

Exploring Pancasila Education Learning with Canva Based on Deep Learning for Student Independence

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Abstract

This study aimed to explore the implementation of Pancasila Education learning using Canva-based deep learning media to foster independence among second grade elementary school students. The research employed a qualitative descriptive case study approach, with data collected through classroom observations, semi-structured interviews, and documentation. The findings showed that the integration of Canva media, encouraged students to engage more actively in classroom activities, with 81.5% of students showing positive responses. The media supported students in completing self-directed tasks and enhanced their sense of responsibility and self-evaluation. Overall, the use of Canva proved to be effective in promoting student independence in elementary education.

Keywords: Pancasila Education, Canva-based Media, Deep Learning, Student Independence, Elementary School.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi implementasi pembelajaran Pendidikan Pancasila yang memanfaatkan media Canva berbasis *deep learning* untuk mengembangkan kemandirian murid kelas 2 sekolah dasar. Penelitian ini menggunakan pendekatan deskriptif kualitatif, dengan pengumpulan data melalui observasi kelas, wawancara semi-terstruktur, dan dokumentasi. Hasil penelitian menunjukkan bahwa integrasi media Canva mendorong siswa untuk lebih aktif terlibat dalam kegiatan pembelajaran, dengan 81,5% siswa menunjukkan respon positif. Media tersebut membantu siswa dalam menyelesaikan tugas secara mandiri, serta meningkatkan rasa tanggung jawab dan kemampuan evaluasi diri. Secara keseluruhan, penggunaan media tersebut terbukti efektif dalam meningkatkan kemandirian siswa di sekolah dasar.

Kata kunci: Pendidikan Pancasila, Media Canva, *Deep Learning*, Kemandirian Murid, Sekolah Dasar.



INTRODUCTION

Pancasila Education learning in elementary schools still faces several practical challenges, particularly in fostering students' engagement and learning independence. Preliminary observations in grade II classrooms indicate that learning is still dominated by lecture methods and textbook use, causing students to become passive and dependent on teacher instructions. This condition shows that independent learning has not been optimally developed. This empirical condition reflects a gap between the expected and the actual practices occurring in classrooms, where students have limited opportunities to actively construct their own understanding (Dani et al., 2023; Vygotsky, 1978).

Pancasila education plays a crucial role in shaping students' character from an early age. Mutual cooperation, tolerance, discipline, and social responsibility. At this age, second-grade elementary school students are transitioning from concrete to more complex thinking (Piaget & Jean, 1972; Sari, R.; Nugroho, 2022). The presentation of Pancasila Education material supported by interactive visual media is a relevant strategy so that Pancasila values are not only understood theoretically, but also grow into real behavior in students' lives.

A learning process that provides space for dialogue, concrete examples, and engagement helps students not only understand the values of Pancasila as a concept but also fosters awareness to gradually apply them in their daily behaviors. At the elementary school level, Pancasila Education is expected to develop a foundation. However, the reality on the ground still shows obstacles. Teachers tend to use lecture and question-and-answer methods, while learning media are still limited to textbooks. As a result, students are not fully engaged, are less encouraged to think critically, and learning independence is not optimally developed (Dani et al., 2023; Slavin, 2019).

This situation highlights the urgent need for more innovative and student centered learning strategies that are aligned with technological developments. One potential solution is the use of interactive digital media, which can create a more engaging and participatory learning environment. Various studies have shown that the use of digital technology in learning can significantly increase student engagement and motivation (Bond et al., 2020; Schindler et al., 2017). The integration of technology in elementary education has also been proven to improve learning outcomes, motivation, and student autonomy (Deci, Edward L.; Ryan, 2000; Haleem et al., 2022; Wahyuni, 2021). Interactive digital media allows students to interact directly with the material. In addition, interactive digital media provides opportunities for students to explore learning materials independently (Panadero, 2017; Zimmerman, 2000). Deep Learning encourages students to think critically, connect knowledge with real-life experiences, and engage in reflective learning processes (Fullan et al., 2018).

Canva, for example, has become a popular graphic design platform among teachers due to its practicality, ease of use, and rich features. Through Canva, teachers can create visual presentations, infographics, and even interactive quizzes that can increase student participation (Bond et al., 2020). Canva-based learning media has been widely recognized as an effective tool to enhance visual learning and student creativity, particularly in elementary education contexts (Mayer, 2014; Rahmawati, D.; Atmojo, 2021; Sari, R.; Nugroho, 2022). Bond et al (2020) emphasize the role of technology in increasing students participation. As a visual learning medium, Canva

offers design flexibility that helps teachers package materials attractively without requiring complex design skills (Susanti et al., 2022). Putra & S (2023) found that interactive multimedia increases engagement and personalization of learning in elementary school students. Thus, the use of Canva as an interactive medium has strong relevance in supporting Pancasila Education learning.

Although empirical evidence demonstrates the immense potential of digital interactive media, several research gaps remain unfilled, as most previous studies have focused on the effectiveness of interactive media on students' cognitive outcomes, while the affective and independent dimensions of learning have rarely been explored in depth (Lestari, 2023). Putra & S (2023) emphasized improvements in learning outcomes and personalization. However, these studies have not deeply explored how interactive media contributes to the development of students' learning independence, especially in the context of value-based subjects such as Pancasila Education.

The specific use of interactive media in Pancasila Education learning remains under-researched, despite the platform's ease of access and creativity, tailored to the needs of elementary school teachers. The dominant research approach is quantitative, emphasizing numerical learning outcomes, while qualitative approaches capable of exploring students' and teachers' real-life experiences in utilizing interactive media are still limited. This gap highlights the need for research that not only measures the impact of interactive media on learning outcomes but also explores the dynamics of learning and students' experiences of independence in the process.

Learning independence is a crucial aspect of 21st-century learning because it reflects students' ability to actively and responsibly manage the learning process. Independence is part of self-regulated learning, encompassing initiative, self-control, and the ability to monitor and evaluate their own learning (Zimmerman, 2000). Self-regulated learning is closely related to students' ability to manage their own learning process, including planning, monitoring, and evaluating learning activities (Broadbent & Poon, n.d.; Schunk & Greene, 2018). Learning environments that provide students with a sense of control, including the use of interactive digital media, have the potential to foster independence and responsibility from an early age (Panadero, 2017).

This study was designed to fill this gap by exploring Pancasila Education learning strategies using Canva-based interactive media through a qualitative approach. The focus of the study was not only on cognitive achievement but also on students' experiences in developing independent learning through the use of creative and interactive visual media. This study offers novelty by focusing on students' learning independence in Pancasila Education through Canva-based deep learning media using a qualitative case study approach, which has been rarely explored in previous studies.

Based on the description, this research focuses on three main problem formulations: (1) how is the Pancasila Education learning strategy assisted by interactive media implemented in elementary schools, (2) how are students' experiences in utilizing interactive media to support independent learning, and (3) what factors influence the successful implementation of the strategy. The purpose of this research is to explore the Pancasila Education learning strategy that integrates Interactive Media, describe students' experiences in the learning process, and identify supporting and inhibiting factors in building independent learning.

METHOD

This research uses a qualitative descriptive case study because an in-depth understanding of Canva-based media influences students' learning independence. The research was conducted at SD Negeri 1 Kraguman involving 27 students. Selection was purposive based on students' participation in the learning process. The data collected in this study consisted of primary and secondary data. Primary data were obtained from observations of learning activities, interviews with teachers and students. Secondary data were obtained from school documents, namely teaching modules and references related to interactive learning media.

Data collection was Participatory observation, Semi-structured interviews, Documentation. The data analysis technique was conducted using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing, supported by a coding process to categorize data into themes such as learning strategies and student independence. To ensure the validity of the data, this study used triangulation techniques, both source triangulation and technical triangulation. Indicators of learning independence were systematically identified based on self-regulated learning theory (Zimmerman, 2000), including learning initiative (students' ability to engage with material independently), responsibility (active participation in completing tasks), and self-evaluation (ability to reflect and find solutions to learning difficulties).

RESULTS AND DISCUSSION

The results of this study describe the process and impact of implementing deep learning-based Canva media in Pancasila Education learning in grade 2 of SD Negeri 1 Kraguman. Overall, the study found that the use of Canva had a positive impact on both increasing student engagement and developing independent learning. These findings are consistent with previous studies showing that interactive digital media significantly improves engagement and independent learning (Anshari et al., 2017; Fitriani, 2022). However, this study extends previous findings by demonstrating that Canva-based media not only improves engagement but also fosters students' learning independence in value-based subjects such as Pancasila Education.

Furthermore, This finding aligns with the cognitive development theory of Piaget, which states that students at the concrete operational stage learn more effectively through visual and contextual representations. Visually engaging materials are crucial for fostering student engagement (Permata & Hapsari, 2021). This study also shows that Canva support students' learning independence. The teacher acted as a facilitator, allowing students to explore. This confirms the theory of meaningful and joyful learning Nafi & Faruq (2025), where active student engagement is a key indicator of successful learning.

Figure 1.
Implementation of Learning



This behaviour reflects the emergence of self-regulated learning, where students take initiative to manage their own understanding (Zimmerman, 2000). This study supports these findings and highlights that the use of interactive media like Canva can facilitate this process even in lower-grade students. This positive response demonstrates that Canva's interactive media can spark curiosity, a key step toward deep learning. Canva also helps students with visual learning styles more quickly grasp meaning and examples of rules around them.

Students can view the material step by step with simple features, select sections to review, and respond well to instructions. Student responses to using Canva have been generally positive. They reported that learning was more enjoyable due to the abundance of images and colors. Students were also more enthusiastic about asking and answering questions because the tool helped them understand the material before participating in discussions.

Table 1.
Student Responses to the Use of Canva

Category	Frequency	Percentage (%)
Positive Response	22 students	81.5 %
Sufficient Response	4 students	14.8 %
Inadequate Response	1 student	3.7 %
Total	27 students	100 %

The data above shows that the majority of students (81.5%) felt comfortable and found this media helpful. The low number of negative responses (3.7%) indicates that technical obstacles can be minimized through intensive teacher guidance. This finding strengthens the argument that digital media, when properly guided, can be effectively implemented even in lower elementary levels. Student learning independence was observed through three indicators based on the graduate profile dimension, namely responsibility, leadership, and self-development. These indicators refer to competency development framework outlined in the Decree of the Head of the Standards, Curriculum, and Assessment Agency No. 058/H/KR/2025. Students honestly stated that the images and colors in Canva made the usually abstract Pancasila Education material feel more accessible and real.

This result supports the idea that contextual and visual learning can bridge abstract concepts into concrete understanding for young learners. This increase in independence is a key finding, considering that Pancasila Education is often assessed solely from a cognitive perspective. Observational data shows that many students began to try to understand the material without waiting for teacher instructions. Students also completed assignments on time and were able to evaluate their understanding by reviewing slides or discussing with friends. Independence is not an ability that emerges instantly, but rather a result of the trust given by teachers through appropriate media. Students demonstrate responsibility by completing assignments on time and assessing their own understanding through reviewing the material within the media.

Table 2.
Student Learning Independence in Canva-Based Learning

Indicator	Frequency Student	Description
Responsibility	21 Students	Students complete assignments according to instructions and submit them on time

Leadership	18 Students	Students actively participate in discussions, ask questions, and respond during learning.
Self-Development	15 Students	Students review material, ask questions when facing difficulties, and evaluate their understanding

The data in Table 2 shows that the responsibility indicator had the highest score (21 students). Canva has been proven to foster a sense of ownership in assignments. Students began to dare to try to understand the material independently and were able to assess their own abilities by reviewing slides or having healthy discussions with peers. However, it is important to note that not all students adapt at the same pace, particularly those with limited prior exposure to digital tools.

The study results show that using Canva, a deep learning-based learning platform, provides a rich and meaningful learning experience for elementary school students. This approach not only transfers knowledge but also engages students' affective and metacognitive domains. These findings are consistent with constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through interaction and reflection. Compared to previous studies that focus mainly on cognitive outcomes, this study provides additional insight into the development of affective and metacognitive aspects through the integration of digital media.

The implementation of Canva not only impacted cognitive aspects but also the development of student independence. Students appeared more confident and took the initiative to read the material independently before following the teacher's explanation. The finding clearly supports the concept of self-regulated learning, where students gradually develop control over their own learning process (Pintrich, 2000; Zimmerman, 2000). His finding aligns with the theory of self-regulated learning, which emphasizes the importance of providing students with space to manage their own learning process. By giving students the opportunity to make small decisions, such as reviewing slides or checking their own understanding, self-regulation and responsibility naturally develop.

This study also identified several obstacles, such as some students' unfamiliarity with digital devices and limited learning time. However, these obstacles did not diminish the overall effectiveness of the learning. Using Canva remains one of the most relevant and adaptive strategies for helping students understand the values of Pancasila Education in a fun and contemporary way.

CONCLUSION

This study shows that the use of deep learning-based Canva media in Pancasila Education learning can improve the learning quality of second-grade students at SD Negeri 1 Kraguman. Canva enables teachers to design engaging, interactive, and student-centered learning. Students demonstrate higher engagement, better focus during learning, and enthusiasm during the learning process.

Canva-assisted learning also supports the development of student independence. This is reflected in students' initiative to understand the material, responsibility in completing tasks, and ability to self-evaluate. Positive responses indicate that Canva enhances both conceptual understanding and student motivation.

The findings imply that digital transformation in elementary education can remain aligned with humanistic values. The integration of Canva creates meaningful learning experiences while strengthening thinking skills, initiative, and responsibility. Future recommendations include improving child-friendly features, adding learning progress monitoring, and strengthening digital security. Further studies can involve broader subjects or experimental methods to test effectiveness across diverse student characteristics.

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