

## Use of The Canva Application to Develop LKPD Based on CTL in Geometry in Mathematics Subject

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### ABSTRACT

Mathematics is a basic science that has a very important influence on life, because mathematics can prepare and develop students' abilities to think logically, flexibly and precisely to solve problems in their daily lives. This research is research into the development of mathematics worksheet for elementary school students. The aims of this research were to 1) determine the validity of CTL-based LKPD on cube and block materials; 2) find out the practicality of CTL-based LKPD on cube and block materials; and 3) determine the effectiveness of CTL-based LKPD on cube and block materials. This research was conducted at SD Negeri 101964 Jaharun A with research subjects namely 25 class V students. The validators in this research consisted of material experts, media experts and language experts. Teachers and students as product users test the practicality of CTL-based LKPD. This type of research is research and development with the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). The research instruments used were interviews, validation sheets, teacher and student response questionnaires, as well as test instruments in the form of test essays. The data collection techniques in this research are interviews and tests, with data analysis techniques for testing validity, level of difficulty, distinguishing power, and reliability for test instruments, and n-gain tests. The results of this research show that the CTL-based LKPD is declared feasible because it meets the criteria of being valid, practical and effective for use in teaching mathematics regarding cubes and blocks.

### KEYWORDS

LKPD; contextual teaching; learning and canva

### INTRODUCTION

One part of mathematics taught in elementary school is geometry. Many mathematical concepts can be explained or demonstrated with geometric representations. Geometric shapes such as quadrilaterals, triangles, cubes, blocks and other geometric shapes are very easy to find in students' daily lives, for example the shape of houses, roofs, tiles, doors, windows, and so on. Building understanding for elementary school students is not easy to do. Various mathematical concepts, such as calculation operations and formulas, are not easily understood by students who are still at the concrete thinking stage.

According to Hadi (2015), this is because so far, the mathematics learning paradigm in schools is still dominated by the conventional learning paradigm, where teachers lecture, patronize, and the highest authority lies with the teacher. Current mathematics learning practices still tend to be oriented towards achieving curriculum targets. Some teachers assume that if all the material required by the curriculum has been delivered, then the task is complete. The learning process still places the teacher as a source of knowledge (teacher

center) and it is very rare to find students involved in mathematical activities and processes in the learning process.

Students consider mathematics to be a difficult subject to understand and are more interested in other subjects, such as sports and arts and culture. Apart from that, the phenomenon that occurs is that the learning approach used is still conventional. Teachers still emphasize procedures and the use of formulas only. Furthermore, students' ability to understand concepts has not yet reached the level of real examples and in solving problems is still limited. This results in students being less accustomed to solving their own problems in everyday life which often occur around them, so that students cannot develop their activities and abilities optimally. As a result, students find it difficult to understand the material presented by the teacher.

The learning model that is often found in mathematics learning today is a teacher-centered learning process. So, the teacher becomes the main actor and his presence is decisive. This makes students tend to be passive and not play a role in the learning process. Apart from that, the use of simple teaching materials such as teacher and student handbooks in teaching and learning activities, results in learning that tends to be boring and uninteresting for students. So, teaching materials are needed that are interesting and fun for students (Risanatul, 2022).

The change in perspective towards students as objects to subjects in the learning process has become the starting point for the discovery of many innovative learning approaches. Rusman (2014) stated that one tendency that is often forgotten is that the essence of learning is student learning and not teacher teaching. So teachers are expected to be able to choose learning models and learning tools that can stimulate the enthusiasm of each student to be actively involved in their learning experience.

One way that teachers can actively involve students in the learning process is to use interesting media or teaching materials that can help students understand the concepts presented by the teacher. The teaching materials in question can be in the form of textbooks, modules, LKPD and so on which are used as a means of conveying information. The use of teaching materials is expected to help the effectiveness and smoothness of the learning process so that learning objectives can be achieved optimally.

In developing LKPD, we need to look at the current situation and technological developments. The use of ICT in 21st century learning is a very vital component. One of these things is using the Canva application. It was created to adapt to current developments. It provides an interesting experience for teachers now and in the future. Using the Canva application can attract students' attention in learning (Putri, et al., 2021).

It is an online design program that contains various tools in the form of posters, infographics, presentations, banners, presentations, brochures, resumes, pamphlets, bulletins, bookmarks, graphics, and others (Junaedi, 2021). Rahmatullah, et al (2020) define that Canva is an online application that we can use to create learning media. This Canva application can display images and videos so that it can create illustrations of daily life into animated videos. This application is a technological innovation for education and other fields and contains a lot of content that makes it easier to deliver learning material to students. This application contains various designs as references in creating designs (Hidayatullah, 2023). Through Canva, teachers can design their own LKPD that is interesting to students and design LKPD content to improve students' ability to understand concepts.

## **LITERATURE REVIEW**

### ***Student Worksheets (LKPD)***

Development is an improvement activity that produces something new to be carried out continuously (Solong, 2021). Development can also be interpreted as a process of improving abilities or skills through practice to produce something effective and useful. Student worksheets (LKPD) are one of the teaching materials that can be used and designed independently by teachers to help students study and deepen the concepts of material. According to Andrian and Rusman (2018), LKPD is a collection of activities that students must carry out as an effort to maximize understanding and develop basic abilities in accordance with the indicators they want to achieve. This is reinforced by Prastowo (2015) who states that student worksheets are sheets that contain tasks that students must complete. In this activity there are work steps that students must carry out, so that the LKPD does not only contain a summary of material and questions for students to work on.

### ***Canva Application***

Canva is an online design program that provides various tools such as presentations, resumes, posters, pamphlets, brochures, graphics, info graphics, banners, flyers, certificates, diplomas, invitation cards, business cards, thank you cards, postcards, logos, labels, bookmarks, desktop, templates, photo editing, YouTube thumbnails, Instagram stories, Twitter posts, and Facebook covers (Rahma, 2019: 80). "Canva provides features or uses for education, explaining that Canva is a creativity and collaboration tool for all classes."

Leryan, (2018) added Canva as an online graphic design application. Canva also has various templates or design options that you want to create. Not only presentations, but Canva also provides designs for posters, profile photos, banners, and so on. Canva can also make it easier for students to understand lessons because it can display text, video, animation, audio, images, etc. according to the desired appearance and can make students focus on paying attention to lessons because of its attractive appearance (Tanjung & Faiza, 2019).

## **RESULTS AND DISCUSSION**

This research will be carried out at State Elementary School 101964 Jaharun A which is located at Hamlet II, Jaharun A Village, Galang District, Deli Serdang Regency, North Sumatra Province. The research will be carried out from April to June 2024, in the even semester of the 2023/2024 academic year.

This development research produced and developed a product in the form of a CTL-based Student Worksheet (LKPD) with the help of Canva for building materials (cubes and blocks) where the product was developed based on an analysis of needs in the field. The product is then revised so that it can produce a quality product. Therefore, the type of research that will be used in this research is Research and Development (R&D). In the development process, this research adopted the ADDIE development model.

The subjects in this research were class VB students at SDN 101964 Jaharun as product trial subjects with a total of 25 students. To analyze its product of the LKPD is known through the results of analysis of research activities carried out in several stages, namely: (1) review by language and learning media experts, (2) review by subject matter experts, and (3) limited trials.

After that, product validation will be analyzed through a questionnaire sheet. The scores obtained from the validation questionnaire instrument will be analyzed. Scores are adjusted to the Likert Scale as a reference, which consists of several categories as follows:

**Table 1.** Likert Scale Guidelines

Score	Information
<b>Score 5</b>	Strongly agree/ always/ very positive/ very worthy/ very good/ very useful/ very motivating
<b>Score 4</b>	Agree/ good/ often/ positive/ appropriate/ easy/ feasible/ useful/ quite motivating
<b>Score 3</b>	Undecided/ sometimes/ neutral/ quite agree/ quite good/ quite suitable/ quite easy/ quite interesting/ quite decent/ quite useful/ quite motivating
<b>Score 2</b>	Disagree/almost never/negative/do not agree/not good/not suitable/less interesting/less understanding/less worthy/less useful/less motivating
<b>Score 1</b>	Strongly disagree/very poor/very unsuitable/very less interesting/very less worthy/very less useful/very less motivating

Source: Sugiyono (2019)

Then, the percentage of the accumulated scores and scores obtained will be calculated using the formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

**Description:**

- P : Percentage of eligibility
- $\sum x$  : Number of scores obtained (real value)
- $\sum xi$  : Total score

Product validity analysis can be carried out by adjusting the percentage gain by category or level of eligibility. The following is a table of criteria for achieving product validity:

**Table 2.** Product Validity Criteria

Category	Percentage
Very Valid	81% - 100%
Valid	61% - 80%
Fairly Valid	41% - 60%
Invalid	21% - 40%
Very Invalid	0% - 20%

Source: Suryana and Indrawati (2018)

**LKPD Product**

The class teacher in this research and development plays a role in assessing the LKPD in terms of practicality. Several items assessed are related to the material, media or language in the LKPD.

**Table 3.** Practicality Test Results by Teachers

Aspect	Items	Score
Can be used (usable)	• Accuracy indicators for geometric materials	5
	• Suitability of material for class V elementary school	5
	• Accuracy of LKPD in responding to users	5
Easy to use (easy to use)	• Completeness of material in the LKPD	5
	• Ease of use of LKPD	5
Interesting (appealing)	• Conformity of letters in LKPD	4
	• Image display in LKPD	5

	• Color combination in LKPD	5
Efficient (cost effective)	• Clarity of instructions for use	5
	• Suitability of using LKPD with time allocation	4
<b>Total Score</b>		<b>48</b>
<b>Average Response Score</b>		<b>4,8</b>
<b>Criteria</b>		<b>Very Practical</b>

The table above shows that the results of the developed of LKPD are  $48/50 \times 100\% = 96\%$  or fall into the very practical category which is in the range of  $81\% < \text{score} \leq 100\%$ . So, the product is stated to be able to be used in learning cubes and blocks in 5<sup>th</sup> grade (V) class of elementary schools.

Based on the validation results of data collection instruments, namely test instruments and validation of CTL-based LKPD development products, it was declared that they met valid criteria. Before product validation is carried out, it is necessary to validate the data collection instruments so that the data taken is credible data. Instrument validation is carried out on test instruments. The test instrument was validated in class VI of SD Negeri 101964 Jaharun A, the validation results showed that 8 of the 15 essay questions were declared valid, but considering the time, question form, level of difficulty, and different strengths, the researcher only used the five valid question items to collect data. pre-test and post-test. The reliability results for the five questions are quite reliable. Thus, the test instrument was declared valid and reliable and ready to be used to collect research data in the form of mathematics learning outcomes on cubes and blocks for fifth grade elementary school students.

The next stage is validation of the product by media experts, material experts and language experts. Each expert provides assessments and suggestions for product improvement. Until the final validation results from three aspects (media, material and language) show that the product is very valid and ready to be tested on users.

Azni's research (2021) concluded that the development of CTL-based learning tools had been tested for 89.81% validity. This means that a learning tool that is integrated with a contextual model or CTL is valid for testing on students in learning mathematics. Mahardika (2020) in his research shows that Student Worksheets (LKPD) based on the Contextual Teaching and Learning (CTL) approach can be used in classroom learning to increase student learning motivation so that learning can run more effectively.

The results of this research indicate the feasibility of a learning tool when integrated with the CTL model. Therefore, researchers in this study developed a learning tool with the CTL model, but the researchers developed the product using the Canva application. The final results of the validation of the CTL-based LKPD developed through Canva show that the product is valid for testing.

### Practicality of Product

**Table 4.** Practicality Test Results by Students

No.	Students	Score of Total	Percentage (%)	Description
1	S1	38	95	Very Practically
2	S2	38	95	Very Practically
3	S3	38	95	Very Practically
4	S4	38	95	Very Practically
5	S5	38	95	Very Practically
6	S6	39	97,5	Very Practically

7	S7	38	95	Very Practically
8	S8	39	97,5	Very Practically
9	S9	40	100	Very Practically
10	S10	38	95	Very Practically
11	S11	38	95	Very Practically
12	S12	38	95	Very Practically
13	S13	37	92,5	Very Practically
14	S14	37	92,5	Very Practically
15	S15	40	100	Very Practically
16	S16	39	97,5	Very Practically
17	S17	38	95	Very Practically
18	S18	39	97,5	Very Practically
19	S19	37	92,5	Very Practically
20	S20	34	85	Very Practically
21	S21	39	97,5	Very Practically
22	S22	37	92,5	Very Practically
23	S23	38	95	Very Practically
24	S24	40	100	Very Practically
25	S25	38	95	Very Practically

The table above shows that 25 students gave an assessment of the LKPD developed in the range  $81\% < \text{score} \leq 100\%$  and all students stated that the LKPD product was very practical and could be used by fifth grade elementary school students. It can be concluded that teachers and students feel happy and helped by CTL-based LKPD in learning cubes and blocks.

### **The efectivity of Product**

In the research class, students are given 5 test questions in the form of essays that have been previously validated. This test is given before and after using the LKPD product. The pre-test aims to determine students' initial abilities in understanding the material, while the posttest is carried out to determine students' final abilities in understanding cubes and blocks after carrying out learning using contextual LKPD developed with the help of Canva. The results of the research class students' pretest and posttest are as follows:

**Table 5.** Classical Pre-Test and Post-Test Score Data

No.	Students	Pre-test	Posttest
1.	S1	46	80
2.	S2	70	100
3.	S3	61	100
4.	S4	70	90
5.	S5	37	81
6.	S6	76	80
7.	S7	52	81
8.	S8	25	75
9.	S9	51	75
10.	S10	30	65
11.	S11	65	100
12.	S12	51	100
13.	S13	40	85
14.	S14	80	100
15.	S15	90	100
16.	S16	21	75
17.	S17	31	80



No.	Students	Pre-test	Posttest
18.	S18	65	80
19.	S19	60	100
20.	S20	80	90
21.	S21	33	85
22.	S22	61	80
23.	S23	37	81
24.	S24	36	100
25.	S25	32	100
<b>Total</b>		1300	2183
<b>Average</b>		52	87,32

The table above shows that the lowest score on the pretest was 21 and posttest 65, while the highest score on the pretest was 90 and posttest 100. The table above also shows that there is a difference in the average pretest and posttest scores for the research class. It can be seen that the average posttest score is higher than the pretest, namely  $87.32 > 52$ , meaning that there is a quite striking change in the average score that occurred in the research class after receiving treatment, namely the use of LKPD in learning cubes and blocks in class V of elementary school.

Referring to the data on student learning outcomes that have been obtained, researchers analyzed the extent of learning mastery obtained by students. Basically, learning completeness is a criterion for the effectiveness of a learning tool. The percentage of student learning completeness can be determined through previously obtained learning outcome data. In this research, students' learning completeness is seen from the students' ability to understand the concept of cube and block material which is shown in the following table.

**Table 6.** Results of students' ability to understand mathematical concepts

Mark	Pre-Test	Post-Test
Highest	90	100
Lowest	21	65
Average	52	87,32

The table above shows that the average ability to understand mathematical concepts of students in the research class in the pre-test results is 52 and post-test is 87.32. If categorized based on students' level of mastery, then students' level of mastery of understanding mathematical concepts can be seen in the following table:

**Table 7.** Mastery Level of Students' Understanding of Mathematical Concepts in Class VB (Experimental Class)

No.	Score Interval	Category	Pre-Test		Post-Test	
			Number of Students	%	Number of Students	%
1	$0 \leq SKPKM < 45$	Very less	10	40	0	0
2	$45 \leq SKPKM < 65$	Not enough	8	28	0	0
3	$65 \leq SKPKM < 75$	Enough	3	16	1	4
4	$75 \leq SKPKM < 90$	Good	3	8	8	32
5	$90 \leq SKPM \leq 100$	Very good	2	8	16	64

**Description:**

SKPKM: Mathematics Concept Understanding Ability Score

Based on the table above, it is known that in the pre-test there were 10 students (40%) who received the very poor category of having the ability to understand the concept of cubes and blocks, 7 students (28%), who had little ability to understand the concept of cubes and blocks as much as 7 students (28%), quite 4 students (16%) have the ability to understand the concept of cubes and blocks, 2 students (8%) have the ability to understand the concepts of cubes and blocks well and 2 students have the ability to understand the concepts of cubes and blocks very well. (8%). These results are very different from the posttest results which showed that 1 student (4%) had sufficient ability to understand the concept of cubes and blocks, 8 students (32%) had good ability to understand the concept of cubes and blocks, and 16 students (64%) had the ability to understand the concept of cubes and blocks. Excellent understanding of cube and cuboid concepts.

Referring to the explanation above, it can be seen that the learning completeness per class or the Classical Completeness Percentage (PKK) is obtained by calculating the percentage of the number of students who have completed it individually by comparing the scores obtained by students with the minimum score (KKM) that applies at school or a score  $\geq 75$ .

**Table 8.** Classical Completeness of Students' Mathematical Concept Understanding Ability

Category	Pre-Test	Classical Completion Percentage (PKK)	Post-Test	Classical Completion Percentage (PKK)
	Number of Students		Number of Students	
Complete	4	16%	24	96%
Not Completed	21	84%	1	4%
<b>Total</b>	<b>25</b>		<b>25</b>	

From the table above, the posttest results show that 96% of students have met the classical completeness criteria. These results were obtained after students carried out cube and block learning using contextual LKPD developed with the help of Canva.

Researchers can analyze the extent of students' mathematical understanding abilities and classical mastery obtained by students through pretest and posttest learning result data. This data can also be used to determine the extent to which students' ability to understand mathematical concepts has increased. Basically, statements related to increasing students' ability to understand mathematical concepts can be proven through the N-Gain test from the results of research class students' pre-test and post-test. This increase can be an indicator that shows whether a development product is effective or not in mathematics learning.

A recapitulation of increasing students' ability to understand mathematical concepts with the help of contextual LKPD can be seen in the following table.

**Table 9.** Increase in Comprehension Ability Classroom Student Mathematics Concepts Score

No	Subject	Score			Ideal Score (100) - Pre	N-Gain	Criteria
		Pre	Post	Post - Pre			
1	S1	46	80	34	54	0,63	Medium
2	S2	70	100	30	30	1,00	High
3	S3	61	100	39	39	1,00	High
4	S4	70	90	20	30	0,67	Medium
5	S5	37	81	44	63	0,70	Medium
6	S6	76	80	4	24	0,17	Low
7	S7	52	81	29	48	0,60	Medium
8	S8	25	75	50	75	0,67	Medium
9	S9	51	75	24	49	0,49	Medium



No	Subject	Score				N-Gain	Criteria	
		Pre	Post	Post - Pre	Ideal Score (100) - Pre			
10	S10	30	65	35	70	0,50	Medium	
11	S11	65	100	35	35	1,00	High	
12	S12	51	100	49	49	1,00	High	
13	S13	40	85	45	60	0,75	High	
14	S14	80	100	20	20	0,00	Low	
15	S15	90	100	10	10	-3,00	Low	
16	S16	21	75	54	79	0,68	Medium	
17	S17	31	80	49	69	0,71	High	
18	S18	65	80	15	35	0,43	Medium	
19	S19	60	100	40	40	1,00	High	
20	S20	80	90	10	20	-1,00	Low	
21	S21	33	85	52	67	0,78	High	
22	S22	61	80	19	39	0,49	Medium	
23	S23	37	81	44	63	0,70	Medium	
24	S24	36	100	64	64	1,00	High	
25	S25	32	100	68	68	1,00	High	
		Average					0,48	

Referring to the table above, a summary of the N-Gain results is obtained based on the category of increasing the ability to understand the concepts that have been determined.

**Table 10.** Summary of N-Gain Results for Class VB Students' Understanding of Mathematical Concepts

Interval	Category	Number of Student	Percentage
$N \geq 0,7$	High	10	40%
$0,3 \leq N < 0,7$	Medium	12	48%
$N < 0,3$	Low	3	12%

Based on the table above, it is known that 40% of students experienced an increase in their ability to understand the concept of cubes and blocks in the high category after carrying out learning using contextual LKPD developed with the help of Canva.

The evaluation stage is the final stage in this research. Evaluation was carried out on the results of product practicality tests and effectiveness tests of learning tools in the form of CTL-based LKPD on cube and block volume lesson material. The evaluation results show that there are no things that need to be improved on the CTL-based LKPD because the assessments and responses of teachers and students to the LKPD show positive results.

According to Fadillah (2023), developing LKPD assisted by Canva can also increase students' understanding. This is reinforced by the results of the descriptive analysis which shows that the average N-Gain for the control class is 0.2923 with the highest N-Gain value being 0.4792. Meanwhile, in the experimental class, the average N-Gain value was 0.5926 with the highest value being 0.8800. This research only used the N-Gain test and t-test to see the effectiveness of the Canva-assisted LKPD that was developed. Meanwhile, in this study, researchers only used one test class, namely class V, which consisted of 25 students. In this research, 3 types of tests were carried out to determine the effectiveness of CTL-based LKPD, including 1) test of understanding mathematical concepts; 2) study completeness test; and 3) N-gain test to determine the increase in students' mathematical understanding abilities.

The final results of the student concept understanding test showed that 1 student (4%) had sufficient ability to understand the concept of cubes and blocks, 8 students (32%) had good

ability to understand the concept of cubes and blocks, and 16 students (64%) had the ability to understand the concept. Excellent cubes and blocks. These results agree with Fadillah's (2023) research on the development of LKPD assisted by Canva. According to research by Fadillah (2023), LKPD can improve students' understanding. The test results showed that 28 out of 32 students (87.5%) achieved scores above the KKM threshold.

The results of the learning completeness test show that 96% of students have met the classical completeness criteria. These results were obtained after students carried out cube and block learning using contextual LKPD developed with the help of Canva. This means that overall, the majority of students have met the minimum completeness criteria that apply at SD Negeri 101964 Jaharun A.

The results of the n-gain test showed that 40% of students experienced an increase in their ability to understand the concept of cubes and blocks in the high category after carrying out learning using contextual worksheet worksheets developed with the help of Canva, only 12% of students whose improvement was in the low category. This means that the Canva-assisted contextual worksheet developed is one of the factors in increasing the ability to understand the concept of cubes and blocks for fifth grade students at SD Negeri 101964 Jaharun A. This agrees with the results of Fadillah's research (2023) that the average N-Gain score for students whose learning uses The LKPD assisted by Canva is 0.5926 with the highest value being 0.8800.

Thus, the CTL-based LKPD developed with the help of the Canva application has met the product effectiveness criteria because the results of the mathematical concept understanding test, learning mastery test results, and n-gain test results show positive numbers and the product can be declared effective for use by fifth grade students. Elementary school.

## **CONSLUSION**

The learning tool in the form of CTL-based LKPD developed with the help of Canva has met the product validity criteria based on the assessment of media experts, material experts and language experts. Thus, the product can be tested by teachers and students in learning mathematics on cubes and blocks. Canva is a special software for creating learning resources including LKPD which has several advantages such as a) having complete templates and design tools; b) save time in making LKPD; c) can produce LKPD with various outputs such as pdf, ppt, and others; and d) can be accessed on various devices. Therefore, Canva has an important role in the realization of a LKPD.

The learning tool in the form of CTL-based LKPD developed with the help of Canva has met the practicality criteria. This can be seen from the results of practicality tests by teachers and students on the development product which shows the ease, enjoyment and interest of teachers and class V students as product users when using LKPD in learning cubes and blocks.

The learning tool in the form of CTL-based LKPD developed with the help of Canva has met the effectiveness criteria. This is known through: 1) test results for understanding mathematical concepts; 2) study completeness test; and 3) n-gain test to determine the increase in students' mathematical understanding abilities, all of which show positive results or meet the testing criteria.

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