

DEVELOPMENT OF CANVA DIGITAL BOOKS TO IMPROVE LEARNING OUTCOMES FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract

The learning outcomes of Civics Education for 5th-grade students at SDN 055981 Beruam are still low due to the lack of variation in learning media used by teachers. This study aims to develop and test the effectiveness of Canva-based digital books in improving student learning outcomes, using the 4D development model with subject matter experts, media, and language experts as validators, as well as teachers as learning practitioners and students. Data were collected through questionnaires to determine validity and practicality, and tests to measure effectiveness. The results showed that the validity of the Canva-based digital book was very feasible with an average of 91.7%, practicality was very high with an average of 90.75% from teachers and students, and effectiveness was in the moderate category with a gain score of 0.56. Thus, the Canva-based digital book developed was declared feasible, practical, and effective, and contributed to the development of learning media in elementary schools.

keywords: Digital Book; Canva; Learning Outcomes

Abstrak

Hasil belajar PKn siswa kelas V di SDN 055981 Beruam masih rendah karena media pembelajaran yang digunakan guru kurang bervariasi. Penelitian ini bertujuan mengembangkan dan menguji keefektifan buku digital berbasis Canva dalam meningkatkan hasil belajar siswa, dengan metode penelitian yang digunakan adalah model pengembangan 4D dengan subjek ahli materi, media, bahasa sebagai validator, kemudian guru sebagai praktisi pembelajaran, dan siswa. Data dikumpulkan melalui angket untuk mengetahui validitas dan kepraktisan serta tes untuk mengukur efektivitas. Hasil penelitian menunjukkan bahwa validitas buku digital berbasis Canva sangat layak dengan rerata 91,7%, kepraktisan sangat tinggi dengan rerata 90,75% dari guru dan siswa, serta efektivitas berada pada kategori sedang dengan nilai gain 0,56. Dengan demikian, buku digital berbasis Canva yang dikembangkan dinyatakan layak, praktis, dan efektif, serta berkontribusi dalam pengembangan media pembelajaran di sekolah dasar.

Kata Kunci: Buku Digital; Canva; Hasil Belajar

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Introduction

Education is an essential process that encompasses all learning experiences throughout life and in every environment that shapes individual development. It plays a crucial role in improving skills, fostering personal growth, and equipping learners to adapt to changes in society (Adriani et al., 2022). In Indonesia, national education carries the responsibility of nurturing competencies and building the character of citizens, aiming to prepare students to become responsible, democratic, and morally upright individuals (Fitri, 2023). Civic Education (*Pendidikan Kewarganegaraan/PKn*) is one of the core subjects in schools that reflects these objectives, particularly in shaping democratic attitudes, responsibility, and active

citizenship. However, many challenges remain in achieving the expected learning outcomes, especially in elementary schools.

Learning outcomes are indicators of the success of the educational process, encompassing changes in cognitive, affective, and psychomotor domains (Putri, 2023). These outcomes are influenced by both internal factors, such as motivation, interest, and ability, and external factors, such as teaching strategies, facilities, and the learning environment (Fikriyyani & Supriyanto, 2024). In practice, one of the common obstacles in Indonesian classrooms is the overreliance on conventional textbooks. Traditional printed books are often monotonous, text-heavy, and lacking in interactivity, which makes it difficult to engage students effectively (Saragi et al., 2021). Consequently, students may lose interest, leading to low motivation and unsatisfactory academic results.

Teachers are therefore required to adopt innovative teaching methods and media to make the learning process more engaging. The effectiveness of Civic Education learning, in particular, depends heavily on how well materials are presented to students. Civic values such as cooperation, tolerance, and mutual assistance (*gotong royong*) can be better conveyed through media that is interactive, visual, and contextually relevant. Studies show that when students are provided with engaging media, their motivation and understanding increase significantly (Ginting et al., 2023). In line with the digital transformation in education, digital books offer new opportunities for more interactive and accessible learning experiences (Swadayaningsih, 2020).

Digital books differ from conventional printed materials in that they allow integration of multimedia elements such as images, animations, and videos, making learning more dynamic and appealing (Setiawan & Dan, 2022). They also provide flexibility, as students can access them anytime and anywhere using personal devices like smartphones. In the specific case of PKn, where abstract civic values must be internalized by students, interactive digital books can help bridge the gap between theory and practice. Prior research, however, indicates that most digital books developed so far remain limited to basic flipbooks with minimal interactive features (Permatasari & Widagdo, 2025). These resources, while more modern than printed books, still lack the visual richness and interactivity needed to significantly impact student learning outcomes.

This limitation points to a clear research gap. Existing studies have largely focused on conventional or minimally interactive digital books, which have proven insufficient in addressing low student achievement in Civic Education. For example, while some interventions using comic books or flipbooks have been attempted, the results were inconsistent and often fell short of meeting the minimum competency standards (*KKTP*) (Wibowo et al., 2022; Prastyana et al., 2023). Students continued to score below expectations, and motivation levels remained low. Therefore, there is a need for more innovative digital media that not only digitizes content but also transforms it into a truly interactive and engaging experience.

Canva, as a widely accessible design platform, offers a promising solution to this issue. It allows educators to develop digital books enriched with visual design, animations, videos, and interactive features. Unlike ordinary digital books, Canva-based resources can be tailored to classroom needs while remaining user-friendly for both teachers and students (Adilah et al., 2023). Recent studies have highlighted the potential of Canva-based digital learning materials in boosting student engagement and making abstract concepts easier to understand (Panjaitan & Lubis, 2023). Moreover, because most students already own smartphones or other electronic devices, the barrier to accessing Canva-based materials is minimal. This accessibility

is particularly valuable for schools with limited resources, where printed books may not be sufficient or evenly distributed among students.

Theoretically, this study draws upon digital learning theories and student motivation frameworks. According to constructivist theory, students learn best when they actively interact with materials and construct their own understanding. Digital books that incorporate multimedia elements align with this principle by offering opportunities for active engagement. Motivation theory also emphasizes that learners are more likely to succeed when they are interested and stimulated by the learning process (Wardani et al., 2022). Furthermore, Civic Education as a discipline requires contextualized and participatory learning approaches, which digital books are well-suited to provide (Lubis et al., 2022). By leveraging these theoretical underpinnings, Canva-based digital books are expected to not only improve knowledge acquisition but also foster values such as cooperation and civic responsibility.

In summary, the problem faced at SDN 055981 Beruam is that PKn learning outcomes remain below the required standard due to the use of monotonous, conventional textbooks. Previous efforts using printed comics or flipbooks have not significantly improved results, leaving a gap in effective instructional media for Civic Education. Research has shown that interactive and visually engaging media can enhance student motivation and outcomes, yet current digital books in practice are still limited in their design and functionality. To address this gap, Canva offers a flexible and innovative platform for developing digital books that integrate multimedia features, making Civic Education learning more interactive and appealing.

Research Methods

This study is a developmental study that aims to produce a product and test its feasibility, practicality, and effectiveness. Developmental study is a process of creating or refining a product to advance and support the learning process (Daryanto, 2020). The 4D model was chosen because it is a systematic and structured development model that can help researchers develop a feasible, practical, and effective product. This model consists of four stages: Define, Design, Develop, and Disseminate. The data collection procedure involves validation questionnaires from experts and practitioners, as well as student test sheets. The validation questionnaires for material, language, and media experts were distributed after the product was developed. Then, teacher and student assessment questionnaires were distributed after the product was tested. Finally, student test sheets were used to measure student learning outcomes after using the product. The data collected through questionnaires and tests were analyzed using descriptive quantitative analysis, which involves analyzing data using descriptive statistics such as mean and percentage. The scores from the questionnaires and tests were then processed to determine the feasibility, practicality, and effectiveness of the product. The assessment criteria used were based on a Likert scale with 5 categories: 90-100% categorized as very feasible, 75-89% categorized as feasible, 60-74% categorized as quite feasible, 45-59% categorized as less feasible, and 0-44% categorized as not feasible (Sugiyono, 2020). The sample consisted of 30 students from grade 5 of SDN 055981 Beruam, selected using purposive sampling. The students' demographic characteristics were 11 years old, with 14 male students and 16 female students. This method is relevant for evaluating three main aspects: feasibility, practicality, and effectiveness. The choice of method can be justified academically because it can help researchers develop a feasible, practical, and effective product. Examples of questionnaire questions for material experts include "Is the product in line with the applicable curriculum" and for teachers, "Is the product easy to use in the

learning process" The 4D stages began with the Define stage, where needs analysis was conducted through interviews with teachers and classroom observations. The results of the needs analysis were used to determine the objectives of product development. The Design stage involved designing the media to be developed before applying it in the field. The Develop stage involved revising the product after expert validation, based on suggestions and feedback provided to improve its feasibility, practicality, and effectiveness. Finally, the Disseminate stage involved testing the product with 30 students from grade 5 of SDN 055981 Beruam. The trial was conducted over 2 weeks, with 2 hours of learning per day. Student learning outcomes were measured using test sheets, and product effectiveness was measured using teacher and student assessment questionnaires

Result and Discussion

This study developed a Canva-based digital book on the theme of *mutual cooperation in helping others* to improve Civic Education (PKn) learning outcomes for fifth-grade students at SDN 055981 Beruam. The results are presented according to the main stages of the 4D model: define, design, develop, and disseminate, followed by quantitative analysis of feasibility, practicality, and effectiveness.

a. Define

The initial needs analysis revealed that students' PKn outcomes on the topic of mutual cooperation were below the school's *Minimum Competency Criteria (Kriteria Ketuntasan Tingkat Pencapaian / KKTP)*, set at 75. Observation data showed that the average score was 61, with many students struggling to focus during lessons. Interviews with teachers highlighted that conventional printed textbooks were perceived as monotonous, leading to low engagement. A student questionnaire further confirmed that learners desired more interactive and visually attractive resources, particularly digital media accessible on mobile devices.

b. Design

Based on these findings, a Canva-based digital book was designed with interactive features such as animations, videos, QR-linked materials, and embedded quizzes. The design followed pedagogical principles to make abstract PKn values—like *gotong royong* (mutual assistance)—more concrete.

c. Development

The digital book was developed iteratively, with revisions based on expert feedback. Six core displays were included: cover, learning objectives, learning outcomes, concept map, instructional content, and evaluation tasks. However, beyond the visuals, experts also assessed usability, readability, and technical aspects such as font size, image clarity, and accessibility across devices.



Figure 1. Front Cover Display of Canva-Based Digital Books

Figure 1. Cover of the digital book Pancasila Education for grade V with the theme of Mutual Cooperation in Helping Others. The design was created using Canva with a resolution of 1080 × 1920 pixels (Full HD). The title font uses Comic Sans MS size 20 pt, while the subtitle is 16 pt with a contrasting dark blue color (#003366). The illustration elements are in the form of cartoon images of children in mutual cooperation activities, presented in high-resolution PNG format so that they remain clear when enlarged on smartphone or laptop screens.

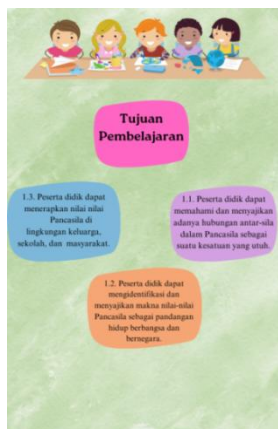


Figure 2. Learning Objectives Display

Figure 2. The concept map of the learning objectives for the Civics subject is presented in a simple mind map containing four main components: the main title “Learning Objectives” and three specific objectives (1.1, 1.2, 1.3). The main title is placed in a pink curved box, while objectives 1.1 and 1.3 are displayed in a light blue curved box, and objective 1.2 in a light orange box. All text elements use a sans-serif font with a size of 10–12 pt for printed documents or 16–20 pt for screen displays to maintain clear legibility. The light green background with a watercolor texture provides a soft feel without reducing readability, while the illustration of five children's characters at the top serves to reinforce the child-friendly learning context. This design was created with a minimum resolution of 300 dpi for print or 72–96 dpi for screen displays, with minimum dimensions of 600 × 900 pixels to ensure visual quality and readability are maintained.

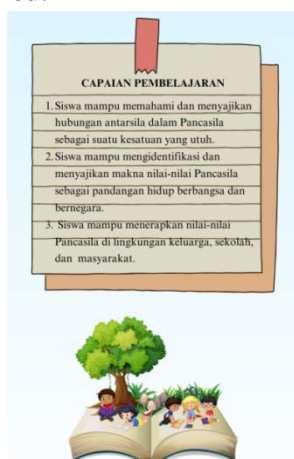


Figure 3. Learning Outcomes Display

Figure 3. The learning outcomes display is presented in a numbered list format (1, 2, 3) placed on a sticky note–style sheet with slightly lifted corners, attached by a pink tape strip at the top. The main heading inside the element reads “CAPAIAN PEMBELAJARAN”, written on a cream/light brown background that mimics the texture of paper notes. The overall

background features a gradient from light blue to white at the top, creating a bright and calming atmosphere. At the bottom, a green leafy tree stands above an open book, accompanied by several child characters reading and playing, symbolizing an engaging and joyful learning environment. Text is designed in a clean sans-serif font (e.g., Arial or Helvetica), with a font size of 10–12 pt for print or 14–18 pt for digital display to maintain readability. The visual is recommended to be produced at a minimum resolution of 300 dpi for print or 72–96 dpi for screen, with dimensions of at least 600 × 900 pixels to ensure text clarity and illustration detail.



Figure 4. Concept Map Display

Figure 4. The concept map display for Unit 4: *Gotong Royong dalam Tolong-Menolong* features the main titles “*PANCASILA DALAM KEHIDUPANKU*” and “*UNIT 4. GOTONG-ROYONG DALAM TOLONG-MENOLONG*” at the top in bold sans-serif font sized 20–24 pt. At the center, a circular node labeled “*Peta Konsep*” is surrounded by six rounded rectangles in orange-yellow tones with dual borders (orange and yellow), representing key ideas connected to the central theme. Each element is linked with curved light-blue arrows, visually guiding the relationships and flow of concepts. The background uses a light pink tone with repeating vertical lines, creating a structured yet playful atmosphere. An illustration of a girl in the upper left corner with a glowing lightbulb above her head symbolizes creative thinking and idea generation. The inner text elements are set in bold sans-serif font sized 14–18 pt to ensure readability, while the design is optimized at a minimum resolution of 300 dpi for print or 72–96 dpi for digital use, with recommended dimensions of at least 700 × 1000 pixels to maintain sharpness and visual clarity.



Figure 5. Material Display

Figure 5. The learning material display “*Gotong-Royong dalam Tolong-Menolong*” presents a structured combination of text, illustration, and media support to enhance student engagement. At the top, the header includes the main title and a subheading “*a. Pengertian*”

Gotong-Royong” in bold sans-serif font sized 16–18 pt, while the body text defines the concept using a serif font such as Times New Roman or Garamond at 12 pt for readability. A blurred real-life photo titled “*Gambar 1. Gotong-Royong di Desa*” is placed at the lower center, complemented by a QR code on the right labeled “*Video 1. Gotong-Royong*” to provide additional multimedia support. Decorative illustrations of a large tree and children above an open book appear in the upper-right corner, symbolizing collaborative learning. The page number “1” is positioned at the bottom-right, with the overall layout set against a soft pale blue background. The design ensures clarity and accessibility with a minimum resolution of 300 dpi for print or 72–96 dpi for digital use, while the QR code and supporting image are optimized to maintain functionality and visual quality.

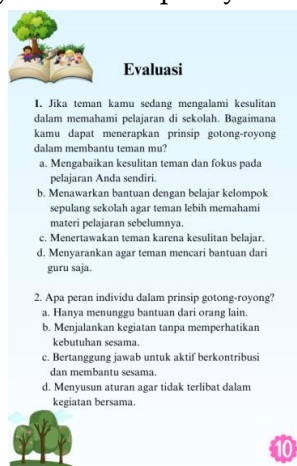


Figure 6. Evaluation Display

Figure 6. The multiple-choice evaluation sheet on the principles of *Gotong Royong* is designed to present assessment items in a clear and formal format. At the top of the page, the bold title “*Evaluasi*” is displayed in 18–20 pt font, followed by two multiple-choice questions (numbered 1 and 2), each with four answer options (a, b, c, d). The question text and answer choices are written in a standard serif font, such as Times New Roman or Garamond, at 12 pt to ensure readability and adherence to conventional academic document styles. A decorative illustration of a leafy tree with children reading on an open book appears at the top, symbolizing knowledge and learning, while smaller tree illustrations at the bottom left provide a softer, supportive visual element. The page is numbered “10” inside a rounded pink box located at the bottom-right corner. The overall layout is set against a pale light-blue background, ensuring a calm and learner-friendly atmosphere. For technical quality, the image resolution is recommended at a minimum of 300 dpi for print or 72–96 dpi for digital display to guarantee sharp and legible text.

d. Disseminate

After completing the Canva-based digital book on mutual assistance, the dissemination stage focused on testing its feasibility, practicality, and effectiveness. Feasibility was assessed by material, language, and media experts; practicality by teachers and students; and effectiveness by measuring students’ learning outcomes through pretest–posttest administration.

Table 2. Product Feasibility Results Phase I

No	Expert	Percentage	Classification
1	Material	85.9%	Highly Feasible
2	Language	75%	Feasible
3	Media	75%	Feasible
	Average	78.86%	Feasible

The first evaluation (Phase I) showed that the material aspect scored 85.9% (highly feasible), language 75% (feasible), and media 75% (feasible), with an average of 78.86%. After revisions based on expert feedback, Phase II results improved to 92.5% (material), 91.7% (language), and 90% (media), yielding an average of 91.4% (highly feasible). These results indicate that the product met expert validation standards.

The product will then be re-evaluated by validators, and the results of the second phase of evaluation will be outlined as follows:

Table 3. Product Feasibility Results Phase II

No	Expert	Percentage	Classification
1	Material	92.5%	Highly Feasible
2	Language	91.7%	Highly Feasible
3	Media	90%	Highly Feasible
	Average	91.4%	Highly Feasible

Teachers rated the digital book at 93.75% (very practical), while students rated it at 87.75% (very practical), with an overall average of 90.75%. The findings suggest that the digital book was easy to use and accessible during classroom learning activities.

Practicality Results.

After determining the feasibility level of the developed product, the next step is to conduct practicality tests with teachers and students. The results of the product practicality tests are presented as follows:

Table 4. Product Practicality Results

No	Expert	Assesment	Classification
1	Teacher	93.75%	Very Practical
2	Student	87.75%	Very Practical
	Average	90.75%	Very Practical

In line with the table of practicality results, teachers gave a rating of 93.75% for very practical achievements and students gave a rating of 87.75% for very practical achievements. The results of these practicality ratings were accumulated and the average was 90.75% for very practical achievements. Therefore, it is concluded that the digital book based on Canva for the topic of mutual aid in helping others is highly practical for use during learning.

Effectiveness testing was conducted using pretest and posttest scores from 30 fifth-grade students at SDN 055981 Beruam. The pretest mean score was 61, while the posttest mean score rose to 83, indicating a notable improvement in students' Civic Education outcomes. The normalized gain score ($g = 0.56$) placed the improvement in the moderate category. While these findings suggest that the Canva-based digital book had a positive impact, the absence of further statistical indicators such as standard deviation or median values leaves the variability in students' performance insufficiently explored.

The results overall confirm that the Canva-based digital book is feasible, practical, and moderately effective in enhancing Civic Education learning outcomes. Nevertheless, several limitations need to be recognized. First, the relatively small sample size of 30 students, drawn from a single school, restricts the generalizability of the findings. Second, the short intervention period did not allow the study to measure long-term retention of knowledge. Third, the involvement of teachers in administering the evaluation may have introduced an element of bias in student performance. Despite these limitations, the study's findings remain consistent with earlier research (e.g., Wibowo et al., 2022; Isnaini et al., 2023; Lubis et al., 2023), which also highlighted the potential of Canva-based digital books to increase both learning interest and outcomes. However, in contrast to several previous studies that reported

stronger or high-effect gains, the present research documented only a moderate level of improvement. This nuance suggests that while the Canva-based approach is promising, its design and implementation may still benefit from further refinement, particularly in terms of interactivity and long-term engagement.

SDN 055981 Beruam has several unique characteristics that need to be considered in developing a Canva-based digital book to improve the learning outcomes of Civics Education for 5th-grade students. The school's location, which may have limited internet access and inadequate technological infrastructure, can affect the effectiveness of using digital books. Additionally, the diverse characteristics of students in using digital technology also need to be considered. The Civics Education curriculum at SDN 055981 Beruam, which focuses on developing critical and analytical thinking skills, can also be influenced by the use of digital books. Several factors can affect the effectiveness of using digital books at SDN 055981 Beruam, including the availability of adequate technological infrastructure, teachers' ability to use digital technology, and students' interest and motivation in using digital books. Therefore, a careful analysis of these factors is necessary to ensure the effectiveness of using digital books. To improve the effectiveness of digital books, several strategies can be implemented, such as providing training for teachers on using digital technology and integrating digital books into the learning process, providing adequate technological infrastructure at school, developing engaging and interactive digital books, and regularly evaluating the effectiveness of digital books and revising them based on feedback from teachers and students. By considering the local context of the school and the factors that affect the effectiveness of digital books, the development of Canva-based digital books can be more effective in improving the learning outcomes of Civics Education for 5th-grade students at SDN 055981 Beruam.

In conclusion, the Canva-based digital book developed in this study can be regarded as an innovative and effective learning medium for Civic Education at the elementary level. The product meets feasibility and practicality standards and demonstrates moderate effectiveness in improving student outcomes. To strengthen the evidence base, future research should involve larger and more diverse samples, employ additional statistical analyses such as mean, standard deviation, and median, and evaluate the sustained impact of the digital book on long-term learning retention.

This study has several limitations that need to be considered when interpreting its results. Firstly, the small sample size of only 30 5th-grade students from SDN 055981 Beruam may affect the generalizability of the research findings due to its potential lack of representativeness for a broader population. Secondly, the relatively short duration of the experiment, which was 2 weeks, may not be sufficient to observe the long-term impact of using Canva-based digital books. Thirdly, the potential bias of teachers in evaluating student learning outcomes needs to be considered since the evaluation was conducted by the same teachers who taught the class. Fourthly, the limited technological basis at SDN 055981 Beruam may impact the effectiveness of using Canva-based digital books. Lastly, this study only measures student learning outcomes through written tests, suggesting that more diverse methods of measuring learning outcomes might be necessary to gain a more comprehensive understanding of the impact of using Canva-based digital books. Considering these limitations, the results of this study should be interpreted with caution, and further research is needed to strengthen the findings.

Conclusion

Based on the results and discussion, the Canva-based digital book was assessed as feasible, with scores from subject matter (92.5%), language (91.7%), and media experts (90%) in the second phase, averaging 91.4%. The practicality evaluation also showed very practical results, with teachers rating 93.75% and students 87.75% (average 90.75%). Effectiveness testing through pretest and posttest with 30 fifth-grade students revealed a mean increase from 61 to 83, with a normalized gain of 0.56 in the moderate category. These findings indicate that the Canva-based digital book is feasible, practical, and moderately effective in supporting Civic Education learning.

Beyond numerical results, the findings suggest that Canva-based digital media can serve as an innovative model for elementary Civic Education, making learning materials more engaging and accessible. The product not only improved students' learning outcomes but also contributed to fostering values of cooperation and mutual assistance in line with the Civic Education curriculum. For teachers, this media provides a practical tool that is easy to implement, visually attractive, and adaptable to classroom needs.

However, several limitations should be acknowledged. The study involved a small sample (30 students) from a single school, which restricts the generalizability of results. The short trial period did not allow for assessing long-term retention, and teacher involvement in test administration may have introduced bias. Moreover, no detailed distribution analysis (e.g., standard deviation or median) was provided, which limits the depth of interpretation.

In conclusion, the study contributes to both practice and scholarship by demonstrating that Canva-based digital books can be a promising innovation in digital learning media for elementary schools. They can enhance Civic Education by improving student outcomes and motivation while serving as a replicable model for other subjects. Future research should expand sample size, include richer statistical analysis, and examine long-term impacts to strengthen the evidence base for digital media in education.

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