

## Implementation of Canva-Based *History Card* Learning Media to Improve Social Studies Learning Outcomes in Grade VIII A of SMP Negeri 16 Palu

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### ABSTRACT

This study aims to determine whether the application of Canva-based History Card learning media can improve student learning outcomes in class VIII A of SMP Negeri 16 Palu in social studies learning. This study uses the Classroom Action Research (CAR) method with a cycle-based approach from Kemmis and McTaggart which is implemented in two cycles with the use of Canva-based History Card learning media in the learning process, each consisting of the following stages: (1) planning, (2) action, (3) observation, and (4) reflection. This data collection uses written tests in the form of pre-tests and post-tests. The results of the study showed a significant increase in student learning outcomes. In cycle I, only 8 students achieved the Minimum Completion Criteria (KKM) with a percentage of 32%, while in cycle II it increased to 19 students with a percentage of 76%. In addition, the use of History Cards is also able to increase student enthusiasm, focus, and active involvement during learning. Thus, it can be concluded that the use of Canva-based History Card learning media is effective in improving student learning outcomes in social studies learning.

**Keywords:** Learning Media, History Card, Social Studies Learning Outcomes

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### INTRODUCTION

Education is a top priority for the government in meeting the basic needs of every citizen, a crucial foundation for the sustainability of human civilization. As stated in Law Number 20 of 2003 concerning the National Education System, it encompasses spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for oneself, society, the nation, and the state. However, behind all these efforts, Indonesia is currently facing significant changes, namely entering the technological era. Along with this development, every individual is expected to begin to understand the various new things that emerge. Sefriani & Sepriana (2020:9) Educational progress can be understood as the rapid development of science and technology, which encourages individuals to seek practical methods to support learning. Therefore, the challenge is to have the ability to face these changes and progress. (Zidni dkk, 2020:273).

Technological developments in education require teachers to continuously innovate in the teaching and learning process. Therefore, the increasing importance of technology in education often raises concerns among teachers. However, if we recognize the diverse and challenging nature of a teacher's duties, this should not be a

cause for concern. Haudi (2020:7)A teacher's role is to help students understand the necessary skills through...

a more interactive and planned approach. This shows that learning media can support teachers in delivering material effectively, so that the time used for teaching can be more efficient and focused on the individual needs of students (Nurrita, 2018:171). Furthermore, learning media can be defined as anything used to deliver material from teachers in a planned manner and capable of stimulating students' thoughts, feelings, attention, and abilities or skills, thereby encouraging the learning process (Ninik, 2019:6).

In this digital era, technology-based learning media offers great potential to improve the quality of social studies learning. One popular platform is Canva, which offers an engaging and interactive solution. *Canva* is an online graphic design application that supports students' creativity in completing assignments through design. This allows both teachers and students to carry out learning more easily (Mohammad Tegar Kharissidqi, 2022:110). Furthermore, this application also provides a variety of attractive online design templates, available in both free and paid versions. With a wide selection of designs, users can choose from various categories such as posters, presentations, infographics, and other learning materials. This feature is very useful for teachers in delivering material, as they can easily create engaging visuals to support learning (Fajri et al., 2022:399).

The implementation of Canva-based learning media , particularly through the use of *History Cards* , offers an innovative approach to addressing the problem of low student interest and participation in social studies learning. *History Cards* , defined by Yenni & Alrianingrum (2020:3), are learning media in the form of card games, designed to increase student engagement in an interactive manner. Furthermore, Dewi Musrofatin (2023:10) emphasizes that this media also functions to increase collaboration between students, allowing them to help each other understand the material. By utilizing *Canva* , teachers can create attractive and easily accessible *History Card designs, making them more effective in attracting students' attention and encouraging collaboration in learning. Canva* provides a platform that allows teachers to create visually appealing materials.(Rahmawati dkk, 2024:130). Well-designed *history cards* can present information concisely and engagingly, making it easier for students to grasp key concepts in social studies. With their intuitive and engaging interface, *Canva* - based *history cards* can increase student interest and participation in the learning process.

Innovation in social studies learning media is crucial, as student learning doesn't always run smoothly. This is especially true in social studies, which is often considered less engaging. The lack of learning facilities and infrastructure, and the lack of varied educational procedures (Sri Rahayu, 2022:43)., have resulted in low student learning outcomes. Observations at SMP Negeri 16 Palu revealed that this challenge is also felt, especially in class VIII A, where student interest in social studies is still relatively low. This is further reinforced by observations that show that the lecture-dominated learning method tends to make students passive, less motivated, and have difficulty understanding abstract concepts. This is often caused by the lack of effective media use to visualize the material and the lack of interactive learning elements that can actively

engage students. Therefore, it is important for educators to integrate innovative and interactive teaching methods into social studies learning.

Thus, the implementation of *Canva*-based *History Card learning media* is expected to provide a solution to the lack of effective media use to visualize material and the lack of interactive learning elements that can actively engage students. Thus, it can improve student learning outcomes in social studies learning. Therefore, the researcher conducted a study with the title: " The Application of Canva-Based History Card Learning Media in Improving Social Studies Learning Outcomes in Class VIII A of SMP Negeri 16 Palu " .

## **METHOD**

This study uses the Classroom Action Research (CAR) design model Kemmis & McTaggart which consists of planning, action, observation, and reflection stages in two cycles. The research location is SMP Negeri 16 Palu in class VIII A totaling 25 students (12 boys and 13 girls) in the even semester of the 2025/2026 academic year. The action given is in the form of using *History Card learning media* to improve social studies learning outcomes. ( Yusuf, A. Muri. 2005).

The preparation phase includes the development of teaching modules, learning materials, evaluation instruments (pre-test and post-test), observation sheets, and the creation of *History Cards* . Implementation is carried out through the administration of pre-tests, implementation of learning using *History Cards* through group discussions, presentations, and joint conclusions, then ending with a post-test. Monitoring is carried out through observation of student activities and documentation, while evaluation assesses improvements in learning outcomes based on tests and student engagement.

The data types include qualitative data (student activities and attitudes) and quantitative data (pre-test and post-test scores). Data collection techniques used tests, observation, and documentation. Qualitative data analysis was carried out using the Miles & Huberman model through data reduction, data presentation, and drawing conclusions, while quantitative analysis used calculations of individual absorption capacity and classical learning completion. The success criteria were determined if at least 75% of students achieved the Minimum Competency (KKM) according to the classical learning completion indicators.

## **RESULTS AND DISCUSSION**

### **RESEARCH RESULT**

The results of this study used two cycles, each consisting of four stages: planning, action, observation, and reflection. Within the action planning, there were pre-tests and post-tests used to determine student learning outcomes using *History Card media* in social studies learning.

#### **Implementation of Cycle I Actions**

The implementation of the actions in cycle I was carried out in two meetings, namely on July 16 and 17, 2025. This was adjusted to the social studies lesson schedule which took place twice a week, precisely every Wednesday and Thursday. The learning process in class VIII A SMP Negeri 16 Palu began with the implementation of the cycle I

pre-test which was given at the beginning of the first meeting before the learning activities began, while the post-test was given at the end of the second meeting. Each session in cycle I was allocated 90 minutes. The implementation of the actions was based on the teaching module that had been prepared and previously consulted with the supervising lecturer and social studies teacher.

During the first cycle of learning, the researcher acted as the teacher, while Mr. Moh. Razak, an educator at SMP Negeri 16 Palu, acted as the observer. Observations were conducted using a pre-prepared observation sheet, which served as a tool to identify various problems that arose during the learning process.

### Pre-test Cycle I

The cycle I pre-test was conducted on July 16, 2025, just before the social studies learning activities began. This test served as an initial instrument to assess students' level of understanding of the material to be studied in that cycle. There were 10 multiple-choice questions, with a 20-minute working time. The pre-test results can be seen in Table 4.1. It can be seen that the percentage of students' classical learning completion was still low.

Table 1 Summary of Pre-Test Analysis Results for Cycle I

No	Acquisition Aspect	Results
(1)	(2)	(3)
1	Number of Students	25
2	Number of Students Completed	0
3	Number of Students Not Yet Complete	25
4	Highest Score	6
5	Lowest Score	2
6	Acquisition Score	92
7	Maximum Score	250
8	Classical Learning Completion	0%

Information:

$$\begin{aligned}
 KBK &= \frac{\text{Siswa Tuntas}}{\text{Jumlah Siswa}} \times 100 \\
 &= \frac{0}{25} \times 100 \\
 &= 0\%
 \end{aligned}$$

The results of the pre-test in cycle I which was held on Wednesday, July 16, 2025, showed that of the 25 students who took the test, as many as 25 students had not achieved completeness. The highest score, namely 6, was achieved by Alma, Reyhana Dirnophalis, Reisyah Hapsah Ramadanti and Sila Islamia, while the lowest score, namely 2, was obtained by Auni Meiza Azzalea, Moh. Abiyat, Nur Izra and Zaidan Rosyad. The total score collected by all students was 92 out of a maximum total score of 250. The classical learning completeness level was recorded at 0%. This shows that most students have not understood the material on Geographical Conditions and Natural Resource

Conservation which has never been studied by students because of their low understanding of the material.

### **Action 1**

The first meeting was held on Wednesday, July 16, 2025, and lasted 90 minutes. The topic covered was *Geographical Conditions and Natural Resource Conservation*, which falls under the topic of *Indonesia's Geographical Conditions*. The learning process followed a teaching module previously prepared by the teacher (researcher).

The learning activities at the first meeting include several stages: (a) students open the lesson by greeting and praying, (b) the teacher checks attendance, (c) the teacher conveys the objectives and benefits of learning, (d) the teacher explains the scope of the material and the learning steps that will be taken, (e) students are given the opportunity to ask questions related to the material, (f) the teacher and students summarize the material that has been learned, (g) students are given time to ask again about things that are not yet understood, (h) the teacher and students reflect on the learning experience, (i) the teacher gives a brief and random oral assessment, and (j) the teacher closes the activity by conveying the learning plan for the next meeting and inviting students to pray.

### **Action 2**

The second meeting on Thursday, July 17, 2025, lasted for 90 minutes with the topic of learning *Geographical Conditions and Natural Resource Conservation*, which is included in the main material of *Indonesia's Natural Resources*. The teaching and learning process follows the teaching module that has been designed by the teacher (researcher). The stages of learning implementation include: (a) students begin activities by greeting and praying, (b) the teacher checks attendance, (c) the teacher conveys the objectives and benefits of the learning that will be carried out, (d) the teacher explains the outline of the material coverage and learning steps, (e) students are given directions on how to use *history cards* in learning activities, (f) the teacher explains material about geographical conditions and natural resource conservation in Indonesia through the lecture method, (g) students are directed to use *history cards* that contain information and questions related to the material. The activity continues with: dividing students into 5 groups, discussions, groups to answer questions in *the history car and* presentation of discussion results in front of the class, responses from other groups in the form of responses, additional information, or follow-up questions. (h) The teacher gives *rewards* to students who represent the groups that come to the front of the class to present the results of their discussions. (i) Learning activities are closed with joint reflection between the teacher and students, a short random oral assessment, as well as the presentation of the learning plan for the next meeting and a closing prayer.

### **Cycle I Observation Results**

Observations of students were conducted to evaluate their effectiveness and enthusiasm during the learning process using *History Cards* as a learning aid. The results of these observations are as follows:

### Student Activities

Observations of student activities during classroom learning activities were conducted using an Observation Sheet prepared by the teacher (researcher), and implemented by Mr. Moh. Razak, a teacher at SMP Negeri 16 Palu. The results of the student activity observations can be seen in Table 4.2.

Table 2 Summary of Results of Analysis of Cycle I Observation Sheets

No	Observed Aspects	Meeting	
		I	II
(1)	(2)	(3)	(4)
1	Students greet and pray.	3	3
2	Listening to absence	3	3
3	Conducting learning with the material Geographical Conditions and Natural Resource Conservation using <i>History Card learning media</i>	2	2
4	Listening to the teacher's explanation	3	3
5	Having discussions or collaborations with peers	1	2
6	students convey their opinions/analysis results	1	2
7	Able to convey information clearly and easily understood	1	2
8	Delivering analysis or critical thinking about Geographical Conditions and Natural Resource Conservation	1	2
9	Draw conclusions based on the results of the discussion.	1	1
<b>Total Score</b>		15	20
<b>Maximum Score</b>		36	36
<b>Presentation</b>		42%	56%

Information:

$$\text{Rumus} = \frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 100\%$$

$$\begin{aligned} \text{Pertemuan I} &= \frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 100\% \\ &= \frac{15}{36} \times 100 \\ &= 42\% \end{aligned}$$

$$\begin{aligned} \text{Pertemuan II} &= \frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 100\% \\ &= \frac{20}{36} \times 100 \\ &= 56\% \end{aligned}$$

75,01 – 100,00 = Sangat Baik      25,01 – 50,00 = Cukup  
 50,01 – 75,00 = Baik      00,00 – 25,00 = kurang

The data in the table above shows that the total score in cycle I reached 42% in the first meeting and increased to 56% in the second meeting. Based on these scores, the first meeting was categorized as sufficient, while the second meeting was categorized as good. Despite this improvement, these results still did not meet the established success indicators. This indicates that student engagement in learning activities is still not optimal. Some students appeared less active during the learning process. When asked to use *the History Card*, several students appeared confused and did not understand how to use it properly. As a result, only a small number of students actively engaged in discussions to answer questions on *the History Card*. This condition indicates that most students still need assistance in using this media. Furthermore, interaction between students was also not optimal; only a few students expressed opinions, while others preferred to be listeners.

### Results of Post-Test Action Cycle I

After the implementation of the cycle I action learning activities using the *History Card learning media* on the material of Geographical Conditions and Natural Resource Conservation, the next activity was the administration of a Post-Test to determine the level of student mastery of the material. The results of the cycle I Post-Test analysis can be seen in table 4.3 below.

Table 4.3

Summary of Post-Test Analysis Results of Cycle I

No	Acquisition Aspect	Results
(1)	(2)	(3)
1	Number of Students	25
2	Number of Students Completed	8
3	Number of Students Not Yet Complete	17
4	Highest Score	8
5	Lowest Score	5
6	Acquisition Score	165
7	Maximum Score	250
8	Classical Learning Completion	32%

Information:

$$\begin{aligned}
 KBK &= \frac{\text{Siswa Tuntas}}{\text{Jumlah Siswa}} \times 100 \\
 &= \frac{8}{25} \times 100 \\
 &= 32\%
 \end{aligned}$$

The results of the post-test in cycle I which was held on Thursday, July 17, 2025, showed an increase in the number of students who achieved completeness. Of the 25 participants, 8 students were declared complete, while 17 other students had not reached the completeness standard, where the highest score was 8 obtained by Alfa Hikyayzaian, Alma, Moh. Abiyat, Moh. Agung Pratama, Nur Faizha, Reyhana Dirnophalis, Reisyah Hapsah Ramadanti, Restu. The lowest score was 5 obtained by Irna Yanti. The total score obtained by all students was 165 out of 250 maximum scores. The classical learning completeness obtained was 32%, from the KBK obtained did not meet the established success indicators.

### Cycle I Reflection

Based on observations of the implementation of cycle 1 of social studies learning using Canva-based *history cards*, several shortcomings were identified that still emerged in the classroom. These shortcomings can be explained as follows:

1. There are still a number of students who lack focus when the teacher delivers the lesson material.

This phenomenon indicates that not all students can fully concentrate when the teacher explains the material. This lack of focus can be caused by the teacher's delivery method, which tends to be one-way, causing students to quickly lose attention. Furthermore, less conducive classroom environments, such as external distractions and internal noise, also reduce concentration levels. This finding aligns with previous research, which found that student attention during learning is significantly influenced by teaching methods and the classroom atmosphere.

2. Only a few students were actively involved in using the *History Card learning media*.

Student participation in utilizing the *History Card media* was uneven. Some students appeared enthusiastic, while others merely acted as observers. This was due to students' limited understanding of how to use the media and differences in learning motivation among individuals. Furthermore, teacher guidance in facilitating media use was still suboptimal, resulting in limited opportunities for active participation for all students.

3. Interaction or discussion between students still tends to be passive.

The passive nature of student discussions indicates that communication and collaboration skills have not yet developed well. Students prefer to remain silent and wait for teacher direction rather than exchange ideas. This is due to teacher-centered learning habits, which make students less accustomed to exploring ideas independently or in groups. This situation limits the development of students' social skills and critical thinking.

4. Most students are not yet able to express their opinions or convey the results of their analysis independently.

This obstacle is closely related to students' low self-confidence in expressing ideas in front of the class. Many students still feel hesitant and afraid of making mistakes when speaking, so they choose not to actively participate. Furthermore, limited mastery of academic vocabulary makes it difficult for students to articulate their ideas clearly. Teachers' lack of habituation in providing space for students to

express their opinions also contributes to students' low confidence in presenting their analysis.

5. The delivery of information by students is still unclear and difficult to understand.

When students are given the opportunity to convey information, many still struggle to organize their ideas coherently. Their presentation tends to be unsystematic and often simply rehashes texts without in-depth understanding. This indicates that students' ability to re-explain information in their own words is still weak. As a result, the message is unclear and difficult for teachers and peers to understand.

Overall, these shortcomings demonstrate that while the use of *Canva*-based *History Cards* has provided variation in learning, its implementation still faces challenges in terms of student concentration, active engagement, social interaction, and communication skills. Therefore, improvement strategies are needed in the next cycle through varied methods, intensive guidance, and encouraging students to actively participate in the learning process. These shortcomings in cycle I were identified through observation sheets and tests. Consequently, some students still did not achieve mastery. These findings serve as a basis for improvements that must be made by the teacher (researcher) to achieve more optimal results in the next cycle.

## Cycle II

The actions in cycle II were not much different from the implementation of cycle I, only that several things that were considered lacking in cycle I were corrected in cycle II and adjusted to the changes that were to be achieved.

### Cycle II Action Planning

After analyzing and reflecting on the implementation of the actions in cycle I, various information was obtained regarding the strengths and weaknesses of the learning that had taken place. Based on the results of this reflection, the researcher then prepared a more detailed plan for the implementation of the actions in cycle II. This plan aimed to correct the shortcomings found in the previous cycle while increasing the effectiveness of the use of the *History Card media* in the social studies learning process. The planning included several stages: (a) preparing a Teaching Module design as a reference in the implementation of learning in cycle II. This Teaching Module was designed to be more systematic and contextual so that it could help students understand the material in a more focused manner, (b) the researcher determined relevant social studies learning materials to be used in the implementation of the second cycle. The selection of materials was based on the research objectives and their suitability with the basic competencies to be achieved, (c) the researcher also prepared evaluation instruments consisting of pre-test and post-test questions to measure the level of student understanding, as well as observation sheets used to monitor student activities during the learning process. These instruments were carefully prepared to be able to provide an objective picture of student development, (d) the researcher prepared technical aspects related to the use of the *History Card learning media*.

This preparation includes the availability of cards, how they are used in class, and strategies designed to increase student active participation in learning activities.

With more structured preparation in cycle II, it is hoped that the implementation of the actions will run more optimally and produce better results than the previous cycle.

### Implementation of Cycle II Actions

The implementation of cycle II actions was carried out in 2 learning activity meetings in class VIII A of Smp Negeri 16 Palu. The Pre-Test was administered at the beginning of the cycle II meeting and the Post-Test was administered at the end of the 2nd meeting. The time allocation for each meeting was 90 minutes of learning.

The actions were implemented according to the learning implementation plan prepared by the researcher. Observations were conducted by Mr. Moh. Razak to observe student activities during the lesson, which was useful for identifying any problems that arose during the lesson.

### Cycle II Pre-Test

This pre-test was conducted on July 23, 2025, before the start of learning. This measure was useful for measuring students' mastery of the material in the second cycle. The questions were in the form of 10 multiple-choice questions with a 20-minute time allocation. The results of the pre-test showed a low percentage of classical completion.

Table 2 Summary of Pre-Test Analysis Results Cycle II

No	Acquisition Aspect	Results
(1)	(2)	(3)
1	Number of Students	25
2	Number of Students Completed	0
3	Number of Students Not Yet Complete	25
4	Highest Score	7
5	Lowest Score	3
6	Acquisition Score	118
7	Maximum Score	250
8	Classical Learning Completion	0%

Information:

$$\begin{aligned}
 KBK &= \frac{\text{Siswa Tuntas}}{\text{Jumlah Siswa}} \times 100 \\
 &= \frac{0}{25} \times 100 \\
 &= 0\%
 \end{aligned}$$

Based on the results of the Cycle II Pre-Test on Wednesday, July 23, 2025, all 25 students had not reached the completion threshold. The highest score of 7 was obtained by Alma, while the lowest score of 3 was achieved by Elsy Syafilah. The total score obtained by all students was 118 out of a maximum total score of 250. The classical learning completion was recorded at 0%.

### **Action 1**

The first meeting was held on Wednesday, July 23, 2025, for 90 minutes. The material studied was the Diversity of Indonesian Society, which is part of the topic of the diversity of economic activities of society. The learning process took place in accordance with the teaching module that had been prepared previously by the teacher (researcher) as part of the activities before using *the History Card media*. The stages of activities in this learning process include: (a) students open the lesson with greetings and prayers, (b) the teacher checks student attendance, (c) the teacher explains the objectives and benefits of learning, (d) the teacher outlines the scope of the material and the flow of learning activities, (e) students are given space to ask questions about the material, (f) the teacher and students draw conclusions from the material that has been discussed, (g) students are given the opportunity to clarify things that have not been understood, (h) a joint reflection is carried out on the learning process, (i) the teacher provides a random and brief oral evaluation, (j) the activity is closed with the delivery of the next learning plan and a joint prayer.

### **Action 2**

The second meeting was held on Thursday, July 24, 2025, from 8:00–9:30 AM for 90 minutes. This activity was a continuation of the previous meeting and focused on the topic of social mobility. The learning process at this meeting continued using the same teaching module, so the flow of activities was not significantly different from the first meeting. The learning steps include: (a) students open the activity by greeting and praying, (b) the teacher checks student attendance, (c) the teacher conveys the objectives and benefits of learning related to the topic of social mobility, (d) the teacher explains the scope of the main material and the stages of learning that will be passed, (e) students are given an explanation regarding how to use the *History Card media*, (f) the teacher delivers material related to the Diversity of Indonesian Society with the sub-theme of social mobility and prepares the main points for students to study, (g) students are divided into 5 groups, each receiving different questions, (h) students use the social studies textbook to search for information according to the questions given, (i) students analyze and discuss their findings in groups, (j) each group presents the results of their discussion which are then responded to by other groups, (k) the teacher gives *rewards* to students who are representatives of the group who come to the front of the class to present the results of their discussion as a form of appreciation to the students (l) the teacher and students formulate conclusions from the material that has been studied, and give students the opportunity to ask again if there are parts that have not been understood, (m) The activity was closed with a joint reflection, and the teacher gave a brief oral assessment.

### **Cycle II Observation Results**

Observations were conducted on students to assess their effectiveness and enthusiasm in the learning process using *History Cards*. The results obtained from the observations were:

### Student Activities

Observations of student activities during the learning process in class were conducted by filling out an Observation Sheet prepared by the teacher (researcher) and conducted by Mr. Moh. Razak as a grade VIII social studies teacher at Smp Negeri 16 Palu. The results of the student activity observations can be seen in table 4.5.

Table 3 Cycle II Observation Sheet Analysis

No	Observed Aspects	Meeting	
		I	II
(1)	(2)	(3)	(4)
1	Students greet and pray.	3	3
2	Listening to absence	3	3
3	Conducting learning with the material Geographical Conditions and Natural Resource Conservation using <i>History Card learning media</i>	2	4
4	Listening to the teacher's explanation	3	3
5	Having discussions or collaborations with peers	3	3
6	students convey their opinions/analysis results	3	4
7	Able to convey information clearly and easily understood	2	3
8	Delivering analysis or critical thinking about Geographical Conditions and Natural Resource Conservation	3	3
9	Draw conclusions based on the results of the discussion.	3	3
<b>Total Score</b>		26	29
<b>Maximum Score</b>		36	36
<b>Presentation</b>		72%	80.5%

Information:

$$\text{Pertemuan I} = \frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 100$$

$$= \frac{26}{36} \times 100$$

$$= 72\%$$

$$\text{Pertemuan II} = \frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 100$$

$$= \frac{29}{36} \times 100$$

$$= 80,5\%$$

$$75,01 - 100,00 = \text{Sangat Baik} \quad 25,01 - 50,00 = \text{Cukup}$$

$$50,01 - 75,00 = \text{Baik} \quad 00,00 - 25,00 = \text{kurang}$$

The observation table shows that student activity scores in Cycle II increased from 72% in the first meeting to 80.5% in the second meeting. Both scores fall into the

excellent category and meet the established success indicators, indicating that student learning activities throughout the learning process have been successful.

The use of *History Cards* also showed positive results; students appeared to better understand how to use them to find learning information. Furthermore, student interactions became more active and communicative, and some students were able to express their opinions clearly, a difference from the previous cycle.

### Post-Test Results of Cycle II Action

After the implementation of the second cycle of action learning activities using the *History Card media* on the material on the diversity of Indonesian society, the next activity was the administration of a Post-Test to determine the level of student mastery of the material. The results of the second cycle Post-Test analysis can be seen in table 4.6 below.

Table 4 Summary of Post-Test Analysis Results of Cycle II

No	Acquisition Aspect	Results
(1)	(2)	(3)
1	Number of Students	25
2	Number of Students Completed	19
3	Number of Students Not Yet Complete	6
4	Highest Score	9
5	Lowest Score	7
6	Acquisition Score	201
7	Maximum Score	250
8	Classical Learning Completion	76%

Information:

$$\begin{aligned}
 KBK &= \frac{\text{Siswa Tuntas}}{\text{Jumlah Siswa}} \times 100 \\
 &= \frac{19}{25} \times 100 \\
 &= 76\%
 \end{aligned}$$

The results of the Post-Test in cycle II revealed that of the 25 students who took the Pre-Test on Thursday, July 24, 2025, the number of students who achieved completeness increased to 19 people, while the remaining students who had not completed were 6 people. The highest score of 9 was achieved by Alfa Hikyayzaian, Alma, Moh. Abiyat, Nazwa Dwi Jayanti, Nur Faiza, Putra Reydonnyzarlubis, and Reyhana Dirnophalis. Meanwhile, the lowest score of 7 was obtained by Amel Floren, Elsa Syafilah, Moh. Nur Afdal, Muhammad Rayangraf, Reisyah Hapsah Ramadanti, and Restu. The total score achieved by all students was 201 out of a maximum total score of 250. The classical learning completeness experienced a significant increase, namely 76%,

which means it has exceeded the success indicator set at 75%. This achievement indicates that the learning process has been going well.

### **Cycle II Reflection**

Based on the results of observations and tests in cycle II, it can be concluded that the established success indicators were achieved. Reflections during the implementation of cycle II showed several important developments in the learning process, namely: (a) the majority of students were able to utilize the *History Card media* in participating in learning activities, (b) students appeared to be actively discussing with their group mates to discuss the results of their searches and understanding of the material, (c) students were able to convey information in a coherent, clear, and easily understood manner by both teachers and peers, and (d) students were able to draw conclusions from the learning outcomes they obtained.

These results indicate that the problems identified in Cycle I have been resolved. Students who previously lacked focus, were passive in interactions, and had difficulty expressing their opinions appeared more confident, participatory, and actively engaged in the learning process in Cycle II. The implementation of *Canva*-based *History Cards* proved effective in facilitating comprehensive student engagement, resulting in a more interactive and conducive classroom environment.

Overall, student learning outcomes in cycle II showed significant improvement compared to cycle I. The learning completion percentage exceeded the success indicators established in this study. Therefore, it can be concluded that the corrective actions in cycle II successfully addressed existing obstacles and enabled students to achieve the expected competencies.

Based on these achievements, this classroom action research was stopped in cycle II because the set objectives had been achieved and the students' learning completeness had been met according to the applicable criteria.

### **DISCUSSION**

This study is a Classroom Action Research (CAR) aimed at improving the social studies learning outcomes of class VIII A students of SMP Negeri 16 Palu through the use of *Canva*-based *History Card media*. The study was conducted in two cycles, each encompassing planning, action, observation, and reflection. In cycle I, students were introduced to *History Cards* as an interactive learning medium. The pre-test showed a 0% completion rate, and after learning with *History Cards*, the post-test score increased to 32%. This result indicates an initial positive impact, but is still below the classical completion target of 75%.

Planning encompasses all aspects that will be implemented in the action phase. This action phase occurs concurrently with observation activities, where the teacher not only conducts the learning but also observes the processes occurring in the classroom. From these actions and observations, research data is obtained, which is then analyzed to assess the extent to which the research objectives have been achieved. This analysis process is known as reflection. If the results of the reflection indicate that the research objectives have not been fully achieved, the next cycle is carried out, starting again from planning to reflection. This cycle continues until the researcher assesses that the

research problems have been resolved and there has been improvement in the learning process and outcomes. The research results from cycles I and II can be seen in Table 7.

Table 7. Comparison of the results of cycle I and cycle II

No	Activity	Results			
		Cycle I		Cycle II	
		Meeting I	Meeting II	Meeting I	Meeting II
(1)	(2)	(3)	(4)	(5)	(6)
1	Pre-test	0%		0%	
2	Post-Test	32%		76%	
3	Observation sheet	42%	56%	72%	80.5%

Based on the data listed in the table, it is clear that the results of the Pre-Test in Cycle I, which was conducted on Wednesday, July 16, 2025, showed very low results. Of the 25 students who took the test, not one managed to meet the established minimum passing grade (KKM), resulting in a learning completion percentage of 0%. This indicates that all students have not yet mastered the basic material tested in the test.

Reflections on cycle I revealed several challenges, including students' lack of attention to teacher instructions, low active participation in group discussions, difficulties in logically constructing analyses, and weaknesses in summarizing the material. These conditions impacted student engagement, which reached only 42% in the first meeting and 56% in the second. Despite the improvement, these results indicate the need for remedial strategies to enhance student understanding and engagement.

Based on these findings, researchers made improvements in cycle II, focusing on habituating the use of *History Cards*, increasing student engagement, and strengthening critical thinking and communication skills. As a result, there was a significant improvement in the learning process and outcomes. The cycle II pre-test showed a completion rate of 72%, and student activity increased to 80.5% in the second meeting. Students also began to be able to utilize *History Cards* optimally, convey analysis more coherently, and demonstrate confidence in presentations.

Based on observations in Cycle I, the low achievement of students' Classical Learning Criteria (KBK) was influenced by several obstacles, both technical and non-technical. Students showed low attention to teacher explanations, especially when introduced to the use of *History Cards*, so many had difficulty understanding instructions and relied more on friends than on independent learning. In addition, participation in group discussions was still low because most students were passive and did not yet understand the material or the mechanism of media use, so the discussion was not optimal. Another obstacle was the limited ability of students to convey the results of their analysis logically and systematically; most only copied information without in-depth understanding, so their presentations and oral explanations were less coherent and did not reflect good mastery of concepts.

Thus, it can be concluded that the use of *History Card media* is effective in improving social studies learning outcomes, both from the cognitive aspect and

students' critical thinking and communication skills. This media-based learning innovation has proven to be able to address the initial problems identified and make a positive contribution to improving the quality of the learning process and outcomes in class VIII A of SMP Negeri 16 Palu.

## CONCLUSION

Based on the results of the data analysis and discussion that have been conducted, it can be concluded that the application of History Card media in Social Studies (IPS) learning is able to improve the understanding of class VIII A students at SMP Negeri 16 Palu. This improvement is reflected in the classical learning completion scores that experienced a development from Cycle I to Cycle II.

In Cycle I, post-test results showed that the percentage of classical learning completion reached 32%, with only 8 of the 25 students achieving scores above the Minimum Completion Criteria (KKM). The remaining 17 students did not meet the completion standard. This indicates that most students did not optimally understand the material in the initial cycle.

After the corrective actions were implemented in Cycle II, significant improvements were observed. The classical learning completion rate increased to 76%, with 19 students achieving the passing grade, and only 6 students still falling short of the Minimum Completion Criteria (KKM). The total score obtained by all students was 201 out of a maximum score of 250. This percentage met the success indicator set in the study, which was 75%.

In addition to the learning outcomes aspect, improvements were also seen in the aspect of student activity during the learning process. Observation results in Cycle I showed that student learning activity was at 42% in the first meeting (sufficient category) and increased to 56% in the second meeting (good category). Meanwhile, in Cycle II, student activity increased significantly to 72% in the first meeting and 80.5% in the second meeting. Both meetings in this cycle were included in the very good category. Thus, based on the learning outcome data obtained and having exceeded the established Minimum Completion Criteria (KKM), this study empirically proves that the application of the *History Card media* is proven to be effective in improving conceptual understanding, classical learning completion, and student activity in social studies learning for class VIII A of SMP Negeri 16 Palu.

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