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Development of canva-based augmented reality media in storytelling to improve listening skills in early childhood

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Abstract

Observations of 25 children in the "Group B" early childhood education (PAUD) level revealed low listening skills; consequently, a project was undertaken to develop and evaluate a Canva-based Augmented Reality (AR) medium designed to enhance early childhood listening skills through storytelling. This study employed the ADDIE Research and Development model—comprising analysis, design, development, implementation, and evaluation phases—to create an AR-based storytelling medium using the Canva platform. The medium was deemed suitable for use following validation and revision prior to implementation. Validation results indicated that the medium fell into the "highly suitable" category, with ratings of 84% from subject matter experts, 87% from media experts, and 96% from practitioner teachers. The medium proved effective in developing children's listening skills, evidenced by an increase from a pre-test score of 27.83 to a post-test score of 56.50. Thus, the Canva-based AR medium is both suitable and effective for supporting early childhood learning.

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INTRODUCTION

Education for children in this age group aims to support their development across all aspects by optimizing their various capabilities through learning experiences tailored to their specific characteristics and needs. Language development plays a crucial role in this process—specifically listening skills, which serve as the receptive foundation for the development of speaking, reading, and writing abilities. With the advancement of digital technology, teachers are expected to utilize innovative and interactive learning media to effectively foster children's listening skills (Windarsih et al., 2026).

Listening ability is a receptive language skill that helps children understand verbally conveyed messages. It serves as a crucial foundation for the development of other language skills, as it enables children to comprehend instructions, grasp the content of stories, and develop communication abilities (Mulyadi &Wikanengsih, 2022; Rahmatullah et al., 2020). Given this context, listening skills can be fostered from an early age through learning processes designed around children's needs and developmental stages.

Although listening skills serve as a foundational element supporting children's language development, significant challenges persist in practice. Instructional activities generally rely on the teacher to narrate stories without the support of media capable of capturing children's interest. Consequently, students struggle to maintain concentration, their attention is easily diverted, and they are unable to fully comprehend the story's content (Meutia et al., 2025; Rahayu & Rusdiyani, 2022). Observations at TK Kencana Vinca V.2 indicate that storytelling activities still employ conventional methods rather than interactive learning media. This results in suboptimal child participation during the sessions, with most children struggling to retell the stories they have heard.

The use of digital technology in education encourages teachers to create learning materials that are varied and relevant to students' needs. One such platform is Canva, which offers a range of features enabling teachers to efficiently produce learning materials without requiring advanced graphic design skills (Nuraini et al., 2024). Canva-based media can be combined with Augmented Reality (AR) technology to provide a more interactive learning experience through 3D virtual objects that appear directly within the real-world environment. Utilizing AR technology in learning offers children a more meaningful educational experience, as the material can be visualized concretely and is easily understood. Research findings indicate that the use of AR media is effective in boosting student motivation and attention, as well as enhancing children's comprehension of the subject matter (Basri et al., 2024; Pahlevi et al., 2024). In storytelling activities, combining Canva's visual designs with AR technology enriches the narrative through 3D imagery, animation, and sound, thereby helping children maintain focus, follow the storyline, and grasp the intended message.

Findings from previous studies indicate that Augmented Reality (AR) media has been utilized in early childhood education to support various developmental areas, such as cognitive skills, letter and number recognition, and emergent reading. Meanwhile, Canva is predominantly used as a platform for educators to design interactive and easily implementable learning materials. Despite the significant potential of both technologies, research specifically targeting the enhancement of early childhood listening skills remains limited, indicating a need for further investigation. Addressing this gap involves examining the feasibility and effectiveness of media designed to optimize listening skills in young children. This study introduces an innovation through the development of storytelling media that integrates the Canva platform with AR technology, aiming to optimize listening skill development among early childhood learners. The integration of these technologies is expected to foster a more interactive learning experience that aligns with the developmental characteristics of young children.

Based on the issues and analysis presented, this research focuses on developing AR-based storytelling media using Canva as a learning tool to enhance students' listening skills. The study aims to develop a practical media product, assess its feasibility through expert validation, and analyze its effectiveness in an educational context. This media development is expected to provide an innovative, practical, and easily implementable digital learning alternative for early childhood educators, enabling them to design more interactive storytelling activities.

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METHOD

This research employs the Research and Development (R&D) method using the ADDIE model, which comprises the stages of Analysis, Design, Development, Implementation, and Evaluation. The study was conducted at Kencana Vinca V.2 Kindergarten, involving classroom teachers and Group B students as subjects. Trials were carried out in two stages: a limited trial with six children and an expanded trial with 19 children. The effectiveness of the Canva-based Augmented Reality media was evaluated using a One-Group Pretest-Posttest Design by comparing pretest and posttest results from storytelling activities.

The Analysis phase began with observations and interviews with Group B teachers at Kencana Vinca V.2 Kindergarten to identify learning needs. The results revealed a lack of engaging and interactive media for storytelling activities. These findings served as the basis for designing Canva-based AR media tailored to the developmental characteristics of early childhood learners.

During the Design phase, the researcher developed the concept for an AR-based storytelling medium using the Canva platform. This stage encompassed outlining the storyline, designing visuals that took into account the needs and characteristics of early childhood learners, determining AR marker placement, and preparing the research instruments to be used during the validation and trial processes.

In the development phase, the Canva-based Augmented Reality media was created according to the design established in the previous stage. Once development was complete, the media was assessed by three validators—a media expert, a subject matter expert, and a practicing teacher—to determine its suitability regarding media quality, content, and practical application in instruction. The assessment results and feedback from the validators served as a guide for refining the product prior to its implementation in the learning process. In the implementation phase, the trial began with a pretest to assess the children's initial listening skills. Subsequently, the children participated in a storytelling activity using the developed Canva-based AR media. Once the learning activity concluded, a posttest was administered to determine changes in the children's listening skills following the use of the media.

In the Evaluation phase, an assessment was conducted by analyzing the improvement in children's listening skills using the N-Gain calculation. Additionally, teacher feedback regarding the ease of using the media during instruction was gathered to inform refinements to the product. Research data were collected using questionnaires for the expert validation process, interviews, and observation instruments to assess children's performance. The observation sheet was designed based on early childhood listening skill indicators, comprising 17 assessment criteria. These indicators cover the ability to pay attention to storytelling activities, focus on the media being presented, listen to the story to the end, comprehend the story's content and sequence, answer simple questions, and relate the story's content to daily experiences. To facilitate data analysis, children's developmental categories were converted into numerical scores: Not Yet Developed (BB) = 1, Beginning to Develop (MB) = 2, Developing as Expected (BSH) = 3, and Developing Very Well (BSB) = 4. With 17 indicators, the minimum achievable score was 17, and the maximum was 68. This score conversion was used to analyze improvements in children's listening skills via N-Gain calculations.

Data from the validator assessments were analyzed by calculating the media's feasibility percentage and then categorized according to the validation criteria outlined in Table 1..

Table 1. Media Validation Criteria

Percentage	category
0% - 25%	Unsuitable
26% - 50%	Quite Decent

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51% - 75%	Worthy
76% - 100%	Highly Deserving

Meanwhile, data on children's listening skills were analyzed by comparing the results of the pretest and posttest to determine the improvement in listening skills after using Canva-based AR media, which was then analyzed using the N-Gain formula (Hake, 1999) as follows:
(Source: Hake (1999).

$$N\ Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

Source:Hake (1999).

Furthermore, the N-Gain values are classified according to the categories presented in Table 2. This interpretation serves as the basis for determining the extent of the improvement in children's listening skills following the use of Canva-based AR media.

Table 2. Interpretation Categories for N-Gain Values

N-Gain value (g)	Category
g ≥ 0,70	Tall
0,30 ≤ g < 0,70	currently
g < 0,30	Low

Source: Hake (1999).

RESULTS AND DISCUSSION

Results

The outcome of this development is an Augmented Reality-based storytelling medium created using the Canva platform. Prior to implementation with students, the medium's suitability was evaluated through validation by subject matter experts, media experts, and practicing teachers. Feedback from the validators served as the basis for revisions before the medium was deployed; a summary of the validation results is presented in Table 3.

Table 3. Expert Validation Results

Expert Validation	Percentage	Category
Subject Matter Expert Validation	84%	Highly Deserving
Media Expert Validation	87%	Highly Deserving
Practitioner Teacher Validation	96%	Highly Deserving

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Based on the validators' assessments, the AR-based storytelling media created using Canva was rated as "highly suitable" by all validators. Practitioner teachers gave the highest rating at 96%, while media experts and subject matter experts awarded scores of 87% and 84%, respectively. These figures confirm that the developed media meets suitability standards and is ready for use as a learning aid. The validation results indicate that the media satisfies criteria regarding content, visual design, and ease of use. Subsequently, the product was refined based on the validators' assessments and recommendations prior to the trial phase.

Table 4. Product Revisions Based on Validator Suggestions

Validator	suggestion	Revision
Subject Matter Expert	The narrative sentences have been simplified.	The story sentences have been simplified to suit the characteristics of young children.
Media Expert	Text color contrast improved	Text color contrast has been improved for better clarity.
Practitioner Teacher	The media presentation has been made more engaging.	The media display is tailored to be more appealing to children.

A limited trial was conducted with six children from Group B over three sessions; the activities began with a pretest to assess changes in the children's listening skills following the use of the media, and the pretest and posttest data from the limited trial are presented in Table 5..

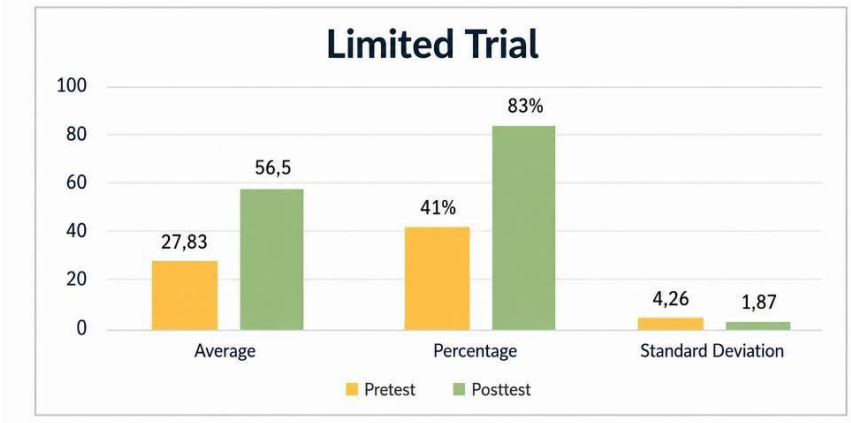


Figure 1. Results of the Limited Trial

Based on the results in Table 5, the children's average pretest score was 27.83, equivalent to 42%. These results indicate that the children's listening skills were not yet optimal prior to using the media; however, following the use of the Canva-based AR media, the posttest score rose to 56.50, or 83%. This indicates an improvement in the students' ability to grasp information conveyed through stories during the lesson. The

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findings demonstrate that the media successfully captured the children's attention during storytelling activities. The three-dimensional visualizations displayed via AR helped the children understand the story's content, thereby optimizing the listening process. Furthermore, observations revealed that the children showed greater interest and active engagement during the storytelling lessons that utilized the developed media.

Following refinements based on the limited trial, the media was subsequently implemented in an expanded trial involving 19 children from Group B. The trial spanned five sessions; the first session consisted of a pretest conducted without the aid of the media. Subsequently, the Canva-based AR media was utilized during storytelling activities prior to the administration of the posttest. The pretest and posttest results are presented in Table 6.

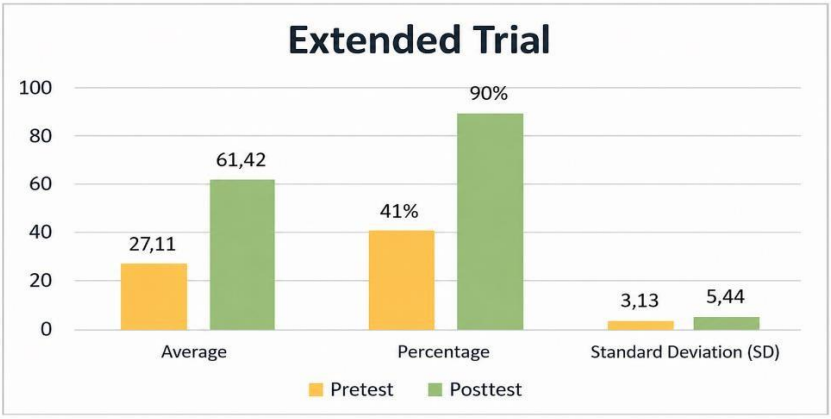


Figure 2. Result of the Area Test

Based on the results in Table 5, the children's average score during the extensive trial was 27.11, equivalent to 40%. This result indicates that the children's listening skills were not yet optimal prior to the use of the media. Following the use of the media, the average score in the extensive trial rose to 61.42, equivalent to 90%. This result demonstrates an improvement in the children's listening skills after using the Augmented Reality-based storytelling media supported by Canva. Furthermore, the children appeared more active and engaged in the learning activities compared to the period before the media was used. The increase in scores indicates that AR-based storytelling media can enhance learning interaction and learner focus while listening to stories. In addition to increasing the children's attention, the media also helped them better understand the story's content, as evidenced by the rise in average post-test scores.

The initial stage of the research data analysis involved a normality test using the Shapiro-Wilk method on 19 students. The normality test results are presented in Table 7.

Table 5. Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.145	19	.200*	.971	19	.805
POSTTEST	.223	19	.014	.794	19	<.001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

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Based on the normality test results in Table 7, the pretest data are normally distributed (Sig. 0.805 > 0.05), whereas the posttest data are not normally distributed (Sig. <0.001 < 0.05); consequently, the assumption of normality is not met. Therefore, the hypothesis analysis proceeded using the Wilcoxon signed-rank test. This test was used to analyze the difference in children's listening skills before and after instruction utilizing AR-based storytelling media designed via the Canva platform. The results of the hypothesis analysis are presented in Table 8.

Table 6. Wilcoxon Test Results

Test Statistics[a]

	Post test – Pre test
Z	-3.829[b]
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon Signed-Rank Test results show an $\text{Asymp. Sig. (2-tailed)}$ value of <0.001 (<0.05). This value indicates a significant difference between the pretest and posttest results, signifying an improvement in the students' abilities. Thus, the use of AR storytelling media designed with Canva contributes to enhancing children's listening skills. The magnitude of this improvement was further analyzed by calculating the N-Gain value based on the pretest and posttest scores. The N-Gain analysis results are presented in Table 9.

Table 7. N-Gain Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	19	.32	1.00	.8431	.14598
NGain_Persen	19	32.00	100.00	84.3050	14.59754
Valid N (Listwise)	19				

The analysis results indicate that the N-Gain calculation in Table 9 yielded an average score of 0.8431 (or 84.30%) with a standard deviation of 0.14598. Based on the interpretation criteria established by Hake (1999), this score falls into the "high" category.

This high N-Gain score indicates that the use of AR-based storytelling media via Canva improved the children's listening skills. These findings align with the Wilcoxon analysis, which revealed a change in measurements taken before and after the use of the AR-based storytelling media. The results indicate that the developed media meets feasibility standards and effectively supports the improvement of listening skills among early childhood learners..

Discussion

Validation results from experts indicate that the medium meets the criteria for suitability in supporting the students' learning process. Based on the subject matter expert's assessment, the medium was rated as "highly suitable"; the results show that the story content, language usage, and presented material are aligned with the characteristics and language development stages of early childhood learners. This demonstrates that the developed medium applies the principle of tailoring material to learner characteristics. The use of simple language, a coherent storyline, and material presentation suited to children's developmental levels facilitates

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their understanding of the story content during storytelling activities. Furthermore, assessments by media experts and practicing teachers indicate that the visual design, ease of use, and Augmented Reality (AR) features are tailored to the developmental characteristics of 5-to-6-year-old learners. Teachers also rated the medium as easy to operate during learning activities. These findings are supported by multimedia learning theory, which posits that learning combining visual elements and text in an engaging manner can enhance attention and make it easier for learners to process information. Additionally, a user-friendly medium helps teachers conduct lessons more effectively. The research findings are supported by Sari et al. (2025) and Putri et al. (2025), who reported that learning media featuring interactive and attractive visuals, appropriate content, and ease of use achieve high suitability ratings. This consistency in results is likely due to the fact that the media in both studies were designed to align with early childhood characteristics, utilized engaging visuals, and presented easily understandable material, thereby optimally supporting the learning process.

An increase in the average score was observed, rising from 27.11 in the pretest to 61.42 in the posttest; an N-Gain value of 0.8431 indicates that AR-based storytelling media combined with Canva supports the development of early childhood listening skills. This improvement suggests that the implementation of Canva-based AR media creates engaging storytelling activities, helping children focus better on listening, comprehending messages, and retaining information from the stories. The improvement was evident in the children's ability to pay attention to storytelling activities, understand story content, and answer simple questions. This demonstrates that the media not only enhances children's concentration during learning but also supports their grasp of information conveyed through the stories. These findings align with Jean Piaget's views on cognitive development, which place children aged 5–6 years in the preoperational stage—a phase characterized by the emergence of symbolic thinking. According to Piaget, children in the preoperational stage better comprehend information through visual representations and concrete objects rather than abstract concepts. Consequently, presenting stories via AR media offers a more concrete and interactive learning experience, making it easier for children to grasp the story's content. The visual and tangible presentation of objects helps children connect new information with their existing experiences. Furthermore, the interactive nature of the media helps sustain children's attention throughout the learning activity. Through this medium, children can link the stories they hear to the displayed images, thereby making the content easier to understand. These findings are consistent with the research of Rachmi et al. (2023); this similarity is likely due to both studies utilizing a combination of visual and audio elements that enhance attention and facilitate the comprehension of information. Additionally, the engaging visual interface of Canva helps children maintain focus during learning activities (Ozdemir & Akyol, 2021). These findings also align with studies conducted by Amanda (2024) and Bintang et al. (2024), Rahmatullah (2020), and Windarsih & Komala (2025), which demonstrate digital learning media utilizing an approach capable of optimizing children's understanding, retention, and engagement during story-listening activities.

The novelty of this study lies not only in the use of AR technology but also in its integration with the Canva platform, which enables teachers to independently create, modify, and customize story content without requiring programming skills. Unlike previous studies (Fajri et al., 2022; Hapsari & Zulherman, 2021; Shaleha & Nisa, 2024) that utilized AR media with fixed content, the media developed in this study is flexible, allowing it to be adapted to specific learning needs and learner characteristics. Furthermore, the findings contribute to the body of knowledge regarding the use of user-friendly technology to support early childhood education.

From a theoretical perspective, the findings reinforce Piaget's theory of cognitive development, suggesting that presenting information concretely through visual media helps young children better comprehend information. Furthermore, this study expands the body of research on the use of AR technology integrated with the Canva platform as a flexible instructional tool for early childhood educators. In practical terms, the developed media offers an alternative for storytelling activities, as story content can be tailored to learning themes without the need to create new applications. This flexibility allows teachers to customize the media to specific classroom needs, thereby creating a more engaging learning experience for students while ensuring ease of implementation. Additionally, Canva enables educators to easily create and customize story content to align with learning topics, individual child characteristics, and the specific requirements of each institution. Although the study demonstrated improvements in children's listening skills, certain limitations

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warrant further consideration. The use of a One-Group Pretest-Posttest design—lacking a control group—constitutes a limitation, as the research was conducted at a single early childhood education center with a

relatively small number of students. Moreover, the study was influenced by technical factors, such as device specifications and lighting conditions during the operation of the AR media. To obtain robust evidence, future studies should consider employing an experimental design with a control group, utilizing a broader and more diverse sample, and testing the media across multiple early childhood education institutions. Such an approach is expected to yield findings with wider applicability and provide a more comprehensive understanding of the use of AR-based storytelling media in early childhood education..

CONCLUSION

This study successfully developed an Augmented Reality (AR)-based storytelling medium using the Canva platform for Group B children, employing the ADDIE development model. The results demonstrated the medium's suitability for use in learning activities, thereby achieving the research objective of creating an effective AR-based storytelling tool using Canva. Trial results confirmed the medium's effectiveness for storytelling, indicating its potential as an alternative instructional tool in early childhood education (ECE). The study's primary contribution lies in integrating AR technology with Canva, enabling teachers to independently create, modify, and customize story content—without requiring programming skills—while presenting stories more engagingly through 3D visualization. Limitations of the study include its scope, which was restricted to a single ECE institution, and the use of a one-group pretest-posttest design. Future studies should ideally involve more diverse subject characteristics and comparison groups, as well as implement the medium across various learning situations within early childhood education settings. Such future research is expected to yield a more comprehensive understanding and findings with greater generalizability.

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