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# Analysis of the Need for Canva-Based Digital Media in Science and Social Studies (IPAS) Learning in Grade IV of Elementary School

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## ABSTRACT

Science learning in elementary schools often encounters difficulties because some concepts are abstract and are usually delivered through conventional learning media, making it harder for students to understand the material. This study aims to analyze the need for Canva-based digital learning media in fourth-grade science learning at an elementary school in Karawang Regency. The research applied a descriptive qualitative approach. Data were collected through in-depth interviews with the fourth-grade homeroom teacher and two fourth-grade students, supported by classroom observations and documentation. The findings indicate that science learning has been implemented effectively; however, the use of innovative learning media remains limited. Canva-based digital learning media can enhance students' attention, creativity, engagement, and learning motivation through visually appealing, interactive presentations. Nevertheless, several challenges were identified, particularly related to limited technological skills among some students. Therefore, the study concludes that Canva-based learning media is highly needed to support science learning in fourth-grade elementary schools, enabling learning activities to better align with student characteristics and the demands of the digital era.

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## 1. INTRODUCTION

Learning in elementary schools, particularly in the subject of Natural and Social Sciences, often faces challenges in presenting material that is abstract and complex, making it difficult for students to understand the concepts being taught [1]. Many teachers still rely on conventional media such as textbooks and student worksheets [2], even though these approaches are considered less engaging and unable to provide adequate visual explanations and interaction in the learning process [3]. On the other hand, the development of

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information and communication technology has driven the need to introduce digital learning media that align with the characteristics of today's students, who tend to be visual and responsive to digital displays [4]. This situation creates an urgency to examine how easy-to-use, accessible digital media can help teachers improve the effectiveness of IPAS learning in Grade IV elementary school classes.

This study aims to analyze the needs of teachers and students for Canva-based digital media to support the IPAS learning process in Grade IV elementary school. The specific objectives are to identify obstacles to using conventional media, explore teachers' perceptions of digital media suitable for students' characteristics, and formulate recommendations for using Canva as an alternative digital teaching medium that is easy to use, engaging, and that facilitates students' understanding. With these objectives, this study is expected to provide an empirical foundation for developing more innovative learning media and to serve as a consideration for schools in updating their learning practices to align with the demands of the digital era.

From a theoretical perspective, various studies show that digital learning media can significantly increase student motivation, engagement, and understanding. For example, a systematic review-based study found that various forms of digital media, such as instructional videos, interactive multimedia, and educational applications, can enhance critical thinking skills, learning outcomes, and the affective experiences of elementary school students [5]. Another study states that interactive digital media can engage students and support the development of modern learning styles, making learning activities more lively and meaningful [6]. Additional findings also show that digital media can help students understand abstract material in science and social studies through concrete, easily understood visual presentations [7]. Based on these theories, the use of Canva as a digital medium for presenting creative visual elements warrants deeper examination in the context of IPAS learning.

In practice, several empirical studies related to the use of Canva in learning have shown positive results. For instance, research in elementary science subjects found that interactive Canva-based media helped students understand animal classification material through engaging visual displays [8]. Another study on mathematics learning found that Canva can improve student learning outcomes because its appearance is more attractive and easier to adapt to teachers' needs than conventional printed media [9]. These findings indicate that Canva has great potential for use in IPAS learning, both to improve conceptual understanding and to increase students' interest in learning. Nevertheless, studies specifically examining the needs for digital media analysis in elementary schools, especially in regional contexts such as Karawang Regency, remain very limited, underscoring the importance of this research.

Considering this background, this research was conducted at one elementary school in Karawang Regency starting in November. The study used a descriptive qualitative approach with data collection techniques including interviews, observations, and documentation of learning media used by teachers. This approach allows researchers to describe real conditions in the field and explore teachers' needs more deeply regarding the use of digital media in learning. The results of this study are expected not only to describe

existing needs but also to provide practical recommendations for teachers and schools to develop Canva-based learning media that are more relevant and better able to improve the quality of IPAS learning, aligned with the characteristics of elementary school students.

## 2. METHOD

This study employs a qualitative, descriptive design [10]. The approach aims to provide an in-depth description of the need for Canva-based digital media in IPAS learning in Grade IV elementary school. The research subjects consisted of two students (S<sub>1</sub> and S<sub>2</sub>) and the fourth-grade homeroom teacher, as they play an important role in managing, implementing, and evaluating classroom learning. The research was conducted at an elementary school in Karawang Regency, with data collection activities beginning in November. Informants were selected using a purposive sampling technique, considering their direct involvement in the learning process and in managing instructional media. This approach was chosen to ensure that the data obtained truly reflected the media needs that are the focus of the study.

The main research instrument was an in-depth interview guide designed to gather information on teachers' and schools' needs for digital media, their experiences with learning media, and their views on the effectiveness of Canva in supporting students' learning processes. In addition to interviews, the researcher also conducted observations of IPAS learning activities in Grade IV to directly examine the use of existing media and to record the challenges experienced by both teachers and students. Documentation in the form of photographs, field notes, and examples of learning media used during the instructional process was also utilized as supporting data sources. The research procedure included preparation, data collection, data reduction, thematic analysis, and conclusion drawing [11]. Qualitative data analysis techniques were used to group and interpret findings, providing a comprehensive description of the need for Canva-based digital media in IPAS learning in Grade IV elementary school.

## 3. RESULTS AND DISCUSSION

### Results

Research results were obtained through in-depth interviews with the fourth-grade homeroom teacher and two fourth-grade students at an elementary school in Karawang Regency. Data from the interviews are presented in Table 1.

**Table 1.** Summary of Interview Results with Fourth-grade Homeroom Teachers

Aspect Examined	Main Findings
IPAS Learning Conditions	IPAS learning has been running fairly well, but still requires development, especially in the use of instructional media.
Use of Learning Media	Teachers use images and videos that can increase student activity and focus.
Views on Digital Media	Digital learning media are considered helpful and make learning more engaging.
Use of Canva	Canva is used for thematic presentations and creating learning posters.
Benefits of Canva	Canva enhances students' creativity and engagement in IPAS learning.
Student Responses	Students show high enthusiasm when learning to use Canva.
Usage Constraints	Some students still struggle with technology.
Development Expectations	There is a need to develop more interactive and user-friendly digital media.

Based on the interview results with the Grade IV homeroom teacher in Table 1, IPAS learning in Grade IV is generally good but still requires further development, especially in the use of instructional media. The teacher has utilized learning media in the form of images and videos, which have been proven to increase students' activeness and focus during the learning process. The teacher also stated that digital-based learning media are very helpful in creating a more engaging and interactive learning atmosphere.

The Grade IV homeroom teacher revealed that Canva has been used as a learning medium, particularly for creating thematic presentations and posters. The use of Canva is considered capable of enhancing students' creativity and encouraging their active involvement in IPAS learning. Students' enthusiasm is clearly visible when learning uses Canva-based media, especially when they are given opportunities to create visually. Nevertheless, the teacher still faces challenges, including limited technological skills among some students, which require further assistance. The teacher also expressed hope that, in the future, there will be more interactive, easy-to-use digital media for learning.

The following presents data from interviews with two Grade IV students regarding their IPAS learning experiences and their needs for learning media, as shown in Table 2.

**Table 2.** Summary of Interview Results with Grade IV Students

Aspect Examined	S <sub>1</sub>	S <sub>2</sub>
Meaning of IPAS Learning	Helps understand the environment and society.	Important for understanding the country and culture.
Learning Difficulties	Ecosystem material.	Natural resources material.
Material Considered Difficult	Natural resources.	Lessons that only involve writing without explanation.
Need for Learning Media	Strongly needs media to understand better.	Visual media help the learning process.
Learning Media Preferences	Videos are more interesting.	Images are easier to remember.
Students' Expectations	Simple explanations and real-life examples.	More images and videos.

Based on interviews with two Grade IV students (S<sub>1</sub> and S<sub>2</sub>), data were obtained regarding their IPAS learning experiences and their needs for learning media, as presented in Table 2. Both students stated that IPAS learning has an important meaning. S<sub>1</sub> explained that IPAS learning helps understand the environment and society, while S<sub>2</sub> stated that IPAS is important for understanding the country and its culture.

The interview results also showed that both students had difficulty understanding several IPAS topics. S<sub>1</sub> had difficulty with ecosystem material, while S<sub>2</sub> struggled with natural resources material. In addition, S<sub>2</sub> stated that learning becomes difficult when activities focus mostly on writing without adequate explanation.

Regarding the need for learning media, both S<sub>1</sub> and S<sub>2</sub> stated that instructional media are highly necessary in the IPAS learning process. S<sub>1</sub> said that learning media help make material easier to understand, while S<sub>2</sub> explained that visual media assist the learning process. Regarding media preferences, S<sub>1</sub> prefers video. After all, it is considered more interesting, whereas S<sub>2</sub> prefers image media because it is easier to remember. Both students

stated that IPAS learning would be easier if accompanied by simple explanations, real-life examples, and visual media.

## Discussion

Based on the research findings, the use of Canva-based digital learning media has become an important need in IPAS learning in Grade IV elementary school. This finding indicates that conventional media, which are still predominantly used, have not fully helped students understand abstract, complex IPAS material. Fatimah and Sari [12] state that IPAS learning requires support from visual media to help students connect concepts with real phenomena in their surrounding environment. Systematically designed visual media can facilitate the representation of scientific concepts, making it easier for students to build conceptual understanding [13] and reducing misconceptions in IPAS learning [14].

Interview results with the Grade IV homeroom teacher indicate that Canva is effective at increasing student engagement and creativity. This aligns with Ref. Fadilla et al. [15] state that digital learning media with attractive visual displays can improve focus and learning motivation among elementary school students. Canva, as an easy-to-use design platform, allows teachers to present material in the form of presentations, posters, and other visual media that suit the characteristics of elementary school-aged learners [16].

From the students' perspective, the need for digital learning media is clearly evident in their statements that they feel more helped by images and videos. Elementary school students tend to have visual learning styles [17], so the use of digital media, such as images and videos, can improve conceptual understanding [18] and students' memory retention [19]. Differences in media preferences among students also show the importance of varied learning media to accommodate diverse learning styles [20].

The obstacle found in this study, namely, limited technological skills among some students, is an important consideration in developing Canva-based digital media. Sulaeman et al. [21] state that implementing digital media in elementary schools should be accompanied by guidance and habituation to help students use technology optimally. Therefore, teachers need to gradually introduce Canva and adjust its use to students' abilities [22].

The results of this study confirm that Canva has great potential as a learning medium for IPAS in Grade IV elementary school. This medium not only helps teachers deliver material more engagingly [23] but also supports students' understanding of complex IPAS concepts [24]. These findings reinforce previous research stating that interactive digital media can significantly improve the quality of learning and students' learning experiences [25].

## 4. CONCLUSION

Canva-based digital learning media represent a relevant solution to support the implementation of IPAS learning in Grade IV elementary school. The integration of visual and interactive elements through Canva helps create a more engaging learning environment that aligns with the characteristics of elementary school students who tend to respond better to attractive visual presentations. The presence of such digital media also encourages more

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active participation and supports the development of students' creativity and conceptual understanding, particularly when learning materials contain abstract concepts. The findings of this study imply that integrating digital media should be an important consideration for improving classroom learning quality. Teachers are encouraged to use technology-based learning tools, such as Canva, to design instructional materials that are more adaptive, innovative, and effective in increasing students' motivation to learn. Schools also play a crucial role by facilitating the integration of digital learning media through the provision of technological facilities and professional development opportunities for teachers.

This research, however, is limited by its scope: the study was conducted in a single elementary school with a small number of participants and focused solely on the needs analysis of Canva-based learning media. The results, therefore, reflect contextual conditions and cannot yet represent broader educational settings. Future studies are recommended to expand the research scope by involving a larger number of schools and participants, as well as by conducting experimental or development-based studies to measure the effectiveness of Canva-based learning media in improving learning outcomes. Such research will provide stronger empirical evidence regarding the impact of digital learning media in elementary Education. Overall, this study contributes to the broader educational community by highlighting the importance of integrating accessible digital tools to create more innovative and student-centered learning experiences in the digital era.

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