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Developing Canva-Based Sitekol on Collage Topic for First-Grade Public Elementary School Students

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Abstract

The study aims to create a learning media product using Canva for elementary school students to alleviate the lack of learning materials, which has been negatively impacting student academic performance. The research also seeks to evaluate the practicality and effectiveness of the learning media product. This study uses research and development with ADDIE design. The results of the analysis revealed that some students do not meet the minimum standards and require learning tools to improve their skills in cutting and sticking when studying collage topics. This research developed Sitekol media on collage topics in the design stage using Canva and Wordwall applications. The validity test results showed that Sitekol media received a 90% score from media experts for color appearance, image combinations, fonts, media layout, videos, and practical use. Material experts rated it at 95.3% for material aspects, levels of thinking, and supporting learning content. Students also found Canva-based Sitekol learning media to be beneficial as a teaching tool due to its accessibility, portability, convenience, interactive features, and detailed learning media instructions. The statistical tests conducted resulted in significant findings with high average values. Students responded very positively to the practicality of the media, giving an average score of 4.9 out of 5, indicating 98% of the ideal score. It can be concluded that using Canva-based Sitecol learning on grade 1 collage material exhibits practicality and validity as a learning medium.

Keywords: Canva; Collage; Learning Media; Elementary School

INTRODUCTION

The application of learning media is urgent for elementary school students. This helps students gain meaningful learning experiences and improve their abilities by utilizing current technological developments as a learning tool (Batubara et al., 2022, 2023; Mustofa et al., 2022). Field observations at SD Negeri Sukabumi Utara 05 Kebon Jeruk show that students need to use learning media to understand the concepts of the material in the teaching and learning process. Therefore, applying effective learning media is expected to ensure that students are always highly enthusiastic about learning and improve student learning outcomes. Learning media is a form of message distribution (Firmadani, 2020; Tri et al., 2019) that can be used to achieve learning goals (Wayan Kandia et al., 2023). Learning media is essential in the learning process to achieve efficiency and effectiveness (Wafi & Safri, 2023). Technology-based learning media is a tool or device that uses technology in the learning process to help students gain a better understanding and motivate them to learn.

Technology-based learning media is important for improving learning efficiency and providing a more exciting and interactive learning experience for students (Akinoso, 2022; Arciosa, 2022; Shah, 2022; Záhorec et al., 2021). Technology-based learning media can help students understand learning materials more effectively and enable them to learn independently and collaboratively. This type of learning medium can also enhance students' creativity and cognitive abilities, as well as help them prepare for the future (Lin & Wang, 2021). One of the most commonly used websites for creating learning media today is Canva.

Therefore, it is crucial to implement appropriate learning media to achieve the desired learning objectives. Canva is an online design program that provides a variety of templates (Salim et al., 2021). Canva offers tools for creating presentations, resumes, posters, pamphlets, infographics, banners, desktop wallpapers, templates, websites, and photo editing, making learning more interesting (Churiyah et al., 2022; Prawijaya et al., 2022; Ramlah et al., 2023; Serevina & Hamidah, 2022). By improving the quality of learning, Canva can facilitate student interaction and enhance the effectiveness of learning outcomes evaluation (Burrack & Thompson, 2021; Yu-Fong Chang et al., 2021). It is hoped that Canva-based Sitekol learning media will be able to solve existing problems.

Collage material is a pasting technique that can create new works of art (Dalifa et al., 2022). Various natural materials can be used in making collages (Eka et al. Dewi, 2020; Robert et al. et al., 2023). Research by Purba and Larosa (2016) indicates that, during the process and implementation of collage material activities, children's work in the form of portfolios often does not show good results in filling in collages from time to time through the activity implementation process.

Therefore, there is a need for effective learning media so that students can easily understand and work with collage materials.

Previous research has shown that Canva allows students to create infographic designs, giving them new insights and skills to enhance their creativity. Based on research (Kaffah et al., 2023), students can take advantage of the Canva application to create various types of innovative print media that can improve the quality of the teaching and learning process and improve the quality of student learning outcomes. This is in line with research by (Kurniasari et al., 2022); good math results were obtained, and there was also the development of creativity in students after using Canva. There was also a study by (Setiawan and Septiyani, 2023) conducted that obtained a test of 92% material experts and 100% media experts, both of which received a very feasible category and were able to improve student learning outcomes.

Another study (Putri & Suprayitno, 2022) found that collage materials were able to increase students' creativity from 25% to 75% of presentations. It was also obtained that the completeness of re-learning was 75% to 100% in collage materials with the PjBL model by (Alif et al., 2023). Through several previous studies, the novelty in this research lies in the content of the collage material presented via Canva and combined with the Wordwall application for evaluation questions and the instructions for using learning media at the beginning. This research aims to address the shortcomings of previous studies by providing clear instructions on how to use the media, allowing students to access the content easily, and incorporating evaluation questions to assess the efficiency and effectiveness of the media in the learning process, thus creating new innovations based on previous research.

The problem at Public Elementary School Sukabumi Utara 05 Kebon Jeruk is the limited learning media used during the learning process. The limited learning media used has an impact on student learning outcomes. Another problem that researchers found was the limited learning media used during the learning process. Based on observations, the learning activities conducted by teachers still emphasize lecture and assignment methods. Almost all students rely solely on explanations from the teacher to understand the material they are studying, followed by working on questions in the student books provided by the government. The knowledge transfer process lacks variation, making the learning experience less engaging and more monotonous for students. As a result, the learning atmosphere feels monotonous. These issues have led to suboptimal student learning outcomes. Specifically, in class 1 SBdP (Seni Budaya dan Prakarya) material, particularly in collage material, 19 students have not met the minimum standards. The minimum standard for SBdP subjects is set at 60.

Based on the above explanation, the researcher concluded that at the North Sukabumi 05 Kebon Jeruk State Elementary School, there is no learning media that

is in accordance with the independent curriculum combined with today's applications in order to create interactive learning and improve student learning outcomes. To address this issue, the researcher conducted a study titled "Development of Canva-Based Sitekol on Collage Materials for Class I of Public Elementary School Sukabumi Utara 05 Kebon Jeruk".

METHODS

This research uses research or Research and Development (R&D). According to (Sugiyono, 2021), research and development (R&D) are basic research activities to produce products and assess product effectiveness. ADDIE consists of analyzing, designing, Developing, Implementing, and Evaluating steps, which function as a form of product development and must be student-centered, innovative, and inspirational based on opinions (Branch, 2010). Here is a chart from ADDIE research :

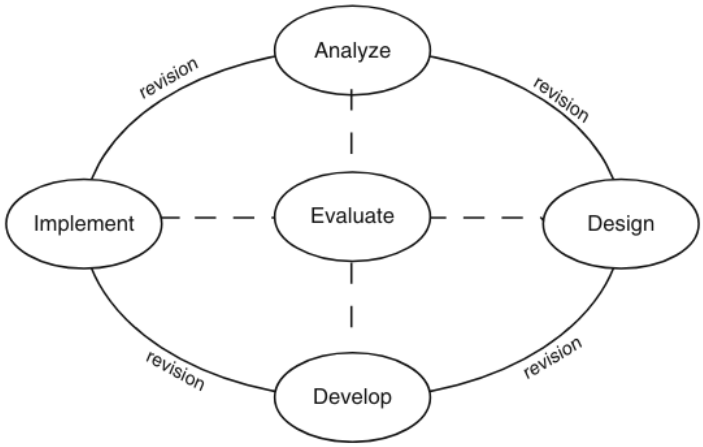

Figure 1

The ADDIE concept

Sumber : (Branch, 2010)

The first stage is analysis. Researchers analyze the needs of teachers and students by distributing a needs questionnaire. Next, interviews were conducted with first-grade teachers. A pretest was also administered to determine students' abilities in collage material. This pretest involved 31 students. The issues with the collage material were identified through this process: 19 students did not meet the minimum standard of completeness, while 12 students did. The test consisted of 40 multiple-choice questions. Learning media had not been used in SBdP learning. Researchers then analyzed the requirements to identify the most appropriate learning resources that could actively enhance student learning outcomes.

The second stage is the design process. The media design developed is Canva-based Sitekol media for collage material. Based on the results of the questionnaire

analysis, the needs of teachers and students were used as a reference for designing the product. The design process includes selecting attractive color combinations, using appropriate images and fonts, choosing objects, designing the layout, and determining the specifications of the product.

The third stage is the development stage. At this stage, a design development process is carried out, which is planned to become a form of learning media. After that, media experts and material experts carry out the validation process. Before testing, validation was done to determine how valid Canva-based Sitekol media is for collage material. There are two expert validators, consisting of 1 media validation lecturer and one material validation lecturer. The conditions for selecting material expert validators and media experts include material suitability, level of learning and thinking content, website media suitability, appearance, and ease of use (Abi et al., 2020; Daryanto, 2016). After that, the instrument elements used include a color display, image combinations, fonts used, media layout, videos, practical aspects of use, instructions for using the media, suitability of the media with the material and teaching modules, easy-to-understand the material, and communicative language used the learning video can explain collage (Arsyad Azhar, 2009; Kemendikbud, 2022). The media and material experts have carried out validation tests on media. The validation of Canva-based Sitekol on collage materials learning media was determined based on percentages of validation results was interpreted based on Table 1 (Aini & Wahyuni, 2023).

Table 1

Product eligibility assessment criteria

No	Percentage	Criterion
1	76% - 100%	Very worthy
2	51% - 75%	Proper
3	26% - 50%	Quite decent
4	0% - 25%	Less feasible

The fourth stage is implementation. Small-scale and large-scale trials were conducted with first-grade students at Public Elementary School Sukabumi Utara 05 Kebon Jeruk. Researchers used Canva-based Sitekol media for collage material during the learning process. A pretest and post-test were administered to assess the effectiveness of the media. At the end of the lesson, a response questionnaire was distributed to gather information about the practical benefits of using the media. The items used to evaluate the effectiveness of the media include a response questionnaire distributed to teachers and students after using the media. Evaluation criteria include the overall attractiveness of the media, alignment with learning objectives, the relevance of the concepts to daily life, the systematic presentation of the material, the effectiveness of the language in engaging students, the impact on student competence, and the ease of media operation.

For this stage, 31 students were involved: 9 in the small-scale trial and 22 in the large-scale trial. The research included students, teachers, and school principals. Two data collection methods were used: the test method, which encompasses pretests and post-tests, and the non-test methods, which include interviews, questionnaires, and documentation.

In a small-scale trial process involving nine students. Before jumping into a small-scale trial, a validity test is needed. Valid instruments can determine validation in research. With good and correct energy, you can realize the actual conditions precisely and accurately. A valid instrument that can be used as a measuring tool that is worth measuring. The formula used tests the validity of Point Biserial Correlation with reference from (Arikunto, 2019). Based on the validity test results, it was concluded that 40 of the 35 questions met the valid criteria for use at the next stage.

According to the reliability test (Lestari & Yudhanegara, 2018), the reliability of an instrument, if given to the same subject by different individuals, at different times, or in different locations, will produce the same or almost identical results (not significantly different). According to Guilford, the benchmark for interpreting the degree of reliability of the instrument is determined based on the following criteria.

Table 2

Benchmarks for interpreting the degree of instrument reliability

Correlation coefficient	Correlation	Reliability Interpretation
$0.90 \leq r \geq 1.00$	Very high	Very regular/excellent
$0.70 \leq r \geq 0.90$	High	Still/good
$0.40 \leq r \geq 0.70$	Moderate	Fair enough/good enough
$0.20 \leq r \geq 0.40$	Low	Not constant/bad
$r < 0.20$	Very low	Very unstable/very bad

(Lestari & Yudhanegara, 2018)

The results of reliability testing for 35 valid questions are as follows :

Table 3

Reliability Test Results

Sum PG	Variants	Reliable
10,08	89,1	0,90

From the reliability test with the KR-20 formula using Ms. Excel software, a correlation coefficient (r) was obtained, which was 0.90. Based on Table 3, the level of reliability of the instruments used in the study is very fixed/good.

The discriminating power test is a measuring tool to determine the ability of the students in the questions as a way to distinguish students who have high abilities from students who have low abilities. The number that is an indication of the magnitude of the discriminating power is called the discriminating power index. The formula used to determine the discriminating power index is:

Table 4

Discriminating Power Index Criteria

No	Differential Power Interval	Criterion
1	0.00<DP≤0.20	Poor discriminating power
2	0.20<DP≤0.40	Sufficient distinguishing power
3	0.40<DP≤0.70	Good differentiation
4	0.70<DP≤1.00	Very good differentiation

It is known that out of 40 questions, there are 26 questions with sufficient criteria and 14 with good criteria.

The effectiveness of students' cognitive learning outcomes can be analyzed by calculating the pretest and post-test results that students have taken previously, as well as testing the normality of the pretest and post-test results. The normality test is part of what is used in this determination before understanding whether the principal shares input or not. (Priyatno, 2018) stated that verifying the normality of input is important before it is carried out because the input distributed on the subject of written input can represent the population.

Then, there is the Paired Samples T-Test or paired-samples t-test, which is carried out to determine the average difference between two paired samples. (Priyatno, 2018) states that paired samples are used on sample groups that include the same subject but receive two different treatments (e.g., before and after treatment). In this study, researchers used SPSS version 23 to test students' *pretest* and *post-test* results with *paired samples t-tests*. This t-test can be used on normally distributed parametric data.

Table 5

Test Average Gain (N-Gain)

Interval	**Criterion**
N-Gain 0.7≥	High
0.3 N-Gain 0.7≤≤	Moderate
N-Gain < 0.3	Low

(Lestari &; Yudhanegara, 2018)

The fifth stage is the evaluation stage. At the end of the ADDIE stage, an evaluation is carried out. The purpose of this evaluation is to identify and correct media deficiencies. The development of Canva-based Sitekol media for collage

material includes product material that has been designed and developed, which is then validated and improved according to expert recommendations. After various steps, the result is that Canva-based Sitekol media on collage material is suitable for use as learning media in class I elementary school.

RESULTS

The research evaluates the practicality and effectiveness of creating learning media products for elementary schools using Canva. The results of this research were obtained based on data collection in the form of pretest, post-test, interviews, questionnaires, and documentation at SDN Sukabumi Utara 05 Kebon Jeruk.

1. Analyze

At this stage, there is a need to analyze needs, goals, and learning development. This research develops Canvas-based collage media to improve the learning outcomes of first-grade elementary school students using collage materials. Both literature and field studies are required. The literature review was conducted to collect and examine references related to the development of learning media, such as preparing materials, composing questions, and selecting the software to be used for creating the media.

The field study involved directly interviewing first-grade teachers at SD Negeri Sukabumi Utara 05 Kebon Jeruk. The purpose of the field study was to identify issues with students' cutting and sticking skills. The results of the interviews and teacher needs questionnaires indicated that teachers were not fully utilizing learning media. There is SBdP material that needs to be specifically developed for collage activities, as the results showed that many students still do not meet the minimum standards. Media with a digital focus also needs to be implemented in schools because it can adapt to current developments. Based on tests and analyses of student needs questionnaires, it was found that students struggled when only lectures were provided without special learning media for collage material. This led to boredom and a lack of enthusiasm for learning. The collage material was also difficult to understand, resulting in 19 students failing to complete it. Utilizing technological learning media is expected to increase students' enthusiasm for learning collage material.

2. Design

At this stage, the design product is developed by developing Canva-based sitekol learning media using class 1 collage material. Product design skills are needed in researching, designing, and collecting the necessary tools or supporting materials such as slide backgrounds, icons, animations, images, and so on. The Canva website is assisted in compiling interactive learning media for grade 1 collage material to make it easier to create. There are several menus and navigation on the initial display of Sitekol interactive learning media that can help users use

interactive learning media. A general overview of the flowchart for making design products is as follows :

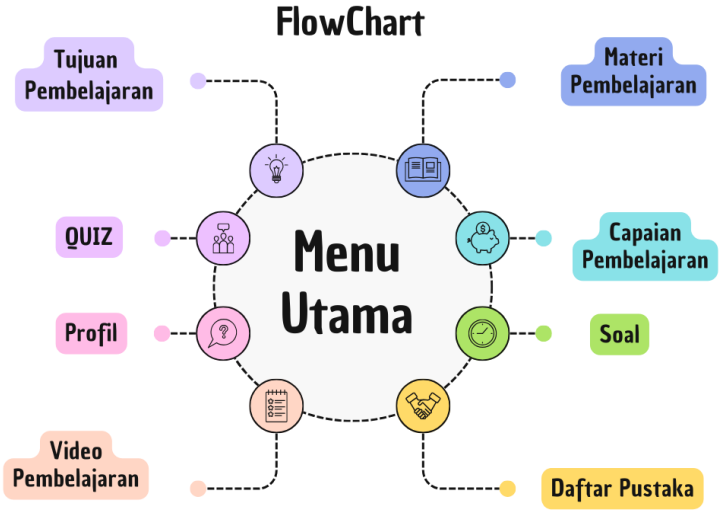

Figure 2

Flowchart description related to sitekol media

After the process of making a flowchart, the next step is to adjust it to the media developed through Canva. An overview of learning media and more details can be accessed at https://bit.ly/MediaKolaseSitekol. The following is a picture of the process of creating a product design using Canva:

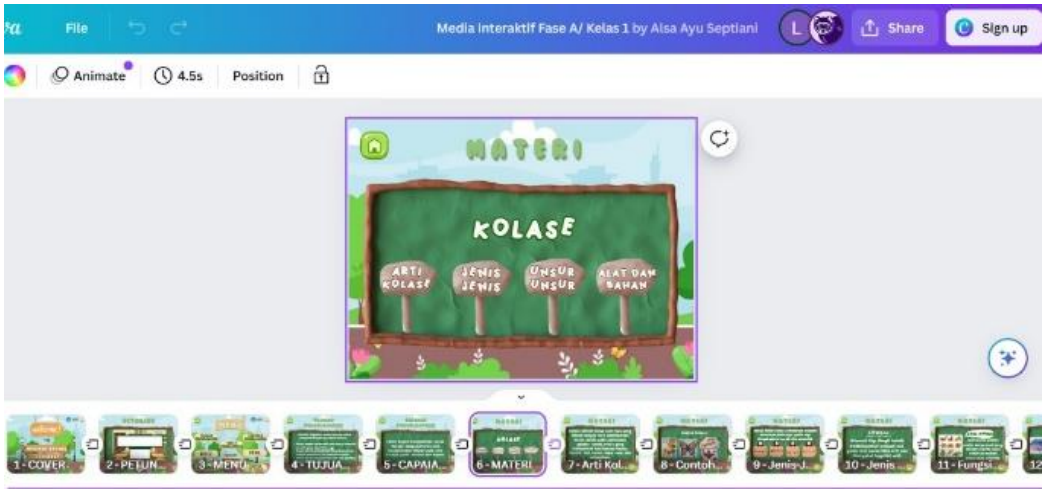

Figure 3

The process of making sitekol learning media

The next stage is related to the description of the learning media. Some of the displays are as follows :

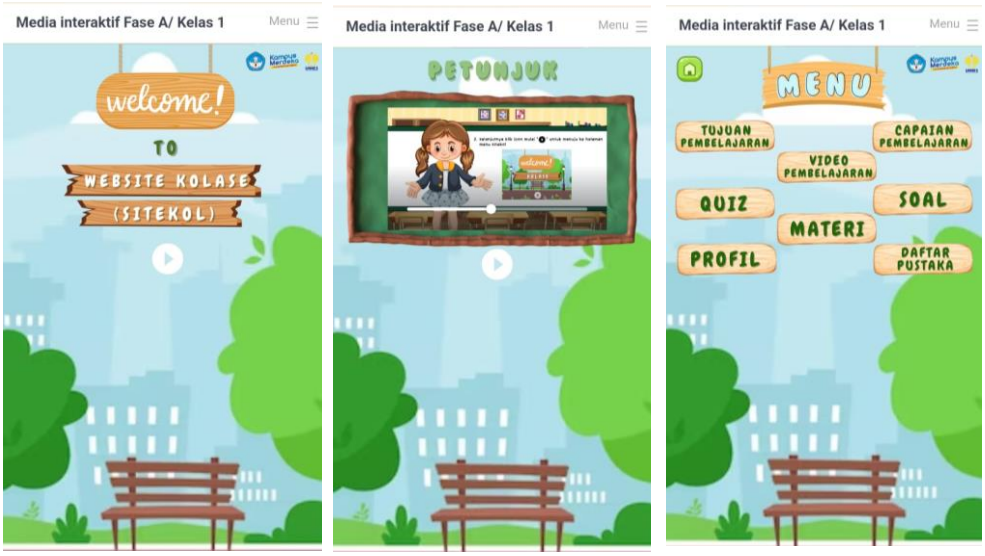

Figure 4

Media cover display, appearance instruction usage, and main menu

On the cover display, there is a welcome greeting. If you direct it to the "start button," it will go to the "instructional menu for using learning media." The media instructions explain in detail the use of Canva-based Sitekol learning media in class 1 collage material. If you continue to "start next," it will lead to the "menu" display. In this "menu," there are several material choices that students can follow to learn more about collage material.

3. Develop

At the product development stage, product development is carried out, where the product is developed in accordance with what was planned at the planning stage. Product development in this research lies in the content of the collage material presented via Canva and collaborated with a combination of the Wordwall application on evaluation questions and instructions for using learning media. Here is a look at the development :

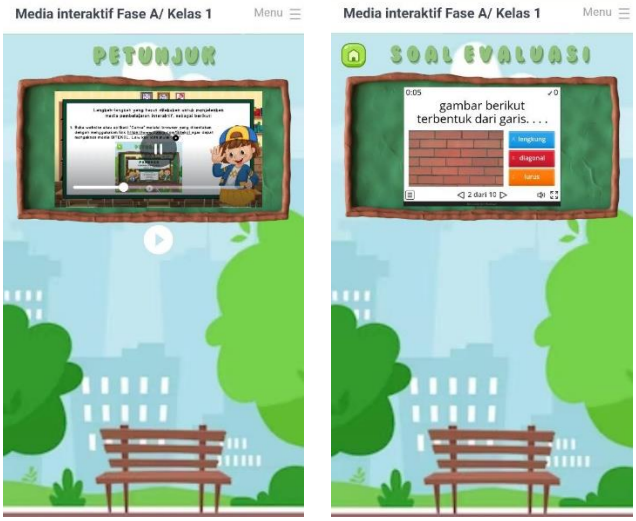

Figure 5

Instructions for using media and word wall evaluation questions

If a product has been developed, the product is validated first by material experts and media experts to determine its suitability. The results of this research discuss the results of the Canva-based Sitekol on collage material learning media, which includes evaluating the practicality and effectiveness of collage material learning media products in class I. Media experts and material experts will validate these results before being tested. Then, based on the validators' responses and recommendations, researchers can change the media. The media must be repaired until experts agree that they are ready for use. Below are the results of the feasibility test of media and materials by expert lecturers :

Table 6

Validity Material of Canva-based sitekol learning media for collage materials

No	Validation	Percentage	Criterion
1	Material aspects	96,5 %	Very good
2	Levels of thinking	94,5%	Very good
3	Supporting learning content	95%	Very good
	Average	95,3%	Very good

Table 7

Validity Media of Canva-based sitekol learning media for collage materials

No	Validation	Percentage	Criterion
1	Media display (color display, image combinations, fonts, media layouts, videos)	89,5%	Very good
2	Convenience and practicality	90,5%	Very good
	Average	90%	Very good

Based on Table 6 and Table 7, it can be concluded that the media and material validation results have reached the "Very Good" category so that they can proceed to the next stage. The assessment criteria refer to research by (Asmianto et al., 2022). The very feasible category is detailed by assessing several aspects of the material assessment instrument, namely material aspects by CP, ATP, and Learning Objectives, with a score of 96.5%. The thinking level aspect of the material is easy to understand; the material is related to the surrounding environment and follows the level of difficulty of low-class students with a score of 94.5%. The supporting aspects of the learning content have been adjusted to the learning content, the language used is communicative, the material is presented interestingly, and the learning videos help the content of the material to obtain a score of 95%. With several aspects that have been detailed, the average is 95,3%, and there is still a need for further development of the collage material, according to material experts. The results presented by the material expert are suitable results for testing in the field without revision. Furthermore, the details of the media assessment aspects consist of aspects of the suitability of the media to the website with the topic being taught and the presence of classy and appropriate videos. The display aspect consists of a combination of bright colors, attractive fonts, collage media objects that are easy to see, and a clear media layout, with a score of 89.5%. In terms of ease of use, it is practical, easy to access and understand, and 90.5% comfortable. All aspects mentioned received an average score of 90%, with shortcomings stated by media experts in the form of a combination of images, attractive colors, and lack of bibliography.

The revised design at this stage means that media experts want revisions before going into field trials. Things that need to be improved are in terms of an attractive combination of color displays and additional coherent images. Apart from that, it is also necessary to add a bibliography. The revisions from media experts have been followed up on and revised. So, students are interested in using Canva-based Sitekol learning media as collage material.

4. Implement

The redesigned Canva-based Sitekol instructional medium is currently being used in the classroom. During implementation, media designs, methodologies, and models were created in real-world settings. To achieve learning objectives, teachers should follow proper media usage guidelines. Teachers can use the following learning steps with this media :

A. Introduction.

The action at this step is to set up a laptop/PC as the primary instrument for operating the Canva-based Sitekol instructional assets. In addition, teachers and developers offer a brief overview of the material and learning objectives to be met. Next, the teacher administers a pretest to pupils to measure their first ability to comprehend collage content.

B. Core Activities

1) The activity in this learning stage is to deliver content utilizing Canva-based Sitekol media.
2) Teachers can begin learning methodically depending on the order of media.
3) The teacher explains the lesson using the Canva-based sitecol media.
4) The instructor encourages students to take the quiz, debate the topics of the question, and review the answers on the slides on the Canva-based Sitekol media.
5) The teacher starts the question-and-answer session.
6) The teacher discusses and draws conclusions regarding the previously presented subject.
7) The teacher assigns pupils to work on the game collaboratively.
8) The instructor assesses learning by administering a post-test to determine the extent to which pupils grasp the content covered.

C. Closing

Teachers and developers are responsible for completing the learning process, providing feedback, and encouraging students to practice with further quizzes and activities. Following product installation, the media is tested with students and instructors. Implementation experiments were conducted to assess reactions, improvements, and implementation of learning utilizing collage-based learning material for grade one pupils. Then, several tests were carried out in this research, among others :

1. Normality Test

Normality test results using small-scale and large-scale trial activities. Based on the Shapiro-Wilk sig column output table in small-scale trials, the results obtained before treatment were 0.679 > 0.05, and after treatment, the values obtained were 0.951 > 0.05. Then, in the large-scale trial, the value before treatment was 0.526 > 0.05, and the value after treatment was 0.477 > 0.05. It can be seen from the results of small and large-scale trials that both values are greater than 0.05, so it can be concluded that both have a normal distribution and the t-test requirements are met. Because the results of the normality test show that the data is normally distributed, a t-test can be carried out. The t-test results were obtained from pretest and post-test data processed via SPSS 23.

2. T-Test

Table 8

T-Test Results in Small and Large-Scale Trials

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Before treatment – After small-scale treatment	-25.555	3.90868	1.30289	-28.56003	-22.55108	-19.614	8	.000
Pair 2	Before treatment – After large-scale treatment	-35.59091	6.87064	1.46482	-38.63718	-32.54464	-24.297	21	.000

Table 8 shows the t-test results in small-scale trials showing sig values. (2-tailed) 0.000 < 0.005, then on large-scale trials, the results of SIG values. (2-tailed) 0.000 < 0.005. From these two tests, it can be concluded that H_0 is rejected and Ha is accepted, so there is a difference in the average results before treatment and the results after treatment, meaning that there is an influence of using Canva-based collage material Sitekol media to improve the learning outcomes of fifth-grade elementary school students.

3. NGain test

At this stage, NGain was obtained on a small-scale test, with details of 0 students in the low category, five students in the medium category, and four students in the high category. N-Gain large-scale test, with details in the low category of 0 students, with the medium category totaling 13 students, and the high category totaling nine students.

The average improvement test is performed to determine the average increase before treatment and after treatment. The calculation of the average increase before and after treatment was carried out using the N-Gain analysis method. N-Gain is a gain normalization determined by comparing the difference between the values before and after treatment with the difference between the SMI values before the treatment. Gain is the average increase in learning outcomes on presentation material and data collection after using Canva-based collage material Sitekol.

Table 9

Results of N-Gain Test Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Small-scale NGain	9	.45	1.00	.6694	.17087
Large-scale NGain	22	.56	1.00	.7087	.13171

Based on the results of test calculations (N-Gain) in small-scale trials, it is known that there is an average increase of 0.6694, which is included in the moderate criteria. In large-scale trials, it was found that there was an average increase of 0.7087, which was included in the high criteria.

Therefore, from the results of this research, the learning outcomes of class I SBdP learning collage material can be improved through the use of Canva-based interactive learning media. It was found that the media practicality test based on student's answers in the response questionnaire obtained an average score of 4.9 out of 5, indicating 98% of the ideal score, with various things ranging from accessibility, portability, convenience, interactive features, and detailed learning media instructions. Based on the questionnaire analysis, the teacher's response received a score of 95% because the teacher wanted the media to be supplemented with biodata from the author.

After being implemented in small and large-scale trials and with teacher response questionnaires, revisions are needed. With the aim that learning media is recognized by others and not plagiarized. For additional student and lecturer profile designs, as follows:

Figure 6

Additional revision of student and lecturer profiles

Sumber : https://bit.ly/MediaKolaseSitekol

4. Results of the practicality test of Canva-based sitekol learning media

The results of this study are in line with research (Sunarso & Herdianto, 2024), which states that using Canva as a learning medium can improve student learning outcomes. Both students and teachers have a positive view of Canva as a learning medium. Canva-based learning media received a very positive response from students, achieving an average practicality score of 4.9, equivalent to 98% of the ideal score, placing it in the 'very good' category. The material was assessed as easy to understand, relevant to the surrounding environment, and using appropriate language. Its usability was rated high, with an average score of 4.8, or 96% of the ideal score, also in the 'very good' media operation category. Students expressed high satisfaction with the display aspects, including fonts, attractive colors, and appropriate videos and images, with an average score of 4.95, or 99% of the ideal score, in the 'very good' category.

Based on questionnaire responses with students using a questionnaire sheet, students' interpretations of the Canva-based Sitekol learning media proved to be useful as a teaching tool because of its accessibility, portability, convenience, interactive features, and detailed learning media instructions. However, using mobile technology in teaching presents challenges, such as unstable internet networks that can hinder access to learning videos, interactive quizzes, and collage materials. Despite these challenges, the research results indicate that Canva-based Sitekol learning media is highly recommended for implementation in collage materials during the teaching and learning process. Additionally, this media has proven to be practical and valid as a learning medium, enhancing learning outcomes and increasing students' motivation and enthusiasm for the collage material taught.

CONCLUSIONS

The Canva-based Sitekol learning media, developed based on the minimum competency of elementary school students in SBdP subjects, has met the acceptability criteria as assessed by art and media material experts. This indicates that all aspects of teaching are adequately covered and of superior quality. Students confirmed the high usability of the Canva-based Sitekol learning media after implementation, as it effectively supports learning. Additionally, the Canva-based Sitekol learning media developed meets the criteria for learning media development. This is likely due to its ability to motivate students and its characteristics as a motivating, visual, permanent, intermediate, and popular tool that can enhance analytical and critical thinking skills, thereby improving student learning outcomes" for clarity and conciseness. Furthermore, students stated that the Canva-based Sitekol learning media was useful in the classroom, easy to use, easy to learn, satisfying, and worthy of recommendation to friends.

The use of Canva-based digital learning media provides positive experiences for students because it is unique and serves 21st-century students who are classified as digital natives. This indicates that the presentation of Canva-based Sitekol learning media, from the instructions for use, concept maps, and appropriate material content to fun quizzes, has been carefully designed to be an engaging learning medium. This effectiveness may be attributed to the combination of images, videos, quizzes, and text in the Canva-based Sitekol learning media, which enhances learning. Therefore, elementary school teachers should consider using Canva-based Sitekol learning media in their classes. Additionally, it is highly recommended that students use this tool to aid in learning collage concepts. Thus, this research contributes new findings and developments regarding Canva-based Sitekol learning media, which are beneficial for today's students who are digital natives.

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