



Development of Canva Software-Based Interactive Learning Media Using the ADDIE Method

Lise Asnur^{1*}, Taali¹, Abdul Habib Arrasyidi Desky¹

¹Postgraduate Technical and Vocational Education Program, Universitas Negeri Padang, Padang, Indonesia.

Received: December 15, 2024

Revised: February 17, 2025

Accepted: March 25, 2025

Published: March 31, 2025

Corresponding Author:

Lise Asnur

lise.asnur@fpp.unp.ac.id

DOI: [10.29303/jppipa.v11i3.10425](https://doi.org/10.29303/jppipa.v11i3.10425)

© 2025 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: This research aims to develop interactive learning media for Restaurant Operations 1 course in the D4 Hospitality Management study programme at Padang State University. This course is a compulsory course with a weight of 2 credits, consisting of 1 credit of theory and 1 credit of practice. Currently, this course still uses modules in the form of PDF files that only contain text and images. Therefore, developer software, especially Canva, is needed to create interactive learning media. Canva is an online design tool that can be accessed through websites and apps. This research uses the ADDIE development method, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. However, this study only implemented the first three stages, namely analysis, design, and development. The analysis stage consists of needs analysis and multimedia system analysis. The design stage includes media structure design, content design, and interface design. The result of the development stage is an interactive learning media that is in accordance with the applicable competencies. The initial product was validated by material experts and media experts. Suggestions and input from experts are used for improvement so that the learning media becomes valid and can be used in Restaurant Operations 1 courses.

Keywords: ADDIE method; Canva; Interactive learning media

Introduction

Improving the quality of education requires innovation, especially in curriculum development, learning methods, media, and teaching materials (Aprianto & Wahyudi, 2023). The learning process plays an important role in determining student success in understanding the material (Luh & Ekayani, 2021). The dynamic development of the world of education demands innovation in learning. Therefore, educators are expected to be able to create learning media that are interesting and easily understood by students.

Students' success in learning can be measured by the extent to which they understand the material presented by the educator (Wijayanti & Ghofur, 2021). Students' understanding of the material is highly

dependent on the learning methods and media used. Generally, the learning process involves direct interaction between educators and students, so that students can receive information clearly. This interaction allows educators to understand the characteristics of each student, which in turn can support the achievement of learning objectives. One way to achieve learning objectives is by utilising the development of information technology (Yasmin et al., 2016). This technology can improve the quality of learning by providing media that is easy to understand, interesting and flexible without requiring face-to-face meetings (Syarifudin, 2020).

In 2019, WHO advised to avoid activities that cause crowds during the Covid-19 pandemic. This has resulted in the need to revisit the implementation of face-to-face learning (Laili et al., 2019). The lecture process should

How to Cite:

Asnur, L., Taali, & Desky, A. H. A. Development of Canva Software-Based Interactive Learning Media Using the ADDIE Method. *Jurnal Penelitian Pendidikan IPA*, 11(3), 650-659. <https://doi.org/10.29303/jppipa.v11i3.10425>

avoid direct physical interaction between educators and students. One of the solutions implemented during the pandemic is online learning, which relies on technology to provide accessibility, connectivity and flexibility in the teaching and learning process (Buchori & Setyawati, 2015).

Online learning requires a stable internet network and media that can support various learning interactions. Universitas Negeri Padang (UNP) is one of the universities that implemented online learning during the Covid-19 pandemic. The utilisation of the internet and multimedia technology allows for innovative delivery of materials as well as an alternative to traditional classroom learning methods. UNP implements an E-Learning system, which allows students to learn independently due to limited direct interaction with lecturers. Therefore, the learning media used must be based on internet and multimedia technology that is flexible, innovative, easy to understand, and interactive (Dermawan & Fahmi, 2020).

The effectiveness of online learning is an important factor in achieving learning objectives. However, both educators and students still face various challenges in this process. One of the obstacles also occurs in the Restaurant Operations 1 course in the D4 Hospitality Management Study Programme at UNP. This course is a compulsory course with a weight of 2 credits consisting of 1 credit of theory and 1 credit of practice. Students are expected to have knowledge and skills in preparing, organising, and serving food and beverages in restaurants. The material covered includes the concept of service, restaurant organisational structure, the role of waiters, restaurant operational needs, menus, mise en place, table settings, and food and beverage service procedures. The learning methods used include assignments, demonstrations, exercises, case-based learning, and team project-based learning (Sidiq & Najuah, 2020). Assessment is based on participation, individual and group assignments, attitude and skills, as well as mid- and end-of-semester exams.

The results of interviews with students who have taken Restaurant Operations 1 courses show some obstacles in understanding practical material during online learning, such as material on napkin folds. This difficulty is caused by the learning media used, which is a worksheet in PDF format that only contains text and images. Some students admitted that they did not understand the material provided, while others had difficulty completing the practical tasks (Latifah & Utami, 2019). In addition, the limitation of relevant references on the internet is also an obstacle for students in learning independently.

The lack of interaction in online learning reduces the opportunity for students to ask questions if they have difficulty in understanding the material. Most of the

learning process is only done through E-Learning, where lecturers only distribute worksheets without any active discussion or question and answer session. The lack of discussion groups on applications such as WhatsApp is also an obstacle for students in finding solutions to the problems they face.

Students feel that the material delivered in the form of PDF modules is less interesting and makes them bored quickly, making it difficult to do practical tasks. Instead, they are more interested in more interactive learning media, such as videos, which can be used as examples in practice. Therefore, creative and interactive learning media is needed so that students understand the material better and remain motivated to learn (Yuni et al., 2019).

Based on these problems, innovation is needed in online learning, especially in providing learning media that allows students to learn independently and improve their understanding (Fausih & Danang, 2015). Currently, the learning media used are still in the form of PDF worksheets and videos from YouTube that are searched by students themselves. Many students find it difficult to understand the practical material with these media. Therefore, learning media that includes guidance, instruction, interaction, as well as video and audio are developed to increase student participation and motivation in learning independently. This course requires innovation in the modules used, because the material is a practicum that requires students to see, understand, try, and innovate in practices such as napkin folding and other materials. Therefore, learning media that is only text and image-based is not enough, so it is necessary to add video, audio, or animation to make it more effective (Pratama & Saregar, 2019).

To overcome the obstacles in online learning, especially in practical courses such as Restaurant Operations 1, Canva-based interactive learning media can be the right solution (Pratiwi & Ferryka, 2024). This learning media allows the use of text, images, audio, video, and other interactive features. Thus, this media is expected to help students understand the material more easily, imitate, and demonstrate practices based on the learning videos provided. In addition, Canva makes it easier for students to understand theoretical concepts through more interesting images and materials (Nurmaya, 2021).

Canva application is one of the digital platforms based on online applications that can be used and developed by teachers in the process of making learning media, both with macrolearning and microlearning approaches. Based on the results of research from Sobandi et al. (2023) that the use of microlearning-based media is one of the effective learning strategies to foster student interest and creativity independently.

The Canva application offers many interesting features, among which are the availability of various themes, templates, and fonts that can be used. Apart from providing interesting features and elements in making presentation slides, the Canva application also offers a variety of other graphic designs such as; posters, brochures, graphics, banners, invitations, photo editing, and Facebook covers (Wulandari & Mudinillah, 2022). Thus, the Canva application can help teachers when designing technology-based learning media, as research by Triningsih (2021) concluded that the use of the Canva application in making learning media succeeded in increasing learning interest and increasing student motivation through the presentation of interesting teaching materials.

Canva is a useful platform for creative and easy-to-use graphic design. Canva can be accessed online through a website or application, and offers various excellent features such as ease of access, completeness of features, and flexibility in use. Therefore, Canva is the right choice to develop innovative and interactive learning media to support online learning (Pratama & Sakti, 2020).

Method

Interactive learning media in the Restaurant Operations 1 course was developed using the ADDIE method (Sari & Pratikto, 2022), which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is one of the most recognised models in the field of instructional design. Instructional design itself is a systematic process of designing, developing, and delivering learning materials. The purpose of instructional design is to create effective and efficient learning experiences by considering student needs and appropriate teaching methods.

Through applying the ADDIE model, the development of learning media in the Restaurant Operations 1 course is carried out in stages, starting from analysing student needs, designing learning concepts, developing materials, implementing them in the learning process, to evaluating the effectiveness of the media for further improvement. Product Development Procedure Figure 1.

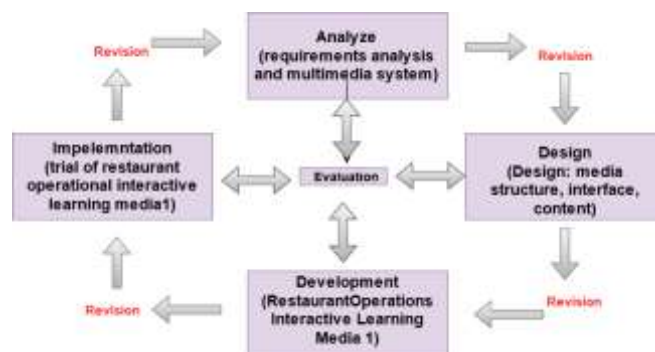


Figure 1. Product development procedure

Flow diagrams are in the form of diagrams that aim to show the steps in a process. Below is a flowchart of interactive learning media procedures using the ADDIE method.

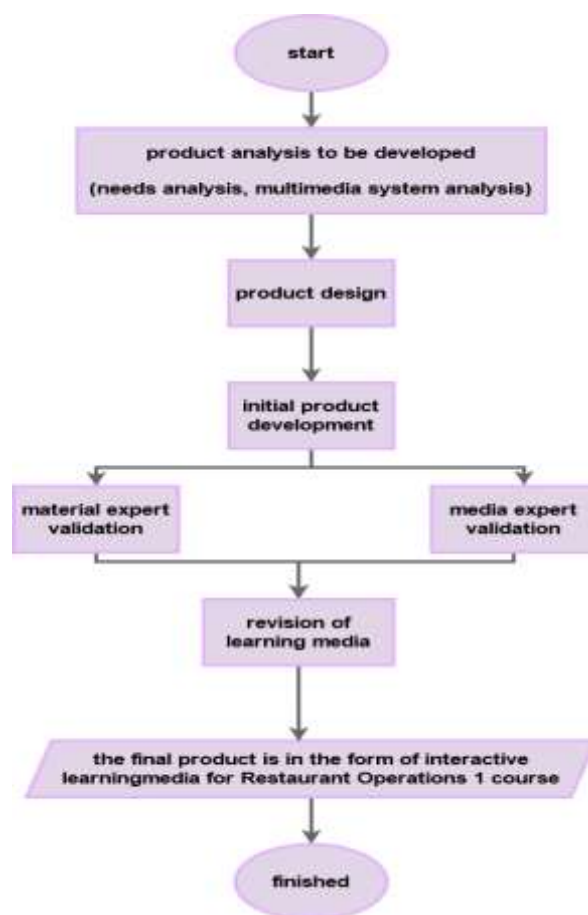


Figure 2. Effectiveness test analysis of gain score value

Analyze

At the interview stage, discussions were held with several students who had taken the Restaurant Operations 1 course at the D4 Hospitality Management Study Programme at Padang State University. From these interviews, it was found that students face several

main problems in learning, such as the limitations of learning media that are still based on PDF modules which are considered less interactive and monotonous. In addition, students also expressed the need for more innovative learning media, such as videos explaining practical steps, especially in Napkin Folds material. With more interesting and varied media, students can more easily understand the material and have a higher interest in learning. Therefore, learning innovation in the form of interactive media is needed to support the learning process, especially in practice.

The curriculum is an important aspect of education, and in this study, an analysis of the curriculum applied in the Restaurant Operations 1 course at Padang State University was carried out. This analysis includes the competency standards that must be achieved by students, the suitability of the material with the learning methods used, and opportunities for innovation in the development of learning media. The results of this analysis provide references in the development of interactive learning media that are aligned with academic and practicum needs.

Currently, the learning media in the Restaurant Operations 1 course is still module-based in Portable Document File (PDF) format. This module includes learning objectives, brief theory, practicum step guide, as well as exercises and assignments. However, based on interviews conducted, students feel that PDF-based modules do not support their understanding of practicum material because they are static and lack interaction. Therefore, the development of more interactive learning media with the integration of video, audio, and other multimedia elements is needed to make learning more effective and interesting.

Below is a picture of the current Operational 1 learning media.

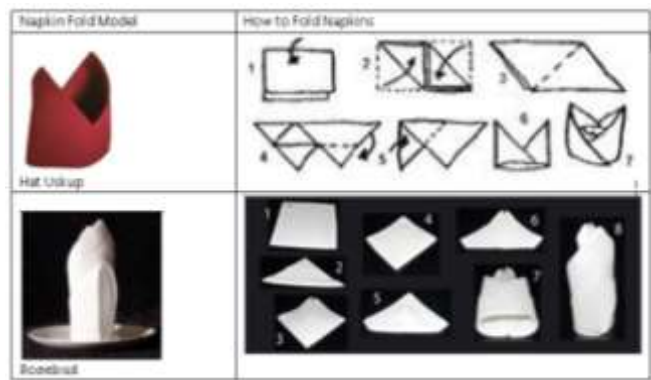


Figure 3. Operational learning job sheet

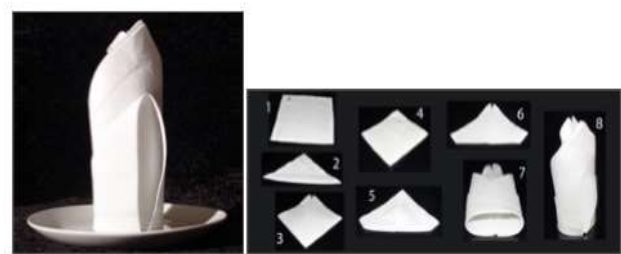


Figure 4. Operational learning job sheet

From the picture above, it can be judged that the display presented is still dynamic. Naturally, the module is of the other PDF type, and the module also contains images. Given today's sophisticated technological developments, learning media in Restaurant Operations 1 course can still be developed with interesting and interactive features.

Analysis of Multimedia Systems: This analysis aims to obtain information about the important and mandatory elements of the learning media that will be developed. Functional requirements analysis at this stage, an analysis of service provision and features that can be used in the developed learning media will be carried out. Below are the requirements that must exist in the media to be developed.

Table 1. Functional requirements analysis

Functional Re	Description
support the learning process	The media that will be built can support the learning process so that it goes well.
Material Services	The media that will be built can present material that is easy to understand and in accordance with their competence

Analysis of Learning Media Development Software is a collection of electronic data that is stored and controlled on hardware. This study uses Canva software as a learning media development. Canva is a useful medium in graphic design that makes it easier for users to design creative designs online. Canva can be accessed online through a website or application. The variety of advantages offered by Canva media, such as easy access, completeness of features, and ease of use, are considerations for choosing Canva to develop learning media.

Design

At the design stage, all data obtained from the analysis stage are applied to instructional media design and coordinated with experts. The design stage is where the initial product design is developed. This stage determines how the learning media will be produced. The activities at this stage are in the form of processes in determining product design, such as interface design

and media structure. This design stage will make it easier for researchers in the development stage since the design stage is an illustration of the form of media to be developed.

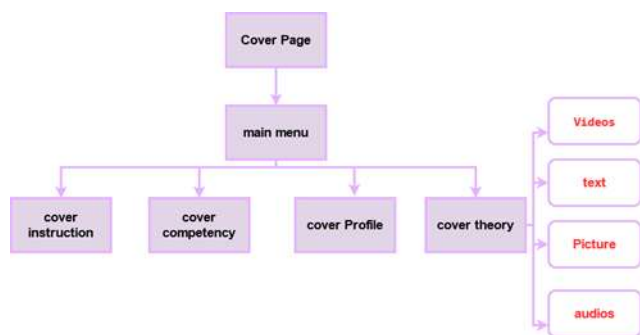


Figure 5. Media structure

Media Structure Design. Figure 5 is the design of an interactive learning media structure for Restaurant Operations 1.

Interface Design For the interface design stage, namely the design for the Cover page, the Main Menu design, the Guide design, the material design, the Evaluation design and the profile design. Cover Page The image below is a form of designing the cover page of the media to be developed. The welcome page is the page that will appear first when students open the shared link. This page presents animation accompanied by music or background. To start learning, students can click the play button.

The Development of Canva Software-Based Interactive learning media Using the ADDIE Method can be said to be successful if the use of canva media can have a very big influence on student learning outcomes. The increase in learning outcomes of Canva Software-Based Interactive Learning Using the ADDIE Method obtained data on student learning outcomes with a comparison of scores from before action, cycle I and cycle II is presented in the Figure 6.

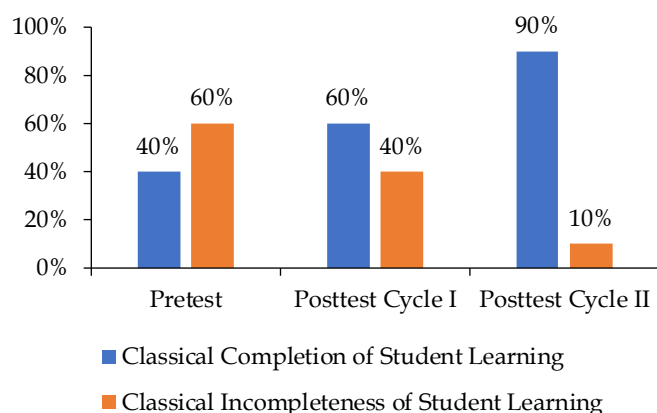


Figure 6. Graph of improvement in learning outcomes

As per the graph, there is a distinct substantial improvement for student learning outcomes during the study process. In the beginning, only 40% of the students completed their study or only 11 students could achieve the target of learning completeness. In cycle I, it showed that 60% or 17 students achieved individual learning completeness, while 40% with 11 students had not reached the target of learning completeness. The class average score was 73.75. From these results, the percentage of student learning completeness in cycle I was still below 80%, failing to meet the predetermined success criteria to achieve 80% completeness. Therefore, the learning outcomes in cycle I did not reach the desired level of completeness for the entire class (classical completeness), the researcher carried out further action in the next cycle, namely cycle II as an effort to achieve the desired success criteria. In cycle II the data obtained the class average value reached 86.25. Among the students, 25 achieved individual learning completeness, resulting in a classic completion percentage of 90%. However, there were 3 students who did not meet the criteria for learning completeness, which is 10% of the total students.

There were several reasons for the learning incompleteness, including: the absence of home tutoring resulted in students never studying at home, and some students found it easier to understand the teaching material using real objects than Canva media. Based on the high level of success achieved in cycle II, it can be concluded that the actions taken in this cycle have exceeded the predetermined indicator of student learning success of 80%. Based on this, the research can be considered successful, and there is no need for further action cycles because the research objectives have been achieved and the expected success indicators have been met.

The improved student learning outcomes from cycle I to cycle II can be attributed to the effective utilization of interactive. Afnisa et al. (2024) stated that Canva learning media further supports the idea that utilizing appropriate learning media significantly impacts on improving the quality of learning, resulting in higher quality learning. Utilizing Canva learning media is able to simplify the understanding of subject matter for students and stimulate their involvement in learning activities (Oktavia et al., 2024). This is also in line with Pelangi's opinion that the use of learning media is essential in education, and incorporating canva media, which offers a variety of attractive designs, can significantly increase student engagement and interest in the learning process. By utilizing canva's diverse designs and features, students tend to stay focused and enthusiastic about their studies, making the learning experience fun and avoiding the monotony of learning. In this canva learning media, researchers insert 3D

images, videos of unique facts related to the learning material.

These results convincingly show the positive impact of utilizing canva media in improving student learning outcomes. Because in Canva Software-Based Interactive Learning Using the ADDIE Method students have learning outcomes that have exceeded the desired completeness criteria, the conclusion that can be drawn is that the research is considered successful and does not require further action or the next cycle.

Result and Discussion

Result

The validation test was conducted in two main aspects, namely material validation and media validation. This validation test was conducted by material experts and media experts to determine the feasibility level of the developed learning media. Through this process, information is obtained about the strengths and weaknesses of the media, as well as which aspects need to be improved to better suit the learning needs.

The results of the validation test provide an overview of the extent to which the learning media fulfils the specified criteria. The assessment from experts includes several indicators, such as the clarity of material delivery, the integration of material with the curriculum, and the effectiveness of presentation in improving student understanding. In addition, media validation includes technical aspects, such as visual appearance, text readability, navigation, and media interactivity.

From the validation results, some aspects obtained different scores. For example, the aspect of material alignment with the curriculum obtained the highest score, indicating that the compiled content was in accordance with learning standards. In contrast, the interactivity aspect of the media received the lowest score, indicating the need for improvement in the interactive elements to make students more actively involved in learning.

The implication of this validation result is very important for improving the quality of learning media. Aspects that have received high scores should be maintained, while aspects that received low scores should be improved to make the learning media more effective in supporting student understanding. Input, suggestions, and comments from experts are very valuable in improving the product, so that the media developed can really overcome problems in the learning process.

The following are the results of validation from media experts who present an assessment of various aspects of the learning media developed.

Table 2. Media expert validation results

Aspect	Number of statements	Score obtained	Overall score
Display quality	9	38	45
Legibility	3	11	15
Convenience	5	20	25
Layout	3	12	15
Total score		81	100

Based on the data from the media expert's assessment of multimedia design, it was found that the learning media developed was included in the very feasible criteria with a score percentage of 81%. Material expert validation results of the validity assessment on the media aspect are presented in the following table.

Table 3. Material expert validation results

Aspect	Number of statements	Score obtained	Overall score
Suitability	7	56	70
Completeness	1	8	10
Accuracy	3	25	30
Clarity	2	17	20
Convenience	2	17	20
Systematic s Presentation	5	42	50
Total Score		165	200

Based on the data from the material expert's assessment of multimedia design, it was found that the learning media developed was included in the very feasible criteria with a score percentage of 82.5%. Based on the results of the research and development that have been described, it can be concluded that the product resulting from this research is the development of research on the development of canva-based learning media in the Restaurant Operations course. Data analysis on the results of the research obtained achievement results in the media aspect of 81%, and the material aspect of 82.5 %. The average feasibility assessment is 81.75% and is included in the very feasible category, meaning that the product developed has met the established quality standards and is suitable for use.

Discussion

This study aims to produce interactive learning media in the Restaurant Operations 1 course. One of the basics in developing this learning media is the components of learning in the form of learning materials, learning methods, educators, and students (Pratama & Sakti, 2020). Learning is interpreted as a process of changing behavior as a result of individual interactions with their environment. Changes in

behavior towards learning outcomes are continuous, functional, positive, active, and directed. The process of changing behavior can occur in various conditions based on explanations from educational and psychology experts (Khairunnisa & Apoko, 2023). Meanwhile, learning is the process of interaction between students and educators, with learning materials, delivery methods, learning strategies, and learning resources in a learning environment. Media is anything that can channel information from information sources to information recipients (Syafria et al., 2020). The media is a container for messages that the source or distributor wants to forward to the target or recipient of the message, and that the material to be conveyed is a learning message, and that the goal to be achieved is the learning process occurring. Learning media is a set of tools that can be used as a learning resource by teachers in conveying material to students or students. There are many kinds of learning media, such as print media, audio media, and audio-visual media (Fatria, 2023). Media development also depends on needs, one of which is the development of computer-based media. The development of computer-based learning media maximizes the role of media images, sound and interactive media (Setyaningsih et al., 2023). From the notion of interactive learning above, interactive learning media is a learning media that can encourage students to learn more actively. Interactive learning media will create interactions with users or students, such as paying attention to pictures, videos, sounds, and animations. Canva is a medium that embodies design features online with a very attractive appearance and a variety of design options and is easy to use and can be used for free. Canva is a great choice to help develop learning media (Fatria, 2023).

The steps in developing Canva-based learning media are as follows: The first step that must be taken to be able to use Canva is to visit the website www.canva.com and then register an account so you can log in to Canva Web (Kartiwi & Rostikawati, 2022). Or users can also log in using an existing Google account or email. After logging in, the user will be directed to the main page view as shown below, to start designing, click the "button" and then select the type of presentation template that will be used. This research will develop interactive learning media, for which the presentation template was chosen. Canva has provided a variety of attractive templates, making it easier for creators to design. However, in this study, only one background is needed. In this study, what will be developed is an audio-visual based learning design (Yusril, 2024). Choosing a background is the first process in this section. There are two menus to choose from, namely "Photos" and "Lat" or you can choose a template directly. The next step is adding text. To add text to Canva, we

can use two ways (Pratama et al., 2023). Our first option can take the text that is in the Canva template. The second option, the text can be searched manually. We can also adjust the size, style, color and other variations as shown below. Next, we can add audio-visual content. Creators can explain the content of material on Canva slides by showing faces. The following image is a way to create audio-visual content. Creators can also directly add existing or pre-made video and audio, by uploading videos as shown in the image below (Kurniawan et al., 2024). If you want to add music, Canva also provides music, which we can select in the audio menu, and click to add music. If the design process is complete, we can share the final result in the form of a link and can also save files offline. To download a file, click the share menu, then select the download with the desired file type. The image below is how to download files from projects in Canva (Yasuda & Augustine, 2008).

This research uses the ADDIE development model, with the research instrument using an expert validation questionnaire which contains questions regarding aspects of media presentation, and the content or contents of the material. After the data from the completed questionnaire is collected, data analysis will be carried out as follows: based on the Likert scale which consists of five categories, namely very good, good, adequate, lacking, and very lacking, then the data obtained is analyzed with the following formula (Adinda et al., 2025).

$$PAV = \frac{J_s}{N} \times 100\% \quad (1)$$

Description:

PAV = validation questionnaire percentage

J_s = the total score obtained

N = total score

Next, the results of processing the expert validation questionnaire data are categorized according to the Likert scale to show the feasibility of the product being made. the categories are as follows.

Table 4. Eligibility categories

Rating range (%)	Category
$80 < PAV \leq 100$	Very worth it
$60 < PAV \leq 80$	Worthy
$40 < PAV \leq 60$	Decent enough
$20 < PAV \leq 40$	Not feasible
$0 < PAV \leq 20$	Unworthy

The product being developed is said to be valid if it reaches a minimum of "decent" criteria.

Conclusion

Based on the research results, the development of interactive learning media in the Restaurant Operations 1 course has been successfully carried out using the ADDIE method. The validation results show that the developed media has a high level of feasibility both in terms of material and technical aspects of the media. The material expert gave a positive assessment of the integration of the material with the curriculum and the clarity of concept delivery, while the media expert highlighted the visual aspects, navigation, and interactivity that were good enough but still needed improvement on some interactive features. The results of the trial on students also showed that the use of Canva-based interactive learning media can improve their understanding and motivation to learn. Compared to the previous media which was only a PDF module, this new media is more effective in delivering practicum material because it combines visual, audio, and video elements that make it easier for students to understand the practicum steps more clearly. The implications of this research show that the development of interactive learning media can be a solution to the challenges in online learning, especially in courses that have a practicum component. With more innovative and interactive media, the learning process can be more interesting and effective. Therefore, recommendations for future research are to further develop interactivity features and test the effectiveness of the media over a longer period of time to see the impact on overall student learning outcomes.

Acknowledgements

Thank you to the Dean of FT UNP, Chair of the Master of Education and Kejuruan Study Program, lecturers and students of Electrical Engineering Education at Padang State University and all parties so that this research can be carried out well.

Authors Contribution

Writing—original draft preparation, methodology, analysis, L.A.; Conceptualization, review, T.; editing, formal analysis, A.H.A.D.

Funding

This research received no external funding.

Conflicts of Interest

There is no conflict of interest.

References

- Adinda, L. A. P., Astuti, N., Purwidiani, N., & Widagdo, A. K. (2025). Pengembangan Bahan Ajar Digital Berbasis Heyzine Flipbook pada Materi Hidangan dari Unggas Siswa Fase F. *Jurnal Ilmiah Profesi Pendidikan*, 10(1), 94–101. <https://doi.org/10.29303/jipp.v10i1.2597>
- Afnisa, L. N., Suriansyah, A., & Purwanti, R. (2024). Meningkatkan Aktivitas dan Motivasi Belajar Siswa Menggunakan Model Pembelajaran Berhitung pada Muatan Matematika Kelas V di SD Negeri Damar Lima. *Jurnal Pendidikan, Sains dan Teknologi*, 3(2), 339–349. <https://doi.org/10.47233/jpst.v3i2.1741>
- Aprianto, D., & Wahyudi, A. (2023). Integrasi Manajemen Kurikulum dan Teknologi Pendidikan dalam Meningkatkan Hasil Belajar Siswa. *Jurnal Review Pendidikan dan Pengajaran*, 6(3), 4414–4424. <https://doi.org/10.31004/jrpp.v6i3.30950>
- Buchori, A., & Setyawati, R. D. (2015). Development Learning Model of Character Education Through e-Comic in Elementary School. *International Journal of Education and Research*, 3(9), 369–386. Retrieved from <https://www.ijern.com/journal/2015/September-2015/30.pdf>
- Dermawan, D., & Fahmi, R. (2020). Pengembangan E-Modul Berbasis Web pada Mata Pelajaran Pembuatan Busana Industri. *Jurnal Pedagogi dan Pembelajaran*, 3(3), 508–515. <https://doi.org/10.23887/jp2.v3i3.29123>
- Fatria, E. (2023). Analisis Penggunaan Media Pembelajaran Canva pada Perkuliahan Sanitasi Makanan dan Minuman di Program Studi Kesehatan Masyarakat, Universitas Prima Nusantara Bukittinggi. *Jurnal Sains Boga*, 6(2), 71–84. <https://doi.org/10.21009/JSB.006.2.04>
- Fausih, M., & Danang, T. (2015). Pengembangan Media E-Modul Mata Pelajaran Produktif Pokok Bahasan “Instalasi Jaringan LAN (Local Area Network)” untuk Siswa Kelas XI Jurusan TE. *Nama Jurnal*, 1(1), 1–9. Retrieved from <https://ejournal.unesa.ac.id/index.php/jmtp/article/view/10375/10123>
- Kartiwi, Y. M., & Rostikawati, Y. (2022). Pemanfaatan Media Canva dan Aplikasi Quizizz pada Pembelajaran Teks Fabel Peserta Didik SMP. *Semantik*, 11(1), 61–70. <https://doi.org/10.22460/semantik.v11i1.p61-70>
- Khairunnisa, A., & Apoko, T. W. (2023). Pengembangan Media Pembelajaran Digital Berbasis Aplikasi Canva pada Mata Pelajaran Pendidikan Pancasila dan Kewarganegaraan untuk Sekolah Dasar. *Jurnal Kewarganegaraan*, 20(2), 191. <https://doi.org/10.24114/jk.v20i2.48898>
- Kurniawan, A. A., Rahmawati, N. D., & Dian, K. (2024). Pengaruh Media Pembelajaran Interaktif Canva Terhadap Hasil Belajar IPAS pada Peserta Didik Kelas IV Sekolah Dasar. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 4(2), 179–187. <https://doi.org/10.54371/jiepp.v4i2.466>

- Laili, I., Ganefri, G., & Usmeldi, U. (2019). Efektivitas Pengembangan E-Modul Project Based Learning pada Mata Pelajaran Instalasi Motor Listrik. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 3(3), 306–315. Retrieved from <https://ejournal.undiksha.ac.id/index.php/JIPP/article/download/21840/13513>
- Latifah, S., & Utami, A. (2019). Pengembangan Bahan Ajar Interaktif Berbasis Media Sosial Schoology. *Indonesian Journal of Science and Mathematics Education*, 2(1), 36–45. <https://doi.org/10.24042/ij sme.v2i1.3924>
- Luh, N., & Ekayani, P. (2021). Pentingnya Penggunaan Media Pembelajaran untuk Meningkatkan Prestasi Belajar Siswa. Retrieved from <https://www.researchgate.net/profile/Putu-Ekayani/publication/315105651>
- Nurmaya, R. (2021). Pengembangan Bahan Ajar Berbasis Etnomatematika pada Materi Transformasi Geometri. *RANGE: Jurnal Pendidikan Matematika*, 2(2), 123–129. <https://doi.org/10.32938/jpm.v2i2.941>
- Oktavia, S., Arono, A., & Yanti, N. (2024). Penggunaan Canva sebagai Media Pembelajaran Bahasa Indonesia Berdasarkan Kurikulum Merdeka di Madrasah Aliyah Negeri Rejang Lebong. *Jurnal Ilmiah KORPUS*, 8(2), 312–325. Retrieved from <https://ejournal.unib.ac.id/korpus/article/view/37769>
- Pratama, D. P. A., & Sakti, N. C. (2020). Pengembangan Media Pembelajaran Handout Digital Berbasis Android. *Jurnal Pendidikan Ekonomi Undiksha*, 12(1), 15. <https://doi.org/10.23887/jjpe.v12i1.25327>
- Pratama, M. P., Sampelolo, S., Rigel, R., & Tulak, T. (2023). Mengembangkan Materi Pembelajaran Interaktif dengan Canva untuk Pendidikan di SMP. *Resona: Jurnal Ilmiah Pengabdian Masyarakat*, 7(2), 290–297. Retrieved from <https://journal.stiem.ac.id/index.php/resona/article/view/1843/757>
- Pratama, R. A., & Saregar, A. (2019). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Scaffolding untuk Melatih Pemahaman Konsep. *Indonesian Journal of Science and Mathematics Education*, 2(1), 84–97. <https://doi.org/10.24042/ij sme.v2i1.3975>
- Pratiwi, A. E., & Ferryka, P. Z. (2024). Upaya Peningkatan Hasil Belajar IPA Kelas VI pada Materi Sistem Tata Surya Melalui Penggunaan Media Pembelajaran Canva. *Jurnal Didika: Wahana Ilmiah Pendidikan Dasar*, 10(1), 449–460. <https://doi.org/10.29408/didika.v10i1.22999>
- Sari, M. L., & Pratikto, H. (2022). Pengembangan Media Pembelajaran Interaktif Berbasis Aplikasi Canva: Efektif dalam Meningkatkan Berfikir Kritis dan Hasil Belajar Peserta Didik. *Jurnal Ekonomi, Bisnis dan Pendidikan (JEBP)*, 2(2), 236–245. <https://doi.org/10.17977/um066v2i22022p236-245>
- Setyaningsih, R., Pratiwi, D. I., Mariah, S., Arsita, M., & Husna, R. S. (2023). Evaluasi Penggunaan E-Jobsheet Kue Nusantara Melalui Aplikasi Canva pada Pembelajaran Praktik Mahasiswa Boga di Prodi PVKK FKIP UST. *Seminar Nasional Hasil Penelitian dan Pengabdian kepada Masyarakat*, 2(1), 56–65. Retrieved from https://seminar.ustjogja.ac.id/index.php/semnas_LP2M_UST/article/view/1828
- Sidiq, R., & Najuah, N. (2020). Pengembangan E-Modul Interaktif Berbasis Android pada Mata Kuliah Strategi Belajar Mengajar. *Jurnal Pendidikan Sejarah*, 9(1), 1–14. <https://doi.org/10.21009/jps.091.01>
- Sobandi, A., Yuniarsih, T., Meilani, R. I., & Indriarti, R. (2023). Pemanfaatan Fitur Aplikasi Canva dalam Perancangan Media Pembelajaran Berbasis Pendekatan Microlearning. *Jurnal Pendidikan Manajemen Perkantoran*, 8(1), 98–109. <http://ejournal.upi.edu/index.php/jpmanper>
- Syafria, I. A. M. N., Pratiwi, I. A., & Kuryanto, M. S. (2020). Analisis Media Digital Video Pembelajaran Abad 21 Menggunakan Aplikasi Canva pada Pembelajaran IPA. *Jurnal Basicedu*, 5(5), 3(2), 524–532. Retrieved from <https://journal.uui.ac.id/ajie/article/view/971>
- Syarifudin, A. S. (2020). Impelementasi Pembelajaran Daring untuk Meningkatkan Mutu Pendidikan sebagai Dampak Diterapkannya Social Distancing. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Metalingua*, 5(1), 31–34. <https://doi.org/10.21107/metalingua.v5i1.7072>
- Triningsih, D. E. (2021). Penerapan Aplikasi Canva untuk Meningkatkan Kemampuan Menyajikan Teks Tanggapan Kritis Melalui Pembelajaran Berbasis Proyek. *Cendekia: Jurnal Pendidikan dan Pembelajaran*, 15(1), 128–144. <https://doi.org/10.30957/cendekia.v15i1.667>
- Wijayanti, K., & Ghofur, M. A. (2021). Pengembangan Media Pembelajaran E-Modul Bank dan Sistem Pembayaran Berbasis Android untuk Peserta Didik Kelas X. *Jurnal Pendidikan Ekonomi*, 14(1), 1–14. <https://dx.doi.org/10.17977/UM014v14i12021p001>
- Wulandari, T., & Mudinillah, A. (2022). Efektivitas Penggunaan Aplikasi Canva sebagai Media Pembelajaran IPA MI/SD. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 2(1), 102–118. <https://doi.org/10.32665/jurmia.v2i1.245>
- Yasmin, R. A., Ayu, W. D., & Rijai, L. (2016). Prosiding Seminar Nasional. *Prosiding Seminar Nasional Kefarmasian Ke-3*, 75–80.
- Yasuda, R., & Augustine, G. J. (2008). Optogenetic

- Probes. *Brain Cell Biology*, 36(1-4), 1-2.
<https://doi.org/10.1007/s11068-008-9037-4>
- Yuni, Y. A., Zulhanan, Z., & Sodikin, S. (2019). Pengembangan Permainan Ular Tangga Bernuansa Islami untuk Pembelajaran IPA. *Indonesian Journal of Science and Mathematics Education*, 2(2), 194-203.
<https://doi.org/10.24042/ijsme.v2i2.4343>
- Yusril, Y. I. M. (2024). Penggunaan Media Infografis Digital Berbasis Aplikasi Canva sebagai Peningkat Hasil Belajar dalam Pembelajaran Teks Biografi Siswa Kelas X DPIB 1 SMK Negeri 4 Semarang. *Prosiding Seminar Nasional Pendidikan Profesi Guru*, 2(1), 249-256. Retrieved from <https://conference.upgris.ac.id/index.php/psnppg/article/view/6117>