Jurnal Paedagogy:
Jurnal Penelitian dan Pengembangan Pendidikan
https://e-journal.undikma.ac.id/index.php/pedagogy/index
Email:paedagogy@undikma.ac.id

Vol. 13 No. 1 : January 2026
E-ISSN: 2722-4627
pp. 341-348

Canva-Based Digital Teaching Materials for Elementary Literacy: A Feasibility and Practicality Study

Indah Catur Riyanti Risza*, Taufiqulloh, Khusnul Khotimah
Master of Pedagogy Study Program, Postgraduate Program,
Universitas Pancasakti Tegal, Indonesia.
*Corresponding Author. Email: iin.risza@gmail.com

Abstract: This study aims to examine the feasibility and practicality of Canva-based digital teaching materials for enhancing elementary school students' literacy skills. The research employed a Research and Development (R&D) method using the ADDIE model, limited to the analysis, design, and development stages. The participants consisted of fourth-grade students and teachers from two elementary schools in Taman District, Pemalang Regency. Data were collected through observations, literacy tests (pre-test and post-test), questionnaires, interviews, and documentation. Feasibility data were obtained through expert validation involving material and media experts, while practicality data were gathered from teachers' and students' responses during a limited trial. Quantitative data were analyzed using descriptive statistics and N-Gain analysis, whereas qualitative data were analyzed using Miles and Huberman's interactive model. The results indicate that the Canva-based digital teaching materials are valid based on expert judgment, with an average feasibility score of 4.36, and practical based on user responses, with an average practicality score of 4.34. Furthermore, students' literacy skills showed improvement after using the developed materials, as reflected by an N-Gain value of 0.55, which falls within the moderate category. These findings suggest that Canva-based digital teaching materials are feasible and practical for supporting literacy learning in elementary schools.

Article History
Received: 30-11-2025
Revised: 21-12-2025
Accepted: 05-01-2026
Published: 20-01-2026

Key Words:
Digital Teaching Materials, Canva, Elementary Literacy, Feasibility, Practicality.

How to Cite: Riyanti, I. C., Taufiqulloh, T., & Khotimah, K. (2026). Canva-Based Digital Teaching Materials for Elementary Literacy: A Feasibility and Practicality Study. *Jurnal Paedagogy*, *13*(1), 341-348. https://doi.org/10.33394/jp.v13i1.19118

https://doi.org/10.33394/jp.v12i3.16397

Introduction

Literacy competence is a fundamental component of elementary education, as it underpins students' capacity for critical thinking, effective communication, and the development of lifelong learning habits. Previous studies have highlighted that strengthening literacy in elementary schools requires systematic and sustained efforts through school-based programs, effective classroom practices, and the provision of supportive learning environments (Wardono, 2022). Despite these initiatives, literacy achievement among elementary students remains uneven and has not yet reached an optimal level, particularly in learning contexts that rely on limited instructional media and repetitive teaching practices that reduce students' engagement (Valentina et al., 2023).At a broader level, this inconsistency reflects a more serious national and global concern. International large-scale assessments, such as the Programme for International Student Assessment (PISA), consistently indicate that students' reading literacy performance remains below the expected proficiency level, especially in developing countries. Similarly, recent national literacy reports show that a significant proportion of elementary students experience difficulties in reading comprehension and critical response to texts. These findings suggest that literacy challenges

Vol. 13 No. 1 : January 2026
E-ISSN: 2722-4627
pp. 341-348

are not isolated cases but represent a widespread and urgent educational issue that requires immediate and innovative instructional solutions. In this context, the integration of digital learning media is increasingly viewed as a strategic approach to enhance literacy instruction by improving learning engagement, accessibility, and instructional quality in elementary classrooms.

Previous research has examined literacy improvement in elementary schools from multiple viewpoints. Several studies highlighted literacy culture and school-based literacy movements as effective strategies to encourage students' reading habits (Yana, 2022). Other studies underlined the importance of school leadership in strengthening literacy initiatives through policy support and the creation of a positive academic climate (Darmuki & Surachmi, 2024). In addition, studies on scientific and digital literacy revealed persistent challenges, including students' low comprehension skills, insufficient learning resources, and teachers' limited capacity to integrate technology into classroom instruction (Efendi & Barkara, 2021).

In parallel with literacy research, studies on digital learning media have increasingly demonstrated their potential to enhance student engagement and learning motivation when designed interactively and aligned with learners' characteristics (Juniawan et al., 2023). Several studies focusing on Canva have primarily addressed teacher training and community service programs aimed at improving teachers' skills in designing creative digital teaching materials (Nurmalasari et al., 2025). Other research has explored the use of *Canva-based* materials at the secondary school level, such as digital comics and subject-specific teaching resources, reporting positive student responses (Intan et al., 2024).

However, a review of existing studies indicates that most research tends to focus on literacy programs, leadership roles, or digital media development in general. Empirical studies that specifically investigate the feasibility and practicality of *Canva-based* digital teaching materials for elementary literacy learning remain limited. Many studies assess literacy outcomes without evaluating the quality of digital teaching materials, while others develop digital media without systematically examining their feasibility and practicality through expert validation and user responses within elementary school settings. This condition highlights a research gap that needs to be addressed.

While previous research has explored pre-service teachers' perceptions of digital storytelling using the *Technology Acceptance Model (TAM),* emphasizing perceived usefulness and ease of use in EFL settings (Sulistianingsih & Taufiqulloh, 2025), such studies have not comprehensively addressed the feasibility and practicality of digital teaching materials in real elementary classroom contexts. Therefore, this study contributes novelty by integrating expert validation and users' responses to examine both feasibility and practicality of Canva-based digital teaching materials for elementary literacy learning. Accordingly, this study aims to analyze the feasibility and practicality of Canva-based digital teaching materials in supporting literacy learning for elementary school students. Canva is particularly relevant for elementary learners because it provides strong visual support through templates, icons, and illustrations, as well as interactive elements that help maintain students' attention during reading activities. In addition, its typographic readability and flexible layout options allow learning materials to be designed in accordance with elementary students' cognitive development, supporting clearer text presentation and reducing cognitive load compared to more technically complex digital platforms.

Jurnal Paedagogy:
Jurnal Penelitian dan Pengembangan Pendidikan
https://e-journal.undikma.ac.id/index.php/pedagogy/index
Email:paedagogy@undikma.ac.id

Vol. 13 No. 1 : January 2026
E-ISSN: 2722-4627
pp. 341-348

Research Method

This study employed a *research and development (R&D)* method aimed at producing and evaluating *Canva-based* digital teaching materials for elementary literacy learning. The development procedure adopted the *ADDIE* model, which consists of analysis, design, development, implementation, and evaluation stages. In this study, the development process was limited to the analysis, design, and development stages, as is commonly applied in educational product development research focusing on feasibility and practicality evaluation (Branch, 2009; Sugiyono, 2023). The overall research procedure based on the *ADDIE* model is illustrated in Figure 1.

Figure 1. *ADDIE* Development Flow of *Canva-based* Digital Teaching Materials

The research was conducted in two elementary schools in Taman District, Pemalang Regency, during the 2025/2026 academic year. The population included elementary school teachers and fourth-grade students, while the research sample was determined using purposive sampling, considering the schools' readiness to implement digital learning media and the relevance of the learning context. School readiness was defined based on several criteria, including the availability of basic digital infrastructure such as functional computers or student tablets, access to reliable internet connectivity (Wi-Fi), and teachers' basic ability to operate digital learning platforms**.** The research subjects consisted of fourth-grade students and their classroom teachers, who were directly involved in the limited trial of the developed teaching materials (Creswell & Creswell, 2018).

Data collection techniques included observation, literacy tests (pre-test and post-test), questionnaires, interviews, and documentation. The instruments used in this study were developed based on the research objectives and validated through expert judgment, involving material experts and media experts to ensure content validity and media appropriateness. The expert validation instruments employed a 5-point Likert scale ranging from 1 (very poor) to 5 (very good). Content experts evaluated aspects including curriculum alignment, depth and accuracy of literacy content, clarity of learning objectives, and suitability for students' developmental levels. Media experts assessed visual design quality, typographic readability, ease of navigation, interactivity, and overall usability of the digital teaching materials. Instrument validation is an essential step in development research to ensure that the data collected accurately represent the measured constructs (Azwar, 2022).

Data analysis was conducted using quantitative and qualitative approaches. Quantitative data obtained from expert validation sheets, questionnaires, and literacy tests were analyzed using descriptive statistics and N-Gain analysis to measure the improvement in students' literacy skills before and after using the developed teaching materials (Hake, 1998). Qualitative data from observations and interviews were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing (Miles et al., 2014). To ensure the validity and trustworthiness of the qualitative findings, triangulation of data sources and techniques was applied (Lincoln & Guba, 1985).

Jurnal Paedagogy:
Jurnal Penelitian dan Pengembangan Pendidikan
https://e-journal.undikma.ac.id/index.php/pedagogy/index
Email:paedagogy@undikma.ac.id

Vol. 13 No. 1 : January 2026
E-ISSN: 2722-4627
pp. 341-348

Results and Discussion

The results of this study indicate that the *Canva-based* digital teaching materials developed for elementary literacy learning met the criteria of feasibility and practicality. These findings are derived from expert validation results, user responses, and students' literacy performance after the limited trial implementation. Feasibility of *Canva-based* Digital Teaching Materials. The feasibility analysis was based on validation results from material experts and media experts, which showed that the developed teaching materials were categorized as valid. Material experts assessed the suitability of content with literacy indicators, curriculum alignment, clarity of language, and relevance to students' characteristics. Meanwhile, media experts evaluated aspects of layout design, visual consistency, interactivity, readability, and ease of navigation. The high feasibility scores indicate that the *Canva-based* materials fulfilled pedagogical and technical standards required for elementary learning media. The feasibility results are presented in Table 1.

In addition to the quantitative feasibility scores, material and media experts also provided qualitative comments and suggestions during the validation process to further improve the quality of the developed teaching materials. Content experts recommended refining the alignment between several literacy activities and the stated learning objectives, as well as clarifying instructions to ensure that students could easily follow reading tasks independently. They also suggested minor adjustments to the depth of content in selected sections to better match the cognitive and literacy levels of fourth-grade students. These revisions were implemented by revising task instructions, simplifying complex explanations, and strengthening the linkage between literacy indicators and learning activities.

Meanwhile, media experts suggested improvements related to visual consistency, font size selection, and layout balance to enhance readability and reduce visual overload. They also provided feedback on navigation flow to ensure smoother transitions between sections and more intuitive user interaction. Following these recommendations, revisions were made to optimize typography, improve visual hierarchy, and streamline navigation elements. These iterative refinements enhanced the overall usability and instructional clarity of the Canva-based digital teaching materials, as reflected in the high feasibility scores obtained after revision.

Table 1. Results of Expert Validation of *Canva-based* Digital Teaching Materials

Aspect Evaluated	Validator	Mean Score	Category
Content suitability with literacy indicators	Material Expert	4.35	Very Valid
Curriculum alignment	Material Expert	4.40	Very Valid
Language clarity	Material Expert	4.30	Very Valid
Relevance to students' characteristics	Material Expert	4.25	Very Valid
Layout and visual design	Media Expert	4.45	Very Valid
Interactivity and navigation	Media Expert	4.38	Very Valid
Readability and usability	Media Expert	4.42	Very Valid
Overall Mean Score	—	**4.36**	**Very Valid**

These results are consistent with previous studies that reported Canva as an effective platform for developing digital teaching materials due to its flexibility, visual appeal, and user-friendly interface (Sartono et al., 2025). Similar results were also reported by (Prihartini et al., 2024), who found that *Canva-based* digital flipbooks met feasibility criteria and supported meaningful learning experiences. These results confirm that well-designed *Canva-based* materials can serve as valid instructional resources when developed through systematic procedures.

Jurnal Paedagogy:
Jurnal Penelitian dan Pengembangan Pendidikan
https://e-journal.undikma.ac.id/index.php/pedagogy/index
Email:paedagogy@undikma.ac.id

Vol. 13 No. 1 : January 2026
E-ISSN: 2722-4627
pp. 341-348

Practicality Based on Teachers' and Students' Responses. The practicality of the developed teaching materials was measured through teachers' and students' response questionnaires during a limited trial. The results showed that both teachers and students perceived the *Canva-based* digital teaching materials as practical and easy to use. Teachers highlighted that the materials helped them deliver literacy content more efficiently, reduced preparation time, and supported interactive classroom activities. Students reported increased interest, ease of understanding, and enjoyment during literacy learning activities. The practicality assessment results based on teachers' and students' responses are summarized in Table 2.

Table 2. Practicality Results Based on Teachers' and Students' Responses

Respondent	Aspect	Mean Score	Category
Teachers	Ease of use	4.30	Very Practical
Teachers	Instructional efficiency	4.25	Very Practical
Teachers	Classroom applicability	4.35	Very Practical
Students	Learning attractiveness	4.40	Very Practical
Students	Ease of understanding	4.32	Very Practical
Students	Learning enjoyment	4.45	Very Practical
Overall Mean Score	—	**4.34**	**Very Practical**

These findings align with research by (Hudaya et al., 2025), which demonstrated that digital teaching materials assisted by Canva improved students' learning engagement and usability perception. Similar conclusions were also reported in studies focusing on *Canva-based* digital comics and instructional materials, which emphasized positive student responses and increased learning motivation (Sartono et al., 2025). This practicality outcome suggests that *Canva-based* materials are suitable for classroom implementation without imposing excessive cognitive or technical burdens on teachers and students.

Improvement of Students' Literacy Skills**.** The analysis of students' literacy test results revealed an improvement in literacy skills after using the *Canva-based* digital teaching materials. The N-Gain analysis indicated a meaningful increase in students' literacy performance, demonstrating that interactive digital materials can support literacy development by presenting content in engaging and comprehensible formats. Students' literacy improvement based on pre-test and post-test scores is shown in Table 3.

Table 3. Students' Literacy Improvement Based on N-Gain Analysis

Indicator	Mean Pre-test	Mean Post-test	N-Gain	Category
Reading comprehension	61.2	82.5	0.55	Moderate
Vocabulary understanding	63.4	84.1	0.56	Moderate
Critical response to text	60.8	80.9	0.53	Moderate
Overall Literacy Skill	**61.8**	**82.5**	**0.55**	**Moderate Improvement**

This improvement can be explained by the integration of visual elements, structured text, and interactive features that support students' reading comprehension and critical thinking. Previous studies have reported similar findings, where digital learning media contributed to improved literacy outcomes by enhancing students' motivation and active participation (Rahmwati et al., 2022). Moreover, (Dwisetiarezi & Fitria, 2021) emphasized that literacy skills are more effectively developed when learning materials are contextual, visually supported, and aligned with students' cognitive levels.

Comparison with Previous Literacy and Digital Media Studies**.** Compared to earlier literacy-focused studies that mainly emphasized school literacy movements, leadership roles, or policy analysis (Ulpah et al., 2022), this study provides a different contribution by focusing on instructional media quality, particularly feasibility and practicality aspects. While

previous studies highlighted the importance of literacy programs and institutional support, they often did not evaluate the instructional media used in classroom practices.

Furthermore, unlike studies that analyzed literacy levels descriptively (Riwayani & Harahap, 2022), this research integrates product development and empirical testing, providing evidence that *Canva-based* digital teaching materials are not only theoretically relevant but also practically applicable in elementary literacy learning. Therefore, this study fills an important gap by combining digital media development with systematic feasibility and practicality evaluation.

Scientific Implications**.** Scientifically, these findings suggest that the improvement in students' literacy skills occurred due to the alignment between content design, visual presentation, and interactive elements embedded in the *Canva-based* materials. The observed trends indicate that students respond positively to learning media that reduce cognitive load while enhancing engagement. This supports constructivist learning principles, where learners actively construct meaning through well-designed learning resources. Overall, the results of this study successfully address the research objectives stated in the introduction by demonstrating that *Canva-based* digital teaching materials are feasible, practical, and supportive of elementary literacy learning.

Conclusion

Drawing on the results of expert validation, user feedback, and students' literacy outcomes, it can be concluded that the developed materials satisfy the essential criteria for use in elementary school instruction. The feasibility findings indicate that the teaching materials are conceptually sound and technically appropriate. Expert evaluations confirm that the content is aligned with literacy indicators and curriculum demands, presented in clear language, and supported by an effective media design. These results suggest that Canva is a suitable platform for developing digital teaching materials when the development process follows a systematic instructional design model.

Regarding practicality, the favorable responses from both teachers and students demonstrate that the materials are accessible, engaging, and supportive of classroom learning activities. The materials assist teachers in organizing literacy instruction more efficiently while encouraging students' active involvement, indicating that they are applicable in authentic classroom settings.

In addition, the improvement observed in students' literacy skills reflects the potential contribution of digital teaching materials that combine visual presentation, organized textual content, and interactive components tailored to learners' characteristics. Although this research focused on feasibility and practicality, the findings provide preliminary evidence of the instructional value of Canva-based materials in elementary literacy learning. In conclusion, Canva-based digital teaching materials can be considered feasible and practical resources for elementary literacy instruction. This study offers insights for educators and researchers in developing digital learning media, and further research is recommended to investigate their effectiveness and scalability across different learning contexts.

Recommendation

Based on the results of this research, several recommendations are proposed for both future studies and educational practice. Further research is suggested to continue the ADDIE development process up to the implementation and evaluation stages by testing the effectiveness of Canva-based digital teaching materials on a broader scale and at various

elementary grade levels. Employing experimental or quasi-experimental research designs would allow a more comprehensive measurement of learning outcomes.

Future studies are also recommended to investigate the long-term effects of Canva-based digital teaching materials on students' literacy development, including higher-order thinking skills, reading motivation, and independent learning behavior. Exploring these dimensions is important to understand the sustainability and broader educational impact of digital media integration in elementary literacy learning.

From a practical standpoint, teachers are encouraged to continuously design and adapt digital teaching materials that are responsive to students' learning characteristics and needs. In addition, schools and educational stakeholders should provide adequate facilities, technical support, and professional development programs to support effective digital learning implementation. Addressing these challenges is expected to optimize the use of digital teaching materials in elementary literacy education.

References

Azwar, S. (2022). *Reliabilitas dan validitas* (ed. revisi). Pustaka Pelajar.

Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Darmuki, A., & Surachmi, S. (2024). *Studi kasus kepemimpinan kepala sekolah terhadap literasi siswa sekolah dasar*. *11*(1), 13–26.

Dwisetiarezi, D., & Fitria, Y. (2021). *Analisis Kemampuan Literasi Sains Siswa pada Pembelajaran IPA Terintegrasi di Sekolah Dasar*. *5*(4), 1958–1967. https://doi.org/https://doi.org/10.31004/basicedu.v5i4.1136

Efendi, N., & Barkara, R. S. (2021). *Studi literatur literasi sains di sekolah dasar*. *1*(2), 57–64.

Grahmayanuri, N., Iqbal, M., Adi Anna Harahap, N., Maulida Thamimi, I., & Andiyani Batubara, E. (2024). Studi Analisis Bertahannya Metode Ceramah Pada Mata Pelajaran Pendidikan Agama Islam Tingkat SMP/MTs. *Jurnal Muara Pendidikan*, *9*(1), 189–196. https://doi.org/10.52060/mp.v9i1.2040

Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, *66*(1), 64–74. https://doi.org/10.1119/1.18809

Hudaya, M. T. Al, Suastika, K., & Rahayu, S. (2025). *PENGEMBANGAN BAHAN AJAR KOMIK DIGITAL BERBASIS AUGMENTED REALITY BERBANTUAN APLIKASI CANVA PADA MATERI SISTEM PENCERNAAN SISWA KELAS V SD*. *10*(September). https://doi.org/https://doi.org/10.23969/jp.v10i3.28289

Intan, J., Saminah, H., & Ali, M. (2024). *Implementasi Bahan Ajar Komik Digital Berbasis Canva for Education pada Pembelajaran Sosiologi di Sekolah Menengah Atas*. *1*(1).

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Juniawan, E. R., Salsabila, V. H., Prasetya, A. T., et al. (2023). Studi literatur: Analisis media pembelajaran IPA untuk meningkatkan literasi sains siswa sekolah dasar. *Cokroaminoto Journal of Primary Education*, *6*(1), 45–54

Juniawan, E. R., Salsabila, V. H., Prasetya, A. T., et al. (2023). Studi literatur: Analisis media pembelajaran IPA untuk meningkatkan literasi sains siswa sekolah dasar.

Cokroaminoto Journal of Primary Education, *6*(1), 45–54.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Nurmalasari, W., Puspasari, Y., Julistiyana, M. U. Y., & Wardhani, I. S. K. (2025). *Pembuatan Bahan Ajar Digital Berbasis Canva , E-Book , dan Big Book QR Code untuk Mengembangkan Inovasi Pembelajaran di SDN 1 Tamanan*. *4*(1), 22–30.

Prihartini, Y., Nurul, W., & Sriyanto, F. (2024). *Pengembangan Bahan Ajar Digital Flipbook Berbasis Canva untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran IPS Kelas VII di SMP Muhammadiyah 2 Purwokerto*. *19*. https://doi.org/10.30595/pssh.v19i.1333

Rahmwati, A. N., Ibtidaiyah, G. M., Artikel, I., Numerasi, L., Dasar, S., Matematika, J., & Timur, J. (2022). *Analisis Kemampuan Literasi Numerasi Pada Siswa Kelas 5 Sekolah Dasar*. *4*(1), 59–65. https://conferences.uin-malang.ac.id/index.php/SIMANIS/article/view/1502/725

Riwayani, S., & Harahap, R. D. (2022). *Does Blended Learning Improve Student's Learning Independence during the Covid- 19 Pandemic? Evidence from a Labuhanbatu University, North Sumatera Shopia*. *8*(1), 94–101.

Sartono, S., Fatchurahman, M., & Kartini, N. H. (2025). *Pengembangan Bahan Ajar Digital IPA Berbasis Canva pada Materi Sistem Pencernaan Makanan*. *15*, 1708–1717. https://ejournal.tsb.ac.id/index.php/jpm/article/view/3651

Sulistianingsih, E., & Taufiqulloh. (2025). *EXPLORING PRE- SERVICE TEACHERS ' PERCEPTIONS OF DIGITAL STORYTELLING IN EFL CLASSES USING THE TAM*. *11*(1), 79–90.

Sugiyono. (2023). *Metode penelitian dan pengembangan (Research and Development)*. Alfabeta. https://www.alfabeta.co.id/detailproduk/metode-penelitian-dan-pengembangan.aspx

Ulpah, M., Nurpratiwiningsih, L., & Toharudin, M. (2022). *Analisis Gerakan Literasi Sekolah di Sekolah Dasar*. *8*(19), 286–294. https://doi.org/https://doi.org/10.5281/zenodo.7172266

Valentina, T., Selegi, S. F., & Junaidi, I. A. (2023). *Strategi meningkatkan literasi baca siswa sekolah dasar*. 630–639. https://doi.org/https://doi.org/10.31851/wahanadidaktika.v21i3.12616

Wardono, M. S. (2022). *STRATEGI PEMBUDAYAAN GERAKAN LITERASI DI SEKOLAH DASAR*. *5*(2).

Yana, M. R. (2022). *Studi literatur penerapan gerakan literasi di sekolah dasar*. *5*(1).