



Development of Canva-based Educational Games on the Meaning of the Pancasila Principle Materials in Social Life for Grade IV Elementary Students

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ABSTRACT

This paper examines the development of a Canva-based educational game on the meaning of the Pancasila principle learning material in social life for grade IV Elementary School students. This study uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model, but is limited to the development stage. The study was conducted at State Elementary School 167 Pekanbaru. Data collection techniques include interviews, product validation by linguists, material experts and media experts, as well as response tests from teachers and students. Data analysis was carried out qualitatively and quantitatively. The research results indicate that the Canva-based educational game is valid without revision. The validation results indicate 92% from linguists, 99% from the material expert, and 91% media experts, with a "Very Valid" criterion. While the percentage of values generated from teacher responses is 100% and student responses 97% with the "Very Practical" category. Based on the study results, the learning media developed is very feasible and practical to use as a learning medium for the meaning of the Pancasila principle learning material in social life for grade IV elementary students.

Keywords: ADDIE developmental model, learning media, educational games, canva

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INTRODUCTION

Highly developed technology makes all people in all circles already use technology in every activity. With the existence of current technology will make human work easier, one of which is in the world of education. Technology is very useful for education in helping to complete learning process activities easily. According to Ramadhan (2022) technological developments in education provide many benefits for educators in facilitating teaching as an educator to teach using developing technology. Education is a place to gain knowledge and broaden horizons. In Law No. 20 of 2003 article 1 paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Then from that to achieve a quality education must achieve a goal.

According to Arkam & Mustikasari (2021) said "The goal of education based on Law No. 20 of 2003 in stating the goal of national education is to develop the potential of students to become human beings who believe in and are devoted to the one God, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens."

Learning Pancasila education plays a very important role in the world of education. By learning Pancasila education, it can instill a spirit of nationalism and can shape the character of the nation's generation. According to Sartika et al (2024) Pancasila education is one of the very important subjects in the independent curriculum of elementary school level, which teaches basic national values from an early age. It is often found that when learning Pancasila education, students are not motivated to learn because in the learning

there is a lot of memorization and educators deliver learning materials monotonously. As stated by Andarwati & Pujilestari (2023) in learning Pancasila education, an educator teaches only by referring to the syllabus program, lesson plans that are adjusted to the curriculum and also assisted by textbooks and LKS, an educator rarely teaches using learning media and the method of delivering material uses the lecture method, so that the learning is not interesting and boring.

In the teaching process, an educator is currently required to be innovative in teaching so that the learning atmosphere is enjoyable, so that the learning material can be conveyed properly. Educators can take advantage of today's sophisticated technology to teach in the classroom. With today's sophisticated technology, it will be easier for an educator to create an interesting learning atmosphere, for example in creating learning media with the help of technology. Learning media is an intermediary tool that can be used by an educator to convey learning. According to Silmi & Hamid (2023) the use of technology as a learning medium will improve the quality of students because of the many varied learning media that can be designed, so that learning objectives are conveyed optimally, both received by students and implemented by teachers. With the existence of learning media, it will make it easier for teachers to convey learning materials that are difficult for students to understand.

Based on observations and interviews with grade IV teachers of Elementary School 167 Pekanbaru on January 21, 2025, the Pancasila education subject is a learning activity that involves a lot of reading and memorizing, so that sometimes learning is a bit boring. In grade IV there are still students who are not fluent in reading so that they find it difficult to understand the material that is read even what is explained by the teacher. The method in teaching Pancasila learning that is often used by teachers is the lecture method. The facilities and infrastructure provided by the school are very adequate, such as infocus, speakers, mics and adequate wifi are available at the school. So that it makes it easier for teachers to implement technology-based learning media. With the availability of adequate facilities and infrastructure, sometimes teachers in grade IV use technology based learning media such as displaying images that are in accordance with the learning material through a projector, to motivate students to learn. From the use of this media, there are some students who enjoy learning, but there are also those who do not, because students who are not fluent in reading are still less motivated to learn with image media displayed through infocus only. The material delivered through the image media displayed on the projector is not fully effective in helping students understand the lesson, especially for those who are not yet fluent in reading. Based on this, teachers should be able to utilize the facilities available at school, by using various technology-based learning media, such as learning videos, powerpoints, learning games, and others.

Based on the description above, the researcher wants to help teachers solve these problems. The researcher will develop learning media that can be used during the ongoing learning process, so that it can increase student motivation and learning outcomes. The media that will be developed is a canva-based educational game. According to Yulia Friska et al (2023), a canva-based educational game is a digital media from a combination of text, audio, moving images designed using the canva application that can make it easier for students to understand learning. While canva is a website and online-based application which will make it easier for someone to design attractive graphic displays or visual displays (Kharissidqi & Firmansyah, 2022). In the canva-based educational game that the researcher developed, it will present learning materials and quizzes that are easy to understand, creative, and interesting. The game that the researcher developed uses audio that will support the game.

METHOD

This research is included in the type of development research. According to Hada (2023) development research is a research method to obtain a result from a product that is created and tested for validity. The development model used in this study is the ADDIE development model. According to Mariam and Nam in Waruwu (2024) the ADDIE model is one of the methods used in developing a particular product or model in

learning. This ADDIE model is carried out through 5 stages of development, namely Analysis, Design, Development, Implementation, and Evaluation. However, this research is limited to the development stage.

Data collection techniques in this study include interviews conducted with teachers and students of grade IV of State Elementary School 167 Pekanbaru. Validation questionnaires to test the validity of the product based on three aspects, namely language, material and media aspects carried out by 6 validators. Teacher response questionnaires and student response questionnaires to test the practicality of the developed products. Data analysis in this study uses qualitative and quantitative methods.

The product developed is a Canva-based educational game on the material of the meaning of the Pancasila principles in society for grade IV elementary school students. Here is the research procedure:

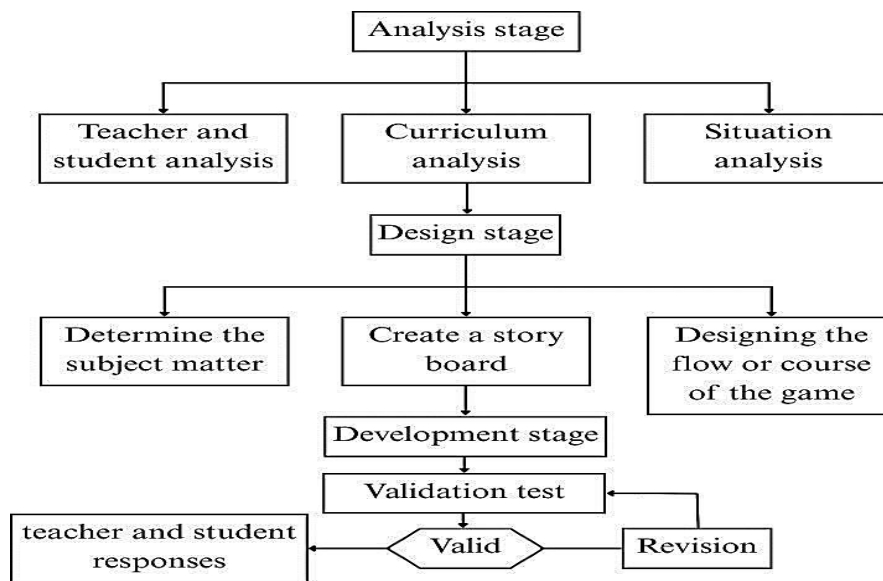


Figure 1. Research Procedure

This research was conducted at State Elementary School 167 Pekanbaru, Jl. Muhajirin, Sidomulyo Bar., Kec. Tampan, Pekanbaru City, Riau. The subjects in this study were grade IV elementary school students. The time of this research was carried out from January to June 2025. Table 1, table 2, and table 3 are the validation questionnaire grids that will be carried out by language experts, material experts and media experts.

Table 1. Material Validation Sheet Grid

Aspect	Indicator	Grain Number	Number of Grains
Learning	Canva based educational game media used according to learning outcomes	1, 2, 3	3
Material Content	Canva based educational game media that is used appropriately for the material and questions being taught	4, 5, 6, 7, 8	5
Presentation	Canva based educational game media that is used is attractive to its users.	9, 10, 11	3
Effectiveness	Media Canva based educational game media used according to the effectiveness criteria of the material provided.	12	1

Source: Azhar et al (2023) modified by researchers

Table 2. Media Validation Sheet Grid

Aspect	Indicator	Grain Number	Number of Grains
Design View	Canva based educational game media is used to attract students attention.	1, 2, 3, 4, 5, 6, 7, 8, 9	10
Media Content	The Canva based educational game media used is appropriate in using terms in educational games.	10, 11, 12, 13	3
Media Characteritics	Canva based educational game media is used according to media usage.	14, 15, 16, 17	4

Source: Azhar et al (2023) modified by researchers

Table 3. Language Validation Sheet Grid

Aspect	Indicator	Grain Number	Number of Grains
Language Rules	Using good and correct Indonesian language rules	1	1
	The language used is polite	2	1
	The language used is easy for students to understand	3	1
	The language need is not	4	1
	The language used can develop	5	1
	The language used can encourage	6	1
	The language used can support	7	1
	Accuracy of use of appropriate letters	8	1
	Spelling conformity	9	1
	Sentence and grammar rules	10	1

Qualitative data is data obtained in the form of numbers, namely scores given by 2 expert media validators, 2 language experts and 2 material experts to determine the feasibility of the educational game learning media that has been developed. The answer scores to the questionnaire filled out by the validator include strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). The formula used by researchers in processing data from (Rahayu, 2022) is as follows:

$$P = \frac{f}{n} \times 100\%$$

Description

- P = percentage score
- f = score obtained
- n = maximum score

The results obtained will be interpreted against the criteria that can be seen in the following table.

Valid Criteria	Presentation
Invalid	0-20
Less valid	21-40
Quite valid	41-60
Valid	61-80
Very valid	81-100

To continue the development stage, teacher and student response tests were carried out to determine the practicality of the product developed as a learning medium. Teacher response analysis was carried out by filling out a Likert scale questionnaire with answer scores of (4) Very good, (3) Good, (2) Not good, (1) Very bad. Meanwhile, student response analysis was carried out by filling out a Guttman scale questionnaire with firm answers of "Yes" and "No". The formula used by researchers in data processing from Sugiyono is as follows:

$$P = \frac{\text{result score}}{\text{maximum score}} \times 100$$

Information:

P = Percentage figure

The results obtained from teacher responses and student responses will be interpreted into categories that can be seen in the following table.

Presentation	Category
85,01% - 100,00%	Very practical
70,01%-80,00	Quite practical
50,01%-70,00%	Less practical
01,00%-50,00%	Impractical

Source: (Mahardani, et al 2023)

RESULTS AND DISCUSSION

Research on the development of educational games based on Canva on the material of the meaning of the Pancasila principles in society for grade IV elementary school students using the ADIDIE model development steps. This development is carried out with the stages of Analysis, Design, Development.

Analysis stage

This analysis stage is carried out to design or develop a product. The analysis carried out at this stage is teacher needs analysis, student needs analysis, curriculum analysis, and situation analysis conducted through interviews. The interview results showed that teachers wanted learning media in the form of educational games on the meaning of the Pancasila principles in society, with an attractive appearance that could create an interactive learning atmosphere. Meanwhile, students hope that the media used has bright colors, animation, and funny elements so that learning feels more enjoyable. Based on the situation analysis, the research school has facilities and infrastructure that support the implementation of technology-based learning media. According to Paramita, et al (2022) this media needs analysis aims to identify relevant and accurate learning materials and media, in order to support success in developing the designed learning media.

Design stage

Design stage process, researchers design educational game-based learning media using the Canva application, with the material "The Meaning of the Pancasila Principles in Community Life". The stages in this design process consist of several steps, namely: (1) Researchers create a storyboard as an initial step to visualize the flow and form of the game to be developed. This storyboard is a reference in designing the appearance and structure of the media as a whole. (2) Researchers choose Canva as the main application in the design process because of its ease in creating attractive, easy-to-use and interactive visual displays (Kharissidqi 2022). In addition, researchers also use additional applications, namely Animaker, to create animations that will be used in delivering material in the game. (3) Researchers then design attractive backgrounds and visual elements that are adjusted to the theme of the material. The elements chosen are funny and fun to attract students' interest, while also creating a game content template that will contain material and questions. (4) Researchers design material animations in Animaker, then upload the results to Canva and adjust them to the game template that has been prepared previously. (5) Researchers compile questions for two levels of play. Level 1 consists of 15 multiple-choice questions, while Level 2 consists of 5 essay questions. The compilation of questions follows the rules of the cognitive domain based on Bloom's Taxonomy. According to Tinggi (2023) by using taxonomy, it can be determined whether learning outcomes are limited to understanding, being able to apply, or reaching the stage of creating. then entered into the game template. After the questions were completed, the researcher also designed a special display for correct and incorrect answers at Level 1. The goal is to provide direct feedback to students, so that they can find out the results of their choices directly and encourage interaction in the learning process. (6) Before the material and game began, the researcher first created a page containing the rules of the game. These rules aim to provide an explanation to students about how to play, the level flow, and other technical instructions so that the process of using the game is more focused and easy to understand. (7) After that, the researcher arranged hyperlinks on each element in the game, especially on the answer and navigation buttons, so that they are connected to the display that matches the game flow. The use of these hyperlinks ensures that the game flow runs in a structured and responsive manner, so that students can follow the game smoothly and intuitively. (8) After the entire game content was designed, the researcher set the settings in Canva to produce an access link that could be shared with users. (9) The researcher also designed LKPD (Student Worksheet) as a medium for answering essay questions at Level 2. The LKPD was uploaded to Google Drive to get an access link. (10) As a final step, the researcher designed an interactive poster containing a combination of game links, LKPD links, and game guide links. This poster was created to make it easier for users to access all parts of the learning media in a practical and integrated manner.

Development stage

This development stage includes the process of product refinement, feasibility assessment by material, language and media experts, and product improvement based on input from validators (Rai et al, 2021) . In this study, media validity testing was carried out by 6 validators, namely 2 language experts, 2 material experts, and 2 media experts. Based on the validation test carried out, there were revisions from language experts and media experts. The revision from the language expert suggested replacing foreign words in the game and correcting typos. The revision obtained from the media expert was that the use of text in the game was too much, the font size was too small and the writing had no animation so it seemed boring. After making the improvements suggested by the validator, here is the initial appearance of the game being developed.



Figure 2. Canva based educational game display

The following are the validation results of Canva based educational game media on the material of the meaning of the Pancasila principles in society for grade IV Elementary School students.

Table 4. Linguist Validation Results

Validators	Validation 1			Validation 2			Average	Criteria
	Empirical Score	Maximum Score	Percentage	Empirical Score	Maximum Score	Percentage		
Validation 1	46	50	92%	48	50	96%	94%	Very Valid
Validation 2	45	50	90%	-	-	-	90%	Very Valid
Average							92%	Very Valid

Based on the results of the validation, the language expert on validator 1 conducted 2 validations because there were revisions, in the first validation obtained a percentage value of 92% and the second validation obtained a percentage value of 96%, so that the average value obtained from validator 1 was 94% with the criteria "Very Valid". The second validator, the language expert, only conducted one validation because there were no revisions and had reached the criteria, the percentage value obtained was 90% with the criteria "Very Valid". Based on the assessment carried out by the two language validators, an average percentage value of 92% was obtained, with the criteria "Very Valid".

Table 5. Expert Validation Results

Validators	Empirical Score	Maximum Score	Percentage	Criteria
Validation 1	58	60	97%	Very Valid
Validation 2	60	60	100%	Very Valid
Average			99%	Very Valid

Based on the results of the validation of material experts, validator 1 obtained a percentage value of 97% with the criteria of "Very Valid" and validator 2 obtained a percentage value of 100% with the criteria of "Very Valid". This validation was carried out only once, because there were no revisions and it had met the

criteria. Based on the assessment carried out by the two language validators, an average percentage value of 98% was obtained, with the criteria of "Very Valid".

Table 6. Media Expert Validation Results

Validators	Validation 1			Vallidation 2			Average	Criteria
	Empirical Score	Maximum Score	Percentage	Empirical Score	Maximum Score	Percentage		
Validation 1	60	85	71%	80	85	94%	82%	Very Valid
Validation 2	85	85	100%	-	-	-	100%	Very Valid
Average							91%	Very Valid

Based on the results of the validation of media experts, validator 1 conducted 2 validations because there were revisions, in the first validation obtained a percentage value of 71% and the second validation obtained a percentage value of 94%, so that the average value obtained from validator 1 was 82% with the criteria "Very Valid". Validator 2, media experts only conducted one validation because there were no revisions and had met the criteria, the percentage value obtained was 100% with the criteria "Very Valid". Based on the assessment carried out by the two media validators, an average percentage value of 91% was obtained, with the criteria "Very Valid".

Table 7. Overall Aspect of Expert Validation Results of Language, Material and Media

Expert Validator	Percentage	Criteria
Language	92%	Very Valid
Material	99%	Very Valid
Media	91%	Very Valid
Average	94%	Very Valid

The validation results from the assessment carried out by 6 validators on the educational game products developed obtained an average value of 94% with the criteria of "Very Valid". So it can be concluded that the canva-based educational game on the material of the meaning of the Pancasila principles in society for grade IV elementary school students is suitable for use as a learning medium. After conducting expert validation, the researcher wanted to see the practicality of the product through student responses and teacher responses to the canva-based educational game by filling out a questionnaire.

Table 8. Teacher and Student Response Questionnaire Results

Student Response				Student Response			
Empirical Score	Maximum Score	Percentage	Category	Empirical Score	Maximum Score	Percentage	Category
58	60	97%	Very Practical	36	36	100%	Very Practical
Average				99%			
				Very Practical			

The student questionnaire sheet contains 12 questions filled out by 5 students in class IV of SDN 167 Pekanbaru resulting in a percentage value of 97% with the category "Very Practical". In the teacher's response filled out by 1 teacher, namely the homeroom teacher of class IV of SDN 167 Pekanbaru, resulting in a percentage value of 100% with the category "Very Practical". From the results of the teacher and student responses, an average percentage value of 99% was obtained with the category "Very Practical". So it can be

concluded that the canva-based educational game on the material of the meaning of the Pancasila principles in society for class IV elementary school students is very practical to use as a learning medium.

Based on previous research conducted by Hasnimar (2024) entitled "Development of educational game-based learning media to improve motivation and learning outcomes in Pancasila subjects for grade IV at SD Inpres 5/81 Watu, Bone Regency", the results of the validity test showed that this media has high validity, and from trials in grade IV of elementary school it was proven that this media is easy to use. In addition, the use of this media significantly increases student motivation and learning achievement.

CONCLUSIONS AND RECOMMENDATION

The resulting product is a canva-based educational game on the material of the meaning of the Pancasila principles in society for grade IV Elementary School students. With this educational game media, students are motivated to learn. This canva-based educational game media also makes it easier for teachers to deliver learning materials. This research is expected to be an interesting learning media and can be used by grade IV students, especially on the material of the meaning of the Pancasila principles in society. The validity of the canva-based educational game is stated to be very valid with a percentage of 94% reviewed based on the validation results carried out by 2 language experts, 2 material experts, and 2 media experts. In the language aspect, it obtained a percentage of 92% with the criteria "Very Valid". In the material aspect, it obtained a percentage of 99%. In the media aspect, it obtained a percentage of 91%. The results of the teacher response questionnaire obtained a percentage of 100% with the category "Very Practical" and student responses obtained a percentage of 99% with the category "Very Practical". So it can be concluded that the canva-based educational game on the material of the meaning of the Pancasila principles in society for grade IV Elementary School students is very feasible and practical to use as a learning medium. Hopefully, the educational game media developed by researchers can be used as teaching materials and references for teachers in implementing the learning process.

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