

Analysis of Canva Utilization in Art Learning Activities of Grade V Students at SD Negeri 3 Palu

Author:

Wahyu Pratama
Makasau¹
Andi Imrah Dewi²
Kadek Hariana³
Zulnuraini⁴
Andi Ramaeni⁵

Afiliation:

Elementary School
Teacher Education
Program, Faculty of
Teacher Training and
Education, Tadulako
University, Palu,
Indonesia^{1,2,3,4,5}

Corresponding email
wp8605935@gmail.com

Histori Naskah:

Submit: 2026-05-05
Accepted: 2026-05-08
Published: 2026-05-14



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Abstrak:

This study aims to analyze the implementation of Canva utilization in Art learning activities and to identify supporting and inhibiting factors among Grade V students at SD Negeri 3 Palu. This research employed a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving one teacher and 32 students. Data analysis was conducted through data reduction, data display, and conclusion drawing. The results show that the implementation of Canva was carried out systematically through interactive demonstrations using Canva features and direct group practice. The use of Canva acted as a catalyst in increasing students' learning motivation, creativity, and engagement in producing digital artworks. Students were able to explore ideas more freely and express their imagination through various design features provided by the application. Supporting factors included the availability of adequate devices, students' interest in technology-based learning, and collaborative learning through peer interaction. Meanwhile, inhibiting factors included limited digital literacy among some students, unstable internet connection, and limited time allocation during the learning process. In conclusion, the integration of Canva successfully created a more interactive and meaningful learning experience, while also enhancing students' creativity and digital skills relevant to 21st-century learning.

Keywords: Art Learning; Canva Implementation; Creativity; Digital Learning; Elementary School

Introduction

Education is a fundamental asset for developing quality human resources. Through the provision of quality education, the nation and state will improve and be able to compete in the future. To ensure quality education is achieved, innovation in the teaching and learning process is necessary to ensure effective and relevant delivery of material. Therefore, the use of learning media during the teaching and learning process is a crucial factor in determining the success of national education (Saefuddin et al., 2023). The development of digital technology has brought significant changes to the world of education, including at the elementary school level. The implementation of the Independent Curriculum in Indonesia emphasizes the importance of digital literacy, creativity, and 21st-century skills for students. Therefore, schools have begun utilizing digital media in learning activities to create a more interactive and relevant learning environment (Cipto et al., 2022).

The trend of Canva usage in Indonesian elementary schools has shown a significant increase in recent years, indicating its growing role as a supportive learning medium for enhancing student creativity. Canva provides various templates and user-friendly features that allow students to design visual content more efficiently. Previous studies (Christiani et al., 2024) highlight that Canva is among the most widely used design applications globally, with millions of active users, including in the education sector.

Empirical findings (Akbari, 2021) reveal that the integration of Canva in learning activities can significantly improve student participation and engagement compared to conventional methods. This suggests that Canva not only functions as a technological tool but also as an effective medium to foster active learning and creativity. However, these benefits are closely related to students' digital literacy levels and the availability of adequate technological infrastructure.

In classroom practice at SD Negeri 3 Palu, fifth-grade students are guided to utilize Canva to create visual works such as school campaign posters and simple infographics. Teachers implement demonstration methods combined with direct practice, enabling students to explore design features independently. This finding is consistent with research (Siregar & Putri, 2022), which indicates that Canva supports the development of students' visual creativity and digital skills. Nevertheless, challenges remain, particularly for students with limited digital skills who require additional guidance during the learning process.

Furthermore, studies (Suwanto et al., 2022) show that internet accessibility in certain regions still poses a challenge, affecting the effectiveness of technology-based learning. This condition implies that successful Canva integration depends not only on pedagogical strategies but also on supporting infrastructure. In addition, teachers play a crucial role in facilitating meaningful learning experiences, especially in helping students adapt to digital tools (Qodah, 2024). Therefore, continuous teacher training is essential to ensure that Canva is utilized optimally, not merely as a supplementary tool but as an integral part of the learning process.

Psychologically, while Canva can enhance students' confidence and creativity, some students may experience anxiety when dealing with design tasks that require originality and independent thinking (Pratama & Dewi, 2022). This indicates the need for teachers to provide structured guidance and encouragement so that students can fully benefit from the use of Canva as a medium for expression rather than experiencing pressure.

Based on the discussion above, it can be seen that previous studies have primarily focused on the general effectiveness of Canva in enhancing creativity and student engagement. However, limited research has explored its implementation in elementary school contexts using a qualitative perspective that captures students' experiences in depth. In addition, studies rarely examine both supporting and inhibiting factors simultaneously within real classroom settings. Therefore, this study aims to fill this gap by analyzing the utilization of Canva in Art learning activities among Grade V students at SD Negeri 3 Palu. This research not only investigates how Canva is implemented in classroom practice but also explores the challenges and supporting conditions that influence its effectiveness. The findings are expected to contribute to the development of more contextual and adaptive digital learning strategies, particularly in elementary education.

Literature Study

The learning process demands that every educator consistently demonstrate creativity and innovation in its implementation. This is because teacher creativity and innovation often manifest in the selection of effective learning approaches, such as the Constructivist Approach. This approach is a student-centered learning

process, where knowledge is not transferred from teacher to student, but rather is actively and independently constructed by students through direct experience and reflection. Definition of constructivist learning theory According to Jean Piaget, (in Mulyasa, 2020) Constructivist learning which is often referred to as Individual Cognitive Constructivism is a theoretical framework that explains how students actively adapt and improve their knowledge.

Elementary education is a crucial phase in a child's development because it is at this stage that moral, social, and intellectual values begin to form. According to Susanto (2020), elementary school education focuses not only on transferring knowledge but also on developing students' character through structured learning activities.

According to Zainuri (2025), learning activities are a fundamental element that determines the success of achieving educational goals in the school environment. The learning process is essentially an interactive activity between educators and students that takes place consciously, planned, and purposefully, so that without active participation from students, learning activities cannot take place optimally. The definition of learning activity theory according to Oemar Hamalik (in Sulastrri 2020) defines learning activities as a process of changing individual behavior through interaction with the environment. This activity emphasizes the active participation of students, because their activeness is what creates an effective and meaningful learning situation.

The definition of fine arts learning theory according to Grame Sulvian (2023) explains that fine arts learning can foster cognitive, emotional, and social abilities through creative activities that enable students to create meaning (meaning-making). Furthermore, fine arts learning is also considered important as a space for character formation, strengthening social sensitivity, and developing critical thinking towards cultural phenomena. Thus, fine arts in the context of education is more than just drawing or painting skills, but rather a means to understand, express, and respond to reality. This emphasizes that the essence of fine arts learning is to foster aesthetic awareness, creative attitudes, and visual-based problem-solving skills that are relevant to the needs of the times. (Saraswati et al., 2021).

Creativity and innovation are essential components in modern education, particularly in Art learning. In this context, digital media has become an important tool to support creative expression and student engagement. Canva, as a graphic design application, provides opportunities for students to explore visual ideas through accessible and interactive features. Several studies have examined the role of digital tools in enhancing creativity. However, rather than merely listing findings, it is important to understand how these tools function within specific learning contexts. Canva, for instance, is not only a medium for design but also a platform that encourages active learning, collaboration, and independent exploration. This aligns with constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through experience. Despite its advantages, the implementation of Canva in elementary education still faces challenges related to digital literacy, infrastructure, and pedagogical readiness. Therefore, a more analytical approach is needed to examine how Canva is actually used in classroom settings and how it influences students' learning experiences

According to research by Halim & Hadi (Rindah et al., 2025), the application of digital technology in learning activities is closely related to digital processing systems that function to support the creation of active and interactive learning processes. In this context, this study is grounded in the constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through interaction with digital media and their environment. Therefore, the use of Canva is positioned not only as a technological tool but also as a pedagogical medium that facilitates student-centered learning, enhances creativity, and promotes

active engagement. This conceptual framework underlines the role of digital media in transforming traditional learning into a more interactive and meaningful experience.

Methods

This study employs a descriptive qualitative approach to gain an in-depth understanding of the use of Canva in fine arts learning. The research subjects were selected using purposive sampling, focusing on teachers and fifth-grade students who actively utilize Canva in classroom activities, as they are considered most relevant to the research objectives. To ensure data validity, this study applies triangulation techniques, including data triangulation (comparing data from observations, interviews, and documentation) and source triangulation (cross-checking information from teachers and students). In addition, member checking is conducted to confirm the accuracy of the collected data. Data analysis follows the stages of data reduction, data display, and conclusion drawing, ensuring that findings are systematically interpreted and reliable. This research is significant because it illustrates how elementary schools are adapting to the rapidly evolving developments in educational technology in the digital era and demonstrates concrete forms of technology integration in learning that previously tended to be conventional.

The subjects in this study involved one class teacher who acted as the implementer of fine arts learning activities using the Canva application as a supporting medium. The teacher served as the primary source of data regarding the learning strategies applied, obstacles encountered during the learning process, and the results of the implementation of Canva's use in teaching and learning activities. As well as 32 fifth-grade students at SD Negeri 3 Palu, who were directly involved in using the Canva application during fine arts learning. Data collection techniques were methods used to gather information or facts in the field, namely through observation, interviews, and documentation.

The data analysis technique used in this research is qualitative analysis, namely: 1) Reduction According to (Rijali, 2018) Data reduction is a stage in research that includes the process of selecting, focusing attention, simplifying, abstracting, and transforming raw data obtained from field notes. This process is carried out continuously throughout the research activity. 2) Data Presentation (Data Display), Data presentation is the stage of organizing data that has gone through a reduction process into a more systematic form, such as narrative descriptions, tables, charts, relationship patterns, or trends that emerge from the results of the data analysis. 3) Drawing Conclusions and Verification, According to (Nurdewi, 2022) Drawing conclusions and verifying them is one of the three main stages that occur simultaneously in qualitative data analysis, in addition to the data reduction and data presentation stages.

Results

The findings of this study are organized into several key themes to provide a more systematic understanding of the implementation of Canva in fine arts learning. The learning process began with teacher-led demonstrations using an interactive board. The teacher introduced Canva features such as templates, text editing, and color composition. Based on classroom observations, students showed high engagement, particularly when visual elements such as culturally relevant stickers (e.g., Indonesian Cultural Diversity) were presented. Students were able to explore design elements independently, including arranging layouts, selecting color combinations, and integrating visual components. Interview data indicated that students felt more confident in expressing ideas visually. One student stated, "I can make my design more interesting by choosing colors and adding stickers." This suggests that Canva supports the development of creative thinking and visual communication skills. The study found variations in students' digital literacy levels. Some students demonstrated advanced skills, such as applying text effects and color gradients, while others required guidance in basic operations. Field notes revealed that digitally proficient students often assisted

their peers, creating a collaborative learning environment.

Peer interaction played a significant role in the learning process. Students frequently engaged in discussions regarding design choices and provided technical assistance to classmates. This collaborative dynamic enhanced both technical understanding and social learning experiences. Despite positive outcomes, several challenges were identified. Limited availability of devices required students to work in groups, which sometimes led to unequal participation. Observations indicated that more dominant students tended to control the design process, reducing opportunities for others to actively engage.

The ability to think critically in an aesthetic context is an important achievement in technology-enabled fine arts learning. The Canva application serves as a medium for digital artistic expression, a means of learning technology, and instilling the values of creativity and precision in students. Student activities during the use of the Canva application in the VB class reflect a diversity of responses and levels of engagement influenced by each individual's digital literacy skills. The group of students classified as "digitally proficient" or active students appears to be very dominant in exploring advanced features such as adding shadow effects to text and using color gradations in the background of their designs.

In student learning, these active students not only focus on their own work, but are also often seen providing technical assistance or acting as "peer tutors" for their groupmates who are having difficulty fitting photos into frames or finding specific elements. This collaborative interaction creates a lively and relaxed classroom atmosphere, where discussions among students about selecting the most appropriate visuals become a central part of their artwork creation process. The flexibility of digital technology provides a safe space for students to experiment with various art styles without the psychological barrier of physical failure. Overall, the Canva application serves as a medium for digital artistic expression, a means of learning technology, and instilling the values of creativity and precision in students. Current technological developments strongly depend on stable internet infrastructure, which enables students to access various digital tools, including Canva. In this study, the availability of interactive boards significantly supported the learning process, allowing teachers to demonstrate design techniques more clearly and efficiently. This facility helped students transition from basic concepts to more complex digital design practices.

Current technological developments rely heavily on stable internet infrastructure and the potential for future device expansion to allow each student to explore more personally. Overall, Canva's integration not only fosters artistic flair but also serves as a powerful tool for enhancing students' basic digital literacy. A key factor in Canva's implementation in the VB class at SD Negeri 3 Palu is the availability of interactive boards, which enable teachers to conduct engaging and direct demonstrations. Observations indicate that these interactive boards facilitate the transition from traditional art concepts to more complex digital designs, while still providing a fun experience for students. Teachers can freely demonstrate button placement, element selection, and the process of selecting contrasting colors in front of all students simultaneously, making instruction more efficient.

However, in addition to the supporting factors described, the research also revealed a significant obstacle in the learning process, namely the limited number of laptops that were not proportional to the total number of students in the VB class. This inadequate availability of facilities technically forced students to carry out learning activities in groups and take turns operating the Canva application, which in reality in the field sometimes triggered the dominance of certain students. This phenomenon caused other students to tend to be marginalized and only became passive spectators without the opportunity to directly handle navigation

obstacles.

Based on observations, the next inhibiting factor, namely students' highly diverse initial digital literacy skills, is also a barrier that requires extra attention from teachers in providing differentiated instructions. Students who have never been in contact with a computer before feel intimidated by the many icons and menu options in Canva, so they are slower to start working on assignments. In conclusion, the analysis of these supporting and inhibiting factors shows that while Canva provides ample space for creativity, its success depends heavily on the balance between facilities. Observations, interviews, and documentation collectively provide a complete picture that this implementation is an evolving process and requires continuous adaptation from all parties involved.

Discussion

The findings indicate that the implementation of Canva in fine arts learning reflects a significant shift toward student-centered and technology-enhanced learning environments. This transformation aligns with constructivist learning theory, which emphasizes that students actively construct knowledge through interaction with learning media and their environment. In this context, Canva functions not merely as a design tool but as a medium that facilitates active knowledge construction through visual exploration and creative engagement.

The increased student participation observed during Canva-based activities supports previous studies highlighting the role of digital media in enhancing motivation and engagement. Unlike conventional learning methods, where students tend to be passive recipients of information, this study shows that students were directly involved in the creative process. This finding reinforces the idea that visual-based learning environments can stimulate cognitive, emotional, and psychomotor domains simultaneously, making learning more meaningful and effective.

Furthermore, the collaborative interactions identified in this study can be interpreted through social constructivism, particularly the concept that learning occurs through social interaction. The presence of peer support, where more digitally proficient students assist others, demonstrates that knowledge is co-constructed within a learning community. This collaborative dynamic not only enhances technical skills but also contributes to the development of social competencies, such as communication and teamwork.

However, despite these positive outcomes, this study also reveals critical challenges that require further consideration. The limited availability of devices, for instance, creates unequal participation among students, where more dominant individuals tend to control the learning process. This finding suggests that while technology integration has the potential to improve learning quality, it must be supported by equitable access to resources to ensure inclusive participation. This issue highlights a gap between the ideal implementation of digital learning and the realities of classroom constraints.

In addition, the variation in students' digital literacy levels indicates that the effectiveness of Canva-based learning is influenced by students' prior technological competencies. This suggests that teachers need to adopt differentiated instructional strategies to accommodate diverse student abilities. Without such adjustments, the integration of digital tools may unintentionally widen the gap between high-performing and low-performing students.

To answer the second research question, we examined the supporting and inhibiting factors for implementing the Canva application in student learning activities. The primary supporting factor for implementing the Canva application at SD Negeri 3 Palu is the availability of adequate technological

facilities, such as interactive boards and a stable internet connection within the school environment. The presence of interactive boards allows teachers to demonstrate Canva's features directly and visually to all students, thus facilitating initial understanding of application navigation. This aligns with the theory of digital learning media within the conceptual framework, which emphasizes that technological infrastructure is the primary foundation for the effective implementation of educational digitalization. Furthermore, school policy support that encourages IT-based learning innovation provides space for teachers to explore various new media. Relevant research by Christiani et al. (2024) also states that the readiness of school infrastructure is a determinant of the successful adoption of graphic design technology in the classroom. The synergy between these facilities and policies creates a conducive ecosystem for students to begin to recognize and use the Canva application in fine arts subjects.

Teacher creativity in operating digital technology was another crucial supporting factor observed during the research process in fifth grade. Teachers not only mastered the technical aspects of Canva but were also able to package fine arts materials into engaging and easy-to-follow instructions for elementary school-aged students. This reinforces Akbari's (2021) findings, which state that teachers' digital pedagogical competence is positively correlated with the effectiveness of Canva's use in schools. With proper guidance, students feel more confident experimenting with the various creative features available within the application.

Students' enthusiasm and intrinsic motivation are dominant internal factors contributing to increased learning activity while using Canva. Students exhibit intense curiosity when viewing a variety of colorful and engaging visual elements on their device screens, which psychologically increases their mental engagement. Within a conceptual framework, learning activity is defined as a series of physical and mental activities undertaken by students to achieve behavioral change. Students' interest in Canva demonstrates that interactive visual media can trigger higher learning motivation compared to conventional lecture methods. Research by Cipto et al. (2022) also confirms that a fun learning environment through Canva can significantly increase student active participation. This motivation is a key asset for students to remain focused on completing their fine art design projects despite facing technical challenges.

On the other hand, the main inhibiting factor identified was the limited number of hardware devices, such as laptops or tablets, available to each student individually. Because the number of laptops was not comparable to the number of fifth-grade students, they had to share devices in small groups, which sometimes hampered the speed of each individual's work. In theory, the availability of an ideal device ratio is highly recommended to maximize personalized learning experiences in digital education. This limitation forces teachers to stagger device usage, which, if not managed well, can reduce the duration of hands-on practice for each student. This finding aligns with the general challenges of school digitalization in Indonesia, which are often hampered by expensive IT procurement budgets. Despite increased collaboration, limited devices remain a technical barrier that requires more creative classroom management solutions from schools.

Another inhibiting factor is the gap in digital literacy levels among students, which also needs to be addressed in the classroom learning process. Some students who are accustomed to using technological tools like tablets at home can adapt quickly, while students who rarely interact with technology take longer to grasp basic commands. This difference in learning speed can lead to disparities in art work if teachers do not pay extra attention to students who are lagging behind. Based on the conceptual framework, learning activities must be inclusive and able to accommodate various levels of student learning readiness. This literacy gap presents a pedagogical challenge, where teachers must be able to balance the pace of teaching

so that all students achieve the same competencies. Relevant research shows that without intensive mentoring, students with low digital literacy tend to be passive and rely solely on their group mates.

In closing, the synergy between supporting factors and addressing inhibiting factors is key to the successful use of Canva at SD Negeri 3 Palu. Despite infrastructure constraints such as the limited number of Chromebooks, strong teacher support and high student motivation were able to minimize these negative impacts. The theories in the conceptual framework provide a foundation that technology is merely a tool, while the essence of its success lies in meaningful learning activities and the adaptive role of teachers. This study strengthens the position of previous studies that Canva is a highly potential medium for transforming fine arts education in elementary schools. By maximizing existing supporting factors and continuously seeking solutions to technical obstacles, Canva's implementation can become an innovative learning model.

Conclusion

This study demonstrates that the implementation of Canva in visual arts learning at SD Negeri 3 Palu extends beyond mere technical application. It functions as a catalyst for transforming teacher-centered instruction into a student-centered, collaborative creative process. The findings strengthen the Technological Pedagogical Content Knowledge (TPACK) framework, particularly showing how adaptive teacher roles can mediate technology integration even amid infrastructure limitations. The synergy of strong teacher support and high student motivation confirms that socio-constructivist principles remain central to meaningful digital learning, where technology serves as a tool, not a replacement for pedagogical strategy. For elementary schools with similar constraints, this study provides a replicable model: (1) maximizing teacher facilitation through peer tutoring to offset device shortages, and (2) using free visual design platforms like Canva to bridge the gap between curriculum demands and student engagement. School policymakers should prioritize teacher digital literacy training over hardware procurement alone, as human factors proved more decisive in minimizing negative impacts of limited Chromebooks and unstable internet. Future implementation should integrate structured peer mentoring and offline Canva workflows to ensure sustainability.

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