



## Development of Learning Media Using Canva Application in Grade VII Informatics Subject on Computational Thinking Material with the ADDIE Model

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### ABSTRACT

This study aims to develop Canva-based learning media for Grade VII Informatics subjects at SMP Negeri 5 Palibelo using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The background of this research is the low effectiveness of conventional media such as textbooks and Power Point, which make students passive and less motivated. The development process included needs analysis through observation and teacher interviews, interactive media design, product development, classroom implementation, and formative evaluation. Media expert validation obtained feasibility percentages of 88.57% and 94.67% (very feasible), while material experts gave 84% and 82% (very feasible). A trial involving 21 students resulted in positive responses with an average of 89.25% (very feasible). These findings indicate that Canva-based learning media is effective, engaging, and capable of improving student motivation and involvement. Therefore, Canva can be used as an innovative alternative for Informatics learning media development that is aligned with the demands of the digital era.

## 1. Introduction

Informatics learning at the junior high school level requires interesting and interactive learning media to help students understand abstract concepts. Conventional learning media such as textbooks are often less effective in attracting students' interest. Therefore, innovation is needed in the development of learning media that can improve the quality of Informatics learning. As an educational institution, Palibelo State Junior High School 5 has a responsibility in preparing students to be able to adapt to technological developments. One of the problems that arises is the lack of effective use of digital-based learning media, as well as the lack of familiarity of students in utilizing technology for learning purposes.

This is reinforced by (Roestiyah, 2008; Selwyn, 2020) which states that although students today have broad access to technology, they are often not able to make optimal use of it in the context of education.

Teachers are figures who have a great influence on the educational process because they are at the forefront of teaching and learning activities. The role of teachers is very important in creating active and interactive learning, considering that they are in direct contact with students as subjects as well as learning objects. The teacher's ability to design, implement, and broadcast learning is part of his main task. Opinion (Roestiyah, 2008) An educator needs to have the right strategy in the learning process so that the expected goals can be achieved through effective and efficient learning activities. The teaching and learning process itself includes several important components, including objectives, materials, learning methods, and learning tools and resources. Of these various components, one of the most influential aspects is the use of learning media. Learning activities in schools are not spared from the process, therefore an intermediary media is needed to convey material from an educator to students, so that in order to create a learning atmosphere that runs smoothly and effectively, an adequate supporting media must be needed so that the learning process runs smoothly.

Based on the author's results obtained from the initial interview when carrying out observation/pre-research with Informatics teachers at SMP Negeri 5 Palibelo Mr. Muhtar, S.Pd., in the learning process at school for Informatics subjects, teachers still use package books/textbooks with lecture methods for their learning. The media has been used in previous years and does not use new learning media. The lack of breakfast and learning support infrastructure is certainly a difficulty for educators, so that educators when explaining student material are often ignored so that learning seems boring and ineffective. Therefore, teachers want the development of new learning media, a learning process that is fun and not boring (Arsyad, 2019; Mawardi, 2018). Meanwhile, in terms of facilities and infrastructure at SMP Negeri 5 Palibelo, does not yet have a projector device to display visual images when wanting to present learning materials. has 1 computer laboratory room which is combined with a science lab consisting of 20 labtops which are used as a means of computer tutoring activities to train students' abilities in operating computers.

Learning media developed through the use of the Canva application can make it easier for educators to design and produce interesting and interactive learning media. According to (Garris, 2020) The Canva application can be said to be a bold design program that provides a variety of interesting features, such as creating presentations, pamphlets, posters, brochures, banners, and resumes. Its use is relatively easy and accessible to various people because it is online-based. This makes Canva an effective tool for educators to deliver learning materials in a more engaging way, while supporting students in developing their creativity and imagination. The use of Canva has been proven to increase students' learning motivation in various subjects, both at the elementary level (Hajar et al., 2023; Ningrum et al., 2024), secondary level (Ruszayanthi et al., 2024), and higher education (Rohmiasih et al., 2023). Other studies have also shown the effectiveness

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of Canva in enhancing students' creativity and digital literacy (Putri & Suryadi, 2021; Wahyuni & al., 2022).

Focusing on Computational Thinking material for the delivery of material, educators do not only convey material by verbally speaking or discussing with other students so that educators must use learning media so that students can increase students' curiosity and improve students' skills towards the material presented. Based on preliminary observations conducted at SMP Negeri 5 Palibelo, the Informatics teacher Mr. Muhtar, S.Pd., emphasized the urgent need for innovative learning media that are engaging, enjoyable, and aligned with current technological advancements. In response to this need, the present study seeks to develop Canva-based instructional media employing the ADDIE model, with a particular focus on the topic of Computational Thinking.

## 2. Methodology

This research uses a research and development model through ADDIE. The ADDIE model is one of the learning system design models that shows the basic stages of the learning system that are easy to do. The stages of the ADDIE model (Branch, 2009). The internship oh the ADDIE model can be seen in Figure 1.

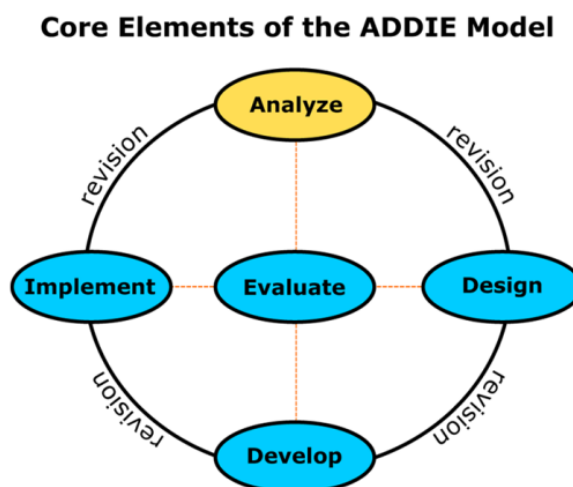


Figure 1. ADDIE model internships

1. Research Place  
The location of this research will be carried out at SMP Negeri 5 Palibelo.
2. Research Time  
This research is planned to be carried out in the odd semester of 2025 following the school's academic calendar.

### **Research Procedure**

ADDIE's development procedures consist of analysis, design, development, implementation, and evaluation.

- a. Analysis  
In the initial stage, namely analyzing the need to determine the right problems and solutions for students. At this stage, preliminary research was carried out, namely observation of the condition of students, the state of facilities and students' abilities. This observation was made on grade VII students.
  1. Data Needs Analysis  
In the Data Needs Analysis stage to identify the needs to develop a Canva-based learning media conducted by oral interviews with Informatics teachers/educators in grade VII. Based on the interview, the learning media used for teaching materials, teachers still only use package book media and Microsoft Powerpoint so that learning is boring.
  2. System/Product Requirements Analysis  
This analysis was done to explain some of the tools used to develop a Canva-based learning medium. Here are some of the tools that will be used:
    - a. Computer/Laptop
    - b. Canva App
- b. Design  
The media is designed using Canva in the form of interactive visuals, by arranging materials, illustrations, colors, texts, and videos to support the visual learning style of junior high school students (Sadiman et al., 2020).
- c. Development  
The development and implementation stage is the initial product development stage of multimedia audio-visual learning by applying the product framework and the expert validation stage.
- d. Implementation  
The application of products in development research with the ADDIE model aims to obtain input on products that have been designed and developed. Initial feedback can be obtained through questions related to product development objectives. This implementation process is carried out in accordance with the product plan that has been prepared in advance.
- e. Evaluation  
The evaluation is carried out formively based on input from validators and student responses, for product improvement (Junaidi, 2019).

### ***Research Subject***

The subjects of the study are Media Experts, Material Experts, and Students.

### ***Research Object***

The object of this research is a learning media based on the Canva Application

### ***Research Instruments***

The research instruments used were in the form of media assessment questionnaires, which included:

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### 1. Media Assessment Questionnaire

This Media Assessment Questionnaire aims to obtain information from media experts, regarding shortcomings or input from the initial version of the Canva-based learning media product that has been created. After the data is obtained, it is then used to improve the learning media that has been created. There are 3 types of questionnaires, namely media expert questionnaires, material expert questionnaires and student response questionnaires, which are used to provide their assessment of the products that have been developed.

### ***Technical Data Collection***

The research data collection techniques are as follows:

#### 1. Interview

A research data collection technique by conducting question-and-answer methods with respondents or informants to find problems or dig up information in the field.

#### 2. Questionnaire

A research data collection technique by asking questions to be answered by respondents. Questionnaires or questionnaires will be filled out by subject matter experts, media experts and students to obtain information to determine the feasibility of Canva-based learning media.

#### 3. Documentation

A technique for collecting research data in the form of images, or photos and videos.

## **3. Results and Discussion**

### ***Research Results***

The process of developing Canva-based learning media in Informatics class VII of SMP Negeri 5 Palibelo uses the ADDIE model which consists of five stages, namely:

#### ***Analysis***

At this stage, the researcher conducted initial observations and interviews with Informatics teachers. The results of the analysis show that the learning media used previously was still in the form of package books and Microsoft Power Point, making it less interesting and making students tend to be passive. New media that is more interactive and fun is needed.

#### ***Design***

In the design stage, the researcher designed a Canva-based learning media in the form of interactive visual materials. The initial design includes layout, preparation of "Computational Thinking" material, the use of colors, text, images, and videos

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to make it easier for students to understand. The initial display of the media can be seen in Figure 2.



Figure 2. Initial Views

The initial display is the first page that appears when the learning media is opened. In this section, students will see an attractive design that displays the title of the material as well as supporting illustrations. This aims to make students feel interested from the beginning and ready to follow the learning process in a more pleasant atmosphere. The media menu display can be seen in Figure 3.



Figure 3. Menu View

The menu display contains navigation options that make it easier for students to access various parts of the learning media. Through this menu, students can directly choose materials, learning videos, or other information as needed. With the menu, the learning process becomes more directed and students are not confused in using media. The material display can be seen in Figure 4.

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Figure 4. Material Display

On the display of the material, students will be presented with explanations that are systematically arranged with the help of text, images, and visual illustrations. The material is made short, clear, and easy to understand so that it helps students understand the concept of Informatics faster. This display also supports the visual learning style that many junior high school students have. The display of the learning video can be seen in Figure 5.



Figure 5. Learning Video Display

The display of learning videos provides a more interactive learning experience because the material is presented in audio-visual form. Through videos, students can see more detailed explanations accompanied by animations and real examples, so that understanding becomes more deep. Videos also serve to reduce student boredom and increase learning motivation.

### ***Development***

The design that has been made is then realized into the initial product. The result of the media expert validation can be seen in Table 1.

Table 1. Media Expert Validation Questionnaire

Assessment Indicators	Validator I	Validator II
a. Main page appearance design and layout/layout	12	15
b. Text	13	13
c. Pictures and Videos	15	20
d. Language	13	13
e. Use	9	10
Sum	62	71
Percentage	88,57%	94,67%
Criterion	Highly Worth It	Highly Worth It

This table displays the validation results of two media expert validators. The aspects assessed include display design, text, images/videos, language, and usage. Validator I gave a score of 62 (88.57%) with a *very feasible* category, while Validator II gave a score of 71 (94.67%) with a *very feasible* category. This data shows that in general the appearance and layout of the media is good, although there are still inputs related to text integration and navigation clarity. Thus, this medium can already be used with some minor improvements. The result of the material expert validation can be seen in Table 2.

Table 2. Material Expert Validation Questionnaire

Assessment Indicators	Validator I	Validator II
Material suitability	9	8
Material Completeness	8	8
Systematics of Presentation	9	9
Language in Material	8	8
Liveliness and Interactivity	8	8
Sum	42	41
Percentage	84%	82%
Criterion	Highly Worth It	Highly Worth It

This table describes the results of validation by material experts who assess aspects of material suitability, completeness, presentation systematics, language, and interactivity. Validator I scored 42 (84%), while Validator II scored 41 (82%), both of which were in *the very feasible category*. This means that the content of the material displayed through Canva media is in accordance with the curriculum and easy for students to understand, although it is still recommended to add real examples so that students are more interested (Laia, 2023).

### Implementation

The validated media was then tested on 21 grade VII students. The result of the student response questionnaire can be seen in Table 3.

Table 3. Student Response Questionnaire

Respondents	Question										Sum
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
R1	4	3	4	4	4	3	4	4	4	4	38
R2	4	4	4	4	3	3	3	4	4	3	36
R3	3	3	4	3	4	4	3	3	3	4	34

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<b>R4</b>	3	3	4	3	4	4	4	4	4	3	36
<b>R5</b>	4	3	4	4	4	3	4	3	3	3	35
<b>R6</b>	3	4	3	4	4	3	4	4	3	4	37
<b>R7</b>	4	4	3	4	4	4	4	3	4	4	39
<b>R8</b>	4	3	4	3	3	4	3	4	3	4	35
<b>R9</b>	4	4	3	3	4	3	3	4	3	4	35
<b>R10</b>	3	4	3	3	4	3	4	4	4	3	35
<b>R11</b>	3	3	3	4	4	3	3	4	4	3	34
<b>R12</b>	3	4	4	4	3	4	3	3	3	3	34
<b>R13</b>	4	4	4	3	3	3	3	3	3	4	34
<b>R14</b>	3	4	3	3	3	4	4	4	3	4	36
<b>R15</b>	4	3	4	3	4	4	4	4	3	4	37
<b>R16</b>	4	3	3	3	4	4	4	3	4	3	35
<b>R17</b>	4	4	3	4	3	3	3	3	4	4	35
<b>R18</b>	4	3	3	4	3	4	4	3	4	3	35
<b>R19</b>	3	3	4	4	3	3	4	4	3	3	34
<b>R20</b>	4	4	4	4	4	4	3	3	3	4	38
<b>R21</b>	3	4	3	4	4	4	3	4	3	3	35

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This table contains the results of the questionnaire given to 21 students after using Canva-based learning media. The average score of students is 35.7 out of a total maximum score of 40, with a percentage of 89.25% which belongs to *the very feasible* category. This positive response shows that students find Canva's media interesting, easy to understand, and helpful in their learning (Hikmah et al., 2023; Purba & dkk., 2022). These results confirm that the developed media is not only theoretically feasible, but also well received in classroom learning practices.

### ***Evaluation***

Evaluation is carried out formively at each stage by paying attention to input from validators and student responses. The evaluation results stated that Canva-based media is already effective, but minor improvements are still needed, such as clarifying navigation and adding contextual examples to bring them closer to students' daily lives.

### ***Discussion***

The research findings are consistent with previous studies showing that Canva is effective in enhancing students' motivation and engagement (Alamsyah & dkk., 2023; Hidayatullah, 2023; Kharissidqi & dkk., 2022). Its visually appealing design is able to capture students' attention from the very beginning of the lesson (Arifin et al., 2022). In addition, the use of Canva supports the strengthening of students' digital literacy, as highlighted by (Ningrum et al., 2024; Putri & Suryadi, 2021). This is crucial because digital literacy skills are 21st-century competencies that must be possessed by junior high school students (Wahyuni & al., 2022).

The results of the study show that the Canva-based learning media developed for Informatics class VII of SMP Negeri 5 Palibelo has an excellent level of feasibility based on the assessment of media experts, material experts, and student responses. This is in line with the opinion (Garris, 2020) which states that Canva is a design application that is simple, easy to use, and capable of producing interesting and

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interactive learning media. Media expert validation obtained a percentage of 88.57% and 94.67% with the *very feasible category*. This assessment indicates that the aspects of display, text, images, and navigation are in accordance with the principles of modern learning design. This is important because an attractive visual design can increase students' attention from the beginning of learning and motivate them to follow the learning process more actively.

In terms of material, the results of expert validation obtained a percentage of 84% and 82% with the category *Very deserved*. This means that the content of the "Computational Thinking" material presented through Canva is considered relevant to the curriculum and quite systematic in its presentation. However, the subject matter expert gave notes so that real examples were added so that students could more easily relate concepts to daily life. These findings support the (Selwyn, 2020) that the use of technology in learning should not only display information, but also help students understand the context of its use. Student responses to the media trial also showed positive results, with an average percentage of 89.25% in the category *Very deserved*. Students found Canva's media more engaging than the use of conventional textbooks and PowerPoints. The presence of visual, video, and interactive navigation elements has been proven to make the learning atmosphere more enjoyable and reduce boredom. This strengthens the role of learning media as an important factor in creating an active and meaningful learning process (Roestiyah, 2008)

If associated with ADDIE's development model, each stage has been systematically passed: from needs analysis, product design, development, implementation, to formative evaluation. Evaluations show that Canva-based media is effective in use, although minor improvements are still needed such as clarifying navigation and adding contextual examples. This iterative process supports the concept that learning media development is a continuous activity that is always open to improvement. Overall, Canva-based learning media has proven to be feasible, effective, and can be used as an innovative alternative in Informatics learning at SMP Negeri 5 Palibelo. Using Canva not only increases student motivation and engagement, but also strengthens the role of teachers in creating an interactive, creative, and appropriate learning environment for educational technology developments.

#### **4. Conclusion**

Based on the research results, it can be concluded that Canva-based learning media in Grade VII Informatics subjects at SMP Negeri 5 Palibelo is very feasible to use. Validation from experts confirmed that the media meets the requirements of attractiveness, clarity, and relevance to the curriculum. In addition, students gave positive responses, showing that the media is interesting, easy to understand, and motivating. The application of the ADDIE model has helped the development process to be systematic and structured. Therefore, Canva-based media can be considered an innovative alternative in Informatics learning, as it creates a more interactive and enjoyable atmosphere that aligns with technological developments.

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