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Developing an interactive canva website with an economic laboratory for junior high social studies

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ABSTRACT

Purpose: to develop an interactive canva website-based learning media for the economic activities topic in junior high school social studies and to evaluate its validity and practicality.
Method: this study employed a research and development (R&D) approach using the ADDIE model, comprising five stages: analysis, design, development, implementation, and evaluation. The study involved 53 seventh-grade students for the needs analysis, 32 students for product implementation, two expert validators, one practitioner teacher, and five social studies teachers participating in a focus group discussion (FGD). Data were collected through observations, questionnaires, FGD, and documentation, and analyzed using descriptive quantitative and qualitative techniques to evaluate the validity and practicality of the developed learning media.
Findings: the interactive canva website-based learning media, integrated with an economic laboratory, was very valid (95.04%) and very practical, as reflected in the practitioner teacher's assessment (94.43%) and students' responses (88.86%). These findings demonstrate that the developed media is feasible for teaching economic activities in junior high school social studies.
Implications: the developed media can serve as an effective digital learning resource to support interactive, student-centered social studies learning.
Originality: lies in integrating an economic laboratory, featuring simulation and educational games, into a canva website-based learning media for junior high school social studies.

Introduction

21st-century learning demands a paradigm shift from teacher-centered learning to student-centered learning (Dada et al., 2023). This shift aims to equip students with 21st-century competencies, known as the 4Cs: critical thinking, creativity,

communication, and collaboration (Miller et al., 2023). These competencies are essential for students to adapt to technological developments, social change, and the challenges of the digital age (Barus, 2024; Mukherjee, 2023). To achieve learning that fosters these competencies, innovative learning strategies are needed, supported by learning media that not only convey information but also encourage active student involvement in constructing their own knowledge. Learning media plays a strategic role in improving the quality of the teaching and learning process (Rumiyati et al., 2025). The use of systematically designed media can facilitate the delivery of verbal material, increase interaction between teachers and students, and help students understand concepts through more meaningful learning experiences (Cahyadi, 2019). In addition to increasing motivation to learn, learning media has also been shown to improve students' conceptual understanding and cognitive learning outcomes (Aghni, 2018). Therefore, using learning media appropriate to students' characteristics is crucial to effective learning.

The development of digital technology has brought about significant changes in learning media. The integration of digital technology enables teachers to present material more efficiently and flexibly, making it more accessible to students across various devices (Haleem et al., 2022; Zou et al., 2025). Digital learning media no longer function solely as a tool for delivering material, but have evolved into interactive learning environments through the integration of various multimedia elements, such as text, images, video, audio, animation, and interactive evaluations within a single learning platform (Munna et al., 2024). Presenting material that combines various multimedia elements has been shown to increase student motivation, engagement, and conceptual understanding optimally (Suharmanto et al., 2025). In line with this, the cognitive-affective-social theory of learning in digital environments (CASTLE) posits that digital learning environments designed with attention to cognitive, affective, and social aspects can foster more meaningful learning and improve learning quality (Schneider et al., 2022).

One digital platform that has the potential to support interactive learning is the website canva. Canva offers a range of features that enable teachers to develop learning media, including interactive presentations, instructional videos, infographics, animations, and digital quizzes, which can be accessed flexibly on computers or smartphones (Siburian et al., 2025). These advantages enable teachers to present material in a more visual, engaging, and easily understood manner for students. Presenting information that prioritizes visualization has been shown to facilitate concept absorption and increase learning effectiveness (Partarakis & Zabulis, 2023). Various studies also show that using canva can increase interest in learning, student engagement, teacher creativity, and the effectiveness of learning material delivery (Annur et al., 2026; Putri & Jumardi, 2023; Ruslan et al., 2023).

In social studies, economic activity is a core topic with both conceptual and contextual dimensions. This material encompasses the concepts of production, distribution, and consumption, which are interrelated in everyday life and require both theoretical and practical understanding. Therefore, presenting the material through learning media capable of displaying visualizations, simulations, and real-world examples is crucial for students to understand the relationships between concepts more comprehensively (Annur et al., 2026; Schneider et al., 2022). However, learning conditions in the field still show a gap between 21st-century learning needs and current learning practices. Based on observations at SMP Negeri 2 Kesamben, social studies on economic activities is still dominated by textbooks and lectures, resulting in teacher-

centered learning. The use of digital learning media is also very limited, resulting in students' lack of active involvement in the learning process. This condition results in low motivation to learn and difficulty understanding conceptual material.

Various previous studies have developed canva as a digital learning medium. Sugiarni et al. (2024) demonstrated that canva effectively increases student engagement in digital learning. Research by Putri & Jumardi (2023); Ruslan et al. (2023); Sugiarni et al. (2024) demonstrated that canva can improve learning motivation, conceptual understanding, and the effectiveness of material delivery through engaging visual presentations. Kamila & Kowiyah (2022) found that canva-based media helped students understand conceptual material through improved visualization, while Wulandari & Sutama (2025) reported that canva media demonstrated high validity and practicality in learning. However, these studies generally still utilize canva as a presentation medium, for digital teaching materials, for learning videos, or as a material delivery medium that focuses on improving students' motivation and learning outcomes. Few studies have developed the canva website as an interactive learning environment that integrates economic simulation activities and educational games into a single learning medium, particularly for the subject of economic activities in seventh-grade junior high school. In fact, the characteristics of economic activity material require students not only to understand the concepts of production, distribution, and consumption, but also to apply these concepts in real-life contexts through contextual and participatory learning experiences.

This research introduces a novel approach: developing interactive learning media based on the canva website, equipped with economic laboratory features, including an economic simulation zone and an economic educational game. Unlike previous research, which focused more on visual delivery, the media developed in this study is designed as an interactive learning environment that allows students to explore, simulate, and test their understanding of economic concepts through experiential learning activities. The integration of simulations and educational games is expected to increase active student participation while providing a more authentic learning experience. The media development in this study is based on constructivist theory, which explains that knowledge is actively constructed through meaningful learning experiences (Karantalis & Koukopoulos, 2022). Furthermore, the cognitive-affective-social theory of learning in digital environments (CASTLE) serves as the foundation for designing digital media that integrates cognitive, affective, and social aspects to enhance student engagement and the quality of learning experiences (Schneider et al., 2022). Multimedia learning principles also form the basis for combining text, images, videos, animations, and interactive activities to enable students to process information more effectively (Mayer, 2020).

Based on the description, this study aims to develop interactive learning media on the canva website for economic activities material for seventh-grade students at SMP Negeri 2 Kesamben, and to test the validity and practicality of the developed media. This research is important because it provides an alternative digital learning medium that is appropriate to the needs of 21st-century learning while answering the needs of teachers and students for media that is more interactive, contextual, and easy to implement. Theoretically, this research enriches research on the development of canva-based digital learning media that integrates constructivism, CASTLE, and multimedia learning principles. In practice, the study's results are expected to serve as a reference for social studies teachers in developing innovative digital learning media and providing a more meaningful, participatory, and student-centered learning experience.

Method

This study employs a research and development (R&D) approach to develop interactive learning media based on the canva website for economic activities for seventh-grade junior high school students. The R&D method was chosen because it focuses on the systematic design, development, validation, implementation, and evaluation of learning products to produce products suitable for use in the learning process (Richey & Klein, 2020). The development model used is ADDIE (analysis, design, development, implementation, and evaluation) because it has systematic, flexible, and appropriate stages for developing technology-based learning media (Purnama et al., 2022). In addition, the ADDIE model allows developers to conduct continuous evaluations at each stage, ensuring that the resulting product meets the criteria of validity, practicality, and suitability for user needs (Riyanto, 2020; Yaumi, 2018).

The first stage is analysis, which involves identifying learning needs, student characteristics, and the challenges teachers face in teaching social studies on economic activities. The needs analysis was conducted through observation of the learning process, distribution of questionnaires to 53 seventh-grade students at SMP Negeri 2 Kesamben, and a focus group discussion (FGD) with five groups of social studies subject-matter teachers in Jombang regency. This stage aims to gather information on learning media needs, student characteristics, and the suitability of the materials to be developed, as a basis for product development (Latip, 2022).

The design phase involves developing a learning media plan based on the results of the needs analysis. Activities at this stage include developing economic activity materials based on learning outcomes, designing the website navigation structure, creating a storyboard, selecting illustrations, images, videos, and icons, and developing learning evaluation instruments. The media was developed using the canva website, which offers a variety of interactive multimedia features that integrate text, images, videos, animations, hyperlinks, and learning assessments within a single digital learning environment (Rahayu & Ansori, 2025). The integration of audiovisual elements is expected to enhance the media's appeal while simplifying the delivery of learning materials (Cotiangco et al., 2024).

The development stage involves implementing the design as an interactive learning media product using the canva website. The resulting product is then validated by a material expert and a media expert using a pre-designed validation sheet. Validation aims to assess the media's suitability based on aspects such as material suitability, content accuracy, learning presentation, visual appearance, layout, illustrations, typography, and ease of use before implementation with students (Cahyadi, 2019; Latip, 2022). Input from the validators serves as the basis for product revisions, ensuring that the developed media meets the valid criteria for use in the next stage.

The implementation phase was conducted through a limited trial with 32 students in grade VII-C of SMP Negeri 2 Kesamben. The trial aimed to determine the practicality of the media for use in social studies learning about economic activities. In addition to involving students, the implementation phase also involved a social studies teacher as a practitioner to assess ease of use, content suitability, and the media's applicability to learning. This phase provides an overview of user responses to the developed media, from both teacher and student perspectives (Latip, 2022).

The final stage is evaluation, which involves conducting a comprehensive product evaluation based on expert validation results, practitioner assessments, student responses, and focus group discussions (FGDs). Another FGD was conducted with five social studies teachers from Jombang Regency to obtain input on the strengths,

weaknesses, and recommendations for improving the learning media. All of this input was used as the basis for final revisions to achieve a learning media product that meets user needs and learning objectives (Cahyadi, 2019; Latip, 2022).

The research was conducted at SMP Negeri 2 Kesamben, Jombang, East Java. The research subjects consisted of 53 seventh-grade students involved in the needs analysis stage and 32 seventh-grade students who participated in the product trial. The research also involved one social studies teacher as a material expert, one teacher competent in learning technology as a media expert, one social studies teacher as a learning practitioner, and five social studies subject-teacher consultation teachers in Jombang regency as FGD participants. Data collection techniques included observation, questionnaires, FGDs, and documentation. Observations were used to identify the conditions of social studies learning on the economic activities material. Questionnaires were used to collect data on student needs analysis, validation by material experts, validation by media experts, practitioner assessments, and student responses to the developed media. FGDs were used in the analysis and evaluation stages to obtain more in-depth information regarding user needs, product quality, and recommendations for media improvements. Documentation was carried out to support the entire research process, including documentation of media development activities, validation processes, implementation, and trial results.

The research instruments consisted of a student needs analysis questionnaire, a material expert validation sheet, a media expert validation sheet, a practitioner assessment sheet, a focus group discussion (FGD) guideline, and a student response questionnaire. All instruments were constructed using a five-level Likert scale to collect data on media needs, validity, and the practicality of the developed learning media. Details of the research instruments are presented in Table 1. Data from expert validation, practitioner assessments, and student responses were analyzed using quantitative descriptive analysis by calculating the percentage of the scores obtained against the maximum score using the formula:

$$Practicality\ presentation\ = \frac{\sum achievement\ score}{\sum maximum\ score}\ x\ 100\%$$

The percentages obtained were then interpreted based on the media validity and practicality criteria adapted from Surikno and Wahyuni (2024), namely: 81–100% (very valid/very practical), 61–80% (valid/practical), 41–60% (fairly valid/fairly practical), 21–40% (less valid/less practical), and 0–20% (invalid/impractical) (Table 1). Meanwhile, the FGD results were analyzed descriptively and qualitatively to complement the quantitative findings and serve as a basis for improving learning media products (Sugiyono, 2022)

Table 1 criteria for interpreting the validity and practicality of media

Percentage (%)	Category
81–100	Very valid / very practical
61–80	Valid / practical
41–60	Quite valid / quite practical
21–40	Less valid / less practical
0–20	Not valid / not practical

Source: (Surikno & Wahyuni, 2024)

Results and discussion

This research resulted in an interactive learning media based on the canva website on economic activities for seventh-grade junior high school students, developed using the ADDIE development model, which includes analysis, design, development, implementation, and evaluation. The results of each development stage are described below.

Analysis stage

The analysis phase was conducted to identify learning needs, student characteristics, and challenges faced in social studies learning on economic activities at SMP Negeri 2 Kesamben. The analysis was conducted through learning observations, distribution of needs questionnaires to 53 seventh-grade students, and FGDs with five social studies teachers in Jombang Regency. Observation results showed that the learning process was still dominated by textbooks and lectures, resulting in relatively low student engagement. The use of digital-based learning media was also still limited, so the delivery of economic activities material was not optimal.

The needs questionnaire results showed that 47 students (88.7%) reported needing interactive learning media for economic activities. 48 students (90.6%) reported finding it easier to understand the material through images or videos, while 45 students (84.9%) preferred learning media that combined images, animations, and videos. Furthermore, the FGD results indicated that teachers needed learning media that could integrate materials, videos, interactive activities, and evaluations into a single, easy-to-use platform. Based on these analysis results, interactive learning media using the canva website was developed, tailored to teachers' needs and students' characteristics.

Design stage

The design phase involved developing the structure and components of the learning media based on the results of the needs analysis. The media was designed as an interactive website containing a homepage, user manual, learning objectives, economic activity materials, learning videos, an economics laboratory, and evaluation quizzes. The economics laboratory is the main feature of the media, comprising an economic simulation zone and an educational game zone. The entire media display is designed with a combination of text, illustrations, images, icons, animations, videos, and hyperlink-based navigation, allowing users to access each menu easily and systematically.

Development stage

The development phase resulted in an interactive learning media product based on the canva website, including all learning components as designed. The media consists of a start page, a main menu, learning materials, learning videos, an economics laboratory, and an evaluation quiz for summative assessment. The media's appearance is shown in Figures 1, 2, and 3. As shown in Figure 1, the interactive learning media begins with a start page displaying the learning material title and a Start button that leads users to the main menu. The main menu serves as the central navigation interface, providing access to six main features: user instructions, learning objectives, learning materials, learning videos, the economics laboratory, and quizzes. This menu is designed using a simple layout and hyperlink-based navigation, allowing students to move

between learning components efficiently while maintaining an attractive visual appearance.

Figure 1 learning media home page and learning media menu

Figure 2 material in economics applications and laboratories

Figure 3 summative assessment quiz

Figure 2 presents two core components of the learning media, namely the learning materials and the economics laboratory. The learning materials are systematically organized around the learning objectives and present concepts of production, distribution, and consumption through concise explanations, supported by illustrations, icons, and other visual elements, to facilitate students' conceptual understanding. In addition, the economics laboratory functions as a distinctive feature of the developed media. This section provides an interactive learning environment where

students can explore economic concepts through an economic simulation zone and educational games. These activities are designed to encourage students to actively apply theoretical knowledge to contextual situations, thereby promoting experiential and constructivist learning.

Figure 3 shows the summative assessment quiz integrated into the learning media. The quiz consists of interactive objective questions that provide students with immediate feedback upon completion. This feature enables students to evaluate their understanding of economic activity concepts independently while allowing teachers to use the assessment as a measure of learning achievement. The integration of learning materials, interactive simulations, educational games, and quizzes within a single Canva-based platform creates a comprehensive digital learning environment that supports active participation, conceptual understanding, and meaningful learning experiences.

Prior to implementation, the media was validated by subject-matter and media experts to assess the product's suitability. A summary of the validation results is presented in Table 2.

Table 2 recapitulation of expert validation results

Validator	Percentage	Criteria
Subject matter expert	91.42%	Very valid
Media expert	98.67%	Very valid
Average	95.04%	Very valid

Source: primary data, processed

Based on Table 2, the expert validation recapitulation indicates that the developed product achieved a very high level of feasibility. The assessment by material experts yielded 91.42%, with very valid criteria, indicating that the material content, suitability to learning objectives, and conceptual accuracy have met the expected standards. Meanwhile, the assessment by media experts yielded 98.67%, indicating that the appearance, design, ease of use, and media quality aspects were assessed as very good. Overall, the average validation results from both validators were 95.04% with very valid criteria, indicating that the developed product is suitable for use in the learning process without requiring fundamental revisions and is worthy of being tested at the implementation stage.

Implementation stage

The implementation phase was conducted as a limited trial with 32 students in grade VII-C at SMP Negeri 2 Kesamben. The trial aimed to assess the media's practicality based on teacher assessments and student responses after its use. The results of the practitioner assessments are presented in Table 3.

Table 3 recapitulation of practitioner assessments

Aspect	Percentage	Criteria
Appearance	95.00%	Very practical
Content	93.30%	Very practical
Ease of use	95.00%	Very practical
Average	94.43%	Very practical

Source: primary data, processed

Based on Table 3, the practitioners' assessment of the developed media indicates a very high level of practicality. In terms of appearance, the media obtained 95.00% with

the criterion of very practical, indicating that the design and presentation of the media were attractive and easy for users to use. In terms of content, a 93.30% score was obtained under the very practical criterion, indicating that the material presented aligned with the needs of social studies learning and was easy to understand. Meanwhile, the ease-of-use aspect achieved 95.00% with the very practical criterion, indicating that the media can be used effectively to support the learning process. Overall, the average result of the practitioners' assessment was 94.43%, in the very practical category, indicating that the developed media has excellent quality in appearance, content, and ease of use and is suitable for application in social studies learning activities. Student responses to the learning media are presented in Table 4.

Table 4 recapitulation of student responses

Aspect	Percentage	Criteria
Appearance	91.60%	Very practical
Content	87.50%	Very practical
Ease of use	87.50%	Very practical
Average	88.86%	Very practical

Source: primary data, processed

Based on Table 4, the recapitulation of student responses to the canva website-based learning media shows a very high level of practicality. In terms of appearance, the media received 91.60% with the very practical criteria, indicating that students considered the design, visual presentation, and appearance of the media interesting and easy to understand. In terms of interactivity, an 87.50% score was obtained with the very practical criteria, indicating that the media actively engaged students in the learning process. Furthermore, the ease-of-use aspect achieved 87.50% under the very practical criteria, indicating that the media was easy for students to use and access. Overall, the average student response was 88.86% for the very practical category, indicating that the canva website-based learning media received a positive response from students and is suitable for supporting the social studies learning process.

Evaluation stage

The evaluation phase was conducted using expert validation results, implementation outcomes, and input from FGD participants. The evaluation aimed to refine the product before it was finalized. Some suggestions provided included adding a glossary of economic terms, including video learning resources, and refining the media usage instructions. All of this input was accommodated through product revisions, resulting in a more comprehensive and user-friendly learning medium. A summary of the revision results is presented in Table 5.

Table 5 presents the results of product revisions based on input from validators and FGDs, aimed at improving the quality of the developed learning media. Following input from material experts, who suggested adding a glossary or list of economic terms, we added a glossary section at the end of the material to help students understand the terms used. Furthermore, media experts suggested including sources for learning videos, resulting in improvements by adding video source information to the learning media, thereby strengthening the validity and clarity of references. Furthermore, input from the Jombang Regency Social Studies teacher discussion group FGD regarding the clarity of the media usage instructions was followed up through revisions and refinements to make the media easier to understand and use. Overall, the revisions indicated that the product had undergone improvements in accordance with the

suggestions of experts and practitioners, making it better, more complete, and ready for use in the learning process. Overall, the development process resulted in interactive learning media based on the canva website that met the criteria of being very valid, based on expert assessments, and very practical, based on practitioner assessments and student responses. These results indicate that the developed media is suitable as an alternative social studies learning medium on economic activities for seventh-grade junior high school students.

Table 5 product revision results based on validator input and FGD

Nu.	Input sources	Suggestions for improvement	Follow-up
1	Subject matter expert	Add a glossary or list of economic terms	Adding a glossary at the end of the material
2	Media expert	Include learning video sources	Adding video sources to learning media
3	Teacher FGD with social studies teachers in Jombang regency	Clarifying media usage instructions	Revise and clarify media usage instructions

Source: primary data, processed

Discussion

The development of interactive learning media based on the canva website for economic activities demonstrates that digital technology can be an alternative to meeting the need for more interactive and student-centered social studies learning. The results of the study indicate that the developed media achieved a very high level of validity and practicality, making it suitable for use in the learning process. These findings demonstrate that media development is not only oriented towards delivering material but also considers aspects of the student learning experience through visual, interactive, and contextual presentation. This aligns with the demands of 21st-century learning, which emphasizes critical thinking, creativity, communication, and collaboration as core competencies for students (Barus, 2024; Mukherjee, 2023).

The needs analysis revealed challenges in social studies learning, including the dominance of lecture methods and the use of textbooks as the primary learning resource. This situation leads to students being less active and having difficulty understanding the conceptual nature of the material on economic activity. These findings demonstrate that social studies learning requires media that can bridge abstract concepts with students' real-life experiences. The development of the canva website is relevant because it presents material in a combination of text, images, videos, animations, and interactive activities, enabling students to understand the relationship between economic concepts and everyday life more easily.

The high demand for interactive learning media among students indicates a shift in student characteristics, as they become increasingly familiar with digital technology. Most students stated that they understand material more easily through images and videos and prefer media that incorporates various multimedia elements. This demonstrates that students need learning that is not only informative but also engaging. This is in line with the principles of multimedia learning, which hold that combining visual and verbal elements in learning can help students build understanding more effectively (Mayer, 2020). Therefore, canva-based website media design can support students' cognitive processes for receiving and processing information.

The quality of the media, which received the very valid category, indicates that the developed product has met the feasibility requirements for the material and media.

High validity in the material aspect indicates that the presented economic activity content aligns with the learning outcomes of seventh-grade social studies and follows a systematic presentation structure. The material on production, distribution, and consumption is organized into stages to help students understand the relationships among economic concepts. Structured presentation of material is important because social studies learning requires not only the ability to memorize concepts but also to understand causal relationships in socio-economic phenomena (Klijnstra et al., 2023).

In addition to the material aspect, the high media validation results indicate that the visual design and navigation on the canva website support ease of use. An attractive appearance, color selection, layout, illustrations, and simple navigation are important factors in creating effective learning media. These findings support previous research indicating that canva has strong potential as a digital learning medium, as it offers flexible design features and supports the presentation of visual information (Jamaludin & Sedek, 2024; Putri & Jumardi, 2023). Thus, canva functions not only as a design tool but also as a digital learning environment that supports student interaction.

The main advantage of the developed media lies in the integration of economic laboratory features, consisting of an economic simulation zone and an economic education game. This feature differentiates it from previous research, which largely used canva solely as a presentation medium or digital teaching material. Through the simulation feature, students can explore economic concepts more realistically, while the game feature provides a more engaging learning experience and boosts student engagement. This development aligns with the constructivist approach, which holds that students construct knowledge through active, meaningful learning experiences (Karantalis & Koukopoulos, 2022).

The high level of practicality, as indicated by teacher assessments, suggests that the canva website can be integrated into the learning process without significant usage issues. Teachers assessed that the platform facilitated the delivery of material because all learning components were integrated into a single platform. This benefited teachers by eliminating the need to use various sources or applications separately. These findings support the research by Rahayu & Ansori (2025), which found that canva-based media can help teachers present learning more effectively by integrating visual and audiovisual elements.

Positive student responses to the platform demonstrate that the canva website enhances their learning experience. High scores for appearance, interactivity, and ease of use indicate that students feel more engaged and comfortable using the platform. The economics laboratory provides a space for students to learn through exploratory activities, rather than simply reading or listening to teacher explanations (Goodwin, 2024). This environment supports more student-centered learning, as students have the opportunity to control their own learning process.

The results of this study can also be explained through the cognitive-affective-social theory of learning in digital environments (CASTLE) perspective. This theory explains that effective digital learning requires the simultaneous integration of cognitive, affective, and social aspects (Schneider et al., 2022). The canva website not only presents information but also provides an emotional experience through engaging design and a social experience through interactive learning activities. The integration of these three aspects helps create a more meaningful learning environment for students.

The use of multimedia elements in this medium also helps improve the quality of material delivery. Economic activity material that was previously difficult to understand through text alone can be visualized through images, videos, simulations, and games.

This allows students to grasp economic concepts more concretely. This finding aligns with research by Annur et al. (2026), which showed that canva media with interactive visual elements can increase students' attention and interest in learning by presenting the material in a more engaging and understandable format.

Compared with previous research on the use of canva, this study contributes by developing a medium that serves not only as a presentation tool but also as an interactive learning environment. Previous research has focused on canva as a presentation medium, teaching material, or visual aid to increase motivation to learn (Gurning et al., 2024; Ruslan et al., 2023; Saraswati et al., 2025). Meanwhile, this study integrates economic simulations and educational games to provide an activity-based learning experience, enabling students to connect concepts to everyday life.

Overall, the research results indicate that the canva website-based interactive learning media has the potential to be an innovation in social studies learning that meets the needs of 21st-century students. This medium can overcome the limitations of conventional learning by presenting materials that are more visual, interactive, and contextual. The main contribution of this research is the development of a digital media product that integrates the principles of multimedia learning, constructivism, and CASTLE-based digital learning into a single learning resource. Thus, the canva website, with its economics laboratory, can serve as an alternative learning medium that supports efforts to improve the quality of social studies learning at the junior high school level.

Conclusions

The media developed using the ADDIE model (analysis, design, development, implementation, evaluation) has met the eligibility criteria for use as a learning medium. The validation results from material and media experts indicate that the media obtained a very valid category, with an average percentage of 95.04%. In addition, the results of the practicality test, based on practitioner assessment, were 94.43%, while the student response was 88.86%, both of which fall in the very practical category. The main findings of this study indicate that the canva website media equipped with the Economics Laboratory feature in the form of an economic simulation zone and an economic education game can present social studies learning that is more interactive, visual, contextual, and in accordance with the needs of 21st-century students.

The developed learning media contributes to innovation in social studies learning by providing an alternative digital media that not only functions as a means of delivering material but also as an interactive learning environment that encourages active student engagement. The integration of materials, learning videos, simulations, educational games, and evaluations on the canva website enables teachers to implement more flexible learning. It helps students understand economic activities through more meaningful learning experiences. This research can enrich the development of digital-based learning media, especially the use of canva as a learning medium that combines multimedia elements and interactive activities. However, this research still has limitations: the implementation stage was carried out on a small scale, with research subjects limited to one class at one school, so it does not yet capture the media's effectiveness in a broader context.

Based on these limitations, further research is recommended to conduct trials on a larger number of students and involve several schools with different characteristics to obtain a more comprehensive picture of the media's effectiveness. Furthermore, further research can enhance the canva website's media with more complex features and test

the effects of its use on other variables, such as improved learning outcomes, critical thinking skills, digital literacy, learning motivation, and students' 4C skills. Further development can also consider integrating other technologies, such as advanced gamification or automated evaluation systems, to make the learning media more adaptive to the needs of 21st-century learning.

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