

Development Of Interactive Learning Media For IPAS Learning On The History of Indonesian Independence To Improve The Learning Outcomes of Grade VI Elementary School Students

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Abstract. This study aimed to develop Canva AI-assisted interactive learning media for IPAS learning on the topic of the History of Indonesian Independence to improve students' learning outcomes. The study employed a Research and Development method using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of 13 sixth-grade students of SD Negeri 2 Doroampel, one classroom teacher, and expert validators in subject matter and media. Data were collected through validation questionnaires, practicality questionnaires, learning achievement tests, interviews, and documentation. The data were analyzed using quantitative and qualitative descriptive techniques, as well as a paired sample t-test to determine the effectiveness of the media. The results showed that the Canva AI-assisted interactive learning media achieved a validity level of 88%, categorized as very valid. The practicality of the media obtained an average score of 93%, categorized as very practical based on teachers' and students' responses. The effectiveness of the media was indicated by an improvement in students' learning outcomes, with the mean pre-test score increasing from 58.6 to 87.7 in the post-test. Learning mastery reached 92.3%. The paired sample t-test revealed a significant difference between the pre-test and post-test scores. The Canva AI-assisted interactive learning media is valid, practical, and effective in improving students' learning outcomes in IPAS learning on the topic of the History of Indonesian Independence for sixth-grade elementary school students..

Keywords: Canva AI, interactive learning media, IPAS, History of Indonesian Independence, learning outcomes.

1 Introduction

IPAS learning in elementary schools, especially regarding the material on the History of Indonesian Independence, has an important role in fostering conceptual understanding, nationalism values, and overall learning outcomes. Previous research has shown that interactively developed learning media are able to increase student engagement and understanding in basic learning. Developed e-modules [1] using the Canva app demonstrates its feasibility and effectiveness in improving elementary school students' science literacy. Learning media based *interactive learning* such as science teaching materials has been proven to significantly improve students' abilities when applied through a systematic learning design based on the ADDIE model [2] Grade VI science learning in elementary schools still faces challenges, especially due to the dependence on conventional learning media that is less

attractive, so that student involvement in the learning process is low and learning outcomes are not optimal. This is reinforced by research findings where less interactive learning media tend to cause a passive learning experience and hinder students' understanding of the material. Research [3] shows that the development of interactive learning media, including digitalbased and educational games, has a positive impact on student motivation and learning outcomes. The findings are in line with research [4] who developed a QR-code-based flashcard media and obtained a very high level of feasibility from material experts and media experts to improve the learning outcomes of grade IV elementary school students

The challenges faced by students in understanding the material on the History of Indonesian Independence significantly hinder their learning outcomes and interest in Natural and Social Education. Research shows that monotonous learning media and lack of use *tips and trick* to understand the history of Indonesian Independence makes students' contributions experience difficulties, as well as resulting in low student motivation and understanding. Research by [5] revealed that the PENA application is an effective and interesting medium in learning Islamic history, especially in the da'wah material of the Prophet Muhammad PBUH and his companions. The integration of interactive tools, such as the PENA app, has been shown to increase student participation and student comprehension, leading to better learning outcomes. Research [6] stated that IPAS learning in elementary schools still tends to be teacher-centered, thus causing low student engagement and learning outcomes. The study then showed that the use of experimental methods could improve both.

The integration of digital-based interactive learning media in the History of Proklamation material is increasingly recognized as an effective solution to increase student engagement and understanding. This approach overcomes the challenges of monotonous learning media such as print media and whiteboards that are often considered static and unattractive. Digital media, such as interactive apps, educational videos, and digital platforms, have been shown to significantly increase students' interest and motivation by presenting historical content in a visually appealing and interactive way [7]. Use of interactive learning media, including *augmented reality* and *virtual reality*, further enriching the learning experience by providing an immersive environment that facilitates deeper understanding [8]. This technology allows students to explore historical events and artifacts in a way that is not possible with conventional methods, thus overcoming limitations related to the accessibility of historical objects [9]. Overall, digital-based interactive learning media not only makes history lessons more dynamic and student-centered but also improves the quality and attractiveness of learning IPAS materials on the History of the Indonesian Proclamation.

The potential of AI as an interactive learning medium for science and science (Natural and Social Sciences) education in elementary schools is very significant, but the systematic application of historical materials has not yet been explored. Research [10] shows that while Canva AI increases student engagement and understanding through visually appealing content, its integration into IPAS learning is limited, with existing studies focusing primarily on general benefits rather than specific historical contexts. Challenges such as inadequate teacher training and digital literacy, in addition to limited internet access, hinder wider implementation [11]. The gap in utilizing AI-driven tools to create innovative assessments and learning materials, indicates the need for further investigation into how this technology can be effectively utilized to improve

learning outcomes in the learning of IPAS materials on the History of Indonesian Independence in Indonesia.

This research aims to develop an interactive learning media that leverages Canva AI to improve the teaching of historical materials related to Indonesian Independence, specifically targeting sixth grade elementary school students. The research objectives are aligned with previous findings that emphasize the importance of innovative multimedia tools in improving student engagement and learning outcomes. Research by [12] has shown that Canva-based interactive media significantly improves students' interest and achievement in a variety of subjects, with effectiveness scores showing substantial improvements in learning outcomes, such as an increase from 56.35 to 82.18 in a single study. Reference [13] argues that the practicality of such media has been validated through expert assessment, achieving high scores of 96% and 98% for content and media quality, respectively.

2 Research Methods

This research uses a type of *Research and Development* (R&D) research that aims to develop interactive learning media in the learning of IPAS material on the History of Indonesian Independence material for grade VI elementary school students. The R&D approach was chosen because it allows researchers to produce valid, practical, and effective learning products through systematic development stages. This study uses the ADDIE (*Analysis, Design, Development, Implementation, Evaluation*) model which refers to the procedure of the guidelines in [14]. The media development process is carried out in stages starting from needs analysis, design, development, to product testing to ensure the suitability of the media with the characteristics of students and learning objectives.

The research subjects were determined using *purposive sampling techniques* by considering the problems that occurred with the aim of solving the phenomenon in SD Negeri 2 Doroampel. The research subjects include expert validators, classroom teachers, and elementary school grade VI students. Expert validators consist of material experts and design or learning media experts who are tasked with assessing the practicality of the product from the aspects of content and appearance. Grade VI teachers at SD Negeri 2 Doroampel were involved to assess the practicality of using media in the learning process, while grade VI students acted as field test subjects to measure the effectiveness of the developed learning media. This research was carried out at SD Negeri 2 Doroampel with the research subjects of 13 grade VI students.

The research procedure is carried out through systematic development stages in accordance with the characteristics of *Research and Development* research with the ADDIE (*Analysis, Design, Development, Implementation, Evaluation*) model. The *analysis stage* aims to identify learning needs, problems faced by teachers and students, and the potential for the development of interactive learning media. Data at this stage was obtained through observation, interviews, and the dissemination of needs questionnaires. The *design stage* is the design stage of Canva AI-assisted interactive learning media based on the results of a needs analysis. At this stage, the design of the media structure, the preparation of material content, and the planning of visual design and interactivity that will be used in learning are carried out. The *development stage* is the stage of developing learning media according to the design that has been designed. The learning media is developed using Canva AI, then validated by experts to assess the practicality

of the material and design aspects. Input and suggestions from validators are used as a basis for product revisions so that better learning media is produced and ready to be implemented. The validation test involved two validators, namely media experts and material experts, and one teacher. The validation process uses a questionnaire with an assessment scale of 1–5 to measure the practicality of the content, visual design, interactivity, and ease of use. The *implementation stage* was carried out by piloting learning media to 13 elementary school grade VI students. The trial was carried out in two learning sessions, each lasting 60 minutes. At this stage, learning media is applied in the IPAS learning process, and observations are made to assess student involvement and the effectiveness of media in improving student understanding. The *evaluation stage* is carried out at each stage of development to ensure that the learning media produced is in accordance with the learning objectives. The final evaluation was carried out through a field trial for grade VI elementary school students in the learning of IPAS material on the History of Indonesian Independence. This stage aims to obtain data on the practicality and effectiveness of learning media in improving student learning outcomes

This study uses several data collection techniques to assess the quality of the learning media developed. Media validity was obtained through a validation questionnaire given to material experts and media experts to assess the suitability of the material, presentation, visual design, interactivity, and ease of use. The validation results are categorized based on the average score of the validators and are presented in Table 1. The practicality of media is known through questionnaires given to teachers and students after the use of media in learning. The questionnaire was used to assess ease of use, clarity of appearance, and comprehension of the material. Interviews were conducted as data to support practicality. The practicality results are categorized based on the average score of the respondents and are presented in Table 2. The effectiveness of media is measured through student learning outcome tests in the form of *pretests* and *post-tests* to determine the improvement of learning outcomes after the use of interactive learning media.

Table 1. Validity Assessment Criteria

Score	Criteria
81% - 100 %	Highly Valid
61% - 80%	Valid
41% - 60%	Quite Valid
21% - 40%	Invalid
> 20%	Highly Invalid

Table 2. Practicality Score Guidelines

Score	Criteria
81% - 100 %	Very Practical
61% - 80%	Practical
41% - 60%	Quite Practical
21% - 40%	Impractical
> 20%	Very Impractical

In the *analysis stage*, data obtained from observations, interviews, and needs questionnaires are analyzed descriptively to identify learning problems and the need for the development of learning media. The results of the analysis are used as the basis for determining the specifications

of the media to be developed. At the *design stage*, the data resulting from the design of learning media is analyzed descriptively to ensure the suitability between learning objectives, materials, and media designs. The results of this stage of analysis are used as a reference in the development of learning media products. In the *development stage*, the data from expert validation results are analyzed quantitatively by calculating the average score and the percentage of practicality based on the Likert scale. The results of the percentage are categorized into practicality criteria to determine the feasibility of learning media. Qualitative data in the form of suggestions and input from validators are analyzed through data reduction, data presentation, and conclusion drawing as the basis for product improvement. *Implementation* was obtained from the analysis of practical data obtained from the responses of teachers and students to the use of learning media. The data was analyzed by calculating average scores and percentages to determine the level of practicality of the learning media. The data of the *evaluation stage* was obtained from the effectiveness data analyzed by comparing the results of the *pre-test* and *post-test* of students using descriptive analysis and the *paired sample t-test* test to find out the difference in learning outcomes. The results of the analysis were used to determine the effectiveness of Canva AI-assisted interactive learning media in improving the learning outcomes of grade VI elementary school students

3 Results

Canva AI's AI-assisted interactive learning media for History of Independence materials has been developed using the ADDIE model which consists of five stages. By referring to the development stages that have been described earlier, the final result of this research is the production of a learning media product on the History of Indonesian Independence material developed using Canva AI. The learning media is designed to be used in science learning class VI at SDN 2 Doroampel.

3.1 Analysis

Based on the results of interviews and observations, the researcher had a direct interaction with Mrs. Siti Khamidah, S.Pd., as a grade VI teacher at SD Negeri 2 Doroampel. The findings of the study show that the use of learning media by teachers is still not optimal and there are limited sources of IPAS learning media available. This condition has an impact on students' difficulties in understanding the concept of the material being taught.

In the learning process, teachers tend to rely on *Cerdas Tangkas books* which are dominated by black and white appearances, lecture methods, and the use of whiteboards as the main media. As a result, students feel less interested, easily bored, and have difficulty understanding the material because learning only relies on the teacher's explanations and textbooks.

Based on these problems, the researcher developed a Canva AI-based learning media product as the main platform. The development of this media aims to improve student learning outcomes on the History of Indonesian Independence material and improve the effectiveness and quality of the learning process, so that IPAS learning can take place in a more interesting, interactive, and meaningful way.

3.2 Design

In the product design stage, the first step is to prepare Canva AI devices and applications as a development medium. The learning media developed in this study is designed in a multimodal manner by integrating text, animation, video, audio, and images to support students' comprehensive understanding.

The design process begins with the determination of the learning concept, the preparation of the material, the design of *tips and tricks* to help students remember the material, and the preparation of the questions to be discussed. Furthermore, all learning materials are designed using the Canva AI application and uploaded into the material section of the learning media. With this design, learning media is expected to be able to present material in an interesting, systematic, and easy-to-understand manner by students.

3.3 Development

At this stage, the learning media that has been developed using Canva AI is presented as a product design. The display of the results of the development of learning media can be seen in the following table:

Table 4. Product Development Results

Product Pictures	Remarks
<i>Cover</i>  Figure 1. Cover Design	The cover design was made according to the title, namely "The History of Indonesian Independence". This interactive learning media has the theme of Indonesian heroes, which is dominated by green and brown.
<i>Material Summary</i>  Figure 2. Material Summary	Summary Display Material contains points of the History of Indonesian Independence" so that students can easily understand and memorize the material on the History of Indonesian Independence

Tips and Trick



Gambar 3. *Tips and Trick*

The *Tips and Tricks display* contains points of the History of Indonesian Independence" so that students can easily understand and memorize the material on the History of Indonesian Independence

Practice Questions



Figure 4. Practice Questions

The display contains practice questions related to learning materials:

1. If the answer is correct, it will appear on the feedback screen for students

If the answer is incorrect, it will appear on the feedback screen for students

Pretest



Figure 5. *Pretest*

The display contains *pretest* in accordance with the learning material contained in the learning media. This feature is already connected to *Canva Sheets*. The *pretest* feature already has feedback and scores that students can see

Ice Breaking



Gambar 6. *Ice Breaking*

The display contains an *interesting ice breaking* so that students can easily understand the flow in the History of the Proclamation of Indonesian Independence History. The existence of *ice breaking* in the form of learning videos is more fun and makes it easier for students to understand the flow of the History of Indonesian Independence.

Furthermore, the learning media goes through the validation stage before being tested on students. The validation process involves two validators, namely one material and question expert, and one media expert. This stage aims to assess the level of validity and feasibility of learning media that has been developed before it is applied in learning.

The instrument used in the validation process is in the form of a *checklist sheet* with a certain assessment scale. Based on the results of the validation carried out, the learning media obtained an average validity score of 88%, which shows that the learning media is in the category of being very valid and suitable for use. Details of the results of the validation assessment are presented as follows:

Table 5. Expert Validation Results

No	Validation Aspects	Presentation of Validity (%)	Category
1	Material Expert	80%	Valid
2	Media Member	95%	Highly Valid
Average		88%	Highly Valid

Based on these results, the average level of validity reviewed from the three aspects of the assessment reached 88% and was included in the category of very valid. This shows that Canva AI-based interactive learning media on the History of Indonesian Independence material for grade VI of elementary school is declared feasible to be implemented and tested in learning activities.

3. 4. Trial (*Implementation*)

Assessment of student learning outcomes after the use of learning media is carried out through limited trial activities. This activity involved as many as 13 grade VI students at SD Negeri 2 Doroampel. In its implementation, students take advantage of tablet and mobile phone devices provided by the school with the approval of the principal. This trial aims to analyze the influence of the use of Canva AI-based interactive learning media on the History of Indonesian Independence material.

The implementation of the trial began with giving a *pretest* to students to find out their initial abilities before using learning media. Furthermore, the researcher displays learning media through Red and White TV and carries out learning activities by utilizing media that has been accessed by students. In the next stage, students are given the opportunity to operate learning media independently as a form of evaluation of the independence and ease of use of the media.

After the entire series of learning activities are completed, students are given a practicality questionnaire to measure the level of practicality of learning media and a final test (*posttest*) to measure the improvement of learning outcomes after the use of learning media. All trial activities were carried out in grade VI of SD Negeri 2 Doroampel. The details of the results of the practical assessment are presented as follows:

Table 6. Test Results

No	Validation Aspects	Presentation of Validity (%)	Category
1	Field Trials	95%	Very Practical
2	Teacher's Response	90%	Very Practical
	Average	93%	Very Practical

The results of the practicality assessment showed that the learning media obtained an average score of 93% based on three assessment indicators, which were included in the very practical criteria. These findings confirm that the interactive learning media developed with the help of Canva AI on the History of Indonesian Independence material for grade VI elementary school students has a high level of ease of use and can be used effectively in learning activities.

3. 5. Evaluation

The last stage in this study is the evaluation stage. Based on the overall results of the research that has been presented previously, Canva AI-assisted interactive learning media is declared suitable for use because it has an excellent level of validity, practicality, and effectiveness in helping students understand the material and improving learning outcomes on the History of Indonesian Independence material in grade VI of SD Negeri 2 Doroampel.

The effectiveness of learning media in this study is determined through the analysis of student learning outcomes obtained from *pretest* and *posttest scores*. The analysis was carried out using the calculation of the percentage of learning completeness and *the paired samples ttest*. *Pretest* is given to measure students' initial abilities before using Canva AI-assisted interactive learning media, while *posttest* is used to find out student learning outcomes after the application of learning media. The results of *the pretest* and *posttest* scores of grade VI students of SD Negeri 2 Doroampel are presented in the following table:

Table 7. Pretest and Posttest Results

No	Student Name	Pretest Scores	Posttest Value
1.	AGF	56	92
2.	AYF	52	88
3.	ANK	40	76
4.	BL	60	84
5.	DFA	64	92
6.	DAQ	82	100
7.	FZR	44	72
8.	MFS	56	84
9.	MDS	52	80
10.	NDC	60	92
11.	NT	76	100

12.	RM	56	84
13.	TAF	64	96
		762	1.140
Average		58,6	87,7

Here's how to calculate the completeness of learning outcomes:

$$\begin{aligned}
 P &= \frac{\text{Jumlah siswa tuntas}}{\text{Jumlah semua siswa}} \times 100\% \\
 &= \frac{12}{13} \times 100\% \\
 &= 92,3\%
 \end{aligned}$$

The results of the evaluation of student learning outcomes show that the application of interactive learning media has a very positive impact. In *the material on the History of Indonesian Independence*, the level of student learning completeness reached 92.3%, which was included in the very high criteria. Out of a total of 13 students, as many as 12 students managed to get a minimum score of 75 so that it was declared complete. These findings indicate that the interactive learning media developed is able to support the achievement of learning outcomes of grade VI students optimally.

To statistically test the differences in student learning outcomes before and after the use of Canva AI-assisted interactive learning media, an analysis was conducted using *the paired samples t-test*. This test aims to determine the significance of the increase in values between the initial test and the final test. The results of *the paired samples t-test analysis* are presented in the following sections :

Paired Samples T-Test

			statistic	df	p
PRETESET	POSTTEST	Student's t	-19.7	12.0	<,001

Note. $H_a: \mu_{\text{Measure 1}} - \mu_{\text{Measure 2}} \neq 0$

Normality Test (Shapiro-Wilk)

			W	p
PRETESET	-	POSTTEST	0.914	0.207

Note. A low p-value suggests a violation of the assumption of normality

Descriptives

	N	Mean	Median	SD	SE
PRETESET	13	58.6	56	11.47	3.18

POSTEST	13	87.7	88	8.71	2.42
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The results of the analysis using *the Paired Samples T-Test* test showed a significant difference between the student's pretest and posttest scores. The average pretest score of 58.6 increased to 87.7 in the posttest. The statistical test yielded a value of $t = -19.7$ with a degree of freedom (df) = 12 and a significance value of $p < 0.001$. These findings indicate that the use of interactive learning media assisted by Canva AI has a significant influence on improving student learning outcomes on Indonesian Independence History material in grade VI of elementary school.

The results of the study show that the interactive learning media assisted by Canva AI developed has excellent quality and is suitable for use in learning science science material on the History of Indonesian Independence in grade VI of SD Negeri 2 Doroampel. The media has been proven to meet the criteria of validity, practicality, and effectiveness, so that it can help students understand the material more optimally and improve learning outcomes.

From the aspect validity, the assessment conducted by media experts and subject matter experts shows that the learning media obtained a feasibility score of 88% by category Very valid. These results indicate that the content of the material, visual display, and media interactivity have been in accordance with the learning needs. These findings reinforce the results of the study in [15] which states that Canva-assisted learning media has a high level of validity and is suitable for application to elementary school learning.

From the aspect Practicality, learning media is considered easy to use and helps the implementation of learning in the classroom. Practicality assessments were obtained through response questionnaires given to 13 students and 1 teacher of class VI, and supported by the results of teacher interviews. The results of the analysis showed that the teacher's response reached a percentage 90%, while the student's response reached 95%, both of which fall into the category Very practical. These results are in line with research [1] which states that Canva AI-assisted learning media can be used practically in elementary school learning.

From the aspect effectiveness, the use of Canva AI-assisted interactive learning media has a positive impact on improving student learning outcomes. Based on the results of the analysis *Pre-test* and *post-test*, the percentage of student learning completeness reaches 92,3% by category very high. In addition, the average student score has increased significantly, from 58,6 on *Pre-test* become 87,7 on *post-test*. These results show that the learning media developed is effective in improving student learning outcomes, in line with the research [16] which concluded that the use of Canva AI-assisted interactive media was able to improve the interest and learning outcomes of elementary school students.

4 Conclusions and Suggestions

This research produced interactive learning media assisted by Canva AI in the learning of IPAS material on the History of Indonesian Independence material for grade VI elementary school students. The learning media developed through the ADDIE model is declared **valid**

based on the results of the assessment of material experts and media experts, **practical** based on teacher and student responses, and **effective** in improving student learning outcomes. The improvement in learning outcomes was shown through the comparison of *pre-test* and *post-test* results after the use of learning media.

The findings of this study show that Canva AI-assisted interactive learning media can be used as an alternative to IPAS learning media that is innovative and relevant to the characteristics of elementary school students. Thus, the media developed is not only suitable for use in learning, but also contributes to improving the quality of the process and student learning outcomes in the material on the History of Indonesian Independence.

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