

The Effectiveness of Developing Canva Web-Based Interactive Learning Media In Increasing Students' Interest in Learning History

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Abstract: This study aims to analyse the effectiveness of developing Canva-based interactive web learning media in improving learning outcomes in History. The background of this study stems from the challenges of history learning, which has been considered monotonous, lacking in interactivity, and focused on memorisation, resulting in low student engagement and motivation. The development of Canva-based interactive media is expected to provide a more engaging, visual, and interactive learning experience through the integration of text, images, animations, audio, and automatic evaluation features in a single platform. The research approach used is a mixed method with a quasi-experimental design and media feasibility testing through expert validation, student response questionnaires, and learning outcome analysis through pre-tests and post-tests. The results of the study indicate that Canva-based learning media has a very good level of feasibility based on the assessments of media experts and subject matter experts. In addition, there was a significant increase in learning outcomes after using the media, as demonstrated by statistical tests and comparisons of scores before and after treatment. Students showed positive responses, particularly in terms of interest, ease of understanding the material, and increased motivation to learn. Thus, Canva-based interactive learning media is considered effective as an innovation in history learning in the digital age and is suitable for wider implementation in the context of 21st-century education.

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Introduction

The development of information technology in the era of the Fourth Industrial Revolution has brought about significant changes in educational practices, including the development of innovative and interactive digital learning media. The use of web-based media has become a necessity in modern learning processes, especially in subjects such as history, which are often considered passive and uninteresting for students. In this context, the use of interactive learning media based on Canva has become a promising alternative in increasing student engagement and interest in learning.

History education at the secondary level faces a number of challenges, both in terms of student interest, the characteristics of the material, and the pedagogical approaches used by teachers. Many students view history as monotonous because it is dominated by

memorisation of events, figures, and dates (Faika et al., 2025). This results in low motivation, active participation, and interest in learning. Learning interest is the sense of curiosity within students when learning. In teaching and learning activities, interest is certainly needed to be able to understand an explanation of the material (Nurmalisa, 2025). The conventional learning model that is still used in classrooms tends to be unable to meet the characteristics of Generation Z, who are accustomed to visual, digital, and interactive media (Miswar & Maulana, 2025).

Canva, as a web-based design platform, enables teachers to develop learning media with visual elements, animations, audio, and interactive features that can enhance the learning experience. Research by Hafizah and Samosir (2023) shows that the development of Canva-based learning media can improve students' problem-solving skills through attractive displays and easy navigation. Meanwhile, research by Anissa and Limbong (2024) proves that Canva-based learning media is effective in increasing junior high school students' interest in learning with a significant increase in learning completeness.

Furthermore, research by Sari et al. (2022) states that Canva has great potential as an interactive medium because it provides hyperlink features, learning templates, and multimodal elements that teachers can use to develop more adaptive learning materials. Another study by Purnomo et al. (2025) shows that Canva is an effective digital medium for science learning in secondary schools because it helps students understand abstract concepts through interactive visual presentations.

In the context of history education, the use of web-based interactive media such as Canva is important because history education is not only about memorising past facts but also developing critical analysis skills, historical empathy, and understanding of social context (Rahmadina et al., 2017). Digital media enables the presentation of historical chronology in a temporal, interactive, and easy-to-understand manner through infographics, timelines, and animated videos, thereby increasing the cognitive engagement of students.

Several previous studies have confirmed that interactive digital media can improve students' conceptual understanding. For example, research by Liani et al. (2023) found that the use of animated videos can significantly improve understanding of Civic Education subject matter. Furthermore, Yunita et al. (2025) confirmed that Canva-based mobile learning media significantly increased junior high school students' interest in learning and interest in social studies due to its ease of access and interactivity. From an educational ecology perspective, the learning environment must be able to adapt to technological developments and the needs of learners so that learning can take place effectively (Miswar & Nugraheni, 2019). The use of Canva supports this principle because it creates a learner-centred, collaborative, flexible, and technology-based learning environment.

Another study by Gilhespy (2011) states that the effectiveness of digital learning media is largely determined by the quality of design, interactivity, and user engagement. This is in line with the research by Boozer and Simon (2020), which states that digital platform-based learning increases learning effectiveness when content is presented in a multimodal and interactive manner. The results of Habibah et al.'s (2025) study indicate that Canva-based interactive learning media is effective when used in the Discovery Learning model in social studies learning, particularly in improving students' critical thinking skills. This is reinforced by Salam et al. (2023), who state that web-based learning is increasingly relevant in the context of 21st-century learning because it encourages creativity, collaboration, problem solving, and technological literacy.

Based on initial observations and interviews conducted at SMKN 1 Batu Ketulis, West Lampung, in March 2025, several learning problems were identified in history classes. The level of student activity was relatively low, with more than half of the students appearing passive during lessons and only a small number actively participating by asking or answering questions. Students' interest in learning history was also found to be low, as many felt bored and unmotivated due to the monotonous presentation of learning materials. In addition, students experienced difficulties in understanding historical concepts because the material tended to be abstract and was not supported by engaging or concrete visualizations. In terms of learning media, teachers mainly relied on textbooks, PowerPoint presentations, and videos, which were used in a conventional manner. Furthermore, the use of technology in history learning was still limited, as web-based interactive media had not yet been integrated into the teaching process, resulting in less optimal learning experiences for students. The main cause is that students find it difficult to understand historical material due to unvaried teaching methods and limited use of media that can visualise historical concepts in a more interesting way. History lessons that rely solely on textbooks, presentation materials, and unvaried lectures by teachers often make students feel bored and uninterested. This is in stark contrast to the rapid development of technology, which should be utilised to create a more engaging and interactive learning environment.

Although many studies have examined the use of Canva in mathematics, science, and social studies subjects, research on the effectiveness of Canva-based media development in increasing interest in learning history is still limited (Faika et al., 2025). Therefore, further research is needed to determine the extent to which the development of Canva-based interactive learning media can significantly increase interest in learning history.

Furthermore, this research is necessary because many history teachers have yet to optimally utilise digital platforms despite the availability of training and technological facilities (Zulkarnain et al., 2024). Teachers' unpreparedness in developing digital media also poses a challenge in technology-based learning transformation (Wijaya et al., 2025). Based on the above description, research on the effectiveness of developing interactive learning media based on Canva in increasing interest in learning history is relevant and important as an effort to innovate history learning that is more interesting, interactive, and in line with the learning styles of the current digital generation.

Research Method

This study utilised a Mixed Methods approach with a Sequential Explanatory model, whereby quantitative data collection and analysis were conducted first, followed by qualitative data to reinforce, explain, and interpret the quantitative findings. This method was employed to obtain a comprehensive overview of the effectiveness of using Canva web-based interactive learning media in increasing students' interest in learning history.

This study was conducted at SMKN 1 Batu Ketulis Lampung Barat in the odd semester of the 2025/2026 academic year, with the research subjects being all 35 students in class X using a saturated sampling technique. This study involved two variables, namely Canva-based Interactive Learning Media (X) and Interest in Learning History (Y), which were measured through indicators of accessibility, interactivity, visual display, material suitability, ease of use (for variable X), as well as feelings of enjoyment, attention, and involvement (for variable Y).

Data collection was conducted through observation, questionnaires, and documentation. The research instruments were tested using Product Moment validity and Cronbach's Alpha reliability tests, with a reliability result of 0.937, indicating that the instruments were highly reliable. Data analysis used descriptive and inferential techniques. Expert validation data were analysed based on the percentage of feasibility, while the effectiveness of learning media was analysed using the N-Gain Score, which was grouped into high, medium, and low categories to determine the increase in students' interest in learning after using the media.

Result and Discussion

This study aims to determine the effectiveness of developing Web Canva-based interactive learning media in increasing the interest of students at SMKN 1 Batu Ketulis, West Lampung in learning history, specifically the material on the origins of the Indonesian ancestors. Effectiveness was tested using a mixed methods approach by comparing learning interest before and after using the media, as well as through analysis of student responses and observation of learning implementation.

The learning activities were conducted in three meetings with an allocation of 2 teaching hours (2×45 minutes) each week. In the first meeting, learning was conducted conventionally as a comparison, followed by a pretest questionnaire and an introduction to web-based interactive learning media products using Canva. In the second meeting, the researcher began to apply learning using these interactive media. Finally, in the third session, learning evaluation was conducted with the students, along with the administration of a post-test questionnaire to assess the effectiveness of the media in enhancing interest in learning history.

Table 1. Implementation of large-scale testing (product effectiveness)

No	Meeting	Alokasi Waktu	Kegiatan Pembelajaran
1	Meeting 1	2 JP (90 minutes)	Conventional learning, pretest questionnaires, and introduction to interactive media products.
2	Meeting 2	2 JP (90 minutes)	Implementation of learning using web-based interactive media through Canva.
3	Meeting 3	2 JP (90 minutes)	Joint learning evaluation with students, and distribution of post-test interest questionnaires

Source: Researcher's field test implementation plan

Based on the design of the large group trial that was conducted over three meetings, data was obtained on the students' response to the use of web-based interactive learning media through Canva in history lessons. The data includes the results of pre-test and post-test questionnaires given to all Grade X students at SMKN 1 Batu Ketulis as research subjects. The results of the large group trial are presented in the following table.

Table 2. Results of the history learning interest questionnaire

Respondents	Pretest	Posttest	N-Gain	Category	Effectiveness
Respondents 1	41	60	0.56	Currently	Quite Effective
Respondents 2	48	72	0.89	Height	Effective
Respondents 3	43	67	0.75	Height	Quite Effective
Respondents 4	43	73	0.94	Height	Effective
Respondents 5	54	66	0.57	Currently	Quite Effective
Respondents 6	57	71	0.78	Height	Effective
Respondents 7	49	68	0.73	Height	Quite Effective
Respondents 8	50	72	0.88	Height	Effective
Respondents 9	52	71	0.83	Height	Effective
Respondents 10	56	71	0.79	Height	Effective
Respondents 11	48	70	0.81	Height	Effective
Respondents 12	45	72	0.90	Height	Effective
Respondents 13	46	66	0.69	Currently	Quite Effective
Respondents 14	53	70	0.77	Height	Effective
Respondents 15	35	63	0.70	Height	Quite Effective
Respondents 16	58	71	0.76	Height	Effective
Respondents 17	50	73	0.92	Height	Effective
Respondents 18	41	63	0.65	Currently	Quite Effective
Respondents 19	46	61	0.52	Currently	Quite Effective
Respondents 20	48	56	0.30	Low	Less Effective
Respondents 21	46	74	0.97	Height	Effective
Respondents 22	45	66	0.70	Height	Quite Effective
Respondents 23	44	57	0.42	Currently	Quite Effective
Respondents 24	36	73	0.95	Height	Effective
Respondents 25	45	60	0.50	Currently	Quite Effective
Respondents 26	40	68	0.80	Height	Effective
Respondents 27	47	74	0.96	Height	Effective
Respondents 28	36	72	0.92	Height	Effective
Respondents 29	38	74	0.97	Height	Effective
Respondents 30	34	73	0.95	Height	Effective
Respondents 31	61	74	0.93	Height	Effective
Respondents 32	50	62	0.48	Currently	Quite Effective
Respondents 33	49	71	0.85	Currently	Effective
Respondents 34	42	67	0.76	Height	Effective
Respondents 35	69	74	0.83	Height	Effective

Source: Data processed by researchers using IBM SPSS 23

Based on the data processing results in Table 2, it was found that out of 35 respondents, 22 students (62.9%) were in the effective category with an N-Gain score above 0.76. Furthermore, there were 12 students (34.3%) in the moderately effective category, and only 1 student (2.9%) in the less effective category. These findings indicate that most students experienced a high increase in learning interest after the implementation of web-based interactive learning media using Canva. This media has proven to be able to attract students' attention, facilitate understanding of the material, and foster learning interest.

Advances in communication and information technology have made it easier for people to use, access, communicate, and share information through various digital devices (Adha, 2022). The development of digital technology in education has brought significant changes to learning models, including in history lessons. History learning at the secondary education level is often considered boring because it is still dominated by lecture methods and the use of textbooks that are not very interactive (Hastuti, 2022). This results in low student interest in learning and has an impact on learning achievement. Based on initial observations, there is a tendency for students to lack focus in understanding historical concepts and events due to the lack of innovative learning media that can visualize the material in an interesting way.

Digital-based interactive learning media is one relevant solution for improving the quality of history learning. One platform that can be utilized is Canva, a web-based application that provides interactive visual and multimedia design features such as animations, videos, hyperlinks to materials, and presentation-based quizzes (Putra, 2023). Canva is considered easy to use by both teachers and students and supports creative and collaborative learning, making it highly relevant to the era of education technology 4.0 (Suryana, 2023).

The development of interactive media using Canva is expected to increase interest in learning through the presentation of material that is more visual, attractive, and easy to understand. Visual-based learning processes are now gaining attention, especially in this digital age where students are exposed to information rich in images and videos. Using Canva as a tool for creating interactive content offers various advantages. Canva allows users to design presentations, infographics, and posters that are not only aesthetically pleasing but also functional. When students are involved in creating their own media, it not only makes them more connected to the material, but also encourages creativity and critical thinking in the way they present information.

This is in line with the multimedia learning theory, which states that learning that combines text, images, audio, and interaction can improve long-term memory and conceptual understanding (Mayer, 2021). For example, in a study conducted by Moreno and Mayer (2000), it was found that students who learned using multimedia media showed better results than those who learned using text alone. This reflects how combining various formats of information, such as attractive graphics and explanatory audio, can create a more immersive and effective learning experience. A concrete example of Canva's implementation in the context of education can be seen in the use of infographics to explain complex concepts. Instead of just providing long and tedious texts, teachers can use Canva to create attractive visuals that summarize the information in the form of diagrams, graphs, and icons. This helps students grasp the essence of the material without feeling overwhelmed by excessive text. Furthermore, when students are invited to participate in creating their own infographics, this not only reinforces their learning but also fosters confidence and ownership of their learning outcomes.

The transition from theory to practice is also an important focus in this discussion. For example, the use of interactive quizzes and educational games that can be designed with Canva not only adds an element of fun to learning, but also creates a space for learners to test their knowledge while learning. These interactive characteristics facilitate active learning, which is a key element in constructivist theory. In this context, learners are not only in a position to receive information, but also to demonstrate their understanding through directly engaging activities.

A deeper analysis of the impact of interactive media use in education shows that students tend to focus more on material that is presented in an impressive way. Research by Hattie (2009) shows that active engagement in the learning process contributes to improved learning outcomes. With interactive media, learners are not just passive recipients of information, but also active actors in exploring and understanding content. This creates a learning experience that is not only long-lasting but also significant in how learners view the subjects they are studying.

In addition, the need to increase interest in learning through visual presentation of material must also be considered in the context of the learning habits of the current generation. Today's students are more accustomed to well-designed and interactive content, similar to their experience when using applications or social media platforms. Thus, integrating tools such as Canva into the education curriculum is not just about following trends, but more about creating a relevant and engaging learning experience that meets the needs of modern students.

Considering all of the above points, it can be concluded that the development of interactive media using Canva has great potential to not only increase students' interest in learning but also strengthen their understanding of the subject matter. The combination of visual, audio, and interactive elements not only creates a more engaging learning environment but is also more effective in terms of information retention.

Based on the results of research conducted through large-scale trials in class X SMKN 1 Batu Ketulis, West Lampung, it can be concluded that the use of Web Canva-based interactive learning media has a positive impact on increasing students' interest and enthusiasm for learning history. This can be seen from the increase in pretest to posttest scores observed using the N-Gain Score calculation. The data shows that 62.9% of students were in the effective category, 34.3% in the fairly effective category, and only 2.9% in the less effective category. This condition indicates that the majority of students experienced positive development in both interest and understanding of the material after using Web Canva-based learning media.

This increase in learning interest is in line with the multimedia learning theory proposed by Mayer (2021), which states that information conveyed through a combination of text, images, animations, audio, and interactive elements can increase student attention, accelerate understanding, and strengthen long-term memory. Canva, as an interactive design platform, provides features such as videos, hyperlinks, icons, page navigation, animations, and even interactive quizzes that facilitate the delivery of historical material that is abstract, chronological, and requires visual illustrations to clarify the context.

Compared to conventional learning in the first meeting, the students' responses appeared to be more passive and less enthusiastic. This is in line with Hosnan's (2020) opinion that lecture methods tend to dominate history learning and often make it difficult for students to understand the material because it is verbalistic and lacks visual stimuli. Conversely, after using Canva media in the second and third meetings, students appeared more active, engaged in discussions, and showed motivation to explore the material through the navigation features and explanatory videos embedded in the media.

These results are in line with Putra's (2023) research, which found that Canva media can increase students' interest in learning because of its simple, attractive, and easy-to-understand presentation. Similarly, a study by Yuliani (2022) shows that the use of web-based digital media can increase student participation by 70% when compared to learning without technology-based media. Thus, the results of this study reinforce previous findings

that interactive digital media-based learning is an effective strategy for improving the quality of history learning in secondary schools.

From a constructivist perspective, Canva learning media offers a very attractive platform for learners to build their knowledge through active and meaningful learning experiences. Constructivism, as an educational theory proposed by figures such as Jean Piaget and Lev Vygotsky, emphasizes the importance of active learner involvement in the learning process. According to Vygotsky (1978), the most effective learning process occurs when learners do not merely receive information passively, but also interact with the material through reflective and collaborative activities. Thus, learning media must be able to create a context that facilitates such interaction.

Canva, in this context, fulfills the principles of constructivism through the various innovative features it offers. One of the main features that stands out is the interactive quizzes. For example, in a graphic design class, students can be given quizzes on the design principles they need to master. In this way, students not only learn theory in a monotonous way, but also face various situations and challenges that reinforce their understanding. The quiz provides immediate feedback, allowing students to reflect on their mistakes and correct their misunderstandings. This is a concrete example of how active interaction can enhance the learning process.

In addition, Canva supports the use of external learning resources. This gives students the opportunity to explore information from various perspectives and sources. For example, a student studying infographics can access articles, videos, or tutorials from various platforms to deepen their knowledge. By integrating these sources, students encourage themselves not only to find out, but also to compare and analyze information, which is an important part of knowledge construction. Flexible material navigation in Canva is also very useful. Students can choose their own learning path according to their individual pace and needs. This is particularly relevant in the context of heterogeneous classes, where not all students have the same learning speed and style. For example, a learner who understands design concepts more quickly can immediately move on to more complex projects, while other learners who need more time can spend more time exploring more basic material. This flexibility allows each learner to feel in control of their own learning, which ultimately increases their motivation and commitment to the learning process.

From a more in-depth analysis, we can see that the application of constructivism theory in learning media such as Canva is not only innovative, but also vital in modern education, which requires learners to be more independent and proactive. The existence of interactive features, as well as the ability to customize the learning experience to individual preferences, creates a dynamic and inspiring learning environment. Students do not just learn to get good grades, but to understand and apply knowledge in real-world contexts.

In conclusion, the application of constructivism theory in the use of learning media such as Canva is highly relevant and beneficial. Canva is not just a graphic design tool, but also a learning tool that enriches the learning experience of students. With interactive quizzes, the use of external learning resources, and flexible material navigation, students are given the opportunity to build their knowledge in an active, collaborative, and reflective manner. All these aspects work together to create a learning environment that is not only effective but also enjoyable. In the ever-evolving world of education, it is important for us to continue exploring and utilizing innovative tools such as Canva in order to support a better and more meaningful learning process.

In addition, increased interest in learning is also in line with Keller's ARCS Motivation Model (2016), which states that learning will be effective if it includes four main elements: Attention, Relevance, Confidence, and Satisfaction. Canva media fulfills these aspects through:

Table 3. ARCS Motivation Model

Elemen ARCS	Implementation in Canva Media
Attention	Visual displays, animations, and interactive quizzes capture students' attention.
Relevance	The material is linked to relevant examples, maps, and historical images.
Confidence	Navigation and quizzes help students measure their understanding independently.
Satisfaction	Feedback in the media provides an enjoyable learning experience.

From the table, it is clear that Canva media not only transmits information but also builds sustained learning motivation. Analysis of student responses through questionnaires also shows that most students feel that learning has become more enjoyable, easier to understand, and less boring. This is supported by Sweller's Cognitive Load Theory (2019), which states that structured presentation of material can reduce the cognitive load on students, especially in history subjects that have many abstract concepts and sequential events.

Canva media allows teachers to present material in the form of flowcharts, historical timelines, geographical maps, and illustrations of figures, making it easier for students to understand the journey of Indonesia's ancestors in a systematic manner. Thus, the structure of this media has a significant contribution to students' historical interpretation and comprehension skills. Although the research results show high effectiveness, there are still 2.9% of students who show a less effective category. This is likely due to external factors such as low digital literacy skills, lack of personal devices, or passive learning characteristics.

Overall, the results of this study indicate that Canva-based interactive learning media effectively increases students' interest and enthusiasm for learning history. The development of this media is relevant for use in the implementation of the Merdeka Curriculum, which emphasizes technology-based learning, creativity, and independent learning.

Conclusion

This study conclusively demonstrates that the use of Canva as a web-based interactive learning medium significantly enhances students' interest and engagement in history learning at SMKN 1 Batu Ketulis, West Lampung. The N-Gain Score analysis confirms this effectiveness, with 62.9% of students classified in the effective category and 34.3% in the fairly effective category, indicating that the majority of learners experienced a meaningful increase in learning interest after the implementation of Canva-based media. The effectiveness of Canva is closely linked to its multimodal and interactive features—such as animations, hyperlinks, interactive quizzes, flexible navigation, and attractive visual design—which successfully transform abstract historical content into more concrete, engaging, and comprehensible learning experiences. These findings are consistent with Mayer's multimedia learning theory, which emphasizes the integration of text, visuals, and

interactivity to improve attention and retention, as well as with constructivist learning principles that encourage active, independent, and collaborative learning.

Overall, this study confirms that Canva-based interactive media is not only feasible but also pedagogically relevant and effective as an alternative to conventional history teaching methods. Its implementation supports the demands of 21st-century and Industrial Revolution 4.0 education by fostering higher student motivation, active participation, and meaningful learning experiences. Therefore, Canva has strong potential to be adopted as an innovative solution for improving the quality of history education at the secondary school level, particularly in enhancing students' interest and engagement in learning.

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