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## IMPROVING DIGITAL LITERACY THROUGH CANVA TRAINING AS A LEARNING MEDIUM FOR GRADE 5 STUDENTS AT SD NEGERI 1 KENANGA

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### Abstract

**Background.** Advances in digital technology in education require students to possess digital literacy skills starting in elementary school. However, the use of digital design tools in learning has not yet been optimized.

**Aims.** This activity aims to improve students' digital literacy by training them to use the Canva application at SD Negeri 1 Kenanga.

**Methods.** The activity was carried out through the Student Community Service Program (PMDS) using observation, interviews, and qualitative descriptive analysis. The activity involved 14 fifth-grade students. The activity was conducted through an introduction to Canva and group practice in creating digital posters.

**Result.** The results of the activity showed an increase in students' ability to use digital design applications from 26% to 87%, as well as an increase in their understanding of digital technology as a learning medium from 30% to 90%. In addition to improving digital literacy, this activity also encouraged students' creativity and cooperation.

**Implementation.** Thus, Canva training is effectively implemented as a digital-based learning innovation in elementary schools.

**Keywords:** digital literacy, Canva, graphic design, student creativity, digital training



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## INTRODUCTION

The development of information and communication technology (ICT) has affected many sectors of life, including education. In this digital era, the use of information and communication technology in the teaching and learning process is increasingly urgent to optimize, improving the quality of learning. Although technology has been integrated into everyday life, its use in elementary school learning remains suboptimal, especially in digital graphic design. Students, especially at the elementary school level, have not been taught basic technology skills for creative activities such as graphic design. This can be seen from the limited use of design media in learning activities and the development of visual creativity in elementary schools.

Based on observations, most grade V students in elementary school are still not familiar with graphic design applications that can develop their visual skills. In fact, an easy-to-use design app like Canva can be an alternative to help students learn to create visual media creatively. Although students are accustomed to using digital devices, their expertise with digital design applications remains limited. The lack of understanding about the use of design applications and their use as a learning medium is one of the problems that needs to be considered. Technology-based education plays an important role in developing digital literacy and student creativity. One effort that can be made is to introduce the Canva design application as a creative, easy-to-use learning medium for elementary school students. Canva provides a variety of templates and visual elements to help learners create designs, such as posters, infographics, and presentations.

An introduction to Canva can be delivered through training and activities for elementary school students in grade V. This activity aims to provide a basic understanding and build students' skills in creating simple graphic designs to support learning. The implementation of activities is carried out through this program, with training for students at schools involving lecturers and students. Through this activity, it is hoped that students can improve their digital literacy and utilize technology more creatively and productively.

This article was created to explore how to improve digital literacy by introducing

digital design applications for elementary school students in grade V as a learning medium, and to examine how students respond to and participate in Canva's training activities as a digital-based learning medium. With this goal in mind, this training is expected to increase students' understanding of digital design applications and motivate them to use technology in a more creative and innovative learning process.

In today's digital era, technology has become an inseparable part of life, including in education (Erwahyudin et al., 2025). The use of technology in learning is an important concern in education because it can improve the quality and effectiveness of instruction. The use of technology allows teachers and students to access information faster and to access a wider range of learning media. One technology that can be used is a graphic design application that serves as a medium for conveying information visually (Hidayatullah et al., 2023).

One of the most widely used graphic design apps is Canva. This application has a simple interface and offers various templates to help users create designs such as posters, presentations, and infographics (Wijaya et al., 2022). Canva is a program that creates designs and graphic design applications for use online, designed to help people around the world create designs and publish them anywhere (Nurhosen et al., 2024).

This convenience makes Canva a suitable learning medium, especially for elementary school students who are starting to get acquainted with graphic design. Some training shows that using Canva can boost students' creativity and help them understand basic design concepts, such as color selection, typography, and visual elements. In addition, Canva also supports collaborative activities that can train student cooperation (Mauludhi & Rakhmawati, 2023). However, the use of Canva in learning still faces some obstacles, such as limited internet access and a lack of support devices at school. This condition is one of the challenges in the application of optimal learning technology (Syurmita et al., 2023).

It is hoped that the Canva training activities can have a positive impact on students' digital skills. In addition, this activity is expected to encourage schools to utilize digital design media as part of the learning process and increase students' curiosity to support the improvement of digital literacy in elementary schools. The expected benefits are to improve students' digital literacy, creativity, and graphic design skills, and to provide practical experience in using technology to create attractive and effective designs. Through this activity, students are expected to use technology more productively and develop useful skills in the future.

This article offers a practical contribution by demonstrating how Canva training can

be used as an elementary school digital literacy intervention. Unlike previous discussions that mainly emphasize Canva as a general learning medium, this study highlights hands-on poster-making activities that improve students' digital skills, creativity, collaboration, curiosity, persistence, and responsibility. Its novelty is strengthened by the measurable improvement in students' digital literacy after the training.

## **METHODS**

Training activities at this school are carried out by conducting observations and interviews at the beginning about existing problems, designing activities to be carried out, implementing activities, and finally compiling reports in the form of articles by conducting observations, interviews, and analyzing data with qualitative descriptive analysis.

## **DISCUSSION**

Canva's training activities as a digital design medium for grade V students in this program at SD Negeri 1 Kenanga will be held on Thursday, November 27, 2025, from 08.00 to 11.45 WIB. This activity is designed as an effort to introduce and improve students' digital literacy through the use of the Canva application as a creative and interactive learning medium. A total of 7 students were involved in this activity, with 14 in class V.

This training began with the preparation stage, during which the student team prepared various supporting devices, including PowerPoint, laptops, Infocus, and other technical equipment. After all the students have gathered in the designated space, the activity continues with an introduction to Canva. In this stage, students are gradually introduced to Canva, its advantages over other design tools, its benefits for learning activities, and the basic steps for using it. The delivery of materials is conducted in a communicative manner, accompanied by visual examples, to help students understand more easily. Based on initial observations (simple pre-questionnaire responses and initial practice), most students still have limitations in digital literacy. Of the 23 students, only about 6 ( $\pm 26\%$ ) had ever used digital design applications, and only 4 ( $\pm 17\%$ ) could create simple designs independently.

Entering the core stage, the activity continued with training on digital poster making. Learners are divided into small groups, and each group is assigned a different theme, such as the environment, bullying, or hygiene. The division of this group aims to train cooperation while providing space for students to exchange ideas. Each group is accompanied by one student who acts as a facilitator, so that when students encounter difficulties, they can immediately ask questions and receive guidance.



Figure 1. Canva Training Activities

During the training process, it was seen that learners began to actively explore the various features available in Canva. They try to blend text, choose appropriate colors, add images, and set the layout to make the poster look attractive and easy to understand. Small discussions between group members also occur naturally, where they give each other opinions about the design being made. The output of this training activity was in the form of digital poster products produced by each group. The posters not only display the students' work, but also reflect their understanding of the given theme. Some posters show quite good creativity in color selection, the use of images, and the preparation of educational, easy-to-understand messages.

In addition to producing products, this training significantly improves students' digital literacy. This can be seen in their ability to use the Canva application independently, understand the functions of various features, and use digital technology to convey educational messages. Students are no longer just passive users; they have begun to take on the role of simple creators in the digital world. After participating in the training, there was a significant improvement. The results of the final evaluation (post-test, product assessment, and hands-on practice) showed that as many as 20 students ( $\pm 87\%$ ) could independently use Canva to create simple posters. This shows an increase in the ability to use digital design media. In terms of product quality, approximately 18 groups ( $\pm 78\%$ ) produced posters with good categories, as assessed by neatness, color selection, theme suitability, and message clarity. Meanwhile, the rest are still in the sufficient category and require further guidance.



Figure 2. Student Discussion

In addition to improving technical skills, there is also an increase in digital literacy. Before the training, only about 30% of students understood that digital technology could be used as a learning medium. After training, this figure increases to around 90%, indicating an  $\pm 60\%$  increase in understanding of the use of technology for educational purposes.

In terms of attitudes, the observation results showed that around 85% of learners showed an increase in curiosity, characterized by an active curiosity and an active curiosity and trying out new features in Canva. The students' creativity also increased, as evidenced by the variety of designs produced by each group. Not only that, but positive character traits such as persistence and responsibility are also emerging, with around 80% of students completing group assignments well and on time.

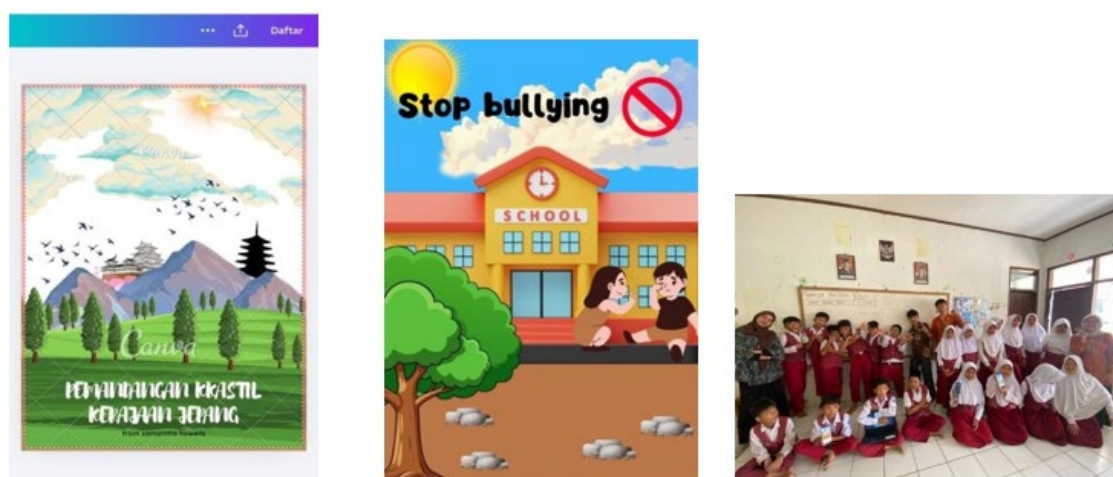


Figure 3. Canva Training Outcomes by Students

In addition, a positive character also began to form during the activity. Persistence is evident when learners try to improve their designs to look better, even after several attempts.

A sense of responsibility is also evident in group cooperation, where each member plays a role in completing the assigned task. From a skills perspective, this training succeeded in improving students' ability to use digital technology productively. About 87% of students can operate Canva, select design elements, and compose posters independently. This shows that students are not only users of technology but also begin to develop as creators in their use of digital media.

Overall, this Canva training has had a positive and significant impact. Not only producing digital posters, but also increasing students' digital literacy by ±60%, digital media use skills by ±61%, and fostering positive attitudes and character traits such as creativity, curiosity, persistence, and responsibility. Thus, this training has proven effective as part of efforts to improve the quality of digital-based learning in elementary schools.



Figure 4. Documentation of the Closing of Activities with Teachers and Field Supervisors

Aspect	Description
State of the Art	Current studies show that digital technology is increasingly used in education to improve learning quality, creativity, and student engagement. Canva has been widely introduced as an easy-to-use graphic design application for creating posters, presentations, and infographics. Previous studies also indicate that Canva supports visual creativity, collaboration, and basic digital skills in learning activities. In this article, Canva is used as a practical digital learning medium for Grade 5 students at SD Negeri 1 Kenanga.
Research Gap	Although Canva has been used in educational contexts, its application at the elementary school level, especially for Grade 5 students, remains limited. The

Aspect	Description
Novelty	<p>article shows that before training, students' ability to use digital design applications was still low, only around 26%, and their understanding of digital technology as a learning medium was around 30%. This indicates a gap in practical digital literacy training for elementary school students.</p> <p>The novelty of this article lies in the implementation of Canva training as a community service-based digital literacy program for elementary school students. The activity not only introduces Canva as a design tool but also trains students to create digital posters collaboratively. The study demonstrates measurable improvement: students' ability to use digital design applications increased from 26% to 87%, while their understanding of digital technology as a learning medium increased from 30% to 90%.</p>

## CONCLUSION

Based on the results of implementing training activities on the use of Canva as a digital design medium at SD Negeri 1 Kenanga, it can be concluded that the activity went well and received a very positive response from class V students.

The results of the activity showed a significant increase in students' digital literacy. Based on the results of the simple pre- and post-tests, students' ability to use digital design applications increased from around 26% to 87%, an increase of 61 percentage points. In addition, students' understanding of the use of digital technology as a learning medium has also increased from around 30% to 90%. In terms of skills, most students have been able to use Canva to produce digital posters that fit the given theme. The resulting product demonstrates the ability to creatively combine design elements such as text, colors, images, and layouts, with approximately 78% of the work falling into the good category.

Not only in the skill aspect, but this activity also positively impacts students' attitudes and character. There is an increase in curiosity and creativity, as shown by active questioning and exploration of Canva's features. In addition, the character traits of persistence and responsibility also begin to form during the group work process, as students strive to complete tasks well and on time. Thus, Canva training through PMDS activities not only produces digital poster products but also improves digital literacy and design skills and shapes students' positive attitudes and character. This activity can be one of the alternatives to digital-based learning innovations that are relevant to technological developments in the modern era.

Students showed enthusiasm and active participation during the activity. They can understand Canva's basic functionality and use it to create posters by combining visual elements such as text, colors, images, and layouts. This activity has been proven to improve the digital literacy, creativity, and basic graphic design skills of elementary school students. Thus, Canva training through PMDS activities can be one alternative to digital-based learning innovations relevant to technological developments in the modern era.

### **Suggestions**

1. Schools are expected to continue to develop and integrate the use of Canva as a creative learning medium in various subjects, so that the improvement of students' digital literacy can take place in a sustainable manner.
2. Teachers need to be given advanced training related to the use of digital design media in order to be able to optimize the use of Canva in the classroom learning process in a more innovative and varied way.
3. There is a need for adequate facility support, such as stable internet access and digital devices (laptops or tablets), so that the implementation of technology-based learning can run more effectively.
4. For the next service activities, it is recommended that a more systematic evaluation be carried out through written instruments such as questionnaires or reflection sheets, so that the impact data of the activities can be analyzed in more depth and measurably. Teachers need advanced training in the use of digital design media so they can integrate Canva effectively into the classroom learning process.

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