

Influence of Approach Culturally Responsive Teaching Canva Helped with the Context of Regional Specialties on Students Interest in Learning and Learning Achievement in Social Sciences for Class VII Students SMP Maria Immaculata Cilacap

Shintia Hersiyani¹, Sriyanto²

^{1,2}Universitas Muhammadiyah Purwokerto

ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v25i.1748](https://doi.org/10.30595/pssh.v25i.1748)

Submitted:

July 22, 2025

Accepted:

August 11, 2025

Published:

August 24, 2025

Keywords:

Canva; Collaborative; Creative; Innovative; Learning Videos; Media

ABSTRACT

The use of technology in learning is very necessary in terms of designing, analyzing, evaluating, developing, and implementing material in the learning process. The important thing in the learning design process is the media used in learning. These learning media can be in the form of PowerPoint, digital modules, video tutorials, and other presentation materials. An educator should have learning media that is new and interesting in delivering material to his students, one of which is by presenting material through animated and fun learning videos. Canva is an application that can be used in designing learning media in the form of videos. How to use Canva Design is quite easy with many choices of design variations. This application provides a variety of design templates to use, ranging from free (free) to paid (pro). Canva can help users create and design a variety of creative designs, from designing brochures, advertisements, presentations, videos to infographics. This study aims to analyze the effectiveness of using the Canva application as a creative, innovative and collaborative learning video medium. The research method used is literature review. The method for searching for article data sources is carried out through the Google Scholar database resources (2020-2022) by taking relevant articles published in Indonesian. Key terms and phrases related to the Canva app, media, and learning videos were used in related subject searches. The results of the study show that the Canva application is effectively utilized as a medium for making creative, innovative and collaborative learning videos, so that it can assist educators in delivering material and make it easier for students to understand learning material. In addition, using Canva is also more efficient because it provides a variety of design templates for free and is available in several versions, namely web, Android and iPhone, so you can make learning videos simply by using your cellphone (gadget).

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Shintia Hersiyani

Universitas Muhammadiyah Purwokerto

Email: shintia.martha@gmail.com

1. INTRODUCTION

Media is a means to convey messages; a medium is referred to as educational media when it transfers messages in a learning process. Media is flexible as it can be used for all levels of learners and in all learning activities. Abdurrochim et al. (2022) state that learning media can also encourage learners to be more responsible and to control their own learning. By using engaging learning media, it can create a different impression on learners. In an effort to enhance students' interest and academic achievement, the implementation of the Culturally Responsive Teaching (CRT) approach has become one of the effective solutions.

This approach, popularized by Geneva Gay (2010), emphasizes the importance of linking the curriculum content with students' cultural backgrounds and experiences. The government, through the Ministry of Education and Culture, has provided various learning options that can be applied in the Merdeka Curriculum. This initiative aims to meet the learning needs that align with students' characteristics and requirements, one of which is the Culturally Responsive Teaching approach.

Through the CRT approach with problem-based learning, students are expected to be more motivated and able to understand the material better because this approach gives students the opportunity to connect with the learning material through experiences and cultures that are close to them. Based on direct observations and interviews with the Social Studies teachers and students, it turns out that the school still has very few innovative learning media, especially in economics subjects. The students stated that their teacher still uses the old method, which is teaching through lectures.

The use of learning media in the process of teaching and learning in social science subjects with the context of regional special foods can foster new interests and desires as well as stimulate motivation, encourage learning activities, and even create psychological effects for students. Fun learning media can make students more enthusiastic in the learning process. One of the achievements of technological development as a learning medium is the Canva application (Purba & Harapan, 2022). Canva is an online design application that has many features including presentation templates, posters, brochures, banners, graphics, and many others.

To access Canva, you do not need to download the Canva application, as Canva can be accessed through the web/cloud, making it easy to access on mobile phones without the need to use a computer (Zettira et al., 2022). Therefore, as educators, we must be able to keep up with technological developments, especially in learning, we must study technology more and be able to choose interesting learning media for students because the application of appealing media will contribute to the development of students.

Based on the above issues, the researcher is interested in conducting a study titled "The Influence of Culturally Responsive Teaching Learning Assisted by Canva with the context of local specialty foods on students' interest in learning and learning achievement in the subject of Economic Social Studies."

2. METHOD OF THE RESEARCH

This research was conducted using a literature review method. The PICOS framework was used in the strategy for searching literature from journals and proceedings about the use of Google Meet in online learning. The literature review categorized similar data according to the evaluated results to answer the objectives using a narrative method. Journals that met the inclusion criteria were collected into one and summarized, including the author's name, publication year, journal name (volume and number), title, method, and research results as well as the database.

The data used in this research are secondary data, where the data obtained does not directly involve fieldwork, but rather takes from data from previous studies. The data sources used rely on databases available in Google Scholar in the form of journal articles and proceedings. In the search for journals, keywords (AND, OR NOT, or AND NOT) are used to provide more detail in the journal extraction and can facilitate the search for the desired journals.

3. RESULTS AND DISCUSSIONS

The research conducted through literature review showed that 64.29% was published in 2024, 33.33% in 2023, and the remaining 2.38% in 2022. This research is almost half, amounting to 47.62%, using purposive sampling technique, total sampling technique of 28.57%, and Convenience Sampling and Simple Random Sampling each at 19.05% and 4.76%. The research instruments mostly used are observation, interviews, and documentation at 21.44%, observation, interviews, questionnaires, and documentation at 19.05%, and observation and questionnaires at 16.67%.

Meanwhile, tests are used only at 2.38%. The most frequently used data analysis is quantitative descriptive, namely 54.76%. Qualitative descriptive analysis is also widely used at 40.48%, and 4.76% use quantitative data analysis. The results of the literature review of 42 journal articles and proceedings show that there are 38 articles categorized under the use of the Canva application for students and 4 articles categorized under the use of the Canva application for college students, with the most common type of article being about the utilization of Canva as a learning medium at 14.28% and the development of audiovisual media based on the Canva application at 11.94%.

Based on the literature review analysis, there are 41 articles that state that Canva is very effective and suitable for use as an audiovisual learning medium, and it facilitates both educators and learners in carrying out learning activities. Learning media videos created using the Canva application are easy to use and come with a variety of attractive designs and appearances, which can increase the interest and motivation of students. Therefore, there is also an increase in learning outcomes and student achievements. However, there is one article that concludes that the use of Canva learning media has a small influence on student learning activity in thematic learning.

Learning media using Canva makes it easy for teachers to deliver good learning materials in class. The development of learning media in the form of videos through the Canva application is engaging, effective, and efficient based on digital advancements, making it suitable for current learning practices. Furthermore, educational videos created with the Canva application are very enjoyable and have no significant constraints in their usage, and can enhance the creativity and abilities of educators in creating audio-visual media.

In addition, visual learning media based on the Canva application makes students more active, enthusiastic, creative, and learning becomes more enjoyable because it has a variety of templates and features to facilitate both educators and students in carrying out technology-based learning, skills, and creativity. Most educators do not face difficulties using Canva to create learning videos because it is quite easy to use and there are many tutorials on YouTube for beginners.

3.1 Interpretation

The utilization of the Canva application as a medium for creative, innovative, and collaborative learning videos can be seen from the results of a literature review of several previous studies. Most of the literature states that Canva is very effective as a medium for

learning videos in the context of regional specialty foods in the subject of Economic Social Studies.

Educators can take advantage of various tutorials, design templates, and featured menus available in the Canva application, such as embedding videos from YouTube or uploading from Google Drive or personal computers to support the creation of engaging and interactive learning videos, thus facilitating the delivery of learning materials to students. The skills in creating audio-visual media using the Canva application can also enhance the creativity of both educators and students.

In addition, Canva always provides a variety of the latest images according to user needs and the current learning developments, so educators will not feel outdated if they want to utilize Canva to create learning videos. However, in practice, the use of Canva still faces challenges, such as design templates and paid features. Nevertheless, educators as users do not need to worry because there are still many other images available for download and free use.

4. CONCLUSIONS

Based on the results of a literature review of research consisting of journal articles and proceedings, it can be concluded that the Canva application is effective in the subject of Social Studies Economics, with the context of local specialty foods utilized as a medium for creating creative, innovative, and collaborative learning videos, thereby helping educators in delivering material and making it easier for students to understand the learning material. Canva can be used in the design of learning media in the form of videos.

The use of Canva Design is quite easy and provides a variety of design templates to use, ranging from free to paid (pro). In addition, the use of Canva is also more efficient because it offers many design templates for free and is available in several versions: web, android, and iphone, so just using a mobile phone (gadget) is enough to create learning videos. Consequently, Canva can facilitate educators in delivering lessons.

REFERENCES

- Aida, (2021). Pemanfaatan Canva untuk Mendukung Media Pembelajaran Online Peserta didik Siswi SMK Mahardika Karangploso Malang di Masa Pandemi. *Jurnal Pengabdian Masyarakat* Vol. 1 No. 2
- Bakri, N., dkk. (2021). Pelatihan pembuatan materi presentasi dan video pembelajaran menggunakan aplikasi Canva kepada guru di kota medan dan jayapura secara online.
- Daniati, N., Novianti, Y., & Mashuri, K. (2023). Pemanfaatan media pembelajaran berbasis canva untuk meningkatkan motivasi belajar peserta didik pada pembelajaran IPS kelas vii di smp pab 7 tandem hilir. *Jurnal ilmiah ilmu pendidikan*, 6(8).
- Firmadani, F. (2020). Media pembelajaran berbasis teknologi sebagai inovasi pembelajaran era revolusi industri 4.0.
- Hajar, O., Kasiyun, S., Susanto, R. U., & Akhwani. (2023). Pengaruh media pembelajaran berbasis aplikasi canva terhadap minat belajar peserta didik kelas V di sekolah dasar. *Journal on Education*, 6(1).
- Hariswi, U. B., & Arini, L. D. (2020). Pengaruh pembelajaran menggunakan media pembelajaran interaktif terhadap hasil belajar peserta didik di sekolah dasar. *Jurnal Basicedu*, 4 : 1104-1113.
- Irawan, D., Fauzi, R., & Nasution, S. W. (2023). Pengaruh media pembelajaran canva terhadap hasil belajar peserta didik pada mata pelajaran geografi kelas X di SMK 3 Semarang. *Jurnal vinertex institut pendidikan tapanuli selatan*, 3(1).
- Kemendikbud. (2022). *Ekonomi fase e - fase f untuk SMA/MA/program paket c*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

- Maulidia, Y., & Hudaidah. (2023). Pengembangan media pembelajaran berbasis Canva untuk portal rumah belajar pada mata pelajaran sejarah di kelas XI SMA Negeri 2 Palembang. *Jurnal jendela pendidikan*, 3(1). dalam meningkatkan kompetensi guru. Seminar Nasional Hasil Pengabdian 2021, 1085 - 1092.
- Nasution, S. W. (2021). Assesment kurikulum merdeka belajar di sekolah dasar. *Prosding Seminar Nasional Pendidikan Dasar*, 1(1), 135-142.
- Nisa, K., & Khaira, K. (2021). Pengaruh media pemebelajaran interaktif berbantuan Canva terhadap hasil belajar peserta didik mata pelajaran ekonomi pada kelas XI MA Darul Salam Banjarmasin. *Edusainstika : jurnal pembelajaran mipa*, 1(1).
- Novitasari, A. T., Sari, I. P., & Miftah, Z. (2020). Pelatihan membuat media pembelajaran interaktif berbasis teknologi informasi. *Jurnal pengabdian untuk mu negeri*, 4(1).
- Pajarullah, R., & Triwahyuni, H. (2023). Pengaruh media pembelajaran canva terhadap hasil belajar peserta didik memahami teks biografi. *Jurnal UPI*, 14(2).
- Purba, A. Y., & Harapan, A. (2022). Pemanfaatan aplikasi canva sebagai media pembelajaran matematika di SMPN 1 na IX-X Aek kota batu. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 6(2)
- Rahmatullah, Inanna, & Ampa, A. T. (2020). Media pembelajaran visual berbasis aplikasi canva. *Jurnal pendidikan ekonomi Udiksha*, 12(2).
- Rahmayanti1, D., & jaya, P. (2020). Pengaruh penerapan media pembelajaran interaktif dengan aplikasi Canva terhadap hasil belajar peserta didik kelas X MA 2 Talang Ratu . *Jurnal Pendidikan*, 8(4).
- Sefrina. (2022). Pengaruh penggunaan media pembelajaran dengan aplikasi Canva terhadap hasil belajar peserta didik pada mata pelajaran ekonomi kelas XI MA Nurul Muttaqin. *Jurnal Dedikasi Pendidikan*, 6(1), 127-136.
- Sari, L. S., & Fatonah, S. (2022). Pengaruh media pembelajaran berbasis aplikasi canva terhadap motivasi dan hasil belajar IPA peserta didik kelas iv. *Jurnal Pendidikan Tambusai*, 6(1).
- Silmi, T. A., & Hamid, A. (2023). Urgensi penggunaan media pembelajaran berbasis teknologi. *XII*(1).
- Sulastri, Imran, & Firmansyah, A. (2023). Meningkatkan hasil belajar peserta didik melalui strategi pembelajaran berbasis masalah pada mata pelajaran IPS di kelas V SDN limbo makmur kecamatan bumi raya. *Journal Kreatif Tadulako Online*, 3(1).
- Syarifudin, A. (2023). Pengaruh media pembelajaran menggunakan aplikasi canva Terhadap hasil belajar pendidikan agama islam. *Jurnal ilmiah edukatif*, 9(2).
- Syahrir, dkk. 2023. Pemanfaatan aplikasi desain Canva dalam pembelajaran multimedia di SMA Negri 1 taman. Surabaya, Indonesia
- Putri, P., dkk. Pengembangan media pembelajaran interaktif berbasis Canva bagi guru-guru Updt SDN Sentang. *jurnal of Indonesia social society*, 2(1)
- Wahab, A., Junaedi, & Azhar, M. (2021). Efektivitas pembelajaran statistika pendidikan menggunakan uji peningkatan n-gain di pgmi. *Jurnal basicedu*,
- Wibowo, M. T. (2023). Manajemen pembelajaran dalam upaya peningkatan hasil belajar peserta didik. *Bima Gogik*, 51-56.
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., & Shofiah, T. (2023). Pentingnya media pembelajaran dalam proses belajar mengajar. *Journal on Education*, 5(2).
- Wulandari, S., & Fitria, R. I. (2021). Efektivitas media video kine master terhadap hasil belajar matematika peserta didik secara daring. *Jurnal Analisa*, 7(1), 33- 45.
- Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan pengembangan media pembelajaran berbasis teknologi informasi. *Jurnal Penelitian Pendidikan dan Ekonomi*, 19(1).
- Zettira, S. B. Z., Febrianti, N. A., Anggraini, Z. A. (2022). Pelatihan aplikasi canva untuk meningkatkan kreativitas desain promosi usaha mikro Kecil dan menengah. *Jurnal Abdimas Prakasa Dakar*