



Developing Canva-Based Audio-Visual Media with Problem-Based Learning to Enhance Students' Understanding of Social Norms and Opinion Expression Skills

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Abstract:

This study aimed to develop and validate Canva-based audio-visual learning media integrated with Problem-Based Learning (PBL) syntax to improve students' understanding of social norms and their ability to express opinions in civic education. The study employed a Research and Development (R&D) approach using the Four-D model, consisting of Define, Design, Develop, and Disseminate stages. The developed media was validated by four experts and subsequently tested using a one-group pretest-posttest design involving 40 seventh-grade students. The findings showed that the media achieved an average expert validation score of 92.02%, indicating that it was highly valid. Its practicality was rated highly practical by both teachers (98.33%) and students (94.38%). Students' learning outcomes improved significantly, with the mean score increasing from 62.45 on the pretest to 86.10 on the posttest (N-Gain = 0.63, moderate category; $t(39) = -30.47$, $p < .05$; Cohen's $d = 3.72$), while student activity reached 97.50%. These findings imply that Canva-based multimedia integrated with PBL provides a replicable technology-based instructional alternative for strengthening conceptual understanding and students' opinion-expression skills in civic education.

INTRODUCTION

The ability to understand social norms and express opinions rationally and responsibly is essential for preparing young people to participate constructively in democratic society. Within Indonesian civic education (Pendidikan Pancasila dan Kewarganegaraan/PPKn), these competencies enable students not only to recognize acceptable patterns of social behavior but also to communicate ideas, aspirations, critiques, and solutions responsibly in public life (Huda et al., 2025; Shokhah, 2025). This issue is socially important because democratic participation increasingly requires citizens who can evaluate problems critically rather than merely accept information passively. PPKn is therefore expected to develop students' critical, rational, and creative thinking when responding to civic issues and participating in community, national, and state life (Triyono et al., 2026). However, evidence from educational practice suggests that these competencies are not always adequately cultivated through conventional instruction. When students have limited opportunities to analyze social problems and articulate reasoned positions, their preparation for responsible democratic participation may

remain incomplete (Kosakoy et al., 2025; Taukhid et al., 2025; Gurning et al., 2024). Therefore, developing learning approaches that connect conceptual understanding with active opinion expression is important for both education and society.

A major problem underlying this issue is the continued dominance of teacher-centered instruction in delivering norm-related material. Learning is frequently organized around lectures, explanations, and written assignments, positioning students primarily as recipients of information rather than active participants in examining civic problems. This approach creates limited opportunities for learners to discuss different perspectives, construct arguments, evaluate alternatives, and communicate opinions responsibly (Kosakoy et al., 2025; Taukhid et al., 2025; Gurning et al., 2024). Consequently, two interconnected competencies may be affected: students' conceptual understanding of social norms and their ability to express opinions. Opinion expression involves more than speaking confidently; it requires students to convey ideas, aspirations, critiques, and proposed solutions politely, rationally, clearly, and responsibly (Nur'aeni et al., 2026; Suputra et al., 2023). Without structured classroom activities that require discussion and argument-building, students may understand norms superficially while remaining unable to apply them when responding to authentic social issues (Jamaludin & Henderi, 2024; Kasmianti et al., 2025). Thus, an instructional approach that simultaneously develops knowledge and active civic communication is needed.

This problem was also reflected in the preliminary field phenomenon identified before the development of the intervention. A diagnostic assessment consisting of ten items aligned with the social-norms syllabus showed that students obtained an average score of 69.01, which was below the minimum completion standard of 75. Their difficulties were not limited to conceptual understanding. During a regular classroom discussion, a teacher-completed four-point observational checklist indicated that only 31% of students demonstrated adequate courage to express opinions and clarity in delivering their ideas. These findings suggest that students were insufficiently prepared to communicate their perspectives even when discussion opportunities were available. The selected research setting also provided appropriate conditions for examining a technology-based instructional intervention because it possessed supporting facilities, including projector and internet access, and the teacher was willing to collaborate in media-based learning development. More importantly, the setting demonstrated a documented need for improved instructional media for norm-related material. Therefore, the field phenomenon confirms the practical urgency of developing learning media that can transform abstract concepts into meaningful problems while encouraging students to actively analyze, discuss, and communicate reasoned opinions.

Previous studies have demonstrated the potential of both digital learning media and Problem-Based Learning (PBL), although their contributions remain fragmented across different educational contexts. Digital design platforms such as Canva provide accessible tools for developing presentations, videos, infographics, animations, and other interactive learning resources (Ifvaranindra & Ansori, 2024), while audio-visual media can simultaneously engage auditory and visual channels to support students' attention and retention (Husna et al., 2026). Meanwhile, PBL provides a pedagogical structure through authentic problems that encourages students to investigate issues, discuss alternative perspectives, and formulate reasoned solutions (Astuti et al., 2024). Several studies support these approaches individually. Suputra et al. (2023) found that PBL supported by Canva-based e-modules improved critical thinking, while Wijayanto et al. (2025) and

Marpaung and Siswono (2024) demonstrated the feasibility of Canva-based interactive media in reading, numeracy, and mathematics learning. These findings indicate the educational promise of digital media and problem-oriented learning, but they do not yet establish how both approaches can be systematically integrated to address civic-norm learning and students' opinion-expression skills.

The literature also reveals a more specific research gap concerning the integration, context, and outcomes of previous interventions. Nur'aeni et al. (2026) combined Canva and PBL to strengthen information literacy and critical thinking; however, their study did not specifically address social-norm content or students' opinion-expression skills and focused primarily on validation and practicality rather than a comprehensive effectiveness test. Similarly, Sumunik et al. (2023) implemented PBL with Canva in geography learning, but the intervention targeted spatial-pattern understanding rather than civic argumentation. Other Canva-based studies were conducted outside civic education and outside the PBL framework (Wijayanto et al., 2025; Marpaung & Siswono, 2024), whereas Suputra et al. (2023) emphasized critical thinking without examining opinion-expression outcomes in civic contexts. Therefore, existing research has not sufficiently explained whether Canva-based audio-visual media structured explicitly according to PBL syntax can simultaneously improve students' conceptual understanding of social norms and their capacity to express opinions rationally and responsibly. Resolving this gap is important because civic education requires not only students who know social norms but also students who can apply and communicate their understanding when confronting real social problems.

The state of the art of this study lies in the deliberate integration of three complementary elements that have previously been examined largely in isolation: Canva-based audio-visual media, Problem-Based Learning syntax, and social-norms content in civic education. Canva functions as the technological medium that presents abstract concepts through accessible visual and audio-visual representations, whereas PBL provides the instructional sequence through which students encounter problems, investigate issues, exchange perspectives, formulate arguments, and develop solutions (Ifvaranindra & Ansori, 2024; Astuti et al., 2024). The novelty is therefore not merely the use of Canva or PBL independently, but their systematic integration to address two outcomes simultaneously: conceptual understanding and opinion-expression skills. This combination is important because conventional civic instruction may separate knowledge acquisition from opportunities to practice civic communication. By embedding norm-related problems within PBL activities supported by Canva-based media, students are expected to move from understanding rules conceptually toward analyzing their relevance and articulating responsible positions. Accordingly, this research offers a technology-based instructional alternative designed specifically to respond to the pedagogical limitations and learning needs identified in civic education.

Based on the identified societal issue, general instructional problem, field phenomenon, and literature gap, this study addresses the problem of how to develop Canva-based audio-visual learning media integrated with Problem-Based Learning that is valid, practical, and effective for improving students' understanding of social norms and their opinion-expression skills. The central argument of this research is that combining Canva's capacity to provide concrete, engaging, and accessible audio-visual representations with the problem-oriented structure of PBL can create learning experiences that connect conceptual knowledge with active communication. Canva is

expected to provide meaningful stimuli that make abstract norm-related issues easier to understand, while PBL creates structured opportunities for students to investigate problems, exchange views, construct arguments, and communicate solutions responsibly. Therefore, the study hypothesizes that such integration can improve both learning outcomes and student participation more effectively than conventional teacher-centered approaches. The research contributes theoretically by strengthening understanding of technology-supported PBL in civic education and practically by providing an evidence-based, replicable instructional alternative for teachers seeking to develop students' civic knowledge and responsible opinion-expression competencies.

RESEARCH METHODS

This study employed a Research and Development (R&D) approach using the Four-D model, comprising Define, Design, Develop, and Disseminate, developed by Thiagarajan, Semmel, and Semmel (Putri et al., 2026). This model was selected because it provides systematic procedures for developing educational products that meet validity, practicality, and effectiveness criteria (Ifvaranindra & Ansori, 2024). The Define stage involved front-end, student, task, and concept analyses, followed by the formulation of learning objectives (McKim, 2017). Data were collected through observation, teacher interviews, documentation, and curriculum analysis. The findings indicated that students needed concrete visual representations of abstract norm concepts and structured opportunities to practice expressing opinions. During the Design stage, storyboards, flowcharts, visual layouts, learning materials, videos, Student Worksheets (LKPD), and evaluation instruments were developed. Problem-Based Learning (PBL) syntax was systematically integrated into the Canva-based audio-visual media.

The Develop stage included product production, expert validation, revision, limited trials, classroom implementation, and effectiveness testing. Four experts in content, media, instructional design, and language evaluated the product using validation instruments assessing content appropriateness, media quality, instructional design, and language suitability. The product underwent two revision stages: Draft I was revised according to expert recommendations, while Draft II was refined using limited-trial feedback. Classroom testing, including limited trials, implementation, N-Gain analysis, and paired-sample t-tests, was conducted within the Develop stage because these activities functioned as iterative product refinement. The Disseminate stage was adapted to focus on packaging the validated and field-tested product, including the final media, user guide, validation documentation, and implementation report, for potential distribution beyond the initial research setting through civic education teachers and instructional-media repositories.

The implementation involved 40 seventh-grade students selected through purposive sampling based on characteristics relevant to the developed product. Participants were aged 12–13 years and represented diverse academic achievement levels and familiarity with digital technology. A one-group pretest-posttest design was used to examine changes in learning outcomes after implementing the developed media. Data were collected using multiple instruments. A 28-item expert validation sheet assessed product feasibility, while a 30-item learning outcome test measured students' understanding of social norms from remembering to analyzing. Teacher and student response questionnaires consisting of 20 and 25 items assessed product practicality. Student activities were documented using a 15-indicator observation sheet. Opinion-expression skills were evaluated using a five-criterion rubric covering courage, clarity,

content accuracy, argumentation, and responsiveness to others’ opinions. All instruments underwent expert review and reliability testing before implementation.

Data were analyzed quantitatively and qualitatively to determine the product’s validity, practicality, and effectiveness. Content validity was analyzed using Aiken’s V, with values above 0.67 indicating acceptable validity. Practicality was determined by calculating the percentage of obtained scores relative to maximum possible scores. Effectiveness was assessed using descriptive statistics, N-Gain analysis, normality testing, paired-sample t-tests, and Cohen’s **d**. Descriptive statistics summarized pretest and posttest performance, while N-Gain measured the magnitude of learning improvement. Kolmogorov–Smirnov and Shapiro–Wilk tests examined normality assumptions before paired-sample t-tests were conducted using SPSS 27 at $\alpha = 0.05$. Student activity was analyzed using percentage categories. Because the study used a one-group pretest-posttest design without a control group, potential threats such as maturation, testing effects, and history could not be fully eliminated.

RESULTS AND DISCUSSION

Product Development Results

The development process successfully produced Canva-based audio-visual media integrated with Problem-Based Learning (PBL) syntax for social norms material. The final product comprises a comprehensive 45-minute learning module structured in nine sections: (1) Interactive opening with animated norm scenario videos, (2) User navigation guide, (3) Learning objectives aligned with Curriculum Merdeka standards, (4) Aperseption presenting real-world norm violation cases through video storytelling, (5) Problem orientation using contextual community scenarios, (6) Norm material presentation combining text, animation, and infographic elements, (7) PBL learning activities with structured group investigation protocols, (8) Formative evaluation with interactive quizzes, and (9) Reflective closing with student learning journals.

The media incorporates multimedia elements including: 12 animated video segments (total duration 18 minutes), 8 interactive infographics, 15 knowledge check points, 5 collaborative problem-solving scenarios, and integrated Student Worksheets (LKPD) accessible through hyperlinks. The Canva platform enabled seamless integration of visual design elements with PBL pedagogical structure, creating an intuitive user interface appropriate for seventh-grade students.

Expert Validation Results

Expert validation was conducted to assess media feasibility from content, media, instructional design, and language aspects. Four validators participated: one civic education material expert, one multimedia learning expert, one instructional design expert, and one Indonesian language expert. Validation used a 4-point Likert scale assessing 28 indicators across four dimensions.

Table 3. Expert Validation Results Summary

Validation Aspect	Indicators	Score Range (%)	Average (%)	Category
Material Content	7	86-93	90.00	Very Valid
Media Quality	8	88-95	91.80	Very Valid
Instructional Design	8	89-96	92.29	Very Valid
Language Appropriateness	5	92-96	94.00	Very Valid
Overall Average	28	88-95	92.02	Very Valid

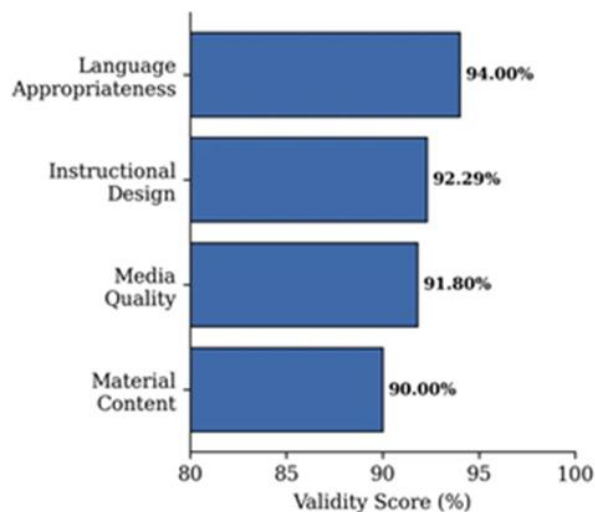


Figure 1. Expert Validation Results

Beyond the numerical scores, each validator provided written comments guiding the Draft I to Draft II revision. Table 4 summarizes these qualitative notes and the corresponding revisions, addressing the reviewer request for validator feedback beyond the aggregate 92.02% score.

Table 4. Qualitative Validator Feedback, Draft I to Draft II

Validator	Main Draft I Comments	Revision Implemented in Draft II
Material expert	Coverage of norm types was unbalanced folkways and mores were well illustrated, but examples of formal laws (hukum) relevant to students' daily life were limited to one scenario.	Added two additional contextual case examples on formal-law norms drawn from familiar school and neighborhood situations, and rebalanced the three norm categories across the material sections.
Media expert	Several video segments (particularly segments 3 and 7) ran longer than needed for the point being illustrated, and background music was too loud relative to narration in two clips.	Trimmed the two longest video segments by 15–20%, lowered background-music volume by approximately 30% relative to narration, and standardized audio levels across all 12 segments.
Instructional design expert	The transition from the Problem Orientation section to the Organizing Investigation section was abrupt, giving students no explicit cue for what to do next; LKPD task instructions were dense single paragraphs.	Added an on-screen transition prompt and a short recap slide between the two PBL stages, and reformatted the LKPD instructions into numbered, step-by-step directions with one action per line.
Language expert	A number of terms (e.g., "norma" sub-classifications) used vocabulary above Grade VII reading level, and several sentences in the norm-material narration exceeded 25 words, reducing clarity.	Replaced technical vocabulary with grade-appropriate synonyms supported by a short on-screen glossary, and split long narration sentences into two shorter sentences each, with minor spelling/EYD corrections throughout.

Teachers reported that the media significantly facilitated PBL implementation by providing structured problem scenarios and clear activity guidance. Students expressed high enthusiasm for the interactive elements, particularly the video scenarios depicting norm violations in familiar contexts. Both teachers and students indicated that the media reduced preparation time and increased learning engagement.

Effectiveness Testing

Effectiveness testing measured learning outcome improvement using pretest-posttest control group design. Data were collected from 40 students before and after learning implementation.

Table 5. Pretest and Posttest Descriptive Statistics

Statistic	Pretest	Posttest	Difference
N	40	40	-
Minimum	50.00	78.00	+28.00
Maximum	73.00	94.00	+21.00
Mean	62.45	86.10	+23.65
Standard Deviation	6.38	4.48	-1.90

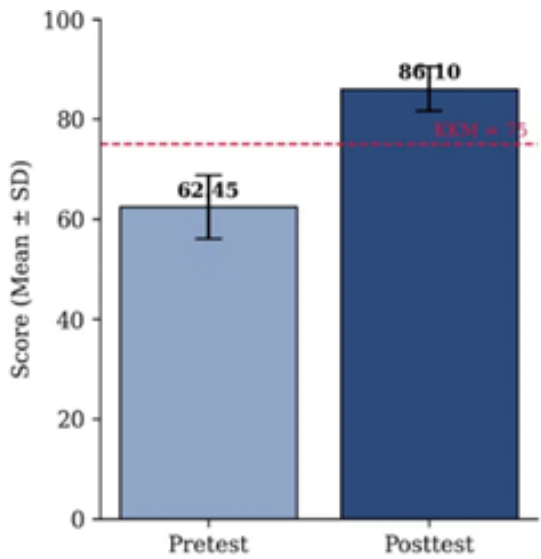


Figure 2. Learning Outcomes Pretest-Posttest

The average pretest score was 62.45 (below minimum completion standard of 75), while posttest scores increased to 86.10, representing a 23.65-point improvement (37.9% increase). The reduction in standard deviation from 6.38 to 4.48 indicates that student learning outcomes became more uniform after intervention, suggesting the media effectively supported diverse learners.

Table 6. Paired Sample t-Test Analysis

Variable	Mean	Std. Deviation	t-value	df	Sig. (2-tailed)	Cohen's d
Pretest	62.45	6.38				
Posttest	86.10	4.48				
Difference	-23.65	4.91	-30.470	39	0.000	3.72

The Paired Sample t-Test results showed t-value = -30.470 with df = 39 and p-value = 0.000 (< 0.05), confirming statistically significant differences between pretest and posttest scores. The effect size (Cohen's d = 3.72) indicates a very large practical effect, demonstrating substantial educational significance beyond statistical significance.

Table 7. N-Gain Score Distribution

N-Gain Category	Range	Frequency (n)	Percentage (%)
High	> 0.70	8	20.0%
Moderate	0.30 - 0.70	29	72.5%
Low	< 0.30	3	7.5%
Total	-	40	100%
Average N-Gain	-	0.63	Moderate

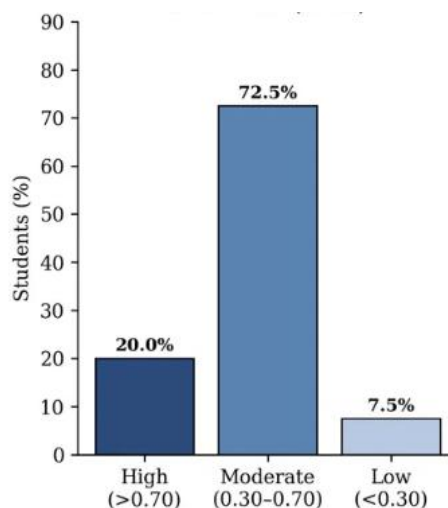


Figure 3. N-Gain Score Distribution

The N-Gain calculation yielded 0.63 (moderate category), indicating meaningful learning improvement. Notably, 92.5% of students achieved moderate to high improvement, demonstrating the media's effectiveness across diverse ability levels. The three students showing low gain (7.5%) had exceptionally high pretest scores (>70), leaving limited room for improvement.

Student Activity Observation

Student activity observation during PBL implementation with Canva media showed 97.50% activity rate (very active category). The observation assessed 15 indicators across five PBL syntax phases: (1) Problem Orientation (98%): Students actively watched video scenarios and identified norm violations; (2) Organizing Investigation (96%): Students effectively formed groups and distributed investigation tasks; (3) Guided Inquiry (97%): Students actively searched information using media-provided resources; (4) Solution Development (98%): Students enthusiastically developed solutions through group discussion; and (5) Analysis and Reflection (99%): Students actively presented solutions and provided peer feedback.

Discussion

This research successfully developed Canva-based audio-visual media integrated with Problem-Based Learning that met validity, practicality, and effectiveness criteria. The comprehensive validation process involving four expert validators ensured the media achieved high quality standards across all assessed dimensions (92.02% overall validity), consistent with Marpaung and Siswono (2024), who reported comparably high validation scores (90.5% media, 89.5% material) for Canva-based PBL multimedia.

The high validity scores (92.02%) align with findings by Marpaung and Siswono (2024), who developed Canva-based interactive multimedia with PBL achieving 90.5%

media expert validation and 89.5% material expert validation (Marpaung & Siswono, 2024). The multimedia approach enables concrete presentation of abstract norm concepts through video simulations, animations, and contextual case studies (Rizkiani et al., 2024)(Sari, 2023), supporting Mayer's Multimedia Learning Theory which posits that learning is more effective when information is presented through multiple channels (visual and verbal) (Dalimunthe & Reinita, 2022). The effectiveness demonstrated through N-Gain 0.63 confirms the synergy between visual media and problem-based learning. Canva media serves as an initial stimulus presenting problems and clarifying concepts, while PBL provides opportunities for active thinking and opinion expression (Khoeriyah et al., 2026). This aligns with constructivist learning theory emphasizing knowledge construction through experience, social interaction, and reflection (Sumunik et al., 2023). The structured PBL syntax creates scaffolded learning experiences that progressively develop student competencies.

The significant improvement in opinion expression skills (from 31% initial to high participation post-intervention) supports research by Windayani et al. (2025) showing PBL implementation significantly enhances student speaking proficiency (Windayani et al., 2025). The structured PBL syntax orienting to problems, organizing student investigation, guiding individual and group inquiry (Farihah & Utami, 2024), developing and presenting solutions, and analyzing problem-solving processes systematically develops communication skills (Rahma et al., 2026).

This research contributes to civic education practice by providing innovative media aligned with 21st-century learning demands emphasizing student-centered approaches and 4C skills development. The Canva-PBL integration offers a replicable model for other subjects requiring conceptual understanding and communication skill enhancement (Gunadi et al., 2025). The research addresses the identified research gap by specifically targeting civic education norm material a content area previously underrepresented in multimedia development literature. While demonstrating significant effectiveness, this research had limitations including: (1) Limited sample size (N=40) from a single school, (2) Short implementation duration (one learning cycle), and (3) No control group comparison. Future research should expand to multiple schools with larger samples, extend implementation duration, and include control group designs to strengthen causal inference.

Several technical and contextual constraints likely capped the size of these gains. The intervention was limited to a single 45-minute cycle in one classroom with shared projector and internet access, leaving little room to revisit content or to remediate the three students who showed low N-Gain despite already-high pretest scores. Because the study used a one-group pretest-posttest design without a control group, some part of the improvement cannot be strictly separated from maturation or testing-familiarity effects, although the very large effect size (Cohen's $d = 3.72$) makes it unlikely that these factors alone account for the result.

Taken together, these findings support the premise motivating this study: that combining Canva-based audio-visual media with PBL syntax can address the specific instructional gap identified in the Introduction low conceptual understanding and low opinion-expression participation under teacher-centered norm instruction by pairing a concrete visual stimulus with a pedagogical structure that requires students to reason and speak. This contributes a civic-education-specific, opinion-expression-focused application to a literature in which Canva and PBL have so far mostly been studied

separately or in other subject areas (Suputra et al., 2023; Wijayanto et al., 2025; Kasmianti et al., 2025), and offers a replicable model for other norm-adjacent civic education topics.

This research had several limitations: (1) a limited sample size (N = 40) from a single school and a single class, (2) a short implementation duration of one learning cycle, and (3) no control group comparison, which restricts causal inference about the relative contribution of the Canva media versus the PBL structure itself. Future research should expand to multiple schools and classes with larger samples, extend the implementation duration across several cycles, and adopt a control-group or quasi-experimental design so that the independent contribution of Canva-based media, relative to PBL syntax alone, can be isolated.

CONCLUSION

This study demonstrates that Canva-based audio-visual media integrated with Problem-Based Learning is valid, practical, and effective in improving students' understanding of social norms and opinion-expression skills. The central lesson is that meaningful improvement emerges not from digital media alone, but from combining concrete visual stimuli with structured inquiry, discussion, and reflection that actively engage students in reasoning and communication. Scientifically, this study contributes a civic-education-specific instructional model integrating Canva and PBL to simultaneously address conceptual understanding and opinion-expression skills in norm-related learning. However, the findings are limited by the single-school, single-cycle, one-group design, absence of a control group, and relatively small sample of 40 students. Future research should involve multiple schools, larger samples, longer implementation periods, and experimental comparison groups to strengthen causal evidence and examine the model's broader applicability.

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