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DEVELOPING INTERACTIVE CANVA MEDIA: ANIMAL LIFE CYCLES FOR 3RD GRADE IN SCIENCE AND SOCIAL SUBJECTS

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Abstract

This research aims to develop an interactive learning media based on Canva for teaching the life cycle of animals to third-grade students at SDN Kebonsari Kulon 1 Probolinggo. The feasibility and practicality of the media were evaluated based on assessments from media experts, materials experts, learning practitioners, and student response questionnaires. This research utilized the Research and Development (R&D) method proposed by William Lee. Researchers chose this method because the existing media lacked variety, relying just on textbooks and PowerPoint (PPT). The researcher selected the ADDIE model, which includes five stages: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. Researchers conducted the research in the 3rd grade of SDN Kebonsari Kulon 1 Probolinggo. This research conducted Interviews and observations as the initial needs analysis and employed validation and student response questionnaires for data collection. The results of the product trial research indicated a high level of feasibility and practicality, with scores of 96% from media validators, 89.09% from material experts, and 98.46% from learning practitioners. Additionally, the results of student responses showed a high level of media feasibility, with 96.3% in small groups and 94.1% in large groups, categorized as very feasible.

Keywords: Development; Interactive Media; Canva

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A. Introduction

Education empowers individuals to acquire knowledge, develop character, and foster creativity and innovation (Rahmawati et al., 2021). It significantly impacts daily life by shaping human thought processes, leading to increased knowledge and improved behaviour. Azmi et al. (2024) state that education should serve as the primary foundation for students, ensuring the development of an intelligent, dignified, and empathetic generation that is prepared for future challenges. Education is essential for producing intellectually capable, morally upright, and socially aware individuals, equipping them to navigate the complexities of life. The digital era has transformed education, allowing teaching and learning to transcend spatial and temporal boundaries through e-learning platforms and educational applications (Sari, 2017). Interactive learning media have emerged as essential tools, reflecting technological advancements and the demands of 21st-century learning (Yanto, 2019). Learning media can significantly assist students and teachers in the educational process (Jannah & Wardana, 2025). Teachers and students communicate through online forums, video conferences, and other interactive media, which improves learning motivation. However, many educators have not integrated technology into their teaching methods, relying predominantly on printed textbooks (Sriwijayanti et al., 2022)

Furthermore, Integrated Science and Social Studies (IPAS) is a subject that requires interactive media as it encompasses the study of living and non-living entities, interactions, and human life as both individuals and social beings within their environment (Sirovina et al., 2023)**.** IPAS combines two subjects, natural sciences and social sciences (Fadlilah et al., 2024). This subject also serves as a strategy for addressing real-life challenges (Pratama & Hasanah, 2024). One of the topics covered in IPAS is the animal life cycle, which includes the stages of animal development from birth to adulthood. Educators should explain and present this topic engagingly and concretely to enhance student understanding and create meaningful learning experiences.

Based on preliminary observations and interviews conducted by the researchers during science and social subjects on the animal life cycle in the 3rd

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grade at SDN Kebonsari Kulon 1 Probolinggo, observations of classroom teaching revealed that the school possessed adequate learning media. However, teachers rarely utilized these resources, mainly depending on textbooks. Printed books remained the primary teaching resource, and teachers had not yet developed innovative learning media, resulting in monotonous and less engaging lessons. Teachers occasionally use PowerPoint (PPT) to explain material. Instruction remains unidirectional, lacking direct student interaction (Rosmiati et al., 2024)**.** This gap between ideal and actual conditions necessitates innovative solutions like developing interactive learning media utilizing technology. Educators can use tools like Canva to create engaging and interactive learning experiences that stimulate student motivation, interest, and academic achievement (Wulandari & Mudinillah, 2022). Canva, a widely used design application, enables the creation of creative and visually appealing educational media that enhance student understanding and skills related to lesson materials (Adrian et al., 2022).

Previous studies have supported the effectiveness of interactive learning media. The research by Latifah et al. (2023)**,** demonstrated that using STEM-assisted interactive learning media is feasible for learning and fosters student collaboration skills. The research by Rangko (2022)**,** revealed that Canva-assisted image media enhances 5th-grade student learning interest. These findings confirm that Canva-based interactive media can increase student enthusiasm for learning. This interactive media can serve as a solution in elementary schools by addressing the limitations of traditional learning resources that lack dynamism and variety.

Based on the research findings, the researchers conclude that this research differs from previous research. Technology-based and interactive learning materials must integrate diverse resources and information. The innovative aspect of this research is the integration of interactive elements in Canva, such as text, video, animation, audio, images, graphics, and others, which are customized to the needs of elementary school students to make science and social subjects more engaging and efficient. Determining the feasibility and practicality of the developed media is another objective of this research. This Canva interactive media research aims to

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provide a diverse and entertaining educational tool for students and to serve as an innovation for educators in creating interactive media across various subject areas.

B. Methods

This research used a Research and Development (R&D) methodology to evaluate the developed product's feasibility, practicality, and effectiveness (Amali et al., 2019). R&D research aims to develop existing products or create new ones (Sukmanasa et al., 2017)**.** In this developmental research, researchers utilized the ADDIE development model, designed by William Lee (2004), to create an interactive learning tool using Canva. The ADDIE model provides a systematic and easily implementable framework (Cahyadi, 2019)**.** The ADDIE development model consists of 5 stages: analysis, design, development, implementation, and evaluation. The ADDIE model stages are illustrated in the diagram below:

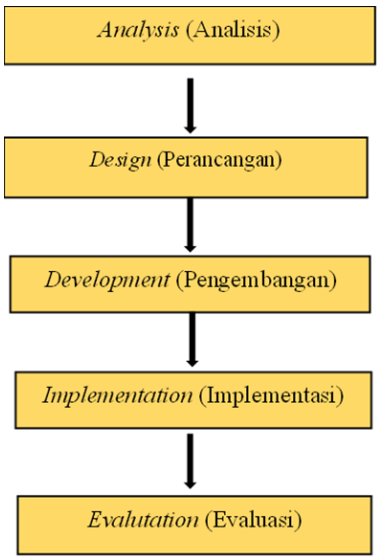

Figure 1. ADDIE Development Model

This research was conducted at SDN Kebonsari Kulon 1 Probolinggo, at Jl. Hos Cokroaminoto No. 9, Kebonsari Kulon, Kanigaran District, Probolinggo City. The research subjects were 26 3rd-grade students at SDN Kebonsari Kulon 1 Probolinggo. The research instruments consisted of validation sheets and student response questionnaires. The validation sheets were assessed by 3 expert validators: a media expert, a material expert, and a learning practitioner. The validation results and student response questionnaires were analyzed and evaluated to determine the learning outcomes. The responses from the expert validators and students'

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questionnaires were used to measure the feasibility of the Canva-based interactive media. The following formula was applied to calculate the feasibility of the developed product.

$$P = \frac{F}{N} \times 100\%$$

(Handayani & Ariyanti, 2021)

Description:

P: Percentage obtained

F: Frequency observed

N: Total frequency observed

Furthermore, the following formula was used to calculate the percentage of student response questionnaire results

$$P = \frac{frequency\ of\ answers}{number\ of\ respondents} \times 100\%$$

After data collection, the results were interpreted based on the scale in the following table.

Table 1
Media Feasibility Scale (Afifah et al., 2022)

Feasibility Score of Learning Media	Feasibility Category
81-100%	Very Feasible
61-80%	Feasible
41-60%	Moderately Feasible
21-40%	Not Feasible
<21%	Highly Not Feasible

C. Results and Discussion

This research developed an interactive media on animal life cycle material based on Canva for the elementary school level. In science and social subjects learning, this interactive media is a supporting tool to assist students in understanding the material of the animal life cycle. Students can access the material anywhere and anytime using a laptop or smartphone. Interactive learning aids, such as practice questions and entertaining quizzes, are provided within this media to help students understand the material independently. The ADDIE model, which

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consists of five stages: Analysis, Design, Development, Implementation, and Evaluation, served as the framework for this research.

The analysis conducted by the researchers identified a mismatch between student needs and learning experiences, with students frequently experiencing boredom and disengagement. The research also revealed that media use by teachers was limited, relying primarily on textbooks and images, leading to an uninspiring learning environment. Teachers occasionally used PPT to explain the material. Researchers also analyzed the school's facilities, infrastructure, and learning resources, as these were the primary focus of this research. The facilities and infrastructure at SDN Kebonsari Kulon 1 Probolinggo were deemed highly adequate, as evidenced by a computer lab, projectors, and a Wi-Fi network. Based on the results of the analysis, there was a need for interactive learning tools that could stimulate student enthusiasm for understanding the material and provide innovative learning experiences through interactive Canva media, particularly for animal life cycle content in science education.

The second stage, design, involved creating media designs through storyboards and lesson modules. Based on the previous analysis, the researchers began to design and conceptualize the interactive media comprehensively. Storyboards are pre-production designs as visualization tools to display frame-by-frame images (Nursetyo et al., 2021). This media includes the menus, opening cover, usage instructions, learning objectives, materials, learning videos, practice questions, and developer profiles. The practice questions were written in easy-to-understand language and designed for elementary school students.

During the development stage, researchers conducted validation with 3 expert validators: a media expert lecturer, a material expert lecturer, and the 3rd-grade teacher as a learning practitioner expert, to assess the feasibility of the developed media. The following are the assessments from media, material, and learning practitioner experts:

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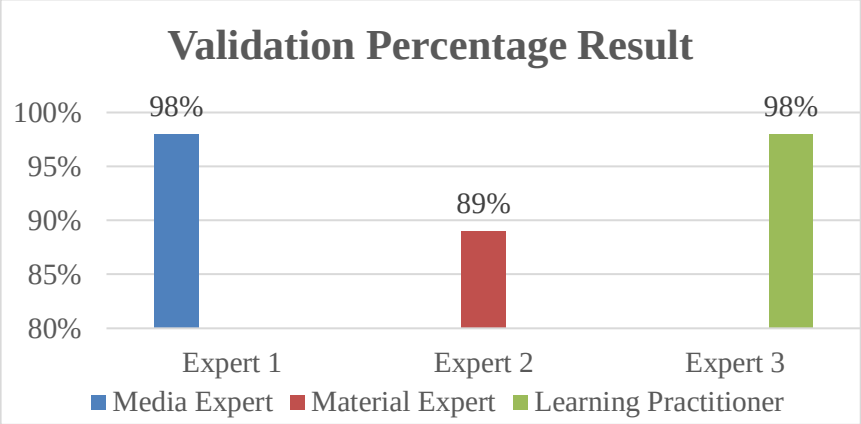

Figure 2. The Graph of Validation Expert Percentage Result

Based on the assessments from the 3 experts, the media expert obtained a score of 98% with a "very feasible" category, the material expert obtained a score of 89% with a "very feasible" category, and the learning practitioner expert obtained a score of 98% with a "very feasible" category, with the suggestion of revisions. Therefore, the Canva interactive media on animal life cycle material can be used as a learning tool and implemented with students.

In the implementation stage, the product was tested with students. This research trial was conducted with a small or limited group of students and obtained a score of 96.3% with a "very feasible" category. The large group trial, involving all 26 3rd-grade students, obtained a score of 94.1% with a "very feasible" category. The Canva-based interactive media made students feel more satisfied, active, and enthusiastic about learning. They also gained new learning experiences, particularly in the animal life cycle material. The following are the results of the student response questionnaire on the Canva-based interactive media.

Table 2
Student Response Questionnaire Results

Trial Results	Percentage	Category
Small Group	96%	Very Feasible
Large Group	94%	Very Feasible
Total	**190**	
Average Percentage	**95%**	**Very Feasible**

Based on the table above, the interactive media developed in this research was considered highly feasible based on student product trial results. The Canva-

based interactive media was validated by 3 experts, proving high levels of feasibility, attractiveness, and practicality.

Evaluation and revision formed the final stage, where the Canva-based interactive media product was validated by media, material, and learning practitioner experts, with further improvement. The media expert suggested shortening the background sound, which should only be played during the opening sequence, and aligning the animal examples presented in the material according to the student's textbooks. The material expert recommended adjusting the lesson explanations to the elementary school students' cognitive development, from concrete to abstract, and adding time-lapse animations to illustrate the animal life cycle material visually and clearly. Meanwhile, the learning practitioner expert suggests ensuring word choices and spelling based on the Indonesian Dictionary (KBBI) and Standard Indonesian Spelling (EYD).

D. Conclusion

The researchers used the Research and Development (R&D) method proposed by William Lee as the development methodology for this research. This research used the ADDIE model, which consists of 5 stages: analysis, design, development, implementation, and evaluation. The development of Canva-based interactive media was validated by 3 experts—media, material, and learning practitioner experts— and obtained a "very feasible" category, although revisions were required. The validation results indicated that the media expert gave a score of 96%, the content expert gave a score of 89%, and the teaching practitioner gave a score of 98%. Additionally, the student response questionnaires on small and large groups obtained an average score of 95%, categorized as "very feasible".

Based on evaluations from media experts, content experts, teaching practitioners, and student responses, the Canva-based interactive learning media developed in this research is considered a valid and effective tool to support 3rd-grade students' teaching and learning process on animal life cycles. Therefore, it is recommended that future researchers create and develop enhanced, refined, and optimized Canva-based interactive media for other educational topics aligned with specific learning objectives.

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