

Canva's Optimization in Improving the Learning Quality of Elementary School Students in Grade 5 Indonesian Language Subjects (Descriptive Study at SDN 3 Munjuljaya Purwakarta)

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ABSTRACT

Digital transformation in education requires teachers to be able to integrate technology as part of a meaningful learning process. One of the main challenges at the elementary school level is the limited use of digital media that is interactive and in accordance with the characteristics of students' development, especially in Indonesian language learning. Canva as a digital design platform has great potential to improve the quality of learning through visualisation of engaging, interactive, and contextual materials. However, in practice, the use of Canva in elementary schools is often not optimally optimized and tends to be limited to simple presentation functions. This study aims to describe and analyze the optimization of the use of Canva in improving the quality of Indonesian learning in grade V students at SDN 3 Munjuljaya Purwakarta. This study uses a qualitative approach with a descriptive method. Data collection was done through learning observations, in-depth interviews with teachers and students, and documentation studies of Canva-based learning tools and media. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawing by testing the validity of the data using triangulation of sources and techniques. The results show that Canva's optimization makes a positive contribution to the quality of Indonesian learning. Canva is used by teachers in the planning, implementation, and evaluation stages of learning through the preparation of visual media, infographics, and interactive teaching materials. Using Canva can increase student engagement, clarify material understanding, and create a more engaging and enjoyable learning atmosphere. However, Canva's optimization still faces obstacles in the form of limited mastery of technology by some teachers and limited support facilities. The conclusion of this study shows that Canva is effectively used as an Indonesian learning medium in elementary schools if it is optimized in a planned and sustainable manner. These findings provide practical implications for teachers and schools in developing technology-based learning that is creative and relevant to student needs.

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1. INTRODUCTION

The development of information and communication technology has brought significant changes in the implementation of education at various levels, including basic education. Schools no longer only function as a space for knowledge transfer, but also as a learning space that fosters creativity, digital literacy, and students' critical thinking skills. In this context, teachers are required to be able to adapt to technological developments and make optimal use of them as part of a meaningful learning process.

Learning in elementary school has distinctive characteristics because students are at the stage of concrete operational development. At this stage, students need learning that is visual, contextual, and close to real experience so that the material can be understood more easily. Therefore, learning that is presented in a monotone manner and with minimal media tends to reduce students' interest in learning. This condition is still often found in Indonesian learning, where teachers rely more on textbooks and lecture methods as the main source of learning.

Indonesian as a subject has a strategic role in shaping students' basic literacy skills, both reading, writing, speaking, and listening skills. Indonesian language learning is not only oriented to mastering language rules, but also to developing the ability to think, imagine, and express ideas orally and in writing. However, in classroom learning practice, Indonesian materials are often perceived by students as boring and difficult to understand lessons, especially when the presentation is less varied and not supported by interesting learning media.

This condition requires learning innovations that are able to bridge the needs of students with the demands of the curriculum. The government through various education policies has encouraged the use of digital technology in the learning process. The Merdeka Curriculum, for example, provides ample space for teachers to be creative in designing contextual, differentiated, and student-centered learning. One of the implications of this policy is the importance of using digital learning media that can improve the quality of learning and student involvement.

The use of digital media in learning is in line with modern learning theory. Mayer through the Cognitive Theory of Multimedia Learning explained that students will more easily understand the material when information is presented through a combination of text, images, and structured visuals. Meanwhile, Dale through Cone of Experience emphasized that learning that involves visual and concrete experiences will provide higher absorption than abstract learning. These theories confirm that the use of interactive visual media is very relevant applied to learning in elementary schools.

One of the digital media that is currently widely used in the world of education is Canva. Canva is a digital-based graphic design platform that provides a variety of ready-to-use templates, such as presentations, posters, infographics, learning videos, and student worksheets. Canva's strengths lie in its ease of use, design flexibility, and attractive visual appearance. With these features, Canva has the potential to be an effective learning medium to help teachers present material more creatively and in accordance with the characteristics of elementary school students.

In Indonesian learning, Canva can be used to present reading text materials in the form of visuals, concept maps, storylines, material summaries, and project-based assignments that encourage students' creativity. The media presented through Canva allows students to more easily understand the structure of the text, linguistic elements, and the content of the reading because it is presented visually and systematically. In addition, the use of Canva can also increase students' motivation to learn because the material is more attractive and less monotonous.

However, the use of Canva in elementary school learning is not yet fully optimal. Based on the results of initial observations at SDN 3 Munjuljaya Purwakarta, teachers have become familiar with Canva and use it as a learning medium. However, the use of Canva still tends to be limited to presenting material in the form of simple slides, without making the most of visual and interactive features. The media used has not been fully designed to improve the quality of Indonesian learning systematically and sustainably.

In addition, the limited mastery of technology by some teachers and the limited support facilities are factors that affect the optimization of the use of Canva. Teachers still need time and assistance to develop learning media that is creative and in accordance with learning goals. As a result, Canva's potential as a learning medium that can improve the quality of learning has not been fully utilized.

Several previous studies have shown that the use of digital media, including Canva, can improve student motivation and learning outcomes. However, most of the research still focused on the media development aspect or the effect of Canva's use on learning outcomes quantitatively. Research that examines in depth the process of optimizing Canva in improving the quality of Indonesian learning in elementary schools, especially in grade V students, is still relatively limited. This condition shows that there is a research gap that needs to be studied further.

Based on this background, this research is focused on optimizing the use of Canva in improving the quality of Indonesian learning for grade V students at SDN 3 Munjuljaya Purwakarta. This study aims to describe how Canva is used in the planning, implementation, and evaluation of learning, and to analyze its impact on student engagement and understanding. The results of this research are expected to make a practical contribution for teachers and schools in developing technology-based learning that is more creative, effective, and relevant to the needs of students.

2. METHODS

This study uses a qualitative approach with a descriptive method. The qualitative approach was chosen because this study aims to deeply understand the process of optimizing the use of Canva in improving the quality of Indonesian learning, as well as exploring the experiences and perceptions of the research subjects in the context of natural learning. The descriptive method is used to describe learning phenomena as they occur in the field without treating or manipulating the research variables.

The research was carried out at SDN 3 Munjuljaya, Purwakarta Regency on grade V students of Indonesian subjects. The selection of the research location was based on the consideration that the school had utilized digital media, particularly Canva, in the learning process, making it relevant to the focus of the research. The research subjects include class V teachers and class V students who are directly involved in Indonesian learning based on Canva media.

Data collection techniques are carried out through observation, interviews, and documentation studies. The observation was carried out to directly observe the Indonesian learning process that utilizes Canva, starting from the planning, implementation, to learning evaluation stages. In-depth interviews were conducted with grade V teachers to gain information about lesson planning, strategies for using Canva, and obstacles faced in the learning process. In addition, interviews were also conducted with several students to explore their responses, experiences, and levels of involvement during the learning process. The documentation study is carried out by examining learning tools, such as teaching modules, digital teaching materials, Canva-based learning media, and student work results.

The data analysis in this study was carried out qualitatively by referring to an interactive analysis model which includes the stages of data reduction, data presentation, and conclusion drawn. The data obtained from observations, interviews, and documentation was reduced by selecting data that was relevant to the focus of the research. Furthermore, the data is presented in the form of a descriptive narrative to facilitate understanding of the research findings. The final stage of analysis is carried out by drawing conclusions based on the patterns of findings that emerged during the research process.

To ensure the validity of the data, this study uses triangulation techniques. Triangulation is carried out by comparing data obtained from various sources and data collection techniques, such as

observations, interviews, and documentation. Thus, the data produced is expected to have a high level of confidence and be able to describe learning conditions objectively and in-depth.

3. FINDINGS AND DISCUSSION

A. Findings

The findings of this research were obtained through a process of learning observation, interviews with teachers and students, and a review of learning documents used in class V of SDN 3 Munjuljaya Purwakarta. The focus of the findings is on how Canva is used in Indonesian learning as well as the changes that arise during the learning process.

Based on the results of initial observations, grade V teachers have recognized and used Canva as a learning medium. Canva is used as a tool to deliver Indonesian materials, especially when explaining reading text materials and text structures. Learning media compiled through Canva are generally in the form of presentation slides with a more colorful visual appearance than the conventional media previously used. Teachers use the templates available in Canva to organize their materials to make them look more attractive and organized.

In the learning planning stage, teachers prepare Canva-based teaching materials before teaching and learning activities are implemented. Indonesian materials, which are usually presented in the form of long texts in students' books, are transformed into a more concise visual appearance. The teacher compiles the key points of the material, adds supporting images, and sets the layout so that it is easy for students to read. This planning is carried out with the aim that students can understand the material more easily and not get bored quickly during learning.

In the implementation of learning, Canva is used by teachers as the main medium in delivering material. The teacher displays the material through the projector screen and explains the content of the material by referring to the visual display that has been prepared. During the lesson, students seemed to be more focused on paying attention to the teacher's explanation. The display of colors, pictures, and neat arrangement of materials makes students more interested in participating in learning than when teachers only use textbooks.

The results of observations showed that students were more active in participating in learning when Canva was used. Students are seen asking questions more often and responding to questions asked by teachers. When the teacher displays the reading text through Canva, students are able to follow the reading flow better. Some students are also seen pointing to certain parts of the material when expressing their opinions or answering questions, which suggests that visual media helps them in understanding the content of the material.

Field findings also show that the use of Canva makes it easier for teachers to explain abstract material. Indonesian materials such as story elements, main ideas, and text summaries can be presented in a simpler way through charts and visualizations. Students said that they understand the material more easily because they can see the relationship between the parts of the material directly through the visual display presented.

In addition to delivering materials, Canva is also used in practice and assignment activities. The teacher presents practice questions in the form of attractive visual displays, such as reading comprehension questions accompanied by pictures or illustrations. Students show higher enthusiasm for working on the assignments presented through Canva. They did not feel burdened even though the number of questions was relatively the same as the previous exercises presented through the book.

On some occasions, teachers also engage students to read and interpret the content of the material displayed through Canva. Students are asked to express their opinions on the content of the reading text, determine the main idea, and conclude the content of the story based on the display presented. This activity encourages students to participate more actively in learning and not just be passive listeners.

The results of interviews with students showed that they found learning Indonesian to be more enjoyable when using Canva. Students stated that the display of the material was more interesting and

not boring. Some students also said that they find it easier to remember material delivered through Canva than material that is only read from books. This response shows that Canva's media provides a different learning experience for students.

The teacher also said that using Canva helps in managing classes. With an attractive display of material, students are more easily directed to focus on learning. Teachers do not need to remind students to pay attention to the lesson too often because students' attention is already focused on the appearance of the material presented. This has an impact on a more conducive and orderly classroom atmosphere during learning.

Although the use of Canva has a positive impact, the research findings also show that there are obstacles in the process of optimizing the medium. The teacher revealed that the creation of Canva-based learning media takes quite a lot of time, especially in adjusting the appearance to the learning material. Teachers must choose templates, set the layout, and adjust the content of the material to suit the learning objectives.

In addition, the limited ability to operate Canva's features is also an obstacle. Teachers are still using Canva's basic features and haven't taken advantage of advanced features like animations or learning videos. This limitation is caused by the lack of training and assistance in the use of digital media. Teachers say they still need to learn and practice to get the most out of Canva.

Other findings are related to learning support facilities. The use of Canva is highly dependent on the availability of your device and internet network. Under certain conditions, limited facilities are an obstacle in the implementation of digital media-based learning. Nevertheless, teachers still try to adjust learning so that it continues to run well.

In general, the findings of the study show that Canva has been used as an Indonesian learning medium in grade V of SDN 3 Munjuljaya Purwakarta and has a positive impact on the learning process. Canva helps teachers present materials more engagingly, increase student engagement, and create a more conducive learning atmosphere. However, optimizing the use of Canva still requires support in terms of teacher competencies and supporting facilities so that the benefits can be felt more fully.

B. Discussion

The findings of the study show that the use of Canva in Indonesian learning in grade V of SDN 3 Munjuljaya makes a real contribution to improving the quality of learning. Learning that originally tended to be conventional began to shift towards learning that was more visual, engaging, and centered on student involvement. This change shows that the use of digital media, especially Canva, can be a practical solution in answering the challenges of Indonesian learning in elementary schools.

Canva's optimization in learning planning reflects teachers' awareness of the importance of learning design that matches learners' characteristics. Indonesian materials presented visually through Canva help teachers simplify learning concepts that were previously presented in the form of long texts. These findings reinforce the view that good learning planning focuses not only on the content of the material, but also on the way the material is presented to make it easier for students to understand.

In the implementation of learning, the use of Canva has been proven to be able to significantly increase student engagement. Students become more focused, active, and responsive during learning. This condition is in line with the multimedia learning theory which states that the combination of text and visuals can improve students' comprehension and memory. Visualizing materials through Canva helps students process information more effectively than just verbal delivery.

Increased student engagement also shows that Canva is able to create a more enjoyable learning atmosphere. Learning Indonesian language that was previously considered boring turned into an interesting and non-stressful learning activity. This is important because a positive learning atmosphere is one of the determining factors for the success of the learning process. When students feel comfortable and interested, they will be more open to receiving and understanding the learning material.

Findings regarding the ease of students in understanding Indonesian material through Canva show that visual media has an important role in supporting the cognitive processes of elementary

school students. The presentation of materials in the form of charts, illustrations, and other visual displays helps students connect learning concepts in a more concrete way. This is relevant to the developmental characteristics of elementary school students who still need visual assistance to understand abstract material.

The use of Canva in evaluation and assignment activities also makes a positive contribution to the quality of learning. Tasks and exercises presented visually make students more enthusiastic and not feel overwhelmed. Learning evaluation is no longer perceived as a daunting activity, but becomes part of a fun learning process. This condition shows that learning media not only functions as a tool for delivering material, but can also be used to support a more humane evaluation process.

Although the use of Canva has a positive impact, the discussion of the results also shows that this media optimization still faces several challenges. The limited time and competence of teachers in developing Canva-based media is an obstacle that needs attention. This shows that the success of the use of digital media is not only determined by the availability of the platform, but also by the readiness and ability of teachers to integrate it into learning.

These findings are in line with the results of previous research that confirms that teachers' digital literacy is a key factor in the success of technology-based learning. Teachers need to be equipped with ongoing training and mentoring to be able to take advantage of Canva's features more optimally. Without this support, the use of Canva has the potential to become just a regular presentation medium and has not fully had the maximum impact on the quality of learning.

In addition to teacher competence, the supporting facility factor is also an important aspect in optimizing the use of Canva. The availability of adequate devices and internet networks greatly affects the smooth flow of digital media-based learning. This condition shows that efforts to improve the quality of learning through technology need to be supported by school policies and adequate infrastructure support.

Overall, the discussion of the results of this study shows that Canva has great potential as an Indonesian learning medium in elementary schools. Canva optimization can improve the quality of learning through increased student engagement, material understanding, and a more conducive learning atmosphere. These findings reinforce the view that the use of appropriately designed digital media can be an effective strategy in improving the quality of learning.

The implications of this study show that teachers need to be encouraged to continue to innovate in utilizing digital media as part of learning. Schools also need to provide support through training and provision of facilities so that the use of Canva can be optimised in a sustainable way. Thus, Indonesian learning in elementary schools can take place more creatively, effectively, and relevant to the demands of the times.

4. CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that optimizing the use of Canva in Indonesian learning in grade V of SDN 3 Munjuljaya Purwakarta plays an important role in improving the quality of the learning process. Canva is not only used as a medium to support the delivery of materials, but has also become a learning tool that is able to provide a more engaging, interactive, and meaningful learning experience for elementary school students.

Canva's optimization at the lesson planning stage shows that teachers are starting to pay attention to the visual aspects and the integration of the material in the preparation of teaching materials. Indonesian materials that were previously presented textually can be changed into a more concise, systematic, and easy-to-understand visual display. Canva-based learning planning encourages teachers to be more creative in packaging materials and tailoring them to the learning characteristics and needs of grade V students.

In the implementation of learning, the use of Canva has a positive impact on student engagement and activity. Students show higher attention during learning, are more courageous to express their opinions, and are more responsive to questions and assignments given by the teacher. Attractive visual

displays help create a conducive and fun learning atmosphere, so that Indonesian learning is no longer perceived as a monotonous and boring activity.

The use of Canva also contributes to improving students' understanding of the learning material. Visualization of the material through pictures, charts, and structured layouts helps students understand the content of the text, story structure, and Indonesian concepts in a more concrete way. In addition, the use of Canva in evaluation and assignment activities makes students more enthusiastic about doing assignments and not feeling burdened, so that the evaluation process can run more effectively and humanely.

However, the results show that Canva's optimization in learning has not been fully operational. Time constraints, teachers' competence in operating Canva's features in a more varied way, and limited learning support facilities are still obstacles that are still faced. This suggests that the success of Canva's use depends not only on the availability of media, but also on the readiness of human resources and the support of the school environment.

Overall, this study confirms that Canva has great potential as an Indonesian learning medium in elementary schools if used in a planned, creative, and sustainable manner. Canva optimization improves the quality of learning through increased student engagement, material understanding, and a more conducive learning atmosphere. Therefore, the results of this research are expected to be a reference and consideration for teachers, schools, and education policy makers in developing technology-based learning that is relevant to the demands of education in the digital era.

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