

IMPROVING LEARNING OUTCOMES USING CANVA AND WORDWALL BASED LEARNING MEDIA FOR PANCASILA EDUCATION SUBJECTS IN CLASS IV MI NURUL HUDA 3 BOGOR CITY

Feby Andiyanty¹, Khaidir Fadil², Reni Sinta Dewi³

^{1,2,3} Elementary Madrasah Teacher Education Study Program, Faculty of Islamic Studies, Ibn
Khalidun University, Bogor, Indonesia

E-mail : febiandiyanty2@gmail.com¹, khaidir.fail@uika-bogor.ac.id², renisintadewi@uika-
bogor.ac.id³

Abstrak

This study aims to improve the learning outcomes of students in Pancasila Education subjects by using Canva and Wordwall learning media in class IV MI Nurul Huda 3 Bogor City. This study uses the Classroom Action Research (CAR) method of the Kemmis and McTaggart model (1988) which is carried out in two cycles consisting of planning, action, observation and reflection. Data collection techniques in this study are observation, learning outcome tests, and documentation. This study shows that before the implementation of the action, the learning completeness of students was still low, namely only 42% with an average value of 63. After the use of Canva and Wordwall media in their learning, there was a significant increase. In cycle I, the percentage of student learning completeness increased to 74% with an average value of 76, and increased again in cycle II to 90% with an average value of 85. In addition to the increase in learning outcomes, the active involvement of students and teacher activities also progressed. In cycles I and II, teacher activity increased from 95% to 100%, while student participation increased from 80% to 85%. This shows that the Canva media has proven to support the delivery of material visually and attractively, while the wordwall provides an interactive and enjoyable learning evaluation experience. Overall, the use of these two media not only has an impact on increasing learning outcomes quantitatively, but also contributes to increasing student motivation, enthusiasm, and self-confidence in participating in the learning process.

Keywords: learning outcomes, canva, wordwall, Pancasila Education

Pendahuluan

learning is a process of changing the formation of a person's behavior and the process of understanding knowledge, skills, and values, both in society and education. Learning can also be interpreted as all psychic activities carried out by each individual so that their behavior is different between before and after learning. Changes in behavior or responses, due to new experiences, having skills/knowledge after learning, and practice activities (Muhammad Ilham Qalit et al., 2025; Sutra Awaliyah Darfin et al., 2024).

Every learning process will basically result in the achievement of student learning outcomes. Student learning outcomes are one of the measuring tools to assess the extent to which they are able to master the material that has been taught by the teacher. Experts have different views on learning outcomes (Handayani & Wiguna, 2024). Bloom (1964) stated that learning outcomes include cognitive, affective, and psychomotor abilities. Then, W. Winkel stated that learning outcomes are a form of success achieved by students, namely student learning achievements at school in the form of numbers (Gavrilović-Obradović & Zdravković, 2022; Trimaya Fadhilla, 2023). Sudjana argues that learning outcomes are abilities or skills possessed by students after receiving their learning experiences (Danim, 2024). In line with the opinion of (Liu, 2023), learning outcomes are everything achieved by students with certain assessments that have been determined by the curriculum of previous educational institutions.

In the learning process, there are various factors that influence student learning outcomes. This often occurs in subjects that are considered boring. To overcome this, it is important for teachers to present variation and creativity in appropriate learning methods, media, and strategies so that student learning outcomes increase or improve (Ramadhanti et al., 2024). According to (Syah, 2017), factors that influence learning outcomes can be classified into three main categories. First, internal factors, namely aspects that come from within the students, including their physical and psychological conditions. Second, external factors, namely elements that come from the environment around the students, including strategies and methods applied in the learning process. Third, the learning approach factor, which refers to the various ways or efforts made by students in obtaining and understanding learning materials (Putri et al., 2024; Safian et al., 2023).

The more advanced the development of the era of learning in this modern era requires the use of technology, currently rapidly developing technology is very helpful and provides great opportunities for teachers to integrate learning media in their teaching and learning activities in the classroom (Saputra, 2024). With increasingly advanced technological advances, of course in the field of education a teacher must know the learning media that is suitable for use by students to deliver learning materials. By using learning media, it can stimulate the attention, interest, and participation of students in the learning process so that they get good learning outcomes (Anggriani, 2025). This is in line with the statement given by (Fadil et al., 2025; Said Candra, 2025) learning media can significantly improve student learning outcomes in addition to increasing their learning motivation.

Media comes from the Latin *medius*, which literally means middle, intermediary and messenger, therefore, media can be interpreted as a messenger or conveying messages from the sender to the recipient of the message. According to (Monica Gabriela Nainggolan et al., 2024; Wahyudi et al., 2024) learning is a process that is systematically designed to manage learning resources so that it can encourage the learning process in students. Learning media is anything that can be used to convey messages through various channels, which can stimulate the thoughts, feelings, and motivation of students. Creative and innovative learning media can create a more lively and meaningful learning atmosphere. Students tend to have a positive impression of learning when it is presented in a new and fun way (Fadil et al., 2023; Mustafa et al., 2024).

The learning media used by the class teacher certainly has many functions so that it is used by the teacher to support learning in the classroom. The function of learning media according to Rowntree is 6 media functions, namely the first, to arouse motivation to learn enthusiasm where students become more interested in learning which was previously bored with monotonous learning into exciting learning because of the learning media. Second, reviewing the material that has been studied so that children do not forget the previous material. Third, providing learning stimulus, students are given stimulation as a way to make students think more with a high curiosity. Fourth, activating student responses to be active in class. Fifth, the teacher provides feedback through questions in order to find out students who understand the material or not so that if there is an error, the educator is obliged to correct the student's misunderstanding in understanding the material. Sixth, holding appropriate exercises or assessment evaluations (Ahnaf Istiqlal Berutu et al., 2024; Azzahra Kamila Cahyani Masdar et al., 2024).

There are many learning media used by teachers to provide learning materials to students, one of which is by using Canva-based learning media. Canva is an application that can be used by teachers to create interesting learning media. As an online design platform, Canva provides various graphic design templates, including presentations, posters, pamphlets, graphics, banners, invitation cards, and others. Using Canva makes it easier for teachers to design learning media. Canva allows teachers and students to carry out learning processes based on technology, skills, and creativity (Aisyah Ika Shauman Ninta &

Muhammad Sofian Hadi, 2023; Azzahra et al., 2024; Sidauruk et al., 2025) According to (Sherly, 2025) Canva is an online design program that prepares various design templates that can be used to create learning media. Canva has been present in the midst of the bustling world of technology

Canva is a graphic design tool that helps users design creative designs online. Canva is a graphic design platform used to create social media graphics, presentations, posters, documents and other visual content. We also want this application without having to design from scratch and without having to install the application. In it there are tools that contain designs and animations that can be used easily. Canva users only need to create designs that suit their needs (Fitria, 2024)

Meanwhile, to support the evaluation aspect, wordwall media is used as a means of presenting interactive and interesting questions for students. The wordwall application is a web-based application that is used to create interactive learning media. There are many features or templates in the wordwall application. Wordwall can be used as a learning evaluation because it presents various features and quiz templates that attract students' attention. This application contains images, music, animations, and interactive games that can attract students' attention. Wordwall has various advantages, one of which is the availability of a wide variety of games. This platform provides various forms of interactive activities, such as gameshow quizzes, open the box, find the match, quizzes, random wheels, and many more. This makes students more interested in learning because they can combine the learning process with games at the same time (Astiza et al., 2025; Sundirah et al., 2025)

Wordwall is a network-based digital gamification application that provides various game and quiz features that can be used by educators in delivering material evaluations. According to Lestari, wordwall can be used as a learning resource, media, and fun assessment tool for students. This game can be used via laptop or smartphone. In the wordwall application there are images, audio, animations and interactive games that can make students interested (Nisa et al., 2024; Pua Lapu et al., 2025)

According to (Dewi et al., 2024; Oktaviana et al., 2025) argue that the influence of the wordwall application provides a significant reaction in understanding learning materials. Research conducted that wordwall learning media can affect students' learning motivation. In line with research which states that the use of wordwall media can provide a large distribution in thematic learning in class II, especially on the interests and learning outcomes of students, as well as provide learning motivation in students

In the Independent Curriculum, the subject of Civics has changed its name to Pancasila Education, this is stated in the Decree of the Minister of Education, Culture, Research and Technology Number 56 of 2022 concerning Guidelines for the Implementation of the Curriculum in the context of Learning Recovery. According (Apeles Lexi Lontoh et al., 2024; Hayuningtyas et al., 2023; Rizky et al., 2024) to Pancasila Education is a subject containing Pancasila education and citizenship education which aims to shape students into intelligent, trustworthy, honest, and responsible citizens. Pancasila Education instills attitudes and behaviors in everyday life that are based on Pancasila values. These Pancasila values consist of divinity values, humanity values, unity values, people's values, and justice values.

During one week of teaching practice at MI Nurul Huda 3, the researcher saw that learning at MI still used the lecture method assisted by using LKS books as the main learning guide. There were several students who were less active and also not enthusiastic in receiving material from the teacher. The teacher did not use learning media in his teaching. Students lacked confidence in answering questions given by the teacher. Students also lacked the courage to ask the teacher. This causes student learning outcomes to be still low, so there must be a way to improve student learning outcomes.

Efforts to improve student learning outcomes require proper handling by using appropriate learning media, so that the learning process can take place effectively and student

learning outcomes increase. Based on this and the real conditions that occur in the field, the researcher felt compelled to conduct Classroom Action Research (CAR) with the title: "Improving Learning Outcomes Using Canva-Based Learning Media and Wordwall for Pancasila Education Subjects for Class IV at MI Nurul Huda 3, Bogor City." Through this research, it is hoped that it can improve student learning outcomes in accordance with the goals to be achieved. Canva-based learning media and wordwall as learning media that create interactive materials and questions are expected to strengthen students' understanding of Pancasila Education learning materials. Thus, students can achieve better learning outcomes and improve to achieve the learning objectives that have been set.

Metode

The research method used in this study is the (Classroom Action Research) method or Classroom Action Research (CAR). In this study, researchers used the type of CAR developed by Kemmis and Mc Taggart (1988). This study consists of four main stages, namely planning, acting, observing, and reflecting (Norlaila & Dina Hermina, 2025; Sudarti Sudarti et al., 2025). This research was conducted at MI Nurul Huda 3 Bogor City, in the second semester, precisely from February 2025 to April 2025. The subjects of this study were grade IV students consisting of 31 students. selection of class IV. In this study, learning actions were carried out by implementing interactive learning media canva and wordwall, which aim to increase student involvement and learning outcomes, especially in Pancasila Education subjects.

This study consists of pre-cycle, cycle I, and cycle II. Researchers analyzed student learning outcomes to identify weaknesses and strengths in the learning process in each cycle. The results of the evaluation are then used as a basis for designing subsequent learning to improve previously found weaknesses. (Azizah, 2021)

The instruments used in this study include teaching modules, student and teacher observation sheets, tests, learning videos using Canva, evaluation questions designed using wordwalls, and documentation. Data collection was carried out using a quantitative descriptive approach. The researcher calculated the average value and percentage of classical completion at each stage, starting from pre-cycle to cycle II. The average value is obtained by dividing the total value obtained by all students in the class. Meanwhile, the percentage of classical completion is calculated by dividing the number of students who achieve the Minimum Completion Criteria (KKM) by the total number of students, then multiplied by 100%. All of these data were obtained from student learning outcomes before and after using Canva and Wordwall-based learning media.

The indicators of the success of this research can be seen from the increase in student learning outcomes in the Pancasila Education subject if 72% of students get scores above the minimum completion criteria (KKM). The level of student learning success can be seen in the following success indicators.

Table 1. Indicators of Student Learning Outcome Success

KKM Indicator	Description
Mark \geq KKM 72	Completed
Mark \leq KKM 72	Not completed

(Source: MI Nurul Huda 3 Bogor City)

Hasil dan Pembahasan

PRE-CYCLE

In this pre-cycle stage, it was carried out on Thursday, April 10, 2025. The researcher carried out Pancasila Education learning directly in class IV MI Nurul Huda 3 Bogor City. In this activity, the researcher used conventional teaching methods or lectures. In this pre-cycle activity, students will work on a test sheet to find out how far their initial knowledge is before being introduced to Canva and Wordwall-based learning media. Then the results of the learning test assessment obtained at this stage are the initial conditions possessed by the students. The data from the learning test assessment results show that there are still many students who get scores below the minimum completion criteria (KKM) that have been determined.

Table 2. Pre-Cycle Learning Test Results

Number of Students	31
Total Score of All Students	1955
Average Class Score	63
Number of Students Completed	13
Number of Students Not Completed	18
Percentage of Learning Completeness	41,94%
Percentage of Learning Incompleteness	58,06%

Based on the pre-cycle results, it can be concluded that the learning outcomes of students in the Pancasila Education subject are still relatively low. The percentage of student learning completion data shows that only around 41.94% of all students have achieved the minimum completion criteria (KKM) that have been set. The average value of all students is 63. This condition reflects a problem both in the learning process and in students' understanding of the material. Therefore, it is necessary to make improvements to the implementation in the classroom.

CYCLE I

Cycle I was carried out in 2 meetings, namely on April 16-17, 2025. In its implementation, cycle I consisted of planning, implementation, observation and reflection. In cycle I, the material presented was the meanings contained in the Pancasila principles. Researchers used Canva-based learning media as a tool to display learning materials in an audio-visual manner while wordwall was a tool to make evaluation questions more interactive. The following is a summary table of data from the cycle I learning outcome test:

Table 3. Results of Cycle I Learning Test

Number of Students	31
Total Score of All Students	2350
Average Class Score	76
Number of Students Completed	23
Number of Students Not Completed	8
Percentage of Learning Completeness	74,19%
Percentage of Learning Incompleteness	25,81%

Based on the results of the student learning test in cycle I, the results of the student learning test show that the learning outcomes in the Pancasila Education subject have achieved the performance indicators that have been set. The average value is 76, with sufficient criteria and the percentage of learning completion is 74.19% with sufficient criteria. The performance indicators that are the benchmark are achieving an average learning outcome score of ≥ 72 . The performance indicator for the percentage of learning completion is 80%. So cycle II must be implemented so that the results achieved are more optimal.

CYCLE II

In cycle II, it was carried out in 2 meetings, namely on April 23-24, 2025. In its implementation, cycle II consists of planning, implementation, observation and reflection. In cycle II, the material presented was a brief history of the formulation of Pancasila and examples of the application of the Pancasila principles in everyday life. Researchers used Canva-based learning media as a tool to display learning materials in an audio-visual manner while wordwall was a tool to make evaluation questions more interesting and interactive. The following is a summary table of data from the cycle II learning outcome test:

Table 4. Results of Cycle II Learning Test

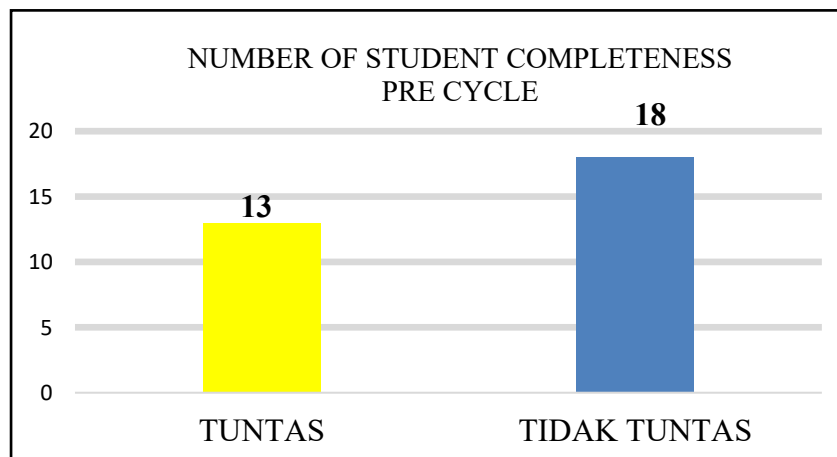
Number of Students	31
Total Score of All Students	2625
Average Class Score	85
Number of Students Completed	28
Number of Students Not Completed	3
Percentage of Learning Completeness	90,32%
Percentage of Learning Incompleteness	9,68%

Based on the results of the student learning test in cycle II, it shows that the student learning outcomes in the Pancasila Education subject received an average score of 85, with good criteria and a learning completion percentage of 90.32% with very good criteria in cycle II.

DISCUSSION

Based on the results obtained from the implementation of actions starting from the pre-cycle stage, cycle I, to cycle II on class IV students of MI Nurul Huda 3 Bogor City, the implementation of these actions showed an increase. The following is a description of the results of the research that has been analyzed:

First, the learning outcomes of Pancasila Education at MI Nurul Huda 3 Bogor City. In the early stages before the learning actions were carried out with Canva and Wordwall media, the learning outcomes of students were still very low. This can be seen clearly from the value data obtained during the implementation of the pre-cycle, where only 13 students achieved the Minimum Completion Criteria (KKM), while 18 other students had not met the completion standards. In other words, more than half of the number of students have not been able to achieve the expected learning outcomes.



The graph above illustrates the initial conditions visually, providing a clearer picture of the number of students who have and have not completed their studies. This data is an important basis for planning further actions, namely the implementation of Canva and Wordwall-based learning media. Thus, this initial condition is an important benchmark for observing the extent to which learning outcomes have improved after being carried out through a cycle of classroom actions. This is in line with the view of cognitive theory which emphasizes that the learning process is not only limited to the relationship between stimulus and response alone, but also involves complex thinking activities. In this theory, learning is understood as the process of linking new knowledge with existing knowledge structures in students, thereby strengthening their cognitive structures as a result of the learning process (Clarisa Aprilia, 2024; Parrales et al., 2020)

Learning media has a significant role in the teaching and learning process. By utilizing media, educators can increase students' enthusiasm for learning, which ultimately has a positive impact on the achievement of learning outcomes. This statement is in line with the opinion of (Charline et al., 2023; Kırkıcı et al., 2023) who stated that media can foster learning motivation and make it easier for teachers to deliver material

Second, the implementation of Pancasila Education learning for grade IV at MI Nurul Huda 3 Bogor City uses Canva and Wordwall-based learning media. In the implementation of learning through two cycles, there was a significant increase. This increase was not only seen from the learning outcomes of students, but also from the results of observations of teacher activities and student involvement during the learning process. The following is a recapitulation of observations of teacher activities and student responses from cycles I and II when using Canva and Wordwall-based learning media.

Table 5. Results of Recapitulation of Teacher and Student Activities

	Cycle I	Cycle II
Observation Results of Teacher Activities	95%	100%
Observation Results of Student Activities and Responses	80%	85%

The use of learning media is related to the characteristics of cognitive theory with an approach in educational psychology that emphasizes understanding the mental processes that occur in a person's mind during learning activities. This approach highlights the important role in information processing, interpretation of meaning, understanding concepts, and organizing new knowledge as a basis for the formation of deeper behavior and understanding (Aldi et al., 2025; Thayyibi & Ratnasari, 2022).

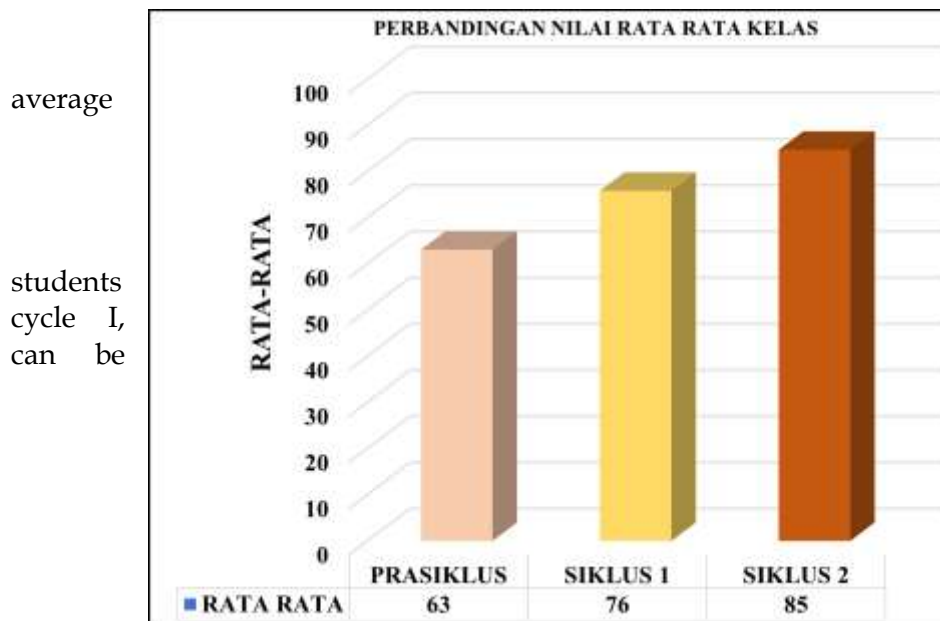
This theory is also closely related to the development of thinking skills and focuses on how individuals design, process, and store information in their memory. Through the use of learning media, it will help students to visualize their learning concepts, improve memory and understanding, adjust students' learning styles and also increase students' learning motivation so as to create meaningful learning. In the implementation of learning through two cycles, there was a significant increase. This increase was not only seen from the learning outcomes of students, but also from the results of observations of teacher activities and student involvement during the learning process. Each cycle showed positive developments, both in terms of understanding the material, active participation of students, and the quality of teaching carried out by the teacher. (Niman et al., 2024; Sari & Kartikasari, 2022)

In line with research conducted by (P. Puspitasari & Yulianto, 2025) which shows that the use of interactive media based on Canva can improve student learning outcomes. This increase can be seen from the increasing percentage of students who experience development

in their cognitive skills. In addition, research conducted by (J. Puspitasari & Sukartono, 2025) shows that the results of using wordwall learning media, an online game, in PPKn learning in class IV of SD Negeri 1 Bendoagung are effective in increasing student interest in learning. This increase can be seen from the initial conditions where learning interest was relatively low, then increased after the wordwall media was implemented. Educational games are very effective in increasing student learning motivation because of their non-monotonous nature and many choices of evaluation games (Arthaningtyas et al., 2023; Fadil et al., 2023).

Third, the use of learning media based on canva and wordwall can improve the learning outcomes of students in the Pancasila education subject in class IV at MI Nurul Huda 3, Bogor City. Based on the results of classroom action research that has been carried out, the use of learning media based on canva and wordwall has been proven to improve the learning outcomes of students in the Pancasila Education subject in class IV MI Nurul Huda 3, Bogor City. Canva media can present material visually, attractively, and easily understood, so that students are more focused and interested in paying attention to the lesson. The interactive and colorful design display helps students understand the Pancasila material more concretely.

Improvement in learning outcomes can be seen from the comparison of student scores in the pre-cycle, cycle I, and cycle II, which show a significant increase. Based on the data from the learning test results obtained from the pre-cycle, cycle I and cycle II, researchers can see an increase or comparison of learning outcomes using learning media based on canva and wordwall.



As for knowing the value of learning outcomes for the Pancasila Education subject achieved by both pre-cycle, and cycle II, this seen in the following graph:

This graph shows the average value of learning outcomes for the Pancasila Education subject obtained by students. In the pre-cycle stage, the average value achieved was 63, then

increased to 76 in cycle I, and increased again to 85 in cycle II. Furthermore, to find out the percentage of learning completion obtained by students in the pre-cycle, cycle I and cycle II can be seen in the following graph:



The graph above shows the percentage comparison of student learning completion in the Pancasila Education subject achieved in the pre-cycle, which was 42%, then increased to 74% in cycle I and increased further in cycle II, which was 90%.

Based on the previous explanation, it can be concluded that there is a significant increase in the learning process after the implementation of Canva and Wordwall media.

In addition to being effective for Pancasila Education subjects, Canva and Wordwall-based learning media also have the potential to be applied to other subjects. Thus, its use is expected to encourage an increase in overall learning achievement in various other subjects in line with research conducted by (Fani Sri Wulan Dhari & Kurotul Aeni, 2025; Komalasari et al., 2023) which research can improve learning outcomes in the material on presenting mathematical data using Canva media.

From the results of this study, it can be concluded that the use of Canva and Wordwall media has been proven to be able to improve student learning outcomes in the Pancasila Education subject in class IV MI Nurul Huda 3 Bogor City. In other words, the working hypothesis proposed by the researcher, namely that Canva and Wordwall-based learning media are effective in improving student learning outcomes, can be accepted and proven to be true through data obtained during the research process..

Simpulan

Based on the results of classroom action research that has been carried out in two cycles in class IV MI Nurul Huda 3 Bogor City, it can be concluded that the use of canva and wordwall-based learning media is effective in improving student learning outcomes in the Pancasila Education subject. This conclusion is based on several findings as follows:

Before the learning action was carried out with canva and wordwall-based media, the learning outcomes of class IV students at MI Nurul Huda 3 Bogor City in the Pancasila Education subject were relatively low. This can be seen from the initial conditions during the implementation of the pre-cycle, the learning outcomes of students obtained were only 13 out of 31 students (around 42%) who achieved the Minimum Completion Criteria (KKM).

The implementation of the use of canva and wordwall learning media in the Pancasila Education subject took place effectively. Canva media helps in delivering material to students in an interesting audio-visual manner. Meanwhile, wordwall provides a fun learning evaluation nuance and encourages student involvement through educational games that display questions with interesting challenges. During the implementation process of canva and wordwall in cycles I and II, it showed an increase in teacher activity from 95% in cycle I to 100% in cycle II, while the participation and responses given by students increased from 80% to 85%. This indicates that the implementation of canva and wordwall media is able to create an interactive, interesting learning atmosphere in the classroom and support student understanding.

The use of canva and wordwall-based learning media has proven effective in improving the learning outcomes of grade IV students of MI Nurul Huda 3, especially in the Pancasila Education subject. This is indicated by an increase in the average value and percentage of student learning completion from the pre-cycle 42% with an average value of 63, then cycle I 74% with an average value of 76 and increasing to 90% in cycle II with an average value of 85. In addition to quantitative improvements, the use of this media also greatly encourages increased learning motivation, enthusiasm, and self-confidence of students in the ongoing learning process.

Thus, the working hypothesis proposed by the researcher, namely that the use of Canva and Wordwall-based learning media can improve learning outcomes for Pancasila Education, is proven to be true and acceptable.

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