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Improving Social Studies Learning Outcomes Through Interactive Digital Canva Based on Problem-Based Learning for Students with Learning Difficulties in Regular Junior High Schools

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Abstract

The complex and text-heavy nature of Social Studies (IPS) material often causes students with specific learning difficulties to experience cognitive barriers in understanding abstract concepts. This situation directly impacts their low conceptual understanding and achievement levels in regular schools. This study aims to describe, analyze, and empirically test improvements in Social Studies learning outcomes among students with specific learning difficulties through the application of a Problem-Based Learning (PBL) model integrated with interactive digital Canva media. Through this visual-based adaptive intervention, students are expected to achieve optimal learning outcomes and foster an equitable ecosystem of inclusion. The research method used was collaborative Classroom Action Research (CAR) that adopted the spiral model proposed by Kemmis and McTaggart. The research procedures were carried out continuously through three main stages: the pre-cycle, Cycle I, and Cycle II, with each cycle comprising planning, implementation of actions, observation, and reflection. The primary subjects of the study were three seventh-grade students at SMP Negeri 3 Malinau Utara who were identified as having specific learning disabilities. Data collection was conducted comprehensively through cognitive achievement tests (pre-tests and post-tests), observation sheets for teacher and student activities, and documentation. The data obtained were then analyzed using qualitative descriptive techniques to interpret the learning process and quantitative descriptive techniques to measure the percentage

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of learning achievement across cycles. The results of the study showed a significant and progressive trend of improvement in social studies learning outcomes for students with learning difficulties. In the pre-cycle stage, the target students' classical learning achievement rate was very low, reaching only 65%. After an intervention using an interactive digital Canva platform based on the PBL model in Cycle I, the achievement rate increased to 66.25%. Through refinements in Cycle II—including a simpler modification of Canva's navigation and the optimization of group scaffolding—student learning achievement soared to 75%. This achievement successfully met and exceeded the established success indicators. Thus, the integration of interactive, digital, PBL-based Canva has proven effective in improving the social studies learning outcomes of students who have learning difficulties in regular schools.

Keywords: ***Implementation, policy, regular education, SMP Negeri 3 Malinau Utara***

INTRODUCTION

Regular education is a system of organizing education that provides opportunities for all students who have abnormalities and have the potential for intelligence or special talents to participate in education in one environment together with students in general. At the junior high school level, Social Studies subjects have a very important role in shaping the character and understanding of the community environment (Handayani, 2013). However, the implementation of learning this subject in regular classes has major challenges due to the diversity of student characteristics, especially for students who have specific learning difficulties who desperately need special handling from educators. The phenomenon that often appears is the dominance of conventional teaching methods that are not friendly to class diversity. These monotonous learning conditions make students passive, easily bored, and lack strong motivation in following the learning process of social materials in the classroom.

Regular education requires organizing schools to accept and educate students with various basic characteristics (Komariyah, S. N., 2017), including children experiencing specific learning difficulties such as dyslexia. Dyslexic students often experience fundamental difficulties in recognizing words, spelling correctly, distinguishing letters that interactively digitally look similar, and are very slow in responding to written instructions on the blackboard. In the context of subjects such as Social Studies (IPS) which are full of narratives and historical facts, this neurological barrier closes their way to absorb the essence of the basic material (Bahrudin, M., 2019).

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In the Social Studies class, teachers tend to use conventional methods such as one-way lectures or simply reading assignments from Student Worksheets (LKPD). Teachers often assume that providing the same treatment for all students is the only practical way to complete the curriculum targets (Sanjaya, 2010). The failure of the general class system in facilitating these individual needs is caused by the lack of methodological infrastructure for teachers. If these problems are not immediately found appropriate solutions, the negative impact that will arise is very detrimental to the academic future of students with learning difficulties. Failure of schools to respond to the needs of vulnerable children can trigger a high percentage of dropouts. More broadly, this failure means that the essence of regular education to provide a guarantee of equal distribution of education for all levels of society has failed to be realized tangibly and very meaningfully (Ramadhan, 2025).

A problem-based learning approach packaged through digital images comes as a solution (Hazmi, M., 2025). The application of problem-based learning that includes adaptation of content and process (Kusasih, I. H., 2024) and specific problem-based interactive digital learning can facilitate the learning styles of children with special needs. Digital images can overcome various information processing obstacles (Suryani, L., 2026) that are commonly experienced by these vulnerable student groups. The learning process of Social Studies has not been fully flexible in meeting the learning needs of students with special needs (Erawati, I. L., 2016). Teachers have not applied an adaptive learning approach that is able to solve the specific problems of dyslexic students, who in fact have difficulty processing written text information and need learning methods that can overcome their difficulties (Hanifah, N., 2014). Practice in the classroom has not utilized digital image media that can present digitalization interactivity (Pratiwi, 2025). The digital interactive design on the worksheet is expected to be able to increase children's focus and active participation during the learning process in class (Indariani, A., 2018).

The use of audiovisual learning media to increase Social Studies learning motivation, which is long and monotonous academically (Farhah, F. N., 2023). If the image is designed, selected, and presented by meeting good quality standards, the students' motivation and enthusiasm will increase (Muhaemin, B., 2013). Media is a communication tool (Arsyad, A., 2011) that functions to channel information and teaching materials from the message source (teacher) to the recipient (student). Based on the views of experts, there are several understandings regarding image media (Syahrudin, D., 2010). Media has a crucial role in creating environmental conditions (Morjani, M., 2016).

The main purpose of using interactive image media based on digital platforms such as

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Canva is to make it easier for students to understand concepts, principles, insights, ideas in the teaching process and specific skills in Social Studies (Wijaya, 2017). Through interactive visual infographics and charts in Canva, teachers do not need to repeatedly verbally explain because proper visualization helps students grasp the substance of the material faster and independently (Rerengga, M. R., 2018). The benefits of using this digital interactive image refer to the minimization of class verbalism. This media is very useful for equalizing the experiences and perceptions of students (Aghni, R. I., 2018) who are heterogeneous in the regular inclusive classroom.

Learning outcomes represent an indicator of the success of the process (Khairunnisa, 2018). Students will study more diligently if the topics presented are interesting and contextual for them. Clear learning goals, positive appreciation rather than punishment, and the fulfillment of a sense of security and attention from the teacher are determining factors for the success of children's learning (Rahmayanti, V., 2016). The achievement of learning outcomes involves the aspect of active student participation in setting group goals, class cohesiveness as a social entity, and freedom to make decisions (Konsupap, S., 2011). This material is often presented theoretically full of memorization in textbooks (Octiara, D., 2017).

The use of picture media is proven to be able to boost students' Social Studies learning outcomes significantly, where in cycle I the average learning ability value of students was 40, then increased sharply in cycle II action to 91 with a very good success rate category (Nafiah, 2015). Visual image media effectively increases the level of student activity and understanding which has an impact on improving learning outcomes, where before the intervention student completeness was very low at 36.12%, but after the action it jumped to 65.73% and class positive responses reached 73.4% (Wulandari, 2014). There is a significant positive influence from the use of picture media on students' cognitive learning outcomes in Social Studies subjects, pushing the pre-test average from 65.34% to a post-test average of 73.4% (Rohini, 2016).

RESEARCH METHODOLOGY

This study uses a Classroom Action Research (CAR) approach aiming to optimize Social Studies learning outcomes on economics topics. The action model adopts the Kemmis and McTaggart spiral structure which is carried out in cycles, comprising four main phases: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. The intervention innovation in this CAR lies in the integration of the use of Interactive Digital Canva media framed within the Problem-Based Learning (PBL) model to trigger students' critical thinking skills and problem-solving proficiencies

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(Habsari, N. T., 2015).

The primary subjects in this classroom action research are focused on three seventh-grade students at SMP Negeri 3 Malinau Utara who are identified as having specific learning barriers. The intervention process is held in an inclusive classroom that heterogeneously combines regular students and students with learning difficulties into one ecosystem. The students designated as the main subjects show dysfunctions in the realm of basic skills, such as listening, speaking, reading, writing, reasoning, and calculating activities, which have direct implications for the acquisition of learning outcomes that are still far below the completeness criteria (Waninda, 2010).

This study uses two main techniques in data collection, namely non-test techniques (observation) and test techniques. The observation sheet functions to collect periodic and comprehensive information related to the performance of teacher actions and student activity responses when Social Studies learning activities take place in class. Meanwhile, the test is a quantitative measuring tool used to evaluate the achievement of Social Studies learning outcomes and measure the development of students' critical thinking skills through the provision of a pre-test at the beginning of the cycle and a post-test at the end of each learning cycle (Hestiningsih, 2015).

Qualitative data analysis is used to interpret the results of observations of teacher and student activities during the implementation of actions, which are processed using qualitative descriptive methods. Quantitative data analysis focuses on the results of student evaluations to measure the improvement of critical thinking skills and Social Studies learning outcomes by comparing achievement scores between cycle I and cycle II (Latipah, A., 2016). The criteria for the success of this action rely on classical completeness, where learning is categorized as successful if at least 75% of the total students get a minimum completeness criteria (KKM) score of 75, and the use of PBL-based interactive Canva achieves a minimum activity achievement percentage of 85%.

RESEARCH RESULTS

Results

The implementation of this Classroom Action Research (CAR) took place in class VII of SMP Negeri 3 Malinau Utara. This research agenda is oriented to trigger a leap in students' critical thinking skills, specifically for those experiencing learning barriers in the Social Studies subject regarding the Economic Activities cluster. The problem-solving effort was implemented through the integration of Interactive Digital Canva media into the Problem-Based Learning (PBL) model.

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The development of students' critical reasoning was evaluated through written test instruments in the form of analysis-based multiple-choice questions and essay descriptions. To strengthen the scientific argumentation, the data on the development of students' critical thinking scores from the pre-action stage (pre-test) to the final result of Cycle 1 (post-test 1) is summarized in the visual representation below.

Table 1. Class Completeness Parameters

Class Completeness Parameters	Pre-Action (Pre-test)	End of Cycle 1 (Post-test 1)	Improvement Difference
Collective Average Score	58.5	69.2	+ 10.7
Classical Graduation Percentage (%)	35%	60%	+ 25%
Critical Thinking Ability Category	Fair	Good	1 Level

During Cycle I Meeting 1, the observation results of the learning activity of the three research subject students classically reached a success percentage of 57.6% with an average score of 2.88. The achievement indicated that student activity remained in the moderate category and had not met the targeted minimum criteria.

Table 2. Observation Results of Student Activities Cycle I Meeting 1

No	Research Subject	Average Score	Success Percentage	Remarks
1.	Student A	3.60	72.0%	Incomplete
2.	Student B	2.37	47.4%	Incomplete
3.	Student C	2.67	53.4%	Incomplete
4.	Classical Average	2.88	57.6%	Below KKM

The individual post-test data of the 3 (three) research subject students in Cycle I Meeting 1 is presented in the table below:

Table 3. Student Post-Test Results in Cycle I Meeting 1

No.	Student Initial	Post-Test Score	Minimum Completeness Criteria (KKM)	Category
1	A	72.0	75	Incomplete

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2	B	51.4	75	Incomplete
3	C	52.6	75	Incomplete

To view the recapitulation of scores classically for the research subject group in Cycle I Meeting 1, the data is detailed in the following table:

Table 4. Details of Recapitulation of Post-Test Results Cycle I Meeting 1

Classical Statistical Indicators	Score / Real Data
Total Classical Score	176.0
Highest Score	72.0
Lowest Score	51.4
Class Average (Classical)	58.6
Number of Incomplete Students	3 Students
Classical Completeness Percentage	0%
Classical Incompleteness Percentage	100%

The post-test result data and the percentage of student completeness in Cycle I Meeting 1 are also clearly visualized through the figure below:

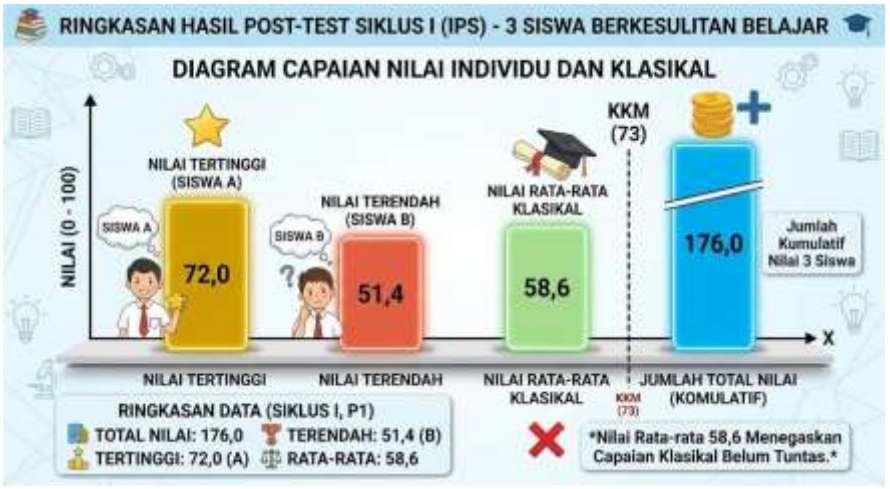


Figure 1. Summary of Post-Test Results Cycle I (Social Studies)

In Cycle I Meeting 2, the evaluation results used as a benchmark for students' critical

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thinking skills after the action are as follows:

Table 5. Student Critical Thinking Post-Test Results Cycle I Meeting 2

No.	Student Initial	Cycle I Post-Test Score	Minimum Completeness Criteria (KKM)	Category
1	A	100	75	Complete
2	B	90	75	Complete
3	C	50	75	Incomplete

The details of the student post-test data in Cycle I Meeting 2 are as follows:

Table 6. Details of Student Post-Test Results Cycle I Meeting 2 (Classical)

Classical Indicators	Score / Number
Total Classical Score (3 Subject Students)	240
Highest Score	100
Lowest Score	50
Class Average (Classical 3 Students)	80
Number of Complete Students	2
Classical Completeness Percentage	66.7%

The post-test results and the percentage of student completeness in Cycle I Meeting 2 are visualized through the following diagram:



Gambar 5. Grafik Hasil Post-Test Berpikir Kritis 3 Siswa Siklus I Pertemuan 2

Figure 2. Graph of Critical Thinking Post-Test Results for 3 Students Cycle I Meeting 2

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Cycle II was implemented to improve the obstacles in Cycle I by integrating the question method directly into the interactive digital Canva script. The summary of the success percentage data for the activities of the three subject students in Cycle II Meeting 1 is listed in the table below:

Table 7. Observation Results of Student Activities Cycle II Meeting 1

No	Research Subject	Average Score	Success Percentage	Category
1.	Student A	4.60	92.0%	Very Good
2.	Student B	4.18	83.6%	Very Good
3.	Student C	4.60	92.0%	Very Good

The evaluation results in Cycle II Meeting 1 showed consistent and very positive score improvements: Student A reached a post-test score of 85 (Complete), Student B reached 78 (Complete), and Student C reached 90 (Complete). The three subjects (100%) successfully exceeded the specified KKM standard of 75, so the action was officially stopped on Cycle II Meeting 1.

DISCUSSIONS

This Classroom Action Research (CAR) was designed to boost student learning outcomes in Social Studies subjects, particularly in the economic activities material. The intervention used combines the Problem-Based Learning (PBL) model with the utilization of interactive digital Canva media. Pre-cycle conditions indicated low classical completeness, which only touched the figure of 4%. In Cycle I, after implementing the PBL model assisted by visual Canva media, classical completeness was boosted to 68% with a class average score of 70.6. Although showing general improvement, the three subject students who became the main focus individually were still unable to exceed the target KKM.

In Cycle II Meeting 1, the researcher carried out action refinement by focusing on modifying three variations of visual-based question models directly within the Canva platform. This intervention produced optimal results, where the three subject students (100%) were declared to have passed the KKM individually.

Before the researcher's intervention, the Social Studies learning process regarding economic activity material in class VII of SMP Negeri 3 Malinau Utara was still dominated by a conventional approach. This one-way teaching style (teacher-centered) placed students as passive listeners without being supported by adequate visual representation. For students with learning

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difficulties, the presentation of abstract material makes it difficult for them to internalize economic concepts. The characteristics of economic activity material in the Social Studies cluster require students to be sensitive to social phenomena in the surrounding environment, including production chains, distribution routes, and buying and selling dynamics. In order for the essence of this material to be digested by children who have learning difficulties, the learning flow must facilitate the process of finding problems, analyzing the roles of economic actors, and formulating conclusions based on real illustrations.

The synergy between the Problem-Based Learning (PBL) model and the utilization of interactive digital Canva is present as a tactical way out. Through the "Canva Pictorial Economy" innovation, the originally theoretical buying and selling concept transforms into an attractive digital visual display. The teacher's role shifts from a material deliverer to a facilitator who guards student investigation through six comprehensive PBL stages. The preparation of the evaluation instrument (post-test) packaged in three variations of Canva visual question methods opens new horizons regarding the importance of adaptive assessment. This image-based design successfully minimized the literacy obstacles (reading and writing) that often trap the potential of children with learning difficulties. As a result, their sharpness of thinking and material understanding can be measured fairly and objectively and reach their best performance.

CONCLUSION

Based on the results and discussions, it can be concluded that the implementation of the Problem-Based Learning (PBL) model integrated with interactive digital Canva media is proven effective in spurring Social Studies learning outcomes and critical thinking skills, specifically for the three students with learning difficulties in class VII of SMP Negeri 3 Malinau Utara. Through the "Canva Pictorial Economy" media, students who previously had learning barriers were able to show improved skills in analyzing, evaluating, and drawing conclusions independently. The visual integration in the PBL syntax—ranging from stimulation to generalization—enabled students to actively build an understanding of economic concepts through a logical flow outlined in the digital worksheet. Furthermore, the modification of the evaluation instrument (post-test) into three Canva-based visual question methods—including problem identification through transaction pictures, role analysis through economic comics, and concluding the characteristics of traditional markets—proved to be very effective. This visual format successfully bridged the literacy obstacles experienced by students, allowing them to express economic ideas and arguments more confidently and directionally.

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The research data shows a progressive and consistent trend of improving learning outcomes at each cycle stage. In the Pre-Cycle, the student completeness percentage was at its lowest point, which was only 4%. In Cycle I, the PBL-Canva intervention successfully boosted completeness to 68%, although the three research subjects individually had not reached the minimum completeness criteria (KKM) standard. In Cycle II Meeting 1, through the refinement of strategies and visual assessments, all research subjects (100%) successfully exceeded the KKM standard with satisfactory individual score acquisitions (Student A: 85, Student B: 78, and Student C: 90). With the achievement of the KKM target of 75 by all research subjects and the acquisition of learning activity scores in the "Very Good" category, this corrective action was declared to have reached the success target and was stopped in Cycle II Meeting 1. This simultaneously confirms that the PBL model based on interactive digital Canva is a strategic solution to improve the quality of Social Studies learning in regular schools.

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