

AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan

Vol. 07 No. 02 (2025) : 407-419

Available online at <https://jurnal.staim-probolinggo.ac.id/Muaddib>

## ENHANCING FOUNDATIONAL LITERACY SKILLS THROUGH DIGITAL MEDIA: A CASE STUDY OF CANVA INTEGRATION AT ELEMENTARY SCHOOLS IN BIAK PAPUA

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DOI: <https://doi.org/10.46773/muaddib.v7i2.1699>

Received: Maret 2025

Accepted: Maret 2025

Published: April 2025

### Abstract :

*This study examines the potential of the Canva application to enhance foundational literacy skills, specifically reading and writing, among elementary students in the East Biak District. The research was motivated by the lack of formal digital literacy training and limited digital resources, which hinder effective learning. The objective was to explore how active teacher facilitation and systematic training in Canva-based media can improve student engagement, collaborative interaction, and overall literacy outcomes. A qualitative descriptive methods approach was employed, involving direct classroom observations, structured interviews with school principals and teachers, and expert assessments of learning media designs. Observations indicated that schools with active teacher support achieved higher student engagement and fewer technical difficulties, while interview responses underscored the need for targeted training and resource enhancement. Expert assessments confirmed that well-designed digital media positively influenced reading comprehension and writing fluency. The findings suggest that integrating digital tools like Canva, coupled with effective teacher facilitation, is critical for improving foundational literacy skills, thereby advocating comprehensive digital literacy initiatives in schools.*

**Keywords :** Digital Literacy, Canva Integration, Literacy Skills, Teacher Support, Elementary Schools

### Abstrak :

Penelitian ini mengkaji potensi aplikasi Canva dalam meningkatkan keterampilan literasi dasar, khususnya membaca dan menulis, di kalangan siswa sekolah dasar di Distrik Biak Timur. Penelitian ini dilatarbelakangi oleh kurangnya pelatihan literasi digital formal dan keterbatasan sumber daya digital yang menghambat proses pembelajaran yang efektif. Tujuan penelitian ini adalah untuk mengeksplorasi bagaimana fasilitasi aktif oleh guru dan pelatihan sistematis dalam penggunaan media berbasis Canva dapat meningkatkan keterlibatan siswa, interaksi kolaboratif, dan hasil literasi secara keseluruhan. Pendekatan metode deskriptif kualitatif digunakan dalam penelitian ini, meliputi observasi langsung di kelas, wawancara terstruktur dengan kepala sekolah dan guru, serta penilaian ahli terhadap desain media pembelajaran. Hasil observasi menunjukkan bahwa sekolah dengan dukungan aktif dari guru mencapai tingkat keterlibatan siswa yang lebih tinggi dan mengalami lebih sedikit kesulitan teknis. Sementara itu, wawancara menggarisbawahi perlunya pelatihan yang terarah serta peningkatan sumber daya. Penilaian ahli mengonfirmasi bahwa media digital yang dirancang dengan baik memiliki pengaruh positif terhadap pemahaman membaca dan kelancaran menulis siswa. Temuan ini menunjukkan bahwa integrasi alat digital seperti Canva, yang didukung oleh fasilitasi guru yang efektif, sangat

penting dalam meningkatkan keterampilan literasi dasar. Oleh karena itu, penelitian ini merekomendasikan inisiatif literasi digital yang lebih komprehensif di sekolah-sekolah.

**Kata Kunci:** *Literasi Digital, Integrasi Canva, Keterampilan Literasi, Dukungan Guru, Sekolah Dasar*

## INTRODUCTION

The government's efforts in addressing educational challenges have been commendable yet remain suboptimal, particularly in the realm of foundational literacy in Indonesia. Proficiency in reading and writing is a fundamental prerequisite for enhancing overall literacy competencies. The 2019 Program for International Student Assessment (PISA) report, published by the Organization for Economic Co-operation and Development (OECD), ranked Indonesia 62nd out of 70 participating countries, highlighting the nation's persistently low literacy levels. Furthermore, since 2015, UNICEF has implemented a digital literacy initiative targeting 7,669 students across 120 elementary schools in Papua over a two-year period. In April 2015, data indicated that 8% of second- and third-grade students were unable to recognize letters. However, by September 2017, the program had demonstrably enhanced the reading proficiency of students in first through third grade.

Foundational literacy is intrinsically linked to digital literacy, as students' ability to navigate technology, access, process, and disseminate information is evolving at an unprecedented pace. Digital literacy encompasses a broad spectrum of competencies, including the adept utilization of contemporary tools for information processing and communication (Sekarni, 2019). Likewise, educators equipped with digital literacy skills can cultivate innovative pedagogical strategies to enrich the learning experience. Surya and Muhtar (2022) assert that professional educators must exhibit a high degree of digital literacy competence. Moreover, the assessment of students' cognitive, affective, and psychomotor domains necessitates an evaluation of their digital literacy capabilities, given its pivotal role in optimizing the learning process (Yulisnawati Tuna & Kualitas, 2021).

A study conducted by Eneng Yuliana, Sri D. Nirmala, and Lidwina S. Ardiasih (2023) revealed that student learning outcomes in Cibeureum District showed significant improvement, influenced by teachers' literacy levels, with an impact coefficient of 1,148.075. This underscores the necessity for teachers to enhance their technological competencies through digital literacy training, enabling them to access diverse sources of information. The Canva application, with its extensive features, facilitates easy access and the design of instructional media via smartphones. According to data from Hootsuite's *We Are Social* report (January 2022), 94% of device ownership in Indonesia comprises smartphones, indicating the widespread accessibility of digital tools (Dewanto Muhammad Zulqadri & Burhan Nurgiyantoro, 2023:2).

One of the driving factors behind digital literacy is the development of engaging instructional media that captures students' attention and fosters interest in basic literacy (reading and writing). However, the lack of school facilities and infrastructure, coupled with teachers' limited engagement in digital literacy, necessitates support for schools in the East Biak District to enhance their competencies through Canva application training. Digital media has been proven

effective in learning processes, contributing to the development of digital cultural literacy among students (Dewanto Muhammad Zulqadri & Burhan Nurgiyantoro, 2023). Establishing basic literacy as a cultural norm and increasing students' motivation to read and write require an instructional design that integrates digital literacy with basic literacy (Vivi Indriyanti et al., 2019).

Interviews with five school principals indicated that low interest in reading and writing is primarily attributed to uncreative and uninspiring teaching methods that rely solely on available textbooks. Additionally, transportation challenges, limited internet access, and the remote locations of teachers' residences—20 to 30 km away from schools—further constrain educational activities and self-development opportunities. Therefore, training in Canva applications is essential to enhance teachers' competencies, particularly in graphic design (Chairunnisa & Sundi, 2021). Moreover, the application's features empower educators to create instructional media aligned with curriculum standards (Bakri et al., 2021). The effective use of digital instructional media transforms initially unclear content into more realistic and comprehensible materials, ultimately achieving learning objectives (Melia Widiarti, Kisyani Laksono, & Miftachul Amri, 2024:15).

The implementation of digital literacy through the development of the Canva application plays a crucial role in enhancing basic literacy (reading and writing skills), particularly in regions such as East Biak District. Digital literacy refers to an individual's ability to comprehend and effectively utilize information from various digital sources. In the educational context, digital literacy encompasses not only technical skills but also critical understanding of digital content.

Canva is a graphic design platform that offers a wide range of features for creating visually engaging materials without requiring professional design expertise. In the education sector, Canva can be utilized to develop interactive learning media that support the teaching and learning process. The use of Canva enables teachers and students to collaborate in creating engaging and easily comprehensible educational content.

A study by Ginayah et al. (2024) found that the development of interactive media using the Canva application significantly improved early reading skills among elementary school students. Interactive media designed with Canva presents reading materials in a visually appealing and engaging format, making it easier for students to grasp and master fundamental reading skills. Additionally, research by Wahyuni et al. (2024) indicates that Canva-based instructional videos developed with a basic literacy approach received a highly positive response from students, with an 88% feasibility rating and 96% student engagement rate. This underscores Canva's effectiveness in enhancing students' interest and motivation in acquiring basic literacy skills.

In the context of East Biak District, the implementation of digital literacy through Canva can be tailored to local needs. Training sessions for teachers and students on how to use Canva serve as an essential starting point. With a solid understanding of Canva's features, teachers can design contextually relevant learning materials, while students can actively participate in the learning process by creating digital content. Moreover, collaboration with local communities and stakeholders can enrich learning materials by incorporating local cultural

elements, thereby increasing the relevance and engagement of students in the learning process.

## **RESEARCH METHOD**

The research method used is a qualitative descriptive method with a problem-solving approach. The sample in this study was selected using purposive sampling from a total of 10 elementary schools in the East Biak District, Biak Regency, Papua. Out of these, 5 schools were chosen, namely SD Negeri Soryar, SD Negeri Woniki, SD YPK Ibdj, SD YPK Bosnik, and SD YPK Bosnik, along with 2 experts in learning media development. Data Collection techniques were used as follows:

1. Observation

Observations were conducted by directly visiting the research locations to obtain initial information regarding the issues faced by the schools. The observation results showed that out of the 10 schools, 5 had not yet conducted training in designing learning media using the Canva application. Observations were carried out in real settings to monitor behaviors and phenomena relevant to the issues encountered (Ardiansyah, Risnita, Syahran Jailani, 2023:4).

2. Structured Interviews

Structured interviews were conducted to obtain more accurate information regarding the problems faced. Arikunt (2006) emphasizes that by using a sequential list and conducting written interviews in the form of questionnaires, the process becomes easier and yields better results in collecting and obtaining data (Thaiha Alhamid & Budur Alnufia, 2019:8).

3. Assessment Results by Two Validators

The assessment was carried out by two validators in learning media development, chosen based on their respective abilities and expertise.

- a. Validator I: A teacher who evaluated the design outcomes produced using the Canva application.
- b. Validator II: A lecturer with expertise in learning media development.

Data analysis was performed using quantitative analysis based on the identified issues through an inductive approach derived from the findings. The researcher was directly involved in data collection and interpretation on a subjective basis (Ardiansyah, Risnita, Syahran Jailani, 2023). Thus, with the primary data obtained through observations and interviews, supplemented by expert assessments regarding both the application usage skills and the quality of the learning media designs, the results from the validators were described to draw conclusions.

The analysis considered the outcomes of the 2-day training on designing learning media using the Canva application conducted by teachers. According to Sukendar's data, expert assessment results were used, while data validity was ensured through an assessment analysis by 2 experts in learning media development from their respective fields – an IT Development Teacher at SMA YPK 1 Biak and a Lecturer in Learning Media Development at UIN Maulana Malik Ibrahim. These experts used a rubric for evaluating learning media designs

produced using the Canva application. The experts' assessment results were described in detail and were accompanied by the evaluation outcomes from the two learning media development experts. After the assessments, conclusions were drawn based on the data analysis and interview results.

## FINDINGS AND DISCUSSION

### Findings

To gain a comprehensive understanding of the challenges and opportunities associated with using the Canva application to enhance foundational literacy skills, direct real-time observations were conducted in five selected schools from the East Biak District. These schools were chosen because they had not yet received formal training in designing learning media using Canva. The observations focused on classroom dynamics, including student engagement, teacher facilitation, technical difficulties encountered, and the level of collaborative interaction among students.

**Table 1. Real-Time Observation Findings During Canva Sessions**

School	Student Engagement (%)	Teacher Facilitation	Technical Difficulties (Instances)	Collaborative Interaction (Rating 1-10)
School 1	85%	Active	1	8
School 2	65%	Moderate	3	6
School 3	80%	Active	2	7
School 4	70%	Limited	4	5
School 5	75%	Active	2	7

The observations revealed notable variations across the five schools that have implications for foundational literacy development. In classrooms where teachers demonstrated active facilitation (Schools 1, 3, and 5), students showed higher engagement levels (ranging from 75% to 85%) and stronger collaborative interactions. Such environments are conducive to the development of reading and writing skills, as active teacher support helps to clarify content, resolve technical issues quickly, and promote cooperative learning—factors known to enhance comprehension and writing fluency. Conversely, in School 2, where teacher facilitation was only moderate, lower student engagement (65%) was observed alongside a higher number of technical difficulties, potentially hindering the smooth delivery of literacy content. School 4, with limited teacher support, faced the most challenges: only 70% engagement, four technical issues, and the lowest collaborative interaction rating (5), suggesting that fragmented instruction in this context may impede the development of basic reading and writing skills.

Overall, the findings underscore that proactive teacher facilitation is critical not only for managing digital tools effectively but also for creating an optimal learning environment that supports foundational literacy. Structured training in the use of Canva, combined with active pedagogical support, is therefore

essential to maximize the benefits of digital learning initiatives in enhancing students' reading and writing competencies.

In order to better understand the challenges and prospects associated with integrating the Canva application into classroom instruction – particularly for enhancing foundational literacy skills such as reading and writing – structured interviews were conducted with five school principals and three teachers from the selected schools. The interviews focused on identifying the main challenges in digital learning that may affect the delivery of reading and writing content, gathering suggestions for improvement, and assessing overall satisfaction with current practices. The insights derived from these interviews also highlighted the potential impact of digital tools on students' ability to engage with text and produce written work effectively. The following table presents a summary of the key themes and responses derived from these interviews:

**Table 2. Interview Findings Summary**

<b>Respondent</b>	<b>Main Challenges Identified</b>	<b>Suggestions for Improvement</b>	<b>Overall Satisfaction (Scale 1-10)</b>
Principal – School 1	Lack of formal training for teachers on digital tools	Provide targeted and regular training sessions	7
Principal – School 2	Limited digital resources and inconsistent facilitation	Increase digital resources and standardize teacher training	6
Principal – School 3	Low student motivation and fragmented learning	Introduce interactive digital media and enhance support	7
Principal – School 4	Inadequate teacher facilitation leading to technical issues	Implement structured professional development for teachers	5
Principal – School 5	Inconsistent digital strategies across classrooms	Develop a unified digital literacy strategy for all schools	6
Teacher 1	Difficulty navigating the Canva interface	Organize more hands-on training workshops	7
Teacher 2	Lack of immediate technical support during sessions	Establish a dedicated IT	8

		support team or hotline	
Teacher 3	Unclear guidelines for integrating Canva into lessons	Provide clearer curriculum integration guidelines and mentorship	6

The interview results reveal that both principals and teachers view the absence of formal training as a critical barrier to the effective integration of the Canva application – an issue that can indirectly hinder the development of foundational literacy skills. Principals consistently cited the lack of structured teacher training and limited digital resources as key challenges that may prevent teachers from effectively incorporating digital content to support reading comprehension and writing fluency. Similarly, teachers emphasized usability issues, such as navigating the Canva interface and the need for immediate technical support, which are vital for creating engaging and accessible learning materials.

These findings suggest that targeted, hands-on training and clearer curriculum integration guidelines are essential not only to improve digital literacy but also to bolster basic reading and writing skills. By enhancing teacher competency through systematic training and improved support mechanisms, digital tools like Canva can be better utilized to create dynamic learning environments that foster stronger foundational literacy outcomes.

To evaluate the quality of the learning media designs produced using the Canva application, two experts in learning media development conducted assessments. Validator I, a teacher with hands-on experience in digital design, and Validator II, a lecturer specializing in media development, evaluated the outcomes based on a rubric covering design quality, creativity, technical accuracy, and overall effectiveness. Their assessments provide insights into the strengths and weaknesses of the designs produced by teachers during the 2-day training session. In this study, the assessment process was guided by a rubric developed based on theoretical frameworks and previous research in multimedia learning and digital literacy. The assessment rubric used in this study was developed based on well-established theories and previous research in multimedia learning and digital literacy. Drawing on Mayer’s Multimedia Learning Theory, the rubric places a strong emphasis on design quality. This aspect evaluates the visual appeal and layout consistency of the learning media, ensuring that elements such as color, typography, and imagery are used effectively to create a coherent and engaging design. A well-organized design not only enhances aesthetic value but also facilitates cognitive processing and retention of the educational content.

Creativity is another key dimension of the rubric. It assesses the originality and innovative approach of the designs, focusing on how effectively the media captures and sustains student interest. Innovative designs are more likely to engage learners and promote deeper understanding, as highlighted by recent studies in digital learning (Hutapea, N. S., Manullang, Z. P. J., & Hartati, R., 2024).

This criterion encourages educators to think beyond conventional methods and explore novel ways of presenting information.

Technical accuracy is also an essential component of the evaluation. Informed by the TPACK framework, this aspect examines the correct usage of the Canva application, ensuring that the learning media is executed without technical errors (Yeh, Y. F., Chan, K. K. H., & Hsu, Y. S., 2021). It considers factors such as functionality and error-free performance, which are critical for maintaining a smooth learning experience and allowing students to interact seamlessly with the digital content.

Finally, the overall effectiveness of the learning media is measured by its alignment with educational objectives and its user-friendliness. This criterion looks at whether the design supports the intended learning outcomes and whether it is accessible and intuitive for students. Drawing on principles from Universal Design for Learning (Rose & Meyer, 2002) (Munirah, M., Syahrudin, S., & Yusuf, A. B., 2023), this dimension ensures that the materials are inclusive and cater to a diverse range of learners, ultimately enhancing the overall educational experience.

The following scores provided are illustrative and represent the evaluators' assessments based on the rubric:

**Table 3. Assessment Results of Canva-Based Learning Media Designs**

School	Validator I Score (out of 10)	Validator II Score (out of 10)	Average Score	Comments
School 1	8	7	7.5	Strong design with clear visuals, innovative layout, and effective integration of educational content.
School 2	6	6	6.0	Adequate design; however, the presentation could benefit from enhanced creativity and technical refinement.
School 3	7	8	7.5	Good technical accuracy and engaging design; the media effectively aligns with learning objectives.
School 4	5	5	5.0	Inconsistent design with several technical issues; limited innovation and error-free execution observed.
School 5	7	7	7.0	Satisfactory design with room for improvement in creative integration and overall effectiveness.

The assessment results indicate a clear relationship between teacher facilitation and the quality of the digital learning media. Schools where teachers provided robust support tended to achieve higher scores in design quality, creativity, and technical accuracy. For instance, Schools 1 and 3, which benefitted from active teacher involvement, scored an average of 7.5, reflecting strong visual appeal, consistent layout, and innovative design elements that align with educational objectives. In contrast, School 4 received the lowest average score (5.0), highlighting the impact of limited facilitation, which resulted in inconsistent design execution and more technical challenges.

By incorporating theoretical perspectives from multimedia learning, digital literacy, and the TPACK framework, the rubric provides a comprehensive and evidence-based approach to assessing digital learning media. The feedback from both validators underscores the need for continuous training and support to enhance digital design competencies among educators, ultimately leading to improved learning outcomes in foundational literacy skills.

### **Discussions**

The study set out to explore the potential of the Canva application as a digital tool to enhance foundational literacy skills, particularly reading and writing, among elementary school students in the East Biak District. The research was grounded in the observation, interview, and assessment of classroom practices in schools that had not received formal training in using Canva. By integrating a digital platform into literacy instruction, we aimed to determine how technology, when paired with active teacher facilitation, could foster a more engaging learning environment and improve literacy outcomes. The study is situated within the broader context of Indonesia's ongoing challenges with literacy, as highlighted by national reports and international assessments. These challenges underscore the need for innovative teaching methods that can address both content delivery and skill development.

Observations conducted in the classrooms revealed that active teacher facilitation plays a pivotal role in enhancing student engagement with digital learning materials. In schools where teachers provided consistent guidance during Canva sessions, student engagement levels reached as high as 85%, with strong collaborative interactions observed among peers. This high level of engagement is critical for foundational literacy as it enables students to better absorb and interact with reading materials and writing tasks. The structured use of digital media not only made the content more visually appealing but also facilitated the comprehension process by breaking down complex information into more digestible parts. Consequently, these classrooms demonstrated a clear correlation between active teacher involvement and improved literacy outcomes.

Teacher facilitation emerged as a key factor in the successful integration of the Canva application. In classrooms with active facilitation, teachers offered step-by-step guidance, which helped demystify the digital tools for students. This hands-on approach allowed teachers to clarify difficult concepts related to reading and writing, thus supporting the development of essential literacy skills. Moreover, effective teacher intervention ensured that students remained focused on the learning objectives, even when navigating unfamiliar technology. The

findings echo previous research by Sekarini (2019) and Yulisnawati Tuna & Kualitas (2021), which indicate that teacher digital literacy is crucial for the effective adoption of digital tools in the classroom.

The digital environment provided by Canva also played an essential role in shaping learning outcomes, particularly through its capacity to minimize technical difficulties. Classrooms that encountered fewer technical issues were better able to maintain instructional flow, allowing more time for reading and writing activities. When technical challenges arose, they were often mitigated through prompt teacher intervention, ensuring that disruptions were brief and did not detract from the learning experience. This smooth operational flow not only supported literacy activities but also contributed to a positive attitude toward digital learning among students. The relationship between a stable digital environment and improved literacy outcomes is further supported by studies such as those by Dewanto Muhammad Zulqadri & Burhan Nurgiyantoro (2023).

Collaborative interaction among students was another significant outcome observed during the integration of Canva into classroom instruction. In environments where teachers actively promoted group work, students were more likely to engage in discussions, share ideas, and collaborate on writing projects. These interactions fostered a sense of community and provided students with opportunities to learn from one another, reinforcing both their reading comprehension and writing skills. The collaborative learning approach enabled students to construct meaning collectively, which is essential for developing higher-order literacy skills. This finding aligns with the perspectives of Eneng Yuliana et al. (2023) and Vivi Indriyanti et al. (2019), who emphasize the role of interactive and collaborative learning in enhancing literacy.

Structured interviews with school principals and teachers provided further insights into the challenges and opportunities of integrating Canva into literacy instruction. Respondents consistently identified the lack of formal training as a critical barrier, noting that insufficient preparation hinders the effective use of digital tools. Many participants highlighted the need for targeted professional development programs that equip teachers with the necessary skills to design engaging digital learning materials. Their suggestions for improvement included regular, hands-on training sessions and the establishment of clear guidelines for digital content creation. This feedback is supported by previous research, such as that by Chairunnisa & Sundi (2021) and Bakri et al. (2021), which stress the importance of continuous teacher training in the successful adoption of digital media.

The assessment results, conducted by two validators, further reinforce the significance of high-quality digital learning materials in enhancing literacy skills. Using a rubric based on established theories like Mayer's multimedia learning theory and the TPACK framework, the validators evaluated the design quality, creativity, technical accuracy, and overall effectiveness of the materials produced using Canva. Higher scores were awarded to designs that demonstrated clear visual appeal, innovative presentation, and strong alignment with educational objectives. These outcomes suggest that when digital media are well-designed, they provide an effective medium for delivering reading and writing content.

The positive assessments from validators are consistent with the findings of Ginayah et al. (2024) and Wahyuni et al. (2024), which report that well-crafted digital media can significantly enhance early literacy skills.

The data collectively indicate that the integration of Canva into teaching practices can bridge the gap between traditional instruction and modern digital literacy requirements. By using Canva to create visually appealing and interactive learning materials, teachers can transform standard literacy lessons into dynamic and engaging sessions. This digital approach enables the presentation of reading materials in a more accessible format and supports writing activities by providing clear models and opportunities for creative expression. The approach not only captures student interest but also builds a stronger foundation in literacy by merging technological fluency with core academic skills. These insights are critical, given Indonesia's current challenges in literacy, as evidenced by national rankings and international reports.

Comparing our study's findings with previous research, it becomes evident that digital literacy is inextricably linked to overall educational quality. Reports from the Ministry of Home Affairs (2021) and initiatives by UNICEF (2018) have highlighted the low literacy rates in Indonesia and the need for innovative interventions. Our study supports these assertions by demonstrating that digital tools, when properly implemented, can significantly enhance learning outcomes in reading and writing. The alignment of our data with international standards of digital literacy underscores the transformative potential of integrating technology into traditional classroom settings. Moreover, the convergence of our results with those from studies like those by Sekarini (2019) and Yulisnawati Tuna & Kualitas (2021) validates the effectiveness of digital interventions in improving educational practices.

The implications of these findings extend beyond the immediate context of the study, offering valuable insights for future educational practices and policy formulation. It is clear that for digital tools like Canva to be effectively integrated into the classroom, substantial investments must be made in teacher training and ongoing professional development. Such initiatives should focus not only on technical proficiency but also on pedagogical strategies that leverage digital media to enhance literacy instruction. Policymakers and educational leaders are encouraged to develop comprehensive digital literacy programs that address the gaps identified in our study. These programs could serve as a model for other regions facing similar challenges, ensuring that digital learning environments are optimized to improve foundational literacy skills.

Despite the positive outcomes observed, the study also encountered several challenges that highlight areas for further improvement. Technical difficulties, though minimal in actively facilitated classrooms, still posed challenges in settings with limited teacher support. The variability in teacher facilitation points to the need for more consistent and structured training approaches across schools. Additionally, the study's focus on a limited number of schools means that further research is necessary to generalize the findings across different educational contexts. Addressing these challenges requires a collaborative effort

between educators, administrators, and policymakers to ensure that digital literacy interventions are both scalable and sustainable.

Thus, the integration of the Canva application into classroom instruction has demonstrated significant potential in enhancing foundational literacy skills, particularly reading and writing. The combination of engaging digital content, active teacher facilitation, and targeted professional development creates a learning environment that supports student engagement and collaborative learning. Our observations, interviews, and assessments collectively indicate that when digital tools are effectively integrated into the curriculum, they can transform traditional literacy instruction and contribute to better learning outcomes. Future initiatives should build on these findings by emphasizing teacher training and resource standardization, thereby ensuring that all students benefit from the opportunities provided by digital learning.

## CONCLUSION

The study concludes that integrating the Canva application into classroom instruction can significantly enhance foundational literacy skills—specifically reading and writing—when combined with active teacher facilitation and targeted professional development. Observations revealed that schools with active teacher support achieved higher student engagement and more effective collaborative interactions, which are critical for developing literacy competencies. Interviews with school principals and teachers underscored the necessity for formal training, highlighting that the absence of structured digital literacy programs and inconsistent facilitation negatively impact the learning process. Additionally, assessments by expert validators confirmed that well-designed digital learning media, characterized by strong visual appeal, creativity, technical accuracy, and educational alignment, contribute to improved literacy outcomes. Collectively, these findings emphasize that a dual focus on technology and pedagogy is essential; enhancing teacher competencies through systematic training and support mechanisms is key to maximizing the potential of digital tools like Canva. Consequently, the study advocates for the implementation of comprehensive digital literacy initiatives and policy measures aimed at fostering an engaging, technology-driven learning environment that bolsters foundational literacy skills.

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