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The Use of Canva in Indonesian Language Learning in Grade 6 at State Elementary School 1 Locondong

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ABSTRACT

This research investigates the use of the Canva platform in the classroom. With the advancement of technology, there is a pedagogical shift and adaptive learning. The research method employed is a case study approach combined with qualitative analysis techniques to examine a student-centered approach involving participants and collaborative Indonesian language learning through projects. We use a narrative literature review to define learning that leverages technology-based learning resources, ensuring coherence, accessibility, and quality. This research concludes by envisioning that Indonesian language learning will utilize technology in the form of the Canva platform to enhance creative thinking skills, create inclusive, collaborative, and transformative learning experiences.

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1. INTRODUCTION

In classroom learning activities, many students still struggle with learning, especially in understanding Indonesian language learning materials. Students' learning difficulties are marked by certain obstacles in achieving learning outcomes. Student learning obstacles are caused by several factors, which can be internal, such as the students themselves, or external, such as the learning environment, the community environment, and others. As educators, teachers must conduct learning activities based on the curriculum. The subject of Indonesian language is a discipline that develops students' abilities to communicate critically, creatively, and communicatively, both orally and in writing, in various life contexts. Therefore, before carrying out the learning activities, teachers need to prepare a learning activity plan (teaching module) that can develop students' communication skills. By referring to the activity plan, the teacher implements the learning activity plan and becomes responsible for the execution of the learning activities.

Platform Canva offers features and functionalities specifically designed for education, emphasizing that it serves as a tool for creativity and collaboration across all classes. Platform Canva serves as the sole platform for design in the classroom. Canva fosters creativity and fosters collaborative abilities, simplifying and enhancing visual learning and communication. (Canva, n.d.)[1], In addition, students can design by collaborating in the process of working in groups. The use of the Canva application greatly helps students complete assignments while also

[1] Garris Pelangi, 'Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia Jenjang SMA/MA', *Jurnal Sasindo Unpam*, 8.2 (2020), pp. 79–96 <http://www.openjournal.unpam.ac.id/index.php/Sasindo/article/view/8354>.

honing their creativity. The Canva application offers various options for completing tasks and is easy to use.[2] The use of Canva can enhance students' cognitive abilities and skills in designing presentation materials.[3]

The integration of Canva into the 6th-grade curriculum opens up opportunities to create a more interactive, visual, and relevant learning environment that aligns with the interests and needs of the students.[4] Canva allows students to explore, experiment, and create with various design elements, such as colors, shapes, typography, and images. This design process encourages students to think critically in problem-solving, decision-making, and visually conveying their ideas. Additionally, Canva also facilitates collaboration among students, where they can work together in teams to produce complex design projects. Project-based learning can enhance students' creative thinking skills through digital literacy.[5] In this article, the research focus will examine the use of Canva to enhance students' creative thinking in 6th-grade Indonesian language learning on the topic of interviews.

The development of students in primary education, according to Jean Piaget, includes early childhood, middle childhood, and late childhood. In the early childhood stage, students group themselves by gender and develop intellectual potential, but their physical growth is quite slow. In the middle childhood phase, students begin to develop their personalities, such as the formation of physical, social, and self-confidence concepts. In the late childhood phase, students' activities consume a lot of energy. Grade 6 is a crucial stage in language development. At this stage, students are expected to have consolidated their basic skills and begun to handle more complex communication tasks, such as persuasive writing, formal communication, and critical analysis of texts.[6] Canva, with all its potential, can specifically address the learning needs and curriculum goals of the Indonesian language for this age group.

From the explanation above, the characteristics of elementary school students are more inclined to move, play, group, and enjoy activities that they can do directly. Therefore, teachers must be able to plan lessons well by utilizing technology in the form of the Canva platform to create inclusive, collaborative, and transformative Indonesian language learning. Learning is not just about adapting but also innovating to ensure education becomes a catalyst for change.

Although there has been extensive use of Canva in education, this research specifically aims to highlight and analyze the use of Canva by students in learning. The fundamental question to be answered is how the use of Canva in Indonesian language learning can enhance students' creative thinking?

This research aims to deeply investigate the use of Canva in Indonesian language learning. Through an analysis of students using Canva in learning, this research is expected to provide a more comprehensive insight into the use of Canva in education. The results of this research are expected to not only contribute to the study of Canva usage in learning but also provide a more profound understanding for efforts to enhance students' creative thinking.

2. RESEARCH METHOD

a. **Research Approach**: This study uses a descriptive case study method. Descriptive case studies aim to analyze a sequence of specific events that occurred in the past. Such topics can encompass culture or history when researchers attempt to explain a particular phenomenon. The purpose of a descriptive case study is to compare new findings with existing theories.[7] This research aims to understand the utilization of the Canva platform in Indonesian language learning. The data collection techniques in this research include observation, interviews, and documentation studies on how the Canva platform can be used in Indonesian language learning at the elementary school level.

b. **Research Subjects**: The subjects of this research are the 6th-grade students of SD Negeri 1 Locondong, Rawalo District, for the 2024/2025 academic year, totaling 34 students, consisting of 19 male students and 15 female students, as well as the 6th-grade teacher.

c. **Research Instruments**: In this study, the instruments used are interview guidelines, observation sheets, and documentation.

d. **Data Analysis Technique**: We analyze the collected qualitative data thematically. The stages of analysis

[2] Diah Erna Triningsih, 'Penerapan Aplikasi Canva Untuk Meningkatkan Kemampuan Menyajikan Teks', *Cendekia*, 15.1 (2021), pp. 128–44, doi:10.30957/cendekia.v15i1.667.

[3] Octo D Andriyanto, Meilita Hardika, and Sukarman Sukarman, 'Canva as a Media for Exploration of Indonesian Tourism Knowledge in BIPA Learning', 618.Ijcah (2021), pp. 190–94.

[4] Hemi Wulandari and others, 'Aspek Perkembangan Peserta Didik Selama Masa Sekolah Dasar (6-12 Tahun)', *Jurnal Yudistira : Publikasi Riset Ilmu Pendidikan Dan Bahasa*, 2.1 (2024), pp. 160–67 <https://doi.org/10.61132/yudistira.v1i3.406>.

[5] Nur Ardiana Fariza and Ilham Hadi Kusuma, 'Implementasi Model Pembelajaran Berbasis Proyek Dalam Meningkatkan Kreativitas Siswa Sekolah Dasar', 3, 2024, pp. 1–10.

[6] Revina Junia Putri and Adam Mudinillah, 'Penggunaan Aplikasi Canva Untuk Pembelajaran Ilmu Pengetahuan Sosial Kelas VI Di SDN 02 Tarantang Using Canva Application for Class VI Social Science Learning at SDN 02 Tarantang', 4.2 (2021), pp. 65–86.

[7] Pelangi.

consist of data transcription and data reduction, which involves selecting and focusing on information that is relevant to using the Canva platform for Indonesian language learning.(Miles, Huberman, & Saldaña, 2014)[8].

e. **Data Validity**: Data validity is tested through three data sources (interviews with participants, observations on several occasions, and document analysis), three methods (use of observation, interviews, and documentation), and data validation with participants. The researcher presents an in-depth description to provide clear and detailed context to the readers. (Lincoln & Guba, 1985)[9].
f. **Ethical Considerations**: This research was conducted with attention to research ethics principles, including obtaining consent from participants before participation, ensuring the anonymity and confidentiality of the information provided, and respecting the rights and privacy of participants throughout the research process.

3. RESULTS AND DISCUSSION

Indonesian Language

Indonesian is open-minded, allowing it to develop and fulfill its function as a means of communication for modern society. The advancement of technology will impact the development of language as a supporting medium for the growth and development of culture, science, and technology. In the era of globalization, Indonesia plays a role on the world stage in fields such as politics, economics, and communication. New concepts and terms in the growth and development of science and technology (IPTEK) indirectly enrich the Indonesian language.

The subject of Indonesian language develops receptive language skills (listening, reading, and viewing) and productive language skills (speaking and presenting, as well as writing). These language competencies are based on three interrelated and mutually supportive aspects to develop students' competencies, namely language (developing linguistic competence), literature (the ability to understand, appreciate, respond to, analyze, and create literary works), and thinking (critical, creative, and imaginative). Meanwhile, the elements of the Indonesian language subject are listening, reading, and viewing; speaking and presenting; and writing.[10]

According to Santysa, The learning process has five core components: communicator (teacher), learning materials, learning media, communicator (students), and learning objectives. Therefore, it is crucial to prepare teachers and learning materials to ensure that the learning process aligns with the expected goals.[11] With the rapid advancement of technology and the use of gadgets by almost every student, teachers need to prepare learning activities that are suitable for their students. In this case, the learning activities use the Canva platform. The Canva platform was chosen because students are already familiar with it and can apply it in the learning process; in addition, it can also be used on mobile devices and laptops.

Canva platform in Indonesian language learning

UNESCO (2011) defines information and communication technology (ICT) as all forms of equipment and infrastructure used to process, store, retrieve, send, and receive information in various forms (voice, text, images, data, etc.), as well as the technology used for communication and collaboration.

Canva is a graphic design application that bridges its users to easily create various types of creative content and marketing needs online. According to Nayoan (2019), there are various types of designs that can be created using Canva, including:

a. Logo: Branding is one of the most important aspects in building an online presence, whether it's a blog, online store, or business landing page. A logo is one of the methods used for branding. On Canva, there are various templates that make it easy for users to create unique logos.
b. Poster: Posters can be used to create advertisements for a product, service, or event. By using Canva, we can easily create attractive poster designs.
c. Featured Image Blog: The presence of a featured image in an article can enhance the blog's design and make visitors more comfortable reading. To create it instantly, you can use Canva.
d. Infographic: To make blog content more varied, it can be interspersed with articles featuring infographics. This type of content is complicated, and not everyone is capable of creating it. However, Canva has made the process of creating infographics a breeze.
e. Newsletter: If you're using email marketing, you're undoubtedly familiar with newsletters. With Canva, you can save time in creating that email content.
f. Social Media Content: Facebook or Instagram content accompanied by images is 2.3 times more effective in attracting the attention of netizens. Canva makes it easy to design various visual media suitable for social

[8] J. Miles, M. B. Huberman, A. M., & Saldaña, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2014).
[9] D Darmansah, 'Model Evaluasi Kurikulum Dalam Pembelajaran', *Universitas Muhammadiyah Sidoarjo*, 2022, pp. 1–4.
[10] Badan Standar Kurikulum dan Asesmen Pendidikan, *SK BSKAP 032/H/KR/2024 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka*, *Kementerian Pendidikan Dan Kebudayaan*, 2024 <https://kurikulum.kemdikbud.go.id/file/1718471412_manage_file.pdf>.
[11] Pelangi.

media.

g. YouTube Thumbnail: The thumbnail, or image representing a YouTube video, does not have to be a snippet from the video itself. With Canva, users can design unique YouTube thumbnails.
h. Product Packaging Design: Canva can help you create packaging designs for various types of products, from bottle labels to cardboard boxes.
i. Invoice: Just like offline stores, online stores also need to provide invoices or payment details for buyers. To differentiate our invoice from other stores, users can take advantage of the convenience offered by Canva.
j. Ad Banner: Eye-catching ad banners can also be designed using Canva.[12]

On the Canva platform, it is explained that Canva for Education is integrated with core classroom tools, including Schoology, D2L, Moodle, Blackboard, Google Classroom, Canvas, and Microsoft Teams. Connecting work back to the LMS easily (Canva, n.d.). Teachers and students can freely take advantage of features and templates that are ready to use anytime. Each teacher and student can manage work together, share, and review student results. Students can access premium content and graphics ranging from images, gifs, videos, animations, and desired music. Additionally, students can showcase their learning on Canva using various formats, including group projects, videos, posters, and more. Canva has stunning visuals and allows you to resize designs with a single click using AI-powered design tools. The use of Canva in elementary school classrooms generally provides various pedagogical benefits:

1. Increased Engagement and Motivation: The visual appeal and interactivity of Canva can make learning more enjoyable and less boring, thereby increasing student interest.[13]
2. Fostering Creativity: Canva provides a platform for students to express their understanding visually and creatively.
3. Accommodating Diverse Learning Styles: Students with visual, auditory (through video/audio integration), and kinesthetic (through design actions) learning styles can benefit from it.[14]
4. Developing Digital Literacy Skills: Students learn to navigate digital platforms, select appropriate media, and communicate ideas visually – essential 21st-century skills.[15]

Canva can be a powerful tool to enhance the quality of Indonesian language learning in 6th grade by validating that video learning media using Canva is very valid and practical for learning.[16] The use of digital platforms like Canva in language learning supports the independent learning curriculum initiative, which emphasizes flexibility and student independence.[17] Canva's collaboration feature is more than just facilitating group projects; it can transform the nature of collaborative learning in Indonesian language by making the process more transparent, iterative, and visual-based. Uneven participation or challenges in integrating individual contributions can sometimes hinder traditional group work. Real-time collaboration on Canva allows students to see each other's contributions instantly, fostering a sense of shared ownership. For tasks like co-writing a story or designing a presentation, the visual platform allows for real-time feedback and adjustments to layouts, text, and images. These activities can lead to richer discussions about language choices, visual rhetoric, and overall message effectiveness, thereby enhancing language skills and critical thinking.

The use of Canva in Indonesian language learning can subtly shift the focus from mere linguistic accuracy to communicative competence, where visual rhetoric and design play a crucial role in how effectively a message is conveyed. Traditional language assessments often prioritize grammar, syntax, and vocabulary. However, when students create posters or infographics in Canva, they not only have to consider the text but also how images, colors, and layouts affect audience understanding and engagement. This procedure introduces elements of visual rhetoric and design thinking into language learning. Canva, as a visual design platform, offers significant transformative potential in Indonesian language learning in the 6th grade. Its main benefits include increased

[12] Elmira Siska and Nyi Mas Rizki Noviyah, 'Sosialisasi Pelaksanaan Protokol Kesehatan Pada Masa New Normal Dan Penggunaan Aplikasi Canva Untuk Digital Marketing Di Panti Sosial Asuhan Anak Muslimin Manggarai Selatan Tebet', *Jurnal Abdimas Perbanas*, 2.1 (2021), pp. 1–16, doi:10.56174/jap.v2i1.371.
[13] Universitas Anwar Medika, 'Media Pembelajaran Bahasa Indonesia Menggunakan Aplikasi Canva Di SMA N 1 Krian', 2 (2023), pp. 143–50.
[14] Dimas Yusuf Afrizal and Eko Suroso, 'Metafora : Jurnal Pembelajaran Bahasa Dan Sastra Pengembangan Bahan Ajar Interaktif Berbantuan Canva Sebagai Bahan Ajar Teks Deskripsi Bermuatan Kearifan Lokal Kabupaten Pemalang Development of Interactive Teaching Materials Assisted by Canva as Descripti', 11.2 (2024), pp. 361–72, doi:10.30595/mtf.v11i2.23688.
[15] Muh Arief Muhsin, 'How Canva Aplication Used by Pre-Service Teacher : A Study at PPG Students in Indonesia PPG Students in Indonesia', *Jurnal Riset Dan Inovasi Pembelajaran*, 4.2, pp. 1578–88.
[16] Andi Ichsan Mahardika, Nuruddin Wiranda, and Mitra Pramita, 'Pembuatan Media Pembelajaran Menarik Menggunakan Canva Untuk Optimalisasi Pembelajaran Daring', *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 4.3 (2021), pp. 275–81, doi:10.29303/jppm.v4i3.2817.
[17] Ummul Khair, 'Pembelajaran Bahasa Indonesia Dan Sastra (BASASTRA) Di SD Dan MI', *AR-RIAYAH : Jurnal Pendidikan Dasar*, 2.1 (2018), p. 81, doi:10.29240/jpd.v2i1.261.

student engagement and motivation, the development of creativity, honing various language skills (reading, writing, speaking, vocabulary, and visual literacy), as well as fostering collaboration and critical thinking skills. Furthermore, the use of Canva aligns with the principles of the Merdeka Curriculum, which emphasizes student-centered learning and the development of 21st-century competencies. The accessibility of Canva, especially through the belajar.id accounts provided by Kemdikbudristek, makes it a powerful and easily accessible tool for educators throughout Indonesia.

As a technology-based application, Canva creates a learning environment for every student in the classroom by utilizing its platform. A platform that provides a variety of templates to engage students in the learning process. Many examples can be used on the Canva platform for students to present, one of which is various attractive templates for presenting infographics. With Canva, students can also use templates with attractive colors and additional fonts to enhance the background when displayed. The same applies to posters, infographics, resumes, flyers, and other materials that can be created and utilized. Integrating the Canva platform into learning can be done in several stages:

1. Scaffolding: Introduce Canva features progressively. Start with simpler tasks and progress to more complex projects.
2. Process over Product: Emphasize the learning that occurs during the design process (research, planning, drafting, text revision, visual selection, collaboration), not just the final Canva product.
3. Potential of the Flipped Classroom: Teachers can create instructional videos or Canva presentations explaining Indonesian language concepts for students to review before class, so class time can be used for hands-on Canva activities.

This research presents the use of the Canva platform in Indonesian language learning in the 6th grade at SDN 1 Locondong for the 2024/2025 academic year, focusing on interviews to enhance students' creative thinking. Observation and in-depth interviews revealed the use of the Canva platform by students in completing tasks collaboratively using mobile phones.

In its implementation, students together with group members prepare presentation materials about what needs to be prepared for an interview, then the elements present in an interview video. With the use of the Canva platform, students can create presentation materials using various templates. Before creating the presentation materials, students watch a video about interview simulations in groups. Students prepare the Canva Platform page or site on their respective group members' phones, the n each group selects their preferred template. Each group can insert attractive icons into the chosen template, and additionally, they can add desired photos and images.

In using the Canva platform, students use student learning accounts, so the available templates are very diverse and free. The use of student accounts also makes it easier for students to collect the presentation materials they create; students just need to send the presentation materials to the desired teacher using the share menu. This indicates that students can enhance their creative thinking through the use of Canva in Indonesian language learning.

Here are the results of the presentation materials created by the 6th-grade students of SDN 1 Locondong using the Canva platform in Indonesian language learning:

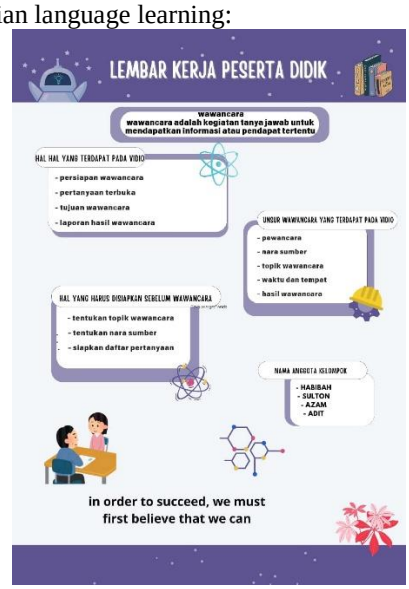

Figure 1. Presentation materials for the boys' group

Figure 2. Presentation materials of the Women's group

The successful and widespread use of the Canva platform in Indonesian language learning can serve as a model for integrating similar user-friendly digital tools in other subjects within the elementary school curriculum. This approach has the potential to foster a broader culture of digital innovation in schools. Indonesian, as a core subject, offers many opportunities for visual and creative expression through the Canva platform.

4. CONCLUSION

Based on the results and presentation, it can be concluded that learning Indonesian using the Canva platform can support learning in the 6th grade by enhancing students' creative thinking. The field of education, including Indonesian language learning, can leverage the advancements in technology and communication. What role does the Canva platform play in education by providing tools for knowledge acquisition and enhancing students' creativity and skills in their school learning? You can use the Canva platform in the field of education. The Canva platform is an online application or website that offers various templates and features to help students facilitate technology-based learning, skills, creativity, and other benefits. Use engaging materials through the Canva platform to attract attention and interest in learning. To understand the benefits and effectiveness of using the Canva platform as a teaching aid for learning Indonesian, further research is needed to support the achievement and success of using the Canva platform in Indonesian language learning to enhance students' creative thinking.

Despite facing challenges such as limited internet access, the teachers found ways to ensure that students could easily use Canva. These efforts have increased students' interest, engagement, and confidence, especially during presentations. By encouraging creativity and listening to student feedback, educators enhance the learning experience and help students express themselves more effectively. The use of Canva in Indonesian language learning demonstrates its value in enhancing student engagement, creating a dynamic and interactive environment that caters to various learning styles, and encouraging collaboration among students. Many students feel motivated to use Canva. Overall, these findings highlight Canva's potential to transform learning and encourage further exploration of its use in education.

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