

Utilization of Canva Media to Increase Students' Interest in Learning Digital Literacy Material in National Diversity at MTs Nurul Huda Rumbut

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Abstract

The purpose of this study was to increase students' interest in learning digital literacy material in national diversity through the use of Canva media in Pancasila and Civic Education (PPKn) lessons. This study used Kurt Lewin's Classroom Action Research (CAR) approach, which was carried out in two cycles. The research subjects were 25 eighth-grade students at MTs Nurul Huda Rumbut in the even semester of the 2024/2025 academic year. Data collection techniques included learning interest questionnaires, observation, interviews, documentation, and field notes. The results showed that the use of Canva media significantly increased students' learning interest, as indicated by an increase in learning interest measurement results from 27% (low category) in the pre-cycle to 72% (high category) in cycle I, and further increased to 84% (high category) in cycle II. These findings were reinforced by the results of interviews and observations, which showed that students felt happier, more interested, and more active in the learning process, while collaborators assessed the use of Canva as effective, creative, and innovative. This study concluded that Canva media is a viable alternative to digital learning media that can increase student interest in learning in the context of Civics Education.

Keywords: Canva, civics education, digital literacy, interest in learning, national diversity.

1 INTRODUCTION

The rapid development of digital technology in the 21st century has brought fundamental changes to various aspects of life, including education. Digital transformation requires the world of education to continue to innovate in learning strategies to suit the characteristics of today's students, especially Generation Z, who are very familiar with visual and interactive technology. This generation has grown up in an environment saturated with digital technology, social media, and virtually unlimited access to information, requiring an adaptive and contextual learning approach. In this context, digital literacy has become an essential competency. Digital literacy is not merely a technical skill in operating digital devices, but also includes critical, evaluative, and creative thinking skills, as well as an understanding of digital ethics and an appreciation of cultural diversity (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2023). In other words, digital literacy must be viewed as a holistic skill that enables students to become wise users of technology as well as responsible producers of knowledge.

In the Indonesian context, the urgency of strengthening digital literacy becomes even more important when linked to the sociological reality of a nation that is highly diverse in terms of ethnicity, culture, and religion. This diversity is both a treasure and a challenge that requires education on national diversity that can instill values of tolerance, respect for differences, and a spirit of unity. Dobrin (2020) emphasizes that education digital literacy in the global era is not only related to mastery of technology, but must also be integrated

with an understanding of socio-cultural values so that students can use technology productively and not get caught up in the tide of global cultural homogenization. Thus, the integration of digital literacy and national diversity education is an important strategy for shaping a young generation that is not only technologically literate but also has a strong national identity and an inclusive attitude towards differences.

Unfortunately, the reality in the field shows that the learning process in many schools is still dominated by conventional approaches that are textual, monotonous, and teacher-centered. This approach tends to reduce students' interest in learning because it does not suit the learning style of Generation Z, which prioritizes visual, participatory, and collaborative aspects (Fajriani & Sari, 2022). In fact, interest in learning is one of the main determinants of learning success because it directly influences students' motivation, attention, involvement, and perseverance in the learning process (Santika et al., 2020). When students have low interest, they tend to be passive, unfocused, and unmotivated to learn, which ultimately leads to poor learning outcomes.

Within this framework, cultural and character education plays an important role in fostering intrinsic motivation and a sense of responsibility as citizens. Saryono et al. (2024) emphasize that cultural and character education should instill noble values such as mutual cooperation, tolerance, discipline, and responsibility through creative and contextual approaches, rather than simply memorizing values or normative slogans. A creative approach allows these values to be internalized naturally in students' behavior, as they experience and practice these values directly in the learning process.

One potential learning media innovation in this context is Canva, an interactive visual design- based digital platform. Canva allows students to create posters, infographics, presentations, and various other visual products that can represent their understanding of the learning material in a creative and personal way. A number of studies show that the use of Canva can increase student engagement, creativity, and learning outcomes (Hutapea et al., 2024; Ginting, 2021). Moreover, the integration of visual media such as Canva can also be used to teach the values of national diversity in a more interesting, participatory, and meaningful way. This approach is in line with the principle of participatory learning, which emphasizes the active involvement of students in the learning process, so that they are not only recipients of information but also creators of knowledge (Pasma Putri et al., 2025). Thus, the use of Canva in learning not only contributes to increasing interest in learning but also supports the contextual formation of students' national character in the digital era.

2 RESEARCH METHODS

This study used a Classroom Action Research (CAR) design with Kurt Lewin's model, which was carried out through four stages in each cycle, namely planning, acting, observing, and reflecting. The research was conducted for three months in the even semester of the 2024/2025 academic year in class VIII MTs Nurul Huda Rumbut with a total of 25 students as subjects. The data collection techniques in this study included several methods, including a questionnaire on student learning interest developed based on four main indicators, namely enjoyment, attention, interest, and involvement (Santika et al., 2020), as well as observation of student activities conducted by the researcher together with the collaborating teacher. In addition, data was also obtained through interviews to explore students' responses in depth, documentation of students' work and activities during learning, and field notes made by the researcher to record the dynamics of the implementation of actions in the classroom. The data obtained was then analyzed using two approaches, namely descriptive quantitative analysis for the learning interest questionnaire data, and descriptive qualitative analysis for the observation, interview, and field note data. The researcher set the criteria for the success of the action if at least 80% of students showed a high category of learning interest after the action was implemented.

3 RESULT AND DISCUSSION

3.1 Results

The results of the learning interest questionnaire showed a significant increase from the pre-cycle to cycle II. In the pre-cycle stage, only about 27% of students were in the high learning interest category, while the majority of students showed low learning interest, as reflected in their lack of attention, participation, and enthusiasm in participating in learning. After the implementation of the action in cycle I using Canva media, the percentage of students with high learning interest increased dramatically to 72%. This increase indicates a positive response from students to a more interactive and engaging visual media-based learning approach. In cycle II, the percentage increased again to 84%, indicating that most students had consistently achieved a high learning interest category.

Table 1 Recapitulation of Learning Interest Results

Recapitulation of Student Learning Interest Results				
No	Indicator	Pra Siklus	Implementation Siklus I	Siklus II
1	Feeling of joy	27%	70%	82%
2	Interest	27%	71%	85%
3	Attention	25%	72%	85%
4	Involvement	30%	73%	83%
Measurement Results		27%	72%	84%
Success Criteria		Low	High	High

These quantitative findings are supported by qualitative data from observations that show changes in student learning behavior. They appear to be more focused on listening to the teacher's explanations, actively asking questions, and enthusiastic about completing the tasks assigned. The learning products they created using Canva also show increasing visual creativity, while reflecting their understanding of the values of national diversity, which was the main theme of the lesson.



Figure 1 Poster of Student Work Using Canva Media

3.2 Discussion

The increase in student interest in learning from the pre-cycle to cycle II shows that the use of Canva media is highly effective in arousing students' interest and motivation in the learning process. Canva, as a visual design-based platform, provides an interactive and engaging learning experience that is in line with the characteristics of Generation Z, who are very familiar with digital technology. This generation tends to respond more to visual and interactive stimuli than conventional textual learning. In this context, the use of Canva serves not only as a medium for conveying information but also as a means of exploration and creative expression that allows students to build understanding independently and enjoyably. This is in line with the findings of Hutapea et al. (2024), who stated that the use of Canva in learning has been proven to increase students' intrinsic motivation, as they feel they have greater control over the learning process and can express their understanding creatively.

In addition to increasing motivation, the use of Canva also supports the instilling of cultural values and national character, which are at the core of Pancasila and Civic Education (PPKn) lessons. Values such as tolerance, mutual cooperation, and unity are not only taught conceptually, but can also be internalized through meaningful learning experiences. In learning using Canva, students are invited to design visual products such as posters or infographics with the theme of national diversity. This collaborative process not only requires them to understand the material, but also hones their empathy, mutual respect, and ability to work together in a team. Saryono et al. (2024) emphasize that national culture and character education must be designed creatively so that noble values are not just memorized, but become part of students' daily behavior. This view is reinforced by Hardiyanto et al. (2024), who emphasize that national cultural and character education must be based on the values of Pancasila, Bhinneka Tunggal Ika, mutual cooperation, and humanity as moral guidelines in shaping the personalities of students.

The values in Pancasila provide a very comprehensive ethical and moral framework for the character building of citizens. The principle of Belief in One God shapes a devout and moral personality, while Just and Civilized Humanity instills an attitude of mutual respect. Unity of Indonesia strengthens national identity, Democracy Led by the Wisdom of Deliberation/Representation instills democratic values, and Social Justice for All Indonesian People fosters social sensitivity and concern for others. Through Canva, students can contextualize these values in the visual products they create, so that national values are not only understood cognitively but also lived out in their learning process. Thus, Canva is not only a teaching aid but also a medium for the contextual internalization of character values.

Furthermore, the participatory learning approach adopted in the use of Canva also contributes greatly to increasing student engagement. The participatory learning process places students as active subjects who build knowledge through interaction, discussion, and collaboration. This model is in line with the principles of participatory rural appraisal (PRA), which emphasizes the importance of active participant involvement in every stage of the activity to foster a sense of ownership, motivation, and collaboration (Pasma Putri et al., 2025). In the context of learning, this principle is evident when students share ideas, design content in groups, and present their work in front of their classmates. These activities not only boost confidence and communication skills but also build social cohesion in the classroom. Students who were previously passive become more enthusiastic and confident because they feel that their contributions to the team are valued. Thus, the use of Canva with a participatory approach not only improves academic aspects but also strengthens students' social-emotional aspects.

From an educational psychology perspective, increased interest in learning accompanied by the growth of positive social attitudes is an indicator of holistic learning success. Interest in learning is not merely a feeling of liking, but a combination of affective, cognitive, and conative aspects that influence students' readiness to receive and process knowledge. When students find learning enjoyable, relevant, and conducive to self-expression, they will be more focused, persistent, and active in learning. This kind of

learning experience triggers the emergence of sustainable intrinsic motivation, unlike extrinsic motivation, which only arises due to external encouragement. Canva provides space for such learning experiences, as it allows students to explore material creatively while relating it to their life experiences and familiar social and cultural values.

This entire process is in line with the main objective of Civic Education, which is to develop intelligent, active, and characterful citizens (Saryono et al., 2022). Civic Education is not merely a normative subject that emphasizes memorization of concepts, but a vehicle for developing critical, participatory, and ethical civic awareness. In this context, Canva is an effective tool for bridging conceptual learning and value experiences. With this visual medium, national values are not only taught but also lived out concretely in a collaborative, creative, and meaningful learning process. Thus, it can be concluded that the use of Canva not only enhances students' cognitive aspects but also shapes positive social attitudes that are essential in forming democratic and character-based citizens in line with the objectives of Civic Education.

4 CONCLUSION

This study proves that the use of Canva media in Pancasila and Civic Education (PPKn) learning effectively increases students' interest in learning, especially in digital literacy material that contains the values of national diversity. The increase in learning interest is clearly seen from the questionnaire results, which show a significant jump from 27% of students categorized as having high interest in the pre-cycle to 72% in cycle I, and further increased to 84% in cycle II. This data is reinforced by observational findings that show positive changes in students' learning behavior: they appear to be more focused, active, enthusiastic, and creative in producing Canva-based learning products. Furthermore, the use of Canva not only has an impact on improving students' cognitive aspects, but also supports the process of internalizing cultural values and national character, such as tolerance, mutual cooperation, unity, and social awareness. Through a participatory learning approach, students are encouraged to collaborate, appreciate differences, and develop mutual respect within the team, so that these values are not merely understood theoretically, but lived out in their learning experiences. This is in line with the main objective of Civic Education, which is to develop intelligent, active, critical, and characterful citizens. Thus, Canva is worthy of consideration as an innovative learning medium that not only increases students' interest in learning but also serves as a strategic tool for instilling national values contextually in the digital age.

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