of interactive learning media in the learning process can increase students' interest and motivation, stimulate active learning, and ultimately improve learning outcomes.

One of the reviewed studies, entitled *Development of Canva-Based Learning Media to Improve Science Learning Outcomes for Junior High School Students*, aimed to develop Canva-based learning media as an effort to improve students' achievement in science at the junior high school level. The results revealed that the developed learning media was highly effective and valid in supporting the learning process. A significant improvement in students' learning outcomes was observed after the implementation of Canva-based media, indicating that this media effectively helped students understand science material more clearly. As reported by Luma'ul et al. (2023), students' learning outcomes reached the mastery category. In addition, expert validation showed a high validity score, with an

average percentage of 87.5%, demonstrating that the media met eligibility standards in terms of content, design, and language.

Furthermore, students' responses to the practicality of using Canva-based learning media were very positive, with a response rate of 92%. This high level of acceptance reflects students' enthusiasm and satisfaction with the media. These positive responses are likely influenced by Canva's engaging visual design and user-friendly interface, which create a fun, interactive, and meaningful learning experience.

Another study conducted at Tambora Islamic Junior High School examined the use of Canva-based interactive learning media in science subjects and reported positive and enjoyable learning experiences. The implementation of Canva-based media resulted in increased student interaction and a more focused learning process. Students became more actively involved in classroom activities, and the overall learning atmosphere was more engaging. Based on student responses, 85.7% of students agreed that learning became more interesting when Canva was used as an interactive learning medium. Canva, as a graphic design application, enables teachers to create various forms of multimedia learning materials, including presentations, instructional videos, and student worksheets. In seventh-grade science learning, Canva was utilized to develop a microsite containing diagnostic assessments, learning videos on the solar system, interactive worksheets (LKPD), and assignment submission features. The use of such interactive and visually appealing media increased students' enthusiasm for learning, which in turn contributed to improved learning outcomes. These findings are consistent with Ruszayanthi (2024), who states that Canva is an effective interactive medium for enhancing student learning outcomes.

Further studies focusing on specific science topics, such as plant parts and their functions, also demonstrated the effectiveness of Canva-based interactive learning media. The results showed that the media was valid and practical, as the content met appropriate standards in terms of material accuracy, visual presentation, and alignment with students' characteristics. Canva's interactive visual features enabled teachers to present abstract concepts in a more engaging and comprehensible manner. In addition, the platform's user-friendly interface made it practical for classroom use, as teachers did not require advanced technical skills to operate it. This practicality supported a smooth learning process, particularly in conveying conceptual material such as plant structure and function. As a result, students were able to understand the relationship between plant forms and their functions more clearly and concretely, leading to improved learning outcomes and increased classroom engagement.

Similarly, the development of Canva-based interactive learning media for science subjects in grade VIII SMP/MTS also showed positive results. The media products were deemed suitable for classroom use, as indicated by high validation scores from media and material experts. Media validator assessments resulted in average scores of 4.95 and 4.84, both categorized as very valid, while the material validator score reached 4.80, also in the very valid category. The practicality test yielded a score of 4.45, indicating that the media was practical for use in learning activities. The effectiveness of the media was enhanced by the integration of videos and audio elements, which helped students better understand the learning material and increased their motivation. This finding supports Maenah et al. (2024), who state that Canva-based learning video media can facilitate understanding and improve student motivation and learning outcomes.

Research on the development of Canva-assisted interactive learning media for excretory system material in grade VIII junior high school further confirmed the feasibility and effectiveness of this approach. Expert assessments showed a feasibility percentage of 88.89%, categorized as very feasible. In addition, positive student responses reached 84.83%, indicating strong acceptance of the media. The achievement of learning indicators also reached a completion percentage of 91.11%, classified as complete. These results align with Rahmawati et al. (2024), who conclude that Canva-based interactive learning media is feasible, effective, and capable of significantly improving student learning outcomes when appropriately designed and implemented.

CONCLUSION

Based on the results and discussion presented, it can be concluded that the use of Canva-based interactive learning media significantly improves student learning outcomes in science subjects at the junior high school level. The Canva-based learning media has been proven to be valid, practical, and effective in enhancing student engagement, facilitating a better understanding of scientific concepts, and achieving learning mastery. The interactive elements embedded in this media encourage students to become more active, independent, and enthusiastic during the learning process. This is achieved through the varied presentation of learning materials, the use of visually appealing designs, and interactive features that support students' independent exploration of the content. Consequently, Canva-based interactive learning media serves as an effective instructional tool that can support teachers in creating meaningful and student-centered science learning experiences. Therefore, the integration of Canva-based interactive media is highly recommended as an alternative learning strategy to improve the quality of science education at the junior high school level.

REFERENCES

Anissa, F. N., & Limbong, A. M. N. (2024). Penggunaan media pembelajaran interaktif berbasis Canva untuk meningkatkan hasil belajar siswa kelas VII di SMP Islam Tambora. *Journal of Learning and Educational Technology, 1*(1), 33–43.

Diana, D., Sukamti, S., & colleagues. (2022). Analisis pemanfaatan media pembelajaran IPA di SD. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan, 2*(11), 1110–1120.

Dzaki, A., Zuwirna, Z., & colleagues. (2023). Pengembangan media pembelajaran interaktif berbasis Canva terhadap hasil belajar pada mata pelajaran IPA kelas VIII SMP/MTs. *Jurnal Pendidikan Mandala, 8*(3), 828–834.

Gaba, K. B., Kua, M. Y., & colleagues. (2024). Upaya peningkatan literasi sains melalui media majalah dinding berbasis kontekstual dalam pembelajaran IPA bagi siswa SMP kelas VII. *Jurnal Pendidikan MIPA, 14*(4), 1113–1122.

Hayya, L. A. (2023). Dampak media pembelajaran interaktif dalam pendidikan. *Jurnal Eksponen, 13*(2), 66–76.

Heraya, H. A., Husnaya, Z. S., & colleagues. (2024). Pengembangan media interaktif berbasis Canva pada pembelajaran IPA SMP materi bagian dan fungsi tumbuhan. *Journal of Education, 7*(1), 4148–4157.

Maenah, M., Taufiqullah, T., & colleagues. (2024). Pengembangan media pembelajaran PowerPoint interaktif untuk meningkatkan kompetensi profesional guru. *Journal of Education Research, 5*(3), 3272–3282.

Munawir, M., Rofiqoh, A., & colleagues. (2024). Peran media interaktif dalam meningkatkan motivasi belajar siswa pada mata pelajaran SKI di Madrasah Ibtidaiyah. *Jurnal Al-Azhar Indonesia Seri Humaniora, 9*(1), 63–71.

Nuraini, N. (2021). Pelaksanaan metode pengajaran variatif pada pembelajaran fiqh di Madrasah Tsanawiyah Negeri 3 Mendahara. *Jurnal Literasiologi, 6*(2), 65–74.

Putri, F. A., Bramasta, D., & colleagues. (2020). Studi literatur tentang peningkatan kemampuan berpikir kritis siswa dalam pembelajaran menggunakan model pembelajaran *The Power of Two* di SD. *Jurnal Educatio FKIP UNMA, 6*(2), 605–610.

Rahmawati, A., & Nurafni, N. (2024). Pengembangan media interaktif berbasis Canva pada materi pecahan dalam meningkatkan numerasi matematika SD. *Jurnal Karya Ilmiah Guru, 9*(3), 1842–1849.

Ruszayanthi, D., Herlinawati, A., & colleagues. (2024). Pemanfaatan media pembelajaran berbasis Canva untuk meningkatkan motivasi belajar siswa SMAN 1 Penajam Paser Utara. *Jurnal Ilmu Manajemen dan Pendidikan, 4*(2), 117–122.

Sari, R. (2021). Tantangan implementasi media pembelajaran interaktif di SMP: Studi kasus di Kota Bandung. *Jurnal Teknologi Pendidikan dan Pembelajaran, 18*(1), 34–41.

Susanti, S., Aminah, F., & colleagues. (2024). Dampak negatif metode pengajaran monoton terhadap motivasi belajar siswa. *Jurnal Pendidikan dan Riset, 2*(2), 86–93.

Zai, Y. P., Lase, A., & colleagues. (2024). Pengembangan video pembelajaran interaktif dalam meningkatkan minat belajar siswa. *Jurnal Inovasi Pendidikan dan Teknologi Informasi, 5*(2), 407–417.

Ziliwu, D., Lase, S. N., & colleagues. (2023). Pengembangan media pembelajaran berbasis Canva untuk meningkatkan hasil belajar siswa. *[Nama jurnal tidak lengkap]*.