

Management of IPAS Learning Media Creation Based on the Canva Application through the Belajar.id Account in Primary Schools

Chici Riska Kusuma Dewi ¹, Abdul Holik ²

^{*1,2} Universitas Islam Nusantara, Bandung-Indonesia

^{*1} echiciriskakusumadewi@uninus.ac.id, ^{*2} abdulholik@uninus.ac.id

^{*}Correspondent Author: echiciriskakusumadewi@uninus.ac.id

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ABSTRACT

The development of digital technology requires IPAS learning in primary schools to not only focus on mastering material, but also on developing 21st century skills, thus requiring attractive and meaningful digital learning media. The use of the Canva application through the belajar.id account is a strategic alternative in the development of IPAS learning media that requires systematic management. This study aims to analyse the management of IPAS learning media creation based on Canva through the belajar.id account in terms of planning, organisation, implementation, and supervision. The study uses a qualitative approach with a case study method, data collection through observation, interviews, and documentation studies, as well as interactive data analysis. The results show that the management of Canva-based IPAS learning media creation has been carried out in a fairly structured manner, starting from the planning of teaching modules and material selection, the organisation of roles and access to the belajar.id account, the implementation of interactive and creative learning, to supervision through the evaluation of student engagement and understanding of IPAS concepts. This study recommends strengthening teacher competencies, developing operational guidelines for using Canva, and providing school policy support to improve the sustainability and quality of IPAS learning in primary schools.

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Introduction

Primary school students in the digital age are faced with learning demands that emphasise not only mastery of subject matter, but also the development of critical thinking, creativity, collaboration and digital literacy skills. Technological developments are driving a shift in the learning paradigm from teacher-centred to student-centred learning. (Nasir & Wazithah, 2025), so that teachers are required to integrate technology to facilitate students as active subjects in constructing knowledge. (Affandi et al., 2023).

Natural and Social Sciences (IPAS) subjects in primary schools have contextual and visual learning characteristics. (Mata et al., 2025), therefore requiring the support of engaging and meaningful learning media so that abstract concepts can be understood optimally (Rahmani et al., 2025). In line with the policy of digitising education, the use of belajar.id accounts integrated with the Canva application provides opportunities for teachers to develop creative and interactive IPAS learning media. However, in order for its use to have a real impact on the learning process and outcomes, systematic and planned management of learning media is required. (Fitri Rohmatika Uyun Nihlah, Suyitno, 2023).

In practice, the use of digital learning media in primary schools still faces various obstacles. (Ayudia & Prasetya, 2023). In many schools, the use of application-based media such as Canva has not been planned and managed systematically. Teachers tend to use digital media individually and incidentally, without careful planning and without optimal integration with students' belajar.id accounts. (Amri, 2025). In addition, teachers' readiness in terms of digital literacy and managerial skills still varies, while students' technical skills are also uneven. (Hulu, 2023).

These conditions have an impact on the IPAS learning process, which is less than optimal. (Latifah & Ramadan, 2023). The learning media used often do not fully support the active involvement of students, so that learning tends to be monotonous, less interactive, and less motivating for students to participate actively. (Harahap & Ardiana, 2025; Rasyidi et al., 2012). This situation highlights the need for planned, organised and sustainable management of digital learning media in primary schools. (Apriyanti, 2023).

Various studies have confirmed the importance of using digital media in science and science education. Research shows that technology-based learning planning can improve students' readiness to learn and reduce boredom in the learning process. (Raudah et al., 2024). Digital visual media has also been proven to increase student engagement, strengthen conceptual understanding, and train creativity and communication skills. (Raudah et al., 2024).

On the other hand, studies on learning management emphasise that learning success is greatly influenced by management functions, including planning, organising, implementing, and supervising. (Butar-butur & Assingkily, 2020). However, most research related to digital learning media still focuses on the effectiveness of the media or student learning outcomes, and has not yet comprehensively examined the managerial aspects of the learning media creation process. (Ropiah, 2023).

Meskipun penggunaan aplikasi Canva dan platform digital dalam pembelajaran telah banyak diteliti, kajian yang secara khusus membahas manajemen pembuatan media pembelajaran IPAS berbasis aplikasi Canva melalui akun belajar.id di sekolah dasar masih terbatas. Penelitian terdahulu umumnya menitikberatkan pada peningkatan literasi sains, kreativitas, atau keterampilan abad ke-21 peserta didik, tanpa mengulas secara mendalam bagaimana proses perencanaan, pengorganisasian, pelaksanaan, dan pengawasan pembuatan media pembelajaran tersebut dikelola oleh sekolah. Oleh karena itu, terdapat kesenjangan penelitian yang perlu diisi melalui kajian yang berfokus pada aspek manajerial dan kontekstual.

Berdasarkan uraian tersebut, permasalahan dalam penelitian ini difokuskan pada bagaimana manajemen pembuatan media pembelajaran IPAS berbasis aplikasi Canva melalui akun belajar.id di sekolah dasar dilaksanakan secara sistematis. Penelitian ini mengkaji proses perencanaan, pengorganisasian, pelaksanaan, serta pengawasan pembuatan media pembelajaran IPAS berbasis Canva dalam mendukung pembelajaran yang interaktif, kreatif, dan bermakna bagi peserta didik.

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis manajemen pembuatan media pembelajaran IPAS berbasis aplikasi Canva melalui akun belajar.id di sekolah dasar. Secara khusus, penelitian ini bertujuan untuk mengkaji perencanaan pembuatan media pembelajaran IPAS, pengorganisasian sumber daya dan pembagian peran dalam proses pembuatan media, pelaksanaan pembuatan serta pemanfaatan media pembelajaran berbasis Canva, serta pengawasan dan evaluasi terhadap penggunaan media pembelajaran tersebut dalam pembelajaran IPAS.

Kebaruan penelitian ini terletak pada kajian manajemen pembuatan media pembelajaran IPAS berbasis aplikasi Canva yang terintegrasi dengan akun belajar.id di sekolah dasar. Penelitian ini mengadopsi pendekatan manajemen yang sistematis dengan mengacu pada kerangka POAC (Planning, Organizing, Actuating, Controlling), sehingga menghasilkan gambaran komprehensif mengenai pengelolaan media pembelajaran digital. Selain itu, penelitian ini juga menyoroti keselarasan praktik pembelajaran di sekolah dengan kebijakan nasional terkait integrasi teknologi dan konsep Merdeka Belajar. Dengan demikian, penelitian ini diharapkan memberikan kontribusi teoretis bagi pengembangan kajian manajemen pembelajaran digital serta kontribusi praktis sebagai panduan bagi guru dan sekolah dalam mengoptimalkan pemanfaatan media pembelajaran berbasis teknologi di sekolah dasar.

Literature Review

Learning management is the process of systematically managing all components of learning to achieve learning objectives effectively and efficiently. Learning management includes the functions of planning, organising, implementing, and supervising learning activities, with teachers acting as learning managers responsible for managing learning objectives, materials, methods, media, time, and evaluation. (Patricia Mardiana Silangen, Aufa Maulida Fitrianingrum, 2023). Good management enables the creation of a conducive, interactive, and meaningful learning environment for students. (Ubed et al., 2020). The scope of learning management includes managing learning objectives that are aligned with the curriculum, materials that are relevant to the characteristics of learners, learning strategies and methods, learning media and resources, as well as the evaluation of learning processes and outcomes that are mutually integrated. (Sari et al., 2022). In technology-based learning, learning management also includes the management of digital devices and applications, as well as the readiness of teachers and students to utilise technology as part of the learning process. (Diningsih et al., 2021).

The POAC concept (Planning, Organising, Actuating, and Controlling) refers to the four main functions of management proposed by George R. Terry. It is widely used in educational management studies because it is systematic and applicable in managing the learning process. (Terry, 2014). In the context of learning management, POAC serves as a framework for managing learning activities in a structured manner, from planning to evaluation. (Candra Wijaya, 2016; Tan & Natal, 2025). The planning stage includes setting learning objectives, analysing student characteristics, selecting materials and methods, and designing appropriate learning media. (Fauzia et al., 2023). In Canva-based IPAS learning, planning is focused on developing teaching modules, selecting visualised materials, and integrating the use of Canva through the belajar.id account. The organisation stage involves dividing roles and responsibilities between teachers, students, and the school, as well as managing resources and digital access to ensure effective learning (Dewanti, Jamilah, 2025; Syarifudin et al., 2025). The implementation of learning is the stage of implementing the learning plan through the use of Canva visual media, creative and collaborative activities that place teachers as learning facilitators (Dewanti, Jamilah, 2025). Meanwhile, supervision is carried out through monitoring and evaluation of media quality, student engagement, and achievement of IPAS concept understanding as the basis for continuous learning improvement (I.K.N.D. Yogi, I.N. Sudiana, 2024). Thus, POAC is relevant as an analytical framework for examining the management of IPAS learning media creation based on the Canva application through the belajar.id account in primary schools, as it is able to describe the managerial processes that form the foundation for successful digital learning. (Sari et al., 2022; Terry, 2014; Ubed et al., 2020).

Digital & multimedia learning media Digital learning media are learning tools that utilise information and communication technology to deliver learning messages electronically, whether in the form of text, images, audio, video, animation, or a combination of these elements. (Sulistiyo Rini, Abdul Rahman, Brezto Asagi Dewantara, 2025). Multimedia learning is a medium that

integrates more than one media element, such as text, visuals, audio, animation, and video, which are presented in an integrated manner to support the achievement of learning objectives. (Habibi et al., 2025). The use of multimedia in learning has been proven to improve conceptual understanding, memory, and student engagement because information is presented through various sensory channels.

Meanwhile, TPACK (Technological Pedagogical Content Knowledge) in primary school learning is a conceptual framework developed by Mishra and Koehler (2006) that emphasises the integration of technological knowledge, pedagogical knowledge, and content knowledge in designing and implementing the learning process. (Ahmad et al., 2022). This framework emphasises that the use of technology in learning is not limited to mastering digital devices, but must be aligned with learning strategies and the characteristics of the material being taught. In the context of primary school learning, TPACK is particularly important because teachers must adapt their use of technology to the cognitive development stage of their students. Primary school teachers are required to be able to select and manage learning technologies that are simple, engaging, and safe, while also supporting active and contextual learning strategies (Nafisah et al., 2025). The use of Canva through the belajar.id account in IPAS learning reflects the application of TPACK, where teachers integrate digital design technology with appropriate pedagogical approaches and contextual IPAS content, making learning more interactive and meaningful. (Pigai & Yulianto, 2024).

In terms of accounts, belajar.id is an official learning account provided by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia as part of the education digitisation policy. (Syahtriatna Djusar, Elvira Asril, 2023). This account is provided to educators, educational staff, and students to access various digital learning services integrated into a single ecosystem. The belajar.id account serves as a digital identity and single sign-on to various educational platforms that support online learning, collaboration and educational administration. (Yandri, 2024).

The integrated digital learning ecosystem in the belajar.id account includes various technology-based services, such as Google Workspace for Education (Google Classroom, Google Drive, Google Meet, and Google Docs), the Merdeka Mengajar Platform, and other learning support applications, including Canva for Education. The existence of this ecosystem enables teachers and students to access learning resources, manage digital classrooms, collaborate in content creation, and document the learning process effectively and securely. Thus, the belajar.id account functions not only as a technical tool, but also as a comprehensive digital learning support system.

Method

This study uses a qualitative approach with a case study method. The qualitative approach was chosen to gain an in-depth understanding of the practice of managing IPAS learning media creation based on Canva through the belajar.id account. The case study method was used because this research focused on one specific context, namely the practice of digital learning media management in primary schools, which was examined holistically and contextually based on the functions of planning, organising, implementing, and supervising (POAC) (Yin, 2018).

The research targets included teachers and students at two primary schools, namely Elementary School Semanan 08 Kalideres dan Elementary School East Cengkareng 14 West Jakarta, selected purposively based on differences in social characteristics, level of technological readiness, and learning culture in each school. Research informants were determined purposively, selected based on their direct involvement in the management of the creation and utilisation of IPAS learning media based on the Canva application through the belajar.id account. The main informants in this study were two classroom teachers or IPAS teachers who actively planned and used Canva-

based learning media. Supporting informants included one school principal or deputy principal in charge of curriculum, one school operator or ICT coordinator, and four primary school students who were directly involved in the use of Canva-based IPAS learning media. Thus, the total number of informants in this study is 10 people. This number of informants is considered adequate to obtain in-depth and comprehensive data in accordance with the focus of qualitative research (Sugioyono, 2013).

Data collection was conducted using several techniques, namely: (1) observation to directly observe the process of creating and utilising Canva-based IPAS learning media in learning activities; (2) in-depth interviews with key informants and supporting informants to explore information related to the planning, organisation, implementation, and supervision of learning media; as well as (3) documentation studies in the form of teaching modules, Canva-based learning media, screenshots of belajar.id accounts, and other supporting documents relevant to the research focus. Data analysis in this study used the Miles and Huberman interactive analysis model (Mathew B et al., 2014). The analysis was conducted continuously from data collection until the end of the study through three main stages, namely data reduction, data presentation, and conclusion drawing and verification. Data processing was performed using NVIVO version 12.

The results of data validity testing using NVIVO 12 are as follows:

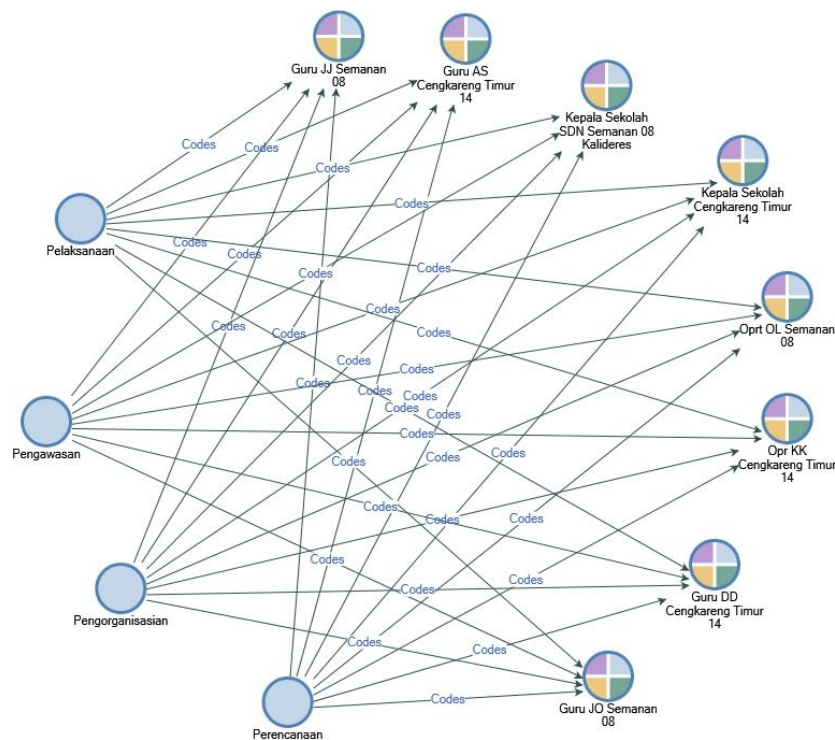


Figure 1. Source Triangulation

Figure 1 above shows the results of source triangulation mapping that links POAC management functions with various research informants. Each management function, namely planning, organising, implementing, and supervising, is supported by data sourced from teachers, head teachers, and ICT operators in several primary schools. The number of codes linking each function

to various informants demonstrates the consistency and integrity of the data, while also strengthening the validity of the research findings through source triangulation.

Result

Planning the Creation of IPAS Learning Media Based on Canva

The results of the study indicate that the planning of IPAS learning media based on the Canva application through the belajar.id account in primary schools has been carried out in a targeted manner and in accordance with learning needs. Teachers compile learning media by referring to the IPAS teaching module, learning outcomes, and the characteristics of primary school students, who tend to be visual and contextual learners. At this stage, teachers consider the suitability of the material, the choice of visual design, the use of colours, and the presentation of images and infographics to make it easier for students to understand abstract IPAS concepts. Planning also involves the readiness of digital facilities, such as the availability of devices, internet networks, and the activation of belajar.id accounts integrated with the Canva application.

The head teacher plays a role in providing policy direction and support for digital learning planning by strengthening teachers' ICT literacy and encouraging the use of belajar.id accounts as part of the school digitisation programme. Meanwhile, ICT operators support planning from a technical perspective by ensuring that teachers' and students' belajar.id accounts are active and can be used optimally. Collaboration between teachers, headteachers, and ICT operators at the planning stage demonstrates a shared awareness that digital learning media need to be prepared systematically in order to have an impact on the quality of IPAS learning.

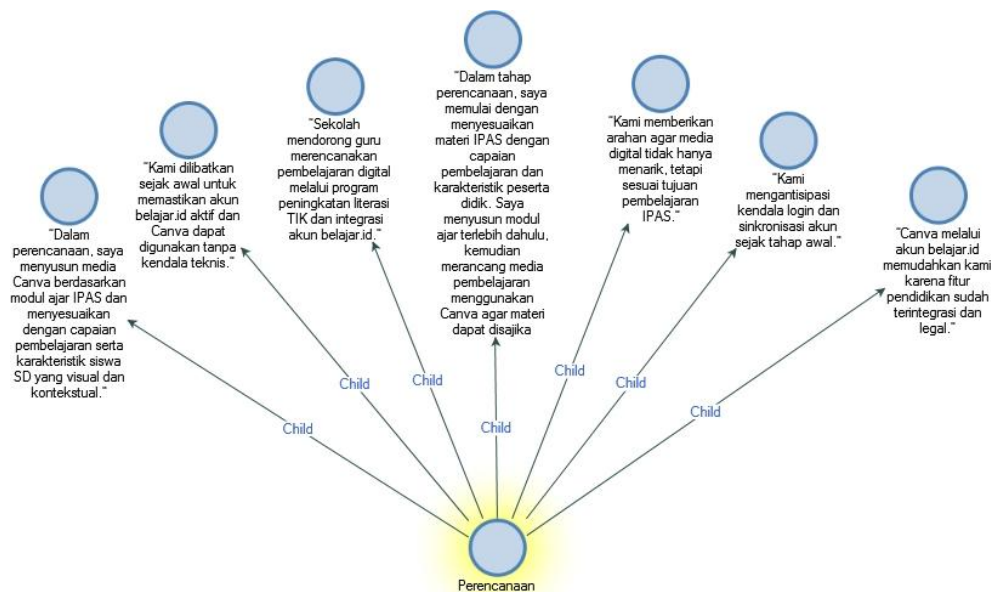


Figure 2. Planning of IPAS Learning Media Creation Based on the Canva Application

Figure 2 shows that the planning stage of IPAS learning based on the Canva application through the belajar.id account was carried out systematically and integrally, with reference to the IPAS teaching module, learning outcomes, and the characteristics of primary school students who require a visual and contextual approach. Teachers design Canva media by adapting IPAS material to make it easy to understand, interesting, and relevant, while ensuring integration between learning objectives, material presentation strategies, and the use of digital media. At the same time, schools play a role in encouraging digital learning planning by strengthening teachers' ICT literacy, involving them from the early stages, and anticipating technical obstacles such as the readiness of belajar.id accounts

and system synchronisation, so that Canva is not only used as an attractive medium, but also a legal, safe, and integrated part of the digital education ecosystem.

Organizing Creation of IPAS Learning Media Based on Canva

At the organisational stage, the research results show that the division of roles and responsibilities in the creation and utilisation of Canva-based IPAS learning media has been functioning effectively. Teachers act as the main designers and implementers of learning media, while students act as media users and, in some activities, are actively involved in the creation of simple media using Canva. The management of belajar.id accounts is carried out in a coordinated manner by involving ICT operators to ensure orderly access and account security.

The head teacher organises the use of digital learning media through internal coordination, both in meetings and informal communication, without forming a special team. This approach demonstrates the flexibility of the school organisation in adapting the use of technology to the conditions and resources available. ICT operators act as technical support, bridging the needs of teachers with the school's digital systems, so that the learning process can run without significant technical obstacles.

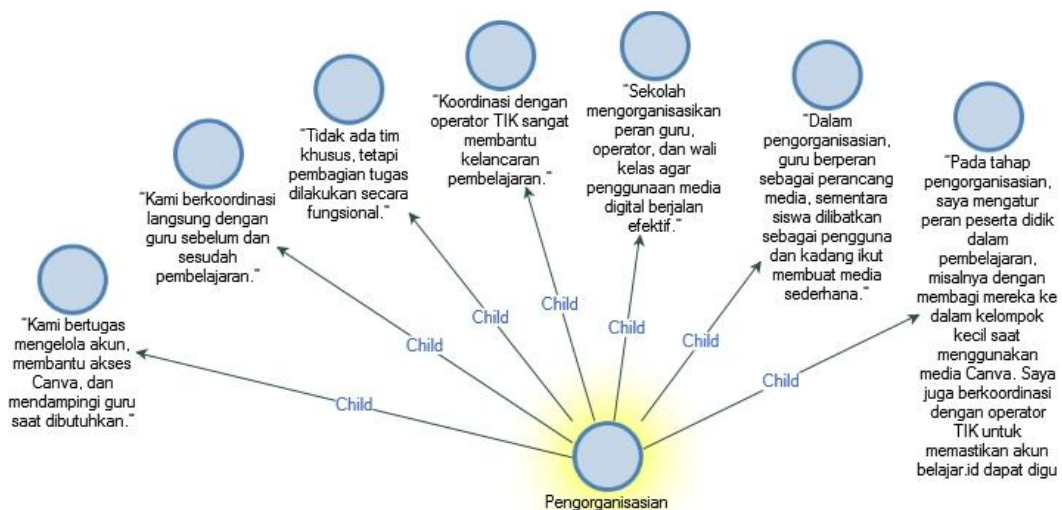


Figure 3. Organizing of IPAS Learning Media Creation Based on the Canva Application

Figure 3 illustrates that the organisational stage in the creation of Canva-based IPAS learning media through the belajar.id account is collaborative and functional, even though no special team has been formed. The school organises the roles of teachers, ICT operators, and homeroom teachers so that the use of digital media is effective, with teachers focusing on managing IPAS learning and content, ICT operators managing accounts, assisting with Canva access, and providing technical assistance when needed, while coordination is carried out directly before and after learning. Additionally, students are involved in the organisational stage as media users, for example through small group divisions when using Canva, thereby fostering collaborative learning, clear roles, and technical support to ensure that the belajar.id account is used optimally in the learning process.

Actuating Creation of IPAS Learning Media Based on Canva

The results of the research during the implementation stage show that the use of Canva-based IPAS learning media through the belajar.id account is able to create more interactive and engaging learning for students. Teachers use Canva media to present IPAS material in visual, infographic, and contextual illustrations, thereby encouraging active student engagement in the

learning process. Learning is not only one-way, but is developed through discussion, question and answer sessions, and exploration of media by students.

The head teacher monitors the implementation of learning indirectly through academic supervision and teacher reports. Although there are obstacles such as differences in ICT skills among teachers and limited facilities at certain times, these obstacles do not significantly hinder the implementation of learning. ICT operators also support the implementation by providing technical assistance when there are obstacles in access, network, or use of belajar.id accounts, so that learning continues as planned.

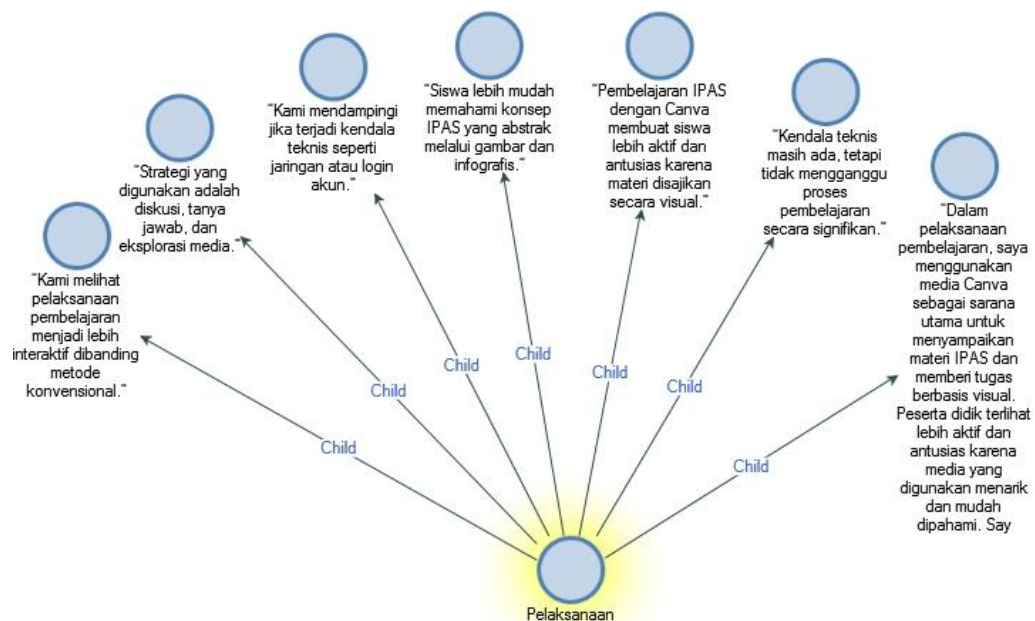


Figure 4. Implementation Stage of IPAS Learning Media Creation Based on the Canva Application

Figure 4. show that IPAS learning based on the Canva application through the belajar.id account at the implementation stage shows a more interactive and meaningful learning process. Teachers apply various learning strategies such as discussions, question and answer sessions, and visual media exploration, so that abstract IPAS material can be understood by students through images and infographics. The use of Canva was able to increase student motivation, activity, and enthusiasm because the material was presented in an interesting and contextual manner. Although there were still technical obstacles such as network disruptions and account access, teachers provided assistance and made adjustments so that the learning process continued to run effectively. Overall, the implementation of Canva-based IPAS learning contributed positively to the quality of the learning process in primary schools.

Controlling of the Creation of IPAS Learning Media Based on Canva

At the monitoring stage, the results showed that the evaluation of the creation and utilisation of Canva-based IPAS learning media was carried out continuously. Teachers monitored through learning reflection, evaluation of student engagement, the quality of the media used, and the level of student understanding of IPAS material. Media that was deemed ineffective was improved or readjusted to the needs of students in the next meeting.

The head teacher supervises through academic supervision by paying attention to the achievement of learning objectives and the effective use of digital media. Meanwhile, ICT operators supervise from a technical perspective, particularly in relation to the security of belajar.id accounts

and smooth access to the Canva application. The results of this supervision serve as the basis for the school to implement continuous improvements, both in strengthening teachers' competencies and managing digital learning media, so that the use of Canva through the belajar.id account can have a positive impact on improving the quality of IPAS learning in primary schools.

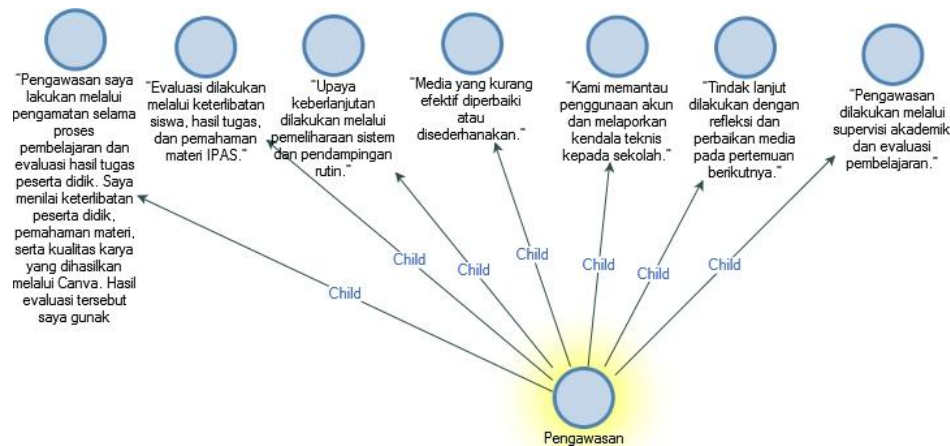


Figure 5. Controlling of IPAS Learning Media Creation Based on the Canva Application

Figure 5 shows that the monitoring stage in the management of IPAS-based learning media creation through Canva via the belajar.id account is carried out continuously and multidimensionally, covering the monitoring of the learning process, student engagement, assignment results, and understanding of IPAS material. Supervision does not only focus on academic aspects through supervision and evaluation of learning, but also on technical aspects by monitoring the use of the belajar.id account and recording any obstacles that arise to be reported to the school. The evaluation results are used as a basis for joint reflection at the next meeting, improvement of ineffective media, and refinement of learning strategies. In addition, sustainability efforts are carried out through regular mentoring and the provision of an evaluation system that ensures the quality of media, the achievement of learning objectives, and the effectiveness of Canva usage continues to improve systematically.

The Impact of Interactive Learning Media on Students

Students showed an increase in motivation to learn IPAS after using Canva-based learning media. Visually appealing media made learning more enjoyable and encouraged students' enthusiasm in participating in learning activities.

"I enjoy learning IPAS using Canva because it has lots of pictures and attractive colours. So the lessons are not boring." (KI student, SDN Semanan 08 Kalideres)

"When I study IPAS using Canva, I feel more enthusiastic because learning is like playing." (Student KK, SDN Cengkareng Timur 14)

The use of visual and multimedia media in Canva helps students understand abstract IPAS concepts. Presenting material through pictures and illustrations makes it easier for students to grasp the content of the lesson.

"If there is difficult material, the teacher explains it using images on Canva, so I quickly understand and don't get confused." (Student RN, SDN Semanan 08 Kalideres)

Canva-based learning media provides space for students to be creative through visual assignments. Students feel free to express their ideas and collaborate with friends in completing IPAS learning assignments.

"I like it when I am asked to do assignments using Canva because I can be creative on my own or with friends." (OP student, SDN Cengkareng Timur 14)

The use of Canva through the belajar.id account encourages students to use digital technology more productively. Students are becoming accustomed to using digital devices for learning activities and demonstrating independence in their use..

"I learned to use the computer for studying, not just for playing games. (TH student, SDN Semanan 08 Kalideres)

In terms of impact, the results of the study show that the use of Canva-based IPAS learning media has a positive effect on students' learning motivation, understanding of material, creativity, and digital literacy. Attractive visual media increase students' interest and enthusiasm in participating in learning, help them understand abstract IPAS concepts, and encourage creativity and productive use of digital technology.

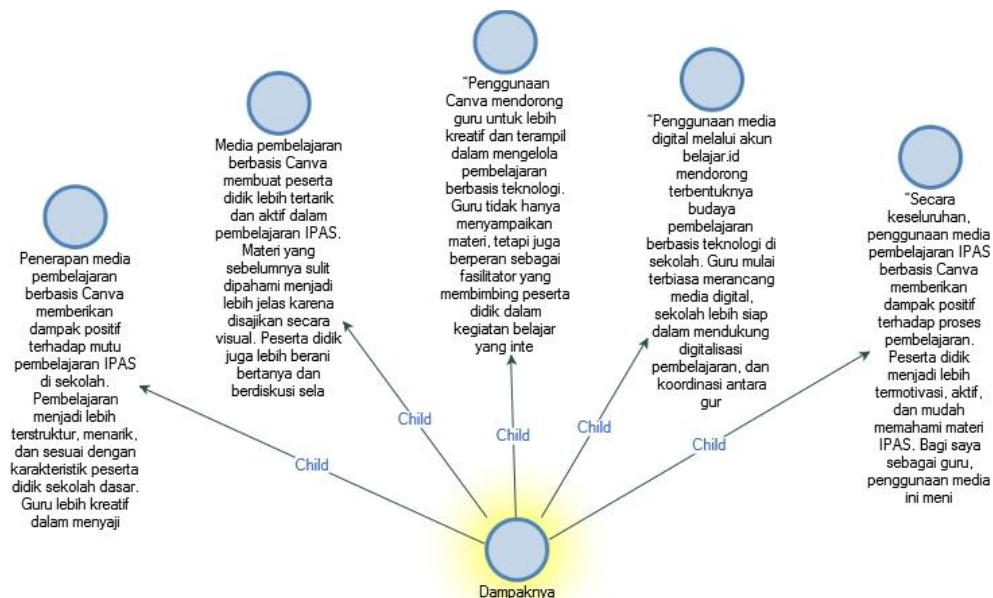


Figure 6. Effect of IPAS Learning Media Creation Based on the Canva Application

Figure 6 shows that the application of Canva-based IPAS learning media through the belajar.id account has a significant positive impact on various aspects of learning. Attractive visual media make students more interested, active, and courageous in asking questions and discussing, so that IPAS material that was previously difficult to understand becomes easier and more meaningful. From the teachers' perspective, the use of Canva encourages increased creativity and a shift in their role from material deliverers to technology-based learning facilitators. Institutionally, the use of belajar.id accounts fosters a culture of digital learning in schools, strengthens schools' readiness to support the digitisation of learning, and improves coordination among teachers. Overall, the use of Canva-based IPAS learning media has an impact on increasing learning

motivation, conceptual understanding, and the quality of a more interactive and contextual learning process.

Discussion

The results of the study indicate that the management of IPAS learning media creation based on the Canva application through the belajar.id account in primary schools has been carried out relatively systematically and in line with the POAC management concept proposed by George R. Terry. In the planning function, teachers design learning media by referring to teaching modules, IPAS learning outcomes, and the characteristics of primary school students who require visual and contextual learning. This finding reinforces the view that planning is the main foundation for successful learning management, as it determines the direction, strategy, and suitability of media for learning objectives. (Terry, 2014)

The organising function and division of roles between teachers, head teachers and ICT operators demonstrate functional coordination, although this is not yet structured within a specialised team. Teachers act as media designers and implementers, head teachers as policy directors, and ICT operators as technical support. This situation is in line with educational management theory, which emphasises the importance of integrated management of human resources and facilities to ensure effective learning processes. (Candra Wijaya, 2016). Although simple in nature, this organisation has been able to support the sustainable use of digital learning media.

The actuating function is reflected in the use of Canva media in IPAS learning, which encourages interaction, creativity, and active participation among students. Teachers not only present material, but also facilitate students to explore visual media and complete simple project-based tasks. This shows that learning management does not stop at providing media, but also at the ability of teachers to mobilise all components of learning so that learning objectives are achieved (Candra Wijaya, 2016; Terry, 2014). Meanwhile, the controlling function is carried out through learning reflection, academic supervision, and evaluation of media quality and student engagement. This supervision enables teachers and schools to make continuous improvements to the learning media used. These findings are in line with the concept of controlling in management, which is to ensure consistency between planning and implementation and to take corrective action in the event of deviations (Candra Wijaya, 2016).

From the TPACK (Technological Pedagogical Content Knowledge) perspective, the results of the study indicate that teachers have begun to simultaneously integrate IPAS (CK) content knowledge, pedagogy (PK), and technology (TK) through the use of Canva based on the belajar.id account. The media developed not only displays technological aspects, but is also designed in accordance with learning strategies and the characteristics of IPAS material. This reinforces Mishra and Koehler's (2006) theory, which emphasises that the integration of technology in learning must be based on synergy between content, pedagogy, and technology.

Canva-based digital learning media managed through the belajar.id account has been proven to support the contextual, visual, and meaningful characteristics of IPAS learning. The findings of this study are in line with the theory of digital learning media, which states that visual and multimedia media can improve concept understanding, learning motivation, and student engagement, especially at the primary school level. (Dewanti, Jamilah, 2025). Systematic management of media through a managerial approach enables digital media to function not only as a tool, but as an integral part of the learning process.

Thus, the results of this study confirm that the success of utilising Canva in IPAS learning does not lie solely in its technological aspects, but rather in planned learning management (POAC) and teachers' competence in integrating technology, pedagogy, and content (TPACK). These findings reinforce the argument that digital learning media management is key to improving the quality of IPAS learning in primary schools in the digital age.

Another impact is that the implementation of IPAS learning media management based on the Canva application through the belajar.id account has had a positive effect on improving the quality of the learning process in primary schools. Planned and systematic media management makes IPAS learning more interactive, visual, and contextual, thereby helping students understand abstract concepts in a more meaningful way. The use of digital media encourages increased engagement, motivation to learn, and the development of 21st-century skills, such as critical thinking, creativity, collaboration, and digital literacy, as students are actively involved in the visual and multimedia-based learning process. From the perspective of teachers and institutions, this study reinforces the role of teachers as digital learning managers and raises awareness of the importance of integrating technology, pedagogy, and learning content (TPACK). The implementation of Canva through the belajar.id account also shows that education digitisation policies can be effectively operationalised in primary schools when supported by good management and collaboration among stakeholders. Thus, this study confirms that digital learning media management is a key factor in improving the quality of IPAS learning and is relevant for continuous development in primary schools.

Conclusion

This study concludes that the management of IPAS learning media creation based on the Canva application through the belajar.id account in primary schools is a process that cannot be separated from the managerial functions of learning. The integrated application of planning, organising, implementing, and supervising functions enables the use of digital media to be not only technical in nature, but also a strategic part of supporting contextual, visual, and learner-centred IPAS learning.

Furthermore, this study confirms that the successful utilisation of digital learning media is greatly influenced by teachers' ability to integrate technology, pedagogy, and learning content. Therefore, digital learning media management should be viewed as an ongoing effort that requires support from teachers' competencies, school policies, and the optimal utilisation of the digital education ecosystem. The findings of this study are expected to serve as a conceptual and practical reference for the development of IPAS digital learning management in primary schools.

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