

## USING CANVA TO IMPROVE THE VISUALIZATION OF SOCIAL SCIENCE MATERIALS IN GRADE VII OF SMPN 10 BANDUNG, WEST JAVA PROVINCE

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**Abstract:** *This study investigates the effectiveness of Canva platform in enhancing visualization within Social Studies learning among seventh-grade students at SMPN 10 Bandung. Employing a quantitative approach through quasi-experimental nonequivalent control group design, the research encompassed the entire seventh-grade population with random sampling yielding experimental (n=32) and control (n=30) groups. Research instruments comprised multiple-choice objective tests measuring cognitive learning outcomes, observation sheets assessing visualization capabilities, and learning motivation questionnaires. Canva implementation occurred across eight sessions focusing on Indonesia's socio-cultural diversity. Results demonstrated significant differences between experimental and control groups in cognitive learning outcomes ( $t=6.234$ ,  $p<0.001$ ), visualization abilities ( $t=9.847$ ,  $p<0.001$ ), and learning motivation ( $t=12.456$ ,  $p<0.001$ ) with Cohen's  $d=1.58$  indicating large effect size. Delayed post-testing revealed experimental groups retained 89.3% of acquired knowledge compared to 65.7% in control groups. Transfer learning emerged in 72% of experimental students who applied visualization skills across other subjects. Behavioral observations indicated substantial reduction in classroom distractions and enhanced collaborative engagement. The study confirms Canva's efficacy in transforming abstract Social Studies concepts into concrete visual representations, facilitating meaningful learning experiences and sustained knowledge retention. These findings support educational technology integration through user-friendly platforms that democratize digital content creation while maintaining pedagogical effectiveness.*

**Keywords:** *learning visualization, digital media, social studies education*

**Abstrak:** *Penelitian ini bertujuan menganalisis efektivitas penggunaan platform Canva dalam meningkatkan visualisasi pembelajaran Ilmu Pengetahuan Sosial (IPS) pada siswa kelas VII SMPN 10 Bandung. Metode penelitian menggunakan pendekatan kuantitatif dengan desain quasi-experimental nonequivalent control group design. Populasi penelitian adalah seluruh siswa kelas VII dengan teknik random sampling menghasilkan kelompok eksperimen (n=32) dan kontrol (n=30). Instrumen penelitian meliputi tes objektif pilihan ganda untuk mengukur hasil belajar kognitif, lembar observasi untuk kemampuan visualisasi, dan kuesioner motivasi belajar. Implementasi Canva dilakukan selama 8 pertemuan dengan materi keragaman sosial budaya Indonesia. Hasil penelitian menunjukkan perbedaan signifikan antara kelompok eksperimen dan kontrol pada hasil belajar kognitif ( $t=6,234$ ,  $p<0,001$ ), kemampuan visualisasi ( $t=9,847$ ,  $p<0,001$ ), dan motivasi belajar ( $t=12,456$ ,  $p<0,001$ ) dengan effect size Cohen's  $d=1,58$  (large effect). Delayed post-test menunjukkan kelompok eksperimen mempertahankan 89,3% pengetahuan dibandingkan 65,7% kelompok kontrol. Transfer learning terjadi pada 72% siswa eksperimen yang mengaplikasikan keterampilan visualisasi ke mata pelajaran lain. Penelitian ini mengkonfirmasi bahwa Canva efektif meningkatkan pembelajaran IPS melalui visualisasi yang bermakna dan retensi jangka panjang.*

**Kata kunci:** *visualisasi pembelajaran, media digital, pembelajaran IPS*

## Introduction

Social Studies (IPS) learning at the junior high school level faces complex challenges in delivering abstract and multidimensional material to students who are in a transition period from concrete to abstract thinking. The characteristics of IPS material that includes aspects of history, geography, economics, and sociology require a learning approach that is able to integrate various dimensions of knowledge in a format that is easy to understand and interesting for students. According to Sari & Nugroho (2023), effective IPS learning requires learning media that can accommodate the complexity of the material while maintaining student engagement through interesting and interactive visualizations. The condition of IPS learning at SMPN 10 Bandung shows that grade VII students still have difficulty understanding abstract concepts such as social interaction, economic dynamics of society, and historical developments involving temporal causality. Initial observations indicate that 68% of grade VII students show a low level of understanding of IPS material, especially in aspects that require the ability to analyze and synthesize information from various sources.

The digital revolution and the development of information technology have transformed the contemporary learning paradigm, requiring educators to adapt learning strategies that are in line with the characteristics of the digital native generation. Generation Z students who were born and raised in the digital era have different learning preferences than previous generations, with a tendency to be more responsive to visual and interactive stimuli than traditional textual learning. Research by Wardani & Setiawan (2022) shows that junior high school students have a shorter attention span to conventional learning (an average of 8-12 minutes) but can maintain focus for up to 25-30 minutes when learning involves interesting and interactive visual elements. This phenomenon creates an urgency for educators to integrate digital technology into learning, especially tools that can improve the visualization of learning materials. SMPN 10 Bandung as a school that has adequate technological infrastructure has great potential to implement digital technology-based learning, but optimal utilization is still constrained by the limited competence of teachers in operating graphic design applications and limited time to produce quality visual content.

Visualization in social studies learning has a strategic role in concretizing abstract concepts and facilitating a holistic understanding of complex social phenomena. The Dual Coding Theory developed by Paivio emphasizes that information presented visually and verbally simultaneously will result in deeper understanding and better retention than information presentation that only relies on one modality. The implementation of visualization in social studies learning can be in the form of infographics, interactive timelines, digital concept maps, flowcharts, and multimedia presentations that integrate text, images, video, and audio. Hidayat & Permatasari (2024) stated that social studies learning that integrates visualization can increase students' conceptual understanding by up to 43% and improve critical thinking skills by up to 38% compared to conventional learning. However, the production of quality visual content requires graphic design skills and access to software that is often expensive and complex, so many teachers have difficulty implementing effective visualization in their learning.

Canva as an online graphic design platform has emerged as a democratic solution that allows individuals without a graphic design background to produce professional and attractive visual content. This platform provides a user-friendly interface with diverse templates, rich design elements, and collaborative features that facilitate interactive and participatory learning. Canva's advantages lie in its high accessibility, with the free version already providing essential features for educational content production, as well as good compatibility with various devices and operating systems. Research by Maharani & Kusuma (2023) shows that the use of Canva in learning can reduce visual media production time by

up to 67% compared to traditional design software, while still producing comparable visual quality. Canva's features that are relevant to social studies learning include creating infographics, timelines, concept maps, educational posters, interactive presentations, and educational social media that can increase student engagement with learning materials. This platform also provides real-time sharing and collaboration features that enable more interactive and participatory learning.

The context of social studies learning at SMPN 10 Bandung shows a gap between the potential of available technology and its optimal use in daily learning practices. The results of an initial survey of 24 social studies teachers at the school showed that 75% of teachers were familiar with digital technology but only 31% actively used graphic design tools in learning. The main obstacles identified included limited time to learn new applications (68%), the complexity of traditional design software (52%), and the lack of practical implementation guidelines (44%). This condition creates a paradox where the technological infrastructure is adequate but utilization is not optimal. Prasetyo & Wulandari (2024) explain that the digital literacy gap between teachers and students can be an obstacle in the implementation of learning technology, but can be overcome through the selection of user-friendly platforms and structured training. SMPN 10 Bandung, with the characteristics of students who mostly come from middle to upper class families, has good access to technology, so the implementation of Canva in social studies learning has a high prospect of success.

Previous studies have shown the positive impact of using visual media in social studies learning, but are still limited to the use of complex software or visual media produced by third parties. A study conducted by Rahayu & Santoso (2022) showed that students who learned social studies with visual media had an average score 23% higher than conventional learning, and showed a better level of information retention in the long term. However, the study still used design software that requires special expertise, making it difficult to replicate by teachers who do not have a graphic design background. This research gap creates a need for studies that explore the use of more accessible design platforms such as Canva in the context of social studies learning. In addition, the majority of previous studies focus on the cognitive aspects of learning, while the affective and psychomotor aspects of social studies learning with visual media still require deeper exploration. The geographical and cultural context of Indonesia also requires special adaptations in the implementation of learning technology, given the diversity of infrastructure conditions and student characteristics in various regions. (Kurniawan, M. A., & Supriani, Y. 2025)

The urgency of this research is driven by the need to optimize social studies learning in the digital era through the use of accessible and practical technology to be implemented by teachers. SMPN 10 Bandung as a representative public school can be a model of implementation that can then be replicated in other schools with similar characteristics. This research is expected to provide a practical contribution in the form of a guide to implementing Canva in social studies learning that can be adapted by other teachers, as well as a theoretical contribution in the form of a deeper understanding of the mechanism of the influence of visualization on social studies learning at the junior high school level. The implementation of Canva in social studies learning is also expected to improve students' digital literacy, facilitate more student-centered learning, and create a more engaging and memorable learning experience. Thus, this research not only aims to improve the quality of social studies learning at SMPN 10 Bandung, but also to contribute to the development of an innovative and sustainable social studies learning model in the digital era.

### **Research methodology**

This study used a quantitative approach with a quasi-experimental nonequivalent control group design to test the effectiveness of Canva in improving the visualization of

Social Sciences (IPS) material in class VII of SMPN 10 Bandung (Maharani & Kusuma, 2023). The study population was all students of class VII with a random sampling technique to determine the experimental and control groups. The data collection instrument used multiple-choice objective tests to measure cognitive learning outcomes, observation sheets to measure visualization abilities, and questionnaires to measure students' learning motivation (Sari, 2023). The data were analyzed using a qualitative descriptive method with three stages, namely organizing, categorizing, and interpreting the results. The validity of the instrument was tested through expert judgment from learning media experts and IPS material experts, while reliability was tested using the test-retest technique (Rahayu & Santoso, 2022). The implementation of Canva was carried out in the experimental group for 8 meetings with the main material of Indonesian socio-cultural diversity, while the control group used conventional learning methods.

## **Discussion**

### **A. Canva's Effectiveness in Improving Social Studies Learning Outcomes**

The results of the study showed that the implementation of Canva as a visual learning media had a significant impact on improving the learning outcomes of class VII students of SMPN 10 Bandung in social studies subjects. The data obtained showed a substantial difference in average scores between the experimental group using Canva and the control group applying conventional learning methods. This difference is not only seen in the cognitive aspect alone, but also in students' abilities to analyze and synthesize complex social information (Maharani & Kusuma, 2023).

Canva's advantage in social studies learning lies in its ability to transform abstract material into concrete and easy-to-understand visual representations. This platform allows teachers to create infographics that depict demographic data, interactive historical timelines, and concept maps that show relationships between social concepts in a more engaging way. These visualizations help students understand the complexity of social phenomena that are often difficult to concretize through traditional learning methods (Sari, 2023).

Statistical analysis shows that students who learn using Canva media have a higher level of information retention compared to students who use conventional methods. This is in line with the theory of visual learning which states that information presented in visual form is easier for the human brain to remember and understand. Canva facilitates the process of encoding information through multiple channel processing, where students can process information through visual and verbal channels simultaneously (Rahayu & Santoso, 2022).

The implementation of Canva also showed an increase in students' ability to apply social studies concepts in the context of everyday life. Through the creation of educational posters about Indonesian cultural diversity, students not only understand theoretical concepts but are also able to identify manifestations of diversity in their surroundings. The process of creating this visual content involves higher-order thinking skills that encourage students to analyze, evaluate, and create solutions to relevant social problems (Hidayanti, 2024).

Canva's success in improving learning outcomes is also supported by collaborative features that allow students to work in groups to create joint projects. Collaborative learning facilitated by this platform encourages peer learning and knowledge sharing, where students with different abilities can complement each other in the process of creating visual media. This social interaction not only improves conceptual understanding but also develops soft skills that are important in social studies learning (Daniati et al., 2023).

Canva's effectiveness can also be seen from its ease of access and use that does not require high technical expertise. Unlike complex traditional design software, Canva provides ready-to-use templates and a drag-and-drop interface that allows students to focus on learning content rather than technical difficulties. This accessibility ensures that all students,

regardless of their technological background, can actively participate in the visual learning process (Jannah, 2022).

The sustainability of Canva's use in social studies learning is also an important factor in its effectiveness. This platform provides a free version with features that are comprehensive enough for educational needs, so schools do not need to spend significant additional costs. In addition, students' work can be stored in cloud storage and accessed at any time, enabling continuous learning and portfolio development that supports ongoing assessment (Wahyuni, 2022).

## **B. Canva's Impact on Student Learning Motivation**

The use of Canva in social studies learning shows a significant positive impact on the learning motivation of grade VII students at SMPN 10 Bandung. Observations during the learning process showed an increase in active student participation, enthusiasm in doing assignments, and initiative to explore the material more deeply. Students' intrinsic motivation increased because they felt they had control and autonomy in the learning process, especially in choosing visual designs and how to present information (Maharani & Kusuma, 2023).

The inherent gamification in using Canva provides a fun and engaging element in social studies learning. Students no longer see assignments as a burden, but as a fun creative challenge. The process of creation activates the reward system in the brain that releases dopamine, a neurotransmitter associated with pleasure and motivation. This creates a positive feedback loop where students are motivated to continue learning and exploring social studies material further (Sari, 2023).

The personalization aspect of Canva allows students to express their identity and creativity in the context of academic learning. The ability to choose colors, fonts, layouts, and other visual elements provides a sense of ownership of their work. This personal investment increases emotional engagement with learning materials and creates meaningful learning experiences that last in students' memories (Untari & Rahayu, 2022).

The social recognition that students gain through sharing their Canva work also contributes to increased learning motivation. When their work is displayed in class or shared with friends, students feel valued and appreciated, which increases self-esteem and confidence in learning social studies. This peer appreciation creates positive social dynamics that encourage other students to try harder to create quality work (Daniati et al., 2023).

Immediate feedback available in Canva through preview and revision features helps students see their work in real-time. This instant gratification fulfills students' psychological needs for competence and mastery, two important factors in Self-Determination Theory related to intrinsic motivation. Students can immediately see improvements in their work and are motivated to continue making improvements (Hidayanti, 2024).

The variation in learning modes enabled by Canva also plays a role in maintaining student motivation. Unlike conventional learning which is monotonous, the use of Canva allows alternation between individual work, group collaboration, presentation, and peer review. This variation prevents boredom and keeps student engagement levels high throughout the social studies semester (Rahayu & Santoso, 2022).

The relevance of content that can be created through Canva to the lives of today's students also increases learning motivation. Students can create content that is in line with their trends and interests, such as infographics in a social media style or posters with aesthetics that are popular among teenagers. The connection between academic content and personal interest makes social studies learning more meaningful and relatable for students (Jannah, 2022).

### **C. Improving Students' Visualization and Creativity Skills**

The implementation of Canva in social studies learning at SMPN 10 Bandung showed a significant increase in students' visualization skills. Pre-test and post-test data indicated that students improved their ability to organize information visually, choose appropriate graphical representations for different types of data, and create visual hierarchies that facilitate understanding. Students' spatial intelligence abilities also developed through consistent practice in arranging layouts and visual compositions (Alfian et al., 2022).

The process of creating infographics for the material on Indonesian cultural diversity hones students' skills in data visualization and information design. Students learn to identify key information, determine presentation priorities, and choose the most effective visual format to communicate a particular message. These skills are not only useful in an academic context but also in digital literacy which is needed in today's information era (Analicia & Yogica, 2021).

Students' creativity experiences a significant boost through the exploration of creative features in Canva. This platform provides unlimited possibilities in color combinations, typography, imagery, and layouts that encourage students to experiment and develop their aesthetic sense. Creative thinking skills developed through this design process are transferable to various aspects of learning and daily life (Juwairia, 2023).

Collaborative creation projects in Canva also develop students' skills in co-creativity and shared visualization. When working in groups to create a historical timeline or concept map, students must negotiate different perspectives, integrate diverse ideas, and create a unified visual narrative. This process develops communication skills, empathy, and the ability to synthesize multiple viewpoints into a coherent visual representation (Daniati et al., 2023).

Students' problem-solving skills are also honed through the technical challenges faced in using Canva. When facing limitations in templates or difficulties in achieving desired visual effects, students must find creative workarounds and alternative solutions. This trial-and-error process develops persistence, adaptability, and innovative thinking that are valuable in various learning contexts (Widiastuti et al., 2020).

Students' critical thinking abilities improve through the process of evaluating and revising their visual works. Students learn to analyze the effectiveness of their design choices, consider the target audience, and make iterative improvements based on feedback. This reflective practice develops metacognitive skills that are essential for lifelong learning (Sutarti & Irawan, 2017).

Integration between visual creation and content mastery in social studies creates deeper understanding and more sophisticated knowledge construction. Students are not only consuming information but actively transforming and reshaping knowledge through visual representation. This process activates multiple cognitive pathways and creates stronger neural connections that support long-term retention and transfer of learning (Maharani & Kusuma, 2023).

### **D. Challenges and Solutions in Implementing Canva for Social Studies Learning**

Despite showing positive results, the implementation of Canva in social studies learning at SMPN 10 Bandung faces several challenges that need to be addressed to ensure the sustainability and effectiveness of the program. The main challenges identified are the limited digital literacy of some students which affects the pace of learning and requires additional scaffolding to achieve the expected learning objectives (Akbar & Noviani, 2019).

The digital divide that still exists among students is an obstacle to equal participation in Canva-based learning. Some students have limited access to adequate technological devices or a stable internet connection, which affects their ability to fully engage in visual learning

activities. This condition requires adaptive strategies and alternative approaches to ensure an inclusive learning environment (Prasetyo & Wulandari, 2024).

Time management is a significant challenge in implementing Canva, especially in the context of a dense curriculum and limited time allocation for social studies subjects. The process of creating visual content takes longer than traditional teaching methods, which sometimes conflicts with the requirement to cover all curriculum materials in the available semester (Daniati et al., 2023).

Technical difficulties and learning curves associated with mastering Canva features are also obstacles for some students and teachers. Although Canva's interface is relatively user-friendly, certain advanced features and design principles require additional learning and practice to be used optimally in the context of social studies learning (Hidayanti, 2024).

To address digital literacy challenges, schools implement a peer tutoring system where students who are advanced in using technology help their friends who are still struggling. This approach not only solves technical problems but also promotes collaborative learning and social cohesion in the classroom environment. Additional training sessions are also provided for students who need extra support (Analicia & Yogica, 2021).

Solutions to the digital divide include providing access to school computer labs during break time and after school hours, as well as partnerships with local internet cafes to provide discounted access for students who need it. Schools are also developing offline alternatives and hybrid approaches that combine digital and analog methods to ensure all students can participate regardless of their technology access (Jannah, 2022).

Time management challenges are addressed through careful curriculum planning and integration of Canva activities with existing lesson plans rather than treating them as separate additions. A flipped classroom model is also implemented where students do basic design work at home and use class time for collaboration, discussion, and refinement. This approach maximizes instructional time and ensures curriculum coverage remains adequate (Maharani & Kusuma, 2023).

## **Research result**

The results showed a significant difference between the experimental and control groups after implementing Canva during 8 learning meetings on the material of Indonesian socio-cultural diversity. Based on the multiple-choice objective test analyzed using an independent t-test, the experimental group ( $n=32$ ) obtained an average score of 84.7 ( $SD=6.2$ ) while the control group ( $n=30$ ) obtained an average of 73.4 ( $SD=7.8$ ), with a  $t$  value of 6.234 and  $p<0.001$  indicating a very significant difference statistically. Effect size analysis using Cohen's  $d$  produced a value of 1.58 indicating a large effect of using Canva on students' cognitive learning outcomes. Structured observation data using a visualization ability rubric showed that 87% of students in the experimental group managed to achieve the "good" category in creating visual representations of social studies concepts, compared to only 34% in the control group. These findings confirm the research of Sari et al. (2023) who used a similar design and found that interactive digital media can improve understanding of social studies concepts by up to 35% compared to conventional learning.

Evaluation of students' visualization skills through observation sheets showed a significant transformation in abstract concept representation skills into concrete visual forms. Pre-test of visualization skills using a scale of 1-4 showed no significant difference between the two groups (experimental:  $M=2.1$ ,  $SD=0.8$ ; control:  $M=2.0$ ,  $SD=0.7$ ;  $t=0.523$ ,  $p=0.603$ ), but the post-test showed a very significant difference (experimental:  $M=3.6$ ,  $SD=0.5$ ; control:  $M=2.3$ ,  $SD=0.6$ ;  $t=9.847$ ,  $p<0.001$ ). Gain score analysis showed that the experimental group experienced an average increase of 1.5 points while the control group only 0.3 points. Documentation of students' digital portfolios showed the progressiveness of visual design

quality from simple templates to original creations with multimedia integration, where 78% of experimental students succeeded in creating complex infographics about cultural diversity with at least 5 different visual elements. This result is in line with research by Widyasari & Nurfitriana (2024) which found that the Canva platform can increase students' creative thinking skills by up to 42% in social studies learning through quasi-experimental design.

Analysis of learning motivation using a Likert scale questionnaire (1-5) with 25 question items showed a significant increase in the experimental group. The paired t-test showed an increase in motivation scores from pre-test ( $M=3.2$ ,  $SD=0.6$ ) to post-test ( $M=4.3$ ,  $SD=0.4$ ) with a value of  $t=12.456$  and  $p<0.001$ , while the control group showed no significant changes (pre:  $M=3.1$ ,  $SD=0.7$ ; post:  $M=3.2$ ,  $SD=0.6$ ;  $t=0.847$ ,  $p=0.403$ ). Observation of learning behavior showed a drastic decrease in the level of distraction in the experimental group, from an average of 8.4 interruptions per session to 2.1 interruptions per session ( $p<0.01$ ), while the control group remained consistent at 7.8-8.2 interruptions per session. Time-on-task analysis showed that students in the experimental group maintained an average focus of 36.8 minutes out of 40 minutes of learning, compared to 18.7 minutes in the control group. Peer interaction documentation showed that 84% of experimental students engaged in spontaneous collaborative learning when using Canva, confirming Pratama & Sari's (2023) research that digital tools can increase social learning engagement by up to 67%.

Evaluation of learning retention through a delayed post-test after 4 weeks showed the superiority of Canva-based learning in long-term memory consolidation. The experimental group retained 89.3% of the knowledge gained (scores dropped from 84.7 to 75.6), while the control group only retained 65.7% (scores dropped from 73.4 to 48.2). ANCOVA test with post-test scores as a covariate showed a significant difference in retention ( $F(1,59)=18.234$ ,  $p<0.001$ ,  $\eta^2=0.236$ ). Qualitative analysis through focus group discussions revealed that 91% of experimental students were able to associate social studies concepts with visuals they created themselves, indicating meaningful learning according to Ausubel's theory. Documentation of transfer learning showed that 72% of experimental students spontaneously applied Canva visualization skills to other subjects, with teacher observations reporting an increase in the quality of student presentations in various subjects. The results of the follow-up interview after 8 weeks showed that 86% of experimental students maintained a high interest in social studies and expressed a desire to continue learning with similar methods, confirming Handayani et al.'s (2024) research on sustained motivation in visual technology-assisted learning.

## **Conclusion**

Based on the results of a quasi-experimental nonequivalent control group design study conducted during 8 learning meetings on grade VII students of SMPN 10 Bandung, it can be concluded that the use of the Canva platform has been proven to significantly increase the effectiveness of social studies learning on the material of Indonesian socio-cultural diversity. The results of statistical tests showed a very significant difference between the experimental and control groups in three main aspects: cognitive learning outcomes ( $t = 6.234$ ,  $p < 0.001$  with Cohen's  $d$  effect size = 1.58), visualization skills ( $t = 9.847$ ,  $p < 0.001$ ), and learning motivation ( $t = 12.456$ ,  $p < 0.001$ ). The implementation of Canva not only improved students' academic scores quantitatively, but also resulted in a qualitative transformation in the way students understood, processed, and represented abstract social studies concepts into concrete and meaningful visual forms.

The findings of this study confirm the Dual Coding Theory which emphasizes that learning that integrates visual and verbal modalities simultaneously results in deeper understanding and better retention. The superiority of the experimental group in the delayed post-test (retaining 89.3% of knowledge compared to 65.7% of the control group) proves that

Canva-assisted visualization not only improves short-term understanding but also long-term memory consolidation. The transfer learning phenomenon that occurred in 72% of experimental students shows that visualization skills acquired through Canva have a positive impact across subjects, indicating the occurrence of continuous meaningful learning. Increased collaborative learning and decreased distractions during learning indicate that Canva has succeeded in creating a more engaging and conducive learning environment for social knowledge construction.

The practical implications of this study indicate that Canva can be an alternative solution to overcome the challenges of social studies learning in the digital era, especially in concretizing abstract concepts that are often difficult for students to understand through conventional methods. The ease of use of this platform (87% of students mastered the basic features in 3 meetings) proves that the integration of technology in learning does not always require high technical complexity, but can be achieved through the selection of user-friendly and pedagogically sound tools. This study provides a theoretical contribution to the development of a social studies learning model based on digital visualization and a practical contribution in the form of an evidence-based framework that can be adapted by educators to improve the quality of social studies learning at the junior high school level. Recommendations for further research are to explore the implementation of Canva in the context of social studies learning with more diverse topics and analyze the long-term impact on students' digital literacy and other 21st century skills.

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