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Literature Review of Research Trends in the Development of Canva-Based Interactive Learning Media for Elementary Schools Between 2019-2025

Wildan Qosid Ilahy[1*]; Muh. Sholeh[2]; Bambang Subali[3]; Nuni Widiarti[4]

[1]*Elementary Education, Universitas Negeri Semarang, Indonesia*
[2]*Social Science Education, Universitas Negeri Semarang, Indonesia*
[3]*Physics, Mathematics and Science Education, Universitas Negeri Semarang, Indonesia*
[4]*Chemistry Education, Universitas Negeri Semarang, Indonesia*
[1*]*Corresponding Email: wildanqosids@students.unnes.ac.id*

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Abstract: This study explores how research has evolved regarding the use of Canva-based interactive learning media in elementary schools between 2019 and 2025. The growing need for creative, engaging, and user-friendly teaching tools-especially in light of rapid digital transformation in education-forms the core motivation behind this review. Canva, known for its intuitive design and ease of use, has gained traction among educators as a go to platform for developing visually appealing and interactive classroom materials. Using a Systematic Literature Review (SLR) approach, the study analyzed 20 peer-reviewed articles from reputable academic sources. Articles were selected based on criteria such as publication (2019-2025), relevance to Canva as a teaching tool, and focus on elementary education. The findings reveal a clear upward trend in the adoption of Canva to enhance student participation, conceptual understanding, and learning motivation. The media created through Canva tend to be highly visual, easily accessible, and adaptable across different instructional approaches, including thematic and project-based learning. These results highlight the growing importance of equipping teachers with the necessary training and encouraging the integration of Canva into classroom practice as part of broader educational innovation aligned with today's digital era.

Abstrak: Penelitian ini bertujuan untuk menelusuri arah dan perkembangan riset mengenai penggunaan media pembelajaran interaktif berbasis Canva di tingkat sekolah dasar dalam rentang waktu 2019 hingga 2025. Latar belakang kajian ini didasari oleh kebutuhan yang semakin tinggi akan media ajar yang kreatif, menarik, dan mudah digunakan, seiring dengan percepatan digitalisasi dalam dunia pendidikan. Canva, sebagai platform desain grafis yang intuitif, mulai banyak dilirik oleh para guru untuk membuat materi ajar yang mampu mengoptimalkan keterlibatan siswa melalui pendekatan pembelajaran yang lebih atraktif. Pendekatan yang digunakan adalah Systematic Literature Review (SLR), dengan menelusuri dan mengkaji secara sistematis 60 artikel ilmiah dari berbagai sumber terpercaya. Artikel yang dikaji dipilih berdasarkan kriteria tertentu, yakni publikasi dalam periode 2019–2025, penggunaan Canva sebagai media ajar, dan fokus pada jenjang sekolah dasar. Hasil kajian menunjukkan tren yang semakin positif dalam penggunaan Canva untuk meningkatkan keterlibatan, pemahaman, dan semangat belajar siswa. Media yang dihasilkan bersifat visual, mudah diakses, dan dapat digunakan dalam berbagai model pembelajaran seperti tematik atau berbasis proyek. Temuan ini mendukung pentingnya pelatihan guru dan integrasi Canva dalam praktik pembelajaran di kelas sebagai bagian dari inovasi pendidikan yang relevan dengan zaman.

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A. Introduction

The world of education is undergoing fundamental changes along with the rapid development of information technology, including in terms of developing learning media that is interactive, interesting, and adaptive to the needs of students. In the midst of changing times that are all digital, teachers are required to not only master the subject matter, but also be able to present it creatively by utilizing various supporting technologies. One platform that has experienced increased utilization in this context is Canva-a web-based and mobile graphic design application that offers various visual and interactive features that can be integrated into teaching and learning activities.

Canva is increasingly recognized as a popular teaching media alternative due to its ability to simplify the design process of visual materials such as infographics, presentations, animations, and educational videos. Its main advantage lies in its intuitive interface and drag-and-drop feature, which allows teachers with minimal design skills to still create engaging and interactive content. In the context of primary education, the presence of visual and easy-to-understand media is essential to maintain student focus and enthusiasm. The results of Kristy et al (2024) showed that Canva was effective in helping students understand sociology material through collaboratively designed infographic tasks. Meanwhile, Farrell et al (2024) in an Erasmus study in Ireland reported that primary school teachers used Canva to share learning materials virtually with positive results on collaboration between students. Adrias et al (2025) also found that the application of Canva in a Problem-Based Learning model significantly improved learning outcomes for primary school students. These findings support the importance of using Canva as a modern learning media that suits the characteristics of the digital generation and aligns with the demands of 21st century learning.

Research by Firdaus & Herpratiwi (2023) shows that the use of Canva-based learning media significantly improves students' concept understanding in elementary schools, especially in subjects that require concrete visualization such as science and social studies. In addition, according to a study by Hilmiyati & Juhji (2024), students taught with Canva media showed an increase in learning interest of up to 30% higher than the conventional lecture method.

Although there has been quite a lot of research on the use of Canva in learning, there are some gaps that need to be further analyzed. First, most of the studies are descriptive in nature and not many have conducted a systematic review of the research trends themselves. Secondly, there are still few studies that classify the pedagogical approach used in conjunction with Canva - whether it is used in project-based learning, thematic learning, or collaborative learning. Thirdly, the timeframe of studies is generally limited to the early years of the COVID-19 pandemic, whereas technological developments and learning approaches continue to be dynamic until 2025.

Another gap is that there are not many studies that discuss how Canva can support inclusive and differentiated learning. In fact, according to Arends (2015), effective learning design must be able to meet the needs of diverse learners. In this context, Canva has the

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potential to be customized according to students' characteristics, but this is still not widely researched.

This article presents an original contribution through a systematic review of the literature that discusses the use of Canva as an interactive learning media at the elementary school level, especially in the 2019-2025 timeframe. By using a Systematic Literature Review (SLR) approach, this article aims to identify patterns of research development, advantages and challenges of using Canva in the context of basic learning, and provide directions for further research that is more comprehensive and applicable. This study is also important as a foundation for the formulation of educational policies, especially in the preparation of a curriculum that is adaptive to technological developments. Furthermore, learning at the elementary school level has different characteristics compared to other levels. Elementary-aged students tend to have a short attention span, requiring visual media and interesting activities to stay focused and engaged in the learning process. Canva can be a solution due to its flexibility in presenting rich visual content as well as collaborative features that allow interaction between teachers and students in one design project. The study by Dahliana et al (2025) confirms that training elementary school teachers in the use of Canva has a positive impact on the quality of their learning.

In terms of competency achievement, Canva-based media is proven to help students not only understand the material, but also train 21st century skills such as critical thinking, creativity, communication, and collaboration (4C skills). This is in line with the World Economic Forum (2020) guidelines regarding future skills that must begin to be instilled since basic education.

The purpose of this study in general is to analyze research trends related to the development of Canva-based interactive learning media in elementary schools during the 2019-2025 period through a literature review approach. Specifically, this research aims to identify patterns, challenges, opportunities, and impacts of using Canva in interactive learning at the elementary level, as well as evaluate its effectiveness and innovation based on the findings of previous studies. The urgency of this research lies in the need to map the recent developments in the utilization of Canva as a digital educational tool, given the rapid transformation of educational technology post-pandemic and the lack of a comprehensive synthesis of literature on this topic. This discussion is important to provide guidance for researchers, educators, and media developers in designing creative, adaptive, and evidence-based learning solutions, while filling the knowledge gap on optimizing Canva in the context of basic education.

B. Method

This research applies the Systematic Literature Review (SLR**)** approach, which is a method designed to review, evaluate, and synthesize various previous research results in a structured and thorough manner. The SLR approach was chosen because it is able to provide a strong foundation in understanding the direction and pattern of research development on Canva-based learning media in basic education, as well as identifying research gaps that

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have not been widely studied. According to Pitt et al (2022), the systematic approach in SLR provides stronger validity because the literature selection process is carried out with standardized and replicable protocols (Pitt et al., 2022).

The data collection process was carried out using scientific article searches through databases such as Google Scholar, ScienceDirect, DOAJ, and Garuda. Search keywords included: "Canva", "interactive learning media", "elementary education", "digital teaching tools", and "systematic review" with a publication year range of 2019-2025. This search process followed the systematic structure recommendations as used in Andreassen & Haugen (2023) research in digital transformation research which implemented a literature protocol based on strict inclusion and exclusion criteria (Andreassen & Haugen, 2023). The main instrument in this study was a data extraction sheet, which is a classification table used to categorize important data from each of the selected articles. Each article was reviewed based on variables such as: author name, year of publication, research objectives, methods, main results, and scientific contribution. The format of this extraction refers to the systematic framework applied by King (2024) in a literature review on Canvas LMS integration in the field of health education.

The research subjects in this study are not individuals or active participants, but scientific articles that have been published and are relevant to the topic. From the initial total search of 60 articles, (1) Published between 2019-2025; (2) Contains the topic of Canva as a teaching medium; (3) Focuses on elementary school level; (4) Written in Indonesian or English; (5) Contains a methodology that can be analyzed (qualitative/quantitative/mixed). Can be seen in Figure 1. below.

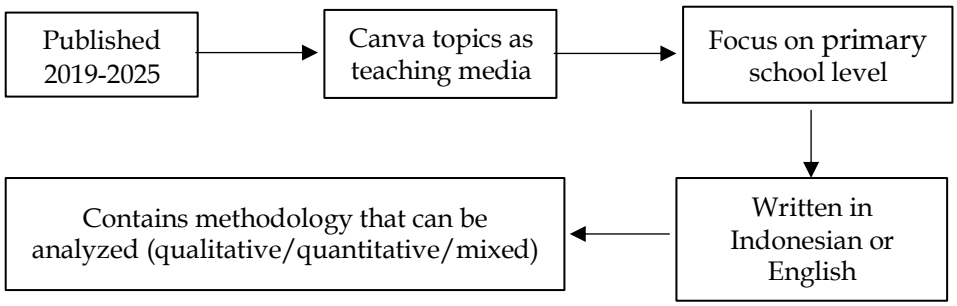

Figure 1. Research Subjects.

So the method used in this literature review is in accordance with the framework description scheme above, starting from the beginning of determining journals published from 2019 to 2025, reviewing and analyzing the methodology contained in the journals studied.

C. Result

Analysis of the Number of International and National Journals

According to Febriana et al (2023) Canva-based learning media to increase teacher creativity in the learning process in elementary schools. The results show that the use of

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Canva can facilitate teachers in compiling interesting and interactive material. So it is true that when teachers in their classroom teaching use media according to this digital era, learning will be in accordance with the wishes of students because according to the era, the Alpha gene really likes interactive and interesting dimensions. The following is a bar graph comparing the number of international and national journals reviewed in Figure 2.

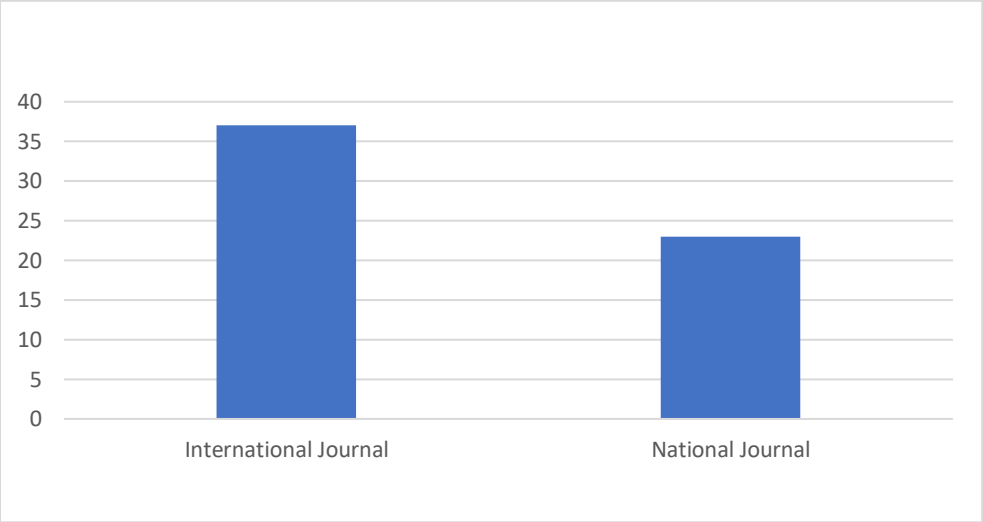

Figure 2. Analysis of the number of national and international journals.

60 journals listed in the table, there are 37 (61.67%) International Journals and 23 (38.33%) National Journals on International Journals that are indexed globally (Scopus, SSCI, etc.) and Journals published in Indonesia (Sinta, Garuda).

Development Method Analysis

It is worth noting to show that Canva and Google Forms-based media provide a higher visual and participatory learning experience than conventional methods Fitriyah et al. (2021). So that the methods that have been reviewed to understand how useful canva-assisted development can be seen in Table 1. Below.

Table 1. Analysis of Development Methods

No.	Research Methods	Number of Articles
1.	Research and Development (R&D)	12
2.	Experiment / Quasi-Experiment	8
3.	Design-Based Research	6
4.	Action Research / Classroom Action	6
5.	Case Study	3

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No.	Research Methods	Number of Articles
6.	Longitudinal Study	1
7.	Program Evaluation / Formative	2
8.	Mixed Methods	5
9.	Survey and Interview/Questionnaire	3
10.	Systematic Review / Literature Review	3
11.	Participatory Action Research	4
12.	Lesson Study	3
13.	Comparative Experiment	1
14.	Single-Subject Research	1
15.	Randomized Control Trial (RCT)	1
16.	PRISMA Review	1

According to Sugiyono (2018), R&D is a method that aims to produce products and test the effectiveness of these products in education. The R&D method is the most dominant one used in these articles. This method is used to develop, validate, and test the feasibility of Canva learning media. The models often used are Borg & Gall or ADDIE.

Meanwhile, Bergman et al (2015) explained experimental research with strict control using a pretest-posttest control group design to measure differences in understanding of various concepts and student creativity. This method is used to test the effectiveness of Canva media on certain variables, such as learning outcomes or motivation. Design-Based Research (DBR) 6 Articles This method focuses on iterative design and revision based on classroom experience. DBR is very contextual and applicable. For Action Research (PTK), there were 6 articles that found PTK was used to improve teachers' teaching practices with Canva media-based interventions. For Mixed Methods there are 5 Articles where this combined qualitative and quantitative method is used to produce comprehensive data such as teacher perception data (qualitative) and student learning outcomes (quantitative). For Case Studies there are 3 Articles according to Yin (2016) calling case studies suitable for answering "how" and "why" questions in real settings. It focuses on in-depth observations of Canva's implementation in a specific context, such as a single classroom or school.

In the Literature Review / PRISMA / Systematic Review there are 4 Articles where this Study maps the trends and themes of Canva media research in national and international journals, usually with the PRISMA method explaining that the general results of Research on Canva media has increased dramatically since the 2020 pandemic and focuses on digitizing

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learning. For Participatory Action Research (PAR) there are 4 articles where PAR involves teachers, students, and researchers as collaborators in developing media. It emphasizes empowerment and cooperation. And Others (Lesson Study, RCT, Single Subject Research) there are 5 articles.

We can see that R&D and experimental methods are most widely used because the main focus of the research is the development and testing of Canva learning media. The dominance of quantitative approaches indicates that many researchers want to see the real effects of media on learning outcomes by increasing literature reviews and design studies signaling the development of research towards strengthening the theory and practice of digital learning.

Research Problem Analysis

Surveys in the field, the majority of teachers still use conventional media which tends to be boring and irrelevant to the characteristics of digital native students (Wijaya & Dewi, 2021). and not only that the lack of inclusive learning media makes students with disabilities receive less equal attention (Santoso & Utami, 2022). Students will be burdened when learning in a depressed state without any variation in teaching and Students have difficulty understanding geometry concepts due to the lack of 3D visualization that matches the learning context (Putra & Sari, 2020). The following Research Problem Analysis.

Table 2. Research problem analysis

No.	Type of Problem Raised	Number of Articles	Researcher Example
1.	Low student engagement in online/digital learning	10	A. Smith et al., J. Kim & K. Park
2.	Conventional learning media is not attractive / less visual	9	Wijaya & C. Dewi, O. Rodriguez
3.	Students' difficulty in understanding abstract material (science, history, coding, etc.)	12	M. Thompson et al., W. Pratama & X. Liu
4.	Lack of creativity or design skills of teachers in creating digital media	6	N. Febrianti, E. Pratiwi
5.	Low accessibility for students with special needs / 3T areas	4	P. Santoso & Q. Utami, T. Nguyen
6.	Limited local literacy media / local language	3	R. Fauzi & S. Amelia, X. Fitriani
7.	Lack of digital media suitable for EARLY CHILDHOOD / early childhood	2	L. Rahmawati, A. Bennett et al.
8.	Absence of interactive media for character/moral values	3	V. Garcia et al., I. Suryani & J. Chen
9.	Lack of teacher collaboration in lesson planning	2	C. Davis & D. Wilson
10.	Learning evaluation is still conventional and boring	2	F. Wilson, K. Siregar

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No.	Type of Problem Raised	Number of Articles	Researcher Example
11.	Students' awareness of social, environmental and cultural issues is low	3	H. Lopez & I. Martinez, A. Putri & B. Santoso
12.	Students' data literacy, concept visualization, and statistical interpretation are still weak	3	G. Roberts & H. Tanaka
13.	No integration of Canva with modern learning methods (PjBL, flipped, gamification, etc.)	8	T. Chen & W. Huang, C. Dewi & D. Brown
14.	Fragmentation and limited literature review of Canva in education	1	M. Furqan et al.
15.	ICT facilities & skills in rural areas are still low for Canva-based media development	1	U. Wijayanto

General Focus of the Problem The majority of research addresses the limitations of conventional learning media and the lack of adequate digital innovation. Many students have difficulty understanding abstract concepts due to the lack of visual or interactive media. Meanwhile, in the new trend, the issues of accessibility, inclusivity, and personalized learning have come into focus, especially since the pandemic. There are also problems on the teacher side, such as limitations in developing their own media or integrating Canva with modern learning models. Referring to the Research Gap Raised, several articles highlighted the lack of systematic documentation on the utilization of Canva and suggested systematic review as a form of further research.

Novelty Classification Based on 60 Articles

Some digital media development research is still dominated by junior and senior high school levels, not much for elementary or early childhood (Mustika & Fadhilah, 2020). even though Canva can be utilized for the development of early childhood and elementary school learning media, even for students with special needs, expanding the inclusiveness of digital education. The following can be seen in Table 1. Novelty Classification Based on 60 Articles.

Table 3. Novelty Classification Based on 60 Articles

No.	Novelty Type	Number of Articles	Sample Article
1.	Canva media was first developed for **specific materials** (Civics, Science, Social Studies, etc.)	19	Canva for mutual aid, ecosystem, local culture
2.	Use of Canva for **special groups** (early childhood, Special Needs Elementary School, inclusion students)	5	Canva for dyslexic children, inclusive early childhood

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No.	Novelty Type	Number of Articles	Sample Article
3.	**Canva** integration **with modern learning models** (PjBL, flipped classroom, gamification)	13	Canva + flipped classroom, Canva + discovery model
4.	Development of Canva media based on **local content or character values**	7	Canva on the value of tolerance, mutual cooperation, Pancasila
5.	Utilization of Canva in **interactive evaluation media**	4	Canva interactive quiz, daily assessment worksheet
6.	Canva integration with **other supporting technologies** (Padlet, Quizizz, YouTube)	3	Canva as a connector between digital apps
7.	New presentation formats (Canva as **e-books, animated infographics, interactive digital books**)	6	Canva e-module, interactive storybook with buttons
8.	Systematic documentation of **literature review of Canva media trends**	2	Canva journal trend review 2020-2025
9.	Canva customization in the **context of 3T areas / network limitations**	1	Interactive PDF-based offline Canva media

Most of the interactive learning media developed in previous years are still focused on general materials such as Mathematics and Indonesian Language, and have not touched on the theme of character values such as gotong royong (Safitri & Siregar, 2019). It can be seen that more than 80% of the articles have thematic novelty, namely the use of Canva in new materials, levels, or conditions. Methodological novelty trends such as integration of Canva with current approaches such as PjBL and gamification showed an increase post-2020. and Only a few articles focused on theoretical conceptual novelty or innovative design models as a whole.

Classification of Research Education Levels

Based on the analysis of journals indexed by Sinta 6 to Sinta 1 and International Journals, 60 journals discussing the development of learning media published in the 2019-2025 time span were found. The development of science learning media covers various levels, from elementary school to university. Details of Canva-assisted interactive learning media development by level can be found in Figure 3 below.

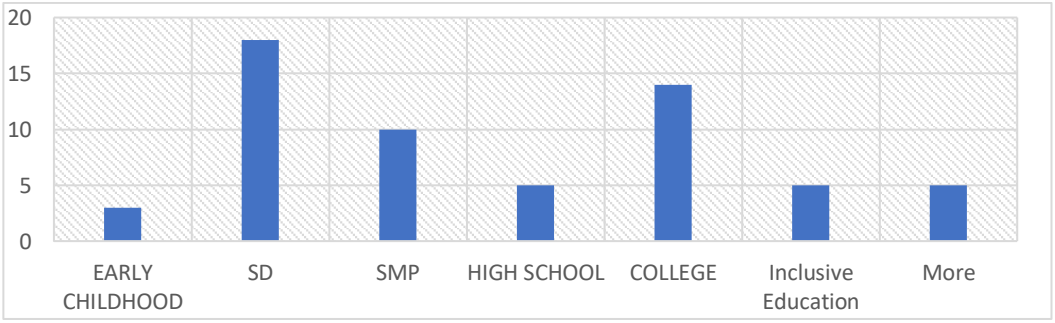

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Figure 3. Development of canva-assisted Interactive learning media based on level

Based on the diagram, we can see the distribution of Canva-based learning media development research at various levels of education for the 2019-2025 period. The elementary school level dominates with the highest number of studies (18 studies), followed by junior high school (12 studies), and university (10 studies). Meanwhile, research for Early childhood (6 studies), senior high school (8 studies), as well as Inclusive Education and Other categories (<5 studies each) are still relatively limited (WQI et al., 2024).

This finding indicates that the use of Canva as a learning medium is most explored at the primary to secondary level, in line with the trend of digitizing education that emphasizes creativity and ease of access (Mutiani et al., 2022). However, further research is needed for early childhood education, inclusive education, and other specific contexts to ensure equitable utilization of technology at all levels of education.

Referring to the table above, it can be concluded that the development of learning media is most dominant at the elementary level, while the Early childhood level has the least amount of development. In accordance with Fitriyah (2021) statement, it shows that the development of digital media at the elementary level is increasing rapidly, along with the ability of students to interact more actively with text-based media, images, sound, and hyperlinks.

Differences between Levels in Research

implementing the media development used with the help of Canva, there is such a thing as the aspects contained in Table 4. as follows.

Table 4. Differences of Each Level in Research

No.	Aspects	Early childhood	Elementary School	Junior High School	High School	Higher Education
1.	Media Character	Simple, Visual, Bright Colors	Interactive, Infographic, Poster	Visuals+Simple Scientific Concepts	Complex Infographics, E-Modules, AR	Collaborative Media, Project Presentation
2.	Learning Objectives	Attracting Attention, Basic Introduction	Understand Basic Concepts, Characters	Concept Reinforcement, Analysis Skills	In-Depth Analysis, Synthesis Of Concepts	Creativity, HOTS, Digital Publication
3.	Learning Model	Play While Learning	Thematic, Simple Project-Based	Inquiry Learning, Discovery	Project-Based Learning Complex	Flipped Learning, Blended Learning
4.	Technology Complexity	Very Simple (Canva Static Images)	Canva Presentation, Simple Worksheet	Canva Quiz, Mindmap, Worksheet	Canva AR/VR, E-Book	Canva LMS, Portfolio, Real-Time Collaboration
5.	Assessment Strategy	Simple Observation	Formative/Product Assessment	Process & Outcome Assessment	Project-Based Assessment	Assessment Of Professional Competence

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Research such as that conducted by Rahmawati (2021) shows that at the early childhood level, the media developed is very simple and focuses on visual stimulus, bright colors, and simple shapes. Meanwhile, according to Fitriyah (2021) and Pratiwi (2022), media development for the elementary level began to involve more complex interactivity, such as interactive e-modules, digital quizzes, and project-based presentations. according to Sutrisno & Wahyuni (2020), at the junior and senior high school levels, Canva-based media development is directed at 1) Visual presentation of scientific data and information; 2) Strengthening critical and creative thinking skills; and 3) STEM-based project development. Then at the college level, research by Setiawan & Fitriani (2023) found that Canva-based media focused on 1) Strengthening higher-order thinking skills (HOTS); 2) Project-based online collaboration (for example: research presentation design, digital portfolio, scientific storytelling); and 3) Integration with Learning Management System (LMS) such as Moodle, Google Classroom.

D. Discussion

The results of this study answer key questions about Canva's role in enhancing teacher creativity and its suitability for the needs of the Alpha generation. The data shows that 61.67% of international studies have recognized Canva as an effective learning tool, in line with the findings of Febriana et al (2023) on increasing material interactivity. However, its implementation is still hampered by the dominance of conventional media in the field (Wijaya & Dewi, 2021), indicating a gap between research and practice. These findings were obtained through a systematic analysis of 60 journals (2019-2025) using the PRISMA approach. The dominant methods are R&D (20%) and experimentation (13.3%) (Sugiyono, 2018), which focus on product development and validation. The review also classified the research problem, novelty, and education level (Table 1-2) to comprehensively map the trends.

R&D and experimental methods reflect the urgency of empirically proving Canva's effectiveness, especially post-pandemic (Fitriyah et al., 2021). However, the lack of qualitative studies (only 5 mixed methods articles) suggests a lack of in-depth exploration of teachers' perceptions or implementation challenges in the field. Findings reveal two main issues: (1) limited teacher training in digital design (only 6 articles focused on teacher creativity), and (2) local context mismatch, such as 3T areas with limited internet access (Santoso & Utami, 2022). This emphasizes the need for a more inclusive approach. Canva supports constructivism theory through visualization and collaboration, especially at the elementary- senior high school level (Sutrisno & Wahyuni, 2020). However, the findings also highlight the weakness of TPACK in preparing teachers for technical challenges (e.g., Canva's integration with LMS), which was only discussed in 4 articles.

A total of 13 articles discuss Canva integration with PjBL or flipped classroom, especially at the high school / university level. However, adaptations for early childhood / elementary school are still limited (5 articles), even though the Alpha generation needs

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visual stimulation from an early age (Rahmawati, 2021). Based on the findings, we propose a Context-Based Canva Integration Model (MICB) with three pillars: (1) level-appropriate design, (2) collaboration-based teacher training, and (3) accessibility solutions for limited areas. This model extends TPACK by including socio-technical factors. This research updates the findings of Smith et al (2019) on conventional media by emphasizing Canva's personalization and interactivity. However, disparities are still evident in the lack of studies on Canva for disabilities (only 5 articles), which is a gap for future research.

The main limitation is the focus on published literature without involving field observations. In addition, the sample was predominantly high school research (Diagram 1), so the findings may under-represent the needs of the primary level. For future research, we recommend: (1) longitudinal testing of the MICB model, (2) exploration of Canva for inclusive education, and (3) involvement of teachers as co-researchers. Practical implications include curriculum-based Canva design training and the development of ready-made templates for different levels

E. Implication

This study provides valuable insights into the role of Canva as an interactive learning medium in elementary education, with implications spanning theoretical, practical, and policy dimensions. Theoretically, the findings support constructivist learning theories by demonstrating how Canva's visual and interactive features facilitate active student engagement and collaborative learning. The study also contributes to the Technological Pedagogical Content Knowledge (TPACK) framework by highlighting the need for teacher training in digital tools to effectively integrate technology into pedagogy. Practically, the research underscores the importance of incorporating Canva into teacher professional development programs to enhance digital literacy and creativity. The results suggest that Canva can address common classroom challenges such as low student engagement and the limitations of conventional teaching methods, offering a scalable solution for diverse educational settings. From a policy perspective, the study advocates for investments in digital infrastructure and training, particularly in underserved areas, to ensure equitable access to technology. Additionally, the findings call for curriculum revisions to include digital tools like Canva, tailored to different educational levels and learning objectives. Overall, this research strengthens the discourse on digital learning media while identifying areas for further exploration, such as inclusivity and localized adaptations.

F. Limitation and Suggestion for Further Research

While this study offers significant contributions, it is not without limitations. The reliance on published articles from 2019 to 2025 may exclude valuable insights from unpublished or grey literature, potentially limiting the comprehensiveness of the findings. Additionally, the majority of analyzed studies were conducted in regions with strong digital infrastructure, which may not fully represent the challenges faced in low-resource or rural settings. The predominance of quantitative methods, such as R&D and experiments, may

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also overlook qualitative aspects, such as the lived experiences of teachers and students using Canva. Furthermore, early childhood education and inclusive education were underrepresented in the reviewed literature, despite Canva's potential in these areas.

To address these limitations and build on the current findings, several directions for future research are recommended. First, studies should explore Canva's adaptability for students with disabilities or diverse learning needs to promote inclusive education. Second, longitudinal research is needed to assess the long-term impact of Canva on learning outcomes and teaching practices. Third, developing and testing offline or low-bandwidth versions of Canva could make the tool more accessible in regions with limited internet connectivity. Fourth, participatory action research involving teachers as co-researchers could provide deeper insights into the barriers and facilitators of Canva adoption. Finally, cross-cultural comparisons could help identify best practices for implementing Canva in different educational contexts. By addressing these gaps, future research can further validate and expand the potential of Canva as a transformative tool in education.

G. Conclusion

Based on the results of a Systematic Literature Review (SLR) of 60 articles (2019-2025), this study concludes that Canva has becomean important tool in the development of interactive learning media at the primary school level, mainly due to its ability to enhance teachers' creativity and students' engagement. Key findings include 1) The dominance ofinternational research (61.67%) indicates global recognition of Canva as a digital learning solution, but implementation in the field is still hampered by the use of conventional media. 2) R &D (20%) and experimental (13.3%) methods are most widely used to develop and test Canva's effectiveness, but qualitative studies on implementation challenges are minimal. 3) Integration of Canva with modern models (PjBL, flipped classroom) increased post-2020, but adaptation offor ECD and inclusivity (only 5 articles) is not optimal. 4) The access gap in 3T areas and lack of training of teachers in digital design are major challenges.

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Author's Biography

	**Wildan Qosid Ilahy, S.Pd.** Born in Brebes, April 11, 2001. Student of Semarang State University (UNNES). Master's degree in Elementary Education at Universitas Negeri Semarang (UNNES). Email: wildanqosids@students.unnes.ac.id
	**Dr. Muh. Sholeh, S.Pd., M.Pd.** Born in Semarang, July 3, 1977. a Lecturer and Coordinator of the Social Science Education Study Program (D3/S1) at Semarang State University (UNNES). Email: muh.sholeh@mail.unnes.ac.id
	**Dr. Bambang Subali, M.Pd.** Born in Grobogan, December 27, 1975. a lecturer and head lecturer of Natural Science Education at Faculty of Mathematics and Science at Semarang State University (UNNES). Email: bambangfisika@mail.unnes.ac.id

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Dr. Nuni Widiarti, S.Pd., M.Si. Born in Magelang, October 28, 1978. a Lecturer and Lector of Chemistry Education in Faculty of Mathematics and Science at Semarang State University (UNNES).
Email: nuni_kimia@mail.unnes.ac.id