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Development of Canva-Based Interactive Media to Improve English Reading Skills in Elementary School

Bintang Mulia Khusna [1*], Henry Aditia Rigianti [1]
[1] Universitas PGRI Yogyakarta, Indonesia
* Author Correspondence

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Abstract
Teaching English in elementary schools often encounters challenges related to students' low interest and limited reading skills. This study aims to develop an interactive learning media called Funread using Canva and to evaluate its validity, practicality, and effectiveness in improving the reading skills of fifth-grade students at Kamongan State Elementary School. The research employed a development method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The research subjects were fifth-grade students, with data collected through tests, questionnaires, and interviews. The results indicate that the learning media was rated as feasible by media experts (90%) and material experts (94%), both categorized as "Very Good", and was considered practical based on responses from students and teachers (100%). The learning media was also proven to be effective, demonstrated by a significant value of 0.039 (<0.05), an increase in the average reading score of the experimental class by 14.94 points (compared to 12.94 points in the control class), and a Cohen's d effect size of 0.72, categorized as large. In conclusion, the Canva-based interactive media is highly effective in enhancing English reading skills and offers practical implications as an innovative alternative for improving students' motivation, participation, and overall learning quality in the classroom.

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Introduction

English is currently positioned as an elective subject within the Merdeka Curriculum. This policy reflects curricular flexibility while affirming that English proficiency remains an important component of the national education system. Alemayehu & Woldemariam (2020) emphasize that English also plays a significant role in various aspects of daily life such as commerce, socio-political affairs, and education indicating that the need for English competence is both real and unavoidable. English instruction at the elementary level serves as an early effort to prepare students for the global era and the rapid advancement of science and technology (Nurfitriani et al., 2021). Reading proficiency constitutes the foundation of other language skills. Therefore, early mastery influences students' ability to speak, write, and comprehend the language as a whole (Harianto, 2020). However, at Kamongan State Elementary School many students struggle to understand English texts, and fifth-grade teachers report consistently low reading performance. This condition highlights the urgency for more appropriate, innovative, and contextual learning interventions to strengthen English reading competence from the outset of basic education.

According to Ukkas et al. (2019) learning media should serve as a strategic tool for accelerating comprehension and enhancing students' learning quality. This underscores that without media innovation, instructional processes tend to merely transfer information rather than provide meaningful learning experiences. However, classroom practices at Kamongan State Elementary School reveal that instructional delivery is often monotonous and lacks creativity, which hinders learning outcomes (Prihatin & Lia Andharsaputri, 2021). This situation reflects a gap between pedagogical expectations and actual classroom implementation. Muliana & Warmansyah (2022) note that reliance on the same methods and media leads to student fatigue and decreased focus. Therefore, teachers must view media variation as a pedagogical necessity rather than a supplementary component. Tri Wulandari & Adam Mudinillah (2022) further argue that optimal use of media can function as a conceptual bridge connecting students' learning experiences with deeper understanding, while also enhancing their motivation and interest. In this sense, media are not merely visual aids but integral elements of cognitive strategies that strengthen students' knowledge construction. The rapid development of information technology provides opportunities to update English teaching methods, including the use of interactive multimedia that integrates text, images, animation, audio, and video (Revola, 2023). Such innovations enable more contextual and multisensory learning, which aligns with the learning characteristics of today's generation. Digital design applications such as Canva allow teachers to create engaging, accessible, and interactive learning media that support students' independent learning (Citradevi, 2023). This potential demonstrates that media quality no longer depends on advanced technical skills, but rather on teachers' creativity in utilizing available tools.

The ADDIE (Analysis, Design, Development, Implementation, Evaluation) instructional design framework was selected because it enables the systematic development of digital learning media. Interactive digital media developed through this approach can enhance students' reading literacy by fostering motivation, engagement, and cognitive processing both conceptually and empirically (Monalisa et al., 2024). Previous studies have shown that

PowerPoint-based instruction can improve students' reading abilities Wahyudi & Sari (2023), yet research has not examined interactive media developed using digital design applications such as Canva. Moreover, earlier studies have not taken into context of schools with limited media resources and low levels of technology integration, as observed at Kamongan State Elementary School. Therefore, this study develops a Canva-based interactive learning media called Funread to improve the English reading skills of fifth-grade students. Academically, this study contributes by providing an innovative media alternative that aligns with current developments in educational technology, fits the local school context, and expands the literature on the use of digital design applications as interactive media in elementary education.

Method

This study employed a Research and Development (R&D) approach using the ADDIE development model (Analysis, Design, Develop, Implement, Evaluate) as proposed by Reiser and Mollenda in Danuri, P.P., Maisaroh, S., Prosa. (2019). In the Analysis stage, the researcher collected information on English learning in the fifth grade through interviews to obtain an overview of the instructional conditions at the school. The Design stage involved selecting materials, creating a storyboard, and preparing the content to be presented in the learning media. During the Develop stage, the researcher produced the interactive learning media based on the storyboard and conducted material validation by an elementary English teacher, yielding a score of 94%, and media validation by a media expert lecturer, resulting in a score of 90%. These validations assessed content accuracy, language quality, design, and media appeal. The Implement stage consisted of two trials: a limited trial involving 10 fifth-grade students at Kamongan State Elementary School and a field trial involving two groups that 16 students in the experimental class at Kamongan State Elementary School and 16 students in the control class at Jerukagung 1 State Elementary School, to measure the effectiveness of the media. The Evaluate stage included reviewing trial results, expert validation, and student feedback to refine the product before broader implementation. The research instrument consisted of 40 completion test items for the pretest and posttest. Item validity was examined using Pearson's Bivariate Correlation in SPSS (Statistical Package for the Social Sciences), with items considered valid when the Pearson correlation exceeded the r-table value ($N = 10$, $\alpha = 0.05$). This process yielded 30 valid items and 10 invalid items. Reliability testing using Cronbach's Alpha produced a coefficient of 0.746, categorized as high. Total sampling was employed, as all students in both the experimental and control groups were included as research subjects. Data were collected through tests, questionnaires, and interviews. A quasi-experimental design with a pretest–posttest control group was applied, and data were analyzed using SPSS 25, including normality testing, homogeneity testing, and independent samples t-test, to determine feasibility, effectiveness, and the significance of learning outcome differences between the experimental and control classes (Hekmah et al., 2019).

Results and Discussion

Results

The researcher designed the Funread learning media to improve the English reading skills of fifth-grade students at Kamongan State Elementary School. The researcher collected

and organized the learning materials as well as developed the storyboard. The process of creating the cover, background, and visual elements was carried out using the digital design platform Canva. The researcher also prepared the research instruments, including the material expert validation questionnaire and the media expert validation questionnaire. The media expert assessment obtained a total score of 45 (90%), categorized as "Very Good", while the material expert assessment reached a total score of 47 (94%), also categorized as "Very Good". The feasibility of the Canva-based interactive learning media was measured as follows:

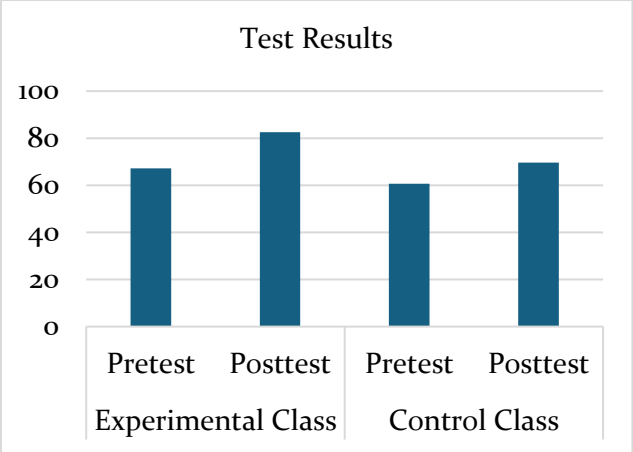
$$Percentage\ score = \frac{obtained\ score}{maximum\ score} \text{x}100\%$$

In the field trial, 16 students participated. Pretests and posttests were administered to measure the reading skills of both the experimental and control groups. While the experimental class received instruction using the interactive learning media developed through Canva, the control class did not receive any such treatment from the researcher. This procedure was implemented to compare the English reading skills of students who used the learning media with those who did not. The pretest and posttest data from both the experimental and control groups were collected by the researcher. The following presents the pretest and posttest results for both classes:

Table 1. Pretest and Posttest Results

No	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
1	67	73	60	80
2	47	67	60	73
3	60	73	53	73
4	60	87	80	87
5	73	93	73	93
6	60	80	40	60
7	93	100	53	60
8	87	93	53	73
9	80	87	60	73
10	73	93	60	73
11	67	80	73	87
12	80	93	73	80
13	80	87	60	73
14	87	100	93	100
15	60	87	87	93
16	73	93	73	80
Total	**1147**	**1386**	**1051**	**1258**
Mean	**71,6875**	**86,625**	**65,6875**	**78,625**

Once the field trial tests were conducted, the researcher calculated the test scores for each student and obtained the results for both the experimental and control groups, showing the differences in test outcomes as follows:



Graph 1. Field Trial Test Results

The data were processed using SPSS version 25 to conduct normality testing, homogeneity testing, and independent samples t-test analysis.

Normality Test

The normality test was conducted to ensure that the research data were normally distributed (Sianturi, 2025). Using the Shapiro-Wilk test in SPSS 25, the results indicated that all pretest and posttest data for both the experimental and control groups were normally distributed, as shown by P-values (Sig.) > 0.05: experimental pretest = 0.685, experimental posttest = 0.172, control pretest = 0.450, and control posttest = 0.282.

Table 2. Normality Test Results

Test	***Shapiro-Wilk***		**Normality Standard**	**Description**
	f	**Sig.**		
Experimental Pretest	16	.685	P (Sig.) > 0.05	Normal
Experimental Posttest	16	.172	P (Sig.) > 0.05	Normal
Control Pretest	16	.450	P (Sig.) > 0.05	Normal
Control Posttest	16	.282	P (Sig.) > 0.05	Normal

Homogeneity Test

The homogeneity test was conducted to ensure that both classes had equal variances. The results showed P = 0.538 > 0.05, indicating that the data were homogeneous, and thus the experimental and control groups had comparable initial abilities.

Table 3. Homogeneity Test Results

		Levene Statistic	**Sig.**	**Standar Sig.**	**Description**
Result	Based on trimmed mean	.389	.538	(Sig.) > 0.05	Homogen

Hypothesis Test

The researcher then used SPSS 25 to conduct hypothesis testing employing an independent samples t-test. To determine whether there was a significant difference between the experimental and control groups, the posttest scores of both groups were analyzed. The

experimental class had a mean posttest score of 86.63, while the control class had a mean score of 78.63. These results indicate that when a class receives a different treatment, the experimental and control groups demonstrate distinct outcomes. The experimental group achieved higher mean scores than the control group because, prior to the pretest, the experimental students received instruction using the Canva-based interactive learning media, whereas the control group did not. The data were considered statistically significant, as Sig. (2-tailed) < 0.05, with a Sig. (2-tailed) value of 0.039 therefore, H_0 was rejected and H_1 accepted. The experimental group showed an average reading score improvement of 14.94 points, compared to 12.94 points in the control group, with a Cohen's d effect size of 0.72, categorized as large. These findings indicate that Canva-based interactive learning media can effectively support students in improving their English reading skills.

Table 4. Independent Samples T-test Results

Test	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Control Class Posttest	78.63	11.254	1.813	.039
Experimental Class Posttest	86.63	9.681	2.420	.039

The assessment of the learning media conducted by teachers and students yielded the following results:

The student response questionnaire conducted during the field trial in the fifth-grade class at Kamongan State Elementary School indicated a highly positive response to the developed learning media. Each statement in the questionnaire offered the options "Yes" with a score of 1 and "No" with a score of 0, making the maximum possible score 10. The data showed that all students scored 10, resulting in an achievement percentage of 100%. This finding confirms that the developed learning media was very well received by the students, reflecting a high level of practicality and appeal. Achieving the maximum score also indicates that the media design effectively minimized implementation barriers, facilitated comprehension of the material, and encouraged active student engagement during the learning process, thereby meeting the overall criteria for "Very Good".

The teacher response questionnaire was administered to evaluate the interactive English learning media across several aspects, including content validity, language use, material presentation, and the use of visuals. The questionnaire was given to fifth-grade teachers at Kamongan State Elementary School, with each item offering "Yes" (score 1) and "No" (score 0) options. The results showed that all teachers achieved a total score of 10 out of a maximum score of 10, resulting in an achievement percentage of 100%. These findings confirm that the developed learning media meets high-quality standards from the teachers' perspective, both in terms of content and visual design. The "Very Good" assessment indicates that the media is not only suitable for use but also facilitates teachers in delivering the material, minimizes implementation difficulties, and has the potential to enhance the effectiveness of the classroom learning process.

The interview questionnaire for the interactive English learning media covered aspects such as the teacher's instructional abilities, classroom conditions and facilities, the English learning media, and students' reading skills. The researcher conducted interviews with fifth-

grade students at Kamongan State Elementary School. Based on the students' responses, it was found that there was a noticeable difference in the learning atmosphere before and after using the interactive English learning media. Students reported that the use of interactive media made the learning process more enjoyable and helped them focus. One student stated, "Using the interactive media makes learning more fun, engaging, and focused on the lesson." Furthermore, the media also supported the improvement of reading skills, as students could listen, attempt to read, and translate the text with the aid of explanations and translations, which expanded their vocabulary. As one student expressed, "I can listen, then try to read it, and try to translate it. There are explanations and translations, so it increases my vocabulary." These findings confirm that the interactive media is effective and practical in enhancing students' motivation and English reading skills.

Discussion

The development of interactive learning media using Canva, carried out by the researcher, follows the Research and Development (R&D) approach. The ADDIE development model was applied, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. These stages were conducted systematically, starting from analyzing students' needs, designing the storyboard and materials, developing the interactive media, conducting limited and field trials, and finally evaluating the product based on feedback from experts and students. The media was developed to enhance fifth-grade students' reading skills in English and was deemed feasible through expert validation. The material expert awarded a score of 47 out of 50 (94%), categorized as "Very Good", while the media expert gave a score of 45 out of 50 (90%), also categorized as "Very Good", indicating that the media could be implemented without major revisions. These findings align with the study by Gurning et al. (2024), who developed Canva-based learning media and obtained very high validation results from experts. Their media was deemed feasible, with media expert feasibility at approximately 91% and material experts rating it as "Highly Valid". Theoretically, these validations support the principles of multimedia learning, which emphasize that the structured integration of text, images, and visual elements can enhance students' understanding, cognitive engagement, and learning motivation (Idrus, 2024).

Based on the results of the teacher and student response questionnaires regarding the use of interactive learning media during the learning process, the final product can be considered practical. According to the student response questionnaire, the final product was rated as "Very Good/Highly Practical", with a score of 10 out of 10 and a percentage of 100%. Similarly, the teacher response questionnaire regarding the development of the interactive learning media also yielded a score of 10 out of 10, categorized as "Very Good/Highly Practical". These findings are consistent with the study by Amelia et al. (2023), who developed Canva-based interactive learning media and reported that the product was considered practical based on teacher and student responses. The practicality test results indicate that both teachers and students rated the media as "Very Good/Highly Practical", confirming that the media is easy to use during the learning process. This practicality demonstrates that Canva-based media design

can minimize implementation barriers, allowing teachers to allocate more time for interaction and in-depth exploration of the material.

The effectiveness of the Canva-based interactive learning media was determined by comparing the posttest scores of the experimental and control groups. Pretest and posttest scores were first subjected to normality and homogeneity tests. Interactive learning media using Canva can be considered effective if it achieves its objectives, meets established criteria, and produces measurable effects or changes (Restu Kurnia & Titin Sunaryati, 2023). The posttest scores represent students' reading skills measured after receiving instruction with or without the use of Canva-based interactive learning media. The experimental class, which utilized the interactive media, achieved a mean posttest score of 86.63, while the control class, which received instruction without the media, obtained a mean score of 78.63. This indicates a positive difference between the experimental and control groups, reflecting improvement after implementing the Canva-based interactive learning media. These findings are consistent withPujiariani & Cathrin (2025) who reported the effectiveness of interactive multimedia in enhancing early reading skills. In their study, the experimental class that used interactive multimedia achieved significantly higher posttest scores compared to the control class, which relied on conventional methods. This difference demonstrates that the application of interactive media provides greater cognitive support, resulting in better reading skill improvement in the experimental group than in the control group. Similarly, the current study shows that the mean posttest difference between the class using Canva-based interactive media and the class without it reflects a positive improvement following the implementation of the media.

The researcher conducted an independent samples t-test on the reading ability test and obtained a Sig. (2-tailed) value of 0.039, indicating that the data were less than 0.05 (0.039 < 0.05). Since Sig. = 0.039 < 0.05, H_0 was rejected and H_1 accepted. It can be concluded that instruction using Canva-based interactive learning media is effective in the teaching and learning process for fifth-grade English classes, as evidenced by students' improved English reading skills. This improvement demonstrates that the use of interactive media not only enhances academic scores but also strengthens foundational literacy skills, which serve as a basis for developing overall language abilities, including writing, speaking, and text comprehension. Practically, teachers can utilize interactive digital media such as Canva to design more contextual and engaging reading activities, thereby motivating students to participate actively, maintain focus, and connect texts to everyday experiences. Cognitive reinforcement through visualization, animation, and interactivity also helps students gain deeper conceptual understanding, develop critical reading strategies, and improve their ability to process new information independently. Theoretically, this study adds evidence that the integration of visually and interactively based digital media can serve as an effective strategy for language learning at the elementary level (Daulay et al., 2023). Nevertheless, limitations such as a small sample size and limited control of external variables should be considered as a basis for future research development.

Conclusion

The implementation of Canva-based interactive learning media in fifth-grade classes was proven to improve English reading skills, making the media feasible, practical, and effective

for use. These findings support the implementation of the Merdeka Belajar Curriculum, demonstrating that the use of interactive digital media can provide flexibility in content delivery and promote more independent and contextualized learning. This study also opens opportunities for further development, such as expanding the learning materials, integrating new technologies, and fostering teacher-student collaboration. Nevertheless, research limitations, including a relatively small sample size and limited control over external variables, should be considered in future studies.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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