

# THE EFFECT OF CANVA BASED INTERACTIVE LEARNING MEDIA ON IMPROVING THE NATIONALISM KNOWLEDGE OF INDONESIAN CHILDREN AT SANGGAR BIMBINGAN SUNGAI MULIA MALAYSIA

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**ABSTRAK:** *Penanaman nilai-nilai nasionalisme sejak usia dini menjadi tantangan tersendiri bagi anak-anak Indonesia yang tinggal di luar negeri, seperti di Sanggar Bimbingan Sungai Mulia, Malaysia. Minimnya paparan terhadap budaya dan identitas kebangsaan menyebabkan anak kurang memahami simbol, nilai, dan karakter bangsa Indonesia. Penelitian ini bertujuan untuk mengetahui pengaruh media pembelajaran interaktif berbasis Canva dalam meningkatkan pengetahuan nasionalisme anak. Penelitian ini menggunakan pendekatan kuantitatif dengan desain one-group pretest-posttest. Subjek penelitian berjumlah 25 anak usia 5–6 tahun. Pretest dilakukan untuk mengukur pengetahuan awal, kemudian diberikan pembelajaran menggunakan Canva yang menyajikan materi nasionalisme secara visual dan menarik, seperti lambang negara, lagu kebangsaan, rumah adat, makanan khas, serta nilai-nilai Pancasila. Setelah itu dilakukan posttest, dan data dianalisis menggunakan uji paired sample t-test. Hasil menunjukkan adanya peningkatan signifikan antara nilai pretest dan posttest. Anak terlihat lebih tertarik, fokus, dan aktif selama proses pembelajaran. Media Canva membantu menyederhanakan materi yang abstrak sehingga lebih mudah dipahami anak usia dini. Penelitian ini menunjukkan bahwa media Canva efektif dalam meningkatkan pemahaman nasionalisme anak Indonesia di luar negeri. Penggunaan media digital interaktif menjadi alternatif strategis dalam pendidikan karakter dan kebangsaan di tengah tantangan globalisasi dan keberagaman budaya.*

**Kata Kunci:** *Canva, Media Pembelajaran Interaktif, Nasionalisme, Anak Usia Dini, Pendidikan Luar Negeri.*

**ABSTRACT:** *Instilling a sense of nationalism from an early age presents challenges, especially for Indonesian children living abroad, such as those at Sanggar Bimbingan Sungai Mulia in Malaysia. Limited exposure to national symbols, values, and cultural identity often results in a lack of understanding of their Indonesian roots. This study aims to examine the effectiveness of Canva-based interactive learning media in improving children's knowledge of nationalism. This research used a quantitative approach with a one-group pretest-posttest design involving 25 children aged 5–6 years. A pretest was conducted to assess their initial understanding, followed by lessons using Canva to introduce topics such as national symbols, the anthem, traditional houses, local food, and Pancasila values. A posttest was then given, and the data were analyzed using a paired sample t-test. The results showed a significant increase in posttest scores. Children demonstrated greater enthusiasm, focus, and engagement throughout the learning process. Canva's visual and interactive elements helped simplify complex concepts, making them easier and more enjoyable to learn. The findings suggest that Canva is an effective medium for enhancing nationalism awareness among Indonesian children abroad. This study highlights the importance of using engaging digital tools in character and civic education, particularly in multicultural and global contexts.*

**Keywords:** *Canva, Interactive Learning Media, Nationalism, Early Childhood Education, Indonesian Children Abroad.*

## INTRODUCTION

Nationalism is one of the fundamental values that must be instilled from an early age as the foundation for shaping national identity and character. This value plays a crucial role in

fostering pride, love for the homeland, and loyalty to the nation. The cultivation of nationalism in early childhood becomes even more critical in the era of globalization, when the flow of information and foreign cultures

can influence children's ways of thinking and behavior.

This challenge is more pronounced for Indonesian children living abroad. At the Sanggar Bimbingan Sungai Mulia in Malaysia, limited access to national culture and symbols has resulted in children having little knowledge of their national identity. Observations revealed that only 36% of the 25 early childhood students could answer questions related to Indonesian culture, while 64% were unable to provide correct answers. This situation indicates a knowledge gap that needs to be addressed through appropriate and engaging learning strategies.

Learning media serves as a strategic solution to overcome such barriers. According to Nurrita (2018), learning media functions to clarify messages, foster learning motivation, overcome spatial and temporal limitations, and make abstract material more concrete. One medium that is relevant to the needs of the digital generation is Canva, an online design application that offers a variety of interactive visual templates. Its use enables teachers to present material creatively, attractively, and contextually.

From Vygotsky's constructivist perspective, knowledge is actively built through social interaction and the use of learning media. Canva, as an interactive visual medium, can serve as scaffolding that connects children's prior knowledge with new concepts, particularly in introducing national symbols and values. This aligns with M. Husin Affan's view that nationalism should be developed through continuous exposure to national symbols, historical struggles, and cultural heritage.

Although numerous studies have been conducted on interactive learning media, research that specifically examines the use of Canva to enhance nationalism knowledge among Indonesian early childhood students living abroad remains limited. The learning context of children living overseas presents unique challenges compared to those in the home country, requiring targeted strategies and instructional approaches.

Based on these considerations, this study aims to analyze the effect of interactive learning media based on Canva on improving nationalism knowledge among Indonesian

early childhood students at the Sanggar Bimbingan Sungai Mulia, Malaysia. The findings are expected to contribute theoretically to the development of interactive learning media research and provide practical implications for strengthening the national identity of Indonesian children living abroad.

## METHODS

This study employed an experimental method with a *one group pretest-posttest* design. According to Sugiyono (2019), an experimental method is a research approach used to determine the effect of a specific treatment on a subject under controlled conditions. This design allows the researcher to measure changes in the dependent variable by comparing the results before and after the treatment.

The research was conducted at Sanggar Bimbingan Sungai Mulia, Malaysia, in February 2025. The subjects were 25 children aged 5–6 years who regularly participated in learning activities at the center. The sampling technique used was purposive sampling, determined based on specific criteria set by the researcher.

The research instrument was a nationalism knowledge test developed from indicators including recognition of national symbols, national heroes, the national anthem, and Indonesian culture. The validity of the instrument was assessed through expert judgment, while reliability was measured using the KR-20 formula. As stated by Arikunto (2013), validity ensures that the instrument measures what it is intended to measure, while reliability refers to the instrument's consistency in producing stable results.

The research procedure began with a pretest to measure the children's initial understanding of nationalism. The treatment was carried out through four learning sessions, each lasting 60 minutes, using Canva-based interactive media. The media contained visual materials such as images, illustrations, and interactive

quizzes. This approach aligns with Sudjana and Rivai's (2011) view that visual media can clarify messages and make abstract concepts more concrete, and with Vygotsky's constructivist theory, which emphasizes that knowledge is actively built through interaction with the environment and learning media.

Following the treatment, a posttest was administered to measure improvements in nationalism knowledge. Data were analyzed using descriptive statistics to calculate the mean, percentage, and score improvement, and inferential statistics with a paired sample t-test to determine significant differences between pretest and posttest results at a significance level of 0,05.

## RESULTS AND DISCUSSION

This study was conducted at Sanggar Bimbingan Sungai Mulia, Malaysia, in February 2025, involving 25 children aged 5–6 years. The aim was to determine the effect of using Canva-based interactive learning media on the nationalism knowledge of early childhood.

Before the treatment, a *pretest* was administered to measure the children's initial knowledge of nationalism, covering indicators such as recognition of national symbols, national heroes, the national anthem, and Indonesian culture. The results showed an average score of 47.20, with the lowest score of 35 and the highest score of 60, indicating that the children's understanding of nationalism was still relatively low.

The treatment was carried out over four learning sessions, each lasting 60 minutes. The Canva-based interactive media contained visual materials such as images of national symbols, photos of national heroes, lyrics and audio of the national anthem, traditional clothing, and interactive quizzes. This presentation was designed to make learning more engaging, concrete, and aligned with the children's cognitive development stage. This aligns

with the opinion of Sudjana and Rivai (2011) that visual media can clarify messages, overcome limitations of space and time, and make abstract concepts more concrete.

After the learning sessions, a *posttest* with the same indicators as the *pretest* was conducted. The results showed an average score of 82.80, with the lowest score of 75 and the highest score of 95, representing an increase of 35.60 points from the pretest results. The paired sample t-test analysis produced a significance value of 0.000 ( $p < 0.05$ ), indicating that there was a significant effect of using Canva-based interactive media on improving children's nationalism knowledge.

These results are consistent with Vygotsky's constructivist theory, which emphasizes that knowledge is actively built through interaction with the environment and learning media. Canva, with its visual and interactive features, served as scaffolding that linked the children's prior knowledge to new concepts while facilitating social interaction during the learning process.

Furthermore, these findings support the research of Nurrita (2018) and Abdul Gafur (2012), which state that interactive learning media can increase students' motivation and engagement. In the context of Indonesian children living abroad, visual interactive media such as Canva is an effective solution to overcome the lack of exposure to national culture, thereby strengthening national identity from an early age.

Thus, Canva-based interactive learning media has been proven to be an effective strategy for teaching nationalism to early childhood, especially within diaspora communities, and can serve as an innovative alternative in developing technology-based learning media in the era of globalization.

## CONCLUSIONS

Based on the research findings and data analysis, it can be concluded that the use of Canva-based interactive learning media had a significant effect on increasing the nationalism knowledge of early childhood in Sanggar Bimbingan Sungai Mulia, Malaysia. This was evidenced by an increase in the average score from 47.20 in the pretest to 82.80 in the posttest, with the paired sample t-test showing a significance value of 0.000 ( $p < 0.05$ ).

Canva-based interactive media effectively presented nationalism material in a more attractive and concrete manner, suitable for the developmental stage of young children. The visualization of national symbols, national heroes, the national anthem, and Indonesian culture through interactive design elements helped the children build a deeper understanding.

The implication of this research is that the use of technology-based learning media, particularly Canva, should be optimized in teaching nationalism to early childhood, both in formal and non-formal education settings, including diaspora communities, as an effort to strengthen national identity in the midst of globalization.

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