Literature Review: Effectiveness of Canva Media in Science Learning on Students' Interests and Learning Outcomes

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Abstract

Canva is one of the many applications that teachers can use to create learning media. Canva simplifies the learning process for teachers and students by combining technology, skills, creativity, and other benefits. This is because Canva's design features can enhance students' interest in learning activities, increase their motivation and learning outcomes by presenting instructional materials in an engaging way. The purpose of this study is to analyze the effectiveness of using Canva as a learning medium in increasing students' interest in learning and learning outcomes, and to find out how Canva can create interesting, interactive, and easy-to-understand learning. The data sources in this study are scientific articles published in national and international journals in the last 7 years (2017-2024) totaling 20 journal articles. Based on the analysis of the literature review of the 20 journal articles, it was found that Canva as an effective learning media in supporting distance learning. It was found that Canva as a learning medium is effective in supporting science learning activities in schools. Canva as a learning medium is considered effective for students in facilitating the understanding of abstract concepts in science subjects. The results of the study show that using Canva-based learning media can increase students' motivation and learning outcomes in science. Therefore, using Canva as an instructional medium is worth considering as a solution to improve the quality of education in schools.

1. INTRODUCTION

The advancement of science and technology has brought many changes to various aspects of human life. Basically, technology makes it easier for humans to achieve their desired goals and can increase the effectiveness of human activities. One aspect of change due to the emergence of technology is the education sector. Changes in the education sector occur in order to improve quality in terms of planning, implementation, and evaluation in organizing the education process (Kurnia & Sunaryati, 2023). Technological development has become increasingly advanced to this day. This change also occurs in the aspect of education, especially in the use of learning media (Hidayatullah et al., 2023). Learning media is one of the very important components in learning as a bridge for delivering material. The use of media in learning can provide positive impacts and extraordinary benefits in facilitating the student learning process. In addition, learning media is a very necessary foundation, which is complementary and an integral part of the success of the learning process.

Effective and enjoyable learning is collaborative and student-centered. Therefore, the media used must be in accordance with learning objectives and make students feel comfortable and able to easily understand the content of the material. Learning media also needs to pay attention to the effect of illustrations that can be used to convey messages to students (Mila et al., 2021). However, in reality, teacher awareness in developing learning media is still considered low. Teachers tend to rely more on textbooks or existing teaching materials, making learning less interesting for students. Students appear to have low learning interest and unsatisfactory learning outcomes (Kurnia & Sunaryati, 2023). Student responses tend to be inactive, and students are less interested in the learning media presented in class because they are always required to imagine events (imagination) without

direct experience and self-verification (Wardoyo, Annur, & Salam, 2017). Interest is the main motivational tool that can arouse students' enthusiasm for learning within a certain period. Interest becomes a psychological drive from within students to learn something with full awareness, calmness, and discipline, causing individuals to be active and happy to do it (Kurnia & Sunaryati, 2023). Student learning interest is an important factor that influences the success of the learning process. This interest reflects students' curiosity and motivation in participating in learning activities. Previous studies have shown that high learning interest can accelerate the process of understanding subject matter (Wiliyanti et al., 2024).

A strong interest in learning not only increases students' motivation in the learning process but also plays an important role in improving the understanding of the material, which ultimately has a positive impact on the learning outcomes achieved. According to Nurrita (2018), learning outcomes are the results of an individual's learning process through active and positive interaction with their environment. Learning outcomes occur when someone has learned, as there will be a change in that person's behavior. Furthermore, Winkel stated that learning outcomes are internal abilities that have become personal property and enable individuals to do something according to their abilities. In this context, Canva as a learning media offers various features that allow teachers to create more attractive and easy-to-understand teaching materials. By using various templates and appealing graphic designs, Canva can help create a more interactive and enjoyable learning atmosphere for students (Wiliyanti et al., 2024). For the selected learning media to be appropriate, several factors must be considered in selecting learning media. These factors include objectivity, effectiveness, and efficiency in using learning media. The selection of learning media is based on real needs that have been planned, especially those related to the objectives formulated in the teaching materials to be delivered. The selection of learning media that is truly adjusted to the general characteristics of students will make it easier for them to understand the subject matter presented by the teacher (Mardhiah & Akbar, 2018).

Canva is one of the many applications that teachers can use to create learning media. Canva is an online design application that provides various graphic designs, including presentations, posters, pamphlets, graphics, banners, invitation cards, photo editing, and Facebook cover (Wulandari & Mudinillah, 2022). Canva greatly facilitates teachers in designing learning media, as Triningsih (2021) stated that Canva makes it easier for teachers and students to carry out technology-based learning processes, skills development, creativity, and other benefits. This is because design results using Canva can increase students' interest in learning activities and improve their motivation by presenting teaching materials in an engaging way. The use of Canva in creating learning media has many advantages, such as being able to create various types of designs equipped with various animation features, templates, and page numbering that can encourage creativity and time efficiency for both teachers and students in designing interesting media that can be used as presentation materials in the form of slides, mind maps, and posters. This is because many features are available, such as the drag-and-drop system, which makes it easier for users to apply, and even students can collaborate in the design process so that they can work in groups (Wulandari & Mudinillah, 2022).

Based on research conducted by Citra Devi (2023), Canva is able to offer practicality in creating content related to science subjects that are abstract and complex, making them easier for students to understand. The implementation of Canva learning media has shown an increase in student motivation, science literacy, and learning outcomes, making it feasible to be used in the learning process to improve learning capacity more effectively. The purpose of this study is to analyze the effectiveness of using Canva as a learning medium in increasing students' learning interest and learning.

2. LITERATURE REVIEW
2.1. Learning Media and Student Interest
Learning media function as tools that facilitate the transmission of instructional messages from teachers to students. The use of visual and multimedia-based learning media can enhance students' understanding by engaging multiple sensory channels. In science education, the visualization of abstract concepts is particularly important to support conceptual understanding and reduce cognitive load. Visually rich media help students organize information more effectively and foster deeper comprehension of scientific phenomena. Learning interest refers to students' affective engagement in learning activities, characterized by curiosity, enjoyment, and willingness to participate in learning tasks. High learning interest is associated with increased attention, persistence, and motivation, which ultimately contribute to better learning outcomes. The use of engaging digital media can stimulate students' interest by presenting learning content in visually appealing and interactive formats.

2.2. Canva as Digital Learning Media in Science Education
Canva provides various design features that enable teachers to create instructional materials that are visually attractive and easy to understand. Its drag-and-drop interface, ready-made templates, and multimedia elements support teachers in designing digital learning media efficiently. In science education, Canva has been

used to create presentations, infographics, learning videos, comics, and interactive worksheets that help students visualize abstract concepts. Previous empirical studies indicate that Canva-based learning media contribute to increased student engagement and motivation in science learning. The integration of Canva with instructional models such as Discovery Learning and Problem-Based Learning further enhances student participation and collaborative learning experiences. However, the effectiveness of Canva is influenced by teachers' instructional design skills and the alignment between media design and learning objectives. Therefore, a critical synthesis of existing studies is needed to identify common patterns, strengths, and limitations of Canva-based learning media in science education.

Previous studies have highlighted the important role of digital learning media in enhancing students' engagement and learning outcomes in science education. Visual and multimedia-based learning resources are considered effective in supporting students' understanding of abstract scientific concepts and increasing learning motivation. In this context, the use of Canva as a digital learning medium has gained attention due to its ability to facilitate the creation of visually appealing and interactive instructional materials, such as presentations, infographics, videos, and comics. Empirical findings generally indicate that Canva-based media can enhance students' learning interest and support better conceptual understanding in science learning activities. However, existing studies tend to focus on short-term interventions and immediate learning outcomes, with limited evidence regarding long-term conceptual retention and higher-order thinking skills. In addition, variations in instructional design quality suggest that the effectiveness of Canva is influenced not only by the platform itself but also by teachers' pedagogical and digital competencies. These limitations indicate a research gap in synthesizing consistent patterns, strengths, and limitations of Canva-based learning media in science education. Therefore, this literature review aims to analyze the effectiveness of Canva in improving students' learning interest and learning outcomes, as well as to identify implications for future research and instructional practice.

3. RESEARCH METHOD

This study employed a literature review method, which involves a series of activities including collecting literature sources, reading, recording, and processing research materials relevant to the research topic. A literature review is a written synthesis compiled from various scholarly sources such as articles, journals, books, and other documents that describe prior and current knowledge related to the research topic (Juliangkary & Pujilestary, 2022). This method was chosen because it aligns with the research objective, namely to obtain a comprehensive overview of the effectiveness of using Canva as a learning medium in science education in improving students' learning interest and learning outcomes based on previously published empirical findings. The data sources in this study consisted of scientific articles published in national and international journals within the 2017–2024 period. The literature search was conducted through electronic journal databases such as Google Scholar, SINTA, DOAJ, and other academic journal portals using combinations of keywords such as *Canva*, *science learning media*, *learning interest*, *learning outcomes*, and *Canva effectiveness* to obtain articles relevant to the research focus.

The sampling technique used was purposive sampling, which is a technique for selecting samples based on specific considerations or criteria relevant to the research objectives (Asrulla et al., 2023). The sample in this study consisted of scientific articles that met the inclusion criteria, namely: (1) articles published between 2017 and 2024, (2) articles discussing the use of Canva in learning contexts, (3) studies examining the effect or effectiveness of Canva on students' learning interest and/or learning outcomes, and (4) articles available in full text and published in peer-reviewed scientific journals. The article selection process was conducted in stages, beginning with the identification of articles based on search keywords, followed by title screening, and concluding with the final determination of articles that met all inclusion criteria. This process was carried out systematically to ensure the validity of the literature sources used. The selected articles were then analyzed using a qualitative descriptive approach by identifying the research objectives, methods, research subjects, and main findings of each study. Subsequently, the research findings were compared and analyzed to draw conclusions regarding the effectiveness of Canva as a learning medium in science education.

4. RESULT AND DISCUSSION

Articles that meet the requirements and can be used as part of the literature review for this study up to 20 Journal Articles. The articles used are from Indonesian, titles and content that are relevant to the research objectives. The review results are written in a table containing the code, title, and results of the article review. The review of the journal article is described in table 1 below.

Table 1. Result and Discussion

Article Title	Review Results
Pengaruh Model Pictorial Riddle Berbantuan Aplikasi Canva Terhadap Minat Belajar dan Penguasaan Konsep IPA Siswa Kelas IV (Faiqah & Rukmana, 2022).	The results of the study showed that the pictorial riddle assisted by canva with sig values from the pretest, posttest, and learning interest questionnaire data <0.000. It can be interpreted that H0 is rejected and H1 is accepted. and it can be concluded that the pictorial riddle model assisted by canva has an effect on increasing learning interest in class IV of SDS Budi Murni Cipayung.
Pengaruh Media Pembelajaran Fisika Berbantuan Aplikasi Canva Terhadap Minat Belajar (Binongko, Rufaida, & Fiskawarni, 2024).	The results of the study showed that from the survey of interest in learning physics given to class XI MIPA students at SMA Negeri 14 Gowa consisting of pretest and posttest conducted in two different classes, namely the experimental class and the control class, where the experimental class used physics learning media assisted by the Canva application with 30 class XI MIPA 1 participants, while the control class used conventional media in the form of PowerPoint presentations, with 30 class XI MIPA 3 participants. gave the results that the use of Canva learning media increased students' interest in learning physics significantly. Students who used Canva recorded an average score of 119.0 which was in the high category, while those who did not use it only reached 107.9 which was in the moderate category. this shows that the application of Canva learning media has a positive impact on students' interest in learning physics in the experimental class.
Pengaruh Penggunaan Fitur Presentasi Aplikasi Canva Terhadap Minat Belajar Sejarah Peserta Didik Kelas XI Iis Sma Kemala Bhayangkari 1 Kubu Raya (Riah, Ulfah, & Mirzachaerulsyah, 2024).	The results of the hypothesis test using a linear regression test showed that there was a linear relationship between the independent variables and the dependent variables in the experimental class having a unidirectional relationship, namely $Y = 14.933 + 0.788 X$ with a large significance of 0.00 <0.05. These results are also strengthened by the independent t-test with a significance of 0.00 <0.05. The average percentage of the experimental class was 85.15% which was in the very high category. The responses given by students were very good with an average percentage of 84.6%. The conclusion of this study is that there is an influence of the use of the Canva application presentation feature on the learning interests of class XI IIS students at SMA Kemala Bhayangkari 1 Kubu Raya.
Pengaruh Media Gambar Interaktif terhadap Minat Belajar Siswa pada Pembelajaran IPA di Kelas IV SD (Putri, & Sari, 2024).	With the subjects of 24 fourth grade elementary school students. The results of this study indicate that the percentage of students' interest in learning has increased in each cycle, namely in the pre-cycle 58.33% then in cycle I it was 75% and 96% in cycle II. So it can be concluded that there is an increase in the interest in learning science subjects for fourth grade students after using Interactive Image Media.
Perancangan Media Pembelajaran IPA Kelas VIII Menggunakan Aplikasi Canva dengan Model Microblogging di SMPN 1 Lubuk Alung (Oktavia et.al., 2023)	The results of the study showed that by using the Research and Development (R&D) method, the validity test results showed an average value of 0.74 (valid category). The practicality test by science teachers obtained an average value of 0.83 (practical category). The results of the effectiveness test reached 0.96 (very effective category). With these positive results, this product is considered feasible and effective as a science learning media at the junior high school level.
Pengembangan Bahan Ajar Komik Berbasis Aplikasi Canva Pada Materi Hukum Newton Untuk Meningkatkan Minat Belajar Peserta Didik (Sagala et.al., 2024).	The results of the study are as follows: (1) producing physics comic teaching materials based on the Canva application to increase the learning interest of class VIII students of Bakti Paropo Private Middle School which is packaged like a book but more attractive with the design and images in the comic. The resulting product is suitable for use as teaching materials for learning based on validation from 2 media experts, 2 material experts and 2 essay question validators. The eligibility of media experts is 3.25 (very good), material experts 3.5 (very good) and the validation of essay questions is good. The development of physics comic teaching materials based on the Canva application if used in class VIII of Bakti Paropo Private Middle School is effective in increasing students' learning interest. It can be seen from the results of the essay questions that have been answered by students after using

Article Title	Review Results
	comic teaching materials increased from before using teaching materials or learning monotonously.
Penerapan Media Pembelajaran Canva untuk Menarik Minat Belajar Siswa di UPT SD Negeri 30 Binamu (Haris et.al., 2024).	The results of the study indicate that the application of Canva in the learning process of science subjects is in the very good category. After the application of Canva, the results obtained showed that the increase in learning interest of class V students in science subjects at UPT Negeri 30 Binamu, Jeneponto Regency with a percentage of 88.6%. In the implementation process, the results of the researcher's observations in cycle I showed that at meetings 1 and 2 there was an increase of 11% and at the last meeting there was an increase of 22% from the previous meeting, and the results of the researcher's observations in cycle II showed that at meetings 1 and 2 there was an increase of 11% and at the last meeting a consistent percentage was obtained and the same as meeting 2, which was 100%.
Efektivitas Media Canva terhadap Minat dan Hasil Belajar IPA Siswa Kelas V SDN Bakaran Wetan 03 Pati (Sulistiyowati, dkk., 2024).	From the implementation of good practices at SDN Bakaran Wetan 03 are as follows; 1) Student learning interest in the pre-test criteria is low 12 students or 52%, medium 10 students or 43%, high 1 student or 4%. 2) Student learning outcomes in the pre-test students who have not completed as many as 13 students or 59% of students who achieved completeness as many as 10 students or 41%, while in the post-test students who have not completed there are 2 students or 8% while students who achieved completeness as many as 21 students or 92%. The use of effective media to increase the interest and learning outcomes of science students in grade V of SD Bakaran Wetan 03. Canva media with an attractive appearance will arouse students' interest in learning which will lead to learning outcomes according to the specified criteria.
Efektivitas Media Pembelajaran Canva Terhadap Motivasi dan Hasil Belajar Siswa di Madrasah DDI Kalukuang. (Karim & Bahar, 2024)	Based on the results of the percentage of student learning activities using the Canva application media, the average value of the overall learning activity shows that the pre-test results or before treatment were 62.5% and there were 84% after treatment or post-test, these results indicate an increase in student learning activities from before using learning media to after using learning media and providing a positive and effective impact for teachers and students. Based on the description of the results above, it can be concluded that learning media using the Canva application is effective as a medium in science learning at MI DDI Kalukuang to improve student learning outcomes.
Pengaruh Media Pembelajaran Interaktif Berbasis Smartfrone Menggunakan Aplikasi Canva Terhadap Minat dan Hasil Belajar Siswa. (Lestari et.al., 2023)	After conducting research and analyzing the data, it can be concluded that the application of interactive learning media based on smartphones using the Canva application has a significant influence on students' interest in learning. This influence can be seen during learning activities, namely (1) Students are more enthusiastic in the learning process because it contains features that can minimize student boredom, (2) After the media was implemented, students were more involved in learning activities, for example, they were more active in asking and answering questions, (3) The available features can also make it easier for students to design products without having to bring the necessary tools, such as drawing books and pencils.
Penggunaan Multimedia Untuk Peningkatan Hasil Belajar Peserta Didik Pada Mata Pelajaran IPAS Di Kelas V SDN Pelandakan 2 (Utami *et.al.,* 2024)	The results of the study showed that there was an increase from the pre-cycle which initially only 5 students completed with an average score of 55.5 and a completion percentage of 25%, but in cycle I there were 9 more students so that there were 14 students who completed with an average score of 78 and a completion percentage of 70%. Therefore, using multimedia in the form of interactive canva media and wordwalls has been proven to improve the learning outcomes of grade V students in the subject of science at SDN Pelandakan 2.
Pemanfaatan Media Audio-Visual Berbasis Aplikasi Canva pada	The results of interviews and questionnaires regarding the use of visual media based on the Canva application in science learning in class IV UPT SPF SD Negeri Mattoangin 1, it can be concluded that the use of Canva has a

Article Title	Review Results
Pembelajaran Ipas Dalam Meningkatkan Minat Belajar Siswa. (Ashar & Iskandar, 2024)	significant positive impact on students' learning interest and understanding. Interviews with students showed that they were more interested, motivated, and active in science learning when using Canva. They appreciated the interesting and interactive visualizations, as well as the ease of understanding and remembering the material presented through this application.
Studi Literatur: Efektivitas Penggunaan Media Canva Dalam Mata Pelajaran IPA. (Agustin *et.al.,* 2023)	By using Canva as a learning medium, teachers can create interesting, visual, and easy-to-understand materials for students. This can increase student engagement in the learning process and help them understand concepts better. Canva media is able to support learning activities for elementary school students in science subjects.
Pengaruh Media Pembelajaran Interaktif Canva terhadap Hasil Belajar IPAS pada Peserta Didik Kelas IV Sekolah Dasar (Kurniawan, Rahmawati, & Dian, 2024).	In this study, researchers used a sample of 24 students and a significance level of 5%. Researchers found a significant difference in student learning outcomes before and after the implementation of interactive Canva media. This is because students are more interested in technology-based learning activities that are in accordance with 21st century developments. Canva interactive learning media can improve student understanding because information presented with attractive visuals is easier for students to understand and remember. Therefore, Canva media can help students achieve better learning outcomes.
Penerapan Model *Discovery Learning* Berbantuan Media Canva untuk Meningkatkan Minat Belajar dan Hasil Belajar Peserta Didik Kelas VII 2 SMP Negeri 16 Makassar (Muchlis, Djangi, & Nuryati, 2024).	The results of the research data show that the application of the Discovery Learning learning model assisted by Canva media can increase students' interest in learning. The average student interest in learning is high and very high after two cycles of implementation, with a significant increase in indicators of feelings of pleasure, attention, interest, and involvement.
Peningkatan Hasil Belajar Siswa Melalui Penggunaan Media Aplikasi Canva Pada Mata Pelajaran IPAS Kelas VB UPTD SDN 145 Inpres Pampangan (Hikmah *et, al*., 2023).	The results of the study showed that student learning outcomes increased in the subject of science by using the Canva application media. This can be seen and proven from the average results of the calculations of cycle I and cycle II. Where the average value of cycle 1 is 78.33 while the average value of cycle II is 94.00.
Minat Belajar Mahasiswa dalam Penggunaan Infografis sebagai Media Pembelajaran IPA pada Pembelajaran Daring (Tumewu, Wowor, & Mokalu, 2023).	The use of infographics such as Canva as a medium in online learning provides a learning experience that can motivate students and encourage interest and learning habits in the digital era. The results of the study obtained percentage results ranging from 61% -100%, which shows that respondents have a high interest in learning, this is indicated by the category of interest to very interested. Thus, from the interpretation of the data obtained, it shows that the use of infographics as a science learning medium in online learning can encourage students' interest in learning.
Pengembangan Media Video Pembelajaran Berbasis Canva Menggunakan Problem Based Learning pada Mata Pelajaran IPAS Sekolah Dasar (Sukma & Erita, 2023).	The effectiveness of canva-based science learning videos can be observed from observations of student activities and learning outcomes after using the resulting learning videos. Based on the learning outcomes that have been carried out, an assessment of the effectiveness test was obtained from 22 students with details of 11 students in class IV of SDN 07 Kubang and 11 students in class IV of SDN 02 Kubang achieving a completion percentage of 90%. So that this canva-based science learning media is able to increase students' interest in learning.
Media Pembelajaran Video Berbasis Aplikasi Canva untuk Meningkatkan Minat	Based on the results of the study, student responses showed 83.61%, so that the learning media was categorized as "Very Good". This proves that the Canva application-based learning video media is suitable for use in the learning process and has been proven to increase students' interest in

Article Title	Review Results
Belajar Siswa (Kurnia, & Sunaryati, 2023).	learning. In its use, the Canva application makes it easy for teachers to carry out learning by utilizing technological skills and creativity. The use of Canva learning media also makes it easier and saves time for teachers in designing learning materials and makes it easier to explain the material to students. The design of the Canva application is able to increase students' interest in the learning process through the presentation of varied teaching materials.
Pengembangan Media Pembelajaran Low Carbon Poly Berbasis Science Edutainment Pada Tema Jejak Si Karbon (Nabila, Leksono, & Resti, 2022).	Based on the research results, the researcher obtained a satisfactory assessment presentation component. The development of locapoly learning media based on science edutainment aims to test students' understanding of the carbon footprint theme material taught through games, so that students are more motivated in learning with the activities contained in the media and interest and learning outcomes can be achieved optimally. Students are encouraged to study harder so that they can answer questions in the game well, thereby increasing their interest in learning.

4.1. Findings In context

Based on the analysis of the literature review table, it can be seen that the use of Canva as a learning medium in science subjects has a significant influence on students' learning interest and learning outcomes. For example, research by Faiqah & Rukmana (2022) shows that the Pictorial Riddle model assisted by Canva can increase learning interest and mastery of science concepts in grade IV students. Another study by Binongko, Rufaida, & Fiskawarni (2024) shows that the use of physics learning media assisted by Canva can significantly increase students' learning interest. Other studies also show that Canva can help students understand abstract and complex material. Citra Devi (2023) found that Canva is able to make abstract and complex science material easier for students to understand. Overall, Canva can be an effective solution to improve the quality of education in schools. Based on what we found from the articles we reviewed, Canva can help teachers create interesting and interactive learning materials. As in the study conducted by Putri & Sari (2024), the use of interactive images with Canva media can increase student interest and learning outcomes.

4.2. Implications for Science Education

The findings of this review provide several important implications for educational practice, research, and policy. For educational practice, science teachers are encouraged to integrate Canva-based learning media into instructional design to enhance students' learning interest and conceptual understanding. However, effective implementation requires teachers to possess adequate pedagogical and digital design skills. Therefore, professional development programs focusing on instructional design, visual literacy, and technology integration are recommended to maximize the pedagogical benefits of Canva-based media. For future research, further studies should employ longitudinal and experimental designs to investigate the long-term effects of Canva-based learning media on students' conceptual retention, higher-order thinking skills, and scientific literacy. Researchers are also encouraged to explore the use of Canva in diverse educational contexts and across different science topics to enhance the generalizability of findings. At the policy level, educational institutions may consider supporting the integration of digital learning media, such as Canva, by providing adequate infrastructure, training programs, and guidelines for effective technology-enhanced learning.

4.3. Study Limitations and Future Directions

This literature review has several limitations that should be considered when interpreting the findings. First, most of the reviewed studies were conducted within Indonesian educational contexts, which may limit the generalizability of the results to other cultural and educational settings. Second, the majority of the studies employed short-term interventions and focused on immediate learning outcomes, making it difficult to draw conclusions about the long-term impact of Canva-based learning media on students' conceptual retention and higher-order thinking skills. Third, publication bias may exist because most of the reviewed studies reported positive findings, while studies with non-significant or negative results might be underrepresented. In addition, variations in research design, sample size, and measurement instruments across studies may influence the comparability of findings. These limitations suggest that the conclusions of this review should be interpreted cautiously and highlight the need for more rigorous and diverse empirical investigations.

5. CONCLUSION

Based on the synthesis of 20 peer-reviewed studies, this literature review concludes that Canva-based learning media have a positive impact on students' learning interest and learning outcomes in science education. Canva supports students' engagement through visually appealing and interactive learning materials, which

encourage active participation and reduce learning boredom. In addition, Canva-based media facilitate students' understanding of abstract scientific concepts by providing concrete visual representations, thereby supporting conceptual comprehension and knowledge retention. The integration of Canva with student-centered learning models, such as Discovery Learning and Problem-Based Learning, further enhances its effectiveness in promoting collaborative learning and active engagement. However, the effectiveness of Canva is highly dependent on the quality of instructional design and teachers' pedagogical competencies. Therefore, Canva should be viewed not merely as a digital tool, but as part of a well-designed instructional strategy that aligns learning objectives, content representation, and student learning needs.

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