

THE USE OF CANVA-BASED ILLUSTRATED LEARNING MEDIA IN CULTURAL ARTS EDUCATION (SBdP) TO ENHANCE LEARNING INTEREST AMONG ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study investigates the use of the Canva application as illustrated learning media in Cultural Arts and Crafts (SBdP) instruction to enhance fifth-grade students' interest in learning at MIS Sambinae, Bima City. Learning interest is a critical factor influencing students' engagement and achievement, particularly in creative, visually oriented subjects such as the cultural arts. Thus, integrating digital learning media offers an effective strategy for fostering more engaging and meaningful learning experiences. This research adopts a qualitative descriptive approach, with data collected via classroom observations, interviews with the classroom teacher and school principal, and documentation of learning activities and instructional materials. The findings reveal that: (1) Canva-based illustrated media create a more interactive and visually appealing learning environment, boosting students' attention and participation; and (2) incorporating visual media in SBdP stimulates students' creativity, motivation, and confidence in producing artistic works. In conclusion, using the Canva application as a visual learning media significantly enhances students' interest in learning, supports innovative arts education practices, and advances the integration of digital media in elementary cultural arts pedagogy.

Keywords: Canva, visual learning media, cultural arts, interest, elementary students.

INTRODUCTION

Education is a fundamental process for developing human resources with intellectual competence, creativity, and social awareness. The objectives of education extend beyond the transmission of knowledge to encompass the holistic development of learners, including cognitive, affective, and psychomotor dimensions. Educational practices are expected to encourage students to think critically, express ideas creatively, and develop a sustainable interest in learning (Arifah et al., 2024). Elementary education represents an important stage in shaping these competencies because students begin to cultivate curiosity, imagination, and the ability to express themselves through various exploratory learning activities (Yasin, 2025).

Effective learning requires the use of appropriate strategies and instructional media that create meaningful learning experiences for students. Instructional media function as tools that assist teachers in presenting learning materials more clearly, concretely, and attractively. The appropriate use of media can increase students' attention, motivation, and active participation during the learning process (Novitasari & Anisah, 2024). In practice, however, elementary-level classroom learning often remains dominated by teacher-centered approaches, with limited use of learning media. Such conditions reduce student engagement and hinder the development of interest in learning, particularly in subjects that emphasize creativity and visual expression, such as Cultural Arts and Crafts (SBdP).

Cultural arts education plays an essential role in fostering students' aesthetic sensitivity, creativity, and appreciation of cultural values. Learning activities in this subject are not solely focused on the final artistic product but also emphasize the creative process, which involves imagination, observation, and the exploration of visual ideas (Nefillia, 2022). Through artistic

activities, students can express ideas and emotions freely while developing their creative thinking skills. Engaging, interactive learning environments are necessary to ensure that students actively participate in artistic learning activities (Erwin et al., n.d.). Active involvement in learning activities fosters a stronger interest in learning, ultimately supporting the effectiveness of the educational process.

Learning interest represents an important factor influencing students' academic engagement and achievement. It reflects a student's tendency to feel attracted to, enthusiastic about, and actively involved in a learning activity. Students with a high level of learning interest generally demonstrate greater attention to instructional materials, participate actively in classroom activities, and show a strong motivation to understand the subject matter more deeply (Ramadhan et al., 2024). In contrast, students with low learning interest often display passive behavior, limited enthusiasm during lessons, and difficulties in comprehending the material delivered by the teacher.

The rapid development of digital technology has created new opportunities for innovation in educational practices. Various digital applications can be utilized as creative and interactive learning media. One application that has gained significant attention in the educational field is Canva. This digital design platform provides various features that enable users to create visually appealing materials, such as posters, infographics, presentations, and illustrated images, that can support instructional activities (Atik et al., 2024). The integration of Canva into the learning process enables teachers to design visually engaging materials that make lessons more attractive and easier for students to understand.

Illustrated media designed using Canva have considerable potential to support cultural arts learning at the elementary level. Visual images presented in creative and colorful formats can stimulate students' imagination and help them understand artistic concepts more concretely (Terusiana et al., 2026). Visual learning materials also improve students' concentration and engagement during classroom activities. Creative graphic designs can create a more enjoyable learning atmosphere, allowing students to develop a stronger interest in participating in classroom activities (Astaño, 2025). The integration of digital visual media also reflects the demands of twenty-first-century learning, which encourages the incorporation of technology into instructional practices.

Previous studies have demonstrated that digital learning media significantly enhance students' motivation and interest in learning, with technology-based visual media offering more interactive experiences than conventional methods (Erden et al., 2024). Research has also underscored the effectiveness of graphic design tools like Canva in creating creative, communicative instructional materials. However, a conspicuous gap persists: empirical investigations into Canva-based illustrated media specifically for Cultural Arts and Crafts (SBdP) to boost elementary students' interest in learning are scarce. Methodologically, most prior work relies on quantitative surveys in general school settings, overlooking qualitative explorations of classroom implementation dynamics. Theoretically, few studies have linked digital visuals to SBdP-specific theories of learning interest in resource-constrained environments. Moreover, population-focused research on Islamic elementary schools (madrasah ibtidaiyah), such as MIS Sambinae in Bima City, remains virtually unexplored (Rahayu et al., 2025). This study addresses these gaps by examining qualitative implementation in this unique local context.

This limitation highlights an important research gap that requires further investigation. The use of Canva as a platform for designing illustrated learning media has the potential to create more engaging and innovative learning experiences for students. Visually attractive learning materials can facilitate students' understanding of artistic concepts while simultaneously stimulating their interest in learning activities. Increased interest in learning is expected to encourage students to participate more actively in classroom activities and to develop their creative abilities in the arts (Raihan et al., 2025).

Preliminary observations conducted at MIS Sambinae in Bima City indicate that the learning interest of fifth-grade students in Cultural Arts and Crafts subjects has not yet reached an optimal level. Some students appear less enthusiastic during classroom activities, particularly when the teacher relies heavily on lecture-based explanations without the support of attractive visual media. Instructional materials are often presented verbally or through textbooks, which limits students' opportunities to engage their imagination and creativity. Such conditions contribute to low classroom participation and reduce students' enthusiasm for learning cultural arts.

The utilization of Canva-based illustrated media represents a potential instructional innovation that can address these challenges. Visual materials designed through this application enable teachers to present learning content in a more engaging and communicative manner (Kristiana & Siregar, 2025). Creative illustrations can capture students' attention and provide a more enjoyable learning experience. The integration of digital technology into classroom instruction also introduces students to modern visual communication tools that are relevant to contemporary educational environments.

Based on these considerations, this study aims to describe the use of the Canva application in illustrated learning media within Cultural Arts and Crafts (SBdP) instruction and to analyze its role in increasing fifth-grade students' interest in learning at MIS Sambinae in Bima City. This research is expected to contribute theoretically to the development of technology-based instructional media and practically to support teachers in designing more creative, engaging, and effective cultural arts learning experiences in elementary education.

METHODOLOGY

This study employs a qualitative descriptive approach to examine the use of the Canva application in illustrated learning media within Cultural Arts and Crafts (SBdP) learning to enhance fifth-grade students' interest in learning at MIS Sambinae, Bima City. This approach is used to gain an in-depth understanding of the learning process and students' responses to the use of Canva-based visual media in the classroom.

The research was conducted at MIS Sambinae, Bima City, involving the classroom teacher and fifth-grade students as participants. Participants were purposively selected because they were directly involved in the learning activities under study. The teacher acted as the facilitator, implementing Canva-based learning media, while students were observed to assess their participation and learning interests during the instructional process.

Data were collected through classroom observation, interviews, and documentation. An observation was conducted to examine the implementation of Canva-based illustrated media during learning activities. Interviews with the classroom teacher were conducted to obtain information on the planning and implementation of the learning process. In contrast, documentation, such as teaching materials, media designs, and photos of classroom activities, was used to support the findings.



Figure 1. Research process flow of utilizing Canva-based visual media to improve students' learning interest

Data analysis employed the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. This analytical process was conducted continuously to obtain a comprehensive understanding of how Canva-based illustrated media contribute to improving students' interest in learning Cultural Arts and Crafts at MIS Sambinae, Bima City.

RESULT AND DISCUSSION

Utilization of the Canva Application in Illustrated Media for Cultural Arts Learning to Increase Students' Learning Interest

The findings of this study indicate that using the Canva application as illustrated learning media in Cultural Arts and Crafts (SBdP) instruction positively enhances students' interest in learning among fifth-grade students at MIS Sambinae, Bima City. As a digital design platform, Canva offers a wide range of visual features, including templates, illustrations, color elements, and graphics, enabling teachers to present learning materials in more engaging and interactive ways. Classroom observations revealed heightened student participation and sustained attention during Canva-based sessions compared to conventional methods. At the same time, teacher interviews highlighted notable increases in students' motivation, creativity, and confidence in producing artistic works.

Based on classroom observations, the use of illustrated media created in Canva fosters a more active and enjoyable learning atmosphere. Students demonstrate high enthusiasm when teachers present learning materials with visually appealing designs. Colorful images, diverse illustrations, and creative visual layouts help students focus more effectively and become actively involved in the learning process (Hidayati et al., 2023).

In SBdP learning activities, teachers utilize Canva to present examples of artworks, illustrations of local cultural elements, and visual steps for creating art projects. This approach helps students understand the material more easily because they can directly observe visual representations of the concepts being discussed. These visual media not only support students' comprehension of artistic concepts but also stimulate their creativity in producing their own artworks (Saputra et al., 2022).

Interview results with the classroom teacher further support these findings. The teacher explained that using Canva provides a more engaging learning experience than conventional teaching methods. According to the teacher, students become more active in asking questions and show a greater curiosity toward the learning material. In addition, students appear more motivated to complete the assignments given during the learning process (D. A. Susanti et al., 2024).

Similarly, one student stated that learning through illustrated media created using Canva feels more enjoyable because the material is presented in an attractive visual format. The student explained that artistic concepts become easier to understand when accompanied by clear images and visual examples.

These findings indicate that the use of visual-based learning media has a significant influence on students' learning interest. From a theoretical perspective, visual media can enhance students' attention and motivation by providing more stimulating learning experiences than purely verbal instruction. In the context of cultural arts learning, illustrated media are particularly relevant since the subject matter is closely related to visual and aesthetic elements (Armanto et al., 2025).

Documentation analysis also shows that teachers have integrated Canva into instructional materials such as teaching modules and presentation slides. This indicates that the use of Canva is not implemented spontaneously but rather planned as part of a learning strategy designed to increase student engagement in the learning process.



Figure 1. Utilization of the Canva Application in SBdP Learning

The figure illustrates the use of Canva-based illustrated media presented by the teacher during the learning process to attract students' attention and help them understand the material visually. From a theoretical standpoint, the use of digital learning media such as Canva aligns with technology-based learning concepts that emphasize integrating technology into the educational process. Engaging visual media can increase students' attention, strengthen conceptual understanding, and create more meaningful learning experiences.

Increasing Students' Learning Interest Through Canva-Based Learning Media

The findings also indicate that the use of illustrated media through the Canva application contributes to improving students' interest in learning. This improvement can be observed through changes in students' attitudes and participation during the learning process. Observational data show that students become more actively involved in learning activities when teachers utilize visual media designed with Canva. They pay closer attention to the teacher's explanations, ask more questions, and demonstrate greater participation in discussions and art practice activities (Wahdaniyah, 2025).

Furthermore, students show a stronger interest in SBdP learning materials. When teachers present examples of artworks through visually appealing designs, students become more motivated to create their own artistic works. This suggests that visual media not only enhance students' understanding but also stimulate their creativity (E. Susanti et al., 2025).

Interview data with the school principal also indicates that the use of technology-based learning media has a positive impact on the learning process within the school. Teachers who integrate digital technology into their instruction can create more innovative learning experiences, helping prevent students from feeling bored during lessons.

The classroom teacher also explained that students become more enthusiastic about completing art-related assignments. They demonstrate greater confidence in presenting their artworks in front of the class because they have previously gained inspiration from the visual examples presented through Canva (Rani & Sari, 2025).

One student also expressed that learning with illustrated media makes them more enthusiastic about studying because the material becomes easier to understand and less monotonous. This indicates that visual media can increase students' intrinsic motivation to learn.

Documentation further shows increased student participation in classroom activities and improved quality of students' artworks. These findings suggest that using Canva not only increases students' interest in learning but also fosters their creativity in art.



Figure 2. Art Learning Activities Using Visual Media

The figure illustrates students' active participation in art learning activities after the implementation of Canva-based visual media. These findings are consistent with previous studies indicating that technology-based learning media can significantly enhance students' interest in learning. Attractive visual media help students understand learning materials more easily and create a more interactive and enjoyable learning environment.

Challenges in Utilizing the Canva Application in SBdP Learning

Despite its benefits, implementing Canva-based illustrated media in SBdP at MIS Sambinae faced several challenges. Teachers reported limited internet connectivity and device availability, particularly in rural Bima settings, which disrupted media preparation and classroom sharing. Some students struggled with basic digital navigation, requiring additional guidance that extended lesson times. Additionally, Canva's premium features were unavailable without a subscription, limiting access to advanced templates and elements. Interviews revealed teachers' initial unfamiliarity with the platform, necessitating self-training amid heavy workloads. These obstacles highlight the need for infrastructural support and professional development to optimize digital media integration in resource-constrained elementary Islamic schools.

Despite its many benefits, using the Canva application for learning also presents several challenges. One of the main challenges identified in this study is the limited digital competence among some teachers in utilizing educational technology effectively. Not all teachers possess the same level of skill in operating design applications such as Canva (Ikhwan, 2023).

In addition, limitations in infrastructure, such as internet access and technological devices, can also hinder the implementation of digital learning media. In certain situations, teachers must adapt their teaching strategies to ensure that visual media can still be used effectively despite limited technological resources (Masykuri & Alekseevna, 2025).

Time constraints in the teaching process also pose challenges, as teachers must prepare visual learning materials before classroom instruction. Designing effective visual media requires creativity and sufficient preparation to ensure that learning materials are presented in an engaging and meaningful manner.

However, observational findings indicate that teachers attempt to overcome these challenges by using Canva templates and adapting visual designs to instructional needs. These efforts demonstrate teachers' innovation and creativity in integrating technology into the learning process (Dewi & Setyasto, 2024).

From a theoretical perspective, the successful integration of technology in education is strongly influenced by teachers' digital competence. Teachers who can integrate technological

tools with appropriate instructional strategies are more likely to create innovative and engaging learning experiences for students (Fauziah, 2022).

The implications of this study indicate that using the Canva application has significant potential to increase students' interest in learning SBdP subjects. Therefore, institutional support from schools is necessary, particularly in the form of training programs for teachers in educational technology, as well as the provision of adequate technological infrastructure (Lumowa & Rambitan, 2024).

With appropriate technological integration and institutional support, the use of the Canva application can serve as an innovative instructional strategy that effectively enhances students' interest in learning and fosters creativity in arts education.

CONCLUSION

Based on the findings of this study, it can be concluded that the utilization of the Canva application as illustrated media in Cultural Arts and Crafts (SBdP) learning contributes positively to increasing the learning interest of fifth-grade students at MIS Sambinae, Bima City. The use of Canva enables teachers to present learning materials in more engaging, creative, and interactive visual formats, thereby enhancing students' attention, participation, and enthusiasm during the learning process.

The results of the study indicate that illustrated media designed in Canva not only help students understand learning materials more easily but also encourage them to be more actively involved in classroom activities, such as asking questions, participating in discussions, and engaging in art-making. Furthermore, the use of Canva-based visual media stimulates students' creativity in producing artistic works and increases their confidence in presenting their work to the class.

However, implementing Canva in learning also faces several challenges, including limited digital competence among teachers, constraints on technological infrastructure, and the time required to prepare visual learning materials. Therefore, institutional support from schools is necessary, particularly through adequate technological infrastructure and training programs that enhance teachers' ability to integrate digital tools into the learning process.

Overall, this study highlights that using the Canva application as a visual learning medium can serve as an innovative and effective instructional strategy for enhancing students' interest in learning, particularly in Cultural Arts and Crafts education. The integration of digital technology into the learning process should continue to be developed to create more engaging, creative, and meaningful learning experiences for students.

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