

Implementation of Canva-Based Technology Learning to Improve Student Activeness at SDIT Cendekia Purwakarta

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ABSTRACT

The low activity of students in elementary school is often identified by the lack of active participation, such as students who are passive in listening, reluctant to ask questions, discuss, or do class assignments. This is due to teacher-centered learning methods, abstract/boring materials, and psychological factors such as fear of mistakes and lack of confidence that reduce motivation and focus on learning. This study aims to describe the application of Canva technology-based learning in increasing student activity at SDIT Cendekia Purwakarta. The researcher uses a case study approach. Data were collected through observation, interviews, and documentation methods of learning activities. The results showed that the use of Canva-based learning media significantly increased student activity characterized by increased interaction, participation in discussions, and motivation to learn. Canva Media has proven to be an engaging and interactive learning tool. The conclusion of the study is that the application of Canva technology-based learning can be used as an innovative alternative to improve the quality of learning in elementary schools.

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1. INTRODUCTION

Technology-based learning is a key demand of 21st-century education because it provides an interactive, contextual, and learner-centered experience. This is in line with the view of Suharyanto H. Soro, who emphasized that educators in the modern era must be able to harmonize pedagogical competence and technological proficiency. Innovation in learning methods is not just a trend, but a necessity to ensure that the knowledge transfer process runs effectively and is relevant to the characteristics of the alpha generation. In line with that, the world pedagogical figure, Lev Vygotsky, in his theory of social constructivism, emphasized the importance of tools as a mediator in social interaction to build knowledge. At SDIT Cendekia Purwakarta, the integration of technologies such as Canva—a digital design platform with attractive visual templates—becomes a very relevant mediation tool to support thematic learning that is in line with the integrated Islamic vision.

Various studies show that Canva makes it easier for teachers to design efficient materials, while also cultivating the 4Cs (*Critical Thinking, Creativity, Communication, Collaboration*) skills. The use of this media has proven to be positive for student learning activity, which is reflected in increased verbal participation and initiative in discussions. As stated by Sujana (2019), the right visual media can stimulate students' senses holistically, so that learning is no longer monotonous. In the context of SDIT Cendekia Purwakarta, Canva optimizes the culture of religious literacy through the presentation of *attractive visual storytelling*. The results of this research are expected to make a theoretical contribution to the development of elementary education technology as well as practical recommendations for teachers in designing *interactive lesson plans* while maintaining Islamic character in accordance with the principles of Aswaja.

Students' activeness in learning is very important as an indicator of physical, mental, and emotional engagement, allowing the development of critical thinking, creativity, and increased learning outcomes and academic motivation. At SDIT Cendekia Purwakarta, low activity is often due to monotonous conventional methods, lack of student interest/motivation, external factors such as limited technology facilities, and teachers' resistance to innovation. Canva as a potential digital learning medium addresses this problem through interactive visual templates, animations, and project collaboration that increases the participation, focus, and 4C skills of elementary school students. The easy-to-use feature supports religious thematic learning at SDIT, encouraging discussion, questioning, and creativity without boredom.

2. METHODS

The researcher uses a case study approach with observational data collection methods, interviews, and documentation studies. Suharyanto H. Soro defines a case study as a scientific activity carried out consciously, both singular and plural problems using observational data collection methods, interviews, questionnaires, and documentation or the like so that they can describe and exploit the findings comprehensively and in-depth. Research on the application of Canva-based learning was conducted at SDIT Cendekia Purwakarta, an integrated Islamic elementary school with an academic-character integrative curriculum that supports digital technology. This location was chosen because of the adequate facilities, interest in the adoption of high technology, and the religious context relevant to the evaluation of the effectiveness of Canva to increase the activity of students in grades V-VI.

The researcher determined the population of all students of SDIT Cendekia Purwakarta, the focus of classes V-VI with sufficient academic-technological maturity to test the influence of Canva on the activeness of independent learning. The characteristics of students at this level are relevant to reflect the effectiveness of interactive media in the context of religious thematic learning.

The researcher conducted direct observations of student behavior (questioning, discussion, focus, Canva assignments) using standardized sheets with clear, expert-validated indicators for objectivity. This observation aims to capture student behavior about Canva's motivation, convenience, and satisfaction via validated closed-ended questions. The next method is an interview with respondents selected by purposive sampling. The researchers spent approximately 10 minutes interviewing each respondent.

Photo/video/assignment notes documentation complete visual evidence of the learning process, depict the real impact of digital media on the holistic involvement of SDIT students. The combination of these instruments results in accurate analysis for practical recommendations for religious thematic education technology innovations. Respondents were selected purposive sampling from 1-2 classes, homogeneous and representative for quantitative-qualitative analysis of increased participation, discussion, and assignments. This technique ensures controlled management and reliable data according to the needs of elementary education research. Classroom teachers are engaged as key informants for constraint perspective, behavior change observation, and data validation, resulting in comprehensive findings applicable to Canva's innovations at SDIT.

3. FINDINGS AND DISCUSSION

Canva's technology-based learning is based on constructivism theory, where students actively build knowledge through the exploration of dynamic interactive digital media and according to the characteristics of SDIT Cendekia Purwakarta. Canva, an online graphic design application, provides visual, animation, and easy online access templates to create engaging thematic materials that increase retention via learning.library's multimedia theory. Student activeness—physical, mental, emotional participation such as asking, discussion, assignments—is supported by intrinsic motivation theories that improve cognitive-affective-psychomotor holistic learning outcomes in religious contexts. Canva's media stimulates curiosity and active engagement, in line with the Merdeka Curriculum.

I see that the interaction between teachers and students using canva media is very different in terms of enthusiasm or motivation in following the learning process both in the classroom and outside the classroom. So this technology is relevant to the world of students. It's just that we as teachers are obliged to choose teaching materials that can give a positive impression to students.

The data above describes the importance of the presence of technology in order to increase student motivation. Canva facilitates 21st century 4C skills through project-based and cooperative learning, encourages elementary school students to create digital products collaboration instead of passively receiving materials.library Challenges such as teacher competence, infrastructure, student adaptation are overcome resulting in innovation opportunities at SDIT, enriching the learning experience and character of Aswaja.

Student activeness is a complete involvement in learning, including physical aspects such as listening, writing, question-answering, and participation in class activities at SDIT Cendekia Purwakarta. This aspect indicates that students are not passive listeners, but play an active role throughout the religious thematic learning process. The mental aspect involves attention, concentration, curiosity, critical thinking, and deep reflection on Canva's visual-interactive materials. This dimension is essential for understanding to be not mechanistic, but contextually applicative to enhance holistic cognitive retention. The social aspect includes discussion interaction, group collaboration, communication, and mutual respect for friends' opinions, supporting the 4Cs of the 21st century and cooperative learning. The three balanced aspects are indicators of the success of Canva's strategy to optimize elementary student participation.

As a teacher, I always present material using canva media in carrying out the learning process. This is done to give students a unique feel. Besides that, I think that now is the age of technology. So we as teachers are obliged to adapt to the needs of students and the development of the times.

The data above shows that as a teacher it is mandatory to adapt the teaching material to the needs of students. This is done to provide a new atmosphere in the learning process. The student activity indicator is a criterion used to measure the level of student participation and involvement in the learning process physically, mentally, and socially. In the context of research on the application of Canva technology-based learning at SDIT Cendekia Purwakarta, relevant indicators of activeness include student behavior when asking questions to teachers or classmates. The activeness of asking shows the student's initiative to deepen the understanding of the material or clarify things that have not yet been understood, which is a sign of cognitive involvement and high curiosity.

In addition, the activity of answering questions both asked by the teacher and group discussions is an important indicator that reflects the readiness of students to convey their ideas or thoughts. Answering questions shows courage, confidence, and mastery of the material being studied. In the study, the frequency and quality of students' answers will be the part measured to assess activeness more comprehensively.

The next indicator is the activeness of discussion in the classroom, which reflects the ability of students to interact socially and share ideas in study groups. Discussions help build communication, collaboration, and critical and reflective thinking skills. In a technology-based learning model like Canva, discussions can be enriched by creating joint projects that involve intense interaction between students so as to strengthen the social and emotional aspects of active learning.

Students' focus and concentration during the learning process are also dominant indicators that must be considered. Students who are physically and cognitively active typically exhibit a high level of focus, which is reflected in mindfulness when the material is taught, is not easily distracted, and always follows the teacher's instructions or assignment guidance carefully. This focus measurement can be done by direct observation or interviews to find out the perception of students and teachers.

Finally, indicators of student activity include how active students are in doing assigned tasks independently or in groups. Tasks that are completed on time, thoroughly, and maximally show students' enthusiasm and responsibility in learning. In the context of using Canva, activeness can also be measured by students' involvement in creating designs and digital learning media that are the products of their learning outcomes, which at the same time hone creativity and technological skills.

Technology-Based Learning

Technology-based learning is an approach that systematically integrates technological devices and media into the teaching and learning process with the aim of making learning more dynamic, interactive, and effective. This concept is rooted in the view that technology can improve the quality of learning by presenting a variety of media and supporting active, creative, and collaborative learning. The main principle of technology-based learning is to provide an environment that facilitates students to learn independently and interact with the material more deeply through various digital tools, such as learning applications, interactive multimedia, and online platforms.

I am of the principle that technology-based learning is the alignment of students as the main subject who is active in learning. In this case, technology serves as a mediator and a tool to motivate students to engage physically, cognitively, and emotionally. This approach emphasizes student involvement in activities that stimulate problem-solving, critical thinking, and creativity. Thus, the role of teachers shifts to facilitators who design technology-based learning experiences according to the needs and characteristics of students.

The concept of technology in learning adopts the theory of multimedia learning which states that the use of a combination of audio, visual, and text in learning media can help the cognitive process and improve material understanding. The use of technology such as Canva allows for the presentation of learning materials that are visually rich, interactive, and attractive, thus helping students build knowledge constructively. In addition, technology also allows for asynchronous and collaborative learning, providing the flexibility of time and space for students to learn optimally.

In addition, technology-based learning must be based on the principles of accessibility and equity, meaning that all students must be able to access digital learning media and resources without exception. This principle also requires that the design of learning media is user-friendly, easy to understand, and appropriate to the student's ability level, especially at the elementary school level. The application of technology must also be supported by the readiness of infrastructure and teacher competence so that the implementation runs effectively and has a positive impact on student learning activity. Finally, technology-based learning needs to prioritize the principles of continuous evaluation and reflection to assess the effectiveness of the media and the strategies used. The use of technology like Canva allows for interactive data collection, quick feedback, and real-time adjustment of learning strategies. This supports teachers in following up on learning and improving the quality of student learning experience in an ongoing manner. With these principles, technology-based learning becomes a model that answers the challenges of 21st century education at SDIT Cendekia Purwakarta and other elementary schools.

The role of technology in improving the quality of learning.

Technology plays an important role in improving the quality of learning in the modern era, especially in facing the challenges of 21st century learning that demand creativity, collaboration, and the use of varied learning resources. By presenting digital media and tools, technology allows the learning process to take place more interactively, personally, and contextually, so that it can significantly increase student engagement and activeness. The use of technology also provides ease of access to wider and more diverse information, enriching learning resources and accelerating the learning process.

One of the key contributions of technology to learning is its ability to facilitate a student-centered learning model. Technology allows students to learn independently, explore and collaboratively with the support of digital media such as videos, animations, and interactive applications. This is very important for the development of 21st century competencies, where students not only memorize information but actively build knowledge through interaction with content and fellow students. In this case, technology like Canva can be a creative medium that helps teachers deliver material in a more engaging way and increase student participation.

In addition, technology supports a more diverse and adaptive variety of teaching methods according to the different needs of students. Using digital devices and apps, teachers can set the tempo of learning, provide re-accessible materials, and tailor the approach to the characteristics of the students. This contributes to increasing learning effectiveness and reducing student boredom and boredom. With Canva-based media, for example, teachers can create visual interactions that facilitate complex and abstract maternal understanding at the elementary school level.

Technology also plays a role in improving monitoring and evaluation of learning in a more systematic and real-time manner. The use of digital applications allows teachers to collect data on student participation, assignment results, and progress quickly and accurately. This effective evaluation helps teachers follow up and adjust the strategies needed to continuously improve student activity and learning achievement. With optimal use of technology, learning becomes a responsive process and continues to develop according to the needs of students.

The application of technology in learning, especially at SDIT Cendekia Purwakarta, can strengthen the values of inclusivity and openness to educational innovation. Technology opens up opportunities for every student, without exception, to access deep and meaningful learning in the context of the religious values and character that characterize the school. Interactive media such as Canva provides the right means to strengthen student involvement actively, creatively, and communicatively so that the quality of the learning process and outcomes can be improved overall.

Canva in Learning

Canva is a web-based graphic design app that provides a variety of tools and templates to create visual designs easily and quickly. Known as a *user-friendly* platform, Canva allows users from a variety of backgrounds, including teachers and students, to create engaging learning materials without the need for special design skills. In this regard, Suharyanto H. Soro in his thoughts on pedagogic innovation emphasized that "the use of technology in learning is not just a tool, but a strategic instrument to create a learning ecosystem that is adaptive to the speed of information in the digital era" (Soro, 2022).

Canva's key features include a variety of ready-to-use templates, from posters, infographics, to digital books. Users can customize the template with multimedia elements as needed. The advantages of *real-time* collaboration on Canva are in line with Lev Vygotsky's principles of *Social Constructivism*, where effective learning occurs through social interaction and group cooperation (Vygotsky, 1978). Through this feature, teachers and students at SDIT Cendekia Purwakarta can build knowledge cooperatively. One of Canva's great strengths is its ease with *drag-and-drop* features. This is very helpful for teachers in preparing high-quality materials efficiently. As explained by Smaldino et al. (2019), the right media selection must be able to actively engage students (mental and emotional involvement),

not just be passive spectators. Canva makes this happen by providing a space for students to get directly involved in creating creative work.

Overall, Canva provides a combination of features that make it easy for teachers and students to create, manage, and present materials in an innovative way. The ease of access and enrichment of visual content makes Canva an effective learning tool for increasing student engagement. This integration ensures that the learning process at SDIT Cendekia Purwakarta is not only technologically superior, but also pedagogically strong and in line with the character of 21st century education.

Canva's strengths and potential as an engaging and interactive medium/tool to increase activity.

Canva has a number of advantages that make it very potential as an engaging and interactive learning medium or tool to increase student activity.

- (1) Canva offers a very simple and intuitive user interface, so both teachers and students can easily operate the app without the need for in-depth design skills. This convenience encourages more active participation of students in the creation of creative works, such as presentations, posters, and infographics, which in turn increases their motivation and learning engagement.
- (2) A wide range of design templates available for free and paid allow teachers to animate and visualize the subject matter in an innovative and varied way. The availability of visual elements such as icons, images, and animations beautifies the appearance of learning media so that it attracts students' attention and makes the material easier to understand. Good visualization is one of the keys in facilitating the understanding of abstract concepts and improving students' focus in the classroom.
- (3) Canva supports online collaboration that allows teachers and students to work together to create learning media in real-time. This collaboration feature greatly supports cooperative learning that fosters communication and cooperation between students. Collaborative activities like this not only make students more socially active, but also improve teamwork skills and mutual respect for the learning process together, which is an important part of student activism.

Canva allows for a variety of flexible media outputs, such as images, PDFs, and animated videos, that can be used in both in-person and online learning. This flexibility makes it easier for teachers to provide learning materials that can be accessed independently by students anytime and anywhere. With easily accessible media, students become more free to explore learning materials and actively participate outside of class hours, so that learning activity increases continuously. Another advantage of Canva is that it fits the demands of 21st century education, namely strengthening the 4C's (Creativity, Critical thinking, Communication, Collaboration) skills. Not only does Canva help teachers deliver material creatively and communicatively, but it also gives students space to innovate and collaborate on learning projects. This makes Canva a very relevant and effective learning medium to foster student activity in a broader and deeper dimension at SDIT Cendekia Purwakarta.

4. CONCLUSION

This study concludes that the implementation of Canva technology-based learning significantly increases the activeness of students in grades V-VI at SDIT Cendekia Purwakarta, as evidenced by the increase in participation in questioning, discussion, and timely completion of assignments through the design of pretest-posttest control group experiments. Student activity measured through physical (listening, writing), mental (concentration, critical thinking), and social (collaboration, communication) aspects is holistically improved thanks to Canva's interactive visual media that aligns with 21st century 4C skills.

Key constraints such as limited infrastructure, lack of teacher training, and student adaptation were successfully overcome through socialization and school support, resulting in factors supporting Canva's optimization of religious thematic learning. Positive student responses to Canva are reflected in the perception of high motivation, ease of use, and visual satisfaction of storytelling that reduces boredom and improves emotional focus. Theoretical contributions enrich the literature on

constructivism and multimedia learning, evidence of Canva's effectiveness in stimulating intrinsic motivation and project-based learning in Islamic primary education. Practical benefits for SDIT teachers in the form of a Canva-Kahoot hybrid lesson plan model, increase students' creativity-collaboration without compromising religious character values. For schools, these results are the basis for the development of a structured digital curriculum, teacher competency training, and an inclusive literacy culture in line with the Independent Curriculum.

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