



Visualizing Civic Values: Integrating Canva Poster Design and Project-Based Learning to Foster National Identity and Student Patriotism

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Abstract:

This study aimed to develop and examine the feasibility, practicality, and effectiveness of Canva-based poster media integrated with Project-Based Learning (PjBL) to improve students' understanding of the Unitary State of the Republic of Indonesia (NKRI) and foster patriotic attitudes. This research employed a Research and Development (R&D) approach using the 4D development model, consisting of Define, Design, Develop, and Disseminate stages. The subjects were 37 sixth-grade students. Data were collected through expert validation sheets, pretest-posttest instruments, patriotic attitude questionnaires, and teacher response questionnaires. The developed media was categorized as Very Feasible, with an average validation score of 97%, comprising 97% from material experts, 96% from media experts, and 98% from language experts. The media was also categorized as Very Practical, with a teacher response score of 96%. Its effectiveness in improving students' understanding of NKRI was indicated by an N-Gain score of 0.69, categorized as medium-high. Furthermore, 100% of students demonstrated patriotic attitudes in the Good and Very Good categories. These findings indicate that Canva-based poster media integrated with PjBL is a feasible, practical, and effective learning medium for civic education and can support meaningful learning while strengthening students' understanding of NKRI and patriotic attitudes.

INTRODUCTION

Education plays a fundamental role in developing students' abilities and shaping the character and civilization of a dignified nation (Pimpisai & Robillos, 2026). Indonesian National Education System Law No. 20 of 2003 similarly emphasizes the development of learners who are faithful, knowledgeable, capable, creative, independent, democratic, and responsible (Zainal Abidin et al., 2025). Thus, elementary education should address cognitive achievement alongside attitudes, values, and national character. However, NKRI learning may remain dominated by teacher explanations, textbooks, and memorization. Initial observations indicated that sixth-grade students experienced limited opportunities to explore NKRI concepts through creative and participatory activities. Consequently, students tended to receive information passively, resulting in less optimal understanding of national unity, diversity, and patriotic values. This contextual problem highlights the need for learning experiences that connect civic concepts with students' everyday lives in contemporary elementary classrooms and everyday civic contexts nationwide.

At the elementary level, national character formation is important because students are developing attitudes and personalities (Zakiyah et al., 2024). Understanding NKRI should encompass knowledge of symbols and governmental systems as well as awareness of unity, diversity, and commitment to national integrity (Siska et al., 2024). Patriotic attitudes involve love of country, willingness to sacrifice, and pride as Indonesian citizens (Kosakoy et al., 2025). In Pancasila and Civic Education (PPKn), students therefore need learning experiences that allow them to interpret and practice these values rather than merely memorize definitions. Fikriyyani and Supriyanto (2024) argue that elementary PPKn should build national and civic awareness through meaningful learning experiences. Moreover, learners require visual, contextual, and challenging activities and meaningful opportunities to connect classroom content with lived experiences. Visual media can make abstract information more concrete and attractive, supporting understanding and engagement (Gurning et al., 2024).

These learner needs demonstrate the importance of solutions that are engaging, contextual, creative, and student-centered. Poster media offer potential because they communicate messages through concise combinations of text, images, colors, and visual symbols. Jalaludin et al. (2026) explain that posters can attract attention while communicating values and attitudes through strong visualization. For NKRI learning, posters can represent national symbols, unity messages, and expressions of love for the homeland in forms that students can interpret and create. Canva is a graphic-design application that provides templates and enables creative combinations of text, images, and icons. Harahap and Fahmi (2024) report that digital media in PPKn can increase learning interest and help teachers present content relevant to the times. Integrating Canva with Project-Based Learning (PjBL) can therefore provide students with opportunities to investigate, discuss, design, collaborate, and communicate patriotic messages through meaningful products, while making civic concepts accessible, attractive, and participatory learning experiences for students in elementary classrooms.

Design Thinking provides a user-centered framework for developing learning solutions because it begins by understanding users' experiences and needs before defining problems and generating solutions. Its iterative process commonly involves empathize, define, ideate, prototype, and test stages, allowing educational products to be refined through feedback. This orientation is particularly relevant to elementary media development because students are users whose interests, abilities, and learning experiences should inform design. The approach aligns with Project-Based Learning, which positions students as active participants who produce authentic products through planned activities. Damayana et al. (2025) state that PjBL encourages critical thinking, creativity, collaboration, and responsibility. Kasmia et al. (2025) show that projects can support contextual exploration of unity and patriotism. Combining user-centered design with project-based learning can strengthen usability, participation, and relevance to classroom conditions and support continuous improvement based on evidence.

Studies support the use of visual, digital, and project-oriented approaches in civic education. Visual media can facilitate comprehension by transforming abstract concepts into more concrete representations (Gurning et al., 2024), while posters can communicate educational values in concise and persuasive forms (Jalaludin et al., 2026). Digital learning media has also been associated with increased student interest and contemporary presentation of PPKn content (Harahap & Fahmi, 2024). Project-Based Learning provides opportunities for students to develop critical thinking, creativity,

collaboration, and responsibility through the production of meaningful projects (Damayana et al., 2025). Kasmianti et al. (2025) also indicate that project activities can help students explore unity and patriotism contextually. Together, these studies support combining visual media, digital technology, and active learning in elementary classrooms. However, limited evidence addresses a user-centered design process for Canva-based NKRI posters that addresses NKRI understanding and patriotic attitudes and demonstrates the value of integrating these approaches in elementary civic education.

Despite these findings, a research gap remains in integrating user-centered design, Canva-based poster development, and Project-Based Learning for NKRI education in elementary education. The literature establishes the value of visual media, digital learning, and project-based activities, but less attention addresses iterative Design Thinking based on students' needs and experiences. Furthermore, PPKn innovation often emphasizes interest, creativity, or concepts without examining NKRI understanding and patriotic attitudes together. This matters because civic education requires knowledge and values. Reliance on lectures and textbooks may not respond directly to preferences for visual, contextual, and creative activities. A focused development study is therefore needed to design, validate, refine, and evaluate feasible and practical media responsive to these needs in classrooms, supporting teachers and learners in meaningful civic learning and providing a stronger basis for responsive educational development and more relevant classroom implementation for teachers and learners.

Based on the identified problems, needs, and research gap, this study aims to develop Canva-based poster media using Project-Based Learning for NKRI learning and patriotic attitudes. Using Design Thinking, the study seeks to (1) empathize by identifying students' learning characteristics, difficulties, and needs; (2) define the central problems in NKRI understanding and patriotic attitudes; (3) ideate visual and project-based solutions; (4) prototype Canva-based poster media and activities that translate NKRI concepts into visual products; and (5) test and refine the product using expert and user feedback and learning outcomes. The study is expected to contribute to PPKn learning and provide teachers with engaging media. Ultimately, it seeks to provide a feasible, practical, effective user-centered solution that strengthens NKRI understanding and patriotic attitudes through active and creative learning experiences that connect civic concepts with students' everyday lives and national identity formation.

RESEARCH METHODS

This study employed a user-centered Research and Development (R&D) approach based on the Design Thinking framework, which consists of five iterative stages: empathize, define, ideate, prototype, and test. The approach was selected to ensure that the development of Canva-based poster media was grounded in the actual needs, characteristics, and experiences of its users (Godage et al., 2026; Makhmudova et al., 2025). The research was conducted at SDN Bojonggede 06, Bojonggede District, Bogor Regency, during the even semester of the 2025/2026 academic year. The participants were 37 sixth-grade students selected through purposive sampling because they had not previously used Canva-based poster media in PPKn learning. A PPKn teacher was also involved as a key informant and user representative. In addition to learning media development, the study incorporated educational management aspects by considering classroom management, teacher readiness, resource utilization, and the practicality of implementing the developed media within regular learning activities.

Data were collected through observation, interviews, needs analysis, expert validation, prototype trials, tests, and questionnaires (Hermawan et al., 2025; Park & Lee, 2025). Observation and interviews were conducted during the empathize stage to identify students' learning characteristics, difficulties, interests, and teachers' instructional needs. The define stage synthesized these findings into specific design problems, while the ideate stage generated alternative solutions for Canva-based poster media integrated with Project-Based Learning (PjBL). During the prototype stage, the media was developed as digital and printable A3 posters containing NKRI concepts, national unity, patriotism, examples of patriotic behavior, PjBL activities, and reflection. The test stage involved expert assessment and classroom implementation. The research instruments included material, media, and language validation sheets, a 40-item NKRI understanding test, a 40-item patriotic attitude questionnaire, and a teacher response questionnaire. The main instruments and their purposes are presented in Table 1.

Table 1. Research Instruments and Data Collection Techniques

No.	Instrument	Data Collected	Purpose
1	Material Expert Validation Sheet	Content suitability and conceptual accuracy	Assess material feasibility
2	Media Expert Validation Sheet	Visual design, layout, and readability	Assess media feasibility
3	Language Expert Validation Sheet	Language appropriateness, grammar, and clarity	Assess language feasibility
4	NKRI Understanding Test (40 items)	Students' cognitive achievement	Measure improvement in NKRI understanding
5	Patriotic Attitude Questionnaire (40 items)	Students' affective achievement	Measure development of patriotic attitudes
6	Teacher Response Questionnaire	Practicality and usability	Assess classroom implementation and practicality

Table 1 presents the research instruments and data collection techniques used to evaluate the developed Canva-based poster media. The instruments consisted of expert validation sheets, an NKRI understanding test, a patriotic attitude questionnaire, and a teacher response questionnaire. The validation sheets were used to assess the feasibility of the material, visual design, and language, while the NKRI understanding test measured students' cognitive achievement before and after the intervention. The patriotic attitude questionnaire was used to identify changes in students' affective development, particularly their patriotic attitudes. Meanwhile, the teacher response questionnaire assessed the practicality and usability of the media during classroom implementation. The combination of these instruments enabled the researchers to evaluate the product comprehensively in terms of feasibility, practicality, and effectiveness, while also providing evidence for iterative improvement throughout the Design Thinking process.

Data were analyzed using both qualitative and quantitative approaches. Qualitative data from observations, interviews, and user feedback were analyzed thematically to identify recurring needs, problems, preferences, and recommendations for product improvement (Hong et al., 2025; Sitorus et al., 2026). Quantitative validation and practicality data were analyzed descriptively using the percentage formula: $\text{Percentage} = (\text{Obtained Score} / \text{Maximum Score}) \times 100\%$. Product effectiveness in improving NKRI understanding was assessed using the normalized gain (N-Gain) formula proposed by Afriani (2025), namely $\text{N-Gain} = (\text{Posttest Score} - \text{Pretest Score}) / (\text{Maximum$

Score – Pretest Score). N-Gain values above 0.70 indicate great improvement, values from 0.30 to 0.70 indicate medium improvement, and values below 0.30 indicate low improvement. Data validity was strengthened through source triangulation by comparing information from students, teachers, and experts, member checking to confirm the accuracy of qualitative findings, and user feedback during each iteration. These procedures ensured that the developed media was responsive to user needs, feasible for implementation, and supported by evidence of its effectiveness in PPKn learning.

RESULTS AND DISCUSSION

Results

The development and evaluation of the Canva-based poster media integrated with Project-Based Learning (PjBL) were conducted through an iterative Design Thinking process consisting of the empathize, define, ideate, prototype, and test stages. The results describe the identification of users' needs, formulation of the main learning problem, development of the proposed solution, prototype development, expert evaluation, product revision, classroom implementation, and measurement of learning outcomes. The evaluation focused on the feasibility and practicality of the developed media, students' understanding of NKRI, and the development of patriotic attitudes.

At the Empathize stage, information was gathered to identify the actual learning conditions and the needs of the users. The initial analysis showed that PPKn learning on NKRI was still dominated by lecture methods and textbooks as the main learning resources. Students tended to receive information passively and had limited opportunities to construct their own understanding through creative, contextual, and collaborative activities. The student analysis also indicated that sixth-grade students preferred visual media containing attractive colors and illustrations and showed interest in collaborative group activities. These findings indicated that students needed learning experiences that were more visual, active, contextual, and engaging.

At the Define stage, the findings from the needs analysis were synthesized to formulate the main learning problem. The central problem was the limited availability of learning media that could simultaneously support students' understanding of NKRI concepts and the development of patriotic attitudes through active learning experiences. The existing learning process provided limited opportunities for students to explore concepts, express ideas, collaborate with peers, and connect civic values with their everyday lives. Therefore, the required solution needed to combine appropriate learning content, attractive visual presentation, and activities that actively involved students in the learning process.

At the Ideate stage, several possible solutions were considered based on the identified needs. The solution was directed toward the development of visual learning media that could be integrated with an active learning model. Canva-based poster media was selected because posters could present information through concise text, illustrations, colors, and national symbols, while Canva provided flexibility in developing attractive digital visual materials. The media was then integrated with PjBL so that students would not only receive information about NKRI but also participate in discussion, project work, presentation, and reflection. This combination was designed to support both cognitive understanding and patriotic attitudes.

At the Prototype stage, the selected concept was developed into a Canva-based poster learning medium. The prototype consisted of seven components: a cover poster,

NKRI concept poster, national unity poster, patriotism concept poster, examples of patriotic attitudes poster, PjBL steps poster, and reflection poster. The design incorporated national colors, educational illustrations, and typography adapted to elementary school students. The initial prototype was subsequently evaluated by material, media, and language experts. The material expert validation results are presented in Table 2.

Table 2. Material Expert Validation Results

No	Assessment Aspect	Maximum Score	Score Obtained
1	Material Suitability	25	24
2	Content Accuracy	25	25
3	Language Appropriateness	20	19
4	Presentation Clarity	15	14
5	Usefulness	15	15
Total		100	97
Percentage			97%
Category			Very Feasible

Table 2 shows that the material expert validation obtained a total score of 97 out of 100, equivalent to 97%. This result was categorized as Very Feasible. The assessment covered material suitability, content accuracy, language appropriateness, presentation clarity, and usefulness. The result indicates that the content presented in the developed media was considered appropriate for the learning objectives and suitable for the characteristics of elementary school students.

The prototype was then evaluated from the perspective of visual and technical media design. The media expert assessed visual attractiveness, layout and color composition, text readability, ease of media use, and suitability for student characteristics. The results of the media expert validation are presented in Table 3.

Table 3. Media Expert Validation Results

No	Assessment Aspect	Maximum Score	Score Obtained
1	Visual Attractiveness	10	10
2	Layout and Color Composition	10	10
3	Text Readability	10	8
4	Ease of Media Use	10	10
5	Suitability with Student Characteristics	10	10
Total		50	48
Percentage			96%
Category			Very Feasible

Table 3 shows that the media expert awarded a total score of 48 out of 50, corresponding to 96%. The result was categorized as Very Feasible. The assessment indicates that the developed media met the expected standards of visual attractiveness, layout, color composition, readability, ease of use, and suitability for elementary school students. The relatively lower score on text readability also provided an important basis for subsequent product revision.

In addition to material and media aspects, the language used in the prototype was evaluated to ensure that the messages could be understood by the target users. The language expert validation obtained a total score of 49 from a maximum score of 50, equivalent to 98%, and was categorized as Very Feasible. The result indicated that the

language was appropriate for elementary school students, communicative, understandable, and consistent with appropriate Indonesian language conventions.

The results of the three expert evaluations were then combined to determine the overall feasibility of the developed media. The summary of the expert validation results is presented in Table 4.

Table 4. Summary of Expert Validation Results				
No	Validator	Score	Percentage	Category
1	Material Expert	97/100	97%	Very Feasible
2	Media Expert	48/50	96%	Very Feasible
3	Language Expert	49/50	98%	Very Feasible
Average			97%	Very Feasible

Table 4 shows that all three validators categorized the developed media as Very Feasible. The material expert provided a score of 97%, the media expert 96%, and the language expert 98%, resulting in an average feasibility score of 97%. This result indicates that the developed Canva-based poster media met the feasibility requirements in terms of content, visual design, and language and could proceed to the subsequent practicality and effectiveness testing stages.

The expert feedback obtained during the prototype evaluation was used to improve the initial product before its implementation. The revisions focused on aspects that could improve the readability, clarity, and contextual relevance of the media. The specific feedback and corresponding revision actions are presented in Table 5.

Table 5. Product Revisions Based on Expert Feedback		
No	Expert Feedback	Revision Action
1	Clarify font size on some poster sections	Enlarged font size in title and important information sections
2	Improve text readability	Simplified sentence structure and improved text contrast
3	Add more contextual examples	Added examples of patriotic attitudes relevant to students' daily lives
4	Strengthen color contrast	Adjusted color composition for better visibility

Table 5 shows that four main revisions were implemented following expert feedback. The font size was enlarged in the title and important information sections, sentence structures were simplified, text contrast was improved, contextual examples of patriotic attitudes were added, and the color composition was adjusted. These revisions were incorporated into the prototype before classroom implementation.

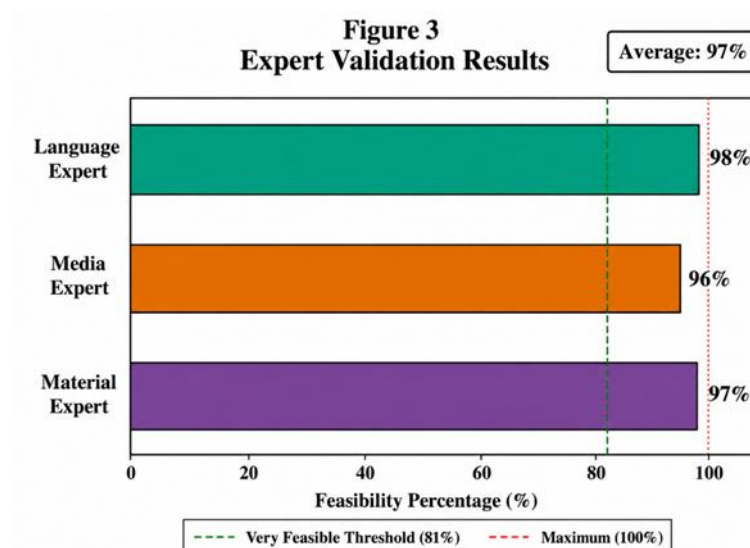


Figure 3. Expert Validation Results

Figure 1 shows the expert validation results for the Canva-based poster media based on three assessment aspects: material, media, and language. The language expert gave the highest feasibility score of 98%, followed by the material expert at 97% and the media expert at 96%. The figure also shows that all three validation scores exceeded the 81% Very Feasible threshold. The average validation score was 97%, indicating that the developed media met the established feasibility criteria.

At the Test stage, the revised prototype was implemented and evaluated through teacher responses and student learning outcomes. The practicality assessment was conducted using a teacher response questionnaire covering ease of media use, clarity of learning procedures, suitability with time allocation, support for PjBL implementation, and teacher comfort in using the media. The results are presented in Table 6.

Table 6. Teacher Response/Practicality Results

No	Assessment Aspect	Maximum Score	Score Obtained
1	Ease of Media Use	20	19
2	Clarity of Learning Procedures	20	20
3	Suitability with Time Allocation	20	19
4	Support for PjBL Implementation	20	20
5	Teacher Comfort in Using Media	20	18
Total		100	96
Percentage			96%
Category			Very Practical

Table 6 shows that the teacher response reached 96%, which was categorized as Very Practical. The highest scores were obtained for clarity of learning procedures and support for PjBL implementation, both with scores of 20. Ease of media use and suitability with time allocation each obtained a score of 19, while teacher comfort in using the media obtained a score of 18. Overall, the results indicate that the developed media was practical for supporting classroom learning activities.

The effectiveness of the developed media in improving students' understanding of NKRI was subsequently assessed using pretest and posttest instruments. The test consisted of 40 multiple-choice items covering the meaning and essence of NKRI, national

symbols, national unity, the application of NKRI concepts in daily life, and diversity as part of NKRI integrity. The comparison of student scores is presented in Table 7.

Table 7. Comparison of Pretest and Posttest Scores

Statistic	Pretest	Posttest	Improvement
Mean	66.38	89.51	23.13
Standard Deviation	8.42	6.73	—
Minimum Score	50	75	—
Maximum Score	82	100	—
N-Gain	—	—	0.69
Category	—	—	Medium-High (Effective)
Completeness	0%	100%	—

Table 7 shows that the mean score increased from 66.38 in the pretest to 89.51 in the posttest, representing an increase of 23.13 points. The standard deviation decreased from 8.42 to 6.73. The minimum score increased from 50 to 75, while the maximum score increased from 82 to 100. The calculated N-Gain was 0.69, categorized as Medium-High (Effective). Student learning completeness also increased from 0% in the pretest to 100% in the posttest.

The effectiveness of the media in developing patriotic attitudes was also evaluated through a 40-item attitude questionnaire administered before and after the learning implementation. The questionnaire measured students' patriotic attitudes based on the predetermined categories. The distribution of students across the four categories is presented in Table 7.

Table 7. Distribution of Patriotism Attitude Categories

Category	Before Learning Frequency	Before Learning Percentage	After Learning Frequency	After Learning Percentage
Very Good	8	21.62%	24	64.86%
Good	18	48.65%	13	35.14%
Fair	9	24.32%	0	0%
Less	2	5.41%	0	0%
Total	37	100%	37	100%

Table 7 shows that the proportion of students in the Very Good category increased from 21.62% before learning to 64.86% after learning. The Good category decreased from 48.65% to 35.14%, reflecting the movement of several students into the Very Good category. Meanwhile, the Fair category decreased from 24.32% to 0%, and the Less category decreased from 5.41% to 0%. Thus, after the learning implementation, 100% of students were categorized as Good or Very Good in terms of patriotic attitudes.

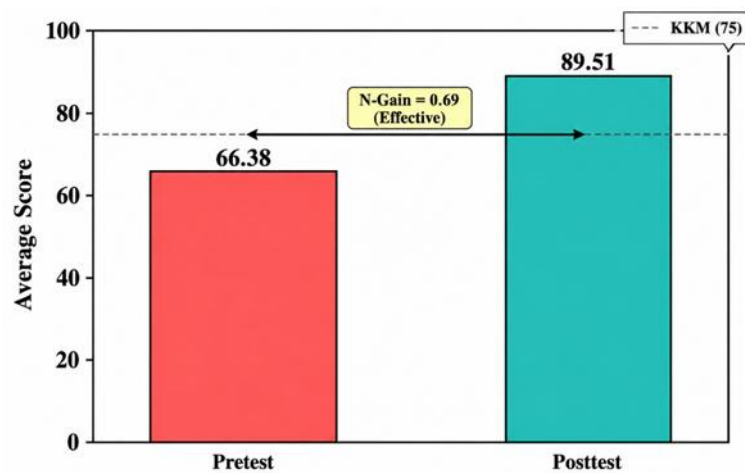


Figure 4. Comparison of Pretest and Posttest Scores

Figure 4 shows that the average student score increased from 66.38 in the pretest to 89.51 in the posttest. The posttest average exceeded the KKM score of 75, while the pretest average remained below the KKM. The figure also presents an N-Gain score of 0.69, categorized as Effective, indicating an improvement in students' NKRI understanding after the implementation of the developed learning media.

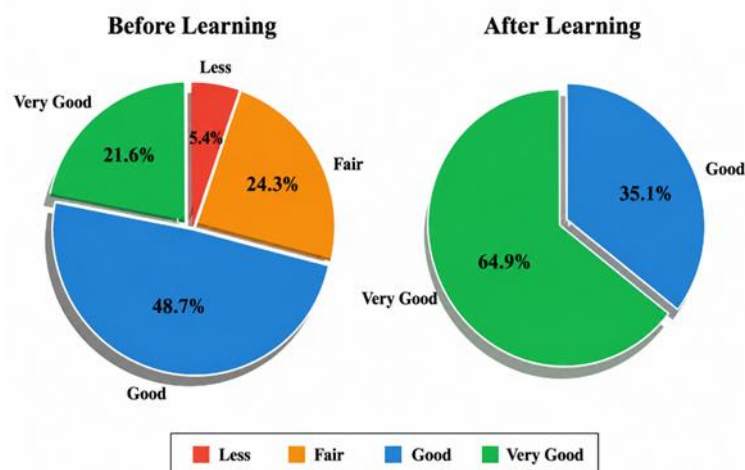


Figure 5. Distribution of Patriotism Attitude Categories

Figure 5 shows the distribution of students' patriotic attitude categories before and after the implementation of the learning media. Before learning, students were distributed across four categories: Very Good (21.6%), Good (48.7%), Fair (24.3%), and Less (5.4%). After learning, the distribution changed to Very Good (64.9%) and Good (35.1%), with no students remaining in the Fair or Less categories. This indicates that all students (100%) achieved the Good or Very Good patriotic attitude categories after the learning implementation.

Overall, the Test stage demonstrated that the revised prototype achieved the expected feasibility, practicality, and effectiveness criteria. The final product maintained the characteristics developed during the Prototype stage while incorporating the revisions obtained from expert feedback. The final results consisted of a Canva-based poster learning medium integrated with PjBL that was categorized as Very Feasible based

on expert validation, Very Practical based on teacher responses, and effective in improving students' understanding of NKRI and fostering patriotic attitudes. The final product therefore represented the outcome of the iterative Design Thinking process from user needs identification through problem definition, solution generation, prototype development, testing, and refinement.

Discussion

The findings across the Design Thinking stages empathize, define, ideate, prototype, and test indicate that the development process was systematically oriented toward users' actual learning needs. The empathize stage revealed that sixth-grade students preferred visual, interactive, and collaborative learning experiences, while teachers required learning media that was accessible and contextual. These findings informed the define stage, in which the central problem was identified as the need for innovative media capable of supporting both conceptual understanding and active participation in learning about NKRI. The ideate stage translated these needs into the concept of Canva-based poster media integrated with Project-Based Learning (PjBL). In contrast, the prototype stage transformed the concept into a usable learning product. In the test stage, expert validation and user-oriented practicality and effectiveness assessments demonstrated that the solution addressed the identified needs. This process supports the view that development research can produce feasible products when systematic procedures and expert evaluation are applied (Taukhid et al., 2025).

The results further demonstrate that the Design Thinking process was effective because each stage provided a basis for refining the subsequent stage rather than functioning as an isolated procedure. The prototype achieved an average expert validation score of 97%, comprising 97% from material experts, 96% from media experts, and 98% from language experts, indicating strong alignment between the proposed solution and pedagogical, visual, and linguistic requirements. This finding is consistent with Nieveen's validity principle, as cited in Hidayani (2024), that a development product is valid when its components receive positive expert assessments and correspond to the intended development objectives. The media expert score particularly suggests that the visual structure was compatible with learning design principles, supporting Amalia et al. (2026). Meanwhile, the 98% language score indicates that communicative and age-appropriate wording strengthened accessibility. Thus, Design Thinking contributed not merely to product creation but to problem-solution alignment by continuously translating identified user needs into concrete design decisions.

The test results provide further evidence that the developed solution had meaningful instructional potential. The practicality score of 96% indicates that the media was easy to operate and adaptable to learning conditions, while the N-Gain of 0.69 demonstrates an improvement in students' understanding of NKRI at a moderate level. These findings reinforce Sinaga et al. (2025), who emphasize that effective learning media should be practical, flexible, and usable across learning situations. The cognitive improvement can also be interpreted through the visual and participatory characteristics of the product: posters transformed relatively abstract NKRI concepts into more concrete representations, consistent with Meylan et al. (2026), while PjBL enabled students to construct knowledge through direct experience, as reported by Taukhid et al. (2025). Active involvement may further explain the improvement, supporting Ramadansur et al. (2026), whereas the combination of visual and verbal information corresponds to Multimedia Learning principles discussed by Irawati et al. (2026). Collectively, these

findings strengthen rather than contradict previous evidence.

The affective findings provide an additional dimension to the contribution of the media. All students achieved good or very good categories in patriotic attitudes, suggesting that the intervention was associated not only with improved cognitive understanding but also with the development of civic dispositions. This result supports Awaliyah et al. (2026), who argue that civic education should extend beyond cognitive mastery toward character formation. It also corresponds with Fikriyyani and Supriyanto (2024), whose research demonstrated that visual media can increase students' attention, motivation, and understanding, and with Kasmianti et al. (2025), who found that contextual and participatory learning can strengthen engagement and understanding of civic values. The distinctive contribution of the present study lies in integrating these characteristics through a single Canva-based poster system embedded within PjBL. The approach therefore connects technology, pedagogy, and civic learning rather than treating digital media as an independent instructional component. This integration represents the study's state of the art by positioning students as active producers of meaningful visual representations of civic values.

From a theoretical perspective, the findings suggest that Design Thinking can function as a bridge between user-centered design and pedagogically grounded learning-media development. Its iterative logic allows user needs to shape the problem definition, creative alternatives, prototype construction, and subsequent evaluation, thereby reducing the risk of developing technically attractive but pedagogically misaligned media. The combination of Canva and PjBL also demonstrates how technological affordances can support constructivist learning by enabling students to create, communicate, collaborate, and connect curricular content with everyday experiences. Practically, the high feasibility and practicality scores indicate that teachers can implement the media without requiring specialized technical expertise, while its digital and printable formats provide flexibility across instructional settings. The research contribution therefore extends beyond producing a feasible poster by demonstrating a user-oriented development pathway for civic education media. Nevertheless, the iterative process was bounded by the study context and available testing procedures; consequently, the findings should be interpreted as evidence of product quality within the investigated setting rather than universal effectiveness.

Despite these contributions, several limitations should be acknowledged. The study focused on sixth-grade students and the topic of NKRI, meaning that the findings may not directly generalize to students at other grade levels, different educational contexts, or other subject areas. The scope of participation and testing was also limited, and the effectiveness evidence was based primarily on the observed N-Gain and patriotic-attitude categories rather than broader longitudinal outcomes. In addition, the tested prototype represents a specific implementation of Canva-based poster media within PjBL; therefore, its performance may differ when applied with different teachers, student characteristics, technological conditions, or learning environments. Future research should examine the product with larger and more diverse participant groups and across different schools and curricular topics. Comparative or longitudinal studies could also investigate whether the observed improvements are sustained over time and how the media performs against alternative instructional approaches. Such studies would strengthen the empirical basis of the Design Thinking approach and further establish the scalability and transferability of the proposed learning-media model.

CONCLUSION

The findings of this study indicate that Canva-based poster media integrated with Project-Based Learning (PjBL) can serve as a feasible, practical, and effective instructional medium for PPKn learning, particularly in teaching NKRI and patriotism. Developed through the 4D model, the media achieved a very feasible category based on expert validation (97%) and a very practical category based on teacher responses (96%). They demonstrated effectiveness in improving students' understanding of NKRI, as reflected by an N-Gain score of 0.69, while also fostering patriotic attitudes, with all students achieving good and very good categories. The main insight from this study is that the integration of visually engaging digital media with project-based learning can facilitate meaningful learning by connecting conceptual understanding with the development of students' attitudes and values. Scientifically, this study contributes empirical evidence that Canva-based visual media can strengthen the implementation of PjBL in PPKn education and support the integration of knowledge, skills, and character development within a single learning experience. Nevertheless, this study is limited by its relatively small trial scope and focus on specific NKRI and patriotism content, which may limit the generalizability of the findings. Therefore, future research should involve larger and more diverse samples, broader implementation contexts, and comparative or experimental designs, as well as develop similar Canva-based PjBL media for other PPKn topics and subjects to examine its effectiveness across different learning contexts further.

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