

The Use of Canva Interactive Media to Motivate Students in ICT Learning at Elementary Schools in Bengkulu City

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Abstract

Advancements in information and communication technology encourage teachers to utilize digital learning media capable of fostering a learning process that is more interactive, engaging, and learner-centered. Canva is a widely used medium in education because it offers various visual features that support the creative delivery of instructional material. This study aims to describe the use of the interactive medium Canva to motivate third-grade students during Information and Communication Technology (ICT) lessons at SD Islam Al-Azhar 51 in Bengkulu City, as well as to outline the advantages of Canva in supporting the learning process. The study employs a qualitative approach with a descriptive design. Data were collected through observation, interviews, and documentation, involving the school principal, the ICT teacher, and third-grade students as informants. Data analysis involved data reduction, data presentation, and conclusion drawing, while data validity was ensured through source and technique triangulation. The results indicate that the use of Canva involves planning, implementation, and evaluation stages. Teachers utilize various Canva features—such as templates, images, animations, illustrations, icons, and interactive presentations—to present material in a more engaging manner, resulting in students demonstrating positive attention, interest, active participation, and enthusiasm throughout the lesson. Furthermore, Canva offers advantages such as ease of use, an attractive visual interface, and flexible access, while also enabling teachers to develop creative and innovative learning media tailored to the students' characteristics. The use of Canva provides a more engaging learning experience, making it a viable alternative for digital learning media in elementary school ICT instruction.

Keywords

Canva, Interactive Media, Learning Motivation.



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INTRODUCTION

The transformation of education in the digital era has brought significant changes to teaching and learning processes across all levels of education. The rapid development of information and communication technologies has not only changed the way people access

information but has also shifted the educational paradigm from teacher-centered learning to student-centered learning. This transformation requires teachers to integrate technology effectively into classroom instruction to provide students with meaningful, interactive, creative, and engaging learning experiences that align with the characteristics of the digital generation. Furthermore, the integration of digital technology into education has become one of the essential indicators of successful twenty-first-century learning, which emphasizes the development of critical thinking, creativity, communication, and collaboration skills (Partnership for 21st Century Learning [P21], 2019; UNESCO, 2023).

In the context of elementary education, instructional media play a crucial role in assisting teachers in delivering learning materials effectively. Learning media function not only as tools for transmitting information but also as instruments for fostering interaction that enhances students' attention, interest, and motivation to learn. According to Arsyad (2019), instructional media encompass all tools that facilitate the delivery of messages capable of stimulating students' thoughts, emotions, attention, and willingness to participate in learning activities. With the advancement of digital technology, instructional media have evolved into interactive learning media that enable two-way communication between teachers and students, making learning more active, engaging, and meaningful (Arsyad, 2019; Mayer, 2021).

Interactive media represent one of the most innovative developments in modern education by integrating various multimedia elements, including text, images, audio, video, animations, and interactive assessments into a single learning platform. The use of interactive media allows students to actively participate in learning through exploration, observation, and problem-solving activities. In addition to increasing student engagement, interactive media help teachers explain abstract concepts more concretely through attractive visual presentations. Consequently, learning is transformed from a one-way instructional process into an interactive communication process involving teachers, students, and instructional media (Mayer, 2021; Clark & Mayer, 2023).

One of the digital learning platforms that has gained considerable popularity in education is Canva. Canva is a web-based and mobile graphic design application that provides a wide variety of templates, illustrations, icons, animations, videos, and presentation features that teachers can utilize to create attractive and innovative instructional materials. Its ease of use and extensive collection of visual resources make Canva particularly suitable for elementary school education. Teachers are no longer required to possess advanced graphic design skills because Canva offers customizable templates that can easily be adapted to specific instructional objectives. Moreover, Canva enables students to participate directly in various learning activities, thereby promoting a more participatory and student-centered learning environment (Canva, 2024; Anshari et al., 2022).

The implementation of Canva in classroom instruction is consistent with constructivist learning theory, which posits that knowledge is actively constructed by learners through meaningful learning experiences. Through Canva-based learning activities, students are not merely passive recipients of information delivered by teachers but are actively engaged in

observing instructional materials, participating in discussions, creating simple presentations, and designing various forms of visual media. These activities provide opportunities for students to explore ideas, develop creativity, and construct knowledge based on their own learning experiences. Such active engagement contributes to deeper understanding and greater learning autonomy (Piaget, 1972; Vygotsky, 1978; Jonassen, 1999).

Learning motivation is another essential factor that determines the success of the educational process. Motivation serves as the driving force that encourages students to participate enthusiastically in learning activities, maintain persistence in completing learning tasks, and strive to achieve instructional objectives. Students with high learning motivation generally demonstrate greater attention, interest, active participation, and responsibility during classroom instruction. Conversely, students with low motivation tend to become disengaged, easily bored, and less willing to participate in learning activities. Therefore, teachers need to employ effective instructional strategies and learning media capable of creating enjoyable, stimulating, and meaningful learning environments that foster students' intrinsic motivation (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020).

Information and Communication Technology (ICT) education at the elementary school level is closely associated with the utilization of digital technology. Therefore, the implementation of digital learning media has become an appropriate alternative for supporting ICT instruction. Preliminary observations conducted at SD Islam Al-Azhar 51 Bengkulu City revealed that teachers have utilized Canva as one of the interactive instructional media during ICT lessons. Teachers employ Canva to present learning materials using visually appealing features that help students better understand instructional content. Nevertheless, some students still require additional encouragement to participate actively and enthusiastically in classroom activities. Consequently, the use of engaging instructional media represents an important strategy for enhancing students' learning motivation during ICT instruction (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022; UNESCO, 2023).

Previous studies have demonstrated the widespread use of Canva as an instructional medium across various educational levels. Suryani (2021) reported that Canva facilitates the presentation of learning materials through attractive visual features that improve students' learning experiences. Pratama (2020) found that Canva provides opportunities for students to produce creative works, while Wulandari (2022) concluded that Canva supports more collaborative and enjoyable learning environments. Likewise, Rahmawati (2021) and Hidayat and Lestari (2023) emphasized that Canva enhances student engagement through visual design-based learning activities that encourage creativity and active participation (Suryani, 2021; Rahmawati, 2021; Hidayat & Lestari, 2023).

Despite these findings, most previous studies have primarily focused on the application of Canva in different subject areas or its impact on students' academic achievement. Research specifically examining the use of Canva as an interactive learning medium to enhance students' motivation in elementary school ICT learning through a descriptive qualitative approach remains relatively limited. Therefore, this study focuses on describing the implementation of

Canva in ICT instruction, students' responses during the learning process, and the advantages of Canva as an instructional medium in Grade III at SD Islam Al-Azhar 51 Bengkulu City. This study is expected to enrich the existing literature by providing a comprehensive understanding of how interactive digital media contribute to students' learning motivation in elementary education (Creswell & Creswell, 2023; Miles et al., 2020).

Based on the foregoing discussion, this study aims to describe the implementation of Canva as an interactive learning medium in motivating third-grade students during ICT instruction at SD Islam Al-Azhar 51 Bengkulu City and to identify the advantages of Canva in supporting effective teaching and learning processes. The findings are expected to contribute to the development of technology-based instructional media while serving as a valuable reference for elementary school teachers seeking to design innovative, creative, and student-centered learning experiences that meet the demands of twenty-first-century education (UNESCO, 2023; OECD, 2023)..

METHODS

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of the use of Canva as an interactive learning medium in motivating third-grade students during Information and Communication Technology (ICT) learning at SD Islam Al-Azhar 51 Bengkulu City. A qualitative approach was selected because the study focused on exploring the phenomena, experiences, behaviors, and responses of teachers and students throughout the learning process without manipulating any research variables. This approach enabled the researcher to gain a comprehensive understanding of participants' perspectives and the natural implementation of interactive learning media in the classroom (Creswell & Creswell, 2023; Merriam & Tisdell, 2016).

The research was conducted at SD Islam Al-Azhar 51 Bengkulu City over a one-month period, from April 29 to May 29, 2026. The research site was selected because the school has integrated digital media into its instructional practices, particularly in Information and Communication Technology (ICT) classes, as part of its commitment to educational innovation. The study participants consisted of the school principal, the ICT teacher, and third-grade students. A total of 121 students were enrolled across four classes: Grade III Shafa, Grade III Marwah, Grade III Mekkah, and Grade III Madinah. These participants were selected because they were directly involved in the implementation of Canva-based learning activities, thereby providing relevant information regarding the effectiveness of the interactive learning media (Patton, 2015; Creswell & Creswell, 2023).

Data were collected through classroom observations, semi-structured interviews, and documentation. Observations were conducted to examine directly how Canva was implemented during classroom instruction, with particular attention to teachers' instructional practices and students' responses to the interactive learning media. In-depth interviews were carried out with the school principal, the ICT teacher, and selected students to obtain comprehensive information regarding the learning process, the implementation of Canva, and

participants' perceptions and experiences during instruction. Documentation served as supporting evidence and included lesson plans, students' learning products, photographs of classroom activities, and other relevant educational documents that strengthened the credibility of the research findings (Miles et al., 2020; Yin, 2018).

The data were analyzed using the interactive model of qualitative data analysis, which consists of three interconnected stages: data reduction, data display, and conclusion drawing and verification. During the data reduction stage, information obtained from observations, interviews, and documentation was selected, classified, and organized according to the research objectives. The reduced data were then presented in descriptive form to facilitate the identification of patterns related to the implementation of Canva as an interactive learning medium in ICT instruction. Finally, conclusions were drawn by interpreting the relationships among the research findings. To ensure the trustworthiness and credibility of the data, the researcher employed both source triangulation and methodological triangulation, allowing information obtained from different participants and data collection techniques to be cross-validated and verified (Miles et al., 2020; Lincoln & Guba, 1985; Creswell & Creswell, 2023)..

FINDINGS AND DISCUSSION

Research Findings

This study aimed to describe the use of Canva as an interactive learning medium in motivating third-grade students during Information and Communication Technology (ICT) learning at SD Islam Al-Azhar 51 Bengkulu City. The research data were collected through classroom observations, interviews, and documentation involving the school principal, the ICT teacher, and third-grade students. Based on the data analysis, the implementation of Canva was identified through three major stages: lesson planning, instructional implementation, and learning evaluation. Furthermore, the findings illustrate students' responses during the use of Canva and highlight its advantages in supporting the teaching and learning process. The research findings are presented as follows (Miles et al., 2020; Creswell & Creswell, 2023).

The Use of Canva as an Interactive Learning Medium in ICT Learning

The findings indicate that the implementation of Canva in ICT learning was carried out through three sequential stages: planning, implementation, and evaluation. During the planning stage, the teacher prepared instructional components, including learning objectives, teaching materials, instructional methods, learning media, and assessment strategies. The teacher then designed learning materials using Canva by utilizing various templates, illustrations, icons, images, colors, and animations tailored to the characteristics of third-grade students. This planning process was intended to ensure that the instructional content was attractive, easy to understand, and aligned with the expected learning outcomes. These findings support the view that instructional media constitute an essential

component in improving the effectiveness of the teaching and learning process (Arsyad, 2019; Mayer, 2021).

During the implementation stage, Canva served as the primary instructional medium for delivering ICT lessons. Classroom observations revealed that students paid closer attention to the teacher's explanations, actively participated in classroom activities, and responded enthusiastically to the teacher's questions. The integration of text, images, illustrations, and animations created a more dynamic classroom atmosphere, making interactions between teachers and students more communicative and engaging. These findings are consistent with previous studies suggesting that technology-based instructional media provide more meaningful, interactive, and engaging learning experiences for students (Yaumi, 2018; Clark & Mayer, 2023).

Interview findings with the ICT teacher revealed that Canva significantly facilitated the delivery of instructional content because of its attractive visual features and user-friendly interface. The teacher also reported that students demonstrated a better understanding of learning materials when Canva was used compared with conventional lecture-based instruction. Similarly, the school principal explained that the integration of Canva represented an educational innovation that supports engaging learning environments while aligning classroom instruction with current technological developments in education (Mayer, 2021; UNESCO, 2023).

During the evaluation stage, student learning was assessed through classroom observations of student participation and the completion of assignments related to the instructional materials. Observation results indicated that most students successfully participated in classroom activities and demonstrated high levels of engagement throughout the learning process. These findings suggest that Canva not only enhances the presentation of instructional materials but also assists teachers in managing more effective and engaging classroom learning activities (Daryanto, 2020; OECD, 2023).

Students' Learning Motivation During the Use of Canva

The findings obtained from classroom observations and interviews demonstrate that the use of Canva positively influenced students' learning motivation, as reflected in their attention, interest, participation, enthusiasm, and engagement throughout the instructional process (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020).

Regarding students' attention, classroom observations showed that learners remained focused on the teacher's explanations from the beginning to the end of the lesson. The attractive combination of images, colors, icons, and animations captured students' attention and encouraged them to remain engaged with the instructional content. These findings indicate that visually rich learning media contribute to the creation of a more stimulating and effective learning environment (Mayer, 2021; Clark & Mayer, 2023).

In terms of learning interest, students expressed that learning through Canva was more enjoyable because the instructional materials were presented using diverse visual

elements, including pictures, illustrations, and animations. The teacher likewise explained that Canva created a more lively classroom atmosphere, encouraging students to participate enthusiastically in learning activities. These findings support previous research indicating that visually interactive instructional media increase students' intrinsic interest and enjoyment in learning (Ryan & Deci, 2020; UNESCO, 2023).

With respect to classroom participation, observational data demonstrated that students became more confident in answering teachers' questions, expressing their opinions, and engaging in discussions with classmates. Canva provided opportunities for students to participate actively in various instructional activities, thereby promoting interactive communication between teachers and students. Such active participation reflects the student-centered nature of technology-supported learning environments (Vygotsky, 1978; OECD, 2023).

Furthermore, interview results indicated that students perceived the learning process as more enjoyable and motivating, enabling them to participate enthusiastically throughout the entire lesson. According to the ICT teacher, Canva reduced students' boredom because instructional materials were presented more attractively than traditional textbook-based or lecture-centered approaches. These findings demonstrate the important role of interactive digital media in sustaining students' learning motivation and classroom engagement (Schunk & DiBenedetto, 2020; Mayer, 2021).

Regarding conceptual understanding, both teachers and students agreed that visually presented instructional materials facilitated students' comprehension of ICT concepts. Images, illustrations, icons, and animations available in Canva enabled students to connect abstract concepts with meaningful learning experiences, thereby improving their understanding of the subject matter. These findings support multimedia learning theory, which suggests that integrating verbal and visual information enhances students' cognitive processing and knowledge retention (Mayer, 2021; Clark & Mayer, 2023).

Advantages of Canva as an Interactive Learning Medium

The findings revealed several significant advantages of Canva as an instructional medium. First, Canva provides a wide range of professionally designed templates and visual features that enable teachers to create attractive, creative, and student-oriented instructional materials. These features allow teachers to adapt learning resources according to students' characteristics and instructional objectives while improving the overall quality of classroom instruction (Canva, 2024; Mayer, 2021).

Second, Canva is easy to use because of its intuitive interface and user-friendly design, requiring no advanced graphic design skills. This simplicity enables teachers to prepare instructional materials more efficiently while reducing the time and effort required for media development. Consequently, teachers can devote greater attention to instructional quality rather than technical design issues (Canva, 2024; UNESCO, 2023).

Third, presenting instructional content through visual representations significantly facilitates students' understanding of learning materials. The use of images, illustrations,

icons, and animations transforms abstract concepts into more concrete representations, making learning more meaningful and easier to comprehend. These findings are consistent with the Cognitive Theory of Multimedia Learning, which emphasizes that combining visual and verbal information enhances students' comprehension and retention (Mayer, 2021; Clark & Mayer, 2023).

Fourth, Canva supports effective interaction between teachers and students through question-and-answer sessions, classroom discussions, and continuous feedback during instruction. Such interactions promote a more communicative learning environment in which students actively participate in knowledge construction rather than passively receiving information. This collaborative atmosphere is consistent with student-centered learning principles promoted in contemporary education (Vygotsky, 1978; OECD, 2023).

Fifth, Canva contributes to the creation of an enjoyable learning atmosphere. Observation and interview findings showed that students participated enthusiastically, demonstrated curiosity toward learning materials, and actively engaged in every classroom activity facilitated by the teacher. Such positive classroom experiences contribute to higher levels of learning motivation and sustained student engagement throughout the instructional process (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020).

Overall, the findings derived from observations, interviews, and documentation demonstrate that the implementation of Canva as an interactive learning medium provided more engaging and meaningful learning experiences for third-grade students during ICT instruction at SD Islam Al-Azhar 51 Bengkulu City. Canva enabled teachers to present instructional materials creatively while encouraging students to demonstrate greater attention, interest, participation, enthusiasm, and motivation throughout the learning process. These findings suggest that Canva is an effective digital instructional medium for supporting interactive, technology-enhanced, and student-centered learning environments in elementary education (UNESCO, 2023; OECD, 2023; Creswell & Creswell, 2023).

Discussion

The Use of Canva as an Interactive Learning Medium in ICT Instruction

The findings of this study demonstrate that the implementation of Canva as an interactive learning medium in third-grade Information and Communication Technology (ICT) classes at SD Islam Al-Azhar 51 Bengkulu City was carried out through three interconnected stages: lesson planning, instructional implementation, and learning evaluation. These stages formed a systematic instructional process in which Canva functioned not merely as a tool for presenting learning materials but also as a medium for creating more interactive, meaningful, and student-centered learning experiences. The integration of Canva throughout the instructional cycle reflects the increasing role of digital technologies in supporting innovative pedagogical practices in elementary education (UNESCO, 2023; OECD, 2023).

During the planning stage, the teacher carefully designed instructional materials using Canva by aligning the content with learning objectives and students' characteristics. Various visual features, including templates, illustrations, icons, images, colors, and animations, were utilized to produce instructional materials that were attractive, age-appropriate, and easy for students to understand. These findings indicate that the selection of learning media was not incidental but constituted an integral part of instructional planning aimed at achieving predetermined learning outcomes. This result supports Arsyad's (2019) argument that instructional media are essential components of effective teaching because they facilitate the delivery of information and enhance students' comprehension. Similarly, Mayer's Cognitive Theory of Multimedia Learning emphasizes that combining verbal and visual information enables learners to process information more efficiently and construct deeper conceptual understanding (Arsyad, 2019; Mayer, 2021).

The implementation stage revealed that Canva served as the primary instructional medium for delivering ICT content. Classroom observations demonstrated that students paid greater attention to the teacher's explanations, actively participated in classroom discussions, confidently responded to questions, and engaged more enthusiastically in learning activities. These findings suggest that interactive digital media create opportunities for students to interact more actively with both instructional content and their teachers. Such active participation reflects the principles of student-centered learning, in which students become active participants in constructing knowledge rather than passive recipients of information. Previous studies have similarly concluded that technology-based instructional media promote meaningful learning experiences through engaging visual presentations and interactive learning activities (Yaumi, 2018; Clark & Mayer, 2023).

The evaluation stage involved assessing both students' learning outcomes and their participation during classroom instruction. Teachers observed students' engagement, classroom participation, responsiveness, and task completion while also evaluating their understanding through learning assignments related to the instructional content. This comprehensive evaluation indicates that Canva supports not only the presentation of learning materials but also the monitoring of students' learning processes. Consequently, Canva contributes to creating more active, interactive, and learner-centered classroom environments in which assessment extends beyond academic achievement to include students' participation and engagement. This finding is consistent with Daryanto's (2020) view that instructional media strengthen classroom interaction while improving the effectiveness of teaching and learning activities (Daryanto, 2020; OECD, 2023).

The findings of this study are consistent with previous empirical research. Lestari et al. (2025) reported that Canva enhances creativity and innovation in elementary school instruction by enabling teachers to develop visually engaging learning materials. Likewise, Andreansyah et al. (2023) concluded that Canva improves instructional communication through attractive multimedia presentations that facilitate students' understanding of learning materials. These similarities reinforce the growing body of evidence demonstrating Canva's

effectiveness as an interactive digital learning medium capable of improving instructional quality across different educational contexts (Andreansyah et al., 2023; Lestari et al., 2025).

The Use of Canva in Enhancing Students' Learning Motivation

The findings obtained from classroom observations and interviews indicate that the implementation of Canva positively influenced students' learning motivation during ICT instruction. Students consistently demonstrated higher levels of attention, interest, participation, and enthusiasm throughout the learning process. These motivational characteristics became evident through students' willingness to follow the teacher's explanations, respond to classroom questions, participate in discussions, and remain engaged during learning activities. These findings support Self-Determination Theory, which suggests that enjoyable and meaningful learning experiences contribute significantly to students' intrinsic motivation and active engagement in learning (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020).

One of the primary factors contributing to increased learning motivation was Canva's attractive visual presentation. The combination of illustrations, icons, colors, animations, and well-designed layouts created a stimulating classroom environment that successfully maintained students' attention throughout the lesson. Compared with conventional lecture-based instruction, visually supported learning provided students with more varied and enjoyable learning experiences. This finding is consistent with Arsyad (2019), who argued that visual instructional media effectively capture students' attention and facilitate the communication of learning messages. Moreover, multimedia learning theory explains that visually integrated instructional materials reduce cognitive overload while improving learners' attention and comprehension (Arsyad, 2019; Mayer, 2021).

Interview data further revealed that teachers perceived students as becoming more enthusiastic whenever Canva was integrated into classroom instruction. According to the ICT teacher, classroom interactions became more dynamic because students asked more questions, responded more confidently to instructional prompts, and participated more actively in collaborative discussions. Students likewise reported that learning through Canva was more enjoyable because instructional materials were presented in visually appealing and easily understandable formats. These findings demonstrate that digital instructional media contribute not only to academic learning but also to the creation of positive emotional experiences that foster sustained learning motivation (Ryan & Deci, 2020; UNESCO, 2023).

Another important finding concerns Canva's ability to facilitate the systematic presentation of instructional materials. Through the integration of text, images, animations, and visual illustrations, teachers were able to organize learning content in logical sequences appropriate for elementary school students' cognitive development. This structured presentation helped students understand concepts progressively while maintaining their interest throughout the instructional process. These findings support Yaumi's (2018) assertion that technology-based instructional media provide concrete and meaningful learning

experiences through interactive visual representations that improve students' conceptual understanding and classroom engagement (Yaumi, 2018; Clark & Mayer, 2023).

Overall, the findings demonstrate that Canva serves as an effective alternative instructional medium capable of fostering enjoyable, engaging, and motivating learning environments. The positive responses expressed by both teachers and students through observations, interviews, and documentation indicate that Canva successfully enhances students' motivation while encouraging active participation during ICT learning. Consequently, Canva contributes not only to improved instructional delivery but also to the development of more student-centered classroom environments characterized by greater interaction, enthusiasm, and meaningful learning experiences (Ryan & Deci, 2020; OECD, 2023; UNESCO, 2023).

The Advantages of Canva as an Instructional Medium

The findings of this study reveal several significant advantages of Canva in supporting ICT instruction at the elementary school level. The first advantage concerns its attractive visual design. Canva offers a wide range of professionally designed templates, illustrations, icons, animations, and color combinations that enable teachers to create visually engaging instructional materials. These features simplify complex concepts and present learning content in formats that are more accessible to young learners. Previous research has demonstrated that visually rich instructional media improve students' attention, engagement, and comprehension by presenting information in meaningful multimedia formats (Yaumi, 2018; Mayer, 2021).

The second advantage is Canva's ease of use. Teachers can develop instructional media efficiently by utilizing Canva's ready-made templates without requiring advanced graphic design expertise. This accessibility enables teachers to devote greater attention to instructional planning rather than technical design processes, thereby improving teaching effectiveness and encouraging pedagogical creativity. Daryanto (2020) similarly argued that user-friendly instructional media assist teachers in managing classroom instruction more effectively while increasing the efficiency of lesson preparation (Daryanto, 2020; Canva, 2024).

Another important advantage identified in this study is Canva's capacity to facilitate interactive classroom communication. The findings demonstrate that Canva encourages active communication between teachers and students through question-and-answer activities, collaborative discussions, and continuous feedback during instructional sessions. As a result, classroom instruction becomes increasingly student-centered, providing learners with opportunities to express ideas, ask questions, and participate actively in knowledge construction. These characteristics are closely aligned with constructivist learning theory, which emphasizes active learner participation and social interaction in the development of meaningful knowledge (Vygotsky, 1978; Piaget, 1972).

Furthermore, Canva supports the implementation of technology-enhanced learning that corresponds with the educational demands of the twenty-first century. UNESCO emphasizes that integrating digital technologies into classroom instruction is essential for improving

educational quality and preparing students for future societal and technological challenges. Likewise, the World Economic Forum highlights digital literacy, creativity, communication, collaboration, and problem-solving as fundamental competencies that should be developed from the elementary school level. Canva contributes to these competencies by encouraging both teachers and students to utilize digital tools creatively throughout the learning process (UNESCO, 2023; World Economic Forum, 2023).

The findings of this study are also consistent with previous empirical investigations. Widowati (2023) and Lestari et al. (2025) concluded that Canva enhances teachers' creativity in designing instructional materials while simultaneously creating more engaging, interactive, and enjoyable classroom environments. The consistency of these findings across different educational contexts strengthens the evidence supporting Canva as an effective digital instructional medium capable of improving both instructional quality and students' classroom experiences (Widowati, 2023; Lestari et al., 2025).

Overall, the discussion demonstrates that Canva effectively supports teachers in delivering ICT instruction through visually attractive, communicative, and student-centered learning experiences. The integration of multimedia elements enables teachers to present instructional content more creatively while encouraging students to demonstrate higher levels of attention, interest, participation, and enthusiasm throughout the learning process. Therefore, Canva represents an effective digital instructional medium for elementary school ICT education and contributes to the broader implementation of innovative teaching practices aligned with the goals of twenty-first-century education (OECD, 2023; UNESCO, 2023; Mayer, 2021).

CONCLUSION

The use of interactive Canva media in Information and Communication Technology (ICT) lessons for third-grade students at SD Islam Al-Azhar 51, Bengkulu City, was carried out in three stages: planning, implementation, and evaluation. During the planning stage, the teacher prepared instructional materials and designed media using various Canva features, aligning them with learning objectives and student characteristics. In the implementation stage, Canva served as a medium to present learning content through engaging visuals, while the evaluation stage involved assessing students through observation of their activities and the assignment of tasks based on the material covered. Utilizing Canva enabled the teacher to present material in a more creative, communicative, and accessible manner, thereby making the learning process more engaging and interactive.

Results from observations, interviews, and documentation indicate that while using interactive Canva media, students demonstrated a high level of attention, interest, active participation, and enthusiasm during ICT lessons. Presenting material through images, illustrations, icons, animations, and other visual features created a more enjoyable learning experience and helped students grasp the subject matter. Furthermore, Canva facilitated the development of innovative learning media tailored to the needs of elementary school students.

Consequently, interactive Canva media serves as a viable digital learning alternative that supports the creation of ICT lessons that are engaging, interactive, and student-centered.

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