

# SLR : Canva Technology-Based Collaborative Learning Method for Elementary Schools

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## Abstract

This study aims to determine the effectiveness of Canva-based collaborative learning in Elementary Schools using a qualitative method in the form of a Systematic Literature Review (SLR). The literature selection process was carried out based on the PRISMA guide, by analyzing five scientific articles published between 2020 and 2024 and meeting the inclusion criteria. The results of the study showed that the use of Canva was effective in increasing student engagement, developing critical thinking skills, and deepening conceptual understanding. Canva allows students to present information creatively and interactively, and facilitates a collaborative and participatory learning process. However, there are challenges such as limited exploration time and the suboptimal use of all Canva features. This study concludes that Canva is a potential tool to support collaborative learning in the digital era, and provides a contribution in the form of the latest thematic synthesis that can be used as a practical reference for teachers in designing technology-based learning.

## 1. Introduction

Education is a learning and teaching process that aims to develop the potential of humans optimally through various learning and teaching activities. The main goal of education is to assist individuals in achieving optimal intellectual, social, emotional, and physical abilities, as well as to assist individuals in developing skills, knowledge, and values necessary for daily life (Nuriansyah, 2020). Good education must be able to produce optimal learning outcomes. To achieve this, educational institutions must use learning methods that are effective and relevant to the needs of students, as well as provide appropriate support and guidance for each individual. Through this effective education, students will obtain good learning outcomes and will be prepared to face the challenges of the future ahead. To improve student learning outcomes, various appropriate and effective efforts and strategies are needed. Quality in a good Education not only creates academically skilled individuals, but also has social skills, critical thinking skills, and the ability to work collaboratively. Djoko in his research argues that collaborative learning is a foundation for building togetherness and cooperation skills. Collaborative learning is useful for improving social skills for students. Collaborative learning is a learning procedure in which students learn together in groups and are directed to achieve goals collectively (Cruikshank, Jenkins, & Metcalf, 2006). (Scottsdale County, n.d.). Collaborative learning is directed to instill habits to understand what is learned, attitudes to want to do something, and skills on how to do things. This is in line with Covey's view (in Medsker & Holdsworth, 2001) which states that attitude includes three main things, namely knowledge (the what, where, when, and why), attitude (the want to), and skills (the how to). (Husain, n.d.)

The development of information technology has brought significant changes in various aspects of life, including in the world of education. The integration of technology in education, especially at the elementary school level, is one of the important topics in efforts to improve the quality of learning and enrich the learning experience for students, by through the rapid development and advancement of information technology, it is hoped that it can change and have a positive impact on various aspects of life, especially in the advancement of the world of education. Information technology is changing many aspects of human life. One of them is the positive impact on education is to improve the quality of education (Mahyudi, 2023). Therefore, in order not to be left behind, the world of education must continue to undergo changes in accordance with the times and in accordance with its development. Because education will produce a young generation that is intelligent, superior, responsible, democratic, peaceful, and ready to contribute to the development of the nation and state. Technology in education can help students learn better and make learning more interactive and fun

for students. Multimedia, education, and augmented reality are some of the technologies that have been used in education. According to (Fardani, 2020) Augmented reality, or technology that combines real-world objects with virtual objects, can help students get a more interactive and real learning experience. However, there are some challenges that need to be considered when using technology in education. Some of these are limited access to technology and different technological expertise between teachers and students. In addition, the effective use of technology depends on proper design and implementation. Certain theories can be used to develop more effective ways to use technology in education.

Along with the rapid development of technology, so too in the field of education so that A variety of learning media that are interesting and easily accessible to students during learning activities are needed. One of the technologies that could potentially be used is Canva, a graphic design platform that allows teachers and students to create visual learning media in a creative and interactive way. Canva can support project-based learning and facilitate student collaboration in creating infographics, posters, and presentations. In the digital era, collaboration and technology are two key elements in learning in elementary schools. Collaborative learning encourages students to actively collaborate, exchange ideas, and build knowledge—essential skills of the 21st century. Canva is an easy-to-use online graphic design app that provides a variety of design tools such as presentations, posters, infographics, videos, and more. This application is very useful for educators to design engaging, creative, and innovative learning media. Canva can be accessed via a laptop or mobile phone with an internet connection, and supports a learning account for free access to a wide range of templates. The use of Canva helps teachers deliver material visually, increases students' motivation to learn, and supports students' cognitive processes and creativity (Urva et al., 2024).

In addition to the effective use of technology in education, it is also necessary to pay attention to the right learning model in the use of technology to see the effectiveness of students in learning (Rahma, 2021). Several learning models that have been developed in the use of technology include collaborative learning models. In the use of technology, a collaborative learning model can be done through an online platform where students can interact and collaborate even if they are not in the same location. The collaborative learning method is tied to the use of Canva technology, allowing students to work together interactively to create visual products such as infographics, presentations, and posters. In the learning process, Canva serves as a medium that supports the learning process that prioritizes knowledge networks and collaboration between individuals. With Canva, students not only passively receive information, but also actively explore creativity, discuss, and integrate knowledge from multiple sources to produce complex collaborative work. This approach is also in line with the principles of constructivism that emphasizes active, project-based learning, in which students are directly involved in problem-solving that is relevant to the real world. Using Canva in collaborative learning can increase students' motivation, creativity, engagement, and critical thinking and problem-solving skills, while preparing them for increasingly complex global challenges. Overall, Canva creates a learning experience that is more dynamic, interactive, and relevant to technological developments and educational needs in this digital age.

However, there have not been many systematic studies that specifically explore the use of Canva in the context of collaborative learning in elementary schools. Most studies still focus on using Canva as a visual medium or presentation tool, rather than as a collaborative tool integrated into the learning process. In fact, Canva's potential in combining elements of collaboration and technology is huge to improve the quality of basic learning. Therefore, it is important to conduct more in-depth and structured research on the use of Canva in collaborative learning in elementary school. This study is expected to contribute to the development of learning models that are innovative, adaptive to technology, and effective in improving students' overall skills.

#### Related Studies

This research relies on a literature review that is relevant to three main themes, namely digital learning media, collaborative learning models, and learning outcomes in the context of educational technology, and strengthened by the constructivist theoretical approach. This synthesis of previous studies is the basis for analyzing how Canva as a digital medium supports creative and collaborative learning at the elementary school level.

### 1. Digital Learning Media

The development of information technology has presented diverse and innovative digital learning media. Mahyudi (2023) emphasized that the integration of technology in education enriches students' learning experiences through the presentation of more contextual and visual materials. Canva is one of the popular graphic design platforms that many teachers use to deliver learning materials interactively. A study by Urva et al. (2024) shows that the use of Canva not only makes it easier to deliver material, but also fosters students' creativity. On the other hand, other media innovations such as Augmented Reality (AR) technology are also starting to be used to create more immersive learning experiences (Fardani, 2020). However, limited access to devices and lack of digital literacy for teachers and students are challenges in the implementation of digital media widely.

### 2. Collaborative Learning Model

Pembelajaran kolaboratif merupakan salah satu pendekatan yang menekankan pada kerja sama antar siswa untuk mencapai tujuan belajar bersama. Djoko (dalam Agama Kabupaten Nagan Raya, n.d.) menyatakan bahwa model ini membentuk keterampilan sosial dan rasa tanggung jawab antarindividu. Selaras dengan itu, Cruickshank, Jenkins, & Metcalf (2006) menambahkan bahwa pembelajaran kolaboratif mendorong partisipasi aktif siswa melalui diskusi dan kerja tim. Dalam konteks pembelajaran digital, Canva memungkinkan kolaborasi dalam desain proyek seperti infografis, poster, atau presentasi. Hal ini memberi ruang bagi siswa untuk belajar secara sinergis sekaligus mengembangkan kreativitas dan keterampilan komunikasi.

### 3. Learning Outcomes in the Context of Technology and Collaboration

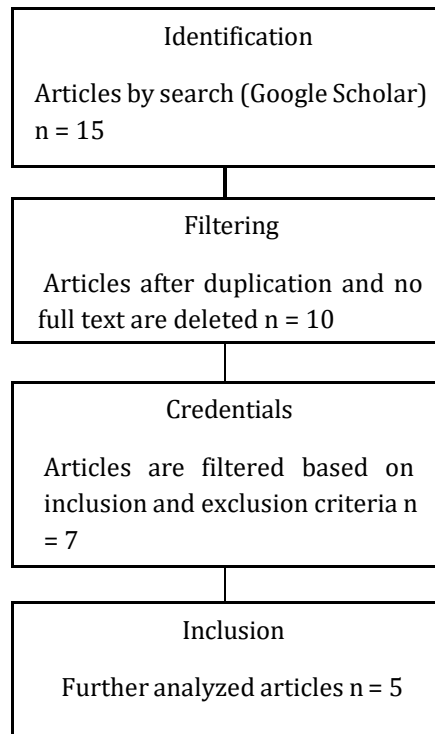
Learning outcomes are the main indicator of the success of the application of digital media and collaborative models. Nuriansyah (2020) states that effective education not only develops cognitive aspects, but also students' social and emotional skills. Canva has been shown to increase student motivation and engagement in the learning process (Urva et al., 2024). Students become more enthusiastic when they are directly involved in the production of learning media. However, Rahma (2021) reminded that the success of the use of technology in education depends on the compatibility between media, learning strategies, and the readiness of educators.

### 4. Theoretical Framework of Constructivism

Constructivism theory is the conceptual basis for analyzing how Canva supports collaborative learning. According to Piaget and Vygotsky, learning is an active process in which students build knowledge through social interaction and hands-on experience. Digital media such as Canva fits this approach well because it allows students to explore, create, and reflect on learning independently or in groups. Covey (in Medsker & Holdsworth, 2001) states that an effective learning attitude includes knowledge, a willingness to learn, and the skill to do so all of this is facilitated in a constructivism-based learning environment.

## 2. Method

This study uses a qualitative approach with the Systematic Literature Review (SLR) method. SLR is conducted systematically to collect, identify, evaluate, and analyze findings from various previous studies relevant to the topic. This study does not aim to test hypotheses, but rather to gain an in-depth understanding of Canva's technology-based collaborative learning methods in elementary schools. Data was obtained from scientific articles published in the range of 2020 to 2024. The main source of search is Google Scholar. The search process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure transparency and accuracy of the literature selection process.



#### Search Keywords

Keywords used in searches include

1. Collaborative Learning
2. Canva technology
3. Canva in learning
4. Elementary School collaborative learning
5. Technology-based learning methods

#### Inclusive Criteria:

1. Articles published in the range of 2020–2024.
2. Articles focusing on technology-based collaborative learning at the Elementary School level.
3. Articles that specifically mention or discuss the use of Canva in the context of learning.
4. Articles that have gone through a peer-review process and are published in scientific journals.

#### Exclusion Criteria:

1. Articles that are not available in full text.
2. Articles that discuss education at levels other than elementary school.
3. An article that only mentions Canva in general with no learning context.
4. Articles in languages other than Indonesian or English.

#### Data Selection and Synthesis Process

From the initial search results, 15 articles were found that were considered relevant. Furthermore, a screening process was carried out based on inclusion and exclusion criteria, until 5 suitable articles were obtained for further analysis. The articles were analyzed using a thematic analysis approach to identify key themes related to the implementation of Canva-based collaborative learning in Primary Schools.

### 3. Results and Discussion

Based on the results of the analysis of the study that has been described, it can be seen that the Canva-based collaborative learning method can present images and videos to illustrate daily life in the form of animated videos. Canva is one of the applications that can be used in designing learning media. Canva provides a variety of tools such as presentations, resumes, posters, flyers, brochures, graphics, infographics, banners, flyers, certificates, diplomas, invitation cards, business cards, thank you cards, postcards, logos, labels, bookmarks, newsletters, book covers, desktop wallpapers, templates, photo editing, youtube thumbnails, and more. Using Canva is also quite easy with a wide selection of design variations. Canva can be used by educators to design learning materials through pre-existing templates such as posters, videos, infographics, and even presentation media. The many attractive designs in the Canva application can make it easier for teachers to design learning videos as a medium for delivering the material to be learned, so that students do not get bored easily in following the learning process. The use of Canva as a learning medium can help make it easier and save time for teachers in designing learning materials and help in explaining learning materials (Sari et al., 2021; Wulandari & Mudinillah, 2022). (Sari & Yatri, 2023). Canva updates the learning process by designing media to create creative, innovative, and independent learning. Canva can provide a different look than traditional learning, which can increase students' motivation to learn. Visually presenting information or literature through Canva plays an important role in building a person's cognitive process to understand concepts and making it easier to remember learning materials. Canva as a technology-based collaborative learning medium facilitates connectivity learning, which emphasizes the importance of social interaction and knowledge networks. This allows students not only to learn individually, but also to collaborate effectively in a broader social context.

The Canva app helps students develop critical thinking, problem-solving, and creativity skills through the creation of learning products such as posters, infographics, and videos. This collaborative process also improves communication between students and builds teamwork. Collaboration refers to the whole learning process, where students teach each other, even students can teach teachers (why not?), and of course teachers also teach students. In collaborative learning, the main focus is on each individual. The purpose of group activities is not to achieve unity of opinion through group discussions, but to encourage students to discover and express the diverse opinions or thoughts that each individual has. In the implementation of collaborative learning in small groups, teachers should not try to unite the opinions or ideas of the students. Teachers should also not ask students to express their opinions as a representation of the group as a whole. With collaboration, each individual can share their ideas and abilities, so as to achieve better learning outcomes. Collaborative learning makes it easier for students to learn and work together, contribute ideas to each other, and be responsible for achieving learning outcomes, both in groups and individually. The use of Canva addresses the problem of student boredom and inactivity in conventional learning, as it provides variety and ease in presenting learning materials visually and interactively. The use of Canva in creating collaborative learning allows students to learn actively and contextually, students not only receive knowledge, but also process, analyze, and produce visual works that reflect their understanding of the topic being studied. The obstacle found in Canva is the limited time to explore the app's features, so not all of Canva's potential can be used optimally. However, in general, this application strongly supports learning that is more dynamic and relevant to today's digital literacy needs. The use of Canva also has advantages and disadvantages in using it. Advantages and Disadvantages of the Canva application according to Febriana (Febriana et al., 2023)

Advantages of the Canva application:

1. Make it easier for teachers to design designs that are used as learning media.
2. Through Canva, which provides a variety of interesting templates, which can be customized to your liking.
3. The Canva app can be used anytime and anywhere, and can be accessed via a personal computer or other device.

Disadvantages of the Canva application:

1. The Canva app must use a stable internet network.
2. Some templates, elements, text, audio, and so on have to be paid.
3. In the use of templates must have similarities with others

The use of Canva directly supports the principle of constructivism, where students actively build their knowledge through the process of creating visual content such as posters and videos. In this process, students are not only recipients of information, but also producers of knowledge. Activities such as designing infographics or creating presentations allow them to explore, analyze, and synthesize the information obtained, while also communicating it to others in the form of visual works. In addition, this approach is also in line with the principle of connectivityism, where learning does not only occur within the individual, but also in social and technological networks. Canva, which enables online collaboration and integration with various digital platforms, creates a space for students to connect, share, and learn from others. Through group work and task sharing in visual projects, students build social, communication, and digital literacy skills simultaneously. In general, the literature suggests that using Canva can:

1. Increase student motivation and participation in the learning process.
2. Provide a space for creativity that encourages critical thinking and problem-solving.
3. Facilitate more active and contextual collaborative learning.
4. Develop 21st century skills, such as visual communication, team collaboration, and digital literacy.

However, there are some limitations that need to be looked at, both from the results of Canva's implementation and from the methodology of the articles analyzed. Some of the articles reviewed have limitations in terms of:

1. The research design is mostly descriptive or qualitative exploratory, so the generalization of findings is limited.
2. Small sample sizes and less diverse, which reduces the representativeness of the data.
3. Evaluation instruments that are not yet fully standardized to measure the effectiveness of digital media-based learning such as Canva.
4. Lack of data triangulation, so the validity of the research results is not strong.

In addition, from a technical point of view, the use of Canva also faces obstacles such as limited time for exploring features by teachers and students, the need for a stable internet connection, and access to paid premium features. The templates used are also at risk of having

similarities with other users, so challenges in terms of originality of the work need to be a concern. Considering these strengths and limitations, it can be concluded that Canva is a very useful tool in supporting collaborative learning based on constructivism and connectivity. However, continuous efforts are needed in terms of teacher training, the development of evaluation instruments, as well as advanced research with stronger methodologies to ensure the long-term effectiveness of their use in the context of basic education.

The ability to use technology and digital tools is one of the skills that are needed in this modern era. By introducing Canva as a learning medium in elementary schools, students can not only learn academic materials but also develop their digital skills through Canva (Urva et al., 2024). This is important so that they can adapt to future technological developments. The researcher has conducted a literature review study, which is to identify 15 articles that are relevant to the article title. The selected articles will be screened again and then discussed in categories according to the purpose of writing and the title of the article. In this study, the researcher found 5 articles that are in accordance with the topics that will be discussed in this article. The following is an analysis of relevant articles on Canva-based Collaborative Learning in the Elementary School learning process.

**Table 1. Canva-based Collaborative Learning**

No	Researcher and Year	Types of Canva Utilization	Results of Horse Defense	Challenges of Use
1.	Lovandri Dwanda Putra dan Filianti (2022)	Creation of interactive learning media/multimedia	Increase creativity and interaction in distance learning; Encourage collaboration	Not mentioned
2.	DyanYulianaa, Achmad Baijurib, Arico Ayani Supartoc, Siti Seitunid, dan Sheilla Syukriae (2023)	Learning video creation	Learning media are more creative, innovative, collaborative; Assist in the delivery of material and student understanding	Not mentioned
3.	Dwi Sulisworo dan Dian Artha Kusumaningtyas (2022)	The use of different types of digital media using Canva by the trainee group	Participants can create creative media as they wish, optimistic for interactive collaborative learning.	Exploration time is limited, not all Canva features are used
4.	Nurul Hanifah dan Wahyu Sukartiningsih (2024)	Canva as a tool for student poster design and presentation media by teachers (collaboration with TikTok).	Increase students' enthusiasm and activity in collaborative learning	Not mentioned
5.	F N Miftahul Janah, H Nuroso, Mudzanatun, dan E Isnuryantono (2023)	Canva as an audiovisual learning medium for elementary and middle school in collaborative design projects.	Improve students' critical and creative thinking skills. Make it easier for teachers and students to create visual materials.	Not mentioned

Based on an analysis of 5 scientific articles published between 2022 and 2024, it was found that the Canva application has been used in various forms and learning purposes that encourage collaborative, creative, and interactive activities in the Elementary School environment. Canva's use is not limited to being a visual aid, but it is also used as a primary learning medium in many forms. For example, Canva is used as an interactive learning multimedia (Putra & Filianti, 2022), for the creation of learning videos (Yuliana et al., 2023), in the development of digital media by teacher trainees (Sulisworo & Kusumaningtyas, 2022), and as a media for poster and presentation design combined with other platforms such as TikTok (Hanifah & Sukartiningsih, 2024). In addition, Canva is also used as an audiovisual medium to support students' collaborative design projects at the elementary/middle school level (Miftahul Janah et al., 2023). This shows that Canva is a flexible platform that can be adapted for a variety of learning strategies, whether for projects, presentations, or teacher training.

In terms of learning outcomes, the use of Canva has been proven to make a positive contribution, including increasing students' creativity and critical thinking skills through freedom to create, as well as encouraging student interaction and enthusiasm, especially in collaborative contexts. Canva also makes it easier for teachers to create more engaging and communicative learning materials, and helps them deliver materials more effectively, especially when delivered in audiovisual form. Furthermore, Canva is considered to be able to create a fun learning environment and empower students to be more active in the learning process. However, using Canva also faces some challenges. Although most articles do not explicitly mention constraints, a study by Sulisworo and Kusumaningtyas (2022) reveals that the limitation of exploration time is one of the obstacles in optimizing the use of Canva. In addition, not all of the features available in Canva are fully utilized by its users. These findings show that while Canva is relatively easy to use, training or technical assistance is still required, especially for teachers or students who are using the platform for the first time.

Based on the discussion above, the use of Canva in collaborative learning has been shown to be effective in increasing student engagement, developing critical thinking skills, and deepening understanding of concepts. The use of Canva is also efficient because it provides free design templates and is available in several versions, Canva allows students to present information in a creative and engaging way. In general, participants stated that this result could be achieved because of the ease of application and the availability of various elements to create creative media according to the user's wishes. However, from the products produced, not all the facilities in the application have been used. The limitation of trying time causes not all features to be explored properly. Participants feel optimistic that they can use this application to encourage more interactive collaborative learning online. (Dwi Sulisworo & Dian Artha Kusumaningtyas, 2022), as well as facilitating more effective collaborative learning. However, further exploration of Canva's features is needed to maximize its learning potential. As such, Canva can be an effective tool in supporting collaborative learning in today's digital age, helping students develop the skills needed to succeed in the future. Canva's technological know-how as a learning tool that not only makes it easier to create learning media, but also strengthens interaction and cooperation between students in the learning process in elementary school.

### **3.1. Conclusion**

Based on the results presented, it can be concluded that the use of Canva in collaborative learning in elementary schools has been proven to be effective in increasing student engagement, developing critical thinking skills, and deepening understanding of concepts. Canva facilitates the creative and interactive presentation of information and supports more effective collaboration, thus, Canva can be an effective tool in supporting collaborative learning in today's digital age, helping students develop the skills they will need in the future. The use of Canva's collaborative learning also has several advantages such as ease of use, free template availability, and cross-device access. However, there are limitations such as the need for a stable internet connection, as well as methodological weaknesses in previous studies indicating the need for more in-depth and systematic follow-up research. Therefore, further development and implementation of Canva's use in collaborative learning is needed to maximize its potential to improve the quality of education. It is also recommended that teachers receive special training to optimize the use of Canva, and that schools provide supporting infrastructure. The development of a Canva-based collaborative learning model also needs to be carried out as a practical guide for educators, including learning strategies, the roles of teachers and students, and measurable success indicators. Future research should use a quantitative approach with a larger and diverse sample and conduct longitudinal studies to evaluate the long-term effectiveness of Canva in students' 21st century skills development.

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Elvira Yuni Rahmawati: Conceptualization, Methodology, Data Curation, Writing – original draft, Writing – review & editing.

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