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THE EFFECTIVENESS OF USING CANVA APPLICATION AS A SCIENCE LEARNING MEDIA IN ELEMENTARY SCHOOLS

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Abstract

This study aims to analyze the effectiveness of using the Canva application as a learning medium in science subjects at elementary schools through a literature review method. The data used are secondary data obtained from various journals, scientific articles, and conference proceedings. The analysis of six scientific works indicates that the use of Canva has a positive impact on increasing students' learning motivation, academic performance, and creativity. Canva's features, which allow the creation of interactive learning media such as videos and visualizations of abstract concepts, facilitate educators in delivering material. Additionally, Canva helps enhance students' science literacy by presenting engaging content aligned with 21st-century technological advancements. The platform is also considered practical and user-friendly for teachers, requiring no special design skills. However, some limitations were identified in its application, such as the frequent combination of Canva with other learning media and suboptimal implementation in online learning. In conclusion, Canva is an innovative, effective, and relevant learning tool to improve the quality of science education in elementary schools.

Keywords Canva, Learning Media, Science, Elementary School

INTRODUCTION

Interactive learning media plays a key role in the teaching and learning process, especially in today's digital era. According to the constructivist learning theory developed by Piaget, effective learning occurs when students are actively engaged in the process of constructing their own knowledge (Ulya, 2024). In the context of science subjects at the elementary school (SD/MI) level, the use of interactive media helps students visualize abstract scientific concepts, such as the water cycle, energy transformations, or the structure of living organisms, making them easier to understand (Muharani, 2024). Interactive media also utilizes the principles of Mayer's Multimedia Theory, which emphasizes the importance of combining visual and verbal elements to enhance understanding (Indah, 2024). Canva, as a user-friendly graphic design application, provides various templates and graphic elements that teachers can use to create engaging and informative learning media (Rahmawati, 2024). With features such as animation, interactive diagrams, and visual illustrations, Canva facilitates the creation of infographics, presentations, and worksheets that enhance student engagement in the learning process. The use of Canva in science education supports project-based and problem-based learning approaches, encouraging students to think critically, creatively, and collaboratively, aligning with the demands of the 21st-century curriculum.

Learning media is essential in the learning process. The use of learning media helps teachers deliver instructional materials in a way that can be easily understood by students. Learning media is one of the key factors determining the success of the teaching and learning process in the classroom (Sapriyah, 2019). In addition, learning media serves as a medium for delivering and channeling information to the recipients, thus enabling an effective and efficient teaching and learning process. This creates a conducive learning environment that helps students understand the lesson material and increases their interest in learning. Learning media is a valuable tool that greatly supports the educational process, both inside and outside the classroom (Janah, 2023). Thus, with the use of learning media in the teaching and learning process, a good, active, and beneficial learning experience will take place.

It cannot be denied that learning media is a tool or intermediary that helps facilitate the teaching and learning process between educators and students, in order to achieve effective and technology-based learning. The rapid development of information technology in the current era of globalization cannot be separated from its influence in the field of education (Saodah, 2023). Global demands require the education sector to continuously adapt to technological advancements as a

means to improve the quality of education. To enhance educational performance in the future, there is a need for information systems and information technology, which should not only serve as supporting tools but also as primary instruments to ensure the success of education, enabling it to compete in the global world (Rizanta, 2022). One of the many applications that have emerged in the world of technology is Canva.

The Canva application is a digital platform based on an online application that can be used and developed by teachers in the process of creating learning media, both with a macrolearning or micro-learning approach (Yuliana, 2023). The Canva application offers many attractive features, including a wide variety of themes, templates, and fonts that can be used. In addition to providing engaging features and elements for creating presentation slides, Canva also offers a wide range of other graphic design options, such as posters, brochures, graphics, banners, invitations, photo editing, and even Facebook cover designs (Sobandi, 2023). Thus, the Canva application can assist teachers in designing technology-based learning media, as demonstrated by research (Triningsih, 2021) It can be concluded that the use of the Canva application in creating learning media successfully increased students' interest in learning and boosted their motivation through the presentation of instructional materials in an engaging way.

Research related to the use of the Canva application in learning has been conducted by several researchers, including: 1) Anisatun Hidayatullah, The research findings showed that the use of the Canva application by the fifth-grade teacher at SD Negeri Sambirejo 02 Semarang was well implemented and aligned with 21st-century learning (Hidayatullah, 2023). 2) Chindy Indriani, The research findings showed that the Canva application provides various attractive features that make it easier for teachers to create learning media. One of these features is the wide range of templates available for designing learning media, including for science subjects in elementary schools (Indriani, 2024). 3) Primanita Sholihah Rosmana, The research findings showed that digital learning has a positive impact on students' learning outcomes, enhancing their knowledge, and optimally utilizing technological advancements in education (Rosmana, 2023). 4) Arif Sabekti, The research findings showed that the use of the Canva application as an electronic learning tool is highly suitable for increasing the interest of fifth-grade students at SD Negeri Hargotirto Kokap Kulon Progo in the subject of arts and crafts (SBdP) (Sabekti, 2024). 5) Berlina Wulandari, The research findings showed that this multimedia-based science learning media application has proven to be effective for use by

educators as a learning tool, thus enhancing the quality of science education in a more engaging and effective manner (Wulandari, 2019).

The distinction of this research lies in the exploration of using the Canva application as an interactive learning media in science subjects at elementary schools, with a focus on how Canva's unique features can address the challenges of abstract science concepts that require a visual and concrete approach. This study differs from other studies because it specifically links the graphic design functions of Canva, such as drag and drop, templates, animation, and collaboration tools, with the needs of science learning, which is based on direct observation and concept exploration. Canva provides a solution that allows teachers and students to create cycle diagrams, concept maps, and visualizations of complex scientific phenomena in an engaging and easy-to-understand way, thereby supporting active student involvement (Ulhaq, 2024).

In addition, this research highlights how Canva can enhance time efficiency and creativity in the creation of learning media. Teachers can quickly create instructional materials such as presentation slides, posters, or mind maps to support discussions or scientific explanations that require visual aids (Urva, 2024). This process aligns with the principles of constructivism, where students are encouraged to build their knowledge through direct experience. Canva also enables students to collaborate in designing learning media, which supports the development of their social skills and critical thinking. In the context of science, this collaboration can involve creating group projects on topics like the water cycle or food chains, which foster deeper understanding through project-based learning.

Furthermore, the distinction of this research is evident in the adaptation of Canva's use to the cognitive development characteristics of elementary school students, who are at the concrete operational stage and require media that help bridge abstract concepts with real-world realities (Darsinah, 2023). By providing interactive and engaging visual elements, Canva becomes an ideal medium to enhance the understanding of science, making students more motivated to learn and supporting direct interaction with the natural concepts that are the main focus of science education. This study also demonstrates how teachers, as facilitators, can create a more conducive and supportive learning environment, where students can observe, process information, and independently discover scientific concepts.

Based on the explanation above, the use of the Canva application in creating learning media can greatly support teachers in designing materials to convey educational information to students. This is particularly beneficial for science subjects, which often involve abstract content. With Canva, students can more easily understand the objects being studied through direct visualization, thereby increasing their interest in the learning process. Additionally, Canva helps present highly abstract materials that cannot be directly observed in daily life. Therefore, this study aims to examine the effectiveness of using the Canva application in the development of learning media for science subjects in elementary schools.

METODS

This study employs a literature review method with the aim of exploring and analyzing relevant literature on the use of the Canva application as a learning medium in science subjects at elementary schools. The data used in this research are secondary data collected from various journals, articles, and conference proceedings. The literature search was conducted using Google Scholar, employing keywords such as "Effectiveness of Canva Application as a Science Learning Medium," "Canva in Science Education," and "Digital Learning Media in Elementary Schools," along with search operators (AND, OR, NOT) to refine the search results.

Once the literature was collected, the data were analyzed using a narrative technique to categorize research findings based on relevant themes, such as Canva features supporting science education, the effectiveness of digital learning media, and their relation to constructivist learning theory. The results of the literature analysis are presented in a narrative format, illustrating the benefits, challenges, and practical recommendations for implementing Canva in science education at elementary schools. Through this approach, the study aims to provide deeper insights into the potential of Canva to enhance the quality of science learning, particularly at the elementary level.

FINDINGS AND DISCUSSION

The analysis of scientific articles on the effectiveness of using Canva as a learning medium in science subjects at elementary schools shows that ten relevant research journals were identified. However, only six scientific papers and journals were selected for this analysis. The selection of articles was based on several criteria. First, the articles follow proper and standard writing structures according to PUEBI. Second, the articles include reference lists with sources published within the

last ten years. Third, the scientific works were published by credible institutions. Below is the authors' explanation based on the analysis results.

Tabel 1. Relevant Scientific Papers and Journals

No.	Research Title	Research purposes	Findings and Discussion
1.	The Utilization of Canva Application as a Creative, Innovative, and Collaborative Video Learning Media by Dyan Yuliana et al. Journal of Information Technology Education (JUKANTI) Volume (6), No (2), November 2023 – eISSN: 2621-1467	Analyzing the effectiveness of utilizing the Canva application as a creative, innovative, and collaborative video learning medium.	The Canva application is effectively utilized as a creative, innovative, and collaborative video learning medium, helping educators deliver content and making it easier for students to understand the learning material.
2.	The Utilization of Canva as a Learning Medium for Social and Natural Sciences (IPAS) in Elementary Schools by Yuniar Prasasti SHEs: Conference Series, Volume 5, Issue 5 (2022), pages 1510–1521.	Conducting a literature review study on the utilization of Canva as a learning medium for Social and Natural Sciences (IPAS) in elementary schools.	The utilization of Canva as a learning medium for Social and Natural Sciences (IPAS) in elementary schools has a positive impact and is more effective in improving learning outcomes in IPAS.
3.	Literature Study: Effectiveness of Using Canva Media in Science Subjects Ameliya, M., Farhana, N., Agustiana, S. S., Fitri, A. I., & Nurmalia, L. Vol 2 No 1 (2023): Jurnal Pendidikan dan Pembelajaran April 2023 Period	The study examines the effectiveness of using Canva as a media tool, particularly in science education (IPA).	Based on the results of the literature study, the effectiveness of using Canva as a media tool in science education (IPA) can enhance learning effectiveness, making it a valuable resource for the teaching and learning process.
4.	The Application of Canva in Science Subjects at Grade 5 of Rambatan Elementary School in the Era of Industry 4.0 Mekariani Mekariani, Adam Mudinillah Elementer: Jurnal Pendidikan Dasar	Describing the application of Canva in science education (IPA) at elementary schools.	The application of Canva in science education (IPA) at grade 5 of SDN 15 Rambatan can be implemented and carried out effectively. This is evident from the fact that the use of Canva for creating learning media has successfully improved students' motivation scores and learning outcomes.
5.	Canva as a Learning Media in Science Subjects: How Effective	Analyzing scientific articles related to the effectiveness of using Canva as a learning media	Out of the 7 articles obtained, 3 of them state that Canva can improve learning outcomes on science

No.	Research Title	Research purposes	Findings and Discussion
	Is It? A Literature Study Cindy Paramita Citradevi Jurnal Karya Ilmiah Guru 2023	for students, particularly in science subjects (IPA)	concepts (IPA), enhance students' motivation and science literacy, and serve as a suitable supporting media for teaching abstract IPA content. This is because Canva provides visualizations that help students in the learning process.
6.	Illustrative Learning Media E-Book in Flipbook Type with Canva Design on the Immune System Material to Train Poster-Making Skills Vania Nur Azizah Jurnal Inovasi Pembelajaran Biologi 2021	This study produces illustrative learning media in the form of a flipbook-type e-book using Canva design tutorials on the immune system material. The e-book is valid and can train students' poster-making skills. This research is a development study based on the ASSURE model.	The validation results show that the developed e-book can train poster-making skills through various Canva features available. Additionally, it can be accessed both online and offline.

Based on the analysis of several studies that applied the Canva application in science education (IPA), the researcher will analyze as follows. First, Dyan Yuliana et al. (2023) stated that Canva is effectively utilized as a creative, innovative, and collaborative video learning media, which helps educators deliver content and makes it easier for students to understand the learning material. Furthermore, Dyan Yuliana et al. (2023) also mentioned that the Canva application not only improves students' learning outcomes but also enhances their motivation when compared to before using Canva-based audiovisual media (Yuliana, 2023). The results of this study are consistent with those of Mekarini et al. (2021), who stated that the application of Canva for creating learning media can increase students' motivation scores and learning outcomes (Mekariani, 2021).

Second, a study on the Canva application was also conducted by Yuniar Prasati in 2022 on the Utilization of Canva as a Learning Media for Social and Natural Sciences (IPAS) in Elementary Schools. The results of the study showed that the use of Canva as a learning media for IPAS in elementary schools had a positive impact and was more effective in improving IPAS learning outcomes at the elementary school level (Prasasti, 2022). The results of the study are in line with those of Ameliya et al. (2023), who found through a literature study that the effectiveness of using Canva as a media tool in science education (IPA) significantly enhances the learning process, making it suitable for use in teaching and learning activities (Ameliya, 2023). In addition, Cindy (2023) revealed similar findings, stating that Canva can improve learning outcomes on science concepts (IPA), enhance students' motivation and science literacy, and serve as a suitable supporting media

for science learning activities (Citradevi, 2023). The results of the study are also consistent with those of Vania Nur Azizah, who found that using Canva as a learning media is one of the teacher's efforts to train students' poster-making skills. This aligns with Bloom's Taxonomy, where the ability to create is considered the highest level of learning objectives (Azizah, 2021).

Based on the analysis above, the author found that the use of the Canva application in science education (IPA) at the elementary school level has a positive impact, leading to improvements and positive outcomes. The application of Canva in IPA teaching has a beneficial influence on students' motivation and learning outcomes in the classroom. Therefore, it can be concluded that Canva should be used in science education in elementary schools. Using Canva as a learning media facilitates teachers in delivering content and has a positive impact on the learning process. The development of learning media in the form of videos using Canva has proven to be engaging, innovative, effective, and efficient, with a digital approach that aligns with the demands of the 21st century, making it highly relevant for current teaching. The learning media produced through Canva is also enjoyable and easy to use, without significant obstacles, and it enhances creativity and the skills of educators in creating audiovisual media. Additionally, Canva-based visual learning media makes students more active, enthusiastic, creative, and engaged in the learning process, as the application provides various templates and features that facilitate both teachers and students in engaging in technology-based learning, skills, and creativity. Most educators face no difficulty using Canva to create learning media, as the application is easy to learn, supported by numerous tutorials on YouTube that help beginners.

The use of the Canva application as a learning media at the elementary school level has proven to be highly effective, creative, innovative, and collaborative, as reflected in various research findings analyzed through literature review. Most of the literature indicates that Canva is very effective for creating learning media. Educators can take advantage of a variety of design templates provided by Canva, as well as several advanced features such as the ability to insert videos from YouTube or upload files from Google Drive or personal computers. These features support the creation of interactive and engaging learning media, making it easier for educators to deliver content to students (Pratama, 2023).

According to Cindy Paramita Citradevi (2023), Canva is considered an effective learning media for science subjects, where the material often tends to be abstract and requires visual aids to facilitate the delivery of information. The use of Canva allows students to become more interested

in learning the material and provides an interactive learning experience. Canva offers a variety of design features that make creating learning media easier without the need to start from scratch. Additionally, Canva can be accessed directly without requiring the download or installation of an application beforehand. The various design tools, templates, and animations available can be easily used (Citradevi, 2023). The designs created using Canva typically result in audiovisual media that help teachers deliver material more effectively and engagingly.

The literature analysis conducted shows that the use of Canva makes it easier for teachers to design teaching materials, fosters creativity in both teachers and students, and supports the delivery of abstract and difficult-to-understand science concepts. In terms of practicality, Canva excels as it is very user-friendly, even for beginners without a design background. Canva-based learning media also has a positive impact on students' learning motivation, learning outcomes, and science literacy, making it worth considering as a solution to enhance the quality of education. Additionally, Canva helps students stay focused on the material due to its engaging and attractive interface (Prasasti, 2022). This platform also encourages teachers to explore and develop creativity in creating learning media (Citradevi, 2023). This study has limitations. For example, during the application of Canva as a media tool, the delivery of the material in the learning process was conducted online through WhatsApp due to the pandemic, which led to less effective use of the media by the teacher (Hapsara, 2020). In addition, most of the studies analyzed used a combination of media such as e-modules, animated videos, e-books, or worksheets, so Canva was not used independently throughout the learning process (Azizah, 2021).

CONCLUSION

This study uses a literature review to explore and analyze the effectiveness of utilizing the Canva application as a learning medium in science subjects at the elementary school level. Based on the analysis of six relevant academic works, it was found that the use of Canva has a positive impact on the process and outcomes of science learning. Canva can increase students' motivation, conceptual understanding, and creativity by providing features that support the presentation of interactive and visual learning materials. Additionally, educators can easily create engaging and innovative learning media using the available templates, without requiring advanced design skills.

The creativity of both teachers and students is also enhanced through the use of Canva as a learning tool that leverages 21st-century digital technology. However, the research findings show that Canva's use has not been entirely independent, as it is often combined with other media such as e-modules and animated videos. Limitations in implementation were also observed during online learning, which relied on social media platforms, potentially affecting the effectiveness of material delivery.

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