

# ANALYSIS OF INTERACTIVE MULTIMEDIA NEEDS BASED ON CANVA FOR LEARNING MATERIAL "MY SURROUNDINGS: PLERET SUB-DISTRICT" AT KUNCUP PUSPITA KINDERGARTEN, PLERET, BANTUL

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## Abstract

The use of innovative learning media is very important in Early Childhood Education (PAUD) to foster children's interest in learning during their golden age. This study was motivated by the rapid development of digital technology, which requires teachers to have professional competence in operating Information and Communication Technology (ICT). However, a survey at Kuncup Puspita Pleret Kindergarten showed that teachers still predominantly use conventional methods and student worksheets, and have not maximized the use of interactive multimedia in learning. The research method used was descriptive qualitative. Data was collected through direct interviews. The results showed that teachers at Kuncup Puspita Pleret Kindergarten were very interested in learning how to use the Canva application, but previously they had only used it to make greeting posters and had never received any special training. There is an urgent need for learning media that can introduce the surrounding environment, especially maps and historical sites in Pleret District, which have been difficult to explain to children. This media is expected to help teachers create a more interesting and dynamic learning atmosphere and make it easier for children to explore material about their living environment.

**Keywords:** Canva, Early Childhood Education, Interactive Multimedia, Needs Analysis



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## INTRODUCTION

The period of childhood growth and development is commonly referred to as the Golden Age (Barbarin, 2025). Early childhood education is an effort of guidance and supervision for children from birth up to the age of 6 years. The mentoring efforts are carried out by providing education to assist in the spiritual and physical development and growth, with the aim of preparing children for further education. This aligns with Government Regulation No. 146 of 2014 (Yaswinda & Gusmarni, 2022). The early childhood age is a time when children possess high sensitivity toward their surrounding environment (Anggraini et al., 2023). Consequently, at this early age, children begin to receive various efforts to develop their potential. This aligns with the opinion of Ki Hajar Dewantara, who stated that education for early childhood is urgent, with the aim of adding substance to the soul without altering the child's fundamental nature (Latifa, 2025).

The Early Childhood Education environment needs to be introduced to the surrounding environment and important or historical places around the child's residence (Mufid et al., 2023). This is particularly relevant for children aged 5 to 6 years because, according to child psychology, children at this age are already within the Standards of Child Development Achievement Level (STPPA), which enables them to possess manners and courtesy in accordance with the culture of their residential environment (Amperawati et al., 2022). According to Pramono (2024), in the future, education needs to improve its performance, especially in the utilization of information systems and information technology, as these systems are not merely supporting tools but core instruments that can be used as essential weapons in boosting education in Indonesia so that the country can compete globally (Pramono et al., 2024).

The use of learning media with all its developments has emerged with positive impacts, especially at the PAUD level, where media is capable of generating children's interest in learning (Siswanti & Daud, 2024). Based on research, one of the learning media that plays an important role is Augmented Reality (AR) based media (Panjaitan et al., 2024). In AR media, learning can be conducted by utilizing visual animation rather than materials that appear like the real world (Adi et al., 2024). The implementation of learning activities at the PAUD level has largely used simple AR media designed through devices to introduce children to new things around them by applying interesting and fun learning models (Rahmatika et al., 2023).

The rapid development and competition of digital technology in the globalization era encourage countries to improve the quality of human resources (Nikmah et al., 2023). Given the role of the education sector and its urgency in developing human resources, the world of education faces challenges to improve the quality of the education system and prepare the nation's generation to compete globally. It is undeniable that teachers in education play a crucial role in improving the quality of learning to be better so that expected outputs can be realized. Therefore, as professional teachers, various competencies suitable for 21st-century learning are required; mastery of ICT and its application in learning as an indicator of teacher professional competence is an absolute necessity for teachers (Natania et al., 2023). This mastery is none other than an effort so that educators can maximally utilize technology as material to design learning media that is fun, interesting, and motivating for children to learn.

The development of the times has caused many advancements, one of which is that current learning does not only use paper and pencil but also utilizes technology. Technological progress influences child development; this is in line with the statement from Zega (2025), which is that computer-based learning methods are now more effective in attracting children's interest in learning, and the application of these methods is easy as a means to help maximize the learning activity process (Zega et al., 2025). At present, teachers are required to be able to develop self-potential by improving understanding, experience, and knowledge so that they can continue to innovate in creating more creative learning methods containing materials designed attractively to foster children's motivation to learn (Apriyanti et al., 2023).

Science develops from year to year, and with the development of science, new technologies emerge that mark the progress of the times, so that developing technology enters a fully digital world (Naumova et al., 2024). Entering the digital world, society, especially educational institutions, must creatively utilize information and communication technology to support the learning process, both as an information tool and as a means of supporting teaching and learning activities (Surya & Moramowati, 2023). According to Salmia et al. (2024), the learning process needs to adapt over time and to the needs of millennial learners. Considering that the millennial generation is a visual generation, the development of teacher competence related to media and graphic design serves as a school support socialization strategy by using applications and technology to support the learning process in schools (Salmia et al., 2024).

Online applications contain many attractive designs that can be used for educational needs, one of which is using Canva (Rahmah et al., 2025b). Canva is a design platform tool that is easy to use, helps develop creativity and visual design skills, simplifies communication, and is fun to use. Canva is a free online-based facility that teachers can use when designing learning media (Monoarfa & Haling, 2021). Canva is a design website and online publication that can be utilized to design various designs and publish globally. Canva is one form of interactive learning multimedia; besides being accessible via the website, Canva can be accessed with Android and Apple devices by downloading it through the Play Store and App Store (Syahrir et al., 2023).

A number of users state that the use of this application is based on its efficiency in access and operation. This Android-based digital application can be used to facilitate the implementation of promotion on school brochure designs. Additionally, the use of digital Android applications becomes very easy for everyone, from toddlers to the elderly. According to Subhan (2025), Canva is an application utilized as a design tool to create promotions in the form of both images and videos presented through flyers, presentations, and posters (Subhan et al., 2025). In addition, Canva also offers a wide variety of online graphic designs that can be used for various activities.

Among the many advantages of the Canva application are its versatile and attractive designs, the abundance of available features that enhance teacher creativity, the flexibility of the application and its ability to be used on various devices, excellent resolution, and the flexibility of saving design time (Rahmah et al., 2025). Canva as an educational medium is a simple and fun way to encourage creativity, improve collaboration, and enhance design skills. Educators can develop methodologies and learning design media commonly called the Daily Lesson Plan (RPPH), which Canva provides in the form of templates. Teachers simply choose a learning design template theme that is suitable and perform minor editing to adjust to the learning they are conducting. Canva also offers logo, brochure, and poster templates that can be used to help teachers easily create and design posters, brochures, and presentations related to student activities at school (Syahrir et al., 2023).

Certainly, for the school, this can serve as a social and nurturing space, showcasing activities and demonstrating to the community how great the school is. Canva brochures and posters are available online; they can also be downloaded as PDF files or images for easy sharing and dissemination with students' parents and the community. Canva for Education has two functions in learning: as a supplement and a substitute. Supplement functions include Canva for Education making it easier for teachers to create learning media and improving the online learning process. Substitute functions of Canva for Education include learning media/multimedia produced by Canva for Education being easily distributed to students and helping with technology needs (Destiwati et al., 2024).

The position of Canva as a promotional and educational medium is a means to carry out teaching and learning activities. Additionally, Canva has the following benefits in the process of socializing school support strategies to the community: (1) Assisting in the creation of logo designs, posters, and brochures so that school promotional pamphlets are more attractive and able to generate interest and motivation for the school among students and the community; (2)

Making and designing presentation slides to be more attractive; (3) Media and teaching methods become more diverse, students do not get bored quickly, and teaching becomes clearer; (4) The platform is easy and free to access; all that is needed is an internet network to create any form of design (Nisa et al., 2025).

Canva website and application certainly have advantages and disadvantages. The disadvantages of this application are: 1) requires the internet to access; 2) some templates, fonts, stickers, and illustrations are premium so they can only be used if one has registered a premium account by paying a certain amount according to needs, namely daily, weekly, monthly, or even yearly; 3) has many similarities with other users using the same template, so modification is needed to adjust needs regarding images, colors, or other content contained therein (Farisia et al., 2024). Meanwhile, the advantages of this application or website are: 1) has diverse, unique, and attractive designs; 2) hones teacher creativity to design learning media that is in accordance with learning targets and learning objectives with the features available therein; 3) designing learning media with more efficient time; 4) can be accessed via devices, not only laptops; 5) design can be done with other parties, allowing collaboration with other designers to create learning media through sharing access links found on Canva.

Research conducted by Dzul Ikram and Muhammad Nasir (2025) states that the use of Canva as a learning medium has a positive impact on supporting the learning process, including effectively increasing student motivation to learn, helping educators with the features offered by Canva, and facilitating the design of creative learning materials (Ikram & Nasir, 2025). Therefore, educators must be able to collaborate with various elements and build a conducive learning environment so that they can educate the nation's children, achieve their goals, and motivate them to develop noble personalities. However, from the results of our survey at Kuncup Puspita Kindergarten encountered in the field, teachers need to develop skills in the use of Canva media as a support for technology-based learning that will create various attractive and dynamic learning media. Many teachers still use conventional methods in the learning process without any other supporting learning applications. This causes students to feel bored or unfocused. It is highly hoped that with this training, teachers at Kuncup Puspita Kindergarten will become more innovative and creative in providing and presenting learning media tailored to the activity themes at school.

However, until now, some teachers still conduct learning with the classical model, namely by only utilizing student worksheets to be used as learning media, which results in limited exploration for children. Educational practices for early childhood must adjust to interests and appropriate learning methods according to child psychological development. It is stated that development in early childhood needs to be attended to carefully because at this level the child's personality or characteristics will be formed so that the child can behave well when entering adulthood later (Kuku et al., 2025). Based on these problems, the authors conducted interviews regarding interactive multimedia at Kuncup Puspita Kindergarten to determine the needs for interactive multimedia at the school so that the authors could develop products according to the needs at Kuncup Puspita Kindergarten.

## RESEARCH METHOD

### *Research Design*

This study uses a qualitative descriptive research design. This approach was chosen to describe the actual conditions in the field and the needs related to learning media in the school. The type of research used in this study is descriptive qualitative research. This research was conducted on Monday, December 12, 2022. In this study, an analysis of learning media needs was carried out at Kuncup Puspita Kindergarten, Pleret. In this study, data were taken using direct interview techniques. Interviews were conducted with the Head of Kuncup Puspita Kindergarten.

**Research Target/Subject**

Research Target/Subject The research was conducted at Kuncup Puspita Kindergarten. The main subject of data collection was the Principal (Mrs. Nur). The research focused on analyzing the skills and needs of teachers at the school in relation to the development and utilization of technology-based learning support, particularly the Canva application.

**Research Procedure**

Research Procedure The procedure began with a field survey to identify gaps in teachers' skills in using technology media. The next step is to conduct a needs analysis interview to determine the specific needs related to interactive multimedia in the school. The findings from this procedure are used as a basis for the author to plan the development of Canva-based interactive multimedia products tailored to the school's needs, namely “My Surrounding Environment” (Pleret District).

**Instruments, and Data Collection Techniques**

Instruments The main instrument used was an interview guide containing a series of specific questions asked by the researcher to the informants. The questions covered: Teachers' experiences in creating or using interactive media. Views on the benefits of interactive media for learning. The need for specific learning materials (such as maps and the Pleret District website). Teachers' familiarity with and interest in using the Canva application. Data Collection Techniques Data collection was conducted using direct interview techniques. This technique involved face-to-face questioning with the Principal of Kuncup Puspita Kindergarten to obtain in-depth data on learning media needs.

**Data Analysis Technique**

Data Analysis Technique Data was analyzed using qualitative descriptive analysis focused on needs analysis. Researchers analyzed interview results to identify that the use of interactive media is currently minimal (limited to YouTube videos or homemade videos) and that teachers are highly interested in learning Canva. This analysis led to the conclusion that the school needs to develop Canva-based interactive multimedia with the theme of introducing the Pleret District environment.

**RESULTS AND DISCUSSION**

Based on qualitative descriptive research, data was collected through in-depth interviews with the Principal of Kuncup Puspita Kindergarten, Mrs. Nur. The main focus of this analysis was to map the gap between the current abilities of teachers and the ideal learning media needs for early childhood in the digital age. The interview results show that the learning process at Kuncup Puspita Kindergarten is still dominated by conventional methods and classical models. Teachers are highly dependent on physical Student Worksheets (LKS), which limit children's exploration space. Although technology such as YouTube is sometimes used, teachers only act as content consumers without being able to produce their own interactive media.

<b>Current Situation</b>	<b>Current Conditions</b>	<b>Impact on Students</b>
<b>Main Methods</b>	Still using conventional methods and classical models by utilizing Student Worksheets (LKS).	Students tend to feel bored or unfocused during learning activities.
<b>Use of ICT</b>	Limited to the use of videos from YouTube or sometimes teachers make their own videos.	Exploration of material is still one-way and not interactive.

<b>Canva Skills</b>	Teachers are familiar with Canva but only use it to create greeting posters or activity posts.	Canva's potential has not been optimally utilized as an educational medium that supports the material.
<b>Interactive Media</b>	It has never been developed or used in the teaching and learning process at the school.	Teachers have difficulty introducing abstract material such as maps and historical sites.

The study found that teachers are very interested in learning more about Canva. So far, teachers have mastered Canva through self-study and limited their use to creating posters for activities or celebrations on specific days. Teachers acknowledge the need for special training so they can utilize the Education template features and interactive elements through the Canva application. This is in line with the demands of teacher competency in the 21st century, which requires mastery of technology in the learning process.

One crucial finding is that teachers have difficulty delivering material related to the theme "My Surrounding Environment," especially when discussing maps and historical sites in Pleret District. This material is considered difficult to visualize and explain to 5-6 year olds without supporting media. Therefore, Canva-based interactive media is considered a relevant solution because it has several advantages, including attractive visuals, allowing teachers to design learning media more effectively and efficiently, and the resulting media can be accessed on all devices. Therefore, the integration of Canva in early childhood education at Kuncup Puspita Kindergarten is not just following a digital trend, but a functional need to improve the quality of human resources from an early age. The use of interactive media has been proven to effectively increase student motivation compared to classical methods. By utilizing the richness of Pleret's local culture in Canva designs, teachers not only teach cognitive skills but also introduce children to their identity and manners in accordance with the culture of their place of residence.

## CONCLUSION

Based on the results of the analysis and discussion regarding the need for interactive multimedia at Kuncup Puspita Pleret Kindergarten, several conclusions can be drawn, including that the use of Canva-based interactive multimedia is considered very relevant and important to be applied at the early childhood education level in order to foster children's interest in learning. Although teachers have a high interest in the Canva application, its use is still limited. Therefore, the researchers concluded that the development of Canva-based interactive multimedia with the theme "My Surrounding Environment" is the right step to create a more dynamic and interesting learning atmosphere and to make it easier for children to understand local material. Suggestions for further research include expanding the scope of material by highlighting other local wisdom such as traditional arts, or comparing the level of motivation and learning outcomes between classes that use conventional methods and those that use Canva media.

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## AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation; Validation

## CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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