



## The Use of Digital Media to Improve Performance and Learning Skills in Bintan State Extraordinary Schools (SLB)

Deritawati <sup>1</sup>, Muhajir\*<sup>2</sup>, Nuril Huda<sup>3</sup>

<sup>1,2,3</sup>Fakultas Ilmu Komunikasi, Universitas Dr. Soetomo, Surabaya, Indonesia

Correspondence Email\*: [muhajir98@unitomo.ac.id](mailto:muhajir98@unitomo.ac.id)

**Abstract.** *This study aims to explore the use of canva digital media in improving achievement and learning skills at the Bintan State Special School (SLB). In the digital era, inclusive education is a priority to provide equal opportunities for students with special needs. Digital media such as interactive learning apps, videos, and other digital aids are used to assist deaf, visually impaired, and students with other special needs in improving their learning abilities. This study uses a descriptive qualitative method, with participatory observation and interviews as data collection techniques. The results of the study show that the use of digital media at SLB Negeri Bintan contributes positively to increasing students' learning motivation and independence. The use of digital aids, such as voice-based applications and interactive videos, makes it easier for students to understand the subject matter, especially those with visual or hearing impairments. Despite challenges such as limited infrastructure and training for teachers, digital media has been shown to significantly improve student academic achievement. This study concludes that digital media has great potential to create a learning environment that is more inclusive, adaptive, and responsive to the needs of students with special needs. Appropriate technology support and increased training for educators will strengthen the implementation of digital media in learning at SLB.*

**Keywords:** *Digital Media, Canva, Learning Achievement, Inclusive Education Learning Skills*

### 1. INTRODUCTION

The world of education has undergone a tremendous transformation in the digital era, especially in terms of the availability of media and teaching resources (Purba & Saragih, 2023). Global efforts to ensure that everyone, including those with special needs, have equal access to education has made inclusive education a key goal (Lisyawati et al., 2023). A 2019 UNESCO study estimated that 15% of people worldwide live with a disability, and many of them struggle to gain access to high-quality education (UNESCO, 2019). Children with disabilities are part of human rights that must be protected, guaranteed, and upheld by all levels of society (Mozes, 2020). In the context of the Unitary State of the Republic of Indonesia, local governments have the same responsibility as the central government to regulate the implementation of providing opportunities for children with disabilities to attend school together with non-disabled students (UU Nomor 8, 2016).

Many studies have shown the important role that digital media can play in helping individuals with limitations in their academic activities. Digital technology has great potential to improve inclusive education for students with disabilities (Suwahyo et al., 2022). Digital access in higher education is essential to embody the spirit of the ADA (Americans with Disabilities Act) and to achieve wider access for students with disabilities (Frey & Mancilla, 2023). Students with disabilities can overcome various learning challenges by using technology such as online learning platforms, interactive learning apps, and screen reader software (Rao

et al., 2021) Students with special educational needs can greatly benefit from the educational and emotional development that digital learning offers (Stalmach et al., 2023) Digital technology presents a viable answer to this problem because of its capacity in providing an easily accessible and adaptable learning environment (Karwanto et al., 2023).

However, even though this potential is well known, many educational institutions still struggle to implement inclusive technologies effectively (Struyf et al., 2022) Some key obstacles include a lack of knowledge and skills among educators, limited resources, and a lack of clear guidance on how to develop and use accessible learning materials (Struyf et al., 2022) Educational institutions often face budget and resource constraints, which hinder their ability to adopt and integrate inclusive learning technologies. This includes the lack of necessary hardware and software and the high cost of acquiring and maintaining such technology (Schreffler et al., 2019) Many educational institutions do not have clear and structured guidelines on how to develop and implement inclusive learning media. Clear guidance is essential to ensure that all students, including those with disabilities, benefit from existing learning technologies. Without clear guidance, educators and developers often don't know how best to support students with disabilities (Mirata et al., 2020).

Learning materials can be customized to meet the needs of students with disabilities. This includes adjustments to infrastructure, teaching methods, and additional materials that support an inclusive learning environment (Rhim & Lancet, 2018) The creation of teaching materials that meet the needs of students in terms of content, presentation, language, and images is very important, especially for students with disabilities. Teaching materials are not only prepared by considering the needs of students, but will also make it easier to deliver teaching materials for teachers (Johan et al., 2022) The application of teaching materials in accordance with the level of development of children with disabilities is an important factor in shaping the aspect of independence (Wahyuningsih & Umaeroh, 2021) To meet the demands of individuals with special needs in obtaining education, it is necessary to provide facilities and infrastructure in the form of infrastructure, media, and teaching materials, as well as learning facilities and infrastructure (Wijaya et al., 2021) There is a need for strategies to adapt teaching materials and teaching methods to be more inclusive and support the diversity of students' learning needs (Snider et al., 2020).

At this time, the availability of learning media in various schools is still lacking and uneven. There are schools that are able to provide a variety of learning media in a relatively large amount, while others still do not have the variety and number of learning media needed (Solihin et al., 2023) This causes the variety and number of media used to vary. There are

teachers who use diverse and many media to the maximum, but there are also those who use it minimally. The media that is often used is print media (diktat, modules, handouts, textbooks, posters, magazines, newspapers, etc.), while the simple media that is still widely used is the whiteboard. Audio-visual media (overhead transparency, video/film, audio cassette, TV/Radio broadcasts), and electronic media (computers, internet) are still not intensively utilized, although in some places they have begun to be used (Cahyadi, 2019) In conditions where the variety and number of learning media available is still very lacking, it is necessary to develop and produce learning media gradually by educators themselves, in groups, and or involving other parties (internal and external) – students, educator managers, industry, community, donor agents, etc..

Learning media development is a series of processes or activities carried out to produce a learning media based on existing development theories (Noerr, 2021) The media in question is a learning media so that the development theory used is the learning development theory. In addition to the media, in a teaching and learning process, teachers are also required to use lesson plans which are a reference for activity plans that will be carried out during learning. Assessment tools are also necessary to see the extent to which the goals are achieved by students. Thus, the development of learning media is also equipped with lesson plans and learning outcome tests as a requirement in a learning process (Cahyadi, 2019)

The development of learning media is very important, meaning to overcome the shortcomings and limitations of the existing media supply. Furthermore, because independent media created by educators and teachers considers each person's unique needs, available resources, and surrounding environment, it can prevent inaccuracies or inconsistencies. More than that, it can also increase the creativity and innovation ability of educators so that educator professionalism is produced.

With this background, there is a need for research on the development of media and learning materials in the digital era for disabilities with the aim of creating a truly inclusive learning environment, where every student has the same opportunity to succeed. This research will not only make a significant contribution to the academic literature, but also offer practical guidance for educators and educational institutions in their efforts to improve the accessibility and quality of education for all students.

Children with special needs have several categories such as Deaf, visually impaired, Visually Impaired, Handicapped, and other special needs that have their own characteristics according to their needs. Children with visual impairments, namely children who experience visual impairment in the form of total or partial blindness. And even though they have been

given help with special aids, they still need special education services. Disabled children are children who have abnormalities or disabilities that settle on the organs of movement (bones, joints, muscles) in such a way that they require special education services. Visually impaired children (mental retardation) are children who are visibly experiencing mental barriers and retardation far below average (IQ below 70) so that they have difficulties in academic, communication and social tasks, and therefore require special education services. Deaf children are children who have lost all or part of their hearing so that they are unable or less able to communicate verbally and even though they have been given help with hearing aids, they still need special education services (Asrorul, 2016).

Based on initial observations, Bintan Regency is an area that is part of the Riau Islands Province, as we know, in Bintan Regency has an educational institution for children with special needs, namely an extraordinary elementary school. One of them is SLB Negeri Bintan located on JL. Independent Tanjung Uban Timur Kec. SLB Negeri Bintan was chosen as the object of research because there is still a lack of teachers' ability to use media, especially in the field of digital technology, for example in-focus media and computers. Where we also know that digital media is also needed to improve student skills and the use of media is expected to create a better learning atmosphere. To improve the skills of students with disabilities, adequate facilities are needed, but this is not the case with SLB Negeri Bintan. Where there are several categories of children with special needs, there are students with deafness, speech impairment, visual impairment and the disabled. For children with special needs, learning time is only effective until 11.00 am, the rest of the students are invited to play games or enter art and music classes. In the school, there are also several skills that children with special needs have. Therefore, through this description, researchers are interested in conducting more in-depth research related to the Use of Digital Media to Improve Achievement and Learning Skills in Bintan State Extraordinary Schools (SLB).

## **2. METHODS**

The research approach that will be carried out in this study is a qualitative research approach. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject. Qualitative research is often called the naturalistic research method because the research is carried out in a natural setting by utilizing various scientific methods (Sugiyono, 2014).

The type of research used is qualitative descriptive research. According to Nazir (2003:54), the descriptive method is a method of examining the status of a group of people, an

object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to make a systematic, factual and accurate description, description or painting of the facts, properties and relationships between the phenomena being investigated.

This study uses primary data sources such as the results of interviews conducted by researchers and secondary data sources which are primary data that have been further processed and presented either by the primary data collector or by other parties which are presented in the form of tables or diagrams. In this study, the researcher determined the informants as follows: (1) Principal of SLB Negeri Bintan and (2) Teacher of SLB Negeri Bintan. The observation technique carried out here is: participatory observation. This was done to observe the physical condition, activities carried out by SLBNegeri Bintan. Observations or observations in this case are carried out on: (1) Completeness of Infrastructure and Facilities of SLB Negeri Bintan, (2) Readiness of Infrastructure and Facilities of SLB Negeri Bintan and (3) Learning process carried out at SLB Negeri Bintan.

### 3. RESULTS AND DISCUSSION

SLB Negeri 1 Bintan is a public school that serves students with special needs in the North Bintan area, Riau Islands. The school provides education for students with various needs, such as the deaf, visually impaired, and other physical limitations. They use an inclusive educational approach and utilize technology to enhance learning. The location is in East Tanjung Uban Village, with a focus on education that is adaptive and responsive to the individual needs of students.



Figure 1 Teachers and Students

Source: Personal Documentation

At SLB Negeri Bintan, technology-based learning media has begun to be applied, especially in helping students with special needs such as the deaf and visually impaired. The use of PowerPoint-based learning media and interactive videos is very helpful for students in

the learning process, especially in presenting material visually and auditorily. In addition, the main challenges faced are budget constraints to acquire more sophisticated technology and the need for further training for teachers in using digital media effectively.

SLB Negeri Bintan also has educational programs that focus on learning for students with special needs, such as hearing and vision impairments. The school uses digital-based learning media, including voice-based applications for the visually impaired and interactive visuals for the deaf. The challenge faced is the limitation of resources and technology training for teachers, but the implementation of the technology still provides positive results for student response and independence in learning.

### **Digital Media Increases Achievement in Special Schools (SLB: *Sekolah Luar Biasa*)**

Canva Digital Media as a learning medium has proven its effectiveness in increasing students' interest and learning skills through engaging and interactive visualizations. Students are more interested in material presented with infographics, creative presentations, and dynamic visual design. This helps them understand complex concepts more easily. Canva Digital Media also provides an opportunity for students to be directly involved in the learning process by designing their own materials, making it easier for them to learn and complete assignments. The use of digital media can affect students' cognitive and psychomotor skills (Subekti & Siswandari, 2024) Interactive digital media helps students in developing independent learning skills and makes it easier to understand complex concepts (Munawir et al., 2024).

As an effort to dig up further data, the researcher asked students what they thought about the use of Canva's digital media in learning at school. One student expressed her opinion as follows: "I think Canva is very helpful in learning. With Canva, I can create more engaging presentations and projects. I find it easier to understand the material when I see it in visual form, such as an infographic or poster, than when I just read the text in a book."

With Canva's use of digital media, learning becomes more creative and interactive, which ultimately increases student interest. In addition, this application allows teachers to adapt teaching methods to students' diverse learning styles, both visual, auditory, and kinesthetic (Manjillatul Urba et al., 2024) This creates a more personalized and effective learning atmosphere, and encourages students to be more actively involved in learning activities. This was supported by another student who expressed his opinion as follows: "My experience with Canva has been very positive. Although I have limitations. Canva makes it easy for me to understand the learning materials that fit my needs. For example, I can use large text and high color contrast to make it easier to read, which is very helpful for me."

The use of digital media contributes to creating a more inclusive educational environment in SLB (Indah Wulandari & Nova Estu Harsiwi, 2024) Technology allows learning adaptation according to the individual needs of each student, especially those with physical or mental barriers. Digital media expands students' access to learning resources that were previously difficult to reach through traditional methods. One of the most important aspects of learning is attracting students' attention so that they are more involved in the learning process (Magdalena et al., 2021) Digital media allows students with special needs to be more active in learning activities, due to more accessible content that suits their needs (Fernández-Batanero et al., 2022) With Canva, teachers can turn material that may be boring or difficult into engaging and fun visual presentations. This makes students more interested in paying attention and understanding the material.

Visualization not only facilitates understanding concepts, but also improves students' memory of the material presented (Hayati, 2023) With attractive visual design, such as the use of appropriate colors, icons, and relevant images, the information conveyed becomes easier to remember. This is especially useful for complex topics that are usually difficult to understand with just text.

Canva itself is an easy-to-operate platform because there are already templates or designs ready to use, and you only need to change the content (the text). Especially if users use Canva Premium, then the design options are much more numerous and unlimited.

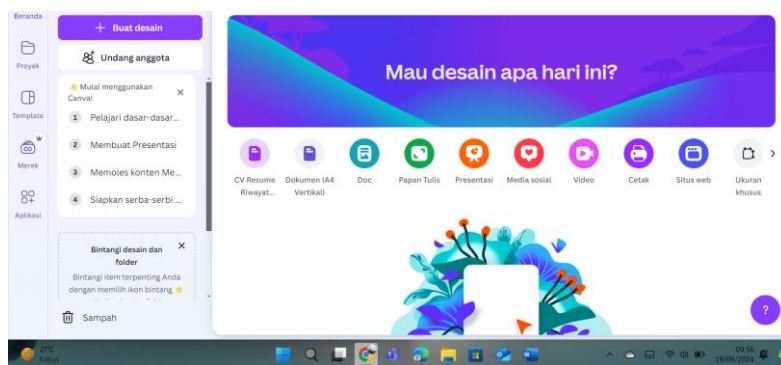


Figure 2. Canva Home

Source: canva.com

The image above is the initial view of the canva.com lama, users can select the template menu, then it will display several design options as follows.

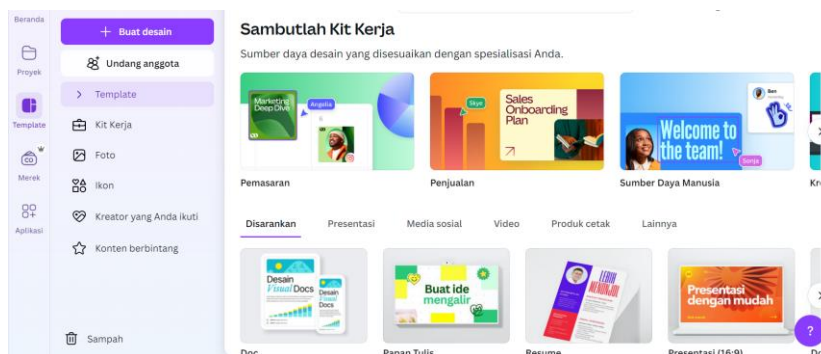


Figure 3 Design Choice

Source: canva.com

In addition to providing benefits for teachers, Canva also provides a space for students to engage in the learning process. Students can be asked to create infographics or presentations using Canva as part of their assignments. This not only increases creativity, but also encourages them to better understand the material being studied. By creating their own designs, students learn how to structure information logically and aesthetically, which indirectly improves their critical thinking skills (Sobandi et al., 2023) This process provides a sense of ownership over their learning, which ultimately increases their motivation to learn better.

Canva also allows collaboration between students. Teachers can assign group assignments that involve using Canva to create a project together. This not only improves social skills and teamwork, but also motivates students through positive interactions with their peers. The results of research that have been carried out show that the assistance in creating digital-based learning media using the canva application at SLB Global School Langsa is going well, in accordance with the mentoring flow which starts with delivering material, discussions around canva, and the practice of making materials using canva properly and how to use canva (Ulandary et al., 2023). The accuracy of the use of canva at SLB Negeri Bintan is based on an assessment of the abilities of children with special needs. The disadvantage in assisting in making this media is that in terms of very limited time, the advantage of this assistance is the enthusiasm of the teacher and the seriousness in the practice of making media using the Canva application, therefore in the future we must maximize the time in making learning media more prepared as best as possible.

SLB Negeri Bintan has good facilities, this is evidenced by the learning atmosphere in the classroom as follows.





Figure 4 Learning Atmosphere in the Classroom

Source: Personal Documentation

Through the support of adequate facilities, it can increase student achievement in several competitions. Several studies have shown that the use of technological devices in inclusive classrooms significantly improves the learning outcomes of students with special needs, especially in the area of cognitive skills (Cássia et al., 2024) Students can more easily understand and remember the subject matter delivered through learning videos and interactive animations.



Figure 5 Student Achievement

Source: Personal Documentation

The achievements obtained by students are a form of collaboration between teachers and students. This collaboration provides students with the opportunity to learn from each other and contribute to group projects, which ultimately increases their motivation to complete assignments well. In addition, the end product of assignments created with Canva often

provides a satisfying sense of accomplishment for students, which ultimately strengthens their motivation to keep learning.

While Canva has many advantages, there are some challenges in implementing it in a school setting. Not all schools have adequate access to technology, such as computers and a stable internet connection, which is necessary to get the most out of Canva. In addition, Canva has paid premium features, which may be an obstacle for schools with limited budgets. Teachers also need to take the time to learn how to use Canva effectively. Although this platform is relatively easy to use, basic knowledge of good design and presentation is still needed so that the resulting learning materials can be optimal.

Overall, the use of Canva in learning has a significant positive impact on students' interest and learning skills. Through engaging visualizations and direct involvement in the learning process, students become more active and interested in understanding the material. While there are some challenges that may be faced, with the right support from schools and teachers, Canva can be a very effective tool in creating a more creative, interactive, and motivating learning experience for students.

### **Digital Media Improves Learning Skills in Extraordinary Schools (SLB)**

One form of using digital media for learning and creating materials is using canva. Canva serves as an effective learning medium for students because it allows teachers to create engaging visual materials, such as infographics, presentations, and educational posters. With Canva, teachers can present complex information in a more visual and easy-to-understand way for students, especially students with special needs who may require a more visual approach to learning (Afianti, 2024) Canva can also be used by students to develop their creativity in crafting design-based projects or assignments, thereby increasing engagement in learning. A study stated that the use of Canva in online learning significantly increases student engagement. Students feel more interested and motivated when learning with visually appealing designed materials. The survey results show that students are more active in participating in discussions and projects when using Canva to present their ideas (Siburian et al., 2024)

In the early stages, the researcher asked the Principal of SLB Negeri Bintan about the role of digital media in helping students with special needs in SLB. Here is the Principal's answer: "Digital media is very helpful especially for students with visual and hearing impairments. We use screen reader apps for visually impaired students, and interactive videos with captions for deaf students. In addition, some tools such as Augmented Reality-based applications are very attractive to students, because they can see objects virtually that are difficult to depict through conventional methods."

Based on the results of the observations made by the researcher, it is known that most students are very enthusiastic about acquiring creative media-based materials, especially when teachers use interactive media such as educational games or videos. Children with special needs, especially autistic ones, are more responsive to applications with attractive visual and sound displays (Amirah, 2019) However, there are some students who take longer to adapt because they are used to conventional learning methods.

The Principal added that digital media offers various conveniences because the teaching process is more flexible and fun. Here are the results of the interview in more detail: "Digital media offers great flexibility and can make learning more enjoyable. However, that doesn't mean traditional methods aren't effective. At SLB, a combination of the two is often the key to success, as some students learn faster with direct interaction and physical materials. The combination of digital and traditional media gives students more options in absorbing information".

Based on the results of the interview above, it is known that media-based learning, especially related to canva, is easier and more fun. In addition, students are also faster in grasping the material given. As an effort to review the quality of teaching and learning activities at SLB Negeri Bintan and to find out how the principal is performing, a comprehensive assessment of the principal's performance is carried out.



Figure 6 Principal Performance Assessment

Source: Personal Documentation

This assessment is to evaluate how the principal is performing and what needs to be improved to improve the quality of learning methods, one of which is the use of Canva.

The use of Canva as a learning medium has been proven to be effective in increasing students' interest and learning skills. With its engaging and easy-to-use visual features, Canva allows students to learn in a more interactive and creative way. The subject matter presented

through infographics, posters, and visual presentations makes it easier for students to understand concepts, especially for complex topics. In addition, Canva also helps increase students' motivation because they can be directly involved in the content creation process, stimulating their creativity and involvement in learning (Rahmawati et al., 2024). A study highlights how Canva facilitates collaboration between students on group projects. With its collaborative features, students can work together in real-time, allowing them to share ideas and provide feedback in person. Research shows improved communication and cooperation skills among students, as well as a more creative and organized project outcome (Giva Aziz Ramadhan & Ima Khomsani, 2024).

One of the biggest challenges in the world of education is maintaining students' interest in the material being taught. Monotonous learning media can quickly make students lose interest. This is where Canva plays an important role in increasing student interest. By presenting the material in a more visual form, students tend to be more interested in paying attention and understanding the material.

Visualization of learning materials in the form of infographics, for example, makes complex information easier to understand. Infographics provide a short, concise, and clear way of delivery, so that students are not only interested in reading but also understanding the material more quickly (Senjaya et al., 2019). The use of the right colors and attractive layouts also makes learning more interactive and fun. In one study, it was shown that Canva supports visual learning, which has a positive impact on students' understanding of more complex concepts. The results showed that students who learned with visual materials created using Canva had better test results compared to those who learned only through text (Nunirmala et al., 2024). This indicates that visual-based learning can improve information retention.

Canva also allows students to engage in the material design process. Teachers can assign students to create infographics or presentations using Canva (Tri Wulandari & Adam Mudinillah, 2022). In this way, students can be more involved in the learning process and feel that they have an active role in understanding the material. In addition, students can also be more creative and freely express their understanding through the designs they create.

Motivation is one of the key factors in learning success (Yogi Fernando et al., 2024). Motivated students tend to be more focused, put in more effort, and be more persistent in completing their assignments. Canva provides many tools that can help increase student motivation in learning. With interesting visualizations and students' involvement in the process of creating materials, they feel more interested and encouraged to learn more. Canva also encourages students to think creatively and innovatively (Pangaribuan et al., 2024). They not

only learn from the text, but also from the creative process they do when creating designs. This process helps students develop critical thinking and problem-solving skills, which ultimately increases their motivation to continue learning.

In addition, Canva gives students the opportunity to work collaboratively. Teachers can assign group projects where students work together to create presentations or other designs. This collaboration not only increases motivation through social interaction, but also encourages students to learn from each other and work in teams. Projects created using Canva often result in a professional-looking and satisfying final product, which can ultimately increase students' sense of accomplishment and motivation.

For teachers, Canva makes the process of delivering material easier. With the many templates and design elements available, teachers can create engaging learning materials without having to have in-depth design skills. In addition, the time required to create material can also be minimized, as Canva provides a variety of templates that can be used and customized right away. Canva also makes it easy for teachers to personalize materials based on students' needs and abilities (Husamah et al., 2015) For example, teachers can create simpler materials for students with special needs or enrich materials for students who need more challenges. This helps to create a more inclusive learning environment, where each student can learn according to their individual abilities. In a study that examined the efficiency of teachers in using Canva to compile teaching materials. It was found that teachers who used Canva spent less time preparing materials compared to traditional methods. The templates available on Canva help them quickly create content that fits the curriculum, so they focus more on teaching and interacting with students (Tri Wulandari & Adam Mudinillah, 2022).

While Canva has many advantages, there are some challenges that may be encountered in using it. First, not all students have adequate access to technology devices and the internet. This can be an obstacle, especially in areas where technological infrastructure is still limited. Second, Canva has some premium features that are paid, which may not all schools or teachers have access to. However, the free features of Canva are quite numerous and can be used to create attractive designs.

In addition, teachers also need to take the time to learn how to use Canva effectively. Although the platform is relatively easy to use, it still takes time to understand its features, especially for teachers who are not familiar with technology. Training and support from schools or educational institutions is essential to get the most out of Canva.

Despite some challenges in using it, such as access to technology and limited premium features, Canva remains a very effective tool in supporting learning in this digital age. With

the right support, Canva can be used to its full potential to create an engaging, inclusive, and interactive learning environment for students at all levels of education.

The use of learning media in schools is very important in supporting a more effective and interactive teaching and learning process. Learning media, both digital and conventional, function to convey material in a way that is easier for students to understand (Yuniarti et al., 2023) For example, visual media such as images, videos, or infographics help visualize abstract concepts that are difficult to explain through text. In addition, digital media such as online learning applications and platforms also enrich learning methods and allow students to learn independently or collaboratively. The main benefits of using learning media include increased student engagement, variations in material presentation, and the ability to adapt learning methods to various student learning styles (Nurrita, 2018) Teachers can optimize the use of media to facilitate more personalized and adaptive learning, especially for students with special needs or who have visual, auditory, or kinesthetic learning styles.

However, there are several challenges that are often faced, such as limited technological resources, especially in areas where the infrastructure is inadequate, as well as the readiness of teachers to use technology optimally. Training for teachers is very important to ensure that learning media is used optimally. In conclusion, the use of appropriate and varied learning media can improve the quality of learning at school, make the learning process more enjoyable, and increase students' understanding of the material taught.

#### **4. CONCLUSION**

The use of Canva in learning has a significant impact on students' interest and motivation to learn. The platform provides graphic design tools that allow teachers and students to create visual and interactive learning materials. With a variety of templates, design elements, and customization features, Canva makes it easy to present complex material in a more engaging and easy-to-understand format. Canva helps increase students' interest in learning by creating more visual and engaging material.

Visualizing information through infographics, posters, and presentations designed with Canva can make the subject matter more engaging and easy to understand. Students tend to be more interested in participating and learning when the material is presented in a creative and aesthetic way. By allowing students to be directly involved in the design process, Canva increases their motivation to learn. The process of creating materials, such as infographics or presentations, gives students the opportunity to express their creativity and feel more engaged

in learning. The professional and satisfying end result of the design they created also provides a sense of accomplishment, which ultimately motivates them to go the extra mile.

The use of Canva media at SLB Negeri Bintan shows a significant positive impact on student learning motivation. Canva provides graphic design tools that allow teachers and students to create learning materials that are more engaging and tailored to the specific needs of students with special needs. Canva helps increase student learning motivation at SLB Negeri Bintan by offering a more visual and attractive way of presenting material. With creatively designed infographics, posters, and presentations, students can more easily understand and be interested in the subject matter. This information visualization is helpful in explaining complex or abstract concepts, making the material more accessible and understood by students with a variety of special needs.

Canva allows students to be directly involved in the creation of learning materials, which increases their sense of ownership and responsibility for their learning process. Students can use Canva to create projects that fit their learning style, such as visual design for assignments or presentations. This active involvement encourages students to be more enthusiastic and motivated in completing assignments. At SLB Negeri Bintan, the use of Canva allows the adjustment of materials to the special needs of students. Features such as text size adjustments, color contrast, and visual elements help create materials that are accessible to all students, including those with visual impairments or special learning needs. As such, Canva supports more inclusive and effective learning.

Canva also supports collaboration between students on group projects, which strengthens social skills and cooperation. The sharing and collaboration features in Canva allow students to work together on design projects, strengthening their communication and social interaction skills. This collaboration can increase student motivation through positive interactions with classmates.

While Canva offers many benefits, some challenges such as uneven access to technology and limitations in free features may be faced. To maximize the benefits of Canva, additional support such as teacher training and better access for students needs to be considered. Training can help teachers use Canva effectively, while better access to technology can ensure all students can take advantage of the platform.

The use of Canva at SLB Negeri Bintan has been proven to increase students' motivation to learn by making learning materials more interesting, interactive, and in accordance with their specific needs. Canva enables students to be actively involved in the

learning process and supports more inclusive learning, increasing student engagement and enthusiasm for learning in the school environment.

## REFERENCES

- Afianti, D. (2024). Penggunaan Aplikasi Canva dalam Proses Pembelajaran. *EduTech Journal*, 1(1), 9–16. <https://doi.org/10.62872/mp5y5475>
- Amirah, R. S. (2019). Efektivitas Penggunaan Media “Talking Tom” Game Terhadap Kemampuan Komunikasi Anak Autis Balita Di Sekolah Khusus Autis Al-Ihsan Serpong Utara Tangerang Selatan. *Widia Ortodidaktika*, 8, 876–887.
- Cahyadi, A. (2019). *Pengembangan Media dan Sumber Belajar: Teori dan Prosedur*. Laksita Indonesia.
- Cássia, R. De, Duque, S., Soares, J., Silva, D., Monteiro, R. R., Sirley, T., Sousa, R., Ambrósio, M., Santos, D., Gomes, A., Fonseca, D. A., Segundo, E. D., Da, C., Universidad, E., Lutero, M., Interculturalidade, L. E., Estadual, U., & Paraíba, D. (2024). The Impact Of Digital Tools On The Learning Of Students With Special Educational Needs. 26(7), 22–29. <https://doi.org/10.9790/487X-2607082229>
- Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & García-Martínez, I. (2022). Assistive technology for the inclusion of students with disabilities: a systematic review. *Educational Technology Research and Development*, 70(5), 1911–1930. <https://doi.org/10.1007/s11423-022-10127-7>
- Frey, B. A., & Mancilla, R. (2023). *Inclusive Online Learning: Digital Accessibility Practices. In Diversity in Higher Education Remote Learning*. Palgrave Macmillan, Cham.
- Giva Aziz Ramadhan, & Ima Khomsani. (2024). Strategi Pemanfaatan Media Presentasi Canva Untuk Meningkatkan Keterampilan Kolaborasi Pada Pembelajaran Pendidikan Pancasila Di Kelas X-1 SMA Negeri 3 Semarang. *Civic Society Research and Education: Jurnal Pendidikan Pancasila Dan Kewarganegaraan*, 5(1), 14–23. <https://doi.org/10.57094/jpkn.v5i1.1512>
- Hayati, G. (2023). Pengaruh Media Pembelajaran Terhadap Minat Belajar Siswa. *Curve Elasticity: Jurnal Pendidikan Ekonomi*, 3(1), 40–49. <https://doi.org/10.57094/jpe.v3i1.684>
- Husamah, In'am, A., Fiqri, C. I. A., Aba, M. M., Herlandy, P. B., Sitaresmi, P. D. W., & Harahap, R. R. (2015). Penggunaan Aplikasi Canva dalam Pembelajaran.
- Indah Wulandari, & Nova Estu Harsiwi. (2024). Pengaruh Penggunaan Teknologi dalam Pembelajaran Terhadap Prestasi Belajar di Sekolah Luar Biasa Al Khariq. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 2(5), 246–256. <https://doi.org/10.61132/nakula.v2i5.1056>
- Johan, A. E., Sayekti, I. C., Susilawati, S. A., & Pramudita, D. A. (2022). Analisis Kebutuhan Pengembangan E-Book Mitigasi Bencana Gempa Bumi untuk Disabilitas Anak



- Karwanto, Akib, & Hanifah, N. (2023). *Optimalisasi Pemanfaatan Teknologi Pembelajaran* (A. Wijayanto, M. Alam, M. Faizah, & Hasan (Eds.)). Akademia Pustaka.
- Lisyawati, E., Halimah, N., Khairunnisa, K., & Mulyanto, A. (2023). Optimalisasi Pengelolaan Pendidikan Inklusif. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 671–687. <https://doi.org/10.47467/edui.v4i1.5759>
- Magdalena, I., Fatakhatus Shodikoh, A., Pebrianti, A. R., Jannah, A. W., Susilawati, I., & Tangerang, U. M. (2021). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa SDN Meruya Selatan 06 Pagi. *EDISI: Jurnal Edukasi Dan Sains*, 3(2), 312–325.
- Manjillatul Urba, Annisa Ramadhani, Arikah Putri Afriani, & Ade Suryanda. (2024). Generasi Z: Apa Gaya Belajar yang Ideal di Era Serba Digital? *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 3(1), 50–56. <https://doi.org/10.54259/diajar.v3i1.2265>
- Maulidia, S. N., & Hidayat, A. (2022). Efektivitas Pemanfaatan E-Learning bagi Anak Berkebutuhan Khusus. *Jurnal Teknologi Pendidikan*, 10(2), 98–110. <https://doi.org/10.1234/jtp.v10i2.5678>
- Nugroho, R. A., & Saputro, D. A. (2023). Implementasi Media Digital dalam Pembelajaran Inklusif. *Jurnal Pendidikan Inovatif*, 8(1), 45–56. <https://doi.org/10.21474/jpi.v8i1.2345>
- Putri, A. F., & Ramadhani, T. (2021). Pengaruh Penggunaan Media Interaktif terhadap Pemahaman Konsep Siswa. *Jurnal Ilmu Pendidikan*, 7(3), 123–134. <https://doi.org/10.5678/jip.v7i3.4321>
- Rahayu, D. W. (2023). Analisis Penggunaan Aplikasi Digital dalam Pembelajaran Bahasa bagi Siswa Berkebutuhan Khusus. *Jurnal Pendidikan Khusus*, 5(2), 78–89. <https://doi.org/10.8765/jpk.v5i2.6789>
- Ramli, H., & Syahputra, A. (2024). Teknologi Digital dalam Pendidikan: Peluang dan Tantangan. *Jurnal Inovasi Teknologi Pendidikan*, 6(1), 25–38. <https://doi.org/10.91011/jitp.v6i1.3456>
- Sari, M. N., & Hidayah, P. (2020). Penggunaan Media Canva untuk Meningkatkan Kreativitas Siswa. *Jurnal Pendidikan Multimedia*, 4(2), 67–78. <https://doi.org/10.5432/jpm.v4i2.7890>
- Sihombing, L. A., & Manurung, R. (2022). Inovasi Pembelajaran Berbasis Teknologi bagi Anak Berkebutuhan Khusus. *Jurnal Pendidikan Inklusif*, 3(2), 89–102. <https://doi.org/10.5679/jpi.v3i2.4567>
- Susanti, R. D., & Kurniawan, T. (2023). Pengaruh Media Visual terhadap Motivasi Belajar Siswa. *Jurnal Riset Pendidikan*, 9(1), 55–67. <https://doi.org/10.7891/jrp.v9i1.6543>

- Wijayanti, A. (2024). Evaluasi Efektivitas Penggunaan Teknologi dalam Pembelajaran di Sekolah Inklusif. *Jurnal Edukasi Digital*, 2(1), 112–123. <https://doi.org/10.2345/jed.v2i1.5672>
- Yuliana, R. (2021). Pemanfaatan Media Digital dalam Pembelajaran untuk Siswa Difabel. *Jurnal Teknologi Edukasi*, 5(2), 88–99. <https://doi.org/10.6543/jte.v5i2.7894>