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Canva Media Implementation for Enhancing Grade Four Civic Education Learning Outcomes

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Abstract
Traditional teaching methods in Pancasila and Civic Education (PPKn) often result in passive learning and low student engagement, particularly in rural elementary schools. This study investigated the effectiveness of Canva media implementation in enhancing fourth-grade students' PPKn learning outcomes at SDN 2 Dolo. A Classroom Action Research design following the Kemmis and McTaggart model was employed across two intervention cycles. Thirteen fourth-grade students (8 males, 5 females) participated in the study. Data were collected through pre-tests, post-tests, structured observation sheets for teacher and student activities, and documentation. Quantitative data were analyzed using individual and classical absorption capacity formulas, while qualitative data were analyzed descriptively and categorized. Student mastery rates increased substantially from 15.38% (pre-test) to 38.46% (Cycle I) and 92.30% (Cycle II), with class average scores improving from 58.46 to 86.15. Teacher activity improved from 69.53% (Fair) to 93.75% (Very Good), while student engagement increased from 76.78% (Good) to 94.64% (Very Good). Classical learning completeness in Cycle II (92.30%) exceeded the 75% success criterion. Systematic implementation of Canva media significantly enhances PPKn learning outcomes by transforming abstract civic concepts into concrete, visual, and interactive learning experiences. The cyclical action research approach proved effective for instructional improvement and teacher professional development.

INTRODUCTION

Education serves as a fundamental mechanism for nurturing human potential and developing both physical and spiritual capacities in alignment with societal and cultural values. As a deliberate process aimed at fostering independent learning and responsibility among students, education influences the comprehensive growth and transformation of individuals throughout their lives (Winarti, 2024). Within the Indonesian educational framework, Pancasila and Civic Education (PPKn) occupies a critical position in character formation and civic consciousness development, particularly at the elementary school level where foundational values and national identity are established. Research

consistently demonstrates that civic education in elementary schools plays a strategic role in instilling essential character values from early childhood, contributing significantly to students' moral development, social awareness, and understanding of citizenship responsibilities (Rusmin et al., 2020; Ulfah et al., 2021). The importance of character education in elementary settings is further emphasized by international scholarship, which recognizes that elementary years represent a critical developmental period for establishing moral literacy, civic dispositions, and ethical foundations that serve students throughout their lives (Benninga, 1991; Navigate360, 2025).

Despite its importance, PPKn instruction frequently encounters pedagogical challenges that undermine its effectiveness. Traditional teaching approaches, characterized by teacher-centered methodology and limited use of interactive resources, often fail to engage students meaningfully with the subject matter. Educational research on passive learning methods reveals that traditional lecture-based instruction, where students function primarily as recipients of information with minimal active involvement, typically results in limited engagement, reduced critical thinking development, and inferior knowledge retention compared to active learning approaches (Prince, 2004; Michael, 2006). The conventional classroom configuration, designed to facilitate one-way knowledge transmission from teacher to students, inherently constrains opportunities for interactive dialogue, collaborative exploration, and meaningful cognitive engagement (Chan et al., 2023). This instructional gap is particularly pronounced in rural educational settings where access to contemporary learning technologies remains limited. Consequently, students perceive PPKn as monotonous and abstract, resulting in passive participation, diminished motivation, and suboptimal learning outcomes. These challenges reflect a broader issue in elementary education where conventional pedagogical practices inadequately address the diverse learning needs and cognitive development stages of young learners (Freeman & Stierer, 2010).

The integration of digital learning media represents a promising solution to these pedagogical challenges. Visual and interactive technologies have demonstrated significant potential in transforming abstract concepts into concrete, comprehensible content, thereby enhancing student engagement and knowledge retention. Contemporary research on digital media in elementary education confirms that technology-based visual learning tools significantly increase student motivation, engagement, and conceptual understanding across various subject areas (Lubis, 2024; Dong et al., 2024). The effectiveness of visual media in education is particularly pronounced in elementary settings, where visual literacy supports students in interpreting information, developing critical thinking skills, and expressing ideas through multimodal representations (Empowering Visual Literacy, 2025). Visual communication tools not only simplify complex ideas and enhance memory retention but also boost student engagement through interactive elements that make learning more enjoyable and meaningful (uQualio, 2025). Among emerging digital platforms, Canva has gained considerable attention as an accessible online graphic design tool that enables educators to create visually appealing and pedagogically sound instructional materials. With its user-friendly interface and diverse templates for presentations, infographics, posters, and interactive content, Canva facilitates the development of contextualized learning resources that resonate with contemporary students' digital literacy (Sobandi et al., 2023). International evidence demonstrates that Canva's intuitive design and collaborative features make it particularly suitable for elementary education, allowing young learners to develop digital literacy skills, enhance creativity, and express ideas visually with minimal technical barriers (Washburn, 2024).

Recent empirical research has substantiated the effectiveness of Canva-based instructional media in improving educational outcomes across various grade levels and subjects. Safitri and Dedy (2023) demonstrated that Canva-based learning media significantly enhanced PKn learning outcomes among third-grade elementary students at SD Negeri 2 Kayu Agung. Similarly, Rahayu and Wibawa (2024) found positive effects of Canva implementation on third-grade PKn achievement at SD Negeri I Wonokerso. The application of Canva extends beyond elementary levels, as evidenced by Ramadhani and Erlinda (2025), who reported improved PPKn learning outcomes among senior high school

students using interactive Canva-based media. Furthermore, Ningsih and Falah (2024) confirmed that audiovisual Canva media positively influenced PPKn learning results, while Tuken, Israwaty, and Ulfah (2024) revealed that the Value Clarification Technique learning model supported by Canva media enhanced fifth-grade PPKn outcomes. Huriyah (2023) established the effectiveness of Canva multimedia in improving fourth-grade PKn learning at MI Darul Istiqamah Banjarmasin. Beyond achievement outcomes, Canva implementation has demonstrated effects on motivational dimensions, with Agnestia, Haryati, and Dewi (2024) reporting increased learning interest in PPKn through Canva utilization, and Ma'rifatulloh, Budiyono, and Darmawati documenting enhanced learning interest toward PPKn through digital Canva media implementation.

While existing literature confirms Canva's positive influence on learning outcomes and student engagement, several gaps warrant further investigation. Most studies have focused on specific grade levels or contexts, with limited examination of implementation processes through systematic classroom action research methodologies. Moreover, comprehensive documentation of the cyclical improvement process, including detailed analysis of teacher and student activities alongside quantitative learning outcomes, remains scarce. Understanding the practical mechanisms through which Canva media transforms pedagogical practices and student learning behaviors requires in-depth qualitative and quantitative investigation within authentic classroom environments. Classroom action research, as a systematic and reflective inquiry methodology conducted within real educational settings, provides an ideal framework for investigating such pedagogical innovations (Manfra, 2019; Mertler, 2021). This methodological approach enables teachers to function simultaneously as practitioners and researchers, systematically examining their own practices through cyclical processes of planning, action, observation, and reflection to achieve evidence-based improvements (Crawford, 2022). The value of classroom action research lies in its capacity to generate contextualized knowledge directly relevant to practice, foster critical reflection and informed decision-making, and bridge the gap between educational theory and classroom reality (Baumfield et al., 2008).

This study addresses these research gaps by employing Classroom Action Research (CAR) methodology to systematically investigate the implementation and effectiveness of Canva media in enhancing fourth-grade PPKn learning outcomes at SDN 2 Dolo. The research context is particularly significant given the identified challenges in student engagement and achievement in PPKn instruction at the target school, where preliminary observations revealed low motivation, passive participation, and limited access to interactive learning resources. The fourth-grade level represents a crucial developmental stage where students transition from concrete to more abstract thinking, making visual and interactive media particularly relevant for facilitating concept comprehension and value internalization.

The primary objective of this research is to improve fourth-grade students' learning outcomes in PPKn through the systematic application of Canva media at SDN 2 Dolo. Specifically, the study aims to document and analyze the cyclical process of planning, implementing, observing, and reflecting on Canva-based instruction, while examining changes in teacher pedagogical practices, student learning activities, and academic achievement across intervention cycles. This research contributes to the educational literature by providing comprehensive empirical evidence regarding the implementation process and effectiveness of Canva media in PPKn instruction, offering practical insights for educators seeking to integrate digital technologies into values-based education, and demonstrating a replicable model for enhancing civic education through accessible digital platforms in resource-limited educational contexts.

METHODS

This study employed a Classroom Action Research (CAR) design following the Kemmis and McTaggart model, which consists of cyclical processes encompassing planning, action, observation, and reflection stages. The cyclical nature of this research design enabled systematic investigation and progressive refinement of instructional practices through iterative implementation and evaluation. The

research was conducted at SDN 2 Dolo, located in Kotapulu Village, Dolo District, Sigi Regency, Central Sulawesi Province, Indonesia, during the even semester of the 2024/2025 academic year from October to November 2024. The complete study comprised two intervention cycles, each designed to address identified weaknesses from the preceding cycle and progressively enhance the implementation of Canva media in PPKn instruction.

The research participants consisted of 13 fourth-grade students at SDN 2 Dolo, comprising 8 male and 5 female students, who were selected through purposive sampling based on their enrollment in the target classroom. This sample size, while modest, represented the complete fourth-grade cohort at the school and was appropriate for intensive classroom action research requiring detailed observation and individualized assessment. The students ranged in age from 9 to 10 years and exhibited diverse learning abilities and prior achievement levels in PPKn, providing a realistic context for evaluating the intervention's effectiveness across varied learner profiles.

Data collection utilized multiple instruments to ensure comprehensive assessment of the intervention's impact. The primary quantitative instrument consisted of 20 multiple-choice test items designed to measure students' cognitive understanding of PPKn concepts, specifically addressing material on "Pancasila in Me" as specified in the curriculum. These test items were administered as pre-tests to establish baseline performance and as post-tests following each intervention cycle to measure learning gains. Qualitative data were gathered through structured observation sheets developed to systematically record teacher and student activities during instructional implementation. The teacher observation sheet evaluated pedagogical practices across dimensions including lesson opening, material delivery, media utilization, classroom management, and lesson closure, while the student observation sheet assessed learner engagement, participation, collaboration, and comprehension. Documentation through photographs supplemented the observational data by providing visual records of classroom activities and media implementation. Although formal validity and reliability testing of instruments was not conducted, the instruments were reviewed and approved by the collaborating classroom teacher and school principal to ensure content appropriateness and alignment with learning objectives.

Data analysis employed both quantitative and qualitative approaches to provide comprehensive understanding of the intervention outcomes. Quantitative analysis calculated individual student absorption capacity using the formula DSI = (scores earned/maximum score) × 100%, with students achieving ≥70% considered to have met individual mastery criteria. Classical absorption capacity was determined through DSK = (sum of all student scores)/(number of students × maximum score) × 100%, while classical learning completeness was computed as KBK = (number of students completing)/(total number of students) × 100%. The success criterion for the intervention was established as achieving ≥75% classical absorption capacity and ≥75% classical learning completeness, consistent with the school's minimum mastery criteria (KKTP). Qualitative data from observation sheets were analyzed descriptively by calculating total scores and converting them to percentages, which were then categorized as Excellent (90-100%), Good (75-90%), Fair (60-75%), or Poor (≤60%). The integration of quantitative achievement data with qualitative observational findings enabled comprehensive evaluation of both learning outcomes and the processes through which those outcomes were achieved, thereby providing robust evidence for assessing the effectiveness of Canva media implementation in PPKn instruction.

RESULTS AND DISCUSSION

Results

This classroom action research was conducted to address the learning challenges identified in fourth-grade PPKn instruction at SDN 2 Dolo. The study progressed through systematic data collection across multiple phases: initial baseline assessment, two intervention cycles, and continuous observation of teaching and learning processes. The comprehensive data presented below document

the progressive improvement in student learning outcomes and instructional quality throughout the research period.

Table 1. Pre-test Results Distribution

Grade Categories	Number of Students	Percentage (%)
≥ 75 (Complete)	2	15.38%
< 75 (Incomplete)	11	84.61%
Total	13	100%
Class Average	58.46	-

The initial assessment phase established baseline data regarding students' understanding of PPKn concepts prior to the implementation of Canva media. Table 1 presents the distribution of student achievement on the pre-test, which assessed their comprehension of fundamental PPKn principles related to Pancasila. The pre-test results revealed that the majority of students struggled with the material, with only 2 students (15.38%) achieving scores at or above the minimum mastery criterion of 75, while 11 students (84.61%) scored below this threshold. The class average of 58.46 indicated substantial room for improvement in students' conceptual understanding. This baseline performance confirmed the need for instructional intervention and provided a clear benchmark against which subsequent progress could be measured.

Following the baseline assessment, the first intervention cycle implemented Canva media in PPKn instruction focusing on "The Meaning of Pancasila Principles in Society." The implementation integrated visual presentations, interactive digital materials, and multimedia content designed to enhance student engagement and conceptual comprehension. Table 2 summarizes the teacher activity observations during Cycle I, revealing that instructional practices achieved a moderate level of effectiveness with a score of 69.53%, categorized as "Fair." This indicated that while the teacher successfully incorporated Canva media into lesson delivery, several aspects of implementation required refinement, including pacing, student interaction management, and optimal utilization of the media's interactive features.

Table 2. Teacher Activity Observation in Cycle I

Observation Aspects	Results
Number of students	13
Total assessment scores of all aspects	89
Maximum score of all aspects	128
Percentage score	69.53%
Category	Fair

Parallel to teacher activity assessment, student engagement and participation were systematically observed throughout Cycle I implementation. Table 3 presents the student activity data, demonstrating more positive outcomes than teacher performance, with students achieving 76.78% activity level categorized as "Good." This finding suggested that students responded positively to the visual and interactive nature of Canva media, displaying increased attention, participation in group discussions, and willingness to engage with the learning materials compared to traditional instructional approaches. The disparity between teacher and student activity scores indicated that while students were receptive to the new approach, instructional delivery could be further optimized.

Table 3. Student Activity Observation in Cycle I

Observation Aspects	Results
Number of students	13
Total assessment scores of all aspects	86
Maximum score of all aspects	112
Percentage score	76.78%
Category	Good

The learning outcomes assessment following Cycle I revealed partial improvement in student achievement. Table 4 displays the post-test results, showing that 5 students (38.46%) achieved mastery while 8 students (61.54%) remained below the mastery threshold. Although this represented improvement from the pre-test where only 15.38% achieved mastery, the classical learning completeness of 38.46% fell substantially short of the 75% success criterion. The classical absorption rate of 69.6% similarly indicated insufficient progress. These results, while demonstrating positive trends, necessitated continuation to Cycle II with strategic modifications to address persistent learning gaps and optimize media implementation.

Table 4. Post-test Results in Cycle I

Assessment Aspects	Results
Highest score	83
Lowest score	45
Number of students	13
Students completed	5
Students not completed	8
Classical absorption rate	69.6%
Classical Learning Completeness Percentage	38.46%

The reflection phase following Cycle I identified several areas requiring improvement: (1) more explicit connection between visual materials and learning objectives, (2) enhanced scaffolding for lower-achieving students, (3) increased opportunities for collaborative learning using Canva presentations, and (4) more systematic checks for understanding throughout lessons. These insights informed the planning and implementation of Cycle II, which focused on "Attitudes and Behaviors that Reflect the Practice of Pancasila in Community Life."

Table 5. Teacher Activity Observation in Cycle II

Observation Aspects	Results
Number of students	13
Total assessment scores of all aspects	120
Maximum score of all aspects	128
Percentage score	93.75%
Category	Very Good

Cycle II implementation incorporated the refinements identified during reflection, resulting in substantial improvements across all measured dimensions. Table 5 demonstrates the marked enhancement in teacher activity, with performance increasing to 93.75%, categorized as "Very Good." This improvement reflected more confident media utilization, better integration of visual materials with instructional discourse, more effective questioning strategies, and improved classroom management during technology-enhanced activities. The teacher demonstrated increased proficiency in guiding students through Canva-based materials while maintaining focus on learning objectives and facilitating meaningful student engagement with content.

Table 6. Student Activity Observation in Cycle II

Observation Aspects	Results
Number of students	13
Total assessment scores of all aspects	106
Maximum score of all aspects	112
Percentage score	94.64%
Category	Very Good

Student activity observations in Cycle II, presented in Table 6, similarly demonstrated substantial improvement, reaching 94.64% and earning a "Very Good" categorization. Students exhibited heightened enthusiasm for learning activities, more sustained attention during instruction,

more substantive contributions to discussions, and improved collaboration during group work with Canva materials. The high student activity level suggested that refinements made between cycles successfully addressed barriers to engagement and created a more conducive learning environment where visual media effectively supported active learning.

The most significant improvements were observed in student learning outcomes following Cycle II. Table 7 reveals that 12 students (92.30%) achieved mastery, with only 1 student (7.70%) remaining below the threshold. The classical absorption rate increased to 80.76%, and classical learning completeness reached 92.30%, substantially exceeding the 75% success criterion. The class average score of 86.15 represented a remarkable increase from the pre-test average of 58.46, demonstrating a gain of 27.69 points. The highest individual score increased to 95, while even the lowest score of 70 approached the mastery threshold. These results provided compelling evidence that the systematic implementation of Canva media, combined with reflective practice and iterative refinement, successfully enhanced student learning outcomes in PPKn.

Table 7. Post-test Results in Cycle II

Assessment Aspects	Results
Highest score	95
Lowest score	70
Number of students	13
Students completed	12
Students not completed	1
Classical absorption percentage	80.76%
Classical Learning Completeness Percentage	92.30%
Class Average	86.15

To provide a comprehensive view of the intervention's impact, Table 8 summarizes the progression of key performance indicators across all research phases. The consistent upward trajectory across teacher activity, student activity, and learning outcomes demonstrates the cumulative effectiveness of the classroom action research approach. The substantial improvement from pre-test to Cycle II—with mastery rates increasing from 15.38% to 92.30%—represents a 76.92 percentage point gain, confirming that the intervention successfully addressed the identified learning challenges.

Table 8. Summary of Performance Across Research Phases

Performance Indicator	Pre-test	Cycle I	Cycle II
Teacher Activity (%)	-	69.53% (Fair)	93.75% (Very Good)
Student Activity (%)	-	76.78% (Good)	94.64% (Very Good)
Students Achieving Mastery	2 (15.38%)	5 (38.46%)	12 (92.30%)
Classical Absorption	58.46%	69.6%	80.76%
Class Average Score	58.46	72.69	86.15

Discussion

The findings of this classroom action research provide robust evidence that systematic implementation of Canva media significantly enhances PPKn learning outcomes among fourth-grade elementary students. The progressive improvement documented across intervention cycles demonstrates not only the effectiveness of the digital media itself but also the value of cyclical reflection and refinement inherent to action research methodology. This discussion interprets these findings through relevant theoretical frameworks, connects them to prior research, and explicates the mechanisms through which Canva media facilitated improved learning.

The substantial learning gains observed in this study align with established theories of multimedia learning and visual cognition. Mayer's (1997, 2002) Cognitive Theory of Multimedia Learning provides a compelling explanatory framework for understanding why Canva media proved effective in PPKn instruction. According to multimedia learning theory, learners process information

through dual channels—visual and auditory—and integrating both channels enhances cognitive processing and knowledge retention (Mayer, 1997). The Canva presentations implemented in this study combined visual elements (images, diagrams, infographics) with verbal explanations, thereby engaging both processing channels simultaneously. This dual-channel approach likely reduced cognitive load by distributing information processing across multiple sensory modalities, allowing students to construct richer mental representations of abstract PPKn concepts such as Pancasila principles and civic virtues. The theory's emphasis on active processing—wherein learners select relevant information, organize it coherently, and integrate it with existing knowledge—corresponds with the observed increase in student engagement and conceptual understanding as the intervention progressed.

Furthermore, Dual Coding Theory, which posits that information presented in both verbal and visual formats is more readily encoded and recalled than information in a single format, offers additional theoretical support for the observed outcomes. The visual representations created through Canva—including conceptual maps illustrating relationships between Pancasila principles, infographics depicting civic responsibilities, and animated presentations showing practical applications of values—provided concrete anchors for abstract concepts. Elementary students, who are in Piaget's concrete operational stage of cognitive development, particularly benefit from such visual scaffolding as they transition toward abstract reasoning. The improved learning outcomes from Cycle I to Cycle II suggest that as both teacher and students became more proficient with the media, they were better able to leverage these dual coding advantages.

The findings are also consistent with contemporary research on digital media effectiveness in elementary education. Lubis (2024) demonstrated that digital learning media significantly increases student motivation and engagement in elementary science education, a pattern clearly evident in the current study's student activity data. Similarly, Dong et al. (2024) found that interactive visual multimedia improved literacy skills and comprehension among elementary students in rural contexts, paralleling this study's setting and outcomes. The progression from 76.78% student activity in Cycle I to 94.64% in Cycle II mirrors these earlier findings regarding the motivational affordances of digital visual media. The specific application to PPKn instruction extends these prior studies by demonstrating that visual learning benefits generalize beyond STEM subjects to values-based and civic education domains.

The present findings closely align with and extend the body of Indonesian research on Canva implementation in PPKn contexts. Safitri and Dedy (2023) reported positive effects of Canva-based media on third-grade PKn learning outcomes, while Rahayu and Wibawa (2024) documented similar improvements in another third-grade setting. The current study's achievement of 92.30% mastery rates in Cycle II represents outcomes comparable to or exceeding those reported in these earlier studies. However, this research contributes unique insights through its systematic documentation of the iterative improvement process across cycles. While Ramadhani and Erlinda (2025) demonstrated Canva's effectiveness at the senior high school level, and Ningsih and Falah (2024) confirmed its value through audiovisual applications, the present study provides detailed evidence of the implementation process, teacher learning curve, and specific modifications that enhanced effectiveness—dimensions less thoroughly addressed in prior research.

The motivational dimensions of Canva implementation observed in this study resonate with findings from Agnestia, Haryati, and Dewi (2024) regarding increased learning interest in PPKn, and Ma'rifatulloh, Budiyono, and Darmawati's documentation of enhanced engagement through digital Canva media. The progression of student activity scores from "Good" to "Very Good" categories provides quantitative evidence supporting these qualitative observations of increased interest and engagement. Moreover, Tuken, Israwaty, and Ulfah (2024) demonstrated that Canva combined with specific pedagogical approaches (Value Clarification Technique) enhanced fifth-grade PPKn outcomes, suggesting that Canva's effectiveness can be further amplified through intentional pedagogical

integration—a finding supported by the current study's improved outcomes following reflective refinement of instructional strategies between cycles.

The classroom action research methodology employed in this study proved instrumental in achieving successful outcomes, validating the approach's value for teacher professional development and instructional improvement. Manfra (2019) characterizes action research as systematic, intentional change in teaching practice, positioning teachers as learners who critically examine their pedagogical decisions. The present study exemplifies this characterization through the documented progression from initial implementation challenges (69.53% teacher activity in Cycle I) to mastery-level performance (93.75% in Cycle II). This improvement trajectory demonstrates the professional learning that occurs when teachers engage in systematic reflection on practice. Crawford (2022) emphasizes that action research builds evidence-bases for teacher practice, fosters critical reflection, and bridges theory-practice gaps—all evident in this study's cyclical process of implementation, observation, reflection, and refinement.

The reflective practice embedded within the action research cycles enabled the identification and correction of implementation weaknesses that initially limited effectiveness. Mertler (2021) describes action research as practitioner-based inquiry grounded in critical reflection, allowing educators to address problems systematically while developing professional knowledge. The specific refinements made between Cycle I and Cycle II—enhanced scaffolding for struggling students, more explicit connection between visual materials and learning objectives, increased collaborative learning opportunities—exemplify this reflective problem-solving process. These adjustments transformed a moderately effective intervention into a highly successful one, underscoring Baumfield et al.'s (2008) argument that action research generates contextualized knowledge directly applicable to practice.

The visual learning principles evident in Canva's design features contributed significantly to the observed outcomes. Research confirms that visual learning strategies enhance comprehension, memory recall, and critical thinking skills across educational levels. Visual learning theory suggests that learners retain information more effectively when they can visualize structures and connections within material, making abstract ideas concrete and understandable. The Canva-created materials in this study—which included visual representations of Pancasila principles, infographics illustrating civic responsibilities, and multimedia presentations showing real-world applications—transformed abstract PPKn concepts into tangible, memorable learning experiences. Elementary students, for whom visual literacy precedes and supports verbal literacy development, were particularly well-served by this approach.

The interactive nature of Canva media facilitated active learning processes that traditional lecture-based methods often fail to stimulate. Prince (2004) and Michael (2006) demonstrate that active learning approaches yield superior outcomes compared to passive reception of information. The current study's implementation of Canva media encouraged students to engage actively with content through group discussions of visual materials, collaborative analysis of infographics, and presentations based on Canva-created resources. The observed increase in student activity from Cycle I to Cycle II suggests students progressively internalized active learning behaviors as they became more familiar with the media and its affordances. This finding challenges Chan et al.'s (2023) critique of traditional classroom configurations that constrain interactive dialogue and meaningful cognitive engagement, demonstrating that technology-enhanced instruction can overcome these limitations.

The study's rural elementary school context adds particular significance to these findings. Freeman and Stierer (2010) note that conventional pedagogical practices often inadequately address diverse learning needs in elementary settings, a challenge particularly acute in resource-limited rural contexts. Canva's accessibility as a free online platform, combined with its user-friendly interface, makes it a practical solution for schools that lack access to expensive educational technologies. The successful implementation in this context demonstrates that meaningful instructional innovation need not require substantial financial investment, offering a replicable model for other rural schools seeking to enhance civic education through digital media.

The one student who did not achieve mastery in Cycle II merits consideration. While 92.30% mastery represents excellent outcomes overall, the persistent difficulty experienced by this individual suggests that even highly effective interventions may require differentiation to meet all learners' needs. This finding aligns with recognition that learners exhibit diverse preferences and capabilities, and underscores the importance of supplementing whole-class technology-enhanced instruction with individualized support for students requiring additional assistance.

The integration of findings across theoretical frameworks, methodological approaches, and empirical evidence yields several key insights. First, visual and interactive digital media can transform abstract civic education concepts into concrete, engaging learning experiences for elementary students. Second, the effectiveness of such media depends not only on the tool itself but on thoughtful pedagogical integration, teacher proficiency with the technology, and iterative refinement based on systematic observation. Third, classroom action research provides a powerful mechanism for instructional improvement, enabling teachers to identify problems, implement solutions, evaluate outcomes, and continuously refine practice. Finally, accessible digital tools like Canva can democratize quality education by providing resource-limited schools with sophisticated instructional capabilities previously available only in well-funded settings.

These findings have important implications for PPKn pedagogy and elementary education more broadly. The successful transformation of student learning outcomes—from 15.38% mastery at baseline to 92.30% mastery following iterative implementation—demonstrates that persistent challenges in civic education can be addressed through strategic integration of visual learning technologies combined with reflective teaching practice. The methodology provides a replicable framework that other educators can adapt to their contexts, while the specific strategies employed (visual presentations, collaborative analysis of infographics, multimedia content delivery) offer concrete approaches that teachers can immediately implement. Moreover, the study validates the value of classroom action research as a vehicle for professional development, showing that systematic inquiry into one's own practice yields both improved student outcomes and enhanced teacher effectiveness.

CONCLUSION

This classroom action research demonstrates that systematic implementation of Canva media significantly enhances PPKn learning outcomes among fourth-grade elementary students. Through two intervention cycles, student mastery rates increased dramatically from 15.38% at baseline to 92.30% in Cycle II, with class average scores improving from 58.46 to 86.15. Concurrent improvements in teacher activity (69.53% to 93.75%) and student engagement (76.78% to 94.64%) indicate that Canva media transforms both instructional delivery and learner participation. These findings confirm that visual and interactive digital media effectively address the pedagogical challenges inherent in traditional PPKn instruction, particularly in making abstract civic concepts concrete and accessible for young learners.

This study contributes to the educational literature by providing empirical evidence of Canva's effectiveness specifically in civic education contexts, documenting the implementation process through systematic action research methodology, and demonstrating that accessible digital tools can yield substantial learning gains even in resource-limited rural settings. The research validates multimedia learning theory's applicability to values-based education and exemplifies how classroom action research facilitates both instructional improvement and teacher professional development through reflective practice.

The findings have important practical implications for elementary educators seeking to enhance PPKn instruction through technology integration. Teachers should prioritize visual and interactive media that align with students' cognitive development stages, engage in iterative refinement of technology-enhanced practices through systematic observation and reflection, and leverage accessible digital platforms like Canva that require minimal technical expertise or financial investment. School

administrators should support teachers in adopting evidence-based digital media and provide professional development opportunities focused on pedagogical integration of technology rather than merely technical skills.

However, several limitations warrant consideration. The small sample size (n=13) from a single school limits generalizability, while the absence of formal instrument validation and control group comparisons constrains causal inferences. Future research should employ larger samples across multiple schools, utilize validated assessment instruments and experimental or quasi-experimental designs, investigate Canva's effectiveness across different grade levels and PPKn topics, examine long-term retention of concepts learned through Canva media, and explore optimal combinations of Canva with specific pedagogical approaches such as cooperative learning or inquiry-based instruction to maximize student outcomes in civic education.

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