

## Implementation of the Canva-Based Picture and Picture Learning Model in Social Studies Learning for Grade V Students of SD Negeri 22 Lubuklinggau

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### Abstract

This study aims to determine the completeness of social science (IPS) learning outcomes of fifth-grade students of SD Negeri 22 Lubuklinggau, after the implementation of the Canva-based picture and picture learning model. The background of this study is based on the low criteria for achieving learning objectives (KKTP) of students as indicated by the results of many tests that are still below standard. This study uses quantitative with a pre-experimental design of one-group pre-test and post-test. The population in this study were all fifth-grade students of SD Negeri 22 Lubuklinggau and the research sample was class V.A, totaling 22 students. The instrument used was a multiple-choice test that had gone through a validation process and reliability testing. The results of data analysis showed a significant increase in learning outcomes after the implementation of the Canva-based picture and picture learning model, with a significance level of  $\alpha = 5\%$  obtained  $t$  count = 4.31 and  $t$  table = 1.720 ( $t$  count <  $t$  table). These findings demonstrate that the use of interactive learning models, such as Canva-based picture and picture, can help students understand and motivate them in social studies. Therefore, it can be concluded that after implementing the Canva-based picture and picture learning model, significant improvements were achieved.



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## INTRODUCTION

Education is a continuous and comprehensive process aimed at developing the full potential of human beings, both physically and spiritually. According to Fernando et al. (2024), this process provides opportunities for individuals to engage actively in learning in order to enhance knowledge, understanding, and critical as well as analytical thinking skills. Meanwhile, Humena et al. (2024) emphasize that education does not merely focus on mastery of subject matter, but also prepares individuals to face the dynamic and ever-changing social realities of life. In this context, teachers play a crucial role as facilitators who guide students in acquiring meaningful learning experiences, enabling them to grow into independent, competent individuals who are capable of making positive contributions to society (Putri et al., 2022).

Learning itself is a systematic process designed to create conducive conditions for effective teaching and learning interactions among teachers, students, and other learning components, including objectives, materials, methods, and evaluation (Sarumaha, 2023). Therefore, teachers are required to carefully select and determine appropriate approaches that can ensure learning activities run effectively and meaningfully (Wardana & Djameluddin, 2021). This principle is highly relevant to Social Studies (Ilmu Pengetahuan Sosial/IPS), a subject that holds strategic value in preparing human resources from an early age (Dewi & Rohmanurmeta, 2019). By paying attention to these learning components, teachers can design effective Social Studies instruction that not only transfers knowledge but also fosters critical thinking skills and deep understanding of social realities (Rizqiani, 2022). Social Studies learning is also expected to develop students' sensitivity toward social issues in society and equip them with skills to address various social problems (Satria et al., 2022).

However, Social Studies learning at the elementary school level often faces challenges related to the use of monotonous learning models and media, which ultimately affects students' learning outcomes. Based on observations and interviews conducted in class V.A on Friday, December 6, 2024, at SD Negeri 22 Lubuklinggau, information obtained from teachers revealed that many students' learning outcomes in Social Studies had not yet met the Learning Objective Achievement Criteria (KKTP). This condition was evidenced by the results of the odd semester midterm assessment, which showed that the minimum mastery criterion of 70 had not been achieved by most students. Out of 22 students, only 4 students (18%) achieved mastery, while the remaining 18 students (82%) scored below the KKTP threshold. These findings indicate an urgent need for learning innovations that can increase students' interest and engagement in learning.

Further observations revealed that students tended to be passive during the learning process, as reflected in their limited participation in asking questions, engaging in group discussions, completing tasks, and paying attention to teacher explanations. The choice of teaching strategies plays a significant role in influencing the learning process. Learning objectives cannot be achieved solely through listening and note-

taking; rather, active student participation is essential in meaningful learning activities (Susanti et al., 2024). One effective way to encourage student activeness is through the use of varied learning models and instructional media.

The use of diverse learning models in the classroom is therefore essential, as variation in instructional approaches can create a more engaging and enjoyable learning atmosphere. When teachers employ varied learning models, students are less likely to feel bored and more motivated to participate actively in the learning process, particularly in Social Studies lessons (Suwanto, 2023). One alternative solution that can be implemented is the use of the Canva-based Picture and Picture learning model, which integrates visual images with digital technology (Khasanah et al., 2024). This model is designed to improve students' learning outcomes, encourage active participation, and develop logical thinking skills through the sequencing of images that are relevant to the learning material (Saputra, 2019).

The Picture and Picture learning model utilizes images as the primary instructional medium, where students are required to arrange or match images in a logical sequence (Aprido et al., 2024). These images function as the main learning tools that support students' understanding of concepts. Sidiq (2021) explains that Picture and Picture is a learning model that maximizes the use of visual media to support the learning process. In its implementation, the teacher begins by conveying the learning competencies to be achieved, followed by presenting introductory material to provide an initial learning stimulus. The teacher then displays images related to the lesson content and invites students, either individually or in turns, to arrange the images into a logical sequence. Students are subsequently asked to explain the reasoning behind their image arrangement, after which the teacher reinforces the learning concepts in accordance with the targeted competencies. Finally, students are guided to conclude or summarize the material they have learned (Octavia, 2020).

The effectiveness of this model is further enhanced through the use of Canva, a digital application that offers various features to support technology-based, skill-oriented, and creative learning for elementary school teachers and students (Maharani & Reflesia, 2023). Canva provides numerous benefits that can be utilized by teachers in the learning process (Yulianti et al., 2023). This is in line with the findings of Triwahyuni et al. (2024), who concluded that the implementation of the Picture and Picture cooperative learning model assisted by Canva resulted in improved creative thinking skills and successfully achieved the intended learning objectives.

Based on the background described above, the researcher conducted a study entitled "The Implementation of Canva-Based Picture and Picture Learning Model in Social Studies Learning for Grade V Students of SD Negeri 22 Lubuklinggau in the 2024/2025 Academic Year."

## METHOD

A research method is a scientific way to obtain data for a specific purpose and purpose (Arikunto, 2020). The type of research used in this study is quantitative research with experimental research methods. This study employed a pre-experimental design with a one-group pre-test and post-test design. The experimental method is a research method used to determine the relationship between two or more variables and to determine the effects caused by the independent and dependent variables.

The variables used in this study consist of two variables: the independent variable and the dependent variable. The independent variable in this study is the Canva-based picture and picture learning model, and the dependent variable is social studies learning outcomes. The experimental design, according to Sugiyono (2017), can be described as follows.

Table 1. Research Design

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

Description:

X = Application of the picture and picture learning model

O<sub>1</sub> = Pre-test score

O<sub>2</sub> = Post-test score

This research was conducted in Grade V of SD Negeri 22 Lubuklinggau during the even semester of the 2024/2025 academic year. The implementation of the study took place from April 15 to May 15, 2025. The population of this research consisted of all fifth-grade students of SD Negeri 22 Lubuklinggau, which included two classes, namely class V.A with 22 students and class V.B with 20 students. From this population, the research sample was determined using purposive sampling. Class V.A, consisting of 22 students, was selected as the sample based on specific considerations related to the research objectives and the readiness of the class to receive the learning intervention.

Data collection techniques in this study included observation, interviews, documentation, and tests. Observations were conducted to examine student engagement and learning activities during the implementation of the Canva-based picture and picture learning model. Interviews were carried out to obtain supporting information related to the learning process and students' responses to the applied model. Documentation was used to collect data in the form of learning records, student work, and supporting school documents relevant to the research. The primary data were obtained through testing, which aimed to measure students' Social Studies learning outcomes before and after the implementation of the learning model.

The test instrument used in this study consisted of multiple-choice questions. Initially, 20 items were prepared, and after validity testing, 13 valid items were selected and used consistently in both the pre-test and post-test. The tests were administered twice, namely the pre-test, which was conducted before the implementation of the

Canva-based picture and picture learning model to measure students' initial abilities, and the post-test, which was conducted after the learning intervention to assess changes in students' learning outcomes. Through the comparison of pre-test and post-test results, this study aimed to determine the effectiveness of the Canva-based picture and picture learning model in improving Social Studies learning outcomes of fifth-grade students at SD Negeri 22 Lubuklinggau.

## RESULTS AND DISCUSSION

### Results

This research was conducted at SD Negeri 22 Lubuklinggau which started on April 15th to May 15th, 2025. The population in this study were all fifth grade students of SD Negeri 22 Lubuklinggau totaling 42 students, the sample in this study was class V.A with a total of 22 students, namely, 12 boys and 10 girls. The sample in this study has been determined from the average value of the summative results of the odd semester midterm assessment in the subject of Social Studies, where in class V.A the results were many who had not completed the subject of Social Studies in that class. This study uses a picture and picture learning model with the subjects used in Social Studies learning CHAPTER 7 "My Region My Pride". Before conducting the research in class V.A, the researcher conducted a trial of the instrument on 18 sixth-grade students. Based on the results of the trial instrument, which consisted of 20 multiple-choice questions on Social Studies topic A "My Regional Culture," 13 of the 20 multiple-choice questions met the criteria, or were considered valid, and 7 questions did not meet the criteria, or were considered invalid.

This research was conducted four times, with one pre-test to determine the students' initial abilities. Two sessions of the learning process using the picture and picture learning model were conducted in class V.A of SD Negeri 22 Lubuklinggau. The final session was a post-test, or final test, to determine students' cognitive learning outcomes on topic A "My Regional Culture," which was the result of the implementation of the picture and picture learning model.

The results of the analysis can be seen, summarized in Table 3, the average and standard deviation of the pre-test:

Table 2. Summary of Initial Test Results Data

No	Category	Description
1.	Highest Score	77
2.	Lowest Score	23
3.	Mean Score	50.00
4.	Standard Deviation	17.40
5.	Number of Students Who Completed	3

Based on Table 3 above, the data shows that the average score obtained by students was 50.00, with 3 students (13.63%) completing the test and 19 students (86.36%) failing to complete the test. The highest score was 77 and the lowest was 23. The low average score and the large number of students who failed to complete the test are due to the fact that during the pre-test, these students were still studying the material in Chapter 6, resulting in their limited knowledge of the material in Chapter 7.

The calculation results can be seen in the summary of the average score and standard deviation for the post-test in Table 4 below:

Table 3. Summary of Final Test Results Data

No	Category	Description
1.	Highest Score	100
2.	Lowest Score	62
3.	Mean Score	80,42
4.	Standard Deviation	11,32
5.	Number of Students Who Completed	18
6.	Number of Students Who Did Not Complete	4

Based on the data in Table 4, it can be seen that 18 students (81.81%) achieved scores above the minimum competency standard (KKTP), which is 70, and 4 students (18.18%) did not meet the KKTP. The highest score was 100 and the lowest was 62, with an overall average score of 80.42. Therefore, descriptively, it can be said that the students' final abilities after implementing the picture and picture learning model fall into the significant completion category. The summary of the normality test results can be seen in Table 5 below:

Table 4. Normality Test Results Data

Kelas	$\chi^2$ hitung	Dk	$\chi^2$ tabel	Kesimpulan
Pre-Test	5,1784	5	9,488	Normal
Post-test	2,2024	5	9,488	Normal

The table shows that the calculated  $\chi^2$  values for the pre-test and post-test data are smaller than the table  $\chi^2$  (calculated  $\chi^2 < \text{table } \chi^2$ ). Therefore, the pre-test and post-test data are normally distributed with a significance level of  $\alpha = 0.05$ . Given that the post-test data are normally distributed and the standard deviation is unknown, we proceeded to conduct a hypothesis test (t-test). The calculated data for the hypothesis test on the post-test data can be seen in Table 6.

Table 5. Hypothesis Testing for Post-test Data

data	$t_{hitung}$	Dk	$t_{tabel}$	Conclusion
Post-test	4,317	21	1,720	Ho rejected Haditerima

The statistical hypotheses tested for the post-test data were as follows:

Ha: The average social studies learning outcomes of fifth-grade students at SD Negeri 22 Lubuklinggau after implementing the Canva-based picture and picture learning model are greater than or equal to 70 ( $\mu \geq 70$ ), significantly incomplete.

Ho: The average social studies learning outcomes of fifth-grade students at SD Negeri 22 Lubuklinggau after implementing the Canva-based picture and picture learning model are less than 70 ( $\mu < 70$ ), significantly incomplete.

Based on the results of the hypothesis testing analysis, it was found that the calculated t-value compared to the t-table in the t-distribution with t-table = 1.720 yields a calculated t-value of 4.317. Thus, t-value (4.31) > t-table (1.720). This means that Ho is rejected and Ha is accepted. In other words, the hypothesis proposed in this study can be accepted as true, so it can be concluded that the learning outcomes of social studies of grade V students of SD Negeri 22 Lubuklinggau after applying the Canva-based picture and picture learning model were significantly completed.

## Discussion

This research was conducted over four sessions with a structured sequence of activities. The first session was used to pilot the instrument in grade VI to ensure the quality of the questions to be used in the pre-test and post-test. The second session was followed by a pre-test with 22 grade VIII students to measure their initial abilities in the Social Studies material, Chapter 7, Topic A, "My Regional Culture." The pre-test results showed that most students had not yet achieved the learning objective achievement criteria (KKTP) of 70, with an average score of 50.00, and only 3 students (13.63%) completing the course. This finding indicates that students' understanding of the material was still low, likely due to the limited coverage in grade IV and poor retention. Based on these conditions, the researchers proceeded to the core phase, implementing the Canva-based picture and picture learning model for two sessions as a form of treatment.

In the third and fourth sessions, the picture and picture model was directly implemented with the aid of visual media designed using the Canva Pro application. Students appeared more enthusiastic and engaged when learning using images of regional culture, which they had to identify and logically sequence. Group discussions became more lively, and students began to demonstrate courage in expressing their opinions and conveying their understanding. In the second meeting, increased student activity and engagement were increasingly evident, as they became more accustomed to the learning model used. After the learning process was completed, a post-test was administered, which showed a significant improvement, with the average score rising to

80.42, with 81.81% of students successfully completing the task. This demonstrates that the Canva-based picture and picture learning model is effective not only in completing learning outcomes but also in fostering student interest and active engagement in social studies learning. Based on the t-test data analysis (hypothesis testing), a significance value of  $<0.05$  was obtained, indicating a significant difference between the pre-test and post-test results. This indicates that the Canva-based picture and picture learning model has an impact on student learning outcomes in social studies.

These research findings align with the findings of Muchdar & Firmansyah (2023), who stated that the picture and picture learning model encourages students to think logically and systematically and increases active student engagement during the learning process. This model requires students to arrange images according to the storyline or concept of the material being studied (Simamora et al., 2024). This helps students better understand the learning content because they are directly involved in the visual reasoning process (Humena et al., 2024).

The use of Canva as a visual aid contributes significantly to creating an engaging and non-monotonous learning environment (Yulianti et al., 2023). Canva provides a variety of visual designs that support a more concrete understanding of abstract concepts. Engaging visual displays can increase students' interest in learning, and they appear more focused, enthusiastic, and actively participate in group discussions (Bungsu et al., 2024). Furthermore, students find it easier to retain information presented due to the visuals involved in learning. This enjoyable learning process also strengthens student motivation, which impacts social studies learning outcomes (Asnasari et al., 2024).

## CONCLUSION

Based on the research results and discussions regarding the application of the Canva-assisted picture and picture learning model in Social Studies (IPS) learning, it can be concluded that this learning model has proven effective in improving the learning outcomes of fifth-grade students at SD Negeri 22 Lubuklinggau. Hypothesis testing results indicate that the calculated t-value of 4.317 is greater than the calculated t-value of 1.720 at a significance level of  $\alpha = 0.05$ , thus accepting the alternative hypothesis ( $H_a$ ) and rejecting the null hypothesis ( $H_0$ ). These findings indicate that the application of the Canva-based picture and picture learning model significantly improves students' social studies learning outcomes. The novelty of this research lies in the integration of the picture and picture learning model with the use of the Canva application as a digital visual medium in elementary school social studies learning. Unlike previous research, which generally used static or printed images, this study presents a visual learning experience that is more interactive, contextual, and relevant to the characteristics of 21st-century learners. The use of Canva allows for a more engaging, systematic, and easy-to-understand presentation of regional cultural material, thus encouraging students' active engagement in observing, sequencing, and reasoning about learning

concepts. Thus, this study not only provides empirical evidence of the effectiveness of the picture-and-picture model but also offers a practical contribution in the form of an innovative alternative for utilizing simple and easily accessible digital media for teachers to improve the quality of social studies learning in elementary schools.

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