

Trends in Using Canva as A Digital Learning Media

Irfa'i Alfian Mubaidilla

PGMI, Tarbiyah Faculty, IAINU Tuban, Indonesia

mubaidillairfa@gmail.com

Abstract

- Purpose** : Digital transformation in education requires innovative and adaptable learning media. Canva has become widely used in digital learning, yet its research development and thematic patterns have not been comprehensively mapped. This study aims to identify publication trends, dominant themes, research trajectories, methodological patterns, and research gaps in the use of Canva as a digital learning medium.
- Method** : A descriptive quantitative approach was employed by combining a Systematic Literature Review (SLR) and bibliometric analysis. Data consisted of 62 Scopus-indexed articles published between 2016 and 2026. Articles were identified and screened using predetermined inclusion and exclusion criteria. Data were analyzed using publication trends, keyword co-occurrence, thematic clusters, and methodological distributions with VOSviewer and Biblioshiny.
- Results** : The findings indicate a substantial increase in Canva-related publications, particularly in recent years. Research is predominantly focused on experimental, survey, and research-and-development approaches, with learning outcomes, digital learning media, and technology-supported instruction as major themes. Keyword analysis reveals several interconnected research clusters. However, bibliometric studies and systematic reviews remain limited. A significant research gap concerns the integration of Canva with emerging technologies, including artificial intelligence, augmented reality, virtual reality, and adaptive learning.
- Conclusion** : Canva research has developed rapidly but remains concentrated on conventional applications. Future studies should integrate Canva with emerging technologies and innovative pedagogical approaches to support adaptive, interactive, creative, and immersive digital learning.

Keywords: Canva, Digital Learning Media, Digital Education Transformation, Systematic Literature Review, Bibliometric

1. Introduction

The transformation of education in the digital era has become an inevitability that cannot be separated from the development of science and technology (Filippova & Fesikova, 2025; Jafarova S et al., 2024; Kurniawan S. Djibran et al., 2024). The changing paradigm of 21st-century learning demands that education systems shift from conventional learning models to digital technology-based learning that is more adaptive, flexible, and oriented toward developing future competencies. In this context, digitalization of education is understood not only as the use of technological devices in the teaching and learning process, but also as the process of integrating digital ecosystems to create more effective learning experiences. Global and national

education policies point in the same direction, where the use of digital technology is seen as a strategic element in improving the quality of education (Jafarova S et al., 2024; Kurniawan S. Djibran et al., 2024; Naz & Singh, 2024). The concept of digital learning explains that modern learning places technology as the main medium in building learning interactions that enable students to gain independent, collaborative learning experiences, and are based on access to information without limitations of space and time.

Theoretically, this development is strengthened by the concept of Educational Technology put forward by Januszewski and Molenda, which defines educational technology as the study and ethical practice of facilitating learning through the creation, use and management of technological processes and resources (Sarma et al., 2020). In addition, the Multimedia Learning Theory developed by Richard E. Mayer emphasizes that students learn more effectively when information is presented through a combination of text, visuals, audio, and multimedia elements rather than just through text alone (Abdoune et al., 2024; Quiring & Dioso, 2025; Rajabalee, 2023). Thus, the ideal condition of education today leads to learning that is integrated with digital technology and is able to optimize the use of innovative multimedia-based learning media.

In line with these developments, digital learning media has become a crucial element in supporting the effectiveness of modern learning. Ideal digital learning media should at least be interactive, easily accessible, visually appealing, and able to increase student engagement during the learning process. The Cognitive Theory of Multimedia Learning perspective explains that learning media design that integrates visual and verbal elements in a structured manner can improve students' cognitive processes in understanding learning materials (Wardani et al., 2023). Meanwhile, the Technology Acceptance Model (TAM) introduced by Fred Davis explains that the successful adoption of a technology is greatly influenced by the perception of ease of use and the perception of usefulness (Hidayatullah et al., 2024). This means that digital media that is simple, interesting, and provides real benefits tends to be more easily accepted by educators and students in the learning process.

However, real conditions in the field show that digital transformation in education has not yet fully run optimally (Mubarok et al., 2025; Naailah et al., 2026; Riyadi & Khuzaemah, 2025). Various studies show that many educators still face limitations in designing creative, interactive digital learning media that meet the needs of today's digital generation. Most learning practices are still dominated by conventional presentation media that are less engaging, limited to text, and fail to maximize the integration of interactive visual elements. This situation has the potential to decrease learning motivation, reduce student engagement in the learning process, and make learning less effective in developing 21st-century competencies such as creativity, collaboration, communication, and critical thinking. If this situation persists, the gap between the demands of digital education and the implementation of learning in the field will widen.

In the development of educational technology, the Canva platform has emerged as a digital innovation that is widely used in the world of education (Ainia et al., 2025; Dewi, 2024). Canva is a digital design platform that allows users to create various learning media such as interactive presentations, infographics, learning videos, digital worksheets, educational posters, and supports collaborative learning activities through its collaborative design features. Canva's strengths lie in its ease of use, availability of diverse visual templates, flexible cloud-based access, and ability to produce visual products tailored to modern learning needs. These characteristics have made Canva increasingly popular among teachers, lecturers, and students as a means of supporting more innovative digital learning.

This phenomenon is reflected in the increasing number of studies on the use of Canva in learning in the last decade (Taufiq et al., 2025). Various studies have shown that the use of Canva positively contributes to improved learning outcomes, motivation, student creativity, the development of learning media, and the digital competence of educators at various levels of education, from elementary school to university. However, most previous research has focused on experimental studies of Canva's effectiveness on learning

outcomes, the development of Canva-based media products, and analysis of user perceptions of the platform's implementation in learning.

A limitation of previous research lies in the paucity of studies that comprehensively map the development of Canva research as a digital learning medium from a global perspective. Previous studies tended to be partial and focused on testing implementation in specific contexts, thus failing to provide a comprehensive picture of publication trends, dominant research themes, collaboration patterns among researchers, the evolution of research keywords, and future research opportunities. However, systematic mapping of research developments is crucial for understanding the direction of scientific development and identifying research areas that are still open for development.

Based on these conditions, this study offers a different approach through a Systematic Literature Review and bibliometric analysis to map the research landscape related to the use of Canva as a digital learning medium more comprehensively. This approach allows for the identification of publication trends, analysis of dominant research themes, year-to-year topic developments, and exploration of research gaps that have not been widely explored in previous studies. The novelty of this study lies in its effort to produce a more systematic scientific overview of the evolution of Canva research in the context of digital education, while also providing future research directions that can form the basis for further research development.

This study aims to identify research publication trends related to the use of Canva in learning, analyze dominant Canva research themes, map the development of research topics over time, and identify research gaps that could become opportunities for future study development. The results of this study are expected to provide theoretical contributions to the development of educational technology studies and serve as a strategic reference for researchers in designing innovative digital learning media based on visual technology in the era of digital education transformation.

2. Method

This study uses a descriptive quantitative approach with a Systematic Literature Review (SLR) design combined with bibliometric analysis to map the development of research on the use of Canva as a digital learning medium. This approach was chosen because it allows researchers to systematically identify, select, evaluate, and analyze relevant scientific publications, resulting in a comprehensive overview of research trends, dominant themes, study development patterns, and future research opportunities (Aulia et al., 2023; Hidayatullah et al., 2024). Bibliometric research is used to measure quantitative patterns of scientific publication development, while Systematic Literature Review is used to strengthen the process of systematic selection and synthesis of research findings.

The research design was implemented through several main stages, including article identification, data screening, article selection based on specific criteria, research metadata extraction, bibliometric analysis, and interpretation of the results. The research stages adapted the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, widely used in systematic review research, to ensure the literature selection process was transparent, systematic, and replicable in subsequent research.

The research data sources are scientific documents in the form of journal articles indexed in several international academic databases, including Scopus. These databases were selected because they represent a broad range of scientific publications, are multidisciplinary, and are widely used in bibliometric studies in education and learning technology. The documents used as data sources are scientific articles discussing the use of the Canva platform in the context of education and digital learning.

The article search process was carried out during the research month using a combination of predetermined keywords, namely "Canva AND education", "Canva AND learning media", "Canva AND digital learning", "Canva in education technology", and "Canva as instructional media". The publication range used was articles published between 2016 and 2026 to obtain an overview of research developments

over the past decade. In the initial identification stage, a number of articles were obtained from all databases which were then compiled in a bibliographic metadata format including author name, article title, year of publication, abstract, keywords, author affiliation, number of citations, and publication source.

Data selection was carried out using predetermined inclusion and exclusion criteria. Inclusion criteria included: (1) scientific articles discussing Canva in the context of education or digital learning, (2) articles published in international Scopus journals, (3) articles available in full text, (4) articles written in English. Meanwhile, exclusion criteria included: (1) duplicate articles appearing in more than one database, (2) articles discussing Canva outside the educational context such as marketing or commercial design, (3) seminar proceedings, theses, books, and non-scientific journal documents, and (4) articles that did not provide complete metadata for bibliometric analysis needs. After the screening process was carried out, the final articles were obtained which were used as research datasets for the analysis stage.

The research data consisted of bibliographic data and the scientific content of selected articles. Bibliographic data included quantitative information such as the number of publications per year, the number of citations, author productivity, distribution of publication countries of origin, and the frequency of research keywords. Meanwhile, content data included abstracts, research focus, research methodology, and the main findings of each article, which were used for research theme trend analysis. Data collection was conducted through digital documentation by exporting article metadata in CSV or RIS format from the database used, followed by tabulation and data grouping using biblioshiny analysis software.

Data analysis was conducted in two stages. The first stage used bibliometric analysis with the help of VOSviewer and Biblioshiny software to visualize relationships between keywords (co-occurrence analysis), collaboration patterns between authors (co-authorship analysis), citation networks (citation analysis), and the development of research topics based on overlay visualization. Network visualization was used to identify dominant theme clusters and patterns of relationships between research topics that developed in the study of Canva as a digital learning medium.

The second stage employed a systematic descriptive analysis through a Systematic Literature Review approach. At this stage, researchers categorized the articles based on their research focus, the methodological design used by previous researchers, the educational levels studied, the dominant research variables, and the main findings of each study. A synthesis process was then conducted to identify research trends, research gaps, and potential research areas that have not been widely explored.

To maintain data validity, the study employed source triangulation techniques by comparing search results from several different academic databases and double-checking the metadata of the articles used. Furthermore, the article selection process was conducted in stages according to the PRISMA procedure to minimize literature selection bias. The analysis results were then interpreted in depth by connecting bibliometric findings, literature reviews, educational technology theory, and developments in digital transformation in education.

3. Result

Canva Research Publication Trends from Year to Year

A search of scientific article publication data on the use of Canva as a digital learning tool between 2016 and 2026 shows an increase in the number of publications year over year. Based on a selection of articles obtained from the research database, 62 met the research criteria. The table below shows the distribution of publications by year of publication.

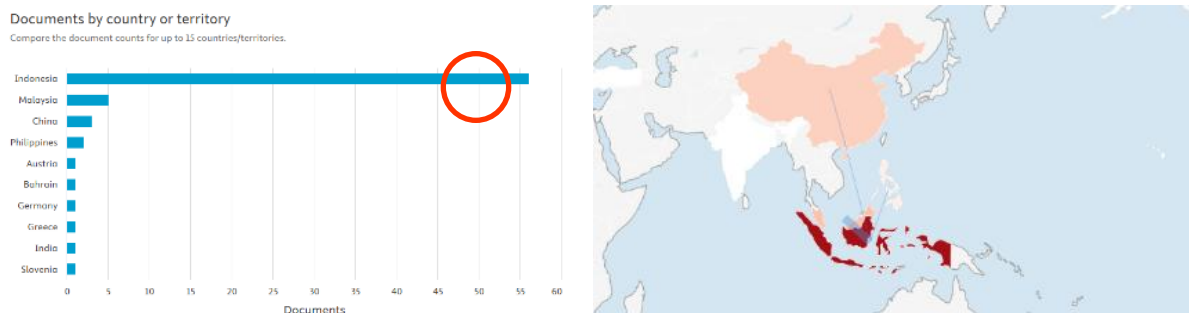


Picture 1. Canva Research Publication Trends

Data shows that the number of publications will increase gradually starting in 2023 and will experience the highest increase in the number of publications in 2025.

Country Distribution of Canva Research in Learning

Based on collected article metadata, research publications on Canva in learning originate from several countries. Ten countries have published publications related to this research topic.

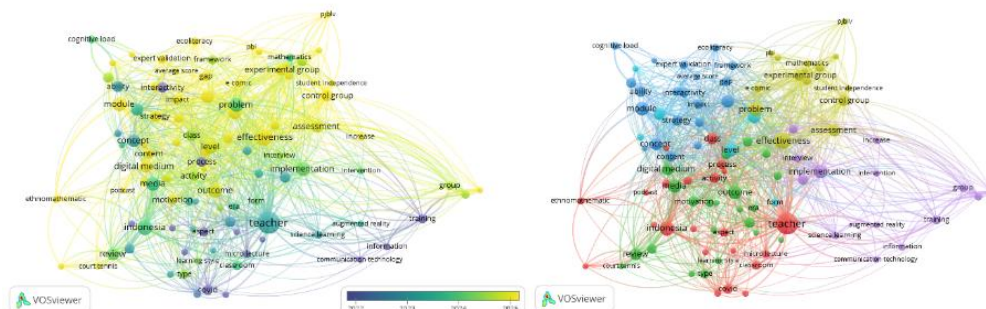


Picture 2. Country Distribution of Canva Research in Learning

Data shows that Indonesia has the highest number of publications compared to other countries.

Research Theme Cluster

The results of the co-occurrence analysis visualization using VOSviewer software produced five main clusters based on the relationship between the appearance of research keywords.



Picture 3. Research Theme Cluster

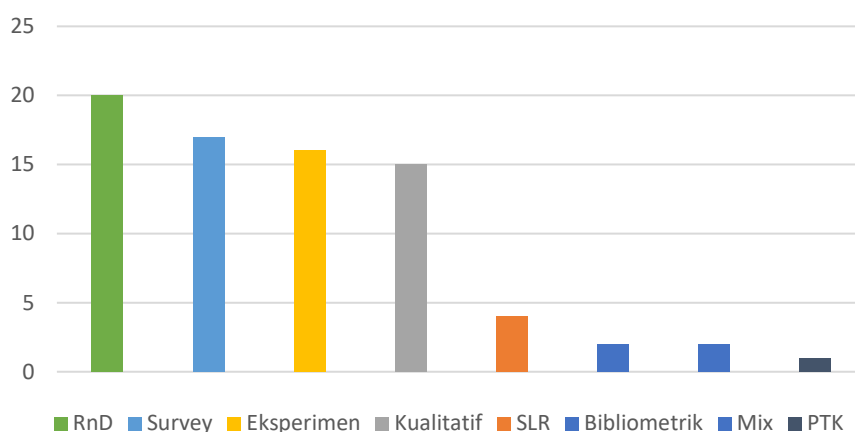
The clusters are divided as follows:

- Cluster 1 (Blue) : Learning Media Development and Instructional Design.
- Cluster 2 (Green) : Learning Effectiveness and Impact on Students.
- Cluster 3 (Red) : Classroom Learning Implementation and the Role of Teachers.
- Cluster 4 (Yellow) : Experimental Research and Learning Measurement.
- Cluster 5 (Purple) : Integration of Advanced and Emerging Technologies.

A total of 75 research keywords were identified, divided into five clusters.

Dominant Research Methods

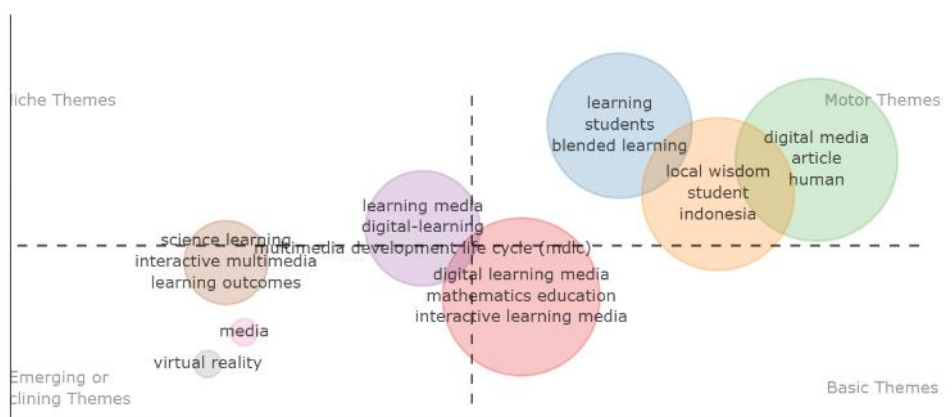
Based on the results of the classification of the articles analyzed, variations in research methods used in Canva's research in the field of education were found.



Picture 4. Dominant Research Methods

Canva's Research Direction Development

Publication data shows changes in Canva's research focus over time based on keyword analysis and article research focus.

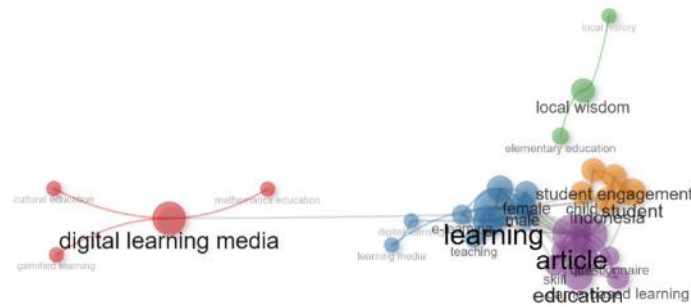


Picture 5. Direction of research development with the Biblioshiny thematic map

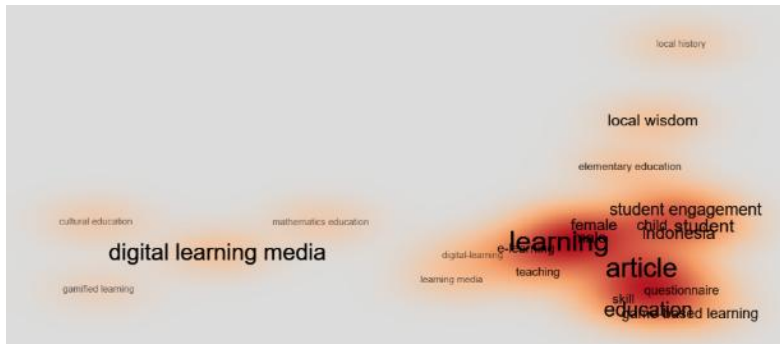
Based on the thematic map, the research themes in the motor themes quadrant show that Canva's research is dominated by studies on digital media, blended learning, student learning, and the implementation of learning in the context of Indonesian education.

Research Gap Previous Research

Based on the article classification process that has been carried out, several research areas were found that still have a limited number of publications.



Picture 6. Research Gap Previous Research



Picture 7. Distribution of Research Themes with Biblioshiny Density Mode

Research publications are still focused on aspects of learning and digital learning media, while Canva's development of gamification-based learning, local wisdom, and contextual learning is still relatively limited.

Novelty Research Discovered

The results of the article mapping show that there are variations in the novelty of research that has been carried out by previous researchers.

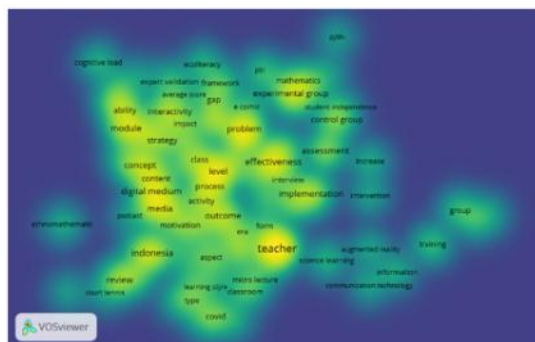
Table 1. Distribution of Previous Research

Types of research	Frekuensi
RnD	20
Survey	17
Eksperimen	16
Qualitative	15
SLR	4
Bibliometrik	2

This study presents a comprehensive scientific mapping of Canva's research development using a bibliometric analysis and systematic literature review approach, an approach that has been very limited in previous Canva studies.

Canva's Future Research Directions

The results of the publication data mapping show several research topics that began to emerge and develop in the most recent publication period.



Picture 8. Research Direction seen from VOSviewer Visual Density

Data shows the emergence of new research topics on Canva's integration with the latest generation of digital technologies and the development of personalized learning.

4. Discussion

This study aims to identify research development trends regarding the use of Canva as a digital learning medium, analyze the distribution of publications by country, map research theme clusters, identify dominant research methods, analyze the development of research directions, identify research gaps in previous research, and identify novelties and future directions for Canva research. Based on an analysis of 62 Scopus-indexed documents, this study shows that the development of Canva research has experienced a very significant increase and shows an increasingly complex pattern of scientific development.

The first finding shows that Canva research publications experienced a significant spike, particularly in the 2025-2026 period. This data demonstrates that research on Canva has grown exponentially in recent years. This finding addresses the first research objective, which is that Canva has become a topic of significant interest in the field of educational technology. This phenomenon can be explained through the perspective of Digital Learning Theory, which positions digital technology as a key component in the transformation process of modern learning (Ghazy et al., 2025; Kusuma & Muharom, 2024). This development also aligns with the shifting global educational paradigm, which increasingly emphasizes interactive, flexible, and accessible technology-based learning for students. These findings reinforce previous research showing that educational technology development continues to move toward the use of multimedia-based platforms as the primary means of digital learning.

The second finding shows that research distribution is still heavily dominated by Indonesia, with 56 documents contributing out of a total of 62 publications. These results demonstrate that research on Canva in learning is growing rapidly in the Indonesian educational context compared to other countries. This condition indicates that the digital transformation of education in Indonesia is driving increased interest from researchers in exploring the use of Canva as a learning medium. From a Technology Acceptance Model (TAM) perspective, this dominance indicates that perceived ease of use and perceived usefulness drive the high adoption rate of Canva in educational settings (Asia et al., 2026; Himawan et al., 2025; Latip et al., 2026; Mutohir et al., 2026). However, the overly concentrated dominance of publications in one country suggests that Canva research has not developed evenly in a global context. This contrasts with other educational technology research, which generally exhibits a more balanced distribution of publications internationally.

Research cluster analysis shows that Canva research falls into five broad categories: learning media development, learning effectiveness, classroom learning implementation, experimental research, and integration with other digital technologies. These findings demonstrate that Canva research is evolving multidimensionally and is no longer positioned as a simple visual design platform. From Mayer's Multimedia Learning Theory perspective, the use of visual-based media, the combination of text and images,

and media interactivity can enhance the effectiveness of information processing in learning (Idris et al., 2026). The findings of this study corroborate previous research showing that Canva is widely used for developing presentations, infographics, educational videos, digital worksheets, and educational visual media. However, this study complements previous studies by demonstrating the conceptual structure of research theme development more comprehensively through bibliometric analysis.

The following findings indicate that the most dominant research methods are Research and Development, experimental research, survey research, and qualitative research. These data indicate that the majority of previous research still focuses on developing Canva-based learning products and testing the effectiveness of Canva's use on student learning outcomes. These results indicate that Canva research is still methodologically dominated by implementation and evaluative research. Meanwhile, research based on bibliometric analysis and systematic literature reviews is still very limited. This condition indicates that studies on the development of the Canva research landscape are still relatively rare. In this context, the research conducted makes a distinct contribution because it does not focus on testing effectiveness, but rather maps scientific developments comprehensively.

The development of research direction indicates a shift in research themes from an initial focus on digital learning media to integration with more complex learning technologies such as virtual reality, gamified learning, and digital interaction-based learning technologies. These findings indicate that Canva research is beginning to move from a phase of conventional use to integration with emerging technologies. These results align with the development of Educational Technology Integration theory, which emphasizes that modern learning technology is no longer merely a tool but has evolved into a digital learning system integrated with other technologies (Sirait & Dewi, 2024). Compared to previous research, which mostly only discussed Canva as a presentation medium or visual learning medium, this study shows a shift in research orientation towards more innovative learning models.

Based on the overall bibliometric analysis, this study identified several important research gaps. Most previous research still focuses on the influence of Canva on learning outcomes, learning motivation, and learning media development. Conversely, research on Canva's integration with Artificial Intelligence, Augmented Reality, Virtual Reality, adaptive learning systems, immersive learning, personalized learning, and collaborative learning is still very limited. Furthermore, research using bibliometric analysis and systematic literature reviews is also very limited compared to experimental approaches. These findings indicate a significant scope for research development in the integration of new-generation technologies.

The novelty of this research lies in the bibliometric analysis approach used to map the development of Canva research globally based on Scopus publication data. Unlike previous studies that focused more on the effectiveness of learning and media development, this study contributes by comprehensively mapping publication trends, the geographic distribution of research, the structure of theme clusters, dominant research methods, the development of study directions, and identifying research gaps that have not been widely explored in previous research. Thus, this research complements and expands previous studies on the use of Canva in education.

The implications of the research findings suggest that educational institutions and policymakers need to develop strategies for integrating Canva with more innovative learning technologies. Developing digital education policies should not simply encourage the use of Canva as a presentation or visual design medium, but should also focus on integration with Artificial Intelligence, immersive learning, collaborative digital learning, and the development of students' higher-order thinking skills. For future researchers, these findings provide a new direction: future Canva research needs to move beyond conventional learning effectiveness studies to develop new-generation technology-based learning models that are more adaptive to the transformation of 21st-century digital education.

5. Conclusion

This research shows that research on the use of Canva as a digital learning medium has experienced significant growth in recent years, with a peak in publications occurring in 2025. This finding confirms that Canva is no longer positioned simply as a visual design platform but has evolved into a vital part of the digital education transformation ecosystem, supporting interactive, flexible, and multimedia-based learning. One interesting finding of this study is Indonesia's dominance as the largest contributor to publications, indicating that Canva research is growing more rapidly in the educational context of developing countries compared to other global research distributions.

Bibliometric analysis successfully identified five main research clusters, indicating that Canva research remains concentrated on learning media development, learning effectiveness, classroom implementation, experimental research, and the use of Canva in teacher activities. The dominance of research methods, such as experiments, surveys, and Research and Development (R&D), indicates that previous research has focused on testing the effectiveness and development of learning products, while research based on bibliometric analysis and systematic literature reviews remains relatively limited.

The development of research direction indicates a shift from a focus on using Canva as a conventional digital medium to its integration with more complex learning technologies. This study successfully identified a significant research gap in the limited number of studies related to Canva's integration with emerging technologies such as Artificial Intelligence, Virtual Reality, Augmented Reality, immersive learning, adaptive learning, and personalized learning. This situation indicates that Canva research still has significant room for development.

The main contribution of this study lies in presenting a comprehensive map of Canva's scientific development, which makes a significant contribution to the discipline of Educational Technology, particularly in understanding the evolution of the use of digital platforms as modern learning media. A limitation of this study lies in the use of publication datasets sourced solely from Scopus, which does not fully represent the entire global publication landscape from other scientific databases.

Future research should expand the database and develop empirical studies exploring Canva's integration with next-generation technologies, particularly Artificial Intelligence for automatic content generation, Virtual Reality for immersive learning environments, and adaptive learning systems that support personalized learning. These research directions are crucial for addressing the challenges of digital education transformation and strengthening 21st-century learning innovation.

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