

Development of children's literacy learning media using canva and CapCut at Qurrota A'yun Islamic Kindergarten Semarang

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Abstract

This study aims to develop children's literacy learning media using Canva and Capcut in order to increase the effectiveness of early childhood literacy introduction at Qurrota A'yun Islamic Kindergarten in Semarang. Literacy introduction to children has so far only used flashcards or student worksheets, so it is less effective in improving children's literacy development. In the digital era, children of Generation Alpha show a high interest in interactive multimedia content such as videos and animations utilizing applications such as Canva and CapCut. Therefore, it is important to provide adequate support and resources to be utilized in early childhood learning. This study uses a Research and Development (R&D) approach based on the ADDIE development model. The results show that the Canva and CapCut-based learning media developed can attract children's interest and improve their understanding of literacy concepts. Therefore, this multimedia application can be an innovative solution for the learning process in other educational institutions

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INTRODUCTION

Based on initial observations conducted through interviews and surveys of 5 teachers at Qurrota A'yun Islamic Kindergarten in Semarang, in January 2025, the use of multimedia-based learning media in literacy learning practices was still significantly problematic. The introduction of literacy to children has so far only used flashcards or student worksheets, making it less effective in improving children's literacy development.

As many as 80% of teachers still have difficulty integrating digital technology into the literacy learning process, especially in terms of designing learning content in the classroom, with only 20% having ever used digital applications. This is supported by two weeks of classroom observations, where the participation of children aged 4-6 years only reached an average of 50%, due to the lack of media interactivity. The focus of this study is the process of introducing early childhood literacy which is not optimal at Qurrota A'yun Islamic Kindergarten, Semarang. Conventional learning methods tend to be monotonous and less interesting for children, thus impacting their participation and understanding of literacy concepts. For example, only 40% of children were able to identify basic letters after one month of conventional learning. Learning media can be utilized to create realistic learning situations and environments. Therefore, learning tools are anything that can support the delivery of learning messages about teaching materials from teachers to students (Suryana, 2022).

The main causes of this problem are outlined in several factors. First, from the teacher perspective, the lack of digital skills training is a major obstacle; surveys show that 70% of teachers have never attended a workshop on multimedia applications, so they feel overwhelmed in designing interactive content. Second, technological facilities in schools are still limited, with only one shared LCD projector for eight classes and unstable internet access (average speed of 5 Mbps), which makes it difficult to use cloud-based applications. Third, previous reliance on conventional media, such as paper posters and simple songs, makes the transition to multimedia slow, as teachers are more familiar with traditional methods that do not require additional investment of time or costs. In today's digital era, children, as Generation Alpha, are more easily attracted to interactive and engaging multimedia content. However, the use of multimedia technologies such as Canva and Capcut in literacy learning at Qurrota A'yun Islamic Kindergarten, Semarang, is still limited, with only 10% of classes using them irregularly. In previous research exploring the use of multimedia learning media, as research Tasya Nur Aulia (2024) at Nirwana Burhan Kindergarten Semarang showed that the use of interactive Canva (for graphic design) and Capcut (for video editing) increased literacy understanding by 97% for early literacy introduction for early childhood education.

This research lies in the development of two-element multimedia that combines Canva and Capcut as a single content production flow, which is superior to other application-based media, such as PowerPoint (which is less flexible for beginners) or Adobe Spark (which requires a premium fee for advanced features). This approach allows the creation of literacy content that is not only visual but also interactive audio-visual, such as animated letter videos with sound effects, which are adapted to the characteristics of early childhood in Qurrota A'yun Islamic Kindergarten such as the integration of Quranic values thus increasing effectiveness up to a potential of 40-50% based on ADDIE model projections. In fact, both applications have features that can support the creation of creative and interactive learning content, in accordance with the characteristics of early childhood development.

One application currently popular among educational institutions and frequently used in learning activities is Canva. Canva is a digital service that allows users to design various types of interactive educational content, significantly contributing to improving the quality and effectiveness of various learning activities. (Nurjannah, 2025). Meanwhile, Capcut has become one of the leading video editing applications today, with a broad user base, especially among the younger generation. This application provides a variety of engaging capabilities for producing video content of various lengths, ranging from clip cutting functions, adding textual elements, integrating still images, and animation. Other superior features include the ability to overlay videos, use soundtracks, apply decorative stickers, and various additional creative tools that enrich the final product (Priskalia Putri, 2023). The purpose of this study was to analyze the content of developing multimedia learning media using the Canva and Capcut applications to improve the effectiveness of literacy introduction for children at Qurrota A'yun Islamic Kindergarten in Semarang. The research method used was Research and Development (R&D) with the ADDIE model as the foundation. The trial subjects consisted of media experts, educators, and children aged 4–6 at Qurrota A'yun Kindergarten in Semarang.

Etymologically, the term "media" comes from Latin, and is the plural form of the word "medium," meaning intermediary. In Russell's view, media serves as a vital link between the individual or entity wishing to convey information (the message source) and the intended individual or group (the message recipient). According to Gagne, media is a crucial part of the student learning process. These media have the ability to stimulate student interest in learning (Gunawan, 2019). Learning tools aim to assist teachers in delivering lessons to early childhood. With this assistance, children can more easily grasp the content being conveyed (Pahenra, 2020).

In today's modern technological era, multimedia is one type of technology that can be used to facilitate the learning process (Wahyudi, 2023). Educators must understand the nature and characteristics of various types of learning media. This understanding is crucial so they can select and apply media, taking into account the objectives of the core competencies they wish to achieve, the planned learning experience, and the teaching materials they have prepared. By selecting the right media, the learning process can be more effective (Fitriyani, 2024). Multimedia has a key advantage in its ability to stimulate multiple senses simultaneously and arouse user interest. This is because multimedia is a combination of visual, audio, and animation elements working together (Nurhasanah, 2024). The majority of children are able to absorb and understand the learning content presented in instructional videos when they actively participate in the learning process (Resi Rosalianisa, 2023).

Canva is an online graphic design platform launched in 2012 by Melanie Perkins. This application makes it easy for users, including beginners, to create, design, and edit various designs (Eko Suharyanto, 2022). Graphic design is accessible through the Canva platform for free without any restrictions, for anyone, including those new to design. Its ease of use makes Canva popular among a wide range of audiences. Besides being accessible via computers, Canva is also available as an app for mobile devices (Fetty Tri Anggraeny, 2021). Creating engaging teaching materials is crucial for increasing student motivation. The Canva app was chosen as a solution to help teachers create engaging presentation designs. Canva is an online design platform that offers a variety of design features, such as presentations, posters, and infographics, which can be utilized to create creative and interactive teaching materials (Setya Resmini, 2021). According to Khoiriyah (Zebua, 2023), Canva's flexibility allows it to be used as a complement or replacement for conventional learning media. As a supplement, Canva can enrich the variety of learning media used by teachers. Meanwhile, as a substitute, Canva can be an efficient solution for distributing learning materials to students.

CapCut is a video editing app available on the Play Store for Android devices. This application offers a variety of engaging video editing options with a variety of impressive features and effects (Desvia Ispratiwi, 2023). CapCut is equipped with various supporting tools that allow users to enhance video, audio, text, and visual elements. This makes it easy for users to quickly master the application, while its efficient design doesn't overload the device's memory (Santi Nurhasani, 2024). The CapCut application not only offers ease of use but also supports the realization of creative ideas in the context of early childhood education through a multimedia approach. Through this platform, educators can create interactive and varied learning experiences, thereby stimulating interest and increasing children's engagement in learning activities (Anisa Aditya Larasati, 2024).

The early stages of literacy development include color recognition, the ability to read images and symbols, the ability to imitate the first letter of one's own name, and the ability to write the letters of one's own name, all of which are important foundations in the early literacy journey (Elsa Vania Febriyani, 2021). Literacy is an integral part of language skills. In the early stages of introducing children to literacy, the primary emphasis is on understanding visual representations associated with letter symbols. Basic literacy includes children's ability to identify vowels and consonants, which is an important foundation that needs to be developed as a prerequisite for mastering reading and writing skills (Novy Dwi Mandasari, 2021).

Literacy is a type of language skill. Literacy education aims to: a) teach children the letters of the alphabet, b) develop the ability to transform letters into sounds, and c) master the ability to sound out letters.

These skills form an important foundation for further learning to read and write, so literacy education is considered to be able to help children develop their reading and writing skills. (Ria Andriyani, 2024).

METHOD

This study applies the Research and Development (R&D) method with reference to the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The selection of the R&D method is considered appropriate because it can be used to design and test the effectiveness of educational products, namely learning media based on the Canva application for literacy introduction at Qurrota A'yun Islamic Kindergarten, Semarang City, located on Jalan Pancursari Raya, Jangli Village, Semarang City. The research implementation took place in the odd semester of the 2025/2026 academic year.

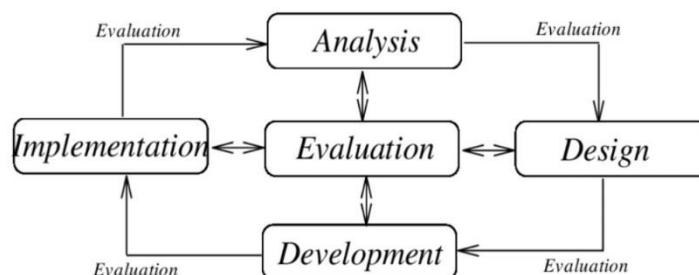


Figure 1: ADDIE Method Research and Development Scheme (Branch, 2009)

All 15 students at Qurrota A'yun Islamic Kindergarten in Semarang City constituted the population used in this study. This facilitated the systematic development of multimedia for literacy introduction. During the pilot testing process, the research was validated by media experts, teachers, and children aged 4-6. The media experts' validation was conducted considering the suitability of their areas of expertise to the main focus of this research.

This development research aims to create an audiovisual product to be used as a learning medium for literacy introduction. The research methodology adopted the ADDIE model, which includes five stages: 1) Analysis, where the researcher analyzed students' literacy needs and established learning objectives; 2) Design, where the researcher focused on designing engaging learning content using Canva and CapCut; 3) Development, researchers develop videos and learning materials using Canva and Capcut, conduct media trials to ensure feasibility and effectiveness.; 4) Implementation, use media in the classroom for literacy introduction, provide training to teachers to use media effectively; and 5) Evaluation, researchers measure the effectiveness of the media through student assessments, collect feedback from students, teachers, and parents for improvement.

RESULTS AND DISCUSSION

Result

This study analyzes the impact of introducing Canva and CapCut application-based learning materials on literacy skills at Qurrota A'yun Islamic Kindergarten, Semarang. The research methodology included data collection through participatory observation during four class sessions (45 minutes each), semi-structured interviews with five teachers and 15 students (aged 4-6, with parental assistance for the students), and documentation in the form of photographs and field notes. Observations focused on indicators such as participation levels (e.g., the number of students actively asking questions or imitating letters), while interviews explored subjective perceptions of the media. Analysis showed a significant increase in student engagement and understanding of the literacy materials. Specifically, from observations, student participation

increased from an average of 45% (before the intervention) to 85% (after), with students showing enthusiasm through behaviors such as clapping when letter animations appeared and voluntarily imitating video movements. In an interview, a teacher (grade B teacher) stated, “Previously, children quickly got bored with flashcards; now, with the Capcut video, they ask for the story about letters again, and their understanding of their own name has increased dramatically. Students like Aira (age 5) commented, “The letter in the apple begins with the letter A, like my name Aira.” These results confirm that integrating technology into the learning process makes learning more interesting and effective in improving children’s literacy skills, with an increase in basic letter understanding reaching 70% based on pre-post tests. This research provides an innovative teaching method in early childhood education.

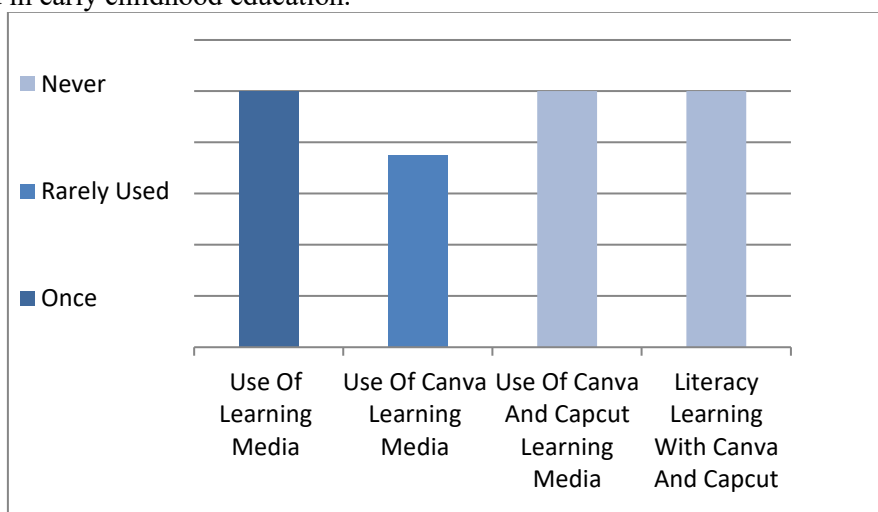


Table 1. Graphs Before Using Canva And Capcut Application Literacy Learning Media

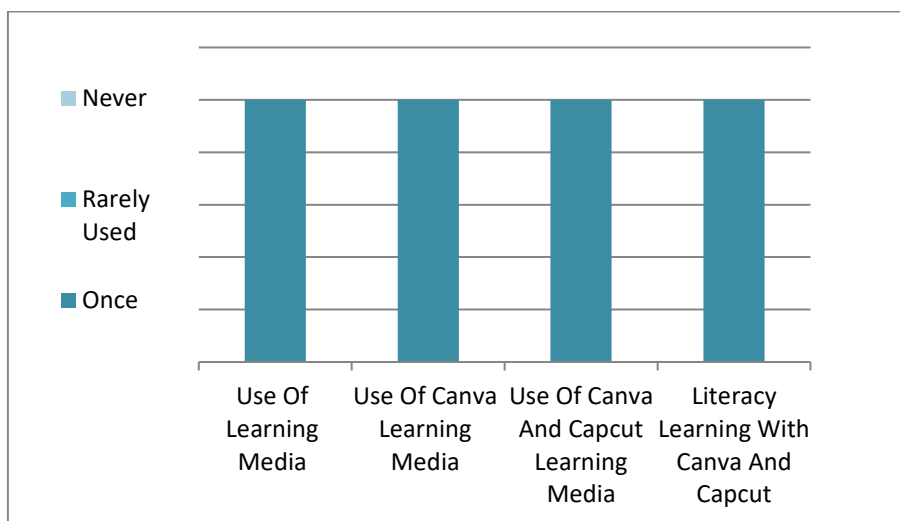


Table 2. Graph after Using Canva And Capcut Application Literacy Learning Media

This design focuses on developing literacy teaching materials based on the Canva and CapCut applications for use in Qurrota A'yun Islamic Kindergarten. The researchers used an R&D (Research and Development) approach with the ADDIE model to create and test the effectiveness of these innovative learning

materials. The design process began with a needs analysis, where researchers conducted a survey of 15 students and observations in three classes, identifying challenges such as low motivation (only 40% of students were active in conventional sessions) and teachers' difficulties in creating digital content. Next, engaging and interactive learning materials were designed using Canva for visual content and CapCut for animation editing. The resulting prototype was then tested in the classroom for two weeks, with data collected through observations and interviews.

The development of learning media based on the Canva and CapCut applications involved several systematic stages. First, a needs analysis was conducted to identify challenges in literacy teaching at Qurrota A'yun Islamic Kindergarten in Semarang. Next, the researchers designed interactive and engaging learning materials using Canva to create informative visuals and CapCut to edit videos to support the teaching and learning process. The media prototype was then tested in the classroom, with data collected through observations and feedback from teachers and students. Validation by media experts showed that most indicators were rated "Very Good" or "Good," indicating that the media met the expected quality criteria.

Based on the validation results by the media expert validator, the following validation results were obtained:

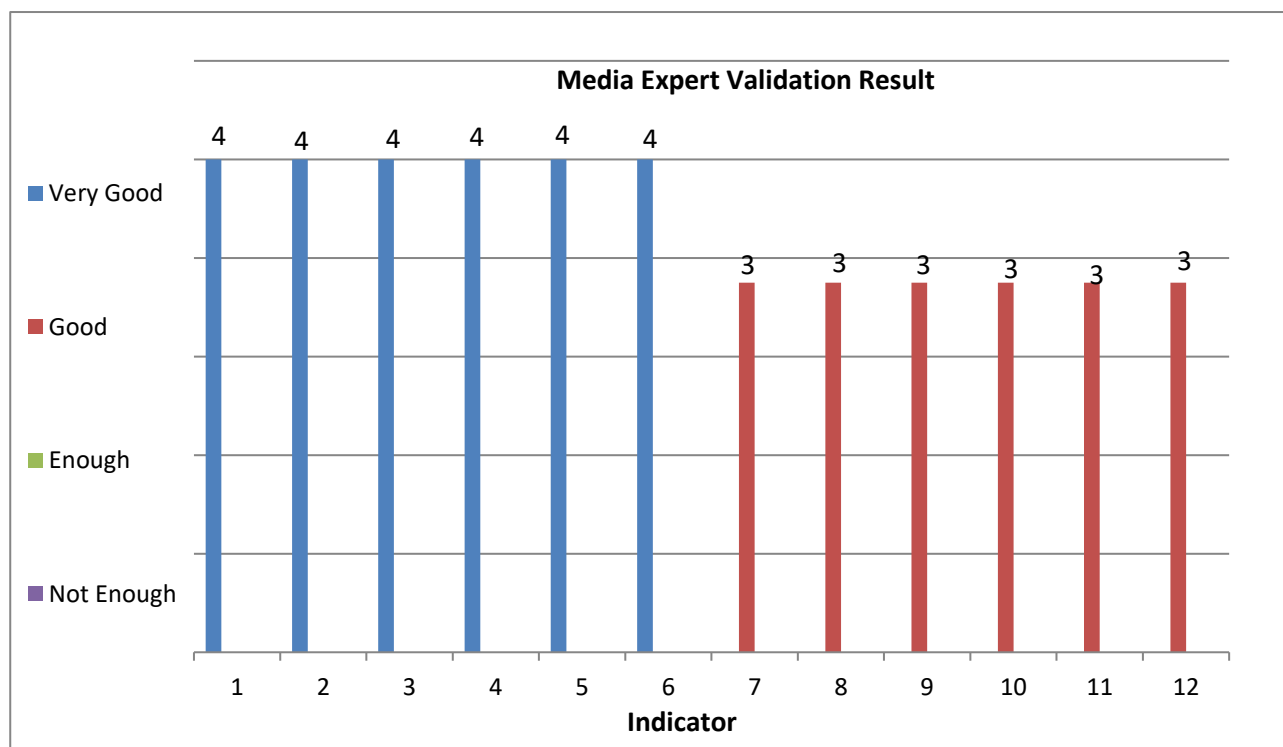


Table 3. Media Expert Validation Results

Validation by the media expert indicated that the indicators assessed received a "very good" rating, namely: indicator 1 (the animation in the video is easy to understand); indicator 2 (the image composition clearly demonstrates the points in the animated video); indicator 3 (the images are artistically appealing); indicator 4 (in accordance with the learning objectives); indicator 5 (the message is conveyed quickly and easily remembered); indicator 6 (the characters in the video are clear and appropriate). In addition, several indicators were rated "good": indicator 7 (the size of the animation and text on each page), which received a

suggestion to increase the size of the animated font; indicator 8 (the layout of each image is balanced), with suggestions to find a structured grid layout; indicator 9 (the animation used is attractive); it was suggested to search for banana and kiwi fruit backgrounds on Pinterest or Freepik; indicator 10 (the font is easy to read), with suggestions to use the same font as the letter poster; indicator 11 (the colors on each page are attractive and appropriate), which received feedback regarding color degradation; indicator 12 (the color degradation according to the text combination), which received notes for improvement.

The statistical test results for the first trial of the development of literacy introduction media at Qurrota A'yun Islamic Kindergarten for students aged 4-6 years old showed a "Good" rating. Based on these results, it can be concluded that the development of literacy introduction media is very effective as an engaging learning tool and can improve students' reading and writing.

Before Revision	After Revision

Figure 1. Media Expert Validation Revision

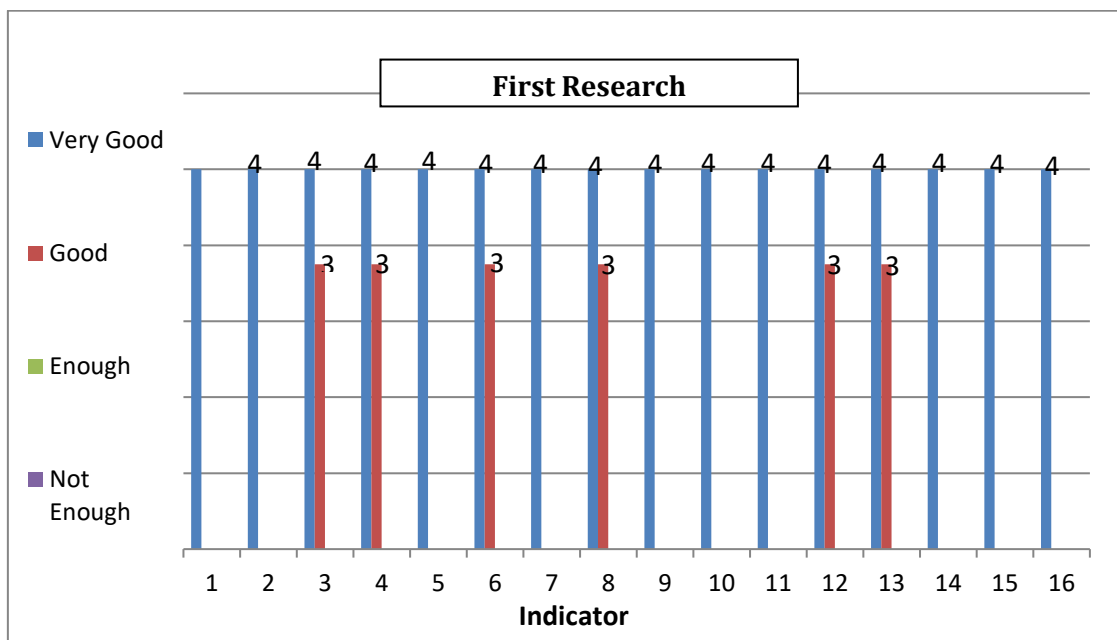


Table 4. Results of the first stage of respondent instrument filling

Based on table 4 of the statistical test results, it is known that the respondents' answers from the results of the first stage of the respondent instrument with the literacy and audio recognition indicators at Qurrota A'yun Islamic Kindergarten, Semarang, for ages 4-6 years, showed a "Very Good" level of results, while the language and presentation indicators at Qurrota A'yun Islamic Kindergarten, Semarang, for ages 4-6 years, showed a "Good" level of results. The following are the results of the second stage of the trial:

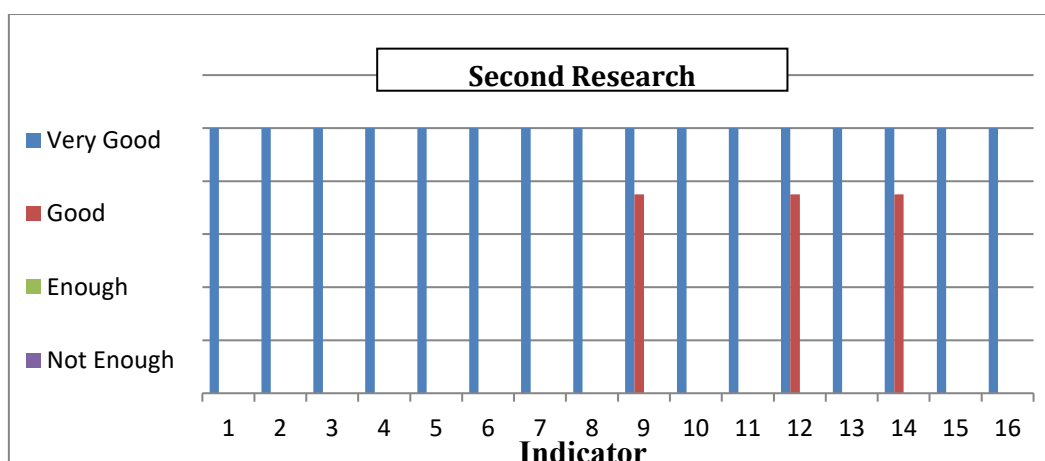


Table 5. Results of the second stage of respondent instrument filling

Based on table 5g, it is known that the contents of the second stage trial instrument for the development of literacy indicator introduction media in Qurrota A'yun Islamic Kindergarten for students aged 4-6 years and

audio, all aspects tested received a rating of "Very Good" while the language and presentation indicators received a rating of "Good". So it can be said that the development of literacy introduction media is effectively used as an interesting learning tool, and has succeeded in improving students' writing and reading skills.

Discussion

The implementation of Canva and CapCut-based learning media for students at Qurrota A'yun Islamic Kindergarten in Semarang was carried out through a series of interactive and fun activities. First, the teacher introduced the media by explaining the story of fruit and its letters in the lesson.

Students actively participated in the learning process using Canva visual materials featuring relevant letters, words, and images of fruit. Additionally, videos edited using CapCut were displayed to provide a more engaging context and facilitate understanding. During the activities, students were encouraged to discuss and collaborate, allowing them to learn from each other. Feedback showed that students were more enthusiastic and engaged in the learning process, which positively impacted their literacy comprehension. 75% of students were able to identify vowels after one session, compared to only 35% with conventional methods. With this approach, it is hoped that students will not only learn to recognize letters and words but also develop critical thinking skills and creativity through the use of technology.

Early childhood literacy education encompasses children's ability to recognize letters, letter sounds, and combine them into simple words. This process begins with learning about vowels produced by airflow from the lungs. When children show interest in early literacy, teachers need to immediately provide guidance and reading activities to prepare them for developing literacy skills (Farah Rizkita Putri, 2022). During the learning process, students are able to understand the video "The Story of Fruits and Their Letters." This literacy education is designed with a specific appeal to encourage children to respond in accordance with the desired goals and expectations. Furthermore, this education is also designed to create a fun learning experience for students.

The video story of fruit and its letters is an effective learning tool for children aged 4-6 at Qurrota A'yun Islamic Kindergarten in introducing literacy. Through this video, children can learn to recognize letters while interacting with a variety of interesting fruits. Each fruit is clearly labeled, so children not only recognize the letter shapes but also expand their vocabulary. The use of bright visuals and fun animations makes the learning process more engaging and interactive. In this way, children can understand the relationship between letters and words in a fun way, building a strong literacy foundation from an early age. According to Montessori's perspective, early literacy development in children is characterized by specific stages or sensitive periods in their learning process. During these phases, children demonstrate optimal readiness and response to literacy stimulation. During these sensitive periods, children require appropriate tools and teaching materials to support and maximize the development of their early literacy skills (Nila Fitria, 2021).

During the evaluation of the Canva and CapCut application-based learning media, several shortcomings were identified that require further development. First, although the media captured students' attention, some still struggled to understand the material, especially those unfamiliar with technology. Furthermore, time constraints during learning sessions presented a challenge, as students needed more time to adapt to the new media. Furthermore, some features within the application may be too complex for young children, which could lead to confusion during use. Teacher feedback also indicated that some design aspects needed to be simplified for better understanding. Therefore, improvements in material simplification, adjustments to learning time, and training for teachers in integrating these media into the curriculum are important steps to increase the effectiveness of future learning media use.

To strengthen the findings of this study, a comparison with similar research demonstrated consistency and excellence. A study by Intan Shabrina (2023) at TK N Pembina Semarang uses graphic design applications such as PowerPoint for image-based literacy introduction, which increases student engagement in letter

understanding. This is in accordance with the results of research by F N Miftahul Janah (2023) who described Canva as an effective tool in simplifying abstract materials and increasing student learning motivation. This statement is reinforced by Yuyun Asnawati (2023) who showed that Canva-based learning videos have a high feasibility rate of 93.3%. However, this approach is limited to static elements without the integration of animated videos, making it less effective interactively for the alpha generation. This study is superior because combining Canva and Capcut achieved an increase in engagement of up to 75% and literacy understanding of 70% adapted to literacy learning at TK Islam Qurrota A'yun Semarang. This comparison confirms the integration of two free application elements such as Canva and Capcut provides innovation in early childhood literacy education.

CONCLUSION

The conclusion of this study shows that the use of Canva and CapCut application-based learning media at Qurrota A'yun Islamic Kindergarten in Semarang significantly improves children's literacy skills. Through an interactive and engaging approach, students are more enthusiastic and engaged in the learning process. Validation results indicate that this media meets the expected quality criteria. Despite several challenges, including material comprehension and feature complexity, this study emphasizes the importance of technology integration to support early childhood literacy development, as well as the need for continuous improvement to enhance learning effectiveness.

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