JIPI (Jurnal Ilmiah Penelitian dan Pembelajaran Informatika)
Journal homepage: https://jurnal.stkippgritulungagung.ac.id/index.php/jipi
ISSN: 2540-8984
Vol. 10, No. 3, September 2025, Pp. 2746-2757

EFFECTIVENESS OF E-LEARNING MEDIA DEVELOPMENT USING CANVA IN THE PJBL MODEL

Taukhid*[1)], Taufan Agung Prasetya[2)], Sapto Dwi Anggoro[3)]
1. STIKES Hang Tuah Surabaya, Indonesia
2. STIKES Hang Tuah Surabaya, Indonesia
3. STIKES Hang Tuah Surabaya, Indonesia

Article Info
Keywords: Learning media; Canva, Problem-Based Learning; ADDIE.

Article history:
Received 10 August 2025
Revised 20 August 2025
Accepted 28 August 2025
Available online 1 September 2025

DOI :
https://doi.org/10.29100/jipi.v10i3.8969

* Corresponding author.
Taukhid
E-mail address:
taukhid.spd69@gmail.com

ABSTRACT
The purpose of this research is to develop Canva-based learning media using the Project-Based Learning model in Pancasila Education at STIKES Hang Tuah Surabaya that is valid and practical. The method used in this research and development is the ADDIE model. Data were obtained from validation questionnaires and practicality questionnaires. The research subjects consisted of 3 expert validators covering media, language, and content, while peer testing involved 1 person, and 23 nursing students from STIKES Hang Tuah Surabaya. The results of the media development research showed that the content validity level was 90 percent categorized as very valid, language validity was 95 percent categorized as very valid, and media validity was 98 percent categorized as very valid. Furthermore, the practicality response from students was 89.31 percent categorized as very practical, while the feedback from educators showed 91.66 percent categorized as very practical.
The results of the study found that the Canva-based learning media using the Problem-Based Learning model is very valid and practical for use in Pancasila education for nursing students at STIKES Hang Tuah Surabaya.

I. INTRODUCTION

Education mostly in schools is starting to keep up with the developments of the current digital era, where the role of technology has become very important. The world of education cannot escape the demands of this era, where digital transformation is a primary necessity to create learning that suits the situations and conditions of learning 21st-century learning requires a shift from conventional learning systems to technology-based learning systems [1]. With the advancement of the times, the curriculum has been updated. The applicable curriculum uses differentiated learning, also known as the independent curriculum. The independent curriculum is one that emphasizes the needs and focus on students rather than educators. This means that the focus of the independent curriculum is to free students to understand the material and concepts in their learning, supported by educators as their companions [2]. Meanwhile, from the educators' perspective, they have the freedom to choose various media and tools for teaching that differ to suit the learning needs and interests of the students.

Learning media is an instrument that bridges the knowledge taught by educators to students. The development of technology has impacted the development of learning media used in the classroom. This development has become increasingly diverse, evolving from mere images, diagrams, and graphs to more sophisticated media by utilizing computer or smartphone technology. With the application of this technology, the output from learning media can be in the form of audio and visual. One of the learning media deemed suitable for application is utilizing the Canva application [3]. The results of observations and a series of question-and-answer processes conducted by the researcher with the educators of the Nursing Department at STIKES Hang Tuah Surabaya have concluded that in previous learning implementations, the use of teaching media today, of course, applying the Canva application, has never been implemented in the Nursing class at STIKES Hang Tuah Surabaya.

In the previous learning process, the full utilization of digital or computer advancements has not been achieved, and it was limited to the activity of using learning videos. In the previous learning process, educators

also only used image and text-based learning media [4]. In the learning process, it has also been conveyed that students have not fully engaged in the learning process. The results of a series of observations and interviews concluded that the application of learning media used so far has not yet met the standards. The advancement of technology and information in the 21st century requires educators to implement technological media as a support in the learning process for their students.

This is very necessary as an effort of an educator in building 4 competencies in today's learning. Educators are obliged to utilize technology as the foundation of learning media to develop various competencies summarized as 4C. These competencies include critical thinking and problem solving, creativity, collaboration, and communication in students [5]. Student activity in the teaching and learning process makes them interested in implementing a learning media that captures attention during classroom learning activities. In this context, there is a need for a new innovation to create and build a pleasant and more active classroom atmosphere compared to before. Based on this description, the researcher is interested in developing learning media by applying Canva based on the Project-Based Learning model in the Education of Pancasila course at STIKES Hang Tuah Surabaya.

Previous research on the development of Canva has been studied regarding the development of Interactive Learning Media based on research findings that the media can be used in PJBL learning at STIKES Hang Tuah Surabaya. However, it has not covered core material and the testing of effectiveness on a large scale, so there is a need to develop media that can be accessed online by students anytime and anywhere, and can be opened on various platforms. Furthermore, research was conducted on the development of Learning Media Using Canva for Nursing Students at STIKES Hang Tuah Surabaya, with results showing that the media is practical and can be used in learning. The similarity of this research to previous studies is that both involve the development of audio-visual learning media using Canva with the R&D (Research and Development) method, utilizing the ADDIE model in Nursing at STIKES Hang Tuah Surabaya. The difference lies in the location of the research and the research objectives used. Based on the explanation of the problems that have been previously presented, the researcher then aimed to develop and produce online-based Canva learning media as a practical effort in teaching and learning activities, This has become one of its unique features in the development of interactive learning media by emphasizing the effectiveness of its comprehensive use and application, supporting the digital era towards a golden Indonesia [6].

II. RESEARCH METHODOLOGY

The method applied by the researcher for the upcoming study is Research and Development, which can be understood as development research. The definition of development research is that it involves creating new findings or developing from previously existing ones to improve products that have been built before [7]. Focus on this development research by designing a product and then conducting tests on that product [8]. Researchers have used one of the models in development research, namely by applying the ADDIE model. The development process using this modeling involves analyzing needs, designing based on the previously obtained needs analysis, then building the product according to the design, implementing the product, and the final stage is the evaluation stage. The ADDIE model chart is as shown in figure 1 below:

Figure 1 ADDIE Branch Model Stages 2010

In the analysis stage, the researcher assesses the needs of the students. The analysis includes understanding the students' needs, the needs of the currently applicable curriculum, and analyzing the material to be discussed in class. After conducting observations and interviews, the researcher identifies that the implementation of learning processes using teaching media has not been optimally executed. The utilization of Canva as a learning medium has also not been implemented. Furthermore, the characteristics of the students and the experiences gained during the learning process must be taken into account. Based on these factors, the researcher evaluates the results of the needs analysis.

After the needs analysis, the next step is to design the learning media. The researcher will design the appearance of Canva learning media for Pancasila education in Nursing at STIKES Hang Tuah Surabaya. The designed media consists of: 1) Canva learning media; 2) Media on the Pancasila education material about the elements of the Unitary State of the Republic of Indonesia in the Nursing Class at STIKES Hang Tuah Surabaya; 3) Media that can increase students' interest in studying the material; 4) Use of language in the media that is easy for students to understand; 5) Use of images, videos, and sounds of good quality that are easy to pay attention to; 6) Practice questions on Pancasila education related to the elements of the Unitary State of the Republic of Indonesia; 7) Use of attractive colors and text to create a creative and innovative learning atmosphere.

The next stage is the development stage, where the meaning of the development stage is the stage in developing the learning media that has been previously designed, and then developed referring to the suggestions from the experts. This stage also includes the validation of the learning media carried out by experts, covering content experts, language experts, and media experts [9]. If the use of media in the developed learning has not been validated, then revisions to the learning media must be made. However, if the learning media has been declared valid, then it can be applied during the learning process.The next stage is the implementation stage, which involves the use of the previously designed and validated media in the learning process. The implementation is carried out in the Nursing Class at STIKES Hang Tuah Surabaya, which consists of 23 students. The use of media is initiated by preparing all necessary facilities and infrastructure and conditioning the classroom environment. After the preparations and availability of equipment are sufficiently complete, the researcher can apply the developed media in the learning process.

Next is the evaluation stage of the learning media that has been used. At this stage, the success or failure of the learning media will be evident from the questionnaires directed to educators and students. From the questionnaires, it can be seen whether the implementation of this learning media is in accordance with the established goals or not. In the research to be conducted, the researcher will take subjects consisting of 3 expert validators from content, language, and media experts, then one educator, and involve 23 students enrolled in the Nursing Class at STIKES Hang Tuah Surabaya. There are two types of data that will be used for the research to be conducted. The first data is obtained from the validation process of the proposed learning media, and the second data is obtained from the responses to the questionnaires provided to educators and students regarding the proposed learning media developed by the researcher.

The process of validating the effectiveness of learning media in this Project-Based Learning (PjBL) model is an essential step to ensure the quality and viability of the media. This phase begins by involving credible validators: subject matter experts, media experts, and language experts. Once the media prototype is designed, the researcher submits the prototype along with the assessment instruments to these experts [10]. Each expert then independently evaluates the media, providing a detailed quantitative score and qualitative feedback. The data collected from all validators is then analyzed to objectively measure the media's feasibility. The qualitative input, such as suggestions for layout improvements or content revisions, serves as the main guide for the researcher to refine the media. As a result, the final media is not only practical and engaging but also possesses strong scientific and pedagogical validity before being tested on students [11].

Project-Based Learning (PjBL) for university students starts with identifying a relevant and challenging problem or topic. The lecturer acts as a facilitator, guiding students to formulate the core questions or issues that the project will address. Once the topic is set, students, either individually or in groups, create a project plan that includes goals, a timeline, task division, and necessary resources [12].

The core phase of PjBL is project execution, where students are actively involved in research, data analysis, and information synthesis to develop a solution or final product. During this process, which typically lasts up to 14 days, the lecturer provides regular feedback and guidance, ensuring students stay on track and overcome any obstacles. This approach encourages students to learn independently, develop critical thinking skills, and creatively solve complex problems [13].

The culmination of PjBL is the final product presentation. Students showcase their work to an audience (the lecturer, fellow students, or even external parties), explaining their process, findings, and proposed solutions. This stage trains public speaking and communication skills. Finally, evaluation is not limited to the final product but also includes the entire process [14]. Assessment covers team collaboration, timeliness, and conceptual understanding, providing a complete picture of the competencies students have mastered. Through PjBL, students don't just absorb theory; they apply it to create real-world solutions, making the learning experience more meaningful and relevant [15].

Researchers have used data collection tools accompanied by validation of learning media and instruments from the practicality test of the applied learning media. The validation instrument is in the form of a validation sheet with the aim of gathering valid or invalid data from the learning media that has been developed previously. This instrument consists of material validation, language validation, and media validation. On the other hand, to measure practicality, an instrument is used to assess practicality using a measuring tool with a questionnaire to obtain responses from educators and students regarding the learning media that has been developed by the researchers [16]. The data obtained from the results of validation and practicality of the learning media will be analyzed using the Likert scale. Referring to the validation and practicality sheets, scoring in each category can be observed in Table 1.

TABLE I.
VALIDITY AND PRACTICALITY

Score	Clarification
4	Very Good
3	Good
2	Fairly Good
1	Not Good

The result of the overall scores obtained through the previous data collection phase, which came from the process of filling out the validity and practicality questionnaires, will then be measured for percentage level using a formula explained as follows.

$$NP = \frac{R}{SM} X\ 100\%$$

Description:
NP = the percentage value being sought
R = the score obtained
SM = maximum score
100 = fixed value

Categories for the validity and practicality of the learning media, referring to the final value calculations, are presented in the following tables 2 and 3:

TABLE II.
VALIDITY CATEGORIES

Interval	Category
86-100%	Very Valid
76-85%	Valid
60-75%	Quite Valid
55-59%	Less Valid
00-54%	Not Valid

TABLE III.
PRACTICALITY CATEGORIES

Interval	Category
86-100%	Very Practical
76-85%	Practical
60-75%	Quite Practical
55-59%	Less Practical
00-54%	Not Practical

JIPI (Jurnal Ilmiah Penelitian dan Pembelajaran Informatika)
Journal homepage: https://jurnal.stkippgritulungagung.ac.id/index.php/jipi
ISSN: 2540-8984
Vol. 10, No. 3, September 2025, Pp. 2746-2757

III. RESULT AND DISCUSSION

Results

Analysis

Canva was chosen for this research's media development because it facilitates creativity and collaboration. In the PjBL model, students are required to work together in teams to create tangible products, such as infographics, presentations, or videos [17]. Canva provides an intuitive platform that allows every team member to actively participate in the design process in real time, even without a professional design background. This fosters a spirit of collaboration and shared responsibility.

Furthermore, Canva supports the main objective of PjBL: producing high-quality, presentable work. With its wide range of professional templates and visual elements, students can transform complex ideas into a final product that is not only informative but also visually appealing. The ease of access and flexibility of Canva as a cloud-based tool also allows students to work on their projects anytime, anywhere, which perfectly aligns with the independent nature of PjBL that often requires work outside of the classroom [18]. Overall, Canva is not just a tool; it is a strategic partner that empowers students to apply their knowledge creatively and enhance their digital literacy

This stage focuses on identifying the needs and characteristics of students, setting learning objectives, examining existing resources, and recognizing potential barriers. A thorough analysis is conducted through various methods such as surveys, interviews, and observations, involving students, educators, and subject matter experts. The results of this analysis form a solid foundation for the next stage in the ADDIE model, which is the design stage. With careful planning through effective analysis, the developed learning materials will be appropriate and able to guide students towards optimal learning outcomes. The results of the needs analysis that have been conducted are to provide information related to the basic learning needs, shortcomings, and advantages regarding the learning media implemented in the classroom. At this stage, the researcher has carried out analysis activities in the form of observation and interviews at STIKES Hang Tuah Surabaya, related to the education media of Pancasila.

The results of the analysis conducted on the needs are as follows: (1) students need the application of media in learning because it has not been engaging and lacks appealing visualizations, (2) students need a learning media that can enhance their interest in the learning process, (3) students require a learning media that can provide stimuli to think about the images or videos they encounter. The next analysis is related to the curriculum that is currently being applied. The current curriculum being implemented is the independent curriculum. Curriculum analysis is necessary to gain a general overview of the plans and designs of the learning media that will be proposed to align with the current curriculum.

In the process of developing the Canva learning media, the researcher previously conducted a curriculum analysis process, especially for the Pancasila course in the Nursing Class of STIKES Hang Tuah Surabaya, which includes (CP) Learning Outcomes and (TP) Learning Objectives. The material analysis was conducted by the researcher referring to the independent curriculum, educator's book, student book, and several other material sources. This was done to ensure that the material in this learning media is comprehensive and easy for students to understand. The results of the material analysis conducted by the researcher indicate that in the Pancasila education learning on the element of the Unitary State of the Republic of Indonesia (NKRI), unit 4, learning activity 3, the material on attitudes/behaviors that maintain and damage the integrity of the NKRI is suitable for implementation in the developed product.

Design

After conducting the analysis activities, the researcher then proceeded to the design stage of the learning media that will be built using the Canva application. This design is intended for learning in the subject of Pancasila Education. In the design stage, the aim is to create media to implement technological advancements to facilitate the learning process. The educational media is designed using the Canva application. Below is the display of the Canva educational media:

JIPI (Jurnal Ilmiah Penelitian dan Pembelajaran Informatika)
Journal homepage: https://jurnal.stkippgritulungagung.ac.id/index.php/jipi
ISSN: 2540-8984
Vol. 10, No. 3, September 2025, Pp. 2746-2757

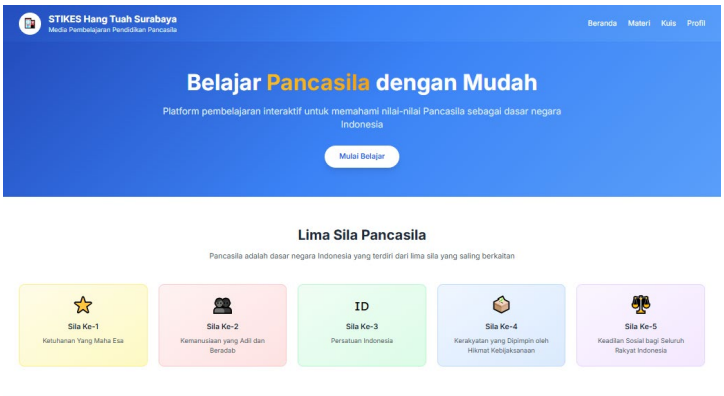

Figure 2. Front Cover

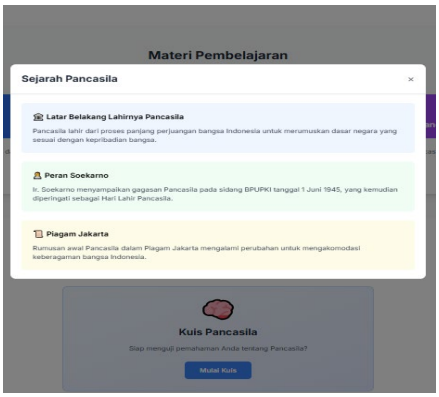

Figure 3. Content Pancasila

Figure 4. learning Material

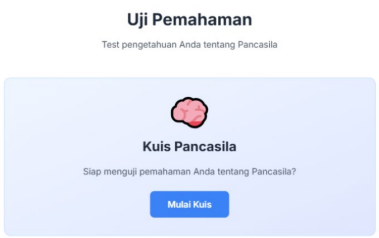

Figure 5. Understanding Test

Figure 6. Test 1

Figure 7. Test 2

Development

The stages include follow-up from the previous stage. After the learning design is validated by several experts, including subject matter experts, media experts, and language experts, it is then revised based on the validation results obtained from these three validators. The validity test of the material is conducted through the distribution of validation questionnaires to subject matter experts. According to the validation calculation results in Table 4, the first validation result of the material obtained a percentage of 82.5%, categorized as valid. The overall assessment from the validators indicates that it can be used with minor revisions along with several improvement suggestions, including using questions that align with the characteristics of the students for the trigger questions, adding teaching materials, and including applicable and contextual examples that are close to the students' environment, as well as adding references or sources in the media used. After the media was revised according to these suggestions, Next, a second validation was carried out.

The percentage of results obtained is 90%, which falls into the very valid category. The overall assessment of the second validation is that it can be applied without any improvements (revisions).

TABLE IV.
RESULTS OF EXPERT MATERIAL VALIDATION

Validation Test	The obtained score	Maximum value	Persentase	Category
Validation I	33	40	82,5%	Valid
Validation II	36	40	90%	Very Valid

The implementation of the validity test is done through the provision of assessment questionnaires to language experts. Based on the validation calculation results in Table 5, the results of the first language validation calculation show a percentage of 80% with a valid category. The general assessment given by the validator is that it can be used with minor revisions. Suggestions for improvement include paying attention to the learning

objectives by fulfilling the conditions of Condition (condition), Audience (participants), Behavior (behavior) and Degree (level), correcting the use of language that is not yet effective and logical, and needing to use interactive and communicative language in every stage of the media. After the media was revised based on these suggestions, a follow-up validation was conducted for the second time. The result obtained was a percentage of 95% with a very valid category.

TABLE V.
RESULTS OF LINGUIST VALIDATION

Validation Test	The obtained score	Maximum value	Persentase	Category
Validation I	16	20	80%	Valid
Validation II	19	20	95%	Very Valid

The validity testing of the media was conducted by distributing a questionnaire to media experts. Based on the validation results from the media experts in table 6, the first media validation calculation resulted in a percentage of 89% with a very valid category. The general assessment from the validators was that it could be used with some revisions. Some of the things that need improvement include correcting the bias between the font and the background, adjusting the font size, and modifying the size of the Learning Media section. After the media was revised according to these suggestions, a second validation was carried out. The result obtained was a percentage of 98% with a very valid category.

TABLE VI.
RESULTS OF MEDIA EXPERT VALIDATION

Validation Test	The obtained score	Maximum value	Persentase	Category
Validation I	114	128	89%	Very Valid
Validation II	126	128	95%	Very Valid

Implementation

The stages describe that the Canva Learning Media product is ready to be implemented at STIKES Hang Tuah Surabaya. The researcher took the research subject at STIKES Hang Tuah Surabaya with a total of 23 students and 1 educator. The implementation of media usage began with preparing all the necessary facilities and infrastructure and conditioning the classroom environment. Once everything was complete, the researcher could apply the media that had been developed in the learning process. After the learning was conducted, the researcher distributed a questionnaire for teacher and student responses to provide knowledge related to the practicality of Canva learning media.

Evaluation

The evaluation stage plays an important role in assessing the effectiveness of the teaching materials that have been developed and implemented. Its purpose is to measure the learning outcomes of students, identify weaknesses in the teaching materials, and obtain feedback from users. Formative evaluation is conducted during development to ensure the relevance of the material, while summative evaluation is carried out afterward to measure the achievement of learning objectives. Various methods such as tests, questionnaires, and observations can be used to collect data. The results of this evaluation are then used to revise and improve the teaching materials, making them more effective and efficient in facilitating the teaching and learning process. Through thorough and continuous evaluation, the quality of the teaching materials will continue to improve and provide optimal benefits for students. The meaning of the evaluation stage is the final stage of the research that is carried out.

At that stage, the evaluation activities were carried out based on the assessment results from the teachers' and students' response questionnaires to evaluate the practicality of using the Canva learning media that had been designed. The assessment of educator responses as a practicality test revealed that the practicality calculation in Table 7 yielded a percentage of 91.66%, categorized as Very Practical.

Table 7. Practicality Results

No	Aspect	Score
1	The language used in the media is in accordance with the EYD (Enhanced Spelling System).	4
2	The presentation of sentences in the media can be understood by teachers.	4
3	Educational media makes it easier for teachers to convey material to students.	4
4	The layout of illustrations and images should be appropriate to the material.	3

5	Educational media helps teachers attract students' interest in learning.	3
6	Images in educational media help teachers assist students in understanding the material.	4
	Total	22

Furthermore, after conducting a student response collection as a practicality test on 23 nursing students from STIKES Hang Tuah Surabaya, the student response questionnaire consisted of 6 assessed aspects, namely media appearance, language used in the media, text usage, colors and images in the media, interest in using the media, content in the media, and evaluation questions in the learning media. Based on the results of the practicality calculations for the 23 students in Table 8, a percentage of 89.31% was obtained, which falls into the very practical category.

TABLE VIII.
PRACTICALITY RESULTS

Number of respondents	The total score obtained	Maximum score	%	Category
23	493	552	89,31%	Very Practical

Discussion

Canva is part of an application that provides features such as various types of template options like slides for presentations, posters, graphics, infographics, accompanied by various supporting designs such as icons and other symbols that can be used. Canva also supports animations to enhance appeal, making the designs appear lively. The existence of the Canva application has made it easier for teachers to create instructional media designs and to provide space for teachers to harness their creativity in developing instructional media tailored to classroom needs. Thus, in the learning process of Pancasila education, Canva can serve as an alternative medium that can be chosen by teachers to create a more focused and engaging learning process for students [19].

The advantages of Canva include a variety of illustrative design features, templates, and attractive animations, providing teachers with plenty of inspiration for designing learning media [20]. Additionally, teachers can be more time-efficient in creating learning media due to the practical features, and the media designs produced also have very good resolution. Users can access features and design in the Canva application using various devices. Canva enables collaboration among teachers in designing learning media and forming groups to exchange ideas or inspiration. Students can review the material more deeply, accessible anytime and anywhere.

The media produced in Canva can be downloaded in different storage formats such as PDF and JPG, allowing integration with other media that supports offline presentations. Therefore, from the several advantages that have been explained, the Canva application can be an alternative solution to address the problems arising in the learning process that occurs at STIKES Hang Tuah Surabaya related to learning media. The process of conducting classroom learning supported by computer-based learning can facilitate material absorption for students. This can enhance teachers' teaching competence, which impacts the learning outcomes and processes of students [21]. Thus, the application of learning media supported by digitalization will play a very important role in the learning process of students in the classroom. In the learning process, a model or method of teaching is required to achieve optimal learning. In this Deep Learning curriculum, the roles of models, approaches, and media are very significant, especially in attracting student interest in the learning process.

In developed countries, similar research tends to focus on integrating advanced and premium features of Canva, leveraging widespread digital infrastructure and access to sophisticated devices. In contrast, studies in Indonesia highlight the aspects of practicality and ease of access using simpler devices, such as smartphones, which is highly relevant to the reality in many regions. This difference shows how a global tool like Canva can be implemented flexibly, adapted to local technological availability and economic conditions [22].

Furthermore, there are significant differences in the curriculum approach. While research abroad might integrate Canva with universal teaching methods like a flipped classroom or inquiry-based learning, studies in Indonesia specifically link it to the PjBL model and national curricula, such as Pancasila Education. This confirms that digital innovation in Indonesia is tailored to local needs and values [23].

the implementation of Canva-based interactive learning media is an effective and viable tool for various educational levels, from elementary schools in the Netherlands to universities. The results are not limited to validity and practicality; they also significantly contribute to improving student learning outcomes, creativity, and motivation. This aligns with the current research, as the effectiveness test covers multiple aspects not only feasibility but also its beneficial use within the PjBL learning model to achieve learning objectives [24].

In current learning, there is also an emphasis on student activity or student-centered learning. Student activity is supported by an engaging learning process, of course, backed by the use of media that can attract learning interest so that whatever the goals of the learning process can be realized as expected. To maximize the use of learning media, the researcher employs a learning model. The use of learning models in the learning process is beneficial for creating structured and interesting learning, so that students do not feel bored and can enhance their learning motivation. In the curriculum, an in-depth model is applied in learning to produce education that shows active student participation in developing critical thinking skills and problem-solving abilities. The researcher uses the Project-based Learning (PBL) model.

The Project-based Learning model is a learning model aimed at achieving learning objectives by presenting certain situations or problems so that students can understand how to solve those problems. The Project-based Learning model involves students in solving real-world problems assigned to them, requiring students to conduct investigations to find solutions to those problems [25]. The choice of the Project-based Learning model certainly has advantages that justify the researchers' use of this model. The advantages of PBL include training students to think more rationally and developing problem-solving knowledge. Another reason is that the PJBL model can also increase students' motivation and participation in learning, making the classroom environment more contributive and effective [26]. By combining the PJBL model with the multimedia Canva, it can encourage active student engagement in the learning process and improve their ability to solve problems effectively.

From the issues present at STIKES Hang Tuah Surabaya, there is a problem with the use of media that is not yet optimal due to the limitations of teachers in using technology-based media, which impacts the learning process of students who only focus on the teacher and are less effective. Therefore, the researcher is developing Canva Learning Media as an alternative solution to address the above problems. Referring to the findings of the research that has been outlined, it is known that the development process of Canva Learning Media has followed the stages of the ADDIE model, which the researcher used in this study. According to Cennamo, Abell, and Chung, the ADDIE Model has five development phases, which are (1) analysis; (2) design; (3) development; (4) implementation; and (5) evaluation [27]. In the analysis phase, the researcher conducts observations, interviews, and analysis. In the design phase, the researcher designs the Canva learning media by gathering the necessary materials for its creation. During the development phase, a series of validation tests are carried out by experts in content, language, and media. In the application stage, the researcher implements the Canva learning media model in the Pancasila course at STIKES Hang Tuah Surabaya. The evaluation phase includes an analysis process conducted by the researcher regarding the practicality questionnaire responses from teachers and students to determine how practical the Canva learning media is in the learning process.

The obstacle in developing this learning media is the lack of a custom domain for access; students have to memorize the default Canva link. Therefore, in the future, a custom domain is needed to increase the credibility of the learning media's access.

One of the main findings is that Canva-based learning media has been proven to improve student learning outcomes. Journals report that using Canva, which combines visual, interactive, and audiovisual elements, makes lesson material more engaging and easier to understand. However, the level of effectiveness was still in the "moderate" category after being applied in Vocational High Schools. Still, this shows that the media is not just appealing but also has a real impact on students' cognitive achievements.

Additionally, the research also found that Canva media is highly valid and practical. Through validation by subject matter and media experts, products developed with Canva consistently received high scores, proving their suitability for use in learning. The practicality aspect is also emphasized, with teachers and students reporting great ease of use and benefits. This is because Canva offers a variety of intuitive templates and features that do not require advanced design skills, so anyone can create professional materials.

Overall, the latest research literature indicates that Canva-based interactive learning media is an effective and viable tool for implementation at various educational levels, from elementary school to university. The results are not limited to validity and practicality but also significantly contribute to improving student learning outcomes, creativity, and motivation. The integration of Canva-based interactive learning media into the PjBL model is highly effective because it aligns with the constructivism learning theory. This theory is based on the idea that students actively construct their own knowledge rather than passively receiving it. In the context of PjBL, students don't just memorize material but are directly involved in the process of creating a project product, which is the core of constructivism [28].

The application of Canva facilitates the main principles of constructivism, where students become the center of learning. With Canva, they independently choose design elements, arrange information, and formulate their own

ideas into a meaningful visual form. This process allows them to integrate new knowledge with their existing understanding, reconstruct concepts, and develop a deeper comprehension. Furthermore, Canva's collaborative features support social constructivism, where students work in teams to exchange ideas, provide feedback, and find solutions together. This social interaction is essential for building collective knowledge and training critical thinking skills. Thus, Canva media is not just a visual tool but also a platform that empowers students to become active, creative, and independent learners, consistent with the principles of constructivism.

Validation

Learning media is considered suitable for use after it has undergone a feasibility test. Whether the learning media is suitable or not depends on the results of the tests obtained. In the validation test, there are a series of assessment aspects that must be achieved by the learning media. The implementation of validation serves as a guideline for revisions to the ongoing development. The validation is carried out by individuals who have expertise in their fields, namely content experts, language experts, and media experts [29]. Validators are expected to provide assessments in the form of improvement suggestions and feedback that can be utilized to enhance the quality of the learning media product being developed.

The material expert responsible for conducting validity tests on the content presented in the Canva learning media comes from a Pancasila Education lecturer who is an expert in the field of Pancasila Education [30]. There are four main aspects of assessment in the material validity test, namely the conformity with Learning Outcomes, conformity with Learning Objectives, conformity with the needs of material attitudes/behaviors that maintain and damage the integrity of the Unitary State of the Republic of Indonesia, and the accuracy of the substance of Pancasila Education learning material. Furthermore, the language validity test is conducted by a language expert [31]. The aspects in the language validity assessment include the use of terminology adapted to student characteristics, adherence to correct Indonesian grammar rules, use of communicative language, use of polite language, and use of effective language. Then, the media validity test is conducted by a media expert. There are two main aspects in the media validity assessment. There are two main aspects in the assessment of media validity tests, namely the presentation aspect and the graphic aspect [32].

The assessment results of the Canva learning media based on the Project Based Learning model during the Civics education at STIKES Hang Tuah Surabaya are very valid and feasible to be applied during learning activities. This is evident from the results of the media validity test obtained from content, media, and language validators. The validity test for the content aspect received a score of 90%. The language aspect validity received a score of 95%. The media aspect validity received a score of 98%. Based on the results of this validity test, the Canva learning media has been declared suitable for trial in learning with an average score of 94.33%. Based on the modification of the validity category, the percentage score that falls within the 86% - 100% interval is included in the very valid category.

Practicality

The practicality of learning media is determined by user assessments. Learning media should be easy for users to use so that in learning activities, the learning objectives can be maximally achieved as expected [33]. The level of practicality is evident from users' opinions that the learning materials are easy to understand and can be applied by teachers and students. Learning media that are classified as practical to use will positively impact the learning activities conducted [34]. The practicality test aims to examine whether the learning media is practical and easy to use for every user. The practicality testing stage is conducted by asking teachers and students to fill out a practicality response questionnaire. The condition refers to a study that the trial of learning media for students can help researchers determine the aspects that need improvement, which can ultimately create a learning media product that is easy for students to understand [35].

The results of the practicality test of the Canva Learning Media on the teachers' questionnaire obtained a score of 91.66%, and the trial on the students' response questionnaire obtained a score of 89.31%. Based on the modified practicality category, the percentage value that falls within the interval of 86% - 100% is classified as very practical. Therefore, it can be concluded that the Canva learning media is considered very practical and suitable for use in learning activities.

IV. CONCLUSION

Based on various validity test results, it is stated that Canva learning is very suitable for use in class. Meanwhile, the results of the practicality test of Canva learning media at STIKES Hang Tuah Surabaya from teacher response questionnaires showed a result of 91.66% in the Very Practical category, while the practicality test from student responses yielded a result of 89.31% in the very practical category. Therefore, it can be concluded that the results of the practicality tests from both teachers and students are very practical and suitable for implementation in learning activities.

The Canva-based learning media product utilizing the Project-Based Learning model can be an innovation and alternative in Pancasila education that is engaging and can be accessed via computers and smartphones. It can be used for both guided and independent learning, making the teaching and learning process easier for teachers and students. This research is limited to Pancasila education. Suggestions for future researchers are to develop Canva learning media for different classes and types of learning.

REFERENCES

[1] Annisa, N. (2021). Pengembangan Media Pembelajaran Berbasis Website Pada Materi Sortasi Dan Grading. Edufortech, 6(1), 25–37. https://doi.org/10.17509/edufortech.v6i1.33290
[2] Aziiza, A. A., Patmanthara, S., & Widiyaningtyas, T. (2019). Pengembangan bahan ajar interaktif pada matapelajaran sistem komputer berbasis PBL untuk SMK. Tekno, 28(2), 166. https://doi.org/10.17977/um034v28i2p166-176
[3] Budyastuti, Y., & Fauziati, E. (2021). Penerapan Teori Konstruktivisme pada Pembelajaran Daring Interaktif. Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar, 3(2), 112–119. https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1126
[4] Cahyadi, D., Arifin, I., & Nurabdiansyah, N. (2018). Perancangan Media Pembelajaran Dengan Aplikasi Prezi. TANRA: Jurnal Desain Komunikasi Visual Fakultas Seni Dan Desain Universitas Negeri Makassar, 5(1), 1. https://doi.org/10.26858/tanra.v5i1.5790
[5] Fujiawati, F. S., & Raharja, R. M. (2021). Pemanfaatan Media Sosial (Instagram) Sebagai Media Penyajian Kreasi Seni Dalam Pembelajaran. Jurnal Pendidikan Dan Kajian Seni, 6(1), 32–44. https://jurnal.untirta.ac.id/index.php/JPKS/article/view/11602/7384
[6] Branch, R. M. (2009). Instructional Design: The ADDIE Approach. Springer.
[7] Hasbi Ramadani, A., Arizal, H., & Rahayu, I. A. T. (2023). Penerapan Modul Pembelajaran Interaktif Berbasis Web Menggunakan Canva Pada Matakuliah Teknologi Mekanik. Journal of Vocational and Technical Education (JVTE), 5(1), 1–8. https://doi.org/10.26740/jvte.v5n1.p1-8
[8] Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. Edumaspul: Jurnal Pendidikan, 6(1), 1224–1238. https://doi.org/10.33487/edumaspul.v6i1.3622
[9] Jannah, F. N. M., Nuroso, H., Mudzanatun, M., & Isnuryantono, E. (2023). Penggunaan Aplikasi Canva dalam Media Pembelajaran Matematika di Sekolah Dasar. Jurnal Pendidikan Dasar, 11(1), 2. https://jurnal.uns.ac.id/JPD/article/view/72716
[10] Jonassen, D. H. (1999). Designing Constructivist Learning Environments. CRC Press.
[11] Daryanto. (2016). Pengembangan Media Pembelajaran. Gava Media.
[12] Wulandari, R., & Susanto, B. A. (2023). Efektivitas Media Pembelajaran Berbasis Canva dalam Model Project-Based Learning untuk Meningkatkan Hasil Belajar Siswa. Jurnal Teknologi Pendidikan, 12(3), 201-215. (Contoh jurnal yang mengukur efektivitas)
[13] Yulianto, E., & Handayani, S. (2022). Pengembangan Media Pembelajaran Interaktif Menggunakan Canva pada Mata Pelajaran Pendidikan Pancasila di Sekolah Menengah Kejuruan. Jurnal Pendidikan Pancasila dan Kewarganegaraan, 6(1), 45-58. (Contoh jurnal tentang pengembangan media pada mata pelajaran spesifik)
[14] Amalia, S., & Pratama, F. (2022). Pengembangan Media Pembelajaran Interaktif Berbasis Canva untuk Meningkatkan Keterampilan Berpikir Kritis Siswa. Jurnal Teknologi Pendidikan, 14(1), 45-58.
[15] Hidayat, S., & Nurhayati, E. (2023). Integrasi Model Project-Based Learning dengan Media Digital untuk Meningkatkan Motivasi dan Hasil Belajar Siswa SMK. Jurnal Pendidikan Vokasi, 13(2), 123-134.
[16] Junaedi, S. (2021). Aplikasi Canva sebagai Media Pembelajaran Daring untuk Meningkatkan Kemampuan Kreatifitas Mahamahasiswa pada Mata Kuliah English for Information Communication and Technology. Bangun Rekaprima, 7(2), 80–89. https://jurnal.polines.ac.id/index.php/bangun_rekaprima/article/view/3000/107647
[17] Mulyadi, A., & Widodo, B. (2023). Keefektifan Pemanfaatan Canva dalam Pembelajaran Berbasis Proyek (PJBL) pada Mata Pelajaran Pendidikan Pancasila. Jurnal Inovasi Pendidikan, 9(4), 301-315.
[18] Sari, D. K., & Kurniawan, E. (2022). Student's Perception on The Use of Canva as an Instructional Media in Project-Based Learning. International Journal of Education and Learning, 11(3), 156-167.
[19] Listianingrum, R., Fitriana Poerana, A., & A. Arindawati, W. (2021). Strategi Komunikasi Melalui Media Instagram Dalam Memberikan Informasi Kepada Mahamahasiswa. Jurnal Pustaka Komunikasi, 4(1), 11–23. https://doi.org/10.32509/pustakom.v4i1.1309
[20] Monoarfa, M., & Haling, A. (2021). Pengembangan Media Pembelajaran Canva dalam Meningkatkan Kompetensi Guru. Seminar Nasional Hasil Pengabdian , 1–7.
[21] Nillofa Ende, A. M., Jasril, I. R., & Jaya, P. (2022). Perancangan dan Pembuatan E-Modul Interaktif Berbasis Canva Pada Mata Pelajaran Dasar Listrik dan Elektronika. JTEV (Jurnal Teknik Elektro Dan Vokasional), 8(2), 193. https://doi.org/10.24036/jtev.v8i2.117118
[22] Daryanto. (2016). Pengembangan Media Pembelajaran. Gava Media.
[23] Canva for Education. (2024). Retrieved from [Alamat URL resmi Canva for Education].
[24] Rinjal Efendi, dkk. (2023). "Canva Application-Based Learning Media on Motivation and Learning Outcomes." International Journal of Elementary Education, 7(2), 342–352.
[25] Nugraha, T. S. (2022). Kurikulum Merdeka untuk Pemulihan Krisis Pembelajaran. Inovasi Kurikulum, 2, 160.
[26] Nurcahyani, I., Kresnadi, H., & Pranata, R. (2021). Pengembangan Bahan Ajar Digital Berbasis Web Materi Sistem Peredaran Darah Manusia Kelas V. Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK), 6(10).
[27] Nurhayaty, E., Pramularso, E. Y., Margiringsih, R., & Susilowati, I. H. (2022). Pelatihan Membuat Media Promosi Sederhana dengan Aplikasi Canva di Yayasan Desa Hijau. Jurnal Abdimas BSI: Jurnal Pengabdian Kepada Masyarakat, 5(1), 69–77. https://doi.org/10.31294/jabdimas.v5i1.10522
[28] Ruswandi, dkk. (2023). "The effectiveness of project-based learning by using Canva application on students' descriptive writing achievement." EduLite: Journal of English Education, Literature and Culture, 8(1).
[29] Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. Jurnal Pendidikan Dan Konseling (JPDK), 4(6), 1707–1715.
[30] Reznani, N. S., Nurhayati, N., & Soetopo, S. (2021). Pengembangan Bahan Ajar Mata Kuliah Menyimak Berbasis Kearifan Lokal. Jurnal Penelitian Pendidikan Bahasa Dan Sastra, 6(1), 47–55. https://doi.org/10.32696/jp2bs.v6i1.642
[31] Rohmah, Y. L., & Sakti, N. C. (2022). Pengembangan Modul Elektronik Interaktif menggunakan Flip PDF Profesional Pada Materi Lembaga Jasa Keuangan dalam Perekonomian kelas X IPS SMA. JEKPEND: Jurnal Ekonomi Dan Pendidikan, 5(2), 52. https://doi.org/10.26858/jekpend.v5i2.34514

[32] Setyawan, T. Y. (2021). Primary school pre-service teachers competence level of computational concepts in programming using Dr. Scratch. Jurnal Inovasi Teknologi Pendidikan, 7(2), 177–187. https://doi.org/10.21831/jitp.v7i2.36185
[33] Mahasiswanjaya, S. (2021). Penggunaan Canva pada Pembelajaran Berbasis Proyek untuk Meningkatkan Keterampilan dan Motivasi Menulis Mahasiswa. Jurnal Didaktika Pendidikan Dasar, 5(2), 421–442. https://doi.org/10.26811/didaktika.v5i2.259
[34] Sugiyono. (2016). Metode Penelitian Kuantitatif, kualitatif dan R&D. Alfabeta.
[35] Tolere, A. B., Iskandarsyah, M. Y., & Ansar, A. (2023). Strategi Pemanfaatan Media dalam Pembelajaran Bahasa Arab Di Era Digital 4.0. Mujaddid: Jurnal Penelitian Dan Pengkajian Islam, 1(1), 36. https://doi.org/10.33096/mujaddid.v1i1.237