

Implementation of Arabic Language Learning Media Using the Canva Application to Enhance Teachers' Skills

Dedy Rizaldi ✉, Universitas Islam Negeri Ar-raniry Banda Aceh, Indonesia

Hilmi, Universitas Islam Negeri Ar-raniry Banda Aceh, Indonesia

✉ 251102006@student.ar-raniry.ac.id

Abstract: Arabic language learning in various educational institutions still faces challenges, particularly in terms of low instructional attractiveness and limited teacher skills in developing innovative learning media. Therefore, the use of digital technology is needed as a solution to improve the quality of learning. This study aims to analyze the implementation of the Canva application as a learning medium in improving teachers' skills in Arabic language instruction. The method used is library research by reviewing various relevant scientific sources such as journals, books, and proceedings related to the research topic. The data analysis technique is conducted using a descriptive-analytical approach by synthesizing findings from previous studies. The results of the study indicate that the use of the Canva application contributes positively to improving teachers' skills, especially in designing attractive, creative, and interactive learning media. In addition, Canva has also been proven to enhance students' learning motivation through the presentation of more communicative visual-based materials. Thus, the implementation of Canva in Arabic language learning is an effective alternative in supporting technology-based learning in accordance with the demands of the digital era.

Keywords: : Learning media; Canva; teacher skills; Arabic language learning.

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INTRODUCTION

Arabic language learning is one of the fields that continues to develop within the context of global education. Arabic is one of the subjects taught in Islamic madrasahs as well as in public schools, and even several international schools also include Arabic language subjects in their curriculum Susanto (2015). In Arabic language education at schools, the role of teachers is highly important in delivering instructional materials effectively. The use of lecture-based methods that are less interactive may produce negative impacts on learners, such as limited feedback, boredom, low motivation, and a lack of interest in participating in teaching and learning activities. One of the primary challenges in Arabic language learning is creating engaging and effective learning experiences and instructional skills for educators Rivai et al. (2021).

In an effort to improve educators' skills in teaching Arabic, the utilization of technology has become one of the effective solutions. One application that can be employed is Canva, which enables educators to create engaging and interactive learning

materials. Canva is a user-friendly graphic design platform that allows users to create various visual materials easily, including presentations, posters, infographics, and many others. The stages of utilizing Canva in Arabic language learning include training on the use of the application, the development of interactive learning materials, and the implementation of such materials in the learning process.

Canva is not merely an application for teachers to create instructional media, but it can also be directly utilized by students to design learning-based products such as logos, posters, advertisements, and others. Canva greatly facilitates teachers in designing instructional media and also assists students in implementing technology-based learning processes, enhancing skills, creativity, and other educational benefits. Furthermore, the use of Canva can increase students' interest in learning activities and enhance their motivation through visually appealing learning materials.

Various previous studies have examined the utilization of the Canva application in learning, particularly in improving students' learning motivation and creating engaging and interactive instructional media Rahmatullah et al. (2020). In addition, several studies have demonstrated that the use of visual-based media such as Canva can enhance students' engagement in the learning process Pelangi (2020).

Nevertheless, most of these studies still focus on the general use of Canva as a learning medium and place greater emphasis on improving students' learning outcomes Wulandari & Mudinillah (2022). Studies specifically discussing how the use of Canva can improve educators' skills in designing and developing Arabic language instructional media remain relatively limited.

In fact, educators' skills in designing instructional media constitute an essential aspect in determining the effectiveness of the learning process, particularly in Arabic language learning, which requires visual, contextual, and communicative approaches Halim & al-Asiri (2021). Therefore, this study seeks to fill this gap by examining more comprehensively the role of the Canva application in enhancing educators' skills in Arabic language learning.

This study aims to explore the use of the Canva application in improving educators' skills in Arabic language learning. Arabic language learning through the Canva application to enhance educators' skills can begin by identifying the importance of technology utilization in language education. Technology has become an integral part of modern learning, providing various possibilities for improving the effectiveness and quality of education. In the context of Arabic language learning, the use of the Canva application has significant potential to enrich learning experiences and enhance educators' instructional skills Halim & al-Asiri (2021).

Research concerning the use of the Canva application in education has been widely conducted with various research focuses. Some studies emphasize Canva as a general instructional medium capable of improving visual attractiveness and the effectiveness of instructional material delivery. Innovation in instructional media has become an important aspect in enhancing the effectiveness of the teaching and learning process, particularly in the digital era. Canva, as a web-based graphic design platform, has received considerable attention due to its ease in creating visually appealing instructional materials, including its advantages, challenges, and impacts on students' motivation and comprehension Ikram & Nasir (2025).

However, studies specifically highlighting the use of Canva in improving educators' skills, especially in the context of Arabic language learning, remain relatively limited. In fact, educators' skills in designing creative and innovative instructional media are important factors in the success of the learning process. Therefore, this study is intended to address this gap by focusing on the analysis of the use of the Canva application in improving educators' skills in Arabic language learning, with the expectation that it will provide new contributions to the development of technology-based instructional media in the context of Arabic language education.

METHODS

This study employed a library research approach aimed at systematically examining various previous studies related to the utilization of the Canva application in Arabic language learning. The research data were obtained from written sources in the form of scientific journal articles, conference proceedings, and relevant books.

The inclusion criteria in selecting the literature sources included: (1) articles discussing the use of technology-based instructional media, particularly the Canva application; (2) studies related to Arabic language learning or language learning in general; and (3) articles published within the period of 2015–2024 to ensure the novelty and relevance of the data. Based on these criteria, a number of references were obtained and subsequently analyzed in depth.

The data collection technique was conducted through the processes of identification, classification, and documentation of relevant literature. Furthermore, the data were analyzed using content analysis techniques with a descriptive-qualitative approach by examining, comparing, and synthesizing the findings of previous studies in order to obtain a comprehensive understanding of the role of the Canva application in improving educators' skills in Arabic language learning Zed (2014). The results of the analysis were then systematically organized in the form of narrative descriptions aimed at revealing patterns, trends, and contributions of the use of Canva within the context of Arabic language learning.

RESULTS AND DISCUSSION

1. The Concept of Instructional Media in Arabic Language Education

Instructional media are tools that function as intermediaries in conveying messages or information from educators to learners. Etymologically, the term media originates from the Latin word medium, which means intermediary or means of delivery. In the context of education, media encompass various communication tools such as text, images, audio, video, as well as combinations of these elements that are utilized to facilitate the delivery of instructional materials Garris Pelangi (2020).

From the perspective of Arabic language learning, instructional media play an essential role as supportive tools to enhance students' understanding and language skills. Arabic language instructional media may take the form of visual, audio, or multimedia resources designed to facilitate the learning process more effectively Audie (2019). The appropriate use of media can assist learners in understanding vocabulary (mufradat), language structures, and improving language skills such as *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing).

2. Canva Application as an Innovative Instructional Medium

Canva is a digital graphic design application that can be accessed online through various devices such as computers, smartphones, and tablets. The application is available in both free and paid versions and offers various superior features that enable users to create designs quickly and practically Mulyani (2021).

The primary advantage of Canva lies in its ease of use through drag-and-drop features and the availability of numerous ready-to-use templates. Users are not required to possess advanced design skills because Canva provides various graphic elements such as fonts, icons, images, and animations that can be adjusted according to instructional needs.

In the context of Arabic language learning, Canva can be utilized as an engaging and interactive visual learning medium. Teachers can create various instructional materials such as vocabulary learning posters, nahwu grammar infographics, interactive

presentations, learning videos, and visual worksheets. Furthermore, Canva supports the development of students' creativity and collaboration. Learners can be involved in design-based projects, such as creating Arabic-language posters or digital educational content, thereby making the learning process more active and enjoyable.

With its diverse features and ease of use, Canva has become one of the instructional media relevant to educational needs in the digital era. Its utilization not only improves the visual quality of learning but also enhances students' learning motivation and engagement in Arabic language learning activities. The procedures for using this application include the following steps:

- a. Downloading the Canva application through the Play Store for mobile users or accessing Canva through its official website, [Canva Official Website](https://www.canva.com/id_id/?utm_source=chatgpt.com), for laptop users.



FIGURE 1. *Creating a Canva Account (Canva Homepage)*

- b. Creating a Canva account, which can be done using a Facebook, Google, or Gmail account.
- c.



FIGURE 2. *Selecting a Background (Click the “Create Design” Menu)*

- d. Creating designs through Canva according to instructional needs. With the assistance of templates, teachers can use Canva easily and modify elements, fonts, or images as required. The platform also provides various features that are easy to apply through a simple interface that does not complicate the user experience.



FIGURE 3. *Editing the Background (Adjusted to the Teaching Material)*

- e. Saving the design created in Canva. After the design process is completed, the final step is saving the created design Tri Wulandari (2022).



FIGURE 5. *Downloading the Design in PNG Format*

3. The Implementation of Canva in Arabic Language Learning

Media play a highly important role in modern learning processes. The primary functions of media in educational contexts are not limited to transmitting messages or information, but also include deeper and more essential aspects in developing individual learning abilities Siti Mahmudah (n.d.). Several functions of media in facilitating students' learning processes include providing meaningful learning experiences, encouraging curiosity and interest, and increasing motivation and stimulation. Furthermore, media can also improve teachers' skills by enhancing instructional effectiveness, developing creativity in teaching methods, and helping accommodate students' diverse learning styles Rahmatullah et al. (2021).

It is important to note that the media used must align with educational objectives and enable students to feel comfortable and capable of mastering the learning content. Instructional design encompasses all processes involved in optimizing education and learning performance.

Audiovisual content constitutes an important component in making presentations more engaging. Producing audiovisual content requires particular skills, especially in designing attractive instructional media. One alternative application that can be utilized is Canva. Canva, available in both free and paid online versions, is easy to use in designing instructional media. Canva is an online application that can be utilized to create instructional materials. The Canva platform provides numerous templates that can be used for graphics, posters, presentations, brochures, logos, and others.

The discussion regarding the use of Canva in Arabic language learning should not merely be understood as the use of a visual design tool, but also needs to be analyzed from pedagogical and cognitive perspectives. The effectiveness of Canva as a learning medium

lies in its ability to present strong visual elements, thereby assisting students in understanding abstract materials such as mufradat and language structures.

From the perspective of learning theory, the effectiveness of Canva can be explained through the Multimedia Learning Theory proposed by Richard E. Mayer. This theory explains that learning becomes more effective when information is presented through a combination of text and images rather than text alone, as it optimizes students' cognitive memory processes (Mayer, 2009). Therefore, the use of Canva, which integrates visual elements, colors, and interactive designs, can assist students in remembering and understanding Arabic language materials more comprehensively.

In addition, the use of Canva is also relevant to the constructivist approach, in which learners construct their own knowledge through active learning experiences. Canva-based media enable teachers to create learning experiences that are not merely one-directional but also encourage student involvement through visualization, discussion, and exploration of learning materials Lev Vygotsky (1978). This makes learning more meaningful compared to conventional lecture-based methods.

From the perspective of educators' skills, the use of Canva can also enhance teachers' pedagogical competence and creativity. Within the framework of Technological Pedagogical Content Knowledge (TPACK), teachers are required not only to master subject matter (content knowledge), but also to integrate technology (technological knowledge) into instructional strategies (pedagogical knowledge) Punya Mishra & Matthew Koehler (2006). Canva serves as a medium that supports such integration, enabling teachers to design more innovative learning experiences aligned with the demands of the digital era.

Nevertheless, the effectiveness of Canva also has limitations. The visual media produced tend to be more dominant in lower-order cognitive aspects such as remembering and understanding, but less optimal in training productive skills such as speaking (maharah kalam) if not combined with other instructional methods. Therefore, the use of Canva needs to be integrated with communicative learning strategies so that the objectives of Arabic language learning can be achieved comprehensively.

4. Analysis of the Impact of Canva on Educators' Skills

The use of the Canva application in learning not only functions as a visual aid but also provides significant impacts on improving educators' skills. In the context of modern education, teachers no longer merely function as transmitters of knowledge, but also as instructional designers capable of integrating technology, pedagogy, and content effectively.

a. Improvement of Educators' Creativity

The use of Canva encourages educators to become more creative in designing instructional media. Features such as templates, visual elements, and design flexibility enable teachers to create engaging, contextual, and varied learning materials. This is important because teachers' creativity directly influences students' engagement in the learning process.

From a theoretical perspective, this creativity is related to teachers' ability to develop innovative instructional strategies that meet students' needs. Visual media designed through Canva can transform monotonous learning into more interactive and communicative activities, particularly in Arabic language learning, which requires visual approaches to understand vocabulary and language structures Rahmatullah et al. (2021).

b. Improvement of Educators' Digital Competence

The use of Canva indirectly enhances educators' digital literacy and competence. In the digital era, teachers are required not only to understand technology but also to utilize

it productively in learning processes. As a user-friendly web-based platform, Canva allows educators to develop digital skills without requiring highly complex technical abilities.

By becoming accustomed to using Canva, teachers become more adaptive to developments in educational technology, such as the use of visual-based media, interactive presentations, and other digital content. This digital competence constitutes an important component in addressing the challenges of twenty-first-century education, in which technological integration in learning has become essential.

c. Improvement of Instructional Media Design Skills

One of the most visible impacts of Canva usage is the enhancement of teachers' abilities in designing instructional media. Teachers become not merely media users, but also producers of creative and innovative learning content. These design skills include appropriate color selection, the use of clear typography, systematic information organization, and effective integration of images and text. Such abilities are highly important in creating instructional media that are not only visually appealing but also easily understood by students Pelangi (2020).

d. Analysis from the TPACK Perspective

The impact of Canva usage on educators' skills can be analyzed through the Technological Pedagogical Content Knowledge (TPACK) framework developed by Punya Mishra and Matthew Koehler. In this theory, teachers are expected to integrate three major aspects: content knowledge, pedagogical knowledge, and technological knowledge (Mishra & Koehler, 2006).

The use of Canva reflects the integration of these three aspects. Teachers not only understand Arabic language materials but are also capable of delivering them through appropriate pedagogical approaches supported by visual technology. This indicates that Canva contributes to improving teachers' professional competence holistically.

e. Analysis from the Multimedia Learning Perspective

The effectiveness of Canva can also be explained through the Multimedia Learning Theory proposed by Richard E. Mayer. This theory states that learning becomes more effective when information is presented through a combination of text and visuals because it optimizes students' cognitive memory processes (Mayer, 2009).

By using Canva, teachers can present instructional materials in visually attractive forms that facilitate students' understanding of abstract concepts. Consequently, teachers not only improve the quality of instructional media but also enhance the effectiveness of content delivery.

f. Scientific Contribution of Canva in Learning

Based on the analysis above, the use of Canva contributes scientifically to the development of educators' skills, particularly in enhancing pedagogical creativity, strengthening digital competence, and developing technology-based instructional media design skills. Thus, Canva functions not merely as a supporting tool, but also as a medium for transforming teachers' competencies in addressing the challenges of modern education.

5. Advantages and Limitations of Canva in Arabic Language Learning

The use of the Canva application as an instructional medium in Arabic language education has various significant advantages, yet it is not without limitations. Therefore, an analysis of both aspects is important to ensure that the utilization of Canva is not only practical but also pedagogically appropriate.

Advantages of Canva in Arabic Language Learning

a. Visual Strength in Enhancing Understanding

Canva possesses a major advantage in its strong visual aspects through the combination of text, images, colors, and interactive designs. This is highly relevant in Arabic language learning, particularly for abstract materials such as mufradat and language structures. Visual media have been proven to increase learning interest and facilitate conceptual understanding because information is presented attractively and can be processed more easily by students' cognition Syubhan et al. (2024).

Theoretically, this aligns with the Multimedia Learning Theory, which states that learning becomes more effective when information is presented through a combination of visual and verbal elements.

b. Flexibility and Variety of Instructional Media

Canva provides various templates such as posters, infographics, presentations, and learning videos. This flexibility enables Arabic language teachers to adapt instructional media according to learning objectives, whether for vocabulary introduction, reading exercises, or grammar instruction.

Furthermore, Canva supports the integration of multiple elements within a single platform, making learning more interactive and less monotonous. This can enhance students' engagement in the learning process Ilham et al. (2024).

c. Ease of Use (User-Friendly)

One of Canva's main advantages is its ease of use. Teachers without design backgrounds can still create instructional media quickly and effectively. This is important in the context of modern education, where teachers are expected to integrate technology into learning processes. This convenience also contributes to increasing teachers' creativity and encouraging innovation in instructional strategies Hidayati et al. (2023).

Despite its many advantages, Canva also has several limitations that need to be critically examined, particularly in the context of Arabic language learning.

a. Dependence on Internet Access and Technology

Canva is an online-based application; therefore, its use is highly dependent on stable internet connectivity. Under certain conditions, such as in areas with limited internet access, the use of Canva becomes less optimal. Critically, this demonstrates that technology utilization in education still faces issues of digital divide, which may affect the equal distribution of educational quality.

b. Not Specifically Designed for Arabic Language Learning

Fundamentally, Canva is a general graphic design application rather than a platform specifically designed for language learning, particularly Arabic, which possesses unique

characteristics such as hijaiyah letters, harakat, and right-to-left writing orientation. Consequently, teachers need to make additional adaptations when designing instructional materials. This differs from language learning applications that are already linguistically structured.

c. Limited in Developing Speaking Skills (Maharah Kalam)

Canva is more dominant in visual and lower-order cognitive aspects such as understanding and remembering. However, in Arabic language learning, productive skills such as speaking (maharah kalam) require direct interaction, communication practice, and feedback. If Canva is used independently without being combined with communicative methods, learning may become passive and less effective in training students' speaking abilities. This indicates that Canva is more appropriately used as a supporting medium rather than the primary instructional method.

d. Potential for Passive Learning

Although Canva can make instructional materials more attractive, inappropriate use (for example, merely as a presentation tool) may actually return learning processes to traditional one-way patterns. Research indicates that the use of digital media without interactive strategies does not necessarily improve learning effectiveness if students are not actively involved Muhajir et al. (2024).

Based on the explanation above, it can be concluded that Canva is an effective instructional medium for improving visual aspects, learning motivation, and student engagement in Arabic language learning. However, its effectiveness is conditional and depends on the integration of communicative learning methods, teachers' abilities in designing interactive activities, and the availability of technological facilities. Therefore, Canva cannot stand alone as the primary solution but should instead be positioned as part of a broader learning ecosystem.

6. Synthesis of Previous Research Findings

In library research, the presentation of results does not merely consist of theoretical descriptions, but also requires the synthesis of findings from previous studies in order to identify clear patterns and tendencies. Based on the review of several previous studies, it was found that the use of the Canva application in learning generally provides positive contributions to the learning process, both in cognitive, affective, and educators' skill aspects.

More specifically, research conducted by Wulandari and Mudinillah demonstrated that the use of Canva as an instructional medium can improve learning effectiveness through more engaging and interactive material presentation (Wulandari & Mudinillah, 2022). This finding is reinforced by research conducted by Rahmatullah et al., which stated that Canva-based media can enhance students' learning motivation because they optimally combine visual and audio elements (Rahmatullah et al., 2020).

Furthermore, research conducted by Mulyani emphasized that Canva, as a graphic design platform, provides convenience for educators in developing instructional materials without requiring advanced technical skills (Mulyani, 2021). These findings indicate that Canva not only affects students positively but also significantly enhances teachers' pedagogical skills and creativity in instructional design.

Based on these findings, it can be concluded that there are several general patterns: (1) Canva enhances the visual attractiveness of learning, (2) Canva contributes to improving students' learning motivation, and (3) Canva assists educators in developing creative and innovative instructional media. Therefore, the use of Canva in Arabic

language learning possesses strong relevance in supporting the improvement of technology-based educational quality.

CONCLUSION

This study concludes that the implementation of the Canva application in Arabic language learning provides significant contributions, particularly in two major aspects, namely the improvement of instructional media quality and the enhancement of educators' skills. From the perspective of instructional media, Canva has proven capable of presenting learning materials in a more visually appealing, creative, and interactive manner. This finding is consistent with Richard E. Mayer's Multimedia Learning Theory, which emphasizes that the combination of textual and visual elements can optimize students' cognitive processes, thereby making the understanding of Arabic language materials — such as *mufradat*, *nahwu*, and reading skills — easier and more meaningful.

From the perspective of educators' skills, the use of Canva encourages the improvement of pedagogical creativity, digital competence, and instructional media design abilities. Within the TPACK framework, Canva facilitates the synergistic integration of content knowledge, pedagogical knowledge, and technological knowledge, enabling teachers to design more innovative learning experiences that align with the demands of the digital era.

Nevertheless, Canva also has several limitations, including dependence on internet connectivity, the fact that it is not specifically designed for Arabic language learning, and its limited effectiveness in developing speaking skills (*maharah kalam*). Therefore, Canva should be positioned as a supporting instructional medium integrated with communicative learning methods rather than as a single solution. Overall, Canva represents an effective and relevant alternative instructional medium in supporting technology-based Arabic language learning, provided that its implementation is accompanied by appropriate and comprehensive pedagogical strategies.

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