

Development of Canva-Assisted Media with The CIRC Learning Model for Visual Groups of Junior High School Students

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ABSTRACT

Technological skills in Indonesian society need to be developed in order to be socially competent and able to face future challenges. The gap that occurs at this time is the rapid development of technology, so that human resources are not ready to optimize it properly. This study aims to design Canva-assisted interactive learning media integrated with the CIRC (Cooperative Integrated and Reading Composition) learning model so that students, as one of the human resources, can be motivated in significant technological developments. This research employs a Design Research approach, comprising the stages of Preliminary Study, Formative Evaluation, and Summative Evaluation. This research was conducted in one of the Junior High Schools in Cianjur Regency. After a series of stages were carried out, the responses given by students to the media developed in the visual group were in the average range of 4-5. This shows that the learning media developed get a good response and are feasible to use in learning mathematics, especially for building materials. It is hoped that this media can be developed on other materials and can motivate other math teachers.

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INTRODUCTION

The low interest in reading among students in Indonesia highlights the fundamental importance of Literacy for the progress of a country. According to Rahmi & Marnola (2020), reading comprehension in one elementary school was very minimal during the initial test. In addition, based on the 2018 PISA results in Kemendikbudristek (2021) explained that around 60-70% of students in Indonesia are still below the minimum proficiency standards in science, math, and reading. According to Harisma et al. (2023), students' understanding when reading questions causes errors in fundamental concepts. So, the importance of good literacy is for all

aspects. In addition, the problems faced by other authors were also found through the level of critical thinking of students. In a study conducted by Cahya et al. (2024) was found that students' low mathematical critical thinking skills can be shown by the fact that they try to write the solution directly to the strategy stage but are unable to clarify, assess, and conclude, resulting in incorrect answers. This is an urgency at the educational level, especially in mathematics learning, because equipping students with basic knowledge is very important for the future, whose challenges will vary. The gap in the quality of education between regions is also still something that needs to be reviewed. In addition, teacher creativity in teaching is also an important issue. According to Monoarfa (2021), teachers are less aware of the importance of compiling teaching materials according to their needs, the benefits of teaching materials in learning preparation, and learning implementation tools. This is also a concern for teachers, that teachers need to apply the concept of lifelong learning according to Ki Hajar Dewantara. The point of teachers needing to learn throughout life is that teachers need to always adapt to changes in digitalization and changes in the globalization of the times.

In 2022 (Kemendikbudristek, 2023), Indonesia experienced a significant improvement in literacy. However, Indonesia is still far behind compared to other countries. In addition, another study conducted by Zalukhu & Zalukhu (2024) explained that the lack of a literacy culture and ineffective school literacy activities can exacerbate the problem. One of the factors that is a problem in a person's lack of interest in reading is inadequate reading facilities. The existence of the industrial revolution 4.0 will change the new paradigm for several sectors, causing landscape changes (transformation) in various fields. Including in the field of education, students and teachers need to be prepared to face this transformation. In order for human resources to be optimized properly, it is necessary to have proficient digital skills.

Math is one of the subjects that students do not like because of its abstractness. However, as a teacher, it is very important to increase your capacity and knowledge so that students no longer feel that math is abstract and boring. Teachers are agents of change in civilization. Teachers who are not resistant to change are teachers who want to learn better and prioritize quality. Reconstruction of mathematics learning is needed for the sake of change. In 2022 (Kemendikbudristek, 2023), there are several positive factors that can be adapted, such as regular teacher training, hybrid conceptualized learning methods (students can learn through online and offline), simplified materials through an independent curriculum, and learning facilities in the form of quotas and ICT devices. This can be a reconstruction of mathematics learning if each element can work together and have one goal in the same

direction. Reconstructing mathematics learning with a suitable learning model is one of the steps that can be taken by teachers.

Research by integrating learning with learning models has previously been conducted by several experts. According to Supriyadi (2018), there is a significant average increase after students get material based on the CIRC (Cooperative Integrated Reading and Composition) learning model. In addition, the results of another study in Rahmi & Marnola (2020) said that students experienced a very significant average increase in reading by using the CIRC (Cooperative Integrated Reading and Composition) learning model. According to Bakar et al. (2020), using *Discovery Learning*, as many as 19 students out of 32 were in the excellent category in the level of mathematical understanding shown. In addition to learning models that can be applied in learning, digital media can help students in learning mathematics, according to Philips in Syahrir et al. (2023), claiming that IMM (Interactive multimedia) has the potential to accommodate people with different learning styles. In line with Muqoddaroh et al. (2024) showed that *educational games* can help students in understanding concepts, learning outcomes, learning motivation, learner enthusiasm, and self-confidence. Likewise, the opinion of Al Faidz et al. (2025) using digital-based Problem Based Learning shows a suitable response for students in learning mathematics. According to several experts, it shows that the learning model should be done well so that there is an increase that students will experience in learning mathematics.

However, when referring to the results of the PISA score, Indonesia is still in the back row. This lag does not always happen to students, but it could be the ability of teachers who have not been able to adapt to changes in globalization. Yuliani et al. (2024) found the difficulties faced by teachers in the preparation of ICT-based learning tools. According to Sumaryanta (2025), it is not enough for teachers to master the same materials as the needs of students at school; but materials that are broader and more in-depth need to be mastered properly. In reconstructing mathematics learning, in addition to teachers needing to master all concepts broadly and deeply, teachers also need to improve their competence in the field of technology to balance the challenges of mathematics learning Industrial Revolution 4.0. Once teachers succeed in improving their skills, students will definitely be motivated because they can learn well. Therefore, teachers need to have skills in using today's technology that is suitable for learning in their classroom.

In 2020, Kemendikbudristek launched free learning accounts for students, educators (teachers), and education personnel. This is evidence and a solution used as an alternative by

the Ministry of Education and Research after facing the COVID-19 pandemic in the world of education. Students, educators, and education personnel who have registered in the basic education data (DAPODIK) will get an account for free to use in learning or educational purposes. This account is connected to one of the graphic design platforms, Canva. So that users of the learning account shared by Kemendikbudristek can access the Canva platform pro (free). Apart from being used in the field of education, Canva also has good value in the economic aspect, so that it can be used as a promotional medium that can benefit users. This can be proven by Humaira et al. (2023). Canva as a graphic design application that is easy and fast to use and provides a variety of templates for free, has proven to be effective enough to be used as a promotional medium in the digital era. The effect of Canva learning is that students are more active in asking and answering questions (Amri, 2023).

The author plans to develop interactive learning media with the help of the Canva platform. Canva is a graphic design platform that is easily accessible to the author. This interactive learning media can be used by students through a link that can be accessed anytime and anywhere. In addition, this media is very interactive so that students can try to use it themselves by sliding, pressing the buttons (icons) available on the developed media. In 2025, the Ministry of Education and Culture launches meaningful learning based on Ki Hajar Dewantara. Ki Hajar Dewantara always reminds us through his messages that learning for students needs to be adjusted to their nature. In addition, meaningful learning emphasizes students getting their rights according to their nature. Teachers need to recognize each student so that students are given treatment according to their rights. For example, teachers always do learn with the lecture method, which is good for students who have an audio learning style, while students who have visual and kinesthetic abilities are not facilitated properly which will have an impact on learning. This can be proven by Rahmawati & Gumiandari (2021) that learning styles are very influential, especially in the process of teaching and learning activities, to increase success in the learning process, and the transfer of knowledge. It is also supported by Hyono et al. (2023) that in designing ICT-based learning, of course, it is designed according to the needs and characteristics of students. In addition, according to Romdana et al. (2024), ICT-assisted learning also plays a role in increasing learning motivation because it can present a fun and varied learning experience, making students more enthusiastic about participating in lessons. Therefore, the author tries to develop Canva-assisted media related to symmetry material based on visual learning styles because related material needs to be visualized, so that students can easily understand it, and learning can be meaningful. In addition, the media

developed is combined with the CIRC (*Cooperative Integrated Reading and Composition*) learning model because literacy in Indonesia has not significantly increased. So, the author tries to motivate students to have a better interest in reading than before through the development of interactive learning media. So, the author tries to find students' responses to Canva-assisted interactive learning media.

RESEARCH METHOD

This research uses the Research and Development (R&D) method with a research design, Design Research of the Development Study type. This study aims to determine the usefulness of a product developed by giving a questionnaire to the subject who is the goal. The product developed in this study is an interactive learning media (MPI) assisted by Canva, based on CIRC (Cooperative Integrated Reading And Composition). So that the integrated link from Canva is given to the research subject. In addition, another supporting application used is Construct 2. The application makes Canva more interactive, because there is a link from Construct 2 embedded in Canva.. The subjects of this study were seventh-grade junior high school students in the Cianjur area. The stages carried out in this research are Preliminary, Formative evaluation, and Summative evaluation. This research procedure can be seen through the following chart. (Figure 1).

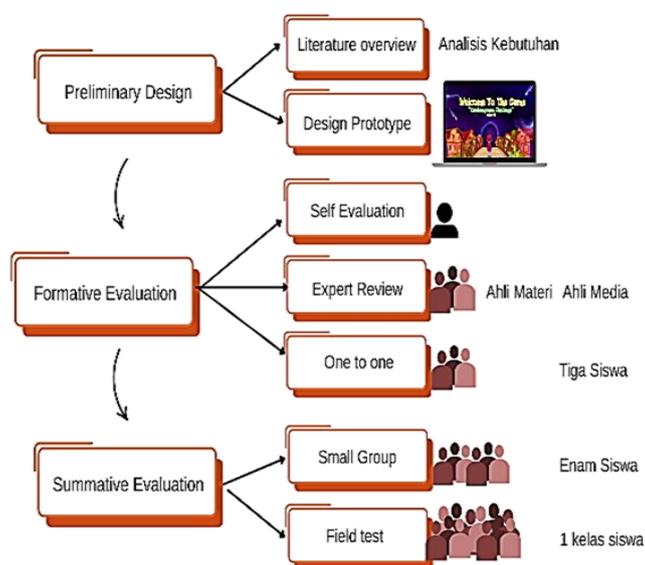


Figure 1. Design Research Stagezz

The research begins with the Preliminary stage (literature review) based on several problems that occur in the field to see the characteristics of the research site, and from some literature that still has problems in the field of mathematics, especially in the material of

Kesebangunan. After seeing the characteristics and problems that exist, the authors continued to develop prototypes that were suitable for the problems found.

At the formative evaluation stage, the author evaluated the product developed independently. After that, the author tried to review the product with several media experts to see aspects of feasibility, appearance design, and media effectiveness for users. After receiving reviews from several media experts and revisions were made, the evaluation process was conducted from three VII-J grade students at the junior high school level in the Cianjur area with varying levels of cognitive abilities, ranging from low, medium, to high. The facility used is a cell phone owned by each student. These students were asked to provide suggestions and input freely after completing reading and using the media as a whole. The results of this validation were improved from student input and continued to be validated again by 6 students with the same criteria as before. However, 3 others were students who had just seen the media provided, while the other 3 students had been given the media. Likewise, with the facilities used, the same as the previous stage

After obtaining validity and practicality at the previous stage, continued at the Summative evaluation stage. At this stage, the authors tried the media that had been revised by several experts and 6 students to be given in the same school but a different class, VII G, with a total of 30 students. The author only prepared a projector and a laptop so that it could be displayed in front of the class when there were students who wanted to ask for help to explain their incomprehension, while each student brought a cellphone and a quota independently. This is because the computer laboratory facility is only 1 room out of 33 classes; it must be used by the informatics class in turn, so the author does not use the computer laboratory. The results obtained from the trial are the main reference to measure the level of practicality of using the developed media, as well as the relationship between the media and the CIRC (Cooperative Integrated Reading and Composition) learning model.

All data obtained is grouped into two according to its nature, namely qualitative data and quantitative data. The data was obtained from validation data of learning experts, media experts, and trials. The steps or data analysis techniques used in the study by calculating the average score from the validation sheet of material experts, media experts, and broad trials, so as to get the level of validity and feasibility. The following is the formula for finding product validity:

$$\bar{x} = \frac{\sum x}{n}$$

Description:

- \bar{x} = Average score
- $\sum x$ = Total score of each item
- n = Number of validators

Based on the interval class of the feasibility level obtained, the following criteria are determined:

Table 1. Product Feasibility Criteria

Range	Category
$\bar{x} = 5$	Very Feasible
$4 \leq \bar{x} < 5$	Feasible
$3 \leq \bar{x} < 4$	Moderately Feasible
$2 \leq \bar{x} < 3$	Not Feasible
$1 \leq \bar{x} < 2$	Very Not Feasible

Furthermore, qualitative descriptive analysis is done by grouping qualitative data information in the form of suggestions, responses, and input for improvement. This data analysis is used as a guide to revise the product development of Interactive Learning Media (MPI) assisted by Canva, based on CIRC (Cooperative Integrated Reading and Composition).

RESULT AND DISCUSSION

The learning media developed in the form of Canva Interactive Learning Media with the CIRC (Cooperative Integrated Reading and Composition) model on the material of *kesebangunan*. The following is a description of the results of the development of learning media based on the stages carried out.

Preliminary stage, at this stage, the author conducted three activities, namely needs analysis, curriculum analysis, and analysis of student characteristics. The problem found in the school where the research was conducted was the lack of meaningful and in-depth learning for students. This causes students to be uncreative when faced with problems related to geometric shapes. So, this needs to find a solution so that students' reasoning power is better. In addition, the problems raised by Kemendikbudristek that students' literacy skills have not increased are relevant to the reality in the field. Students still often receive incorrect information, so literacy is not considered. The author found the characteristics of the curriculum used in the school to determine the expected learning objectives and the characteristics of the students. So that authors can find the characteristics of each child's learning style that are different and need to be facilitated properly. After finding problems and other characteristics, the author designed a suitable prototype. The initial display of the media

presented to students is as follows.



Figure 2. Initial display of interactive learning media for visual groups

At the *Formative evaluation* stage, authors tried to apply the developed product independently first (self-evaluation). After the media can be used, authors try to validate the product on media experts and material experts to see the level of feasibility. This stage is called the *Expert review* stage. The suggestions and input given by the validators are to pay attention to the material regardless of the attractive background, clear instructions for use, the stages of the learning model used, and pay attention to the appearance of the page that has too much written content, so it needs to be corrected. The following are the results of the response questionnaires of three material experts and three media experts, and suggestions for improving their appearance:

Table 2. Results of three media experts' responses to the media

No.	Media Assessment Aspect	Average total response score three media experts	Description
1.	Media Design	4,06	Feasible
2.	Learning Materials and Environment	4,00	Feasible
3.	Use of media	4,00	Feasible

Based on Table 2, three media experts responded with an average score as listed. There are 3 aspects identified in the developed media (product), including: 1) Media Design with an average of 4.06 (feasible); 2) Learning Materials and Environment with an average of 4.00 (feasible); and 3) Media usage with an average of 4.00 (feasible). The three aspects have been verified by media experts and stated that the developed media is suitable for use with some

revisions. In addition, the media was verified by material experts to review the suitability of the material and the media presented. The following are the results of the responses of three material experts, consisting of 2 math teachers and 1 math teacher expert lecturers in the field of mathematics:

Table 3. The results of the three material experts' responses to the material presented in the media

No.	Material Assessment Aspect	Average total response score three material experts	Description
1.	Fulfills the elements of concept discovery	4,08	Feasible
2.	Display of LKPD	4,06	Feasible
3.	Language	4,14	Feasible
4.	Completeness of LKPD content according to the selected material	4,33	Feasible
5.	Conformity with the chosen approach	4,22	Feasible

Based on Table 3, there are 5 aspects that are identified as material in the developed media (product) including: 1) Meet the elements of concept discovery with an average of 4.08 (feasible); 2) LKPD display with an average of 4.06 (feasible); 3) Language with an average of 4.14 (feasible); 4) Completeness of LKPD content according to the selected material with an average of 4.33; and 5) Compatibility with the selected approach has an average of 4.22. The five aspects have been verified by material experts and state that the material presented in the developed product is suitable for use with some revisions. Revisions suggested by material experts and media experts include writing slides that have too much animation and do not list the learning steps in the media.



Figure 3. Display of learning outcomes before (a) and after (b) revision

The revision that was added was the addition of points or syntax from the CIRC (Cooperative Integrated Reading and Composition) learning steps, so that students can follow as directed. The following display is added to the media:



Figure 4. Display of learning steps before (a) and after (b) revision

Furthermore, the revised media was given to three students based on cognitive groups (low, medium, and high) without looking at the students' learning styles. They stated that the media was very interesting and easy to understand. The following are the three students' responses to the developed media (prototype 1):

Table 4. Results of three students' responses to the media

No.	Assessment aspect	Average total score of student responses	Description
1.	Media Design	3,61	Quite Feasible
2.	Learning Materials and Environment	3,67	Quite Feasible
3.	Use of media	4,15	Feasible

Based on the results of student responses in Table 4, the media is feasible to use with some revisions/additions. After making several revisions as in the picture above, the author tried to introduce the media to six other students with the same criteria, but the previous 3 students were involved again in reviewing the media developed after revisions from media experts, materials, and three students. The following are the results of the six students' responses to the revised product (Prototype 2):

Table 5. The results of six students' responses to the media (prototype 1)

No	Assessment aspect	Average total score of student responses	Description
1.	Media Design	4,08	Feasible
2.	Learning Materials and Environment	4,22	Feasible
3.	Use of media	4,31	Feasible

The same response as before, the learning media is suitable for them, so it is not monotonous, this is shown in Table 5. However, there is a little addition from some students, that the exercise questions given are still lacking. So, the authors added practice questions in the form of an interactive quiz. The following suggestions were made by several students:

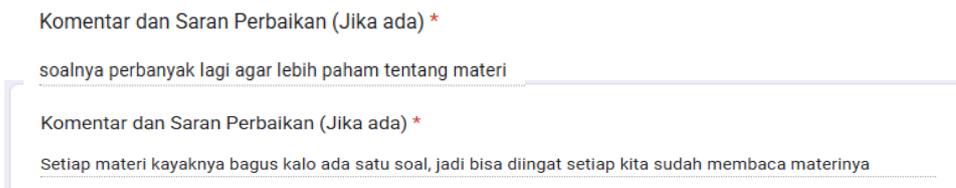


Figure 5. Comments and suggestions among six students

In accordance with the suggestions and input given by the two students, the authors made references to improve the media developed. In Figure 6, the authors added a little quiz so that the material presented could be reviewed through the quiz challenge given.

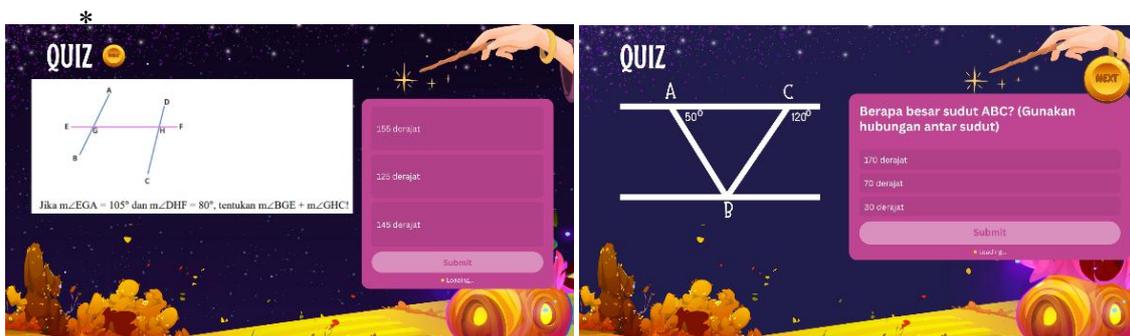


Figure 6. Example of a quiz page that was added before there was none

In addition, the product designed for is interactive media. So, what distinguishes Canva media from the developed Canva media is its interactivity. As an example in Figure 6, students can shift/move the arc in the display so that students seem to be using a real arc.

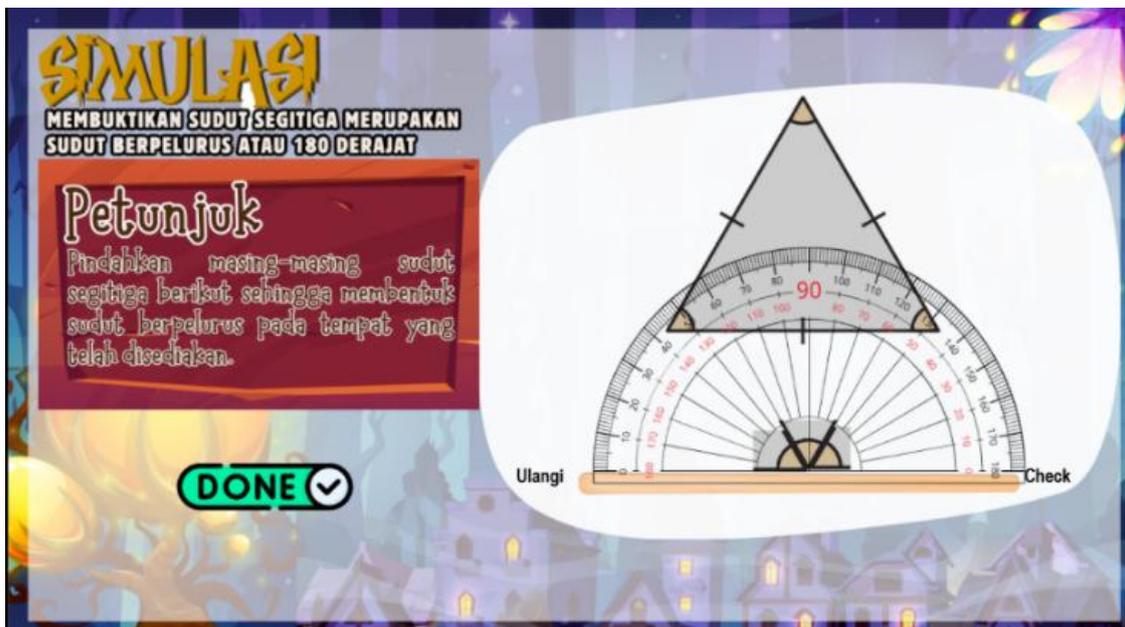


Figure 7. Student display to find the concept of the sum of the angles in a triangle is 180 degrees

After undergoing several revisions, the researcher tried to examine the responses that occurred at the Field Test stage. The targeted students in the classroom are visual groups. Because the media developed is tailored to students who have visual abilities that need to be facilitated in understanding related to geometry. The following are the results of the visual group student responses to the media developed:

Table 6. Responses of 14 students from the visual group to the developed media

No	Assessment Aspect	Average total score of student responses	Description
1.	Media Design	4,40	Feasible
2.	Learning Materials and Environment	4,36	Feasible
3.	Use of media	4,34	Feasible

Based on Table 6, the average response scores generated from 14 students are students with visual learning style abilities were given media that had undergone several revisions that were adjusted according to suggestions and input from material experts, media experts and students in small groups. The average response score obtained shows that the media developed received a decent response because the average response score obtained exceeded score 4.

From the statistical data obtained, Canva-assisted learning media obtained a feasible response, in line with what was stated by Syahrir et al. (2023) that Canva is a free online design application that is easy to use, and its use as a learning medium can help students increase their creativity and innovation. In addition, Canva-assisted learning media can be a solution to the many challenges faced by teachers. This is supported by Afianti (2024) that the Canva application allows teachers to improve teaching quality, increase creativity, and save time in designing learning media.

CONCLUSIONS AND SUGGESTIONS

The material is a prerequisite for learning more complex geometry. The media developed is media designed to be tailored to the needs of students. Each stage that authors go through has a response generated both from material experts, media experts, and students in small groups and large groups, stating that the developed media integrated with the CIRC learning model is feasible to use for mathematics learning. This is shown in the results of the response score of the Formative evaluation stage, getting an average score in the range of 3-4, which means the media is quite feasible to use with some revisions. After making various improvements and other suggestions, the resulting response increased and was in the average score range of 4-5. This means that Canva-assisted interactive learning media integrated with

the CIRC learning model is feasible to use for differentiated learning in the classroom, especially for visual groups. The author hopes that with a good student response, it can bring motivation and interest in reading to students in Indonesia, and teachers can design media that are more interesting and suitable for junior high school students.

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