



## Developing an E-Book Using Canva on the Material "Getting to Know Our Earth" to Improve Critical Thinking Skills in Differentiated Learning

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**Abstract:** The purpose of this study is to develop an e-book using Canva for the material "Getting to Know Our Earth" to improve critical thinking skills in differentiated learning. This objective highlights four things, including the characteristics of Canva-based e-books, improving students' critical thinking, the feasibility of e-books, and students' responses to e-books. The method used in this study is research and development (R&D) using the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The results of the study showed that the e-book developed has attractive, interactive, and contextual visual characteristics. This media has proven to be feasible to use, effective in encouraging increased critical thinking skills and student participation, and has received positive responses from students and teachers. This e-book is also considered relevant to the needs of 21st century learning

## INTRODUCTION

Advances in information and communication technology have brought significant changes to various aspects of life, including education. One increasingly popular innovation is the use of digital technology in learning. Students are now required to use

various technological tools such as gadgets (cell phones), computers, laptops, LEDs, LCDs, digital whiteboards, and e-books.

Advances in information technology have had a positive impact on education, both in soft and hard aspects. Technology drives learning



innovation aimed at improving the quality of education. One of the main factors that must be considered in the learning process is the achievement of learning objectives and the utilization of application-based media and teaching materials. The government has developed various applications in the world of education as an effort to educate the nation and keep up with current developments. Therefore, teachers must prepare a curriculum that aligns with the demands of the digital era so that the younger generation can understand and utilize technology effectively.

In the 21st century, teachers are required to utilize digital technology to design more creative and innovative learning. Teachers' readiness to educate in the digital era requires an understanding of cyber pedagogy. As facilitators, teachers must be able to use technology to create learning that enables students to be more active and think critically. Aunurahman (2016:140) emphasizes that learning success is greatly influenced by teachers' ability to develop learning models that effectively increase student engagement. The right learning model will create active and

enjoyable learning conditions, enabling students to achieve optimal learning outcomes.

One form of technology that has been developed in the world of education is the e-book. These e-books are designed to support learning with a more flexible and efficient format, allowing for the integration of various multimedia elements such as animation, audio, and interactive navigation. However, the current use of e-books tends to be static, merely replacing printed books in digital format without any innovation that enhances the student learning experience. Many e-books do not utilize technologies such as artificial intelligence, augmented reality (AR), or adaptive features that can adjust content to user needs.

The lack of innovation in e-book development means students don't receive enough cognitive challenges to develop their critical thinking skills. Students tend to become passive in understanding the material because static e-books don't provide learning experiences that encourage analysis, evaluation, and application of information.

Numerous studies have been relevant to this research. Various studies emphasize the importance of developing critical thinking skills in the learning process. Puspitasari's (2019) study emphasized that critical thinking skills are abilities that don't come naturally but rather need to be honed through interactive and challenging learning processes. In the context of differentiated learning, these skills are even more relevant because this approach adapts learning to the diverse needs, interests, and readiness of students.

Research by Musannadah (2022) revealed that Canva, as a graphic design platform, has significant potential to support 21st-century learning by providing engaging and flexible visual features, thereby enhancing teachers' creativity in delivering materials. Similar results were found by Pratama, Sampelolo, & Tulak (2023), who showed that Canva-based learning modules increased student engagement by up to 87.64%. Other research demonstrated that the use of Canva-based interactive e-books on the human digestive system successfully improved critical thinking

skills in fifth-grade elementary school students (Utami et al., 2024).

However, these studies still have limitations. First, most previous research emphasized student engagement or creativity rather than specifically integrating Canva e-book development within a differentiated learning context. Second, the materials developed in these studies did not yet cover basic geoscience topics such as "Getting to Know Our Earth," which is an essential part of the elementary school science curriculum. Third, there has not been much research that specifically examines how Canva e-books designed with various levels of challenge can accommodate differentiated learning needs and simultaneously improve students' critical thinking skills.

Furthermore, preliminary observations conducted by researchers at SDIT Utsmanil Hakim revealed that many students still experience difficulties in critical thinking, characterized by their weak ability to analyze, evaluate, and construct arguments logically. Interviews with 5th-grade teachers indicated that the lack of teacher creativity in developing

teaching materials was one of the causes of low student motivation and engagement in learning. Teaching materials that were still in the form of conventional texts caused students to memorize more than understand concepts in depth (Interview with SDIT Utsmanil Hakim Teacher, October 28, 2024).

Thus, innovation in the development of learning media, such as interactive e-books based on Canva, is one strategy that can be implemented to improve critical thinking skills and student motivation in differentiated learning. Teachers need to continue exploring various technologies and learning methods that are appropriate to current developments to create more effective, enjoyable, and meaningful learning experiences for students.

Based on the description above, this study aims to develop an e-book using Canva with the material "Getting to Know Our Earth" to improve critical thinking skills in differentiated learning, this objective highlights four things including the characteristics of Canva-based e-books, improving students' critical thinking, the feasibility

of e-books, and students' responses to e-books.

In further development, this research could serve as a foundation for developing e-books that are not solely based on Canva but also integrate other technologies such as artificial intelligence (AI), gamification, and data-driven adaptive approaches. This way, e-books would function not only as a digital reading medium but also as a tool capable of tailoring learning to students' specific needs. Future research could explore the effectiveness of this combination of technologies in improving student learning outcomes at various levels of education.

The above background, confirms the researcher to conduct research with the title **Development of e-books using Canva Material "Getting to Know Our Earth" to improve critical thinking skills in Differentiated Learning.**

## METHOD

### Research Design

The method used in this research is research and development (R&D), which is research to produce a product (Sugiyono, 2019). According to Hapsari & Wulandari (2020), there are three broad steps in research and

development. First, a preliminary study, reviewing theories and observing existing products or activities. Second, developing a new product or activity program. Third, testing or validating the new product or activity program. The development approach used in this research is the ADDIE model, which consists of five stages: Analysis, Design, Develop, Implement, and Evaluate (Rayanto, Y. H. 2020). Further details will be provided in the research steps section.

### Research Subjects

The research subjects were 36 fifth-grade elementary school students at SDIT Utsmanil Hakim, Bogor City. The population in this study included students at SDIT Utsmanil Hakim, Bogor City. The sampling technique used was purposive sampling. Purposive sampling is a sampling technique based on specific considerations (Hariyati, 2020). Therefore, the sample in this study was fifth-grade students at SDIT Utsmanil Hakim.

### Research Steps

As mentioned above, this study used the ADDIE development model, which consists of five stages: Analysis,

Design, Development, Implementation, and Evaluation. Further details can be seen in Figure 1 of the ADDIE Model Stages as follows:

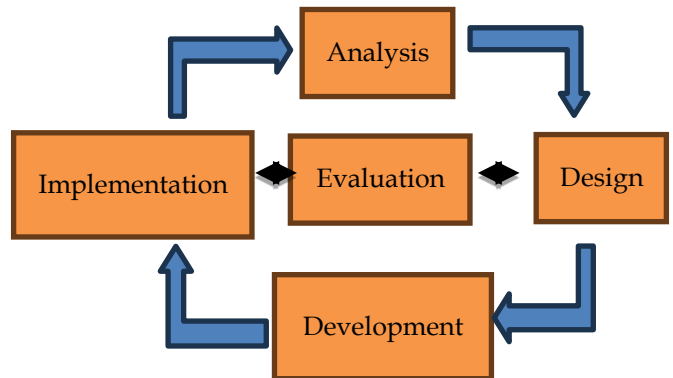


Figure 1 ADDIE Model Stages

The analysis stage involves several aspects, including needs analysis, student analysis, material analysis, and teacher needs analysis. The next stage is the design stage, also known as creating a blueprint. At this stage, researchers carry out two design processes: first, formulating learning objectives based on SMAR (specific, measurable, applicable, and realistic). Then, they determine the appropriate learning strategies to achieve these objectives. The next stage is the development stage, also known as the process of realizing the blueprint or design into reality. Researchers begin by creating a storyboard.

The next stage, implementation, involves directly testing the product. The product testing is carried out in two

steps. First, a validity test is conducted by subject matter experts, instructional media experts, and instructional design experts. Second, a practicality test is conducted by individuals, small groups, large groups, and information and communication technology (ICT) subject teachers.

The next stage is evaluation. Data analysis is conducted using two methods: qualitative and quantitative. Qualitative data analysis is used to process input, criticism, and suggestions from experts, as well as field testing, to conduct gradual revisions to improve the media. Quantitative data analysis, on the other hand, is obtained from respondents' numerical assessments on the questionnaire. All stages of this evaluation are aimed at ensuring the final product's suitability in terms of content, design, and user-friendliness.

The evaluation was conducted comprehensively from the analysis, design, development, and implementation stages of each stage, there may be revisions to test the effect of Ebooks using Canva on students' critical thinking using an experimental research method (Pre-experimental

design one group pretest-posttest design).

### Research Procedures

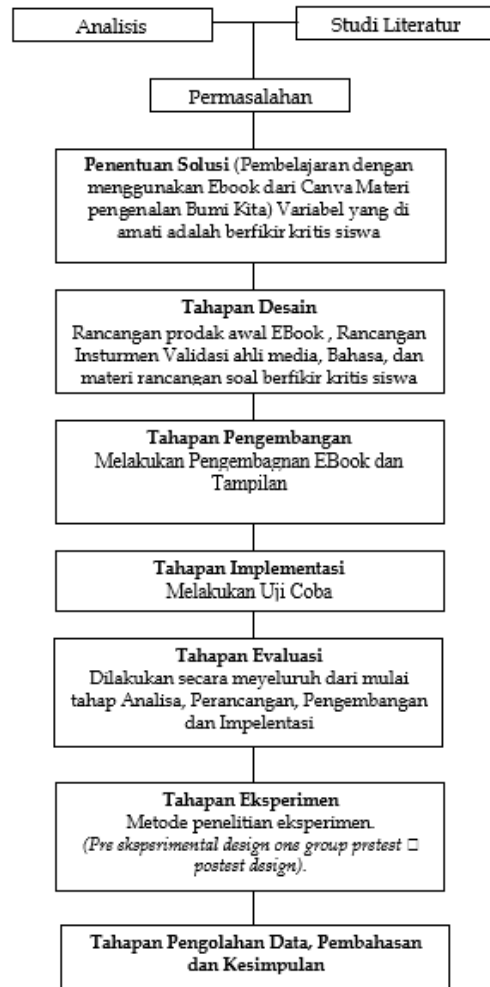


Figure 2 Research Procedure

### Results & Discussion

#### Results

The results of the development research on the development of an e-book using Canva for the material "Getting to Know Our Earth" to improve critical thinking skills in Differentiated Learning are described by researchers as follows: the stages in the ADDIE development model. These stages

consist of Analysis, Design, Development, Implementation, and Evaluation. Further details can be seen in the following description:

### *Analisis*

The activity analysis phase began with interviews and observations within the school environment to identify issues underlying the need for learning media development. Based on the findings from the interviews and initial observations conducted in October, it was discovered that the learning process was still dominated by the use of conventional media, such as textbooks, for each subject. This monotonous use of media resulted in a decline in student interest and motivation. Furthermore, teachers encountered obstacles in developing innovative and adaptive learning media to meet the needs of 21st-century learning.

### *Design*

This stage is the development process for designing learning media, in this case an e-book created with Canva.

Activities carried out at this stage include compiling materials, selecting appropriate images, determining dimensions, and designing visual elements such as colors and shapes to be used in the game-based learning media. Furthermore, researchers also developed an instrument grid for the validation sheet, tailored to the needs identified in the previous stage. The following image shows the results of the development design for the e-book cover.



Figure 2 E-book Cover Design

The more complete contents of the e-book are in the image below.

**BAB 2**  
**STRUKTUR LANTAI BUMI**



**2.1 Lapisan Kerak Bumi (Kerak)**



**2.2 Selubung Bumi (Mantel)**



**2.3 Inti Bumi**



**BAB 1**  
**PENDAHULUAN**



**1.1 Apa itu Bumi?**

**Jadi, Apa Itu Bumi?**



**MENGENAL BUMI KITA**



Dianjurkan Oleh:  
 SITI SUNINGSIH  
 NPA. 07262922

**MENGENAL BUMI KITA**

**FRASATA**

Puji dan syukur penulis sampaikan ke hadirat Allah Yang Maha Suci dan Maha Agung... sebagai obyek yang berjudul "Mengenal Bumi Kita" ini dapat tersusun dan diterbitkan dengan baik.

Kami sangat bangga kita yang kini berada, mengungkap begitu banyak kejayaan yang telah kita capai dari pertengahan, melalui buku ini, para kita ingin mengajak pembaca untuk lebih memahami, sebagai aspek penting planet yang kita huni-pada dari struktur luar Bumi, dimana alam, hingga perantara yang menjaga keseimbangan lingkungan.

Buku ini ditulis dengan bahasa yang sederhana dan mudah dipahami agar dapat dikuasai oleh berbagai kalangan, khususnya pelajar dan pembaca umum yang ingin memahami keajaiban alam semesta. Harapan penulis, buku ini dapat menyuguhkan informasi, tetapi juga memantulkan rasa ingin tahunya serta kepedulian terhadap lingkungan sekitar. Penulis menyadari bahwa buku ini masih jauh dari sempurna. Oleh karena itu, kritik dan saran yang membangun sangat diharapkan demi penyempurnaan karya ini agar bermanfaat.

Kita kita, semoga "Mengenal Bumi Kita" dapat memberikan manfaat dan inspirasi salah satu sumber belajar yang menyenangkan bagi para pembaca.

Rogot Di-Mei 2021  
 Sri Lingsih


**BAB 3**  
**Struktur Tata Surya**



**3.1 Matahari**



**3.2 Planet-Planet**



**3.3 Bulan Sebagai Satelit Bumi**



**MENGENAL BUMI KITA**

Selamat datang di eBook interaktif "Mengenal Bumi Kita"! Bersiaplah untuk menjelajahi planet tempat kita tinggal, mengenal struktur bumi, sistem tata surya, dan atmosfer yang melindungi kita setiap hari!



**MENGENAL BUMI KITA**

**DAFTAR ISI**

**BAB 1 PENDAHULUAN**

1.1 Apa itu Bumi?

**BAB 2 STRUKTUR LANTAI BUMI**

2.1 Lapisan Kerak Bumi

**BAB 3 STRUKTUR TATA SURYA**

3.1 Matahari

3.2 Planet-Planet

3.3 Bulan Sebagai Satelit Bumi

**BAB 4 ATMOSFER DAN CUACA**

4.1 Lapisan Atmosfer

4.2 Sifat Sifat Atmosfer

4.3 Unsur-unsur Cuaca

**BAB 5 BENTUK-BENTUK BUMI**

5.1 Gunung

5.2 Lembah

5.3 Persepsi Alam

**BAB 6 BENTUK-BENTUK HIDUP**

6.1 Berapakah Tumbuhan?

6.2 Berapakah Hewan?

6.3 Berapakah Manusia?

**BAB 7 BENTUK-BENTUK LAUT**

7.1 Laut

7.2 Perairan

**BAB 8 BENTUK-BENTUK BUMI**

8.1 Gunung

8.2 Lembah

8.3 Persepsi Alam

**BAB 9 BENTUK-BENTUK LAUT**

9.1 Laut

9.2 Perairan

**DAFTAR PUSTAKA**

ALFABETA





Figure 3 Contents of the e-book

### Development

In this phase, the developed e-books undergo limited testing to assess their content suitability, visual presentation, and effectiveness as interactive learning media. This testing aims to ensure that the developed media not only meets learning objectives but is also suitable for use in real educational contexts. To ensure product quality and suitability, a systematic validation process is conducted by three experts with expertise in their respective fields: a media expert, a linguist, and a content expert.

The results of the media expert assessment show that the product of developing ebook learning media using Canva to improve students' critical thinking after being revised and validated by media experts received a value of 96.36% in the "Very Appropriate" criteria from the 81%-100% interval, meaning that the learning media is suitable for field trials with students in the learning process without revision.

The results of the assessment by language experts show that the product of developing ebook learning media

using Canva to improve students' critical thinking after being revised and validated, the value of 98.57% is in the "Very Suitable" criteria from the 81%-100% interval, meaning that the product is very suitable for field trials with students in the learning process without revision.

From the results of the assessment of material experts, it shows that the product of developing ebook learning media using Canva to improve students' critical thinking after being revised and validated, the value of 97.71% is in the "Very Feasible" criteria from the interval 81% -100%, meaning that the product is very suitable for field trials with students in the learning process without revision.

After validation was carried out, the average total validation (RTV) assessment data was obtained to obtain the final conclusion regarding the validity test of the ebook learning media development product using Canva to improve students' critical thinking. The results from the experts obtained an average total validity (RTV) of 97.54% with the criteria of very feasible without revision. The following are the details of

the data results from the validator experts:

*Table 1 Summary of Average Validity Assessment Results*

No	Validator	Percentage Results
1	Media Expert	96,36 %
2	Linguist	98,57 %
3	Subject Matter Expert	97,71 %
	<b>Average</b>	<b>97, 54 % (Very Worthy)</b>

Source: Processed data (2024)

### **Implementation**

The product that is said to be valid is tested and applied in the learning process. The product trial was carried out at SDIT Lukmanul Hakim, Bogor City to 18 fourth grade students in the Science subject of the material getting to know our earth. Furthermore, in this study it is necessary to discuss the results of the product used. To test the effect of the product in this case the e-book using Canva material getting to know our earth to improve students' critical thinking skills, an experimental research method was used (Pre-experimental design one group pretest - posttest design). The data processing is based on the following stages:

### **Research Data Description**

This study involved 18 respondents to determine the effect of treatment on learning outcomes, as measured by

pretests and posttests. The following presents the descriptive statistical results of both variables.

*Table 2 Descriptive Statistics*

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest Results	18	55	80	1255	69.72	7.760
Posttest Results	18	80	100	1610	89.44	6.391
Valid N (listwise)	18					

Source: Processed data (2024)

The table above shows that the average pretest score was 69.72, while the average posttest score was 89.44. This indicates an increase in learning outcomes after the treatment was administered. The standard deviation for the posttest (6.391) was smaller than for the pretest (7.760), indicating a more homogeneous distribution of posttest scores.

### Statistical Assumption Test

Normality testing was performed using the Kolmogorov-Smirnov Test on the residual values of the regression model between posttest and pretest results. The results are as follows:

*Table 3 Statistical Assumption Test*

Test Statistics	Scores
N	18
Mean Residual	0.000
Simpangan Baku Residual	7.261
Kolmogorov-Smirnov Z	0.494
Signifikansi (Asymp. Sig 2-tailed)	0.968

Source: Processed data (2024)

Based on a significance value of 0.968 ( $>0.05$ ), it can be concluded that

the residual data is normally distributed. Therefore, the assumption of normality is met, making the data suitable for analysis using parametric tests such as the t-test.

### Hypothesis Testing

To test the effectiveness of the treatment, a paired sample t-test was used to determine the difference between the pretest and posttest results. The test results are presented in the following table:

*Table 4 Descriptive Statistics of Couples*

Variabel	Mean	Std. Dev	N
Pretest	69.72	7.760	18
Posttest	89.44	6.391	18

Source: Processed data (2024)

*Table 5 Paired t-Test Results*

Statistik	Nilai
Mean Difference	-19.722
Std. Dev. Difference	8.130
Std. Error Mean	1.916
t (t-hitung)	-10.292
df (derajat kebebasan)	17
Signifikansi (2-tailed)	0.000

Source: Processed data (2024)

Based on the results above, a significance value of 0.000 ( $<0.05$ ) was obtained. Therefore, it can be concluded

that there is a statistically significant difference between the pretest and posttest results. This means that the treatment/intervention provided had a significant impact on improving participants' learning outcomes.

### Evaluation

The evaluation was conducted by analyzing expert validation scores, student and educator responses regarding the effectiveness and feasibility of the ebook media created using Canva, as well as their suggestions and input. Based on these data, the following table is presented:

Table 6 Evaluation Results

No	Evaluation	Result
1	Media Expert Validity	The validation value of 96.36% is in the criteria (Very Eligible) from the interval 81%-100%, meaning that the product is very worthy of being tested in the field by Media Experts.
2	Validity of Linguists	The validation value of 98.57% is in the criteria (Very Feasible) from the interval 81%-100%, meaning the product is very suitable for field trials.
3	Validity of Material Experts	The validation value of 97.71% is in the criteria (Very Feasible) from the interval 81%-100%, meaning the product is very suitable for field trials.
4	Ebook Product	There was a statistically significant difference between the

Trial Results	pretest and posttest results. This means that the treatment/intervention provided had a significant impact on improving participants' learning outcomes. Based on descriptive analysis, it was found that there was an increase in learning outcome scores from pretest to posttest. The average posttest score increased by 19.72 points compared to the pretest. The results of the normality test showed that the residual data were normally distributed, so parametric tests could be used. A paired t-test showed a significant difference between the pretest and posttest scores, with a p-value <0.05. These results support the hypothesis that the treatment provided had a significant effect on student learning outcomes. Thus, the intervention carried out in this study was effective and can be implemented as a learning improvement strategy.
5 Student Responses to Ebooks	The average level of positive student responses was 94.44%, which indicates that the majority of students gave a very good assessment of the quality of the content and presentation of the E-book.
6 Teacher Responses to Learning	The teacher's response to the learning process was 86.67%, which is in

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Using Ebook Products	the criteria (Very Suitable) from the interval 81%-100%, meaning that the product is very suitable for use in the field by students in the next learning process.
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Source: Processed data (2024)

## Discussion

### Characteristics of E-book Media Using Canva that Improve Critical Thinking Skills of Elementary School Students

The Canva-based e-book developed in this study demonstrates key characteristics such as engaging visuals, a systematic material structure, and the inclusion of interactive elements such as illustrations, critical thinking-provoking questions, and contextualized materials relevant to everyday life. This medium is designed not only as a source of information but also as a tool to stimulate critical thinking through an active and reflective learning approach.

These characteristics align with the constructivism theory proposed by Piaget and Vygotsky, which argues that learning is more effective when students actively construct their understanding through meaningful interactions with the environment and presented materials (Slavin, 2012). Digital media such as interactive e-books can provide

flexible exploration spaces, stimulate critical inquiry, and enable students to construct their own knowledge (Mayer, 2009).

Furthermore, the visual features used through Canva support the principles of multimedia learning, which is believed to improve conceptual understanding and information absorption through a combination of text, images, and animation (Mayer, 2009). Research by Pratiwi & Kurniawan (2022) shows that Canva-based e-books can improve the quality of the learning process due to their attractive appearance and suitability to the visual learning styles of elementary school students. Thus, the characteristics of the developed e-book media have great potential in improving students' critical thinking skills, especially because this media integrates HOTS (Higher Order Thinking Skills) elements into integrated thematic learning.

### Students' Critical Thinking Skills in Differentiated Learning Using Canva E-books

Statistical test results showed an increase in learning outcome scores from pretest to posttest, from an average of 69.72 to 89.44 after students used e-

books. This increase indicates that e-books are effective in supporting differentiated learning that addresses individual student needs.

According to Tomlinson (2014), differentiated learning allows teachers to develop strategies that adapt content, processes, and learning products to students' learning styles, interests, and readiness. Canva-based e-books provide students with the flexibility to access information at their own pace and learning preferences. This facilitates an individualized approach and optimally stimulates critical thinking skills.

These findings are supported by research by Wahyuni (2021), who stated that integrating interactive media into differentiated learning can encourage students' active participation and in-depth analysis of learning materials. Through discussion activities, context-based problem-solving, and visual observation, students are more encouraged to analyze, evaluate, and draw conclusions independently.

### **The Feasibility of Canva-Based E-books in Improving Critical Thinking Skills and Learning Interest**

Media validity, based on assessments by three experts, averaged 97.54%, falling into the "Very Appropriate" category. This indicates that the e-book met the e-book's content, design, language, and coherence requirements. Student assessments also showed that 94.44% responded positively to the e-book.

Support for the appropriateness of the media also comes from Keller's (1987) theory of learning motivation, based on the ARCS Model (Attention, Relevance, Confidence, Satisfaction). Canva's e-books meet all four elements: visually appealing, relevant to students' lives, providing appropriate challenges, and presenting the material in a fun way.

Similar research by Handayani (2020) also proved that digital learning media with an attractive appearance can increase students' motivation and curiosity about the material, which ultimately contributes to improving their learning outcomes and critical thinking skills.

Thus, Canva e-books are not only worth using, but also have a direct impact on student engagement in the

learning process and improving the quality of their thinking.

### **Student Responses to the Use of Canva E-books in the "Getting to Know Our Earth" Material**

Student responses to the use of e-books were very positive. Of the 15 questionnaire items, the majority received high scores (100%), particularly for clarity of sentence structure, visual illustrations, relevance of material, and summary at the end of the lesson.

According to Krashen (1982), a pleasant and stress-free learning environment (low affective filter) can increase learning effectiveness. E-books that are designed in an engaging and communicative manner help reduce these affective barriers and create an enjoyable learning experience for students.

This is reinforced by previous research by Astuti & Sumarni (2021), which stated that students are more enthusiastic and active in participating in learning when using interactive digital media that is relevant to their daily experiences.

With an average student response of 94.44%, as well as confirmation from

teachers that this e-book supports the learning process effectively (86.67%), it can be concluded that this media is not only liked by students, but is also relevant to the needs of 21st century learning.

### **CONCLUSION**

The results of the study indicate that Canva-based e-book media has attractive, interactive, and contextual visual characteristics, which can improve students' critical thinking skills in differentiated learning. This media has proven to be very feasible to use, effective in improving learning outcomes and student participation, and received a positive response from students and teachers because it is in accordance with the needs and characteristics of 21st-century learning. This study has limitations because it was only conducted in one school with a limited sample size and no control group, so the results cannot be generalized widely. Furthermore, the study only focused on improving critical thinking skills without examining other aspects such as student motivation and creativity. For further research, it is recommended to involve a larger sample, use an experimental

design with a control group, and develop Canva-based e-books with technology integration such as AI or gamification for more comprehensive and applicable results.

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