

Canva Website-Based Digital Media Needs Analysis To Improve Discipline in Elementary School Students

Ajid Abdul Majid, Elan Elan*

Universitas Pendidikan Indonesia, Bandung, Indonesia

Email: *elanmpd@upi.edu

Abstract: The digital transformation in education encourages the use of learning media that not only support cognitive achievement but also facilitate the strengthening of students' character values, including discipline at the elementary school level. This study aims to examine the potential and need for developing Canva Site-based digital media to support learning that encourages the formation of disciplined behavior. The study used a qualitative approach, conducting a literature review of journal articles, books, and other relevant scientific documents on digital media, technology-based learning, and character education. Data were analyzed using content analysis techniques to identify patterns, key concepts, and their implications for the use of digital learning media. The study results indicate that the Canva Site has several characteristics that support learning, including multimedia integration, structured navigation, and flexible access to learning materials. Various literature shows that these characteristics can support student engagement, facilitate independent learning, and help students follow the learning flow more systematically. Furthermore, the flexibility of content presentation allows this media to be used in a more inclusive learning context by accommodating the differences in students' needs and learning styles. These findings indicate that the Canva Site has the potential to serve as an alternative digital medium for developing more participatory learning and supporting the formation of regular study habits among elementary school students.

Keywords: Digital Media; Canva Site; Student Discipline; Inclusive Education.

INTRODUCTION

The digital transformation in education requires teachers not only to master the material but also to use digital media pedagogically. Digital media plays a crucial role in creating more interactive, contextual, and multimodal learning by integrating text, images, audio, and animation (Agustina et al., 2025; Irma, 2025). In line with Mayer's multimedia learning theory, the combination of various information representations can enhance student understanding and engagement (Mayer, 2009). However, the effectiveness of digital media is determined not only by the visual aspect but also by the learning design that can guide meaningful student engagement. Furthermore, discipline is a fundamental character value that should be instilled in elementary school as a foundation for developing responsibility, independence, and self-regulation (Meilinda et al., 2025). Discipline is not only about compliance with external rules but also about students' internal ability to manage their behavior and learning processes. Students with good discipline tend to be better able to manage their time, complete assignments consistently, and actively participate in learning (Rahman & Fuad, 2024). Therefore, instilling discipline needs to be done through an approach that is not only normative but also provides meaningful learning experiences. However, various studies indicate that the level of discipline among elementary school students remains relatively low and has not been fully internalized (Arodani et al., 2025; Rasyid et al., 2026). Current approaches tend to emphasize rules and sanctions, making discipline more external and situational. This situation indicates the need for learning innovations that emphasize not only cognitive aspects but also the sustainable development of students' affective and behavioral aspects.

Digital media has the potential to be a solution, as it can provide a more interactive and reflective learning experience. However, not all uses of technology automatically have a positive impact. According to Selwyn (2016), educational technology needs to be critically examined because its effectiveness depends heavily on the context of use and pedagogical design. Furthermore, UNESCO emphasizes that integrating technology into education must consider accessibility and equity, given the digital divide and the diverse characteristics of students. In this context, Canva Site, as a digital media platform, has the potential to support interactive and structured learning. Features such as multimedia integration, hyperlink-based navigation, and flexible visual design allow for a more engaging and systematic presentation of material (Rahmah et al., 2025). However, studies specifically analyzing Canva Site's role in instilling student discipline are still limited, particularly those that consider pedagogical aspects, student diversity, and accessibility. Most previous research has focused on the use of Canva as a design tool or to increase learning motivation, while studies linking this medium to the development of disciplined character remain limited. Furthermore, there is limited research examining how digital media, such as the Canva Site, can be designed inclusively for use by all students, including those with limited access or diverse learning needs. Therefore, this study is novel in its analysis of the need to develop Canva Site-based digital media to improve discipline in elementary school students, taking into account interactivity, independent learning, and the principles of inclusive education. This research is expected to provide a conceptual contribution to the development of learning media that are not only cognitively effective but also help form a sustainable and inclusive disciplined character.

METHOD

This study used a qualitative approach with a systematic literature review method, which aims to analyze the need for developing Canva Site-based digital media to instill discipline values in elementary school students. This approach was chosen because it enables researchers to review, synthesize, and interpret prior research findings comprehensively. According to Creswell, qualitative studies aim to understand phenomena in depth by interpreting various data sources (Creswell, 2014). Meanwhile, the systematic literature review method allows researchers to identify, evaluate, and synthesize research results in a structured and transparent manner (Kitchenham & Charters, 2007). The literature search was conducted systematically across several scientific databases, including Google Scholar, Garuda, and SINTA-indexed journals. Keywords used in the search included "digital learning media," "Canva in education," "Canva Site," "student discipline," and "elementary school learning." The search was conducted by combining keywords with Boolean operators (AND and OR) to obtain more relevant, targeted results. According to Snyder (2019), a systematic search strategy using appropriate keywords is crucial for ensuring the completeness and quality of the literature obtained. To maintain the quality and relevance of data sources, this study established inclusion and exclusion criteria. Establishing these criteria is important to ensure the validity and reliability of the data used in the literature study (Tranfield, Denyer, & Smart, 2003).

Inclusion criteria include:

- (1) Scientific articles published between 2015 and 2026.
- (2) Indexed by SINTA or accredited national journals.
- (3) Discussing digital media, Canva, or student disciplines.
- (4) Relevant to the context of elementary education.

Meanwhile, exclusion criteria include:

- (1) Articles not available in full-text form.
- (2) Articles irrelevant to the research focus.
- (3) Non-scientific publications such as blogs or opinion pieces.

Based on the initial search results, approximately 50 relevant articles were obtained. After a selection process based on predetermined criteria, 25 primary articles were obtained, which were then analyzed in depth. The selection process was conducted in three stages: title identification, abstract review, and full-text review. These stages align with the selection procedure in a systematic review, which emphasizes a gradual filtering process to obtain the most relevant sources (Moher et al., 2009).

The research instrument used was a literature analysis sheet that focused on two main indicators: digital media components and student discipline. Digital media indicators include interactivity, multimedia integration, navigation structure, accessibility, and flexibility of use. Meanwhile, student discipline indicators include compliance with rules, punctuality, responsibility for completing assignments, consistency in learning, and independence. The use of these indicators refers to the concept of digital learning media that emphasizes interactivity and multimedia aspects (Mayer, 2009), as well as the concept of discipline as behavior that reflects compliance, responsibility, and self-control (Tu'u, 2004).

Data collection techniques were carried out through the stages of identification, selection, and data extraction from the selected literature. The collected data was then analyzed using content analysis techniques. According to Krippendorff (2018), content analysis is a research technique for drawing valid and replicable conclusions from text data. The analysis process comprises several stages: data reduction, categorization by indicators, synthesis of findings across studies, and interpretation of relationships between concepts. This analysis aims to identify patterns, trends, and relationships between the use of Canva Site-based digital media and student discipline.

To ensure data validity, this study used source triangulation techniques by comparing various relevant research results. Triangulation is a technique to increase data validity by utilizing various information sources (Sugiyono, 2017). In addition, consistency in analysis is maintained by using the same indicators in the data coding and grouping process. Thus, the results of this study are expected to provide a comprehensive picture of the potential and needs for the development of Canva Site-based digital media in supporting the formation of student discipline. elementary school student discipline, as well as being the basis for further empirical research.

FINDING AND DISCUSSION

Finding(s)

Based on the analysis of 25 selected pieces of literature, several key findings were identified regarding the use of Canva Site-based digital media in elementary school learning, particularly regarding student discipline.

1. Interactivity as the Main Characteristic of Media

Various studies have shown that interactivity is a key element in increasing student engagement. Interactive digital media allows students not only to receive information but also to actively participate in the learning process. The use of platforms such as Canva provides visual, animation, and navigation features that encourage active student participation (Kadek et al., 2026). Research by Fredricks, Blumenfeld, and Paris (Khasanah et al., 2025) states that student engagement encompasses behavioral, emotional, and cognitive aspects, all of which can be enhanced through interactive media. Interactivity in

digital media provides students with space to explore, manipulate, and reflect on learning materials. Features such as interactive quizzes, non-linear navigation, and multimedia integration allow students to learn at their own pace and in their preferred learning style (Teoh & Neo, 2007). This aligns with constructivist theory, which emphasizes that knowledge is actively constructed by students through meaningful learning experiences (Wildan & Herdiana, 2024). Thus, the use of interactive media not only increases engagement but also deepens understanding of the concepts being learned. According to Yulika & Khairun (2025), interactivity also contributes to increasing students' intrinsic motivation. When students feel directly involved in the learning process, they tend to have a higher curiosity and internal drive to complete tasks. Research conducted by Lutviana et al. (2025) shows that interactive learning environments can create enjoyable learning experiences, so students are more focused and less easily distracted. This condition indirectly forms more disciplined learning behaviors, such as following instructions well and completing assignments on time.

2. Support for Independent Learning

Research findings indicate that the use of the Canva Site provides flexible access, enabling students to learn more independently and in a targeted manner. As a web-based medium, the Canva Site allows students to access learning materials anytime and from various devices, giving them the opportunity to adjust the time and pace of learning to suit their needs. This flexibility supports the formation of a more autonomous learning pattern, in which students can review material, explore content, and manage their learning activities independently. Several studies emphasize that systematically structured content in digital learning media can help students manage their learning process. An organized presentation of material, for example, through clear topic divisions, structured navigation, and the integration of reflective activities, can facilitate students' planning of learning steps, monitoring of progress, and evaluation of their understanding. Research findings by Nugraha et al. (2025) indicate that the use of Canva-based learning media with a systematic material structure can improve students' ability to manage their learning process independently and strengthen their engagement in learning.

Similar results were also reported by Rahayu and Anggraini (2025), who found that well-organized digital learning media design can help students develop reflection and self-evaluation skills during the learning process. In this context, a clear material structure not only makes it easier for students to understand the learning flow but also helps build metacognitive awareness of the learning process they are undergoing. Thus, the use of the Canva Site not only serves as a means of delivering material visually but also as a learning environment that supports independent learning. This finding aligns with the concept of self-regulated learning proposed by Barry J. Zimmerman, who emphasizes that independent learning involves students' ability to actively plan, monitor, and evaluate their learning process. A digital learning environment that provides a clear content structure and flexible access can help students develop these self-regulation skills, potentially supporting the formation of more focused and disciplined learning behaviors.

3. The Role of Media Structure and Design

A hyperlink-based navigation structure and the use of organized visual templates are crucial factors in helping students understand the learning flow more systematically. In web-based learning media such as the Canva Site, inter-page links enable students to move from one topic to another in a structured yet flexible manner. This feature not only makes it easier for students to access information but also helps them follow the sequence of learning materials more clearly, thus making the learning process more focused. Organized visual design, such as a consistent layout, dividing material into several thematic sections, and using relevant visual elements, also improves the readability and clarity of information. When material is presented in a systematic structure, students can more easily identify key concepts, understand relationships between topics, and integrate new information with prior knowledge. Thus, navigation design and visual layout serve not only as aesthetic elements but also as an essential part of the strategy for delivering learning materials.

Research by Ari Susanto & Almanfaluti (2025) shows that a structured digital learning media design can help reduce students' cognitive load during learning. A clear material structure allows students to process information more efficiently because their attention is not divided by irrelevant visual elements. This condition can improve focus during learning and help students understand concepts more deeply. These findings align with the cognitive load perspective, which explains that well-organized information presentation can optimize students' working memory capacity in processing learning materials. Thus, a hyperlink-based navigation structure and the use of organized visual templates in the Canva Site can help create a more structured, easy-to-follow learning experience. When pedagogically designed, these features not only increase the convenience of accessing materials but also support conceptual understanding and student engagement in learning.

4. Multimedia Integration in Learning

Much of the literature confirms that integrating multimedia elements (such as text, images, and animations) in web-based learning media can increase students' attention and motivation to learn. In the context of using the Canva Site, the combination of visual and textual elements enables a more engaging, communicative presentation of learning materials. Presenting information through these various formats helps students understand concepts more concretely while reducing the boredom that often occurs in text-only learning. The use of multimedia also provides a richer learning experience by allowing students to receive information through multiple cognitive channels simultaneously. When text is combined with relevant visual illustrations or animations, students can construct a clearer mental representation of the material being studied. This ultimately can increase students' attention to the learning material and encourage more active engagement during the learning process.

Research findings by Komang & I Gusti Ayu (2024) show that the use of Canva-based learning media with integrated multimedia elements can increase student learning motivation through a more interactive and engaging presentation of material. The results of this study indicate that students tend to be more focused and enthusiastic when material is presented through a combination of text, images, and other visual elements. Similar findings were reported by Saputri et al. (2025), who found that the use of multimedia in digital learning can increase student engagement in learning activities, as measured by participation in discussions, exploration of materials, and completion of learning assignments. This finding is consistent with the principles of multimedia learning developed by Richard E. Mayer, which state that learning is more effective when information is presented in a combination of words and images rather than in a single form of representation. Thus, the

integration of multimedia on the Canva Site not only enhances the visual appeal of learning but also strengthens the learning process and increases student engagement in learning activities.

5. Indications of Impact on Student Discipline

Several studies have reported a relationship between the use of digital media in learning and improved indicators of student discipline behavior, such as punctuality in completing assignments, adherence to learning instructions, and consistency in participating in learning activities. Structured digital media generally provide a clear activity flow, assignment deadlines, and systematic learning instructions, thus helping students manage learning activities in a more focused manner. In this context, the use of web-based learning media, such as the Canva site, can support the development of more organized learning behaviors. Research conducted by Mardatillah & Hamdani (2025) shows that the use of interactive digital learning media can improve student discipline, particularly in punctuality when completing and submitting assignments. A clear activity structure in learning media helps students understand the steps they must take and encourages them to follow the teacher's instructions more consistently. Similar findings were reported by Adeoye et al. (2024), who found that integrating digital technology into learning can increase students' compliance with learning rules and strengthen more regular study habits.

However, the relationship between digital media use and improved learning discipline does not always show a consistent pattern across all research contexts. Several studies have shown that the effectiveness of digital media in shaping disciplinary behavior is strongly influenced by other factors, such as learning design, the teacher's role in facilitating learning activities, and students' self-regulation abilities. Without appropriate pedagogical strategies, the use of digital technology can even create distractions that reduce students' focus on learning. Thus, although digital media has the potential to support the formation of disciplinary behavior, this influence is not automatic. Learning discipline is better understood as the result of the interaction between learning media design, the teaching strategies implemented by teachers, and students' characteristics and readiness to utilize technology as a learning tool.

Discussion

1. Interactivity and Discipline

The research results show that interactivity in digital media significantly increases student engagement during the learning process. Interactive features such as animation, non-linear navigation, and engaging visual elements can encourage students to participate more actively in learning activities. However, this increased engagement does not automatically result in disciplined learning behavior. In other words, the relationship between media interactivity and the formation of discipline is neither linear nor deterministic. According to Fredricks et al. (2004), student engagement consists of three main dimensions: behavioral, emotional, and cognitive engagement, which interact with each other in the learning experience. Interactive digital media generally increases emotional engagement through interest and motivation, and cognitive engagement through content exploration. However, this engagement does not always lead to behavioral engagement that reflects learning discipline, such as consistency in completing assignments or adherence to learning rules.

More recent research also shows that digital learning environments present more complex dynamics. A study by Martin et al. (2025) revealed that the use of technology in

learning is often accompanied by digital distraction, namely the disruption of attention caused by non-academic activities on digital devices. This distraction can lead to loss of focus, ineffective multitasking, and reduced understanding of the material if not managed well pedagogically. Furthermore, cross-national research on the use of digital devices in the classroom indicates that misuse of devices for activities outside of learning remains quite common. These findings confirm that motivational factors and a supportive learning environment play a crucial role in controlling students' technology use behavior during learning. Another factor influencing the relationship between engagement and discipline is students' self-regulation abilities. Research in learning analytics shows that self-regulation in learning varies widely among students and cannot be reliably predicted by a single model of learning behavior. This suggests that students' responses to digital learning environments are highly individual and influenced by various personal factors. These findings strengthen the argument that the linear assumption of "interactivity → engagement → discipline" is a simplification of the dynamics of digital learning. In an educational context, learning discipline is better understood as the result of a complex interaction between learning media design, teacher pedagogical strategies, and individual student characteristics such as motivation, self-regulation, and the learning environment. Therefore, the use of interactive media needs to be accompanied by a targeted pedagogical design to constructively direct student engagement toward developing disciplined learning behavior.

2. Independent Learning as a Disciplinary Mediator

Research findings indicate that self-regulated learning plays a crucial role in bridging the use of digital media with the development of student learning discipline. Interactive digital media, including web-based learning platforms like Canva Site, provide students with the flexibility to access materials, set their own pace, and explore independently. However, the effectiveness of such media use depends heavily on students' ability to manage their own learning process. In other words, digital media does not directly shape disciplined behavior; rather, it provides an environment that can facilitate the development of self-regulation skills. Zimmerman (2002) explains self-regulated learning as an active process in which students plan, monitor, and evaluate the learning strategies they use to achieve academic goals. Within this framework, learning discipline is understood not only as adherence to external rules but also as students' internal ability to consciously and consistently control their learning behavior. Therefore, the success of using digital media in learning is greatly influenced by the extent to which students can develop self-regulation skills.

However, not all students have the same level of self-regulation readiness. Research compiled by Schunk & Greene (2018) shows that self-regulated learning is influenced by factors such as intrinsic motivation, prior learning experiences, environmental support, and learning strategies provided by teachers. Without adequate pedagogical guidance, students with low self-regulation tend to struggle with time management, maintaining focus, and completing assignments consistently. More recent research also reinforces the role of self-regulated learning in digital learning. A study by Xiao (2021) showed that the success of online learning is significantly influenced by students' ability to set learning goals, control their attention, and monitor their learning progress. Similarly, research by Song et al. (2020) found that digital learning environments that provide clear navigation structures, feedback, and reflective activities can help improve students' self-regulation skills. Therefore, the role of media such as the Canva Site is more appropriately understood as a learning environment that supports the development of self-regulated learning, rather than as a factor that directly shapes students' discipline. Learning discipline in the context of digital learning emerges through an internalization process in which students use the learning environment to plan

learning activities, monitor progress, and continuously evaluate their learning outcomes. Therefore, the integration of digital media into learning needs to be accompanied by pedagogical strategies that explicitly encourage the development of self-regulation skills so that student engagement can develop into disciplined learning behavior.

3. Limitations of Digital Media in Learning

While digital media offers advantages in increasing accessibility, enhancing the visualization of materials, and enhancing interactivity in learning, its use also has a number of limitations that warrant critical consideration. The use of technology in education does not automatically improve learning quality. As explained by Selwyn (2016), educational technology should not be understood as an instant solution to various educational problems, but rather as a tool whose effectiveness depends heavily on the pedagogical context, learning design, and teaching practices implemented by teachers. Thus, the impact of technology on learning is not deterministic, but is influenced by how the technology is integrated into the teaching and learning process. A 2015 report from the Organization for Economic Cooperation and Development (OECD) also showed that increased use of technology in schools does not always correlate positively with improved student learning outcomes. In some cases, excessive use of technology without a clear pedagogical strategy can reduce students' focus on learning and increase the risk of distraction. These findings confirm that the successful integration of technology into learning depends heavily on the quality of learning design and the teacher's ability to manage technology-based learning activities.

More recent research also supports this view. A study by Xiao (2021) showed that the effectiveness of digital learning is strongly influenced by the learning structure, clarity of learning objectives, and support for student self-directed learning. Furthermore, research by Ifenthaler & Schumacher (2023) emphasized that digital learning environments that focus too much on visual and technological aspects without considering students' cognitive processes can reduce the depth of conceptual understanding. In this context, the use of the Canva Site as a learning medium needs to be pedagogically designed to emphasize visual and aesthetic aspects while also supporting meaningful learning processes. Effective learning design needs to consider material structure, reflective activities, and the integration of tasks that encourage student cognitive engagement. Thus, the Canva Site functions not only as a visual presentation tool but also as a learning tool that can support the development of conceptual understanding and the formation of more disciplined learning behaviors.

4. Digital Divide and Accessibility

The digital divide is one of the main challenges in implementing technology-based learning media. Although the development of digital technology opens up significant opportunities to improve the quality of learning, not all students have equal access to digital devices or internet connections. A UNESCO report (2021) shows that unequal access to educational technology remains a global problem, particularly in areas with limited infrastructure, low socioeconomic conditions, and inadequate technological support. This condition results in some students having limited access to digital learning resources, potentially widening the learning gap. Furthermore, van Dijk (2020) explains that the digital divide is not only related to the availability of devices or internet connectivity (access divide), but also includes gaps in technology usage skills (skills divide) and gaps in the use of technology for productive purposes (usage divide). Thus, even though students have access to digital devices, they do not necessarily have sufficient skills to utilize technology effectively in their learning activities.

More recent research also shows that the digital divide can impact the quality of student participation in technology-based learning. A study by Ifenthaler & Mah (2022) emphasized that differences in students' digital literacy skills can lead to significant variations in how they access, understand, and utilize digital learning resources. Consequently, students with low digital literacy often struggle to participate optimally in technology-based learning activities. In this context, the use of learning media such as the Canva Site needs to be designed with accessibility and inclusivity in mind. Teachers need to ensure that learning materials are not only visually appealing but also easily accessible across various devices and do not require excessive internet connection requirements. Furthermore, it is crucial for teachers to provide guidance on digital media use and digital literacy to help students utilize learning technology effectively. With this approach, the use of digital media is expected to not only improve the quality of learning but also minimize the potential for inequities arising from the digital divide.

5. Implications for Inclusive Education

In the context of inclusive education, digital media has significant potential to accommodate the diversity of students' needs and learning styles. Digital technology enables the presentation of learning materials in various formats, such as text, images, audio, video, and interactive animations, so students can access information through channels that best suit their learning preferences. This approach aligns with the Universal Design for Learning (UDL) principles developed by the Center for Applied Special Technology (CAST). Within the UDL framework, effective learning is designed by providing multiple ways to represent information, offering diverse opportunities for students to express their understanding, and offering various strategies to increase engagement in learning (CAST, 2018). This multimodal approach enables digital media to be a more inclusive tool than conventional learning media. Recent research also shows that digital learning environments designed based on principles of inclusivity can increase the participation of students with diverse learning needs, including those with visual impairments, learning difficulties, or specific cognitive support needs. A study by Burgstahler (2021) confirms that applying universal design principles to educational technology can help create more equitable and accessible learning experiences for all learners.

However, the inclusive potential of digital media is not always realized automatically. If not designed with accessibility principles in mind, digital media can actually reinforce new forms of exclusion in learning. As Neil Selwyn explains, educational technology often reflects design assumptions that do not always account for the diversity of user needs. As a result, students with limited access, low digital skills, or special needs may face obstacles in effectively using digital learning media. In this context, the use of the Canva Site as a learning medium should be designed with accessibility and inclusivity in mind. Some design practices that can be applied include the use of alternative text on images, the selection of clear color contrasts, a simple and consistent navigation structure, and a presentation of information that is not too visually dense. Furthermore, providing various forms of material representation can help students with different learning characteristics understand the material more effectively. Thus, the use of the Canva Site not only enhances the visual appeal of learning but can also support the principles of inclusive education when designed pedagogically and made accessible. The integration of UDL principles into digital media design enables teachers to create learning environments that are more flexible, adaptive, and able to meet the diverse learning needs of students.

6. Theoretical and Practical Contributions

Theoretically, this study reinforces the view that the relationship between digital media use and the formation of learning discipline is neither direct nor deterministic. Discipline does not emerge solely from the use of learning technology, but is mediated by psychological and pedagogical factors such as learning engagement, motivation, and students' self-regulation abilities. This finding aligns with the constructivist perspective proposed by Vygotsky (1978), which emphasizes that learning is an active process constructed through interactions between individuals and their social environment and learning context. Within a constructivist framework, learning technology serves as a mediating tool that can support knowledge construction, but its effectiveness is strongly influenced by how it is used in learning activities. This study's findings also support contemporary approaches in educational technology that view digital media as part of a complex learning ecosystem. Recent research indicates that the impact of technology on learning outcomes is influenced not only by media characteristics but also by pedagogical strategies, teacher-student interactions, and students' readiness to learn. Therefore, learning discipline in digital learning environments is better understood as the result of the interaction among media design, students' learning experiences, and social support in the learning process.

In practice, the results of this study have important implications for teachers in their use of technology-based learning media, such as the Canva Site. Digital learning media is not simply designed to visually attract students' attention; it also needs to consider the pedagogical, psychological, and social aspects that influence the learning process. Effective learning media design should integrate a clear material structure, activities that promote cognitive engagement, and opportunities for students to reflect on and manage their learning independently. Furthermore, teachers need to act as facilitators, guiding the use of digital media to maintain focus on learning objectives. The integration of media such as the Canva Site should be accompanied by learning strategies that encourage interaction, collaboration, and the development of students' self-regulation skills. With this approach, the use of digital media not only increases the appeal of learning but also supports the development of more disciplined and responsible learning behaviors. Thus, this research contribution not only enriches theoretical studies on the relationship between digital media and the development of learning discipline but also provides practical guidance for educators in designing more meaningful and effective technology-based learning.

CONCLUSION

Based on the results of the literature analysis, it can be concluded that Canva Site-based digital media has the potential to support more interactive, structured learning and encourage student engagement. These characteristics provide opportunities to develop aspects of independent learning, such as planning, monitoring, and evaluating the learning process, which, in several studies, has been linked to indicators of disciplinary behavior, such as consistency and responsibility. However, these findings need to be interpreted with caution, considering that this research is a literature review and has not empirically tested the causal relationship between Canva Site use and improved student discipline. The effectiveness of this media is highly dependent on pedagogical design, teacher implementation strategies, and student characteristics, so it cannot be generalized as a single solution to discipline problems.

In practice, the results of this study imply that teachers need to design the use of the Canva Site in a targeted manner, focusing not only on visual aspects but also on learning

structure, instruction clarity, and the integration of activities that encourage student responsibility and regularity in learning. Furthermore, it is important for teachers to consider the diversity of students, including differences in learning abilities and access to technology, so that the use of this media does not create learning gaps. From an inclusive education perspective, the development of the Canva Site needs to consider accessibility, including simple design, clear navigation, and visual and text elements accessible to students with diverse learning needs. This is crucial so that digital media is not only effective for some students but also can be used fairly and equitably. For further research, it is recommended to conduct empirical studies to directly test the effect of Canva Site use on student discipline and explore factors that mediate this relationship, such as motivation, self-regulation, and a supportive learning environment. Furthermore, future research should examine the implementation of this media in the context of inclusive education and across varying conditions of technology access.

REFERENCES

- Adeoye, A. A., Adewale, J. G., & Olatunde, S. O. (2024). Digital learning and student discipline: Exploring the role of structured online environments. *International Journal of Educational Technology*, 15(2), 85–98.
- Agustina, R., Putri, D. A., & Lestari, S. (2025). Utilization of interactive digital media to improve the quality of learning in elementary schools. *Journal of Educational Technology*, 17(2), 123–135.
- Susanto, A., & Almanfaluti, K. (2025). The effect of digital learning media design on the cognitive load of elementary school students. *Journal of Educational Technology*, 19(1), 34–47.
- Arodani, M., Hidayat, T., & Prasetyo, A. (2025). Analysis of elementary school students' discipline in learning. *Indonesian Journal of Elementary Education*, 10(1), 45–56.
- Burgstahler, S. (2021). *Universal design in higher education: From principles to practice* (2nd ed.). Harvard Education Press.
- CAST. (2018). *Universal design for learning guidelines version 2.2*. <http://udlguidelines.cast.org>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Ifenthaler, D., & Mah, D.-K. (2022). Digital transformation of learning: Challenges and opportunities. *Educational Technology Research and Development*, 70(2), 1–10. <https://doi.org/10.1007/s11423-021-10085-3>
- Ifenthaler, D., & Schumacher, D. (2023). Learning analytics in digital environments: Cognitive and behavioral perspectives. *Computers & Education*, 185, 104541. <https://doi.org/10.1016/j.compedu.2022.104541>
- Irma, N. (2025). The use of multimedia-based digital media in contextual learning in elementary schools. *Journal of Educational Innovation*, 8(1), 67–78.
- Kadek, I., Putra, N., & Dewi, L. (2026). Utilization of Canva-based interactive media to increase elementary school student engagement. *Journal of Elementary Education Innovation*, 11(1), 12–25.
- Khasanah, U., Sari, D. P., & Lestari, R. (2025). Student engagement in digital-based learning in elementary schools. *Journal of Education and Learning*, 13(1), 101–113.
- Kitchenham, B., & Charters, S. (2007). *Guidelines for performing systematic literature reviews in software engineering*. Keele University & Durham University.
- Komang, N. P., & I Gusti Ayu, M. (2024). The influence of Canva-based learning media on students' learning motivation. *Journal of Multimedia Education*, 8(2), 77–89.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.

- Lutviana, R., Hidayat, A., & Prasetyo, D. (2025). Interactive learning environment and its influence on students' learning focus. *Journal of Educational Technology*, 18(2), 56–68.
- Mardatillah, N. A., & Hamdani, H. (2025). The influence of digital learning media on elementary school students' discipline. *Journal of Character Education*, 16(1), 88–100.
- Martin, F., Sun, T., & Westine, C. D. (2025). A systematic review of research on online teaching and learning: Digital distraction and student engagement. *Computers & Education*, 210, 104891. <https://doi.org/10.1016/j.compedu.2024.104891>
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Meilinda, R., Sari, P., & Nugroho, A. (2025). Instilling discipline values in elementary school students through character education. *Journal of Character Education*, 15(1), 89–102.
- Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLoS Medicine*, 6(7), e1000097. <https://doi.org/10.1371/journal.pmed.1000097>
- Nugraha, A., Setiawan, B., & Rahman, F. (2025). Development of Canva-based learning media to improve student learning independence. *Journal of Elementary Education*, 10(2), 145–158.
- Organisation for Economic Co-operation and Development. (2015). *Students, computers and learning: Making the connection*. OECD Publishing. <https://doi.org/10.1787/9789264239555-en>
- Rahayu, S., & Anggraini, F. W. (2025). The influence of digital media on elementary school students' reflection and self-evaluation skills. *Journal of Innovative Education*, 9(1), 67–79.
- Rahmah, S., Putri, A. D., & Lestari, W. (2025). Utilization of Canva Site as an interactive learning medium in elementary schools. *Indonesian Journal of Educational Technology*, 18(1), 45–58.
- Rahman, A., & Fuad, M. (2024). The relationship between learning discipline and elementary school students' learning outcomes. *Journal of Education and Learning*, 12(2), 101–112.
- Rasyid, F., Kurniawan, D., & Putra, R. (2026). Student discipline problems in learning in elementary schools. *Journal of Educational Sciences*, 14(1), 55–66.
- Saputri, D. A., Kurniawan, R., & Lestari, P. (2025). Interactive multimedia in increasing student engagement in digital learning. *Indonesian Journal of Educational Technology*, 17(2), 120–132.
- Schunk, D. H., & Greene, J. A. (2018). *Handbook of self-regulation of learning and performance* (2nd ed.). Routledge.
- Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). Bloomsbury Academic.
- Song, D., Rice, M., & Oh, E. Y. (2020). Participation in online courses and interaction patterns: The role of self-regulated learning. *The Internet and Higher Education*, 47, 100760. <https://doi.org/10.1016/j.iheduc.2020.100760>
- Sugiyono. (2017). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D [Educational research methods: Quantitative, qualitative, and R&D approaches]*. Alfabeta.
- Teoh, B. S. P., & Neo, T. K. (2007). Interactive multimedia learning: Students' attitudes and learning impact. *The Turkish Online Journal of Educational Technology*, 6(1), 46–53.
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British Journal of Management*, 14(3), 207–222. <https://doi.org/10.1111/1467-8551.00375>
- Tu'u, T. (2004). *Peran disiplin pada perilaku dan prestasi siswa [The role of discipline in student behavior and achievement]*. Grasindo.
- UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education – All means all*. UNESCO Publishing.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- van Dijk, J. A. G. M. (2020). *The digital divide*. Polity Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

- Wildan, M., & Herdiana, D. (2024). Application of constructivism theory in digital learning in elementary schools [Application of constructivism theory in digital learning in elementary schools. *Indonesian Journal of Elementary Education*, 9(2), 210–222.
- Xiao, J. (2021). Decoding self-regulated learning in online education: A review of the literature. *Distance Education*, 42(2), 1–15. <https://doi.org/10.1080/01587919.2021.1910494>
- Yulika, S., & Khairun, N. (2025). The effect of digital media interactivity on students' intrinsic motivation. *Journal of Educational Psychology*, 14(1), 33–45.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2