



From Visual To Understanding: Analysis Of The Effect Of Canva Learning Media On Phbs Motivation

Niswatin Hasanah Aprilia¹, Junaidi Budi Prihanto², Mochamad Ridwan³

^{1,2,3} Sport Education, Universtas Negeri Surabaya, Surabaya, Jawa Timur, 60213, Indonesia

ABSTRACT

Low learning motivation in understanding Clean and Healthy Living Behavior (PHBS) material is still problematic at the elementary school level. Lack of student awareness of healthy behaviors such as washing hands and choosing nutritious foods indicates the need for innovation in learning strategies. This study aims to analyze the effect of Canva-based video media on student learning motivation on the PHBS topic. The study used a quantitative method with a one-group pretest-posttest quasi-experimental design. The research subjects consisted of 19 fourth-grade students at SD Negeri 2 Pule. The research instrument was a motivation questionnaire given before and after treatment. The results of the hypothesis test showed a significance value of $0.000 < 0.05$, it can be concluded that there was a significant effect after being given treatment with the use of Canva videos on increasing learning motivation. Therefore, Canva media can be used as an alternative technology-based learning that is effective in increasing motivation, especially in PHBS material.

Keywords: *Canva, Learning Motivation, PHBS, elementary school*

Correspondence author: Niswatin Hasanah Aprilia, Universtas Negeri Surabaya, Jawa Timur, Indonesia
Email: 24060805029@mhs.unesa.ac.id



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INTRODUCTION

Lack of awareness among students regarding handwashing before meals, poor food choices, and insufficient physical activity are still prevalent challenges in elementary school settings (Angkasa et al., 2017; Siti Nur Solikah, 2020). Clean and Healthy Living Behavior (PHBS) is essential for developing healthy, productive individuals who recognize the significance of personal and environmental health (Alzahrani, 2021). However, implementing PHBS education faces challenges, particularly due to students' low motivation to engage with the material (Alzahrani & Alhalafawy, 2023). With the rise of digital technology, employing interactive and visual learning media has proven to be an effective strategy for enhancing learning outcomes (Naciri et al., 2021). A prominent tool in education today is Canva, which enables educators to create engaging and accessible materials. Utilizing visual resources through Canva can effectively draw students' attention, boost their understanding of concepts, and heighten their motivation to learn (Bobek & Tversky, 2016). While previous research has highlighted the effectiveness of interactive visual media in enhancing students' comprehension,

there is a gap in studies specifically focused on the impact of Canva on learning motivation within the realm of PHBS.

Learning motivation plays a crucial role in determining students' success in understanding and applying the concepts they learn (Bedi, 2023). This study addresses an urgent need to enhance the quality of Physical Education, Sports, and Health (PJOK) learning, particularly in elementary schools. There is a pressing requirement for innovative approaches in teaching PHBS material, as student motivation remains low due to various factors, including the use of less engaging media and traditional teaching methods (Ana et al., 2024). In our digital age, interactive visual media like Canva hold significant potential to boost student engagement and comprehension (Sharma et al., 2020). Nevertheless, there has been a lack of research specifically evaluating the effectiveness of Canva in the realm of PHBS learning. Thus, this study aims to assess the impact of Canva media on enhancing student learning motivation, while also contributing to the development of innovative and contextually relevant teaching strategies.

To address the low motivation of students in learning PHBS material, an innovative learning approach that integrates visual elements and digital technology is essential (Kestin & Miller, 2022). One effective solution is the implementation of Canva-based learning media, which presents materials in a more engaging, interactive manner that aligns with the learning preferences of contemporary students (Murillo-Zamorano et al., 2021). Additionally, it is crucial to enhance teacher competence in designing effective, student-centered materials. This ensures that the learning process not only transmits information but also significantly boosts students' attention, understanding, and active participation (Kusnadi & Azzahra, 2024).

This study is innovative as it leverages Canva as the primary medium for conveying PHBS material to elementary school students, employing a visual, interactive, and creative design approach to enhance student learning motivation. Unlike traditional learning media which often deliver information in a one-way manner, Canva facilitates active participation from both students and teachers in the content creation process. By integrating an interactive visual strategy with health promotion and preventive content, this study aims to provide empirical evidence on the effectiveness of graphic design-based digital media for learning in today's digital landscape.

The goal is to evaluate the impact of Canva-based learning media on boosting student motivation regarding PHBS topics, utilizing a quantitative approach to generate solid evidence that supports more innovative and contextual educational practices in the digital age. This

methodology is anticipated to foster a more enjoyable and relevant learning experience, encouraging students to internalize PHBS values in their daily lives.

METHOD

This research employs a quantitative approach utilizing a quasi-experimental design. The descriptive design is implemented as there is only one test group involved. The primary aim of this study is to assess the differences in student motivation and learning outcomes before and after they are exposed to clean and healthy living behavior material presented through Canva-based videos. By measuring these changes, the study seeks to determine the effectiveness of this interactive visual media in enhancing students' understanding and motivation regarding PHBS.

Table 1. *One Group Pretest-Posttest Design*

T1	X	T2
(Rangkuti, 2019)		

Information:

T1 = pre test value (before treatment)

T2 = post test value (after treatment)

The study focused on the students of SDN 2 Pule, with the sample specifically being fourth-grade students from this school located in the Modo District of Lamongan Regency. Initially, all students participated in a pre-test aimed at gauging their learning motivation levels. Following this assessment, the students received treatment involving Canva media before completing a post-test designed to measure any changes in their motivation. The analysis compared the pre-test and post-test data, investigating how students' learning motivation shifted before and after the treatment. In this research, Canva media served as the independent variable, while learning motivation was the dependent variable. The hypothesis was that utilizing Canva media would enhance students' motivation for learning about Clean and Healthy Living Behavior (PHBS) material. To assess learning motivation, a questionnaire consisting of several statements was administered. The data analysis employed a range of techniques, including descriptive tests to summarize the data, normality tests to evaluate the distribution, and hypothesis tests. If the data did not follow a normal distribution, the Wilcoxon test was utilized; conversely, if the data was normally distributed, a paired sample t-test was performed. Through this approach, the study aimed to determine the effectiveness of Canva media in boosting students' motivation for PHBS education.

RESULTS AND DISCUSSION

Result

This study was carried out at SDN Negeri 2 Pule in the Modo District of Lamongan Regency in May 2025, with the primary objective of analyzing the effect of Canva-based video media on students' learning motivation regarding Clean and Healthy Living Behavior (PHBS) material. The research involved one experimental group comprising 19 respondents. To gauge the impact of the intervention, a questionnaire was administered both before and after the treatment, allowing for a comparative analysis of the students' learning motivation levels. The findings indicated that the implementation of Canva-based video media positively influenced the students' motivation to learn about PHBS. This suggests that utilizing engaging and visually appealing media can enhance students' interest and enthusiasm towards important health-related topics. Based on the results of the descriptive analysis of the learning motivation questionnaire data collected before and after treatment, the following statistical descriptions were obtained:

Table 2. Descriptive statistical analysis pre test and pos test

<i>Statistic</i>	<i>Pre test</i>	<i>Post test</i>
Mean	49.68	64.58
Median	49.00	63.00
Mode	48	62
Std. Deviation	2.730	5.305
Range	11	22
Minimum	45	53
Maximum	56	75

The results from the descriptive statistical analysis clearly demonstrate a notable increase in student learning motivation following the treatment. The average score rose significantly from 49.68 (SD = 2.730) in the pre-test to 64.58 (SD = 5.305) in the post-test, indicating a positive change in motivation levels. This improvement is further illustrated by the median value, which increased from 49.00 to 63.00, and the mode, which shifted from 48 to 62. These changes suggest a meaningful shift in the distribution of scores towards higher values. Additionally, the range of scores broadened from 11 in the pre-test to 22 in the post-test. Notably, the minimum score improved from 45 to 53, while the maximum score increased from 56 to 75. Such findings highlight that not only did the average learning motivation increase after the treatment, but there was also a greater diversity in student achievements. This indicates that the implementation of Canva media effectively contributed to a richer learning environment and more varied motivational outcomes among students.

After performing the descriptive analysis, the next step involves calculating the normality test using the One-Sample Kolmogorov-Smirnov method. This test helps to determine if the learning motivation data from the pre-test and post-test is normally distributed. Specifically, if the significance (sig) value is greater than 0.05, the data is considered to follow a normal distribution. Conversely, if the sig value is less than 0.05, the data is classified as not normally distributed. This statistical assessment is crucial, as it guides the choice of subsequent hypothesis testing methods, ensuring that the analysis aligns with the underlying data characteristics.

Table 3. Normality Test Results

<i>One-Sample Kolmogorov-Smirnov Test</i>		
	<i>Pre test</i>	<i>Post test</i>
N	19	19
<i>Test Statistic</i>	.231	.208
<i>Asymp. Sig. (2-tailed)</i>	.009 ^c	.030 ^c

The analysis of the results from the 19 respondents indicated that the significance (sig) value for the pre-test data was 0.009, which is less than the threshold of 0.05, and for the post-test data, the sig value was 0.030, also less than 0.05. These findings suggest that the data for both the pre-test and post-test are not normally distributed. Given that the normality test revealed non-normal distribution, the next step involved utilizing a non-parametric hypothesis test, specifically the Wilcoxon test, to rigorously examine the initial hypotheses established in the study. According to the guidelines for interpreting the results, if the sig value is less than 0.05, it can be concluded that there is a significant influence, whereas a sig value greater than 0.05 would indicate no significant influence. This approach aims to assess the impact of Canva media on students' learning motivation regarding PHBS effectively.

Table 4. Hypothesis Test Results

Test Statistics^a	
	<i>Post test – Pre test</i>
<i>Z</i>	-3.732 ^b
<i>Asymp. Sig. (2-tailed)</i>	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

According to the hypothesis test results, the calculated Z value is -3.732. This negative Z value indicates that the post-test scores were consistently higher than the pre-test scores. Additionally, the significance value (sig) is 0.000, which is less than the threshold of 0.05. These findings suggest that there is a significant effect of using Canva-based video media on

students' learning motivation regarding PHBS material after they received the treatment twice. This strong evidence highlights that the intervention is effective in enhancing students' motivation to learn about Clean and Healthy Living Behavior.

Discussion

The results of this study indicated that the implementation of Canva-based video media had a notable impact on enhancing the learning motivation of fourth-grade students at SD Negeri 2 Pule regarding the Clean and Healthy Living Behavior (PHBS) material. Data gathered from 19 respondents demonstrated a measurable increase in learning motivation following two treatment sessions. This suggests that the engaging nature of video media created with Canva effectively fosters a more captivating learning environment and promotes active student participation throughout the learning process. These findings align with the research conducted by Mei et al. (2024), which highlighted that interactive audio-visual media significantly boosts students' motivation to learn. Additionally, Cheng et al. (2023) emphasized that appealing digital media play a critical role in maintaining students' focus and enhancing their interest in educational content. Overall, the study underscores the potential of innovative media tools like Canva in facilitating effective learning experiences for students.

At the elementary school level, media that presents content visually has been proven to be more effective in attracting attention and arousing enthusiasm for learning. This aligns with the opinion of Wulandari et al. (2024), who emphasized that audiovisual media can strengthen the absorption of information by engaging various senses simultaneously. Research by Hapsari and Zulherman (2021) supports this, stating that animated videos effectively combine sound and moving images. Typically, elementary school students understand about 50% of the information they hear and see. The interactive features available in the Canva application make it accessible for teachers, even without special skills. Christiani et al. (2024) also emphasize that Canva offers a variety of ready-to-use features, allowing teachers to easily create visually appealing learning materials. Therefore, Canva media can serve as an effective alternative for teachers aiming to create engaging learning experiences that enhance student motivation and participation.

While the implementation of Canva media has demonstrated a positive impact on student learning motivation, several challenges were encountered during the process. One significant obstacle was reported by two students who faced internet connectivity issues when attempting to access videos at home. This finding aligns with the observations made by Juhadira et al. (2024), which highlight that limitations in internet access can significantly hinder

the effective usage of Canva media, ultimately affecting the overall learning experience. Another challenge was the constrained implementation time. Due to a series of consecutive school activities, the research could only be conducted within a relatively short timeframe. This limitation restricted the researchers' ability to make more in-depth observations regarding the changes in student learning motivation over time. To enhance the quality of future research and gather more comprehensive results, it would be beneficial to extend the duration of the treatment and incorporate a wider variety of interventions. This approach could lead to a deeper understanding of the effects of Canva media on student motivation and potentially address the connectivity issues encountered.

CONCLUSION

Based on the research conducted on fourth-grade students at SDN 2 Pule, Modo District, Lamongan Regency in May 2025, it is evident that the use of Canva media has had a positive impact on student motivation. The analysis showed that after the treatment, there was a significant increase in students' motivation regarding PHBS material. These findings suggest that incorporating Canva-based video learning media is an effective teaching strategy to enhance student motivation and encourage active participation. This is particularly relevant in the context of Physical Education and PHBS material in elementary schools. Therefore, educators are encouraged to consider utilizing such interactive and visually engaging media to foster a more motivating learning environment for students.

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