



The Influence of Canva and PjBL on Elementary School Students' Learning Outcomes: A Literature Review

Cici Irawati^{1*}; Tri Joko Raharjo²; Bambang Subali³; Nuni Widiarti⁴

^{1,2}Faculty of Education and Psychology, Semarang State University, Semarang, Indonesia

³Department of Physics Education, Semarang State University, Semarang, Indonesia

⁴Department of Chemistry Education, Semarang State University, Semarang, Indonesia

^{1*}Corresponding Email: ciciirawati@students.unnes.ac.id

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Abstract: The rapid integration of digital tools in primary education necessitates a robust pedagogical framework to optimize student engagement. This study aims to systematically review the impact of Canva-based learning media combined with the Project-Based Learning (PjBL) model on the learning outcomes of elementary school students. Using a Systematic Literature Review (SLR) approach, 25 high-quality national and international journals were analyzed based on thematic relevance and methodological rigor. The findings indicate that Canva catalyzes visual literacy and student interaction, while the PjBL model fosters a constructive environment for the development of critical and creative skills. The synergy between these two components significantly enhances cognitive outcomes and 21st-century skills, including collaboration and problem-solving. This research contributes to the discourse on digital pedagogy by highlighting how visual-centric tools can bridge the gap between abstract concepts and project execution in early childhood education. Practically, this study provides a strategic framework for elementary teachers to design technology-integrated curricula that are both interactive and goal-oriented. Ultimately, the integration of Canva and PjBL offers a transformative strategy to elevate the quality of digital-based learning in elementary settings.

Abstrak: Integrasi perangkat digital yang pesat dalam pendidikan dasar memerlukan kerangka pedagogis yang kuat untuk mengoptimalkan keterlibatan siswa. Penelitian ini bertujuan untuk meninjau secara sistematis dampak penggunaan media pembelajaran berbasis Canva yang dikombinasikan dengan model Project-Based Learning (PjBL) terhadap hasil belajar siswa sekolah dasar. Dengan menggunakan pendekatan Systematic Literature Review (SLR), sebanyak 25 jurnal nasional dan internasional berkualitas dianalisis berdasarkan relevansi tematik dan ketajaman metodologis. Temuan menunjukkan bahwa media Canva berfungsi sebagai katalisator literasi visual dan interaksi siswa, sementara model PjBL menciptakan lingkungan konstruktif untuk pengembangan keterampilan kritis dan kreatif. Sinergi antara kedua komponen ini secara signifikan meningkatkan hasil kognitif dan keterampilan abad ke-21, termasuk kolaborasi dan pemecahan masalah. Penelitian ini berkontribusi pada diskursus pedagogi digital dengan menyoroti bagaimana perangkat berbasis visual dapat menjembatani celah antara konsep abstrak dan pelaksanaan proyek pada pendidikan dasar. Secara praktis, studi ini memberikan kerangka strategis bagi guru SD untuk merancang kurikulum terintegrasi teknologi yang interaktif dan berorientasi pada tujuan. Kesimpulannya, integrasi Canva dan PjBL menawarkan strategi transformatif untuk meningkatkan kualitas pembelajaran berbasis digital di tingkat sekolah dasar.

A. Introduction

In the context of 21st-century education, the integration of digital technology has become an essential demand to respond to declining student engagement and limited development of higher-order thinking skills in elementary schools (Dede et al., 2018). Digital transformation has reshaped learning environments toward more visual, interactive, and student-centered approaches. Nevertheless, the pedagogical use of digital technology in elementary education often remains superficial, functioning merely as a substitute for conventional teaching media rather than as a transformative learning tool. This condition has resulted in persistent challenges, including low student motivation, minimal classroom interaction, and stagnant learning outcomes.

One of the core problems in elementary education lies in the limited availability of instructional media capable of connecting abstract concepts with concrete learning experiences. At the elementary level, students tend to process information more effectively through multimodal and visually rich representations. In response to this need, digital design platforms such as Canva have emerged as accessible tools for developing visually engaging learning media. Canva enables teachers and students to design instructional materials that support visual literacy and active learning participation, which are particularly important for young learners. Empirical studies have reported that Canva-based learning media contribute positively to student engagement, motivation, and conceptual understanding by presenting learning content in an attractive and interactive format.

In addition to learning media, instructional models that emphasize active and meaningful learning processes are critical in elementary classrooms. The Project-Based Learning (PjBL) model emphasizes inquiry, collaboration, and problem-solving through authentic learning projects, allowing students to construct knowledge through real-world contexts (Guo et al., 2020). PjBL has been widely acknowledged as an effective pedagogical approach for fostering critical thinking, creativity, and collaboration, which are key competencies required in 21st-century education (Ahmad & Wulandari, 2025). In elementary education, PjBL offers a structured yet flexible learning environment that encourages students to explore ideas, work collaboratively, and reflect on their learning experiences.

A growing body of research has documented the benefits of Canva as a digital learning medium and the effectiveness of PjBL as an instructional model when implemented independently (Thomas, 2000; Dinaryanti, 2025; Bell, 2010; Saputra & Wibowo, 2025). However, these studies are largely dispersed and tend to examine digital media and instructional models as separate entities. Most existing research focuses on secondary or higher education contexts, with limited attention to elementary learners' cognitive and developmental characteristics. Moreover, empirical evidence examining how visual-creative tools such as Canva function pedagogically within the stages of the PjBL process remains fragmented and unsystematic.

This fragmentation indicates a clear research gap in the literature, particularly regarding the absence of a comprehensive synthesis that integrates findings on the combined use of Canva and PjBL in elementary education. While individual studies have reported positive outcomes related to student engagement, creativity, and critical thinking, there has been no systematic effort to consolidate these findings, identify recurring patterns, or evaluate the consistency of results across different educational contexts.

Given this condition, a Systematic Literature Review (SLR) is necessary to synthesize existing empirical evidence in a methodologically rigorous and transparent manner. An SLR allows for the integration of diverse research findings, enabling the identification of thematic patterns, pedagogical implications, and research trends related to the integration of Canva and PjBL. Unlike narrative reviews, an SLR provides a structured approach to evidence synthesis, ensuring the reliability and replicability of the review process.

The novelty of this study lies not merely in reviewing Canva or PjBL as isolated components, but in synthesizing empirical evidence on their synergistic integration as a unified pedagogical approach in elementary education. This review positions Canva as a visual and cognitive scaffold that supports project development within the PjBL framework, thereby contributing to the emerging discourse on digital-project literacy for young learners (Nurkomala, 2024; Tanjung & Faiza, 2019). By systematically mapping learning outcomes, instructional roles, and implementation patterns, this study offers a conceptual perspective that extends beyond individual empirical findings.

Accordingly, the objective of this systematic literature review is to synthesize empirical studies examining the integration of Canva-based learning media and the Project-Based Learning model in elementary education, with particular attention to student engagement, critical thinking, creativity, and collaboration (Putri & Supriyadi, 2024). To achieve this objective, the review is guided by the following research questions: what learning outcomes are reported in studies integrating Canva and Project-Based Learning in elementary education, how does Canva support the implementation of Project-Based Learning in elementary school classrooms, and what thematic patterns emerge from empirical studies on Canva-assisted PjBL in elementary education.

B. Method

This study employed a Systematic Literature Review (SLR) design following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure methodological transparency, rigor, and replicability. The review aimed to synthesize empirical evidence on the integration of Canva-based learning media and the Project-Based Learning (PjBL) model and their impact on elementary school students' learning outcomes.

The literature search was conducted across several reputable academic databases, including Google Scholar, JSTOR, ProQuest, and Indonesian national databases such as SINTA and Garuda. The search covered articles published between 2020 and 2025. The keywords and search strings used were combinations of the following terms: "Canva",

“Project-Based Learning”, “PjBL”, “elementary school”, “primary education”, and “learning outcomes”. Boolean operators (AND, OR) were applied to refine the search results and ensure relevance.

Predefined inclusion and exclusion criteria guided the selection of studies. Articles were included if they: (1) were published between 2020 and 2025; (2) focused on the use of Canva as a learning medium and/or the implementation of the PjBL model; (3) involved elementary school students as research subjects; and (4) reported empirical findings related to learning outcomes, engagement, or 21st-century skills. Articles were excluded if they: (1) were not peer-reviewed; (2) focused on secondary or higher education levels; (3) did not provide sufficient methodological detail; or (4) were conceptual papers without empirical data.

The study selection process followed the PRISMA flow diagram, comprising identification, screening, eligibility, and inclusion. Initially, 115 records were identified through database searches. After removing duplicate records, 85 articles remained for screening based on titles and abstracts. Of these, 55 full-text articles were assessed for eligibility. Finally, 25 articles met all inclusion criteria and were included in the systematic review. The research flow is presented in a PRISMA flow diagram. The study selection process followed the PRISMA flow diagram, including identification, screening, eligibility, and inclusion stages, as presented in Figure 1.

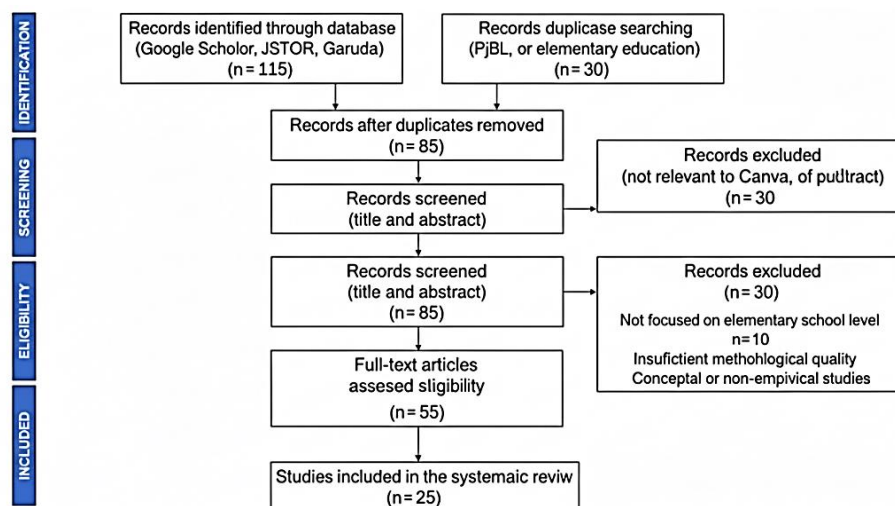


Figure 1. PRISMA Flow Diagram

Data from the selected studies were extracted using a structured data extraction form, which recorded information such as author(s), year of publication, research design, research instruments, sample characteristics, and key findings. The extracted data were analyzed using thematic synthesis, allowing the identification of recurring patterns and themes related to the effectiveness of Canva-based learning media, the implementation of the PjBL model, and their combined impact on elementary students’ learning outcomes.

To ensure the credibility of the review findings, the quality of the included studies was evaluated using internal and external validity criteria, including the clarity of the research design, appropriateness of the data collection methods, and consistency of the data analysis. Triangulation was applied by comparing findings across multiple studies to confirm result consistency and minimize potential bias. Only articles published in reputable, peer-reviewed journals were included to maintain the reliability of the evidence synthesized.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication year	2020–2025	Before 2020
Education level	Elementary school	Secondary or higher education
Research type	Empirical studies	Conceptual/theoretical papers
Focus	Canva and/or PjBL	Unrelated to Canva or PjBL
Source	Peer-reviewed journals	Non-peer-reviewed sources

C. Result

The synthesis of 25 selected journal articles revealed four major thematic findings regarding the impact of Canva-based learning media and the Project-Based Learning (PjBL) model on elementary school students' learning outcomes. These themes include student engagement, critical thinking, creativity, and collaboration.

1. Student Engagement

Across the reviewed studies, Canva-based learning media consistently demonstrated a strong positive effect on student engagement in elementary classrooms. Visual design features, interactive templates, and ease of use enabled students to participate more actively in learning activities. Several studies reported increased attention, motivation, and enthusiasm when instructional materials were presented through Canva (Bahrani, 2020; Wahyuni, 2023; Hapsari & Zulherman, 2023). Teachers also benefited from Canva's flexibility in creating visually appealing materials that aligned with students' developmental characteristics (Pelangi, 2020; Resmini et al., 2021).

Overall, the findings indicate that Canva serves as an effective visual engagement tool that enhances students' motivation and active participation in elementary learning environments.

2. Critical Thinking Skills

The implementation of the Project-Based Learning (PjBL) model was found to enhance students' critical thinking skills significantly. Studies showed that PjBL encourages students to analyze problems, formulate solutions, and reflect on their learning processes through project completion (Bell, 2010; Saputra & Wibowo, 2025). When integrated with

Canva, students were better able to organize ideas, present arguments visually, and evaluate project outcomes more systematically.

The evidence suggests that PjBL, particularly when supported by Canva, effectively promotes critical thinking by engaging students in structured problem-solving and reflective learning activities.

3. Creativity

Creativity emerged as a dominant theme in studies examining the combined use of Canva and PjBL. Canva enabled students to express ideas through visual design, digital posters, presentations, and project artifacts, fostering originality and innovation (Kustini et al., 2021). The project-based nature of PjBL further encouraged students to develop unique solutions and creative products aligned with real-world contexts.

The integration of Canva within PjBL projects significantly enhances students' creative expression by providing digital tools that support idea visualization and product development.

4. Collaboration

Collaboration was consistently identified as a key learning outcome of PjBL implementation. Multiple studies reported improvements in teamwork, communication, and social interaction among elementary students engaged in project-based tasks (Bell, 2010; Saputra & Wibowo, 2025; Cahyaningrum & Kurniawan, 2021). Canva facilitated collaboration by enabling students to co-design learning products and share visual outputs during group projects. The findings indicate that combining Canva and PjBL strengthens collaborative learning by fostering shared responsibility, communication, and teamwork among students.

Taken together, the results demonstrate that integrating Canva-based learning media with the PjBL model positively influences multiple dimensions of elementary students' learning outcomes. Engagement, critical thinking, creativity, and collaboration consistently emerged as interconnected outcomes across the reviewed studies, indicating that the combined approach supports both cognitive and social skill development.

Table 2. Review of 25 Journals on Canva-Based Learning Media, PBL Model, and Student Learning Outcomes in Elementary Schools

No	Author & Year	Title (Original)	Focus of Study	Key Findings
1	Amalia & Hamid (2023)	Developing Canva-Based Learning Media on Maps and Class Layout for Third Graders of Elementary School	Utilization of Canva for learning media in 3rd-grade classrooms.	Canva is effective for creating visual media that enhances students' understanding of geographical concepts and layouts.
2	Wahyuni (2023)	Pengaruh Model Pembelajaran PjBL	Using Canva as a visual tool to	Canva increases motivation and active

No	Author & Year	Title (Original)	Focus of Study	Key Findings
		Berbantuan Aplikasi Canva Terhadap Motivasi dan Kreativitas Siswa pada Pembelajaran IPA	enhance student engagement in learning.	participation in learning activities in elementary schools.
3	Sihotang et al (2021)	Pengaruh Model Project Based Learning Terhadap Keterampilan Kolaborasi Siswa Sekolah Dasar	Analyzing the impact of PBL on students' collaborative and critical thinking skills.	The PBL model enhances students' teamwork and critical thinking skills significantly compared to traditional methods.
4	Resmini et al (2021)	Pelatihan Penggunaan Aplikasi Canva Sebagai Media Pembuatan Bahan Ajar	The use of Canva to enhance student and teacher creativity in elementary school.	Canva enables users to create engaging and interactive learning media easily through drag-and-drop features.
5	Kamila & Kowiyah (2022)	Pengembangan Media Pembelajaran Canva Berbasis Model Problem Based Learning Pada Mata Pelajaran IPS	Integrating Canva and PBL to facilitate more engaging and project-oriented learning.	Combining Canva with PBL improves students' project management skills and learning outcomes.
6	Amaludin & Machali (2022)	Hambatan Guru dalam Implementasi Pembelajaran Digital	Barriers teachers face when using digital tools like Canva.	Teachers face technical and pedagogical challenges in utilizing digital media, requiring better infrastructure and training.
7	Aldabbus (2018)	Project-based learning: Implementation & challenges	Examining time management challenges in project-based learning.	PBL requires more time for effective management, but the results are more rewarding when it is properly managed.
8	Nisa (2021)	Peran Guru dalam Pembelajaran Berbasis Proyek di Sekolah Dasar	Understanding the role of teachers in using Canva and PBL in elementary classrooms.	Teachers play a key role in integrating technology and project-based learning models to enhance educational quality.
9	Kristiana (2022)	Pengaruh Model Project Based Learning Terhadap Hasil Belajar Siswa SD	Analyzing the impact of PBL on the learning outcomes of elementary school students.	Project-based learning significantly enhances students' outcomes in subjects such as science and mathematics.
10	Junaedi (2021)	Aplikasi Canva sebagai Media Pembelajaran IPA untuk Meningkatkan Minat Belajar	Research on the effectiveness of Canva as a visual learning tool for	Using Canva as a learning tool enhances students' understanding of

No	Author & Year	Title (Original)	Focus of Study	Key Findings
			elementary students.	concepts and creativity in their assignments.
11	Suparman (2022)	Implementasi Model PBL dalam Pembelajaran Matematika di Sekolah Dasar	Using PBL in mathematics learning for elementary students.	PBL helps students develop problem-solving skills and improves learning outcomes in mathematics.
12	Hapsari & Zulherman (2021)	Pengembangan Media Video Animasi Berbasis Aplikasi Canva untuk Meningkatkan Motivasi...	Developing interactive learning media based on Canva for teaching science.	Interactive learning media created in Canva enhance science learning outcomes engagingly and enjoyably.
13	Rizanta & Arsanti (2022)	Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Masa Kini	Utilizing Canva in teaching elementary school students to create creative works.	Canva helps students create creative works, such as posters and presentations, thereby improving their understanding of the material.
14	Oktaviani & Irawati (2022)	Penerapan Model Project Based Learning untuk Meningkatkan Keterampilan Menulis Narasi Siswa SD	Using PBL in writing lessons for 3rd-grade students.	PBL improves students' writing skills through projects focused on relevant content and real-world application.
15	Fauzi (2021)	Efektivitas Penggunaan Media Canva Pada Pembelajaran IPA di Sekolah Dasar	Evaluating the effectiveness of Canva in science learning for elementary students.	Canva's use in science classes boosts student participation and improves task quality, making difficult topics easier to understand.
16	Yundayani et al (2021)	The Role of Canva in Enhancing Student Engagement in Education	Investigating the role of Canva in increasing student engagement through visual design.	Canva enhances student engagement in learning by offering a variety of easy-to-use design tools.
17	Bell (2010)	Project-Based Learning for the 21st Century: Skills for the Future	Discussing the benefits of PBL in developing 21st-century skills in students.	PBL helps students develop essential 21st-century skills such as critical thinking, communication, and collaboration.
18	Karpudewan et al (2016)	Improving Energy Literacy among Secondary School Students Using Project-Based Instruction	Using PBL to improve energy literacy among students.	PBL can be used to enhance students' understanding of specific scientific topics, such as energy and the environment.

No	Author & Year	Title (Original)	Focus of Study	Key Findings
19	Chen & Yang (2019)	Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis	Presenting a meta-analysis on the effectiveness of PBL on student learning outcomes.	PBL has a significant positive impact on student learning outcomes across educational levels.
20	Miller (2022)	Project-Based Learning: Examples, Benefits & 10 Classroom Strategies	Providing examples and strategies for implementing PBL in the classroom.	PBL is highly effective at providing immersive, relevant learning experiences that improve student outcomes.
21	Katz & Chard (2021)	Engaging Children's Minds: The Project Approach	Analyzing the application of PBL in early elementary grades and its impact.	PBL can be effectively implemented at the elementary levels, helping young children learn through hands-on, relevant projects.
22	Duke et al (2021)	Project-Based Learning in Elementary Classrooms	Exploring the impact of PBL implementation in elementary classrooms on learning outcomes.	PBL provides highly relevant and engaging learning experiences for elementary students, improving their understanding of the subject matter.
23	Kokotsaki et al (2016)	Project-based learning: A review of the literature	Research on the implementation of PBL in elementary schools across various contexts.	PBL supports more structured, results-oriented learning at the elementary level.
24	Heick (2024)	What Project-Based Learning Looks Like In An Elementary Classroom	Analyzing how PBL is applied in elementary classrooms.	PBL provides students with opportunities to apply knowledge in real-world situations, developing practical skills.
25	Saputra & Wibowo (2025)	Analysis of the Effectiveness of Implementing Project-Based Learning Models on Students' Critical Thinking Skills...	Analyzing the implementation of PBL in elementary schools and its impact on learning outcomes.	Research shows that PBL enhances creativity, problem-solving, and learning outcomes among elementary students.

D. Discussion

This discussion aims to interpret the findings from the analysis of 25 journals on the use of Canva as a learning medium and the Project-Based Inquiry-Based Learning (PJBL) model to improve student learning outcomes at the elementary school level. Based on the findings, it can be concluded that the use of Canva and the PJBL model has a significant positive impact on student engagement, critical thinking skills, creativity, and learning

outcomes. This aligns with the research objective of analyzing how the use of digital tools, such as Canva, when combined with the PJBL model, can enhance the quality of learning at the elementary school level.

These findings were obtained through an analysis of the various research methods used in the 25 journals reviewed, including experimental studies, case studies, and action research. These methods collected data through observations, interviews, surveys, and pre- and post-tests to assess student learning outcomes. This review found that Canva enables students to create visual content more easily, thereby increasing their involvement in learning activities. Additionally, the PJBL model focuses on developing critical thinking, collaboration, and problem-solving skills, which have been shown to enhance students' academic performance, particularly in subjects such as mathematics, science, and Indonesian.

These findings indicate that Canva serves as a tool that supports more creative and engaging learning, contributing to a deeper understanding of concepts. For instance, in science education, using Canva enables students to create more engaging, easily understood visual materials, thereby enriching their learning experience. On the other hand, the PJBL model provides opportunities for students to engage in real-world situations, enabling them to be more active in problem-solving and team collaboration. When both approaches are implemented together, they not only increase student engagement but also develop their cognitive and social skills.

These findings align with existing theories, such as constructivism, which emphasizes active learning experiences in which students build knowledge through interaction with their environment and peers. Using Canva and PJBL provides students with opportunities to learn in more active, creative ways. Moreover, this study strengthens previous findings that digital technology in education can enhance student engagement and understanding of the material (Suwahyu, 2022). Similarly, the PJBL model has proven effective in developing critical thinking and problem-solving skills (Bell, 2010).

However, this research also identifies several challenges that need to be addressed, such as limited access to technology and time constraints in implementing project-based learning. These challenges have not only been found in this study but have also been discussed in various previous studies. Therefore, it is crucial to address these issues through teacher training and by improving school technology. Proper training will help teachers integrate technology effectively into their teaching and manage time more efficiently in carrying out PJBL-based learning projects.

Overall, the findings indicate that combining Canva with the PJBL model can have a significant positive impact on learning quality at the elementary school level. This study also provides new insights into how these two approaches can be more effectively integrated into educational practice. Therefore, further research is needed to develop more efficient implementation strategies to address existing challenges, particularly in access to technology and time management. Future research may also focus on developing more in-

depth teacher training to ensure the successful implementation of Canva and PJBL in elementary education.

E. Implication

The implications of this research are significant for both the educational field and future studies on digital tools and teaching models. The findings suggest that integrating Canva and the PJBL model in elementary education can substantially improve student engagement, critical thinking, creativity, and overall learning outcomes. These findings make valuable contributions to the growing body of research supporting the effective use of technology and project-based learning to enhance educational quality.

From a practical standpoint, the successful implementation of Canva as a digital tool in the classroom could lead to increased creativity and student engagement. The PJBL model, on the other hand, empowers students to learn through real-world, hands-on experiences, making learning more meaningful and aligned with real-world problems. This dual approach can be highly beneficial in fostering essential skills such as problem-solving, collaboration, and innovation, which are crucial for students in the 21st century.

In terms of educational policy, the study's findings highlight the need for schools to invest in both technology infrastructure and teacher training to ensure the successful integration of these tools. Educational stakeholders need to recognize the importance of professional development programs that focus on the effective use of technology, such as Canva, and on implementing the PJBL model. With proper support, teachers will be better equipped to manage project-based learning to maximize its potential while minimizing challenges related to time management and technological constraints.

Furthermore, the findings of this study contribute to theoretical frameworks, particularly in the context of constructivist learning. The integration of digital tools and project-based inquiry aligns with the principles of constructivism, where students actively build their knowledge and skills. This research offers new perspectives on how digital tools and project-based models can work together to foster a deeper understanding of subject matter and enhance student engagement.

Overall, the research not only supports the efficacy of Canva and the PJBL model in elementary education but also paves the way for further studies on overcoming implementation challenges. By addressing these challenges and refining implementation strategies, future research can help further optimize the use of digital tools and innovative teaching models in the classroom.

F. Limitation and Suggestion for Further Research

This study, while offering valuable insights into the impact of Canva and the PJBL model on student learning outcomes, has certain limitations that should be acknowledged. First, the scope of the research is limited to the analysis of 25 journals, which, although diverse, may not represent the full spectrum of research on this topic. The findings could have been influenced by the sample size and the specific context of the studies reviewed,

which were primarily conducted in certain educational settings. This limits the generalizability of the results across different educational systems or countries.

Additionally, the studies analyzed in this review employed a variety of research designs, including experimental, case study, and action research, each with inherent limitations. For example, experimental studies may have limitations in terms of ecological validity, as controlled environments may not fully reflect real-world classroom conditions. On the other hand, case studies may lack broader applicability due to their focus on specific contexts or small sample sizes. Furthermore, variations in research methods, such as differences in data collection (e.g., observations, surveys, pre-tests, and post-tests), may affect the consistency and comparability of findings across the reviewed studies.

Another limitation lies in the challenges of implementing both Canva and the PJBL model effectively in diverse classroom settings. While both approaches have proven beneficial, the research highlights certain obstacles, such as time constraints and technological limitations, that can vary widely across school environments. This introduces uncertainty regarding how these findings can be generalized to all schools, especially those with limited resources.

Given the limitations of this study, further research is necessary to deepen our understanding of the impact of Canva and the PJBL model on student learning outcomes. Future studies should consider larger, more diverse samples to enhance the generalizability of the findings. It would also be valuable to conduct longitudinal studies that track the effects of using Canva and PJBL over a longer period to sustain the benefits observed in student learning outcomes.

Additionally, future research could focus on the specific challenges teachers and students face in implementing the PJBL model and using digital tools such as Canva, particularly in schools with limited access to technology. Research on how to overcome these challenges, through professional development programs for teachers or through policy changes that support technology integration in education, would be invaluable.

It would also be beneficial to investigate in more depth how the combination of Canva and PJBL affects different subject areas beyond the general subjects of mathematics, science, and the Indonesian language. This could include examining how these approaches affect subjects such as social studies, the arts, or language acquisition.

Lastly, further research could explore the potential of combining Canva and PJBL with other educational technologies and teaching models to create more comprehensive, engaging, and effective learning environments. Exploring the synergy between different tools and approaches could provide deeper insights into how best to foster student engagement, creativity, and critical thinking in the classroom.

G. Conclusion

In conclusion, this study demonstrates that integrating Canva as a learning tool and the Project-Based Learning (PJBL) model significantly enhances student engagement, critical thinking, creativity, and academic performance at the elementary school level. These

approaches foster a more interactive and engaging learning environment, particularly in subjects like mathematics, science, and language, by promoting creativity and collaboration among students. However, challenges such as limited access to technology and time constraints were identified, which could impede the full implementation of these methods. To address these barriers, it is recommended that further research focus on overcoming these challenges through teacher training, improved technological infrastructure, and time management strategies. Future studies could also explore the long-term effects of these approaches and their application in different educational contexts, as well as their expansion to other subjects and educational levels. Ultimately, the findings suggest that combining Canva with Pjbl has the potential to improve learning quality significantly, and further research is needed to optimize their implementation across diverse educational settings.

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Author's Biography

	<p>Cici Irawati, S.Pd.    Was born in Pekalongan on December 2, 1986. She is currently pursuing a master's degree in Elementary Education at Universitas Negeri Semarang (UNNES) Email: cicirawati@students.unnes.ac.id</p>
	<p>Prof. Dr. Tri Joko Raharjo, M.Pd.    Was born in Klaten on March 01, 1959. He is a Professor and senior lecturer at the School of Postgraduate Studies, Universitas Negeri Semarang, where he also serves as the Coordinator of the Master's Program in Elementary Education. He earned his bachelor's degree from Universitas Negeri Semarang, his master's degree from Universitas Negeri Malang, and his doctoral degree from Universitas Pendidikan Indonesia, all in Nonformal Education. Since 1985, he has been active in teaching, research, and academic leadership, with expertise in nonformal education, community empowerment, and lifelong learning. Email: trijokoraharjo@mail.unnes.ac.id</p>
	<p>Dr. Bambang Subali, M.Pd.    Was born on December 27, 1975. He is a senior lecturer and the Coordinator of the D3/S1 Physics Education Study Program at the Faculty of Mathematics and Natural Sciences, Universitas Negeri Semarang (UNNES). His expertise lies in physics education and educational research. He has contributed numerous publications on educational methods and research statistics. Email: bambangfisika@mail.unnes.ac.id</p>



Dr. Nuni Widiarti, S.Pd. M.Si.    Was born on October 28, 1978. She is a lecturer in the Chemistry Education Program at the Faculty of Mathematics and Natural Sciences, Universitas Negeri Semarang. Her areas of expertise include inorganic chemistry, catalysis, nanoparticles, and bioinorganic chemistry. She is actively involved in teaching, research, and supervising students' theses.

Email: nuni_kimia@mail.unnes.ac.id