



The Use Of Canva-Based Instructional Media In Kindergarten

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Abstract

The use of technology, such as the graphic design application Canva, in early childhood education (ECE) at the kindergarten level has demonstrated significant potential in supporting effective and engaging learning. It also plays a crucial role in shaping children's character and foundational skills for the future. This study aims to provide an overview of the benefits and challenges of using Canva-based media in kindergartens. This research employs a qualitative method with a case study approach. Data were collected through observation, interviews, and documentation. The use of Canva-based media in kindergarten learning has shown a positive impact on students' motivation and engagement. Teachers utilized Canva to create visual materials such as posters, infographics, and storybooks that attracted students' attention and encouraged enthusiastic participation. Group activities involving Canva also promoted collaboration among students and helped develop their social skills. Nevertheless, several challenges remain, including limited teacher skills in using the application, lack of adequate devices and internet access, and insufficient support from schools and parents. Teachers must design materials that align with the curriculum and consider the age and developmental stages of the students. Therefore, providing training and mentoring for teachers is essential to overcome these technical challenges.

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Introduction

Early childhood education (ECE) serves as a crucial foundation for shaping character and developing the basic skills needed for future life. One of the key aspects of ECE is the use of effective and engaging learning media. In today's digital era, technology has become an integral part of the learning process, and graphic design applications like Canva have demonstrated significant potential in supporting learning in kindergarten settings.

Canva is an easy-to-use online graphic design platform that offers various features for creating interactive and appealing learning media. The application allows teachers to quickly and efficiently develop visually engaging and creative learning materials. The use of Canva in kindergarten learning can help enhance students' motivation to learn, reinforce their understanding of the subject matter, and foster their creative skills.

Recent studies have shown that using Canva in the classroom can bring considerable benefits. For instance, a study by Romadhoni (2024) found that Canva could improve student motivation by providing a more attractive and interactive learning environment. Additionally, research by Emilia Putri et al. (2022) demonstrated that Canva assists in creating more visual and engaging content, which makes it easier for students to grasp the concepts being taught (Emilia et al., 2022).

The benefits of using Canva in kindergarten education go beyond boosting student motivation and comprehension. Research by Nurhayati et al. (2023) revealed that Canva also enhances student engagement in the learning process. Attractive visual media helps children stay focused and actively participate in classroom activities. Canva also enables teachers to integrate multimedia elements—such as images, videos, and animations—making the learning experience more interactive and enjoyable (Nurhayati et al., 2023).

Despite its potential, the use of Canva in kindergarten education still faces several challenges. One major challenge is the limited digital literacy of many early childhood educators. Many kindergarten teachers are not yet familiar with using graphic design tools like Canva, making it necessary to provide training and guidance to enhance their skills (Hidayat et al., 2023). Moreover, research by Utami (2024) indicated that technical issues such as lack of devices and internet access also affect the effectiveness of Canva implementation in early childhood learning.

In early childhood education, selecting the right media plays a vital role in creating meaningful and enjoyable learning experiences. Canva, as a web-based graphic design platform, offers various advantages that make it a viable option for use in kindergarten environments. The application is designed with a simple and intuitive interface, making it easily accessible for teachers—even those without a background in design (Romadhoni, Wahyuni, et al., 2024). This is particularly helpful for ECE teachers in designing visually appealing materials without requiring advanced technical skills.

Beyond being a design tool, Canva provides a variety of educational templates tailored to early childhood developmental needs. These include designs for letters, numbers, colors, geometric shapes, and simple story illustrations that can be integrated into daily thematic activities in kindergarten (Afriani, 2022). Such visual media are essential for stimulating children's cognitive and emotional aspects, as learning at this stage heavily relies on engaging and enjoyable visual stimuli.

Furthermore, Canva enables teachers to save and distribute their designs in various formats such as images, PDFs, or short videos. This flexibility allows the materials to be used both offline and online—especially valuable during the post-pandemic transition when hybrid learning models are being adopted in some ECE institutions (Yuliana & Fadhillah, 2021). In addition, Canva supports cloud-based collaborative features, allowing teachers to co-design instructional materials in real-time, which improves teamwork efficiency within school environments.

Canva also encourages teachers to enhance their creativity in developing innovative learning media. Teachers are challenged to think visually and create materials that are not only informative but also communicative, aligned with the play-based learning approach typical in early childhood education (Afriani, 2022). Thus, Canva indirectly supports child development through adaptive, aesthetic, and age-appropriate media.

Moreover, Canva can serve as a practical solution to address the limitations of printed teaching resources often faced by ECE institutions. As a free and customizable digital medium, Canva offers a cost-effective alternative for educators across various regions. However, despite its numerous benefits, Canva implementation also presents certain challenges, such as limited internet access or digital devices in some areas, as well as the need for adequate teacher training to optimize its features (Romadhoni et al., 2024).

Considering its benefits and potential, Canva proves to be an effective instructional aid in improving the quality of early childhood education—particularly in delivering engaging content, increasing student involvement, and supporting the achievement of developmental milestones aligned with the curriculum. Therefore, it is crucial for ECE institutions to strategically and sustainably promote the use of Canva, while also ensuring adequate human resources and supporting infrastructure.

In this context, the present article aims to examine the use of Canva-based media in kindergarten education, while identifying the benefits and challenges associated with its application. This study is expected to provide practical guidance for kindergarten teachers on how to utilize Canva to create more effective and engaging learning materials. Additionally, the article will explore strategies for addressing various obstacles in the use of Canva, in order to contribute more optimally to the quality of learning in early childhood education (Romadhoni, Putri, et al., 2024).

Methods

This study employed a qualitative approach using a case study model to explore the use of Canva-based media in kindergarten learning. Data were collected through direct classroom observations, in-depth interviews with teachers and school principals, and analysis of relevant documents such as students' work and instructional materials. The data obtained were analyzed using qualitative analysis techniques, including data reduction, data display, and conclusion drawing. The aim of this study is to identify the benefits and challenges of using Canva in kindergarten education and to provide practical recommendations for teachers in utilizing this application effectively.

Result

1.1. *The Using Canva in Kindergarten Learning*

The observation results show that the use of Canva can increase students' enthusiasm in learning at kindergarten level. For example, when the teacher used Canva to create a presentation with animal images, the students appeared very enthusiastic. They actively asked and answered questions related to the animal pictures, indicating that the visual media from Canva successfully captured their attention. During the activity of making posters using Canva, students also showed higher engagement. They collaborated in groups to select appropriate images and texts. This activity not only improved their understanding of the taught topic but also developed their teamwork skills. Moreover, using Canva to create simple storybooks helped students comprehend storylines. When the teacher read aloud a story created with Canva, the students appeared more focused and interested in the material. They found it easier to remember characters and plotlines due to the visual aids.

The observation results are in line with the interview findings with the teachers, which indicate that Canva is very helpful in delivering learning materials. Teachers stated that Canva enables them to create engaging and easily understandable materials for children, making them more excited about learning and less likely to get bored. The principal also reported a significant increase in students' learning motivation after teachers began using Canva. They plan to continue organizing training sessions for teachers to improve their proficiency in using various Canva features. One student mentioned enjoying learning with Canva because the images were nice, and it helped them better understand the lessons. Students also felt that making posters with friends was very fun.

Documentation of students' work shows that the use of Canva helps them develop their creativity. Their works, such as collages of images and texts about the environment, reflect their understanding of the importance of protecting the environment. Learning materials created by teachers using Canva—such as flashcards and infographics—demonstrate clearer and more engaging visualizations of concepts. These materials are also accessible online by students and parents. Teachers' daily reports regarding the use of Canva indicate that students are more enthusiastic and engaged during each learning session. Teachers noted that students were more active in asking questions and participating in discussions when using Canva-based media.

The use of Canva-based media in kindergarten learning has shown a positive impact on student motivation and engagement (Romadhoni, 2024). In daily learning activities, teachers use Canva to create various visual materials such as posters, infographics, and simple storybooks (Putri, 2022). For example, when learning about animals, the teacher created an engaging presentation with colorful animal images. This captured students' attention and encouraged them to participate in discussions (Nurhayati et al., 2023). Furthermore, group poster-making activities using Canva promoted teamwork and the development of social skills among students (Hidayat, 2023). Students were highly involved in selecting suitable images and texts for their posters. Canva also allows teachers to deliver learning materials in more creative and interactive ways, helping students to better grasp the taught concepts (Romadhoni, Putri, et al., 2024). Documentation of students' work, such as image and text collages, indicates that Canva use not only aids in learning but also fosters their creativity.

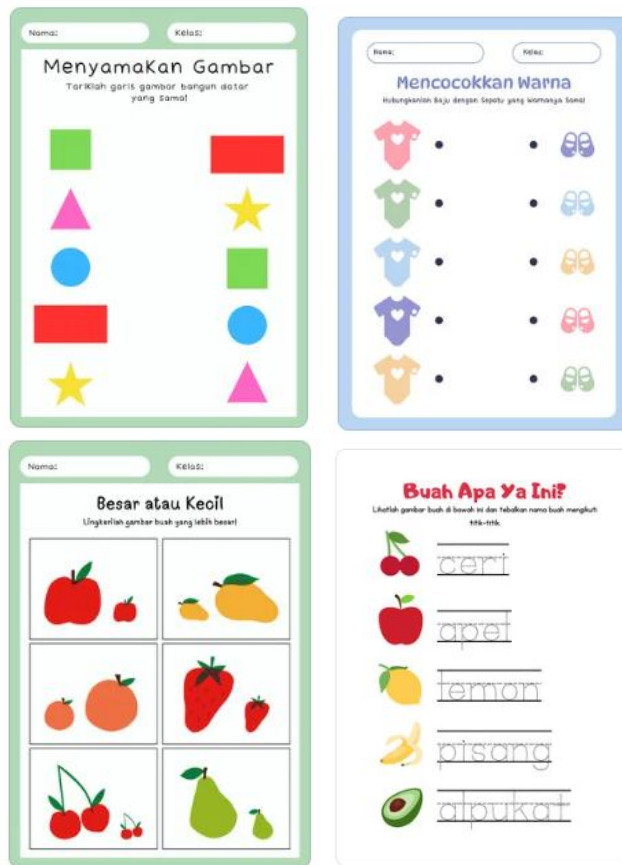
The use of digital media in early childhood education (ECE) has become a central focus in efforts to improve learning quality. One application that is increasingly popular among educators is Canva, a graphic design platform that allows users to create various visual materials easily and attractively (Arsyad, 2017). Canva offers various features that support the development of instructional media suitable for the characteristics of young children. With its user-friendly interface and diverse templates, teachers can design interactive and enjoyable learning materials. This aligns with Arsyad's (2020) view, which emphasizes the importance of educational media in stimulating children's interest and motivation to learn.

Several national studies have examined the effectiveness of Canva in ECE learning. Marlina and Alusyanti (2022) found that using Canva in creating learning materials at kindergartens can increase student engagement and make it easier for teachers to deliver lessons. Similarly, research by Basri et al. (2023) showed that the implementation of digital literacy through Canva in the creation of digital storybooks can enhance teacher skills and increase the appeal of learning for children. In addition, Canva training programs for ECE teachers have been conducted to improve their competence in designing instructional media. Pujiarto et al. (2024) reported that Canva Edu training helps teachers develop interactive learning media tailored to early childhood needs. Another study by Handayani and Wulansari (2021) revealed that Canva-based educational games can improve the cognitive abilities of young children, especially in recognizing geometric shapes.

At the international level, a study by Basri et al. (2023) highlighted the importance of digital literacy for ECE teachers in facing learning challenges in the digital era. The use of Canva as a learning tool can help teachers design materials that are engaging and relevant to technological developments. Furthermore, research by Handayani et al. (2022) demonstrated that video game media and worksheets designed with Canva can improve children's counting skills and learning motivation. However, despite its many advantages, Canva implementation still faces some challenges. Some teachers may have difficulty operating Canva's features or face limited access to devices and the internet. Therefore, ongoing training and mentoring are crucial to ensure optimal use of Canva in ECE learning (P. Handayani et al., 2022).

Overall, the use of Canva in kindergarten/ECE learning offers various benefits, including increased student engagement, ease of creating instructional media, and the development of digital literacy among teachers. With adequate training support and access to technology, Canva can be an effective tool for improving the quality of early childhood education.

Example of the result of using Canva



1.2. *The Use of Graphic Design Applications Such as Canva in Early Childhood Education (ECE)*

The use of graphic design applications like Canva in early childhood education (ECE) is becoming increasingly popular due to their ability to present learning materials in a visual and interactive manner. However, the implementation of this technology is not without challenges that must be identified and addressed to ensure its optimal benefits in the early learning process.

1.2.1. *Limited Digital Competence Among ECE Teachers*

One of the main challenges is the limited digital competence among ECE teachers. Many teachers are not yet accustomed to using graphic design applications such as Canva, and thus require specialized training and mentoring to improve their skills in designing engaging and developmentally appropriate learning media (Farantika et al., 2024). This is supported by findings from Marlina and Alusyanti (2022), which show that many teachers struggle to understand Canva's features, negatively affecting the effectiveness of the learning materials they create.

1.2.2. *Limited Access to Technology and Infrastructure*

In addition, limited access to technological devices and stable internet connections poses a significant obstacle, especially in remote areas. Teachers and students often face difficulties in accessing Canva optimally, which reduces the effectiveness of digital learning (Farantika et al., 2024). This situation calls for alternative solutions, such as providing printed learning materials or using applications that are accessible offline.

1.2.3. Lack of Support from Schools and Parents

Support from schools and parents is crucial in implementing the use of technology in learning. However, teachers often do not receive adequate support from either schools or parents when using Canva. Some schools have not allocated budgets for the necessary training and equipment, while some parents may not understand the benefits of technology use in their children's learning (Nurhayati et al., 2023). This lack of support may hinder teachers from using Canva effectively (Marlina & Alusyanti, 2022).

1.2.4. Challenges in Designing Appropriate Content

Using Canva requires creativity and the ability to design content that aligns with learning needs. Teachers must be able to create materials that are not only visually appealing but also aligned with the curriculum and learning objectives. This challenge often leaves teachers feeling burdened and struggling to develop materials that meet these standards (Romadhoni, Wahyuni, et al., 2024). Additionally, teachers must consider students' ages and developmental levels when designing learning content.

1.2.5. Display Variations Across Devices

Display inconsistencies of Canva across various mobile phone brands also pose a challenge that needs to be addressed. This affects the comfort and ease of use for teachers when using the Canva app (Astriani & Alfahnum, 2020). In this context, more specific training and guidance are needed to account for interface differences across various devices (Pribadi, 2017).

1.2.6. Technical and Accessibility Issues

From an international perspective, a study by Qutaibah and Othman (2024) identified similar challenges in using digital platforms like Canva, including technical issues, accessibility barriers, and difficulties in understanding content for students with special needs (Resmini et al., 2021). The study emphasizes the importance of inclusive and adaptive instructional design to accommodate the diverse needs of all students (Yuliana et al., 2020).

1.2.7. Solutions and Strategies for Overcoming Challenges

Several strategies have been proposed to overcome these challenges. Ongoing training and mentoring for ECE teachers are essential to enhance their digital literacy and their ability to use Canva effectively (Farantika et al., 2024). Additionally, the development of learning materials that can be accessed offline and the use of simple technology tools can help address infrastructure limitations (Sujana, 2016).

1.2.8. *Collaboration to Create a Supportive Learning Environment*

In this context, collaboration between the government, educational institutions, and technology providers is key to creating a learning environment that supports the optimal use of Canva in ECE. With a holistic and inclusive approach, the challenges in using Canva can be overcome, thereby contributing positively to the quality of early childhood education (Ilham et al., 2023).

Discussion

The results of observations, interviews, and documentation show that the use of Canva in kindergarten learning has a significant positive impact on students' engagement, motivation, and creativity. Visual and interactive media such as Canva have proven effective in increasing children's enthusiasm and supporting their cognitive and social development. Using Canva to create learning materials such as animal images, posters, and simple storybooks effectively captures students' attention. They become more active in discussions, enthusiastic in asking questions, and show better concentration during learning activities. These findings support those of Romadhoni (2024), Nurhayati et al. (2023), and Hidayat (2023), who state that Canva enhances learning motivation and interaction during the learning process.

Teachers also find Canva beneficial, as it helps them design engaging materials that align with children's developmental stages. The availability of various templates and user-friendly design features allows teachers to be more creative in preparing lessons. This aligns with Arsyad's (2017; 2020) view on the importance of educational media in stimulating children's interest and motivation to learn. It is also supported by studies from Basri et al. (2023) and Pujiarto et al. (2024), which found that Canva training improves teachers' ability to develop interactive digital learning media.

Documentation of students' work, such as collages and posters, demonstrates that Canva not only supports content understanding but also fosters creativity and environmental awareness. This is consistent with findings by Handayani and Wulansari (2021), who reported that Canva-based educational media can enhance cognitive abilities in early childhood, especially in recognizing shapes and constructing stories. Additionally, the consistent use of Canva contributes to building teachers' digital literacy, which is essential in today's technology-driven education landscape.

Nevertheless, implementing Canva in early childhood education does not come without challenges. These include limited digital skills among teachers, lack of access to technology and stable internet, and insufficient support from schools and parents. These issues are reinforced by the findings of Farantika et al. (2024), Marlina and Alusyanti (2022), and Resmini et al. (2021). Technical problems, such as inconsistent display across devices and limited accessibility for children with special needs, are also areas of concern, as noted by Yuliana et al. (2020). Teachers often feel overwhelmed by the need to design content that is both visually appealing and aligned with curriculum goals and children's developmental needs.

To overcome these challenges, ongoing training and mentoring for teachers are essential, as well as the development of offline-accessible learning materials. Collaboration among schools, governments, and technology providers is also key to creating a learning environment that supports the effective use of Canva. As Sujana (2016) and Ilham et al. (2023) suggest, a holistic and inclusive approach can help address these barriers and improve the quality of early childhood education through the optimal use of digital media such as Canva.

Conclusion

The use of Canva-based media in kindergarten learning has shown a positive impact on students' motivation and engagement. In daily learning activities, teachers utilize Canva to create various visual materials such as posters, infographics, and simple storybooks. For example, when learning about animals, teachers created engaging presentations with colorful animal images that captured the students' attention and made them more enthusiastic to participate in discussions. Group poster-making activities using Canva also encouraged students to collaborate and develop their social skills. Students were highly involved in selecting appropriate images and texts for their posters. The use of Canva allows teachers to deliver learning materials in a more creative and interactive manner, helping students to better understand the concepts being taught. Documentation of students' work shows that Canva not only supports learning but also fosters their creativity.

One of the main challenges in using Canva as a learning medium in kindergarten is the limited skills of teachers in operating the graphic design application. Another challenge is the limited availability of devices and internet access in many kindergartens. Support from schools and parents is crucial for the implementation of technology in learning, but such support is often insufficient. Teachers must be able to design materials that are not only visually appealing but also aligned with the curriculum and learning objectives. Additionally, teachers need to consider the age and developmental level of students when creating learning content. Technical difficulties in operating Canva may also hinder the development of instructional media. Therefore, it is essential for teachers to receive sufficient training and mentoring to overcome these technical barrier

Declarations

Author contribution statement

All authors contributed equally to the conception, design, and execution of this research Wahyu Ari was led the literature review and data collection through observation and interviews. Mr. Najanuddin was responsible for data analysis, interpretation of findings, and drafting of the manuscript. Both authors collaboratively reviewed and revised the final version of the article and approved it for submission.

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Data availability statement

The data that support the findings of this study are available from the corresponding author upon reasonable request. Due to the nature of the research involving kindergarten students, some data are not publicly available to protect the privacy of participants.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional information

This study was conducted in accordance with ethical guidelines for educational research. Verbal consent was obtained from all participants involved, including teachers and school administrators. The use of Canva in the classroom was conducted as part of regular teaching activities with no disruption to the learning process..

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