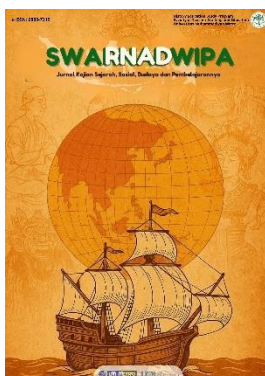


Interactive History Learning: Development of Canva-Based Materials at State Senior High School 7 Pontianak

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Abstract

This study aims to improve student academic achievement through the development of Canva-based teaching materials in class X-A of SMA Negeri 7 Pontianak in the 2024/2025 academic year. Through a classroom action research approach that combines observation, interviews, questionnaires, and tests, a significant picture of development was obtained in each learning cycle. The evaluation results showed an increase in scores from Cycle II by 48.57%, increasing in Cycle III to 66.28%, and finally reaching 84.41% in Cycle IV, thus exceeding the minimum completion limit of 75. In addition to improving student achievement, this activity also encouraged teachers to improve their ability to design and utilize digital learning resources that are more creative and relevant to student needs. Student responses also showed a positive tendency, especially regarding ease of access and the visual appearance of the teaching materials, which were considered more interesting and helped understand the material. Overall, these findings confirm that the use of Canva-based interactive teaching media can make a real contribution to improving the quality of the learning process and student learning outcomes.

Keywords: interactive teaching materials, canva, classroom action research, learning achievement.

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INTRODUCTION

Merdeka Belajar (freedom of learning) policy is a major step forward in education, but it still comes with challenges for both teachers and students. One of the main problems in applying the *Merdeka* Curriculum is the limited number of books and learning materials that fit the needs of students in Phase E. This becomes even harder because students who have just entered Phase E are not yet fully used to the idea of independent learning, especially since they don't have enough reference materials to support their learning process.

The main problem related to learning references is that teachers and schools are not allowed to produce or sell learning materials on their own. This rule is stated in Regulation of the Minister of National Education No. 2 of 2008. One part of this regulation clearly prohibits schools or education staff from selling textbooks to students. This restriction is further reinforced by Regulation of the Minister of National Education No. 75 of 2016 and Law No. 3 of 2017.

The challenges in learning related to available reference materials also affect learning outcomes in various subjects, including History. Students often struggle with learning History due to a lack of understanding of the explanations provided by the teacher. Currently, students are allowed to access learning resources online, but the problem is that the interpretation of historical sources found on the internet is often unreliable. Teachers are expected to adopt a new paradigm in the learning process. One of these is student-centered learning, where students' understanding of the material can be reflected through their learning outcomes. If students achieve high learning outcomes, it can be concluded that their understanding of the material is also high (Dewi, 2013).

Misinterpretation of historical sources also affects students' perspectives or analysis of historical facts and events. As a result, students' academic performance declines due to the lack of valid references and misunderstandings of the History material being taught. This contributes to the low History scores recorded at the beginning. The low learning achievement in History can be seen from the assessment results in the first meeting, where the students' scores did not reach the average of the Learning Mastery Criteria (KKTP) with a score of 75. These learning achievement scores come from the knowledge assessment /formative assessment (post-test) conducted at the end of the lesson. The students' learning achievement scores can be seen in the following diagram:

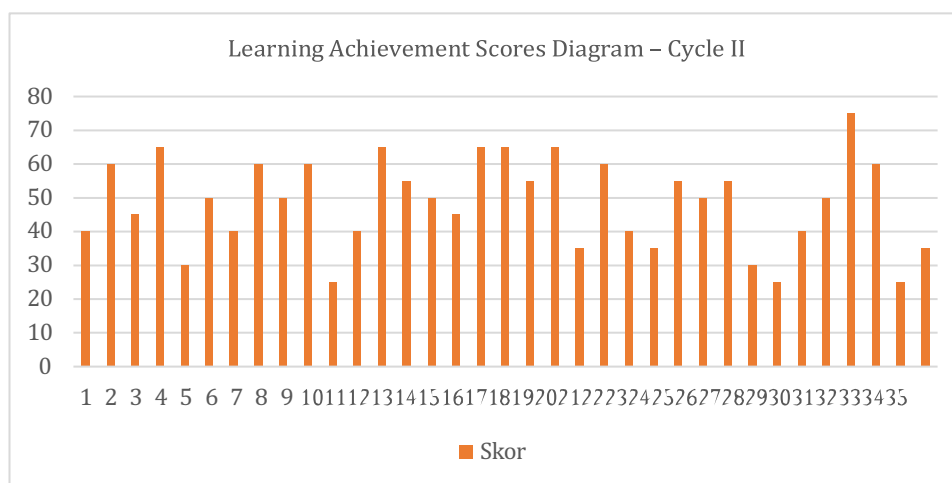


Figure 1. *Distribution of Post-Test Scores in Cycle I*

The students' learning achievement scores, seen from the formative assessment results, are of main concern for the teacher, who needs to innovate to improve the students' learning achievement. Therefore, an action plan is required, which the teacher must implement as a solution to the current learning achievement problems. One action the teacher can take is to develop interactive learning materials that students can access as a guide during lessons.

The development of teaching materials is an innovation that teachers can implement today. This is due to the rapid advancement of technology, which has led to the emergence of various software or platforms that can be used as media in learning, one of which is Canva. Canva is a website and app that provides tools for creating graphic designs and online publications. The advantage of this application is that it can be used by teachers as a medium to develop interactive teaching materials that can be downloaded in various formats, such as PDF, PNG, MP4, and more. The development of Canva-based interactive teaching materials offers various benefits for both teachers and students.

The benefits for teachers include providing ease in expressing various ideas and concepts in different graphic designs that are already available. Teachers only need to input

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material in the form of text, images, videos, QR codes, and so on into the provided design. Additionally, teachers can also innovate the design according to needs in various formats such as PPT, infographics, mind maps, e-books, etc. The advantages of developing these teaching materials not only make it easier for teachers but also provide convenience for students in accessing the innovative teaching materials developed by the teacher. These benefits include the flexibility of the materials, which can be accessed through gadgets/smartphones anytime and anywhere.

Based on this, efforts need to be made to improve students' learning achievement through the development of interactive teaching materials using Canva in class X-A at SMA N 7 Pontianak in the academic year of 2024/2025. Learning achievement is the result of learning assessments obtained by students after participating in a series of teaching and learning activities within a certain period of time (Siti, 2021: 22). The concrete result of this learning achievement is reflected in the final grade given during the evaluation and then recorded in the form of a grade in the learning report. According to Sadjati (n.d, 16), teaching materials are systematically organized materials or content used by teachers and students in the learning process. Canva, on the other hand, is an online design program that provides various tools such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, and others provided within the Canva application (Herniyastuti, & Abdul Kadir: 82).

The development of interactive teaching materials based on the Canva application is based on constructivist learning theory, which explains how knowledge is organized within the individual. According to the constructivist perspective, in the teaching and learning process, teachers do not simply transfer knowledge to students in a perfect form. In other words, students must build their own knowledge based on their individual experiences (Cahyo: 2008). This aligns with the concept of the interactive teaching materials innovation being developed, where through these materials, students are expected to build an understanding of historical content based on the teaching materials developed by the teacher as a facilitator in each learning process.

RESEARCH METHODS

In this study, the learning approach used is the scientific approach, which includes observing, questioning, collecting information, processing information, and communicating. The method used in this study is classroom action research with a cycle design consisting of 4 stages: (1) Planning, (2) Action, (3) Evaluation, (4) Reflection.

The subjects of this research were 35 students of class X-A at SMA Negeri 7 Pontianak, with the main topic "Introduction to History." Class X-A was chosen because based on observations, students' learning achievement was still below the expected standard. To solve this problem, adjustments were needed to improve students' learning outcomes. This research was conducted at SMA Negeri 7 Pontianak in the academic year of 2024/2025. It began with planning and preparation activities to get an initial overview of the problems in the classroom. The research took place for about one month during regular learning activities. The steps in this research including:

Planning

Initial phase involves developing educational resources (instructional modules), monitoring learning events in the classroom, setting up research environments and infrastructure, and establishing research metrics.

Action

The phase of executing actions involves all tasks outlined in the educational implementation blueprint (teaching module or lesson outline). This phase also encompasses the conducting of research observations and the outcomes of those actions.

Evaluation

The evaluation stage is carried out after finding tangible evidence of the existence of improvements that occur in the learning process in the classroom and the learning achievement of participants education after the implementation process of the action.

Reflection

The reflection stage is carried out through peer discussion and input from teachers pamong and the supervisor as supervisors during the research process.

Data that taken are the learning achievements of students through observation techniques, interviews, tests and questionnaires for the assessment of the developed teaching materials. Questionnaire results The Likert scale questionnaire will be calculated through the following formula with the calculation of qualifications Eligibility level based on percentage:

$$\text{Score Percentage}(\%) = \frac{\text{Achieved Score}}{\text{Maximum Score}} \times 100\%$$

Notes:

81,25% - 100%	: Excellent / Very Good
62,50% - 81,25%	: Good
43,75% - 62,50%	: Fair / Satisfactory
25% - 43,75%	: Poor
0% - 25%	: Very Poor / Unsatisfactory

Examination of Canva-Based Instructional Material Development and its Impact on Learning Achievement: A Comparison Across Cycles 1, 2, and 3 (Grading Scale: 1–100). The formula for calculation is detailed below:

$$\text{Score Percentage}(\%) = \frac{\text{Achieved Score}}{\text{Maximum Score}} \times 100\%$$

Learning achievement is considered improved if there is an increase in formative assessment scores that meet the learning target criteria. In this study, the research objective is achieved if 80% of students reach the learning target score (75).

RESULTS AND DISCUSSION

The research data obtained from class X-A at SMA Negeri 7 Pontianak during the academic year of 2024/2025 can be analyzed through the following comparison of Cycles II, III, and IV:

Cycle II

The cycle I phase we collaborated with teachers to develop interactive lesson plans and materials; implementation involved classroom observations and interviews, revealing students ignored textbooks, relied on unrestricted internet access, and found traditional Word-based materials (from Cycle I) difficult and unengaging; evaluation showed formative assessment scores remained below the 75 minimum standard, confirming persistently low learning outcomes.

Cycle III

The cycle II phase we designed interactive Canva-based learning materials and assessment questionnaires; during implementation, lessons were conducted using these materials via Google Classroom, followed by assessments; results showed improved post-

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test scores compared to Cycle 2, with students actively using the visually enhanced materials as references during worksheet activities; interviews revealed students found Cycle 2's summarized, interactive materials more engaging and easier to understand than previous versions; however, evaluation indicated learning achievement improvements remained modest, suggesting interactive materials alone had limited impact on significant score gains.

Cycle IV

The cycle IV we developed Canva-based interactive learning materials, assessment questionnaires, and formative tests; implementation included delivering lessons, conducting student interviews, and distributing material evaluation surveys; results showed significant post-test score improvements, with students praising the materials' audio-visual elements (e.g., scannable barcodes), concise content with concept maps/infographics, and enhanced clarity; evaluation revealed an 84,41% "excellent" feasibility rating for the materials, while assessment averages surpassed the minimum passing standard (75), confirming that Canva-based interactive materials effectively improved learning outcomes.

The improvement in learning achievement based on the use of Canva-based interactive learning materials across Cycle II, Cycle III, and Cycle IV can be observed in the following comparative percentage diagrams and tables:

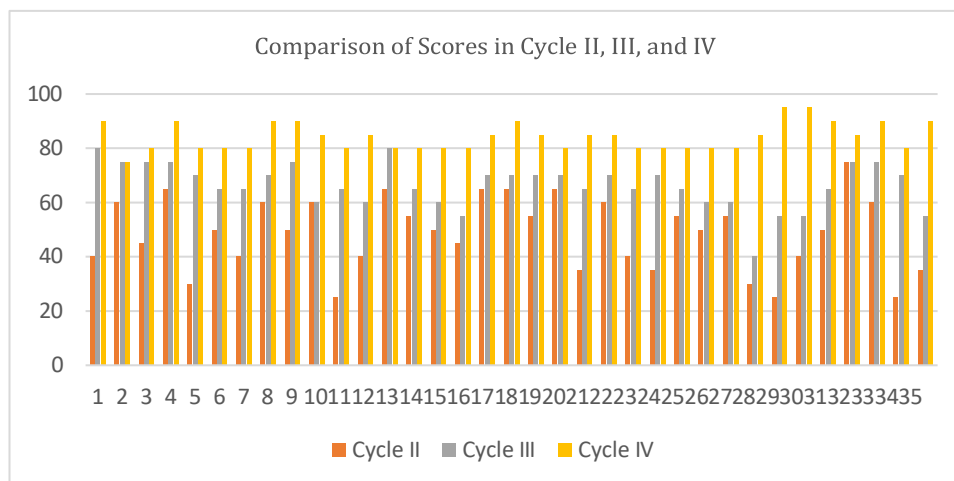


Figure 2. *Diagram Distribution of Scores in Formative Assessment Cycles II, III, and IV*

The bar chart comparing student scores across Cycles II, III, and IV demonstrates a clear upward trend in academic performance after the implementation of Canva-based teaching materials in history learning. In Cycle II, many students were still struggling to achieve satisfactory results, as shown by the predominance of lower scores. However, once improvements were made in Cycle III—such as enhancing visual explanations, adding interactive elements, and simplifying content presentation—student scores began to rise more consistently. By Cycle IV, the majority of students had reached scores above 75, indicating substantial progress in mastering the historical content delivered through digital media.

This consistent improvement highlights the effectiveness of Canva-based materials in supporting students' historical understanding. History as a subject often requires strong visualization, chronological comprehension, and contextual interpretation. The use of

Canva allowed complex historical events to be transformed into clear diagrams, timelines, infographics, and visual narratives that students found easier to understand. As a result, students demonstrated better recall of historical facts, clearer comprehension of cause-and-effect relationships, and stronger ability to connect past events with contemporary issues. These improvements are reflected directly in the rising scores across the learning cycles.

Furthermore, the results suggest that Canva did not only enhance academic achievement but also contributed to the development of historical awareness among students. The visually engaging materials increased student curiosity, motivation, and participation during lessons. Students became more attentive and more willing to discuss historical themes because the content felt more accessible and relatable. By Cycle IV, many students showed deeper reflection and appreciation for historical events, demonstrating that digital learning media can play an important role not only in cognitive improvement but also in shaping attitudes and awareness of cultural and national history. The progression shown in the chart therefore confirms that Canva-based teaching materials are a powerful tool for enriching history education and improving learning outcomes.

Tabel 1. Comparison of Learning Achievement in Cycles II, III, and IV

Cycle	Total Score	Percentage
II	1700	48,57 %
III	2320	66,28%
IV	2945	84,41%

Table 1 shows a steady and significant improvement in students' academic performance across the three learning cycles. In Cycle II, the total score reached 1700, representing 48.57% achievement, which indicates that many students were still having difficulty understanding the historical material. After the refinement of the teaching approach in Cycle III, the total score increased to 2320 (66.28%), reflecting better comprehension and engagement. The highest achievement was recorded in Cycle IV with a total score of 2945 (84.41%), showing that most students had successfully met or exceeded the expected learning outcomes. This upward trend suggests that the integration of digital tools made the historical content more accessible and easier to internalize.

These findings demonstrate that Canva-based teaching materials can become highly effective when designed with careful attention to visual clarity, narrative flow, and student engagement. History learning often requires students to process chronological events, interpret sources, and draw connections between past and present. By presenting such concepts through visually appealing layouts, timelines, and infographics, Canva helps students absorb information more efficiently and with greater interest. As shown by the substantial increase in scores from Cycle II to Cycle IV, well-packaged Canva materials not only enhance students' academic achievement but also support deeper understanding and appreciation of historical content.

The results of this study demonstrate that the integration of Canva-based teaching materials significantly enhances students' learning experiences in history classes. The visual and interactive format of Canva allows complex historical events—such as timelines, causal relationships, and socio-cultural changes—to be presented in ways that are easier for students to interpret and remember. Digital learning environments enriched with multimedia elements have been shown to improve learners' cognitive processing, motivation, and engagement (Mayer, 2021). In the context of SMA Negeri 7 Pontianak, students responded positively to the dynamic layouts, infographics, and visually supported explanations, which helped reduce cognitive load and enabled deeper comprehension of course content.

The improvement observed across learning cycles indicates that Canva-based materials support not only factual understanding but also the development of historical

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reasoning and awareness. Historical learning requires students to interpret sources, analyze events critically, and connect past phenomena with contemporary realities. When these abstract tasks are visually scaffolded using digital media, students can engage more actively with concepts that otherwise feel distant or difficult (Stoel et al., 2017). Similar findings have been reported in other digital-learning studies showing that visual-based instructional materials promote higher learning outcomes and increased student ownership of learning (Setiawan & Philip, 2020). In this study, rising academic scores across cycles reflect that Canva helped students internalize historical meaning, rather than merely memorize content.

Furthermore, the implementation of Canva aligns well with current educational trends that emphasize creativity, digital literacy, and learner-centered design. The interactive nature of Canva allows students to explore content at their own pace while providing teachers with flexibility to design context-rich materials tailored to students' needs. Research shows that digital platforms like Canva enhance students' motivation by offering visually appealing content and facilitating active participation in the learning process (Sugiarto & Dewi, 2022). As digital competencies become increasingly essential for 21st-century learners (UNESCO, 2023), incorporating Canva in history classrooms not only improves learning outcomes but also equips students with essential skills for future academic and professional environments.

CONCLUSION

The implementation of interactive Canva-based teaching materials has proven to be highly effective in enhancing the learning achievement of Grade X-A students at SMA Negeri 7 Pontianak during the 2024/2025 academic year. This improvement is clearly reflected in the progressive increase in students' formative assessment outcomes from Cycle II to Cycle IV, showing not only a rise in scores but also a stronger mastery of historical concepts and learning competencies. By Cycle IV, 84.41% of students had reached the mastery threshold, with all 35 students successfully achieving the minimum passing grade of 75. These results indicate that the use of visually engaging, well-structured, and interactive Canva materials supports deeper comprehension, strengthens historical awareness, and fosters a more meaningful and enjoyable learning experience. Overall, the integration of Canva in the history learning process has contributed significantly to improved academic performance, increased student motivation, and more effective classroom engagement.

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